



MAINE

State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Advanced Placement (AP)</u>	Yes	Program and grant intended to increase the participation of low-income students in AP courses and exams	Yes	<ul style="list-style-type: none"> • Low-achieving students • Low-income students • School districts that have little experience in implementing AP programs 	Yes	<ul style="list-style-type: none"> • Mostly federal, plus some state funding • ME Rev. Stat. 20-A §8201-8207 (2001) Maine School of Science and Mathematics
Bridge Programs	Yes	Pilot programs	Yes	Special efforts for underserved students	Yes	State funding
College Level Exam Program (CLEP)	Yes	Several campuses within the University of Maine System grant credit based on CLEP scores.	No		No	
<u>Distance Learning/ Virtual School</u>	Yes	A part of the Maine Distance Learning Project seeks to identify Maine teachers and schools that are interested in offering the AP program to be delivered via the statewide advanced video-conferencing technology.	Yes	<ul style="list-style-type: none"> • Immigrant students • Rural students 	Yes	State funding, especially districts in isolated communities
Dual Credit/ Dual Enrollment	Yes	A new initiative called College Ready Maine is underway.	Yes	Special efforts for the neglected majority	Yes	<ul style="list-style-type: none"> • State funding for juniors and senior high school students • ME Rev. Stat. 20-A §4771- 4775 (2001) Postsecondary Enrollment

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<u>Early College Program</u>	Yes	<ul style="list-style-type: none"> The Early College program is geared toward at-risk students or students who are not inclined to go to college The Aspiration program is geared toward juniors and seniors who earn A's or B's (B average) in high school. Collaboration between school districts and the Community College of Maine System and the University of Maine System. Both the Community College of Maine System and the University of Maine System participate in both programs. 	Yes	<ul style="list-style-type: none"> At-risk students Juniors and seniors who earn A's or B's in high school and are academically capable but unlikely to attend college 	Yes	Some state funding; tuition exemption and tuition wavier; legislation passed in 1998
Early or Middle College High Schools	Yes	State is making an effort to institutionalize the program.	Yes	<ul style="list-style-type: none"> Dropout students Low-achieving students 	Yes	State, college board, and Mal Mae Education Foundation ; combination private funding through Bill and Melinda Gates Foundation
<u>GED in College Settings</u>	Yes	Technical colleges are involved in the implementation of the GED program. Also, GED programs are facilitated through local outreach adult education programs.	Yes	Low-income students	Yes	State funding
<u>Great Maine School Project</u>	Yes	To create environments for personalized learning for all Maine students, and to prepare all students for success in college, the workforce, and their communities	Yes	At-risk students	Yes	Combination of state and private (Gates Foundation) funding
International Baccalaureate (IB)	No		No		No	

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<u>Tech Prep</u>	Yes	2 + 2 Program; 5 consortia are trying to articulate a common curriculum.	Yes	<ul style="list-style-type: none"> Racial and ethnic minority students, especially Native Americans Rural students 	Yes	Federal Perkins funding; state supports philosophically but not financially
Upward Bound	Yes	Works with the academic preparation of students	Yes	<ul style="list-style-type: none"> First-generation students Low-income students 	No	Federal funding

Summary of academic pathways:

College transition, referred to within the state as “college aspiration”, is a top priority. High school students in Maine have a low aspiration for college; only 51% of students actually attend compared to the national average of 64%. Pathways such as early college high school and the Great Maine School Project involve both state and the Bill & Melinda Gates Foundation and create partnerships between interested constituencies. In addition, five different initiatives are being developed to increase college aspiration, and the Governor has formed a task force to examine the P-16 relationship. The state has placed its highest priority on AP, Tech Prep, early college high school, and the Great Maine School Project pathways.

Interesting or unique models identified by state officials:

- Early College High School Initiative
- Early College Programs: Currently, two community colleges are preparing to participate. Students receive pre-exposure to college campus life and earn from three to six credits per semester. The programs are designed to increase the number of high school graduates who go to college. Three University of Maine System campuses have Early College programs in which they collaborate with local school districts to work with at-risk or students who do not aspire to college. All campuses of the University of Maine System participate in the High School Aspirations program, which permits high school students (juniors and seniors with A B average and recommendation of school) to enroll in courses on Maine university campuses. It is designed to encourage more students to experience a college campus and be exposed to the faculty and courses.
- High School Reform; Great Maine School Project

Observations by state officials about special efforts to reach underserved students:

The state has made special attempts to reach underserved student populations, particularly through dual credit, bridge programs, Tech Prep, early college high schools, and the Great Main School Project. In addition, Maine’s Upward Bound program serves as a means of providing traditionally non-college bound and low-income students with the opportunity to engage in college preparation and college readiness. Most emphasis is placed on reaching those students who normally do not attend college, namely low-income, low-achieving, high school dropouts, academically neglected middle-range, rural, and Native American students. Maine’s outreach effort toward underserved students is a reflection of the geographical characteristics of a scattered population, with many rural areas in the state.



Observations by state officials about state support for pathways:

Maine has supported many pathways through either funding or legislation, although it does not have the CLEP program. Interestingly, the state has made a strong legislative effort for pathways such as dual credit, AP, and the early college program. Despite a strong need for regulation and legislation to promote college access, the state is faced with challenges to implement such programs because of strong local control. However, Maine has been successful in keeping tuition rates low at community colleges over the past six years and also provides tuition waivers and incentives for students in programs such as early college access. Interestingly, monetary support for some pathways (e.g., early college high schools and the Great Maine School Project) comes from both the state education agency and private organizations. However, Tech Prep and Upward Bound programs are entirely supported through federal funding due to limited state resources.

Lessons learned by state officials:

- Different entities need to be connected at the policy level; Maine is trying to collaborate with other entities and state organizations.
• Regulations should be in place at the state level.
• The focus should be on how to ensure rigorous curricula so that all students are ready for college.
• The state continues to keep tuition prices down. It needs to make sure that students understand that higher education is accessible and affordable by providing a context of what higher education means and also by building a cohesive educational system.
• The state needs to convince the public and community of the importance of college, so there is a community awareness campaign.
• The state should encourage postsecondary education, community colleges, and high schools to work collaboratively for curriculum articulation and agreement.

Programs recommended by state officials:

Table with 5 columns: Pathways, Educational Institution, Contact person, E-mail, Phone. Rows include College Aspiration Program, Tech Prep, and Upward Bound Programs.

State official's contact information:

Table with 5 columns: Name, Title, Agency, E-mail, Phone. Rows include Wendy Allen, Gary Crocker, Yvonne Davis, Andrew McMahan, and *Harry Osgood.



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(Prepared by Eunyoung Kim/ Updated March, 2006/ *State official reviewed this state profile.)