

# BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



## MAINE



Maine has addressed three of the 10 Blueprint policies to improve college readiness in the state.

It has adopted two of the four anchor high school policies. The state has put in place rigorous standards to better prepare its students for college readiness and is part of the Smarter Balanced Assessment Consortium (SBAC) to test students on their progress in meeting the standards.

Maine also has met one of the two bridge anchor policies. The state has a P-20 data pipeline system in place that is able to provide student-level data from preschool through their entry into the workforce.

POLICY REVIEW	MAINE	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> No	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , SBAC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
<b>3. GRADUATION REQUIREMENTS</b> H.S. course requirements match statewide college admissions	<b>NO</b> statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
<b>4. K-12 ACCOUNTABILITY</b> CCR is indicator in system	<b>NO</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>NO</b>	28 – common admission standards 15 – systemwide 13 – statewide
<b>6. REMEDIAL AND PLACEMENT POLICIES</b> Statewide or systemwide remedial policies Statewide or systemwide placement policies	<b>NO</b>	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
<b>7. TRANSFER (3 OUT OF 4 POLICIES)</b> Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	<b>NO</b> No No No No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
<b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b> Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	<b>NO</b> No No Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
<b>9. STATEWIDE CCR DEFINITION</b>	<b>NO</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>3 out of 10</b>	

## STRENGTHS

Maine is one of more than 30 states that has increased accountability for its higher education system by creating college attainment goals. State officials have adopted performance-based funding systems that reward institutions for improving outcomes, not just enrolling students. It also is one of 36 states that has embedded college completion and/or attainment goals in its master plan.

Such accountability is a tool to meet the demand for employees with postsecondary credentials by giving higher education institutions more incentive to graduate more students.

Maine's data pipeline systems allow states to have the ability to use the 12th grade to ensure that all students are ready for success after graduation. Robust data systems can help policymakers and state and local leaders analyze the performance and effectiveness of school districts' educational policies and programs. The data collection has been standardized so that it can be shared by different state agencies.

## CONSIDERATIONS

Maine should look into including barometers of college and career readiness in determining school performance and in its school report cards. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Other measures include participation in dual enrollment courses, Advanced Placement (AP) scores, International Baccalaureate rates or the number of industry certifications earned.

The state also should consider adopting a statewide transferable core of lower-division courses to ease the transition between the community college and university systems; 35 states have such a policy. Maine may also consider implementing a statewide Common course numbering system. On average, about one-third of college students will transfer at least once before graduating, making implementation and enforcement of transfer policies critical to student success.

## RESOURCES AND STATE EXAMPLES

*State Policies to Improve Student Transfer*, NCSL, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

### Kentucky – School performance rooted in college and career readiness

S.B. 1, passed in the 2009 session of the Kentucky Legislature, included the **Unbridled Learning: College/Career-Ready for All** initiative. It details what students should learn, what will be tested, when tests are given, the composition of the public school accountability system and more. Most importantly, it begins with the end in mind. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

### Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.