

STATE EDUCATION EMPLOYMENT OUTCOMES TASK FORCE

AGENDA

August 11, 2014

10:00 a.m.

Room 208, Cross State Office Building

111 Sewall St., Augusta

Convene

1. Introductions of SEEO Task Force members
2. Review of Task Force duties
3. Presentation:
 - Maine Employment Outcomes Dashboard - website preview
(Paul Leparulo, ME Dept. of Labor/Task Force member)
4. Discussion: Website features and functionality
5. Discussion: Funding
6. Next steps
5. Scheduling future Task Force meetings
6. Other business

Adjourn

State Education and Employment Outcomes Task Force

Public Law, Chapter 593

Total Members: 15

Appt Deadline: Not specified

Governor

1 Expert in state & national higher ed policy

Vacant

1 Representing a private postsecondary education institution

Vacant

1 Representing Chamber of Commerce

Vacant

1 Representing Maine Maritime Academy

Vacant

President of the Senate

1 Representing Maine School Management Association

Appointment Connie Brown

1 Representing UMS

Appointment Rosa Redonnett

2 Senate members (representing 2 parties)

Appointment John L. Patrick

Appointment Brian D. Langley

Speaker of the House

2 House members (representing 2 parties)

Appointment Seth A. Berry

Appointment Joyce A. Maker

1 Representing Maine Community College System

Appointment Diane Vickrey

Commissioner, Department of Education

1 Or designee

Appointment Bill Hurwitch

Other

1 Administrator of DOL educational outcome database or designee

Appointment Jeffrey Jordan

Commissioner, Department of Labor

1 Or designee

Appointment Paul Leparulo

Finance Authority of Maine

1 CEO or designee

Appointment Angela Dostie

** Members Appointed = 11	Total Members = 15 **
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STATE OF MAINE

IN THE YEAR OF OUR LORD
TWO THOUSAND AND FOURTEEN

H.P. 1253 - L.D. 1746

An Act To Facilitate Informed Planning for Higher Education and Careers

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 5 MRSA §12004-G, sub-§10-E is enacted to read:

10-E.

<u>Education</u>	<u>State Education and Employment Outcomes Task Force</u>	<u>Expenses Only</u>	<u>20-A MRSA §12901</u>
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Sec. 2. 20-A MRSA c. 437 is enacted to read:

CHAPTER 437

STATE EDUCATION AND EMPLOYMENT OUTCOMES TASK FORCE

§12901. State Education and Employment Outcomes Task Force

1. Task force established. The State Education and Employment Outcomes Task Force, established in Title 5, section 12004-G, subsection 10-E and referred to in this chapter as "the task force," is established to develop procedures to maintain and disseminate information and data from the Department of Labor's educational outcome database, referred to in this chapter as "the database," including but not limited to information and data on education results, program completion, graduation, credentials earned and employment and earnings outcomes for graduates of postsecondary educational institutions in the State over time.

2. Membership. The task force consists of 15 members as follows:

A. Four members appointed by the President of the Senate as follows:

(1) Two members of the Senate, one from each of the 2 parties holding the largest number of seats in the Legislature;

(2) A representative from the University of Maine System; and

(3) A representative from the Maine School Management Association or a successor organization;

B. Three members appointed by the Speaker of the House as follows:

(1) Two members of the House of Representatives, one from each of the 2 parties holding the largest number of seats in the Legislature; and

(2) A representative from the Maine Community College System;

C. Four members appointed by the Governor as follows:

(1) A representative from the Maine Maritime Academy;

(2) A representative from a private postsecondary educational institution in the State;

(3) A representative from the Maine State Chamber of Commerce or a successor organization; and

(4) A person with expertise in state and national higher education policy;

D. The Commissioner of Education or the commissioner's designee;

E. The Commissioner of Labor or the commissioner's designee;

F. The administrator of the database or the administrator's designee; and

G. The Chief Executive Officer of the Finance Authority of Maine or the chief executive officer's designee.

3. Meetings. The task force may meet no more than 4 times per calendar year.

4. Chairs. The first-named Senate member is the Senate chair and the first-named House of Representatives member is the House chair of the task force.

5. Terms of appointment. Nonlegislative appointed members of the task force are appointed for terms of 3 years and may serve beyond their designated terms until their successors are appointed. Terms of appointment of Legislators coincide with their respective legislative terms of office.

6. Staffing. The Legislative Council shall provide staff support to the task force, except that the Legislative Council staff support is not authorized when the Legislature is in regular or special session. The Department of Education and the Department of Labor shall provide assistance and information to the task force as is consistent with the departments' current federal grants related to the work of the task force and to the extent time and funding allow as determined by the departments.

7. Duties. The task force shall:

A. Review procedures to maintain and disseminate information regarding the employment and earnings of graduates of postsecondary educational institutions in the State based on the database;

B. Advise on the use of the information provided in the database by state agencies, higher education organizations that have partnerships with the task force, local school systems and the public;

C. Make recommendations regarding the design and content of a website jointly hosted by the Department of Education and the Department of Labor that provides maximum information to the public regarding higher education and employment;

D. Identify a viable long-term funding method to maintain the database;

E. Produce recommendations for the Department of Education regarding how to provide relevant, timely information to secondary school students who are making higher education decisions;

F. Address any issues that may arise from the use or impact of the database; and

G. Explore the feasibility of and possible methods for including data from the Department of Professional and Financial Regulation, Office of Professional and Occupational Regulation regarding licensure, as well as data covering other workforce credentials, into the database.

8. Reports; legislation. The task force shall report to the joint standing committee of the Legislature having jurisdiction over education matters, the joint standing committee of the Legislature having jurisdiction over labor matters and the joint select or joint standing committee of the Legislature having jurisdiction over workforce training matters by November 1st each year on the status of the database. The reports must describe funding sources for the database and the sustainability of that funding, how the website under subsection 7, paragraph C is used, including by whom and how frequently they use it, efforts to incorporate its use into secondary schools and any other issues the task force determines necessary. The task force shall as part of its report recommend whether the task force should continue its work, or if its work could best be handled by another entity. If the task force recommends that the task force should continue its work, it shall recommend any suggested changes in the membership and size of the task force. The task force may submit with the reports legislation required to implement its recommendations.

Sec. 3. Lapsed balances; Legislature, General Fund account. Notwithstanding any other provision of law, the State Controller shall lapse \$2,500 from the All Other line category from the Legislature, General Fund account in the Legislature to the General Fund unappropriated surplus no later than June 30, 2015.

Sec. 4. Appropriations and allocations. The following appropriations and allocations are made.

LEGISLATURE

Legislature 0081

Initiative: Provides funding for the per diem and expenses of Legislators serving on the State Education and Employment Outcomes Task Force and other miscellaneous costs associated with the task force.

GENERAL FUND	2013-14	2014-15
Personal Services	\$0	\$880
All Other	\$0	\$1,620
GENERAL FUND TOTAL	<u>\$0</u>	<u>\$2,500</u>

STATE EDUCATION EMPLOYMENT OUTCOMES TASK FORCE

Task Force Duties

Public Law 2013, chapter 593

1. Review procedures to maintain and disseminate Maine's Workforce Data Quality Initiative and Statewide Longitudinal Data Systems database information;
2. Advise on the use of the information provided in the database by state agencies, higher education organizations and the public;
3. Make recommendations regarding the design and content of a website providing maximum database information to the public;
4. Identify a viable long-term funding method to maintain the database;
5. Produce recommendations for the Department of Education regarding how to provide information to secondary school students who are making higher education choices;
6. Address any issues that may arise from the use or impact of the database;
7. Explore the feasibility of and possible methods for including data covering licensure and other workforce credentials;
8. Submit a report to the Legislature by November 1st. The report must:
 - A. Describe funding sources for the database and the sustainability of that funding;
 - B. Describe how the website is used, including by whom and how frequently they use it,
 - C. Describe efforts to incorporate the database's use into secondary schools;
 - D. Describe any other necessary issues the Task Force deems necessary;
 - E. Recommend:
 - i. To continue the Task Force, along with any suggested changes in membership or size;

or

 - ii. To discontinue the Task Force because its work could best be handled by another entity.

STATE EDUCATION EMPLOYMENT OUTCOMES TASK FORCE

Preliminary financial considerations

- U.S. Department of Labor (Employment and Training Administration)
 - Workforce Data Quality Initiative (WDQI)
 - Competitive grant program
 - \$1 million awarded to Maine in 2011

- U.S. Department of Education
 - Statewide Longitudinal Data Systems (SLDS)
 - Competitive grant program
 - \$3.2 million awarded to Maine in 2007
 - \$7.3 million awarded to Maine in 2009 (American Reinvestment and Recovery Act funds)

- Potential future funding sources
 - Federal
 - WDQI grant
 - SLDS grant
 - Race to the Top grant (U.S. DOE)
 - Funds are competitively awarded based on specified comprehensive educational system reforms.
 - Workforce Innovation Fund
 - “The Workforce Innovation Fund will award approximately \$45 million in grants to support innovative approaches to the design and delivery of employment and training services that generate long-term improvements in the performance of the public workforce system in terms of job-seeker and employer outcomes and cost-effectiveness.”
 - Reallocation of existing federal funding
 - State
 - General Fund
 - Private
 - Bill and Melinda Gate Foundation
 - Georgetown University program
 - CollegeMeasures.org - Economic Success Metrics (ESM) Program
 - Partners with states to provide interactive website from state data
 - e.g., Arkansas, Colorado, Florida, Tennessee, Texas, Virginia

Other state funding models

- Federal grant + state funding (e.g., Oregon, Mississippi, California)
- Federal grant + state funding + private funding (e.g., Tennessee)

Employment Outcomes database

Budget information and analysis provided by Maine Dept. of Labor

Grant Name	Expenditures					Grant Amount	Unexpended Balance
	2011	2012	2013	2014	Grand Total		
WDQI	85,922	109,224	504,178	194,681	894,005	1,000,000	105,995
SLDS	71,281	220,562	126,242	90,522	508,607	500,000	-8,607
Total	157,203	329,785	630,420	285,204	1,402,613	1,500,000	97,387

WDQI = Workforce Data Quality Initiative

U.S. Dept. of Labor, competitive grant funding

SLDS = Statewide Longitudinal Data System

U.S. Dept. of Education, competitive grant funding

- \$23K in accruals not reflected in the above figures.
- Approximately 2/3 of funds used on technology (IT Staff and Contractors)
- Approximately 1/3 of total funds used for Maine Dept. of Labor, CWRI personnel and expenses
- Funding will be fully expended by the end of November 2014
- \$250K per year of additional funding needed to keep project development moving forward



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Quality Initiative](#)

Workforce Data Quality Initiative

WDQI supports the development of, or enhancements to, longitudinal administrative databases that will integrate workforce data and create linkages to education data. States will incorporate workforce information into longitudinal data systems to expand the scope and depth of data from programs, such as the Workforce Investment Act programs, Wagner-Peyser, Trade Adjustment Assistance, and Unemployment Insurance. The long-term WDQI and SLDS goal for States is to use their longitudinal data systems to follow individuals through school and into and through their work life. The WDQI also emphasizes promoting improvements and the level of quality of these systems, in addition to increasing the accessibility of performance data, including data reported by employment services and training providers. High quality and consistent data that is available from service providers about services offered, and how well their customers benefited as they enter or re-enter the labor market, are integral to informed consumer choices.

The WDQI is being implemented to support a collaborative partnership at the Federal level between the Departments of Labor and of Education. WQDI grant recipients are expected to demonstrate similarly established partnerships between state educational and workforce agencies.

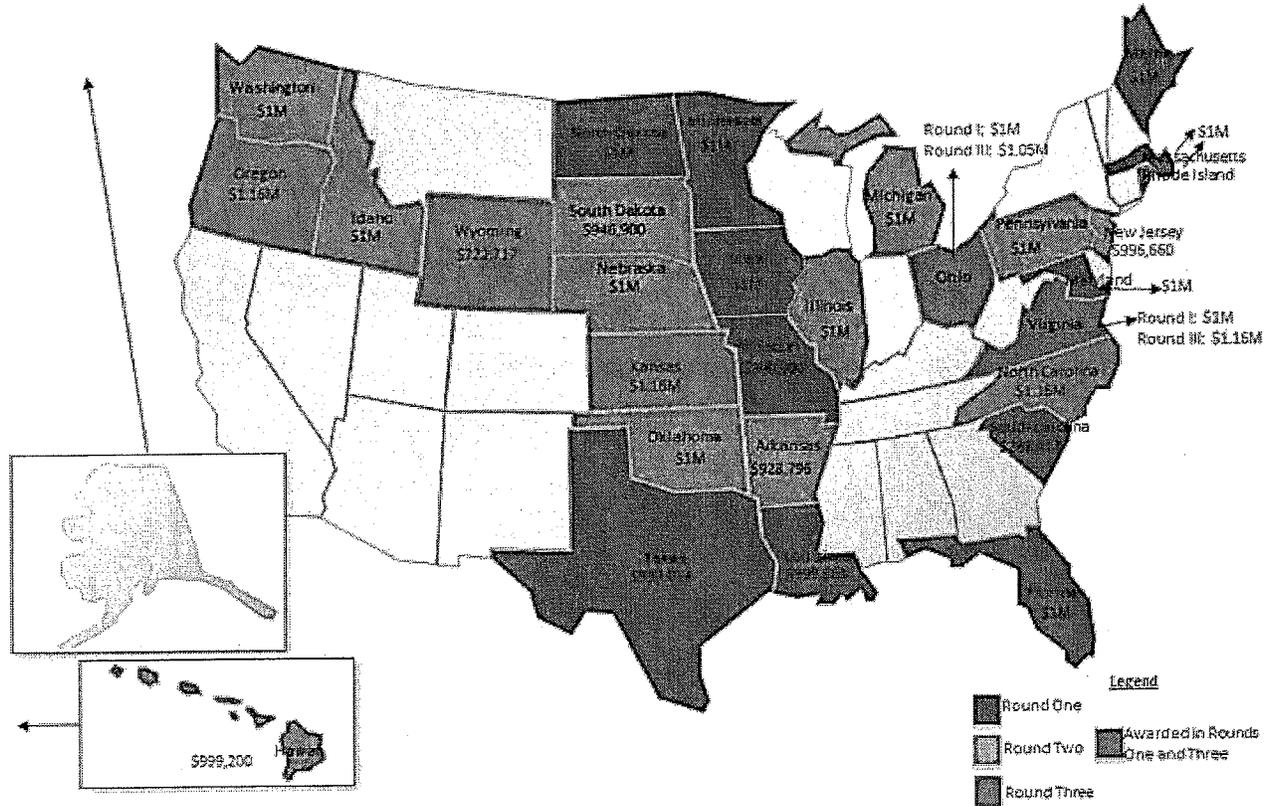
1. What are the main objectives of the WDQI?

- Develop or improve state workforce longitudinal data systems to include data from Unemployment Insurance (UI) wage records, UI benefit claims, training and employment services (such as Workforce Investment Act; Wagner-Peyser; Trade Adjustment Assistance; Veterans; Adult Education and Literacy, and Disability programs) and other data sources like the Federal Employment Data Exchange System.
- Enable workforce data to be matched with education data to ultimately create longitudinal data systems with individual-level information beginning with pre-kindergarten through post-secondary schooling all the way through entry and sustained participation in the workforce and employment services system.
- Improve the quality and breadth of the data in the workforce data systems.
- Use longitudinal data to provide useful information about program operations and analyze the performance of education and employment and training programs.
- Provide user-friendly information to consumers to help them select the training and education programs that best suit their needs.

2. What outcome or outputs are expected of the grantees?

Each WDQI grantee is expected to fully develop (or expand in the case where states have a database underway) their workforce longitudinal database in addition to using that database to conduct analysis of state workforce and education systems. Additionally, WQDI grantees are expected to use this data analysis to create materials on state workforce performance to share with workforce system stakeholders and the public.

WORKFORCE DATA QUALITY INITIATIVE GRANTEE MAP, ROUNDS 1, 2, AND 3



December 17, 2013

WDQI Federal Contacts

National Office Liaison: Lorece Stanton, stanton.lorece@dol.gov, (202) 693-2958

Round 1

Region	Grantee	FPO (backup)	FPO Email	FPO Phone Number
Region 1	Maine	Trevor Capon	capon.trevor@dol.gov	617-788-0391
Region 1	Massachusetts	Trevor Capon	capon.trevor@dol.gov	617-788-0391
Region 2	Maryland	Linda Avila	avila.linda@dol.gov	215-861-5227
Region 2	Virginia	Tobby Willis	willis.tobby@dol.gov	215-861-5217
Region 3	Florida	Julian Hardy	Hardy.julian2@dol.gov	404-302-5367
Region 3	South Carolina	Julian Hardy	Hardy.julian2@dol.gov	404-302-5367

Region 4	Louisiana	David Lipnicky (James Howard)	Lipnicky.david@dol.gov (howard.james@dol.gov)	972-850-4665 (972-850-4668)
Region 4	North Dakota	David Lipnicky (James Howard)	Lipnicky.david@dol.gov (howard.james@dol.gov)	972-850-4665 (972-850-4668)
Region 4	Texas	David Lipnicky (James Howard)	Lipnicky.david@dol.gov (howard.james@dol.gov)	972-850-4665 (972-850-4668)
Region 5	Iowa	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov (ouyang.tommy@dol.gov)	312-596-5521 (312-596-5512)
Region 5	Minnesota	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov (ouyang.tommy@dol.gov)	312-596-5521 (312-596-5512)
Region 5	Missouri	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov (ouyang.tommy@dol.gov)	312-596-5521 (312-596-5512)
Region 5	Ohio	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov (ouyang.tommy@dol.gov)	312-596-5521 (312-596-5512)

Round 2

Region	Grantee	FPO (backup)	FPO Email	FPO Phone Number
Region 1	New Jersey	Suzanne Pouliot	Pouliot.suzanne@dol.gov	617-788-0180
Region 1	Rhode Island	Danielle Worthen-Ramos	Worthen-Ramos.Daniel@dol.gov	617-788-0314
Region 2	Pennsylvania	Michael Toops	toops.michael@dol.gov	215-861-5524
Region 4	Arkansas	David Lipnicky (James Howard)	Lipnicky.david@dol.gov (howard.james@dol.gov)	972-850-4665 (972-850-4668)
Region 4	Oklahoma	David Lipnicky (James Howard)	Lipnicky.david@dol.gov (howard.james@dol.gov)	972-850-4665 (972-850-4668)
Region 4	South Dakota	David Lipnicky (James Howard)	Lipnicky.david@dol.gov (howard.james@dol.gov)	972-850-4665 (972-850-4668)
Region 5	Illinois	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov (ouyang.tommy@dol.gov)	312-596-5521 (312-596-5512)

Region 5	Michigan	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov ouyang.tommy@dol.gov	312-596-5521 (312-596-5512)
Region 5	Nebraska	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov ouyang.tommy@dol.gov	312-596-5521 (312-596-5512)
Region 6	Hawaii	Denise Dombek	dombek.denise@dol.gov	415-625-7945
Region 6	Idaho	Denise Dombek	dombek.denise@dol.gov	415-625-7945
Region 6	Washington	Denise Dombek	dombek.denise@dol.gov	415-625-7945

Round 3

Region	Grantee	FPO (backup)	FPO Email	FPO Phone Number
Region 2	Virginia	Tobby Willis	willis.tobby@dol.gov	215-861-5217
Region 3	North Carolina	Julian Hardy	Hardy.julian2@dol.gov	404-302-5367
Region 4	Wyoming	David Lipnicky (James Howard)	Lipnicky.david@dol.gov howard.james@dol.gov	972-850-4665 (972-850-4668)
Region 5	Kansas	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov ouyang.tommy@dol.gov	312-596-5521 (312-596-5512)
Region 5	Ohio	Jean Grochowski (Tommy Ouyang)	grochowski.jean@dol.gov ouyang.tommy@dol.gov	312-596-5521 (312-596-5512)
Region 6	Oregon	Denise Dombek	dombek.denise@dol.gov	415-625-7945

Press Releases

Round 1 - <http://www.doleta.gov/performance/workforcedatagrants/article.cfm>

Round 2 - <http://www.dol.gov/opa/media/press/eta/ETA20121170.htm>

Round 3 - <http://www.dol.gov/opa/media/press/eta/eta20130437.htm>

Round 3 Block Information

Contact

United States Department of Labor

Secretary of Labor Thomas E. Perez

News Release

ETA News Release: [06/12/2014]

Contact Name: Jason Kuruvilla

Phone Number: (202) 693-6587

Email: Kuruvilla.Jason@dol.gov

Release Number: 14-1130-NAT

States to receive nearly \$6M in grants for data collection to improve workforce and education programs, US Department of Labor announces

WASHINGTON — The U.S. Department of Labor today announced \$5,945,825 in grants for the fourth round of the Workforce Data Quality Initiative. These funds will enable six states to build or expand longitudinal databases that link workforce and education data and help these states to better understand how education and workforce development programs complement each other.

"This federal funding will help states collect high-quality data to improve their employment and training services," U.S. Secretary of Labor Thomas E. Perez said. "Workers will also benefit by gaining access to information so that they can identify which job training program will best serve their needs."

Grantees will be expected to use these longitudinal databases to conduct research and analysis aimed at determining the effectiveness of workforce and education programs and to develop tools to better inform customers about the benefits of the publicly-funded workforce system.

These grants stem from the administration's focus on access to high-quality data and is a companion initiative to the U.S. Department of Education's Statewide Longitudinal Data Systems grants, which are designed to build education databases.

Grants awarded through the Department of Labor's initiative have been made across the country to single-state grantees. The grantees include four states that will begin to develop their longitudinal databases (Connecticut, Indiana, Kentucky and Mississippi) and two states that intend to expand work already initiated on their databases (Nebraska and New Jersey).

Grantees will be expected to achieve multiple goals during the three-year grant period. These include:

- developing or improving state workforce longitudinal data systems with individual-level information;
- enabling workforce data to be matched with education data to create longitudinal data systems;
- improving the quality and breadth of the data in the workforce data systems;
- using longitudinal data to provide useful information about program operations;
- analyzing the performance of education and employment training programs; and
- providing user-friendly information to consumers, in the form of scorecards or integrated digital platforms, to help them select the training and education programs that best suit their needs.

To find out more about past WDQI grantees, visit

<http://www.doleta.gov/performance/workforcedatagrants09.cfm>.

Editor's Note: A list of grantees follows this release.

Grantee	City	State	Amount
<u>Connecticut Department of Labor</u>	Wethersfield	Conn.	\$823,791
<u>Indiana Department of Workforce Development</u>	Indianapolis	Ind.	\$1,089,913
<u>Kentucky Office of Education and Workforce Development</u>	Frankfort	Ky.	\$908,285
<u>Mississippi Department of Employment Security</u>	Jackson	Miss.	\$967,975
<u>Nebraska Department of Labor</u>	Lincoln	Neb.	\$1,065,992
<u>New Jersey Department of Labor and Workforce Development</u>	Trenton	N.J.	\$1,089,869
Total			\$5,945,825



Statewide Longitudinal Data Systems Grant Program

Designing, Developing, Implementing, & Using Longitudinal Data Systems to Improve Student Learning

About the SLDS Grant Program

Better decisions require better information. This principle lies at the heart of the Statewide Longitudinal Data Systems (SLDS) Grant Program. Through grants and a growing range of services and resources, the program has helped propel the successful design, development, implementation, and expansion of K12 and P-20W (early learning through the workforce) longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDSs should help states, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes; as well as to facilitate research to increase student achievement and close achievement gaps.

As authorized by the Educational Technical Assistance Act of 2002, Title II of the statute that created the Institute of Education Sciences (IES), the SLDS Grant Program has awarded competitive, cooperative agreement grants to states since 2005. These grants extend for three to five years for up to twenty million dollars per grantee. Grantees are obligated to submit annual reports and a final report on the development and implementation of their systems. All 50 states, five territories, and the District of Columbia are eligible to apply. In November of 2005, the first year of the grant program, IES awarded SLDS grants to 14 states (FY 2006 grantees). SLDS grants were awarded to 12 additional states and the District of Columbia in June 2007 (FY 2007 grantees), 27 states in March 2009 (FY 2009 grantees), and 20 states in May 2010 (FY 2009 ARRA grantees). The latest grantees were announced in May 2012 (FY 2012 grantees)—a total of 24 grants were awarded including 8 first-time grantees.

In addition to the grants, the program offers many services and resources to assist education agencies with SLDS-related work. Best practices, lessons learned, and non-proprietary products/solutions developed by recipients of these grants and other states are disseminated to aid state and local education agencies.

For more information on the SLDS Grant Program, contact [Nancy Sharkey](#) at the National Center for Education Statistics.

National Center for Education Statistics - <http://nces.ed.gov>
U.S. Department of Education



Statewide Longitudinal Data Systems Grant Program

Designing, Developing, Implementing, & Using Longitudinal Data Systems to Improve Student Learning

Grantee State - Maine

Websites:

- [Maine Department of Education](#)



2009-ARRA Grant Application

TEAchME - Tools for Educational Achievement in Maine

Start Date: 7/1/2010

End Date: 12/31/2014

Project Director: William Hurwitch

Amount Awarded: \$7,315,000

[Project Application](#)  20.5 MB

[Project Abstract](#)  128 KB



Major Outcomes:

- Improve Teacher Effectiveness
 - Implement web-based Educator Credentialing System
 - Implement comprehensive web-based Teacher Quality Management System
- Expand the SLDS Education Data Warehouse from a Pre-K through 12 to an Early Childhood through 20 system
- Deliver comprehensive stakeholder training programs to encourage the use of longitudinal data by the general public, educators, at-risk intervention programs, community groups and researchers for the purpose of evaluating programs and improving student achievement
- Partner with the Maine Education Research Policy Institute (MEPRI) to conduct longitudinal research studies utilizing the expanded TEAchME longitudinal data

[Back to Grantee States](#)

2007 Grant Application

TEAchME - Tools for Educational Achievement in Maine

Start Date: 9/4/2007

End Date: 5/28/2011

Project Director: Bill Hurwitch

Amount Awarded: \$3,227,231

[Project Application](#)  5 MB

[Project Abstract](#)  39 KB

Major Outcomes:

- A standard statewide Data Dictionary for education data to facilitate data collection from LEAs and the migration of data from disparate departmental databases into a central data warehouse. The Data Dictionary will include meta-data as well as SIF and NCES data element standards.
- A comprehensive central Data Warehouse serving as a repository of PreK-20 data from department databases to support data driven decision making, timely and complete State and federal reporting, as well as research and analysis of the effectiveness of intervention programs.
- A single sign-on Education Portal to provide secure and public access for all stakeholders for all education data from department data systems including the central data warehouse.
- Technology standards for State and LEA systems, including Full Integration of SIF Agents and Zone Integration Servers, to enable collection of staff, student, assessment and school funding data.

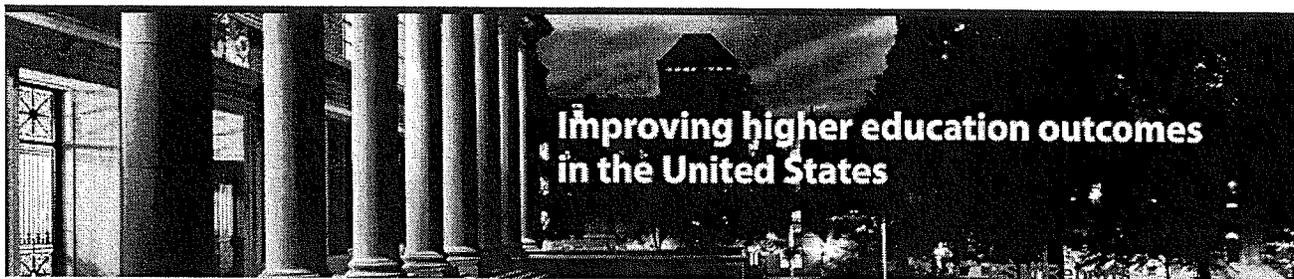
[◀ Back to Grantee States](#)

[Show/Hide More Outcomes](#)

WDQI Grant Application

[Project Application](#)  359 KB

National Center for Education Statistics - <http://nces.ed.gov>
U.S. Department of Education



Economic Success Metrics (ESM) Program

With the support of the Lumina Foundation, College Measures™ is assisting state agencies in their efforts to make information about the earnings of graduates from their higher education programs publicly accessible. These data, dubbed "Economic Success Metrics," show that the degree a student earns, and where they earn it, matters. To see the results of our partnerships with states, please visit our states' websites through the links on the right. For more information about Economic Success Metrics, and information about how your state can participate, please see below.

About the Economic Success Metrics (ESM) Program

What are Economic Success Metrics?

Economic Success Metrics (ESM) report the extent to which graduates from colleges and universities are "economically successful." These metrics on this website build on data from two state-level systems - more...

ESM Community Wiki site

This website serves as a forum for current and future users who host Economic Success Metrics (ESM) websites to share ideas about the metrics they use, and to provide a repository of information that addresses the questions and challenges states have faced in generating data for the website, deciding on the metrics to display, and other relevant information. Visit the ESM Community Wiki site.

- [Measuring the Economic Success of College Graduates: Lessons From the Field](#) [more](#)

- [Higher Education Pays: Measuring the Economic Security of Florida's Postsecondary Graduates](#) [more](#)

[More reports...](#)

States with ESM websites

- [Arkansas](#) ([view report](#))
- [Colorado](#) ([view report](#))
- [Florida](#) ([view report](#))
- [Tennessee](#) ([view report](#))
- [Texas](#) ([view report](#))
- [Virginia](#) ([view report](#))

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About The ESM Project

What are Economic Success Metrics?

Economic Success Metrics (ESM) report the extent to which graduates from colleges and universities are "economically successful." These metrics on this website build on data from two state-level systems – one that holds higher education student unit record (SUR) data and another that holds unemployment insurance (UI) data. Together, these two datasets allow us to measure how well graduates from the same degree program at different colleges or universities within the state – or in different programs at the same institution - are doing in the state's job market.

What does the ESM Tool do?

Our online reporting tool allows "vertical" comparisons. It can compare, for example, the in-state labor market success of students with a one-year certificate, a two-year certificate or an associate's degree in a field of study. It also allows "horizontal" comparisons across programs within a given institution or across colleges and universities. For example, it can show graduates with a BA in Business Administration from "College A" are earning more or less working in the state than graduates with that same degree from "College B" who are also working in the state.

Why are these outcome measures important?

Increasingly, parents, students, and policymakers are seeking to evaluate the success of college graduates by their labor market outcome: Do they earn a reasonable wage? Do they progress in their careers? In a time of growing fiscal constraints, state policymakers are interested in student-success metrics as a way to evaluate and maximize their state's returns on investments in their institutions of higher education.

Can I compare ESM from two different states?

We recognize that every state has its own needs and preferences in creating ESM. As such, we have allowed state to define their ESM independently, and we report these definitions in the "Methodology" section of each state's website. Some states may calculate ESM similarly, but they are not required to. We encourage you to carefully read the methodology section of each state. We hope that in coming years we will be able to start to standardize ESM to allow comparisons of this sort.

Can my state participate in the ESM program?

We are happy to speak to anyone wishing to launch an ESM website for their state! Please email us at info@collegemeasures.org.

College Measures: [Glossary](#) | [About Us](#) | [Privacy](#) | [Reports](#) | [In the News](#)



HOUSE OF REPRESENTATIVES

2 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0002
(207) 287-1400
TTY: (207) 287-4469

Seth A. Berry

1245 River Road
Bowdoinham, ME 04008
Cell: (207) 522-1609
www.sethberry.org

**LD 1746, "An Act to Facilitate Informed Planning for Higher Education and Careers"
presented by Representative Seth Berry
February 10, 2014**

Senator Valentino, members of the Joint Select Committee on Maine's Workforce and Economic Future, my name is Seth Berry. I am here today to present L.D. 1746, An Act to Facilitate Informed Planning for Higher Education and Careers - or, by its nickname, the Maine "Know Before You Go" Act.

To plan for their higher education and workforce development, Maine workers and young people need and deserve accurate, outcomes-based information. And since their choices help shape our future, the rest of us need and deserve them to have it.

Maine is currently ranked as the state with the seventh-highest average student debt. Two of three Maine college students who graduated in 2012 had student loan debt, with an average of nearly \$29,300 per borrower. College education is one of the largest investments our children and grandchildren will make. Yet in making decisions about their higher education, students know little about what they will likely pay per month when their education is complete - and almost nothing about what they will likely earn.

The stakes could not be higher. For students, higher education of some kind (degree, certificate or other) is essential to their success in the 21st century workforce. And Maine's future depends on the future of these young people.

The rising costs of higher education, combined with a weaker job market, have increased the need to make informed educational choices. The choices students face in today's uncertain, fast-moving economy are bewildering. If I graduate on time, what are the chances I will find a job? How much will I pay per month, for how long, on my student loans? With this degree can I expect to earn enough per month to pay off those loans, as well as my other bills?

Today, for the first time, Maine has the data to provide students with real-time, accurate answers to those questions. But we are not yet sharing this data with our young people. With this bill, we will be able to do so.

In recent years, an exciting, federally-funded collaboration between the Maine Department of Education and the Department of Labor has created an encrypted, secure data system that allows us to know, for any degree or certificate program offered in Maine, what the

District 67 - Bowdoin, Bowdoinham and Richmond,
plus the unorganized territory of Perkins Township

graduates are earning now and whether they are employed in their field of study, or employed at all.

The Maine "Know Before You Go" Act would ensure that this data is shared with students, their families, and the general public in a useful and secure way. The data will also assist policymakers in assessing higher education needs, and give higher education providers a better sense of needs and trends in higher education and Maine's job market.

Specifically, the "Know Before You Go" Act establishes a commission to develop procedures to maintain and disseminate information and data, through a website, on higher education outcomes. Specific outcomes would include program completion, graduation, credentials earned, loans, loan defaults and costs, as well as employment and earnings for graduates of postsecondary educational institutions in Maine.

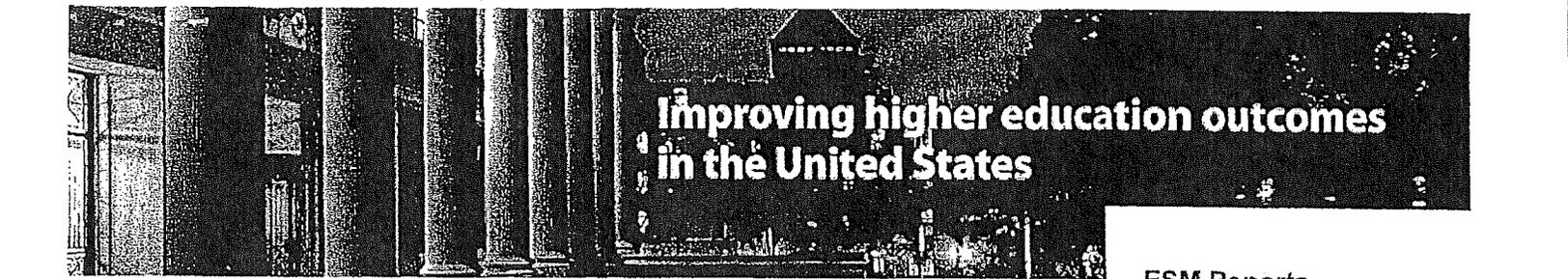
The commission will work with staff at Maine DOE and DOL, who will provide recommendations and technical assistance for the website. In addition, the commission will work to:

- 1) further the integration of the information on the new website into the state's secondary schools;
- 2) identify an ongoing funding method for the new website and data system;
- 3) recommend additional data for inclusion in the database; and
- 4) ensure that information is protected and presented in a fair and useful manner.

Today's prospective student receives plenty of information about education *inputs* -- the amenities of each college campus, the fun activities, the exciting course catalogs. But as a rule, we give them virtually no information about educational *outputs*. Until now, they have had no real basis on which to benchmark a personal business plan before making one of the biggest investments of their lives.

Used well, managed well, Maine's "Know Before You Go" data system has the potential to transform our decision making in higher education. It can inform sector partnerships as they seek to ensure that the workforce pipeline continues to flow. It can inform higher education administrators as they seek to meet the needs of students and of our state. It can inform policy. And it can inform decisions by individual students.

With your help, we can take a major step forward to improve planning for higher education and careers. I hope students, businesses, higher education institutions, and policymakers - anyone with a stake in good decisions - will someday be able to look back and thank us for having done so.



Improving higher education outcomes in the United States

Economic Success Metrics (ESM) Program

With the support of the Lumina Foundation, College Measures™ is assisting state agencies in their efforts to make information about the earnings of graduates from their higher education programs publicly accessible. These data, dubbed "Economic Success Metrics," show that the degree a student earns, and where they earn it, matters. To see the results of our partnerships with states, please visit our states' websites through the links on the right. For more information about Economic Success Metrics, and information about how your state can participate, please see below.

About the Economic Success Metrics (ESM) Program

What are Economic Success Metrics?

Economic Success Metrics (ESM) report the extent to which graduates from colleges and universities are economically successful." These metrics on this website build on data from two state-level systems - more...

ESM Community Wiki site

This website serves as a forum for current and future users who host Economic Success Metrics (ESM) websites to share ideas about the metrics they use, and to provide a repository of information that addresses the questions and challenges states have faced in generating data for the website, deciding on the metrics to display, and other relevant information. Visit the ESM Community Wiki site.

ESM Reports

- Higher Education Pays: Measuring the Economic Security of Florida's Postsecondary Graduates [more](#)
- Higher Education Pays: But a Lot More for Some Graduates Than for Others [more](#)

[More reports...](#)

States with ESM websites

- Arkansas ([view report](#))
- Colorado ([view report](#))
- Florida ([view report](#))
- Tennessee ([view report](#))
- Texas ([view report](#))
- Virginia ([view report](#))

Economic Success Measures - Virginia

Area of Study

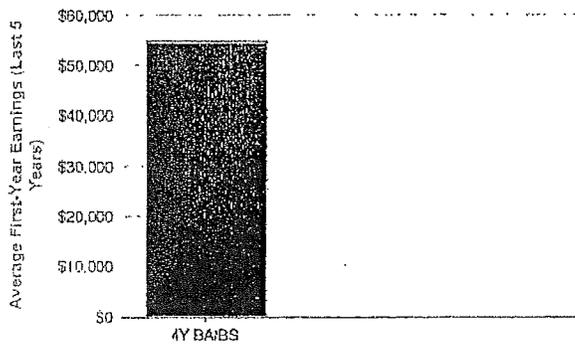
Chemical Engineering

Area of Study (CIP) Code: [14.0701]

Area of Study Description

A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of systems employing chemical processes, such as chemical reactors, kinetic systems, electrochemical systems, energy conservation processes, heat and mass transfer systems, and separation processes; and the applied analysis of chemical problems such as corrosion, particle abrasion, energy loss, pollution, and fluid mechanics.

Average First-Year Earnings (Last 5 Years) by Degree Level



Economic Success Measures - Virginia

CollegeMeasures.org

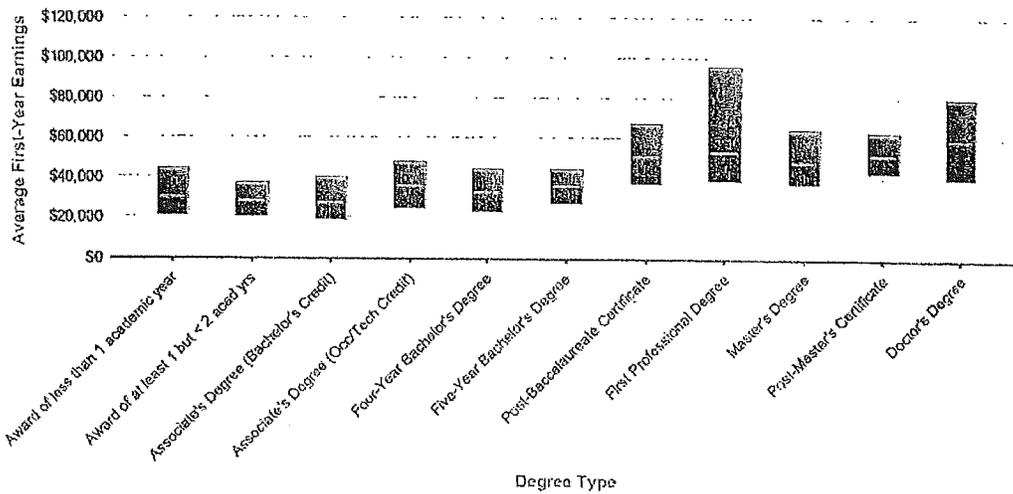


This website provides comparative information about the salaries of recent graduates from programs at both two- and four-year public and private institutions across the state.

Earning a college degree or certificate is a large investment of time and effort. Paying for college is likewise a significant financial investment. While higher education provides many benefits, one outcome students and their families care about is their possible earnings after graduation.

A choice of college and major should be driven by personal interest and skills, but having some idea about the wages recent graduates have earned may help you choose between programs and may help you better judge how much debt you might want to take on while earning your degree. In using these data, one should also be mindful that program differences abound, very often for good reason. These differences may explain much of the variation in either the wage outcomes or proportion of graduates with reportable wages. For example, one program may have direct links to industry while another, similar, program may focus on preparation for advanced study. It is also important to remember that we live in a mobile society where state boundaries often matter little in responding to educational or economic opportunities.

Information on disclosure rules can be found [here](#).



Select a College

Select an Area of Study

or

[What makes a program disclosable?](#) | [Methodology](#)

College Measures: [About Us](#) | [Privacy](#) | [Reports](#) | [In the News](#)

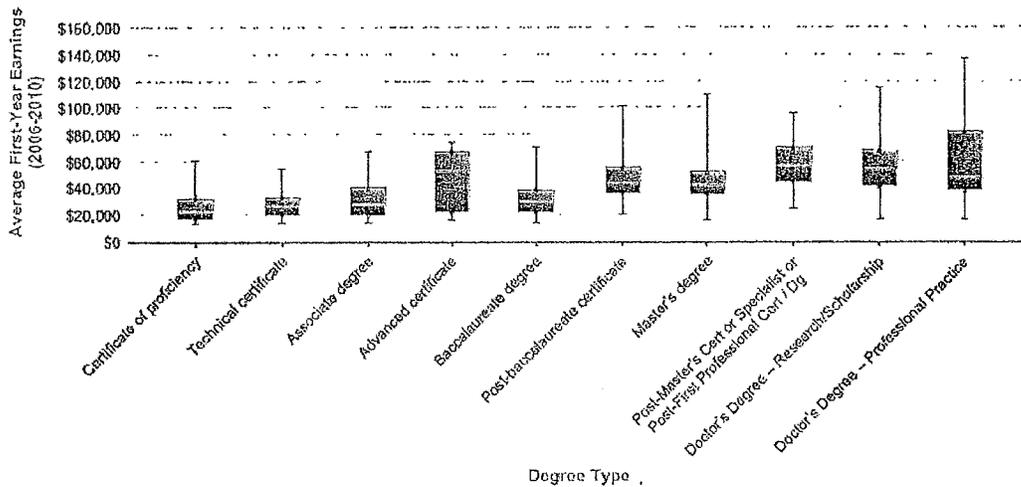
Economic Success Measures - Arkansas



This website, the result of a partnership between College Measures and the Arkansas Research Center, provides detailed information about the variation in salaries of recent graduates from higher education programs across the state who work in-state after they graduate. When viewing this data, one should keep in mind wages will be correlated to geographical area, and that a large number of graduates are continuing higher education instead of entering the labor market.

A choice of college and major should be driven by personal interest and skills, but having some idea about the wages recent graduates have earned may help students choose between programs and how much debt they will take on while earning a degree. It is important to note that the earnings of graduates of any program reflect a variety of factors independent of their educational experience, such as the student's background, the local job market, and more. Nonetheless, these data can play an important role for students, parents, and policymakers.

For more information about ESM here and in other states, please visit College Measures' website for the Economic Success Metrics Program.



Select a College

Select an Area of Study

OR

[Methodology](#) | [Data Limitations and Disclosure Rules](#)

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Economic Success Measures - Arkansas

Area of Study

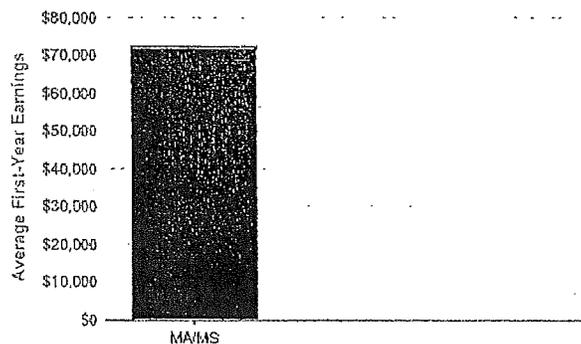
Agricultural Production Operations, General

Area of Study (CIP) Code: [01.0301]

Area of Study Description

A program that focuses on the general planning, economics, and use of facilities, natural resources, equipment, labor, and capital to produce plant and animal products, and that may prepare individuals for work in farming, ranching, and agribusiness.

Average First-Year Earnings by Degree Level



Economic Success Measures - Colorado

Area of Study

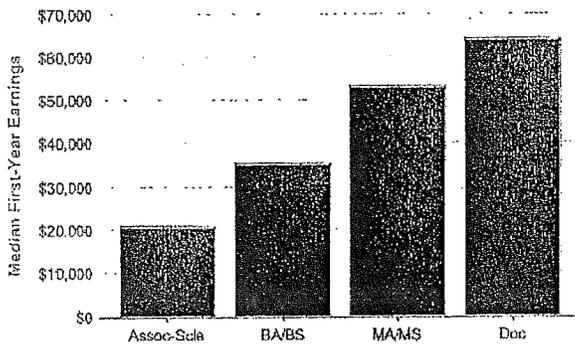
Natural Resources Conservation and Research

Area of Study (CIP) Code: [03.01]

Area of Study Description

Instructional content for this group of programs is defined in codes 03.0101 - 03.0199.

Median First-Year Earnings by Degree Level



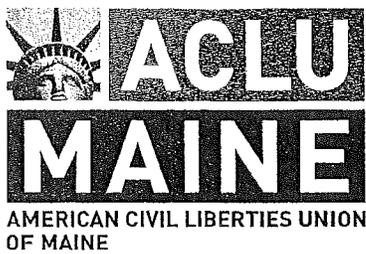
Detailed Breakdown (5 Year Data)

Degree Level	Institutions with Disclosable Programs	# of Completers	# of Completers with Earnings Data	% of Completers with Earnings Data	First-Year Earnings - Median	First-Year Earnings - QTILE1	First-Year Earnings - QTILE3
☒ Certificate(<1 year)	1 institutions	12	*	*	*	*	*
☒ Certificate(>1 but <2 years)	1 institutions	2	*	*	*	*	*
☒ Associate of Applied Science	2 institutions	115	18	16 %	\$21,154	\$19,064	\$29,577
☒ Bachelor's Degree	8 institutions	1,074	163	15 %	\$35,661	\$28,039	\$42,336
☒ Master's Degree	2 institutions	111	32	29 %	\$53,367	\$47,658	\$70,865
☒ Doctoral Degree	1 institutions	17	5	29 %	\$64,493	\$60,381	\$82,000

*Data have been suppressed due to there being fewer than 5 Completers with Earnings data or fewer than 15% of Completers with Earnings Data

[Methodology](#) | [About the Data](#)

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121 Middle Street, Suite 301
Portland, Maine 04101
T/ (207) 774-5444
F/ (207) 774-1103
www.aclumaine.org

TESTIMONY OF OAMSHRI AMARASINGHAM, Esq.

LD 1746 – Neither for Nor Against

An Act To Facilitate Informed Planning for Higher Education and Careers

Submitted to the

JOINT SELECT COMMITTEE ON MAINE'S WORKFORCE AND ECONOMIC
FUTURE

February 10, 2014

Senator Valentino, Representative Berry and members of the committee on Maine's Workforce and Economic Future, greetings. My name is Oami Amarasingham, and I am Public Policy Counsel for the American Civil Liberties Union of Maine, a statewide organization committed to advancing and preserving civil liberties guaranteed by the Maine and U.S. Constitutions. We are not taking a position on LD 1746, but at the request of the bill sponsor, Representative Berry, we would like to highlight relevant privacy and security concerns as the committee considers this bill.

As the legislature considers initiatives to use advancing technology to collect and disseminate data to improve educational outcomes, consumer choice, access to healthcare, and the like, the ACLU of Maine urges you to take affirmative steps to ensure that sensitive data is secure and protected. Compiling and sharing information about educational outcomes can benefit Mainers, but easily shareable electronic records can lead to threats to privacy, including the potential for security breach, misuse of information, and loss of consumer control over confidential and sensitive information.

To date in 2014, there have been 11 privacy breaches in the United States alone.¹ Over 1.1 million records were compromised by those breaches.² Security breaches are inevitable. The question is not *if* a breach will occur, but *when* and to what consequence. Even the most state of the art encryption techniques are subject to human error and malicious hacking.

¹ See Privacy Rights Clearing House, Chronology of Data Breaches *available at* <https://www.privacyrights.org/data-breach/new> (last visited Feb. 7, 2014).

² *Id.*

The ACLU of Maine has specific concerns with using social security numbers to collect and link data. Identity theft, a serious consequence of privacy breaches and the fastest growing crime in the United States, is devastating for individual consumers. Using a victim's social security number and other personal information, a malicious hacker can fill out false credit card applications, rack up hundreds of thousands of dollars in debt, drain bank accounts, and even obtain health care. The reality of medical identity theft is particularly frightening. When someone fraudulently accesses medical treatment using a victim's identity and insurance, false medical records are created for the victim, which can have life threatening repercussions.

In that context, we urge you to amend LD 1746 to ensure that the proposed commission will take steps to protect student and consumer privacy. We recommend that the "Duties" section of the bill explicitly require the commission to address data security as it creates the database.³ We further recommend that the bill prohibit the use of social security numbers to collect and link data.

The ACLU of Maine is very interested in protecting the privacy of all Mainers. We are more than happy to be a resource for this committee, and potentially the commission created by LD 1746, as you move forward with this bill.

³ We suggest amending section 12901(6)(F) so that it reads "F. Address any issues, including privacy and security concerns, that may arise from the creation, use or impact of the database".

LD 1746: An Act to Facilitate Informed Planning for Higher Education and Careers: *The Maine Know Before You Go Act*

Testimony Neither For Nor Against LD 1746 by:

MAINE DEVELOPMENT FOUNDATION

Contact: Maggie Drummond, Program Director, mdrummond@mdf.org

The Maine Development Foundation (MDF) is a private, non-partisan membership organization that drives sustainable, long-term economic growth for the State of Maine. MDF's strategic focus is a productive workforce: in short, we focus on people. We believe that a productive worker is one that is educated, healthy, innovative, and engaged in their community and the economy.

We are happy to provide additional information for LD 1746.

As an organization, we believe that high quality education is the most critical factor in Maine's future success, and we focus on higher education in several program areas.

- As you know, we track several education benchmarks in the annual "Measures of Growth" report including higher degree attainment.
- We also run a program called the Maine Employers' Initiative which works with 215 employers statewide to help them invest in education, training and development of their employees.
- We started the Next Step Maine campaign to focus more specifically on non-traditional students and working adults going back to school or starting a degree program for the first time: those students typically over the age of 25, who are often juggling full time jobs, raising families, and volunteering in their communities while they attempt to earn a degree or certificate. Nextstepmaine.org is a collaborative effort with 15 colleges and universities in Maine which lists over 700 programs that tend to be more "adult friendly," or offered on flexible schedules, online, etc. The site also offers resources specific to adult learners.
- We established the Next Step Scholarship program for working adults in 2013 which awarded 17 scholarships in its first year and will award 20 this year. Scholarships range from \$1,000 - \$2,500.
- We are working to build connections between business leaders and leaders in K-12 education through our leadership programs.
- Our most recent "Making Maine Work" reports in collaboration with the Maine State Chamber of Commerce are focused on workforce quality and quantity. The second in this two part series will be published this spring.
- Lastly, we worked with John Dorrer over the course of this past year to produce quarterly jobs reports that examine thousands of online job postings to track

common skills and experience that employers are seeking, as well as establish which sectors, jobs, and degrees are most often listed.

- We recently served on the Task Force on Adult Learners, which has now submitted its report to this committee.

We know that higher education is expensive, and higher education is critical to providing workers with the knowledge and skills they need to succeed in today's knowledge-driven economy. An educated workforce is critical to businesses deciding to invest, locate, and expand in Maine. The Georgetown Center on Education and the Workforce found that demand for college-educated workers in Maine is projected to be approximately seven times greater than demand for high school graduates by 2018.

It is our sense that the Commission as described in LD 1746 could provide information that will be very useful to prospective students as they make decisions about their own educational investments. Students should know how long it will take to complete their education in various employment fields, their likelihood of graduating, the chances of getting a job when they finish, how much they can expect to earn and what it will cost to earn specific types of degrees.

We encourage the committee to think about the following:

- Providing for further development of the employment and jobs aspect of the Commission's work. Example: Maine DOL has developed projections for high-wage, high demand jobs in Maine. This data could be augmented with real-time information about jobs developed through projects like Educate Maine's program Project Login, or the Manufacturers' Association of Maine Industry Partnerships model. We think there is useful information in the online job listings as well, and that data is truly real-time. Employers and professionals in growing careers could be profiled, and browsers could work backward from jobs they may be interested in to programs available in Maine, in order to qualify for that position or one like it. We are currently working to build this type of connectivity into the Next Step Maine website as well. In essence, dig a little deeper into the job market data to help people make educational investment decisions.
- Building in non-traditional student perspectives. We are the oldest state in the nation, we have little population growth or in-migration: we need to maximize the value of our existing adult workforce by increasing their skills and knowledge, in addition to attracting a wave of younger workers to replenish and replace. We have as many as 223,000 adults in Maine who already started but did not complete a college degree or credential. As many of our educational partners will testify, communicating with, reaching, and engaging older students is not the same animal as the traditional student coming straight out of high school. It would be valuable to add someone with a non-traditional student perspective to the Commission itself, and to build non-traditional considerations into the work overall. (For example, the commission wouldn't only encourage the use of the site in secondary schools, but also through adult education programs or employers, where they might reach older students.)

**Testimony of
Dr. John Fitzsimmons, President
Maine Community College System**

**Regarding
L.D. 1746, "An Act to Facilitate Informed Planning
for Higher Education and Careers**

**Before the
Joint Select Committee on Maine's Workforce and Economic Future**

**Monday, February 10, 2014
State House – Room 438**

Senator Valentino, Representative Berry and distinguished members of the Joint Select Committee on Maine's Workforce and Economic Future, good morning. My name is John Fitzsimmons and I am the President of the Maine Community College System. I am here this morning to testify in support of L.D. 1746, "An Act to Facilitate Informed Planning for Higher Education and Careers."

I want to begin by commending Representative Berry for taking on this important issue – providing customers of higher education with the knowledge they need to make an informed purchase.

Under the direction of our Board of Trustees and with the leadership of my seven college presidents, we have spent nearly 15 years being deeply concerned about the affordability of higher education, and to that end, we have made the difficult decision to hold the line on tuition. We made a promise to Maine people that we would keep our tuition low as long as Maine incomes are last in New England. As a result, today, we have the lowest tuition and fees of any higher education institution in all of New England.

The decision behind this policy decision was born out of the fact that many of our students represent some of the most economically challenged in our state. In fact, eighty-two percent of our students receive some type of financial assistance in order to attend. We welcome the reporting that will be made available as a result of L.D. 1746. Providing prospective students and their families with measures in a uniform way, and that are easily understood, allows them to make informed choices.

While supportive of the bill, I do have a few concerns that I would like to share with you. First, the legislation is requiring we use Department of Labor (DOL) employment information when reporting on our graduates. We fully support that, however, the cost of collecting and analyzing the data has been paid for recently through a Federal grant handled by DOL. My concern is who will bear the cost once the federal funds expire.

My second concern is that we ensure that the duties of the Commission remain true to what is in the legislation as currently written. I hope that the Commission would not go beyond the current language and overstep into areas that fall within the purview of our Board of Trustees. The actions necessary to address higher graduation rates and what we offer is the responsibility of our Trustees who are best equipped to lead the direction of the System.

Third, that data will not be presented in a fashion that would dissuade individuals from making career choices. Their hearts may lie within a particular career field that may not be as lucrative for their future. My hope is that the Commission will not take the findings and present them in a way that places value judgments on the data based on economic outcomes.

Lastly, I respectfully suggest that you consider reducing the size of the Commission. Given the duties outlined in the legislation it seems that the Commission could be smaller in size, leading to less cost and more efficiency in carrying out their duties.

Thank you for the opportunity to testify and share my thoughts regarding L.D. 1746. I would be glad to address any questions, and will also be available for your work session.

Testimony of Jessica L. Laliberte on Behalf of the Maine State Chamber of Commerce in Support of LD 1746: An Act to Facilitate Informed Planning for Higher Education and Careers

Good Morning Sen. Valentino, Rep. Berry and distinguished members of the Joint Select Committee on Maine's Workforce and Economic Future. My name is Jessica Laliberte. I am a government relations specialist with the Maine State Chamber of Commerce, a statewide business advocacy group representing a network of 5,000 businesses, both small and large.

It is a pleasure for me to offer the Maine State Chamber's support of LD 1746: *An Act to Facilitate Informed Planning for Higher Education and Careers*.

A college education is often one of the largest expenses and investments a person will make in their lifetime. Maine is currently ranked as the state with the seventh-highest average student debt. The jobs of the future will require education and training beyond high school and many of the highest growth and highest wage jobs will require a bachelor's degree or more.

Prospective students are currently forced to make costly and critical decisions about furthering their education with very little information. This proposed legislation will provide students and their families the opportunity and tools needed for a more complete picture of the value of their education.

LD 1746 has been dubbed the Know Before You Go bill. It seeks to use data currently available through the Departments of Education and Labor to create a public website to provide highly accurate and informative information on program costs, employment rates, average incomes as well as other useful data. This information would greatly assist Maine student's in making well informed financial decisions pertaining to their education.

The data would further be used to assist policymakers in assessing higher education needs and give higher education providers a better sense of needs and trends in higher education and Maine's job market.

Specifically, the bill establishes a commission to develop procedures to maintain and disseminate information and data (through a public website) on education results, program completion, graduation, credentials earned, loans and loan defaults and costs as well as employment and earnings for graduates of postsecondary educational institutions in Maine.

Maine faces several challenges now and in the years to come. We have a slowly growing and aging workforce and an economy in transition. The jobs of the future will require education and training beyond high school and many of the highest growth and highest wage jobs will require a bachelor's degrees or beyond. Maine student deserve to know how much this education will cost them so they can make wise, well informed decisions.

The Maine State Chamber is pleased to endorse this bill and encourages the Joint Select Committee on Maine's Workforce and Economic Future to do so as well.

Thank you for your time this morning and your efforts to move Maine and our economy forward.



*Maine's
Public
Universities*

UNIVERSITY OF MAINE SYSTEM

Senator Valentino. Representative Berry. Distinguished members of the Joint Select Committee on Maine's Workforce and Economic Future. I am Ryan Low, Executive Director of Governmental and External Affairs for the University of Maine System, here today to testify in support of LD 1746, An Act to Facilitate Informed Planning for Higher Education and Careers.

Earning a post-secondary degree or credential is a prerequisite for the current and emerging jobs of the new economy. As this committee has heard many times, over this decade, employment in jobs requiring education beyond a high school diploma will grow more rapidly than employment in jobs that do not; of the 30 fastest growing occupations, more than half require postsecondary education. Every study demonstrates that in order to have a vibrant economy, meet the needs of Maine's employers and attract new business to Maine, Maine will need a work force with increasing credentials including 2- and 4- year degrees, masters and doctorates.

But we need to do more than point out statistics on a spreadsheet. High quality student advising is an obvious component of timely degree completion. Student advising addresses multiple needs. On one hand, efficient academic program progress, i.e. taking the right courses in the right sequence, is critical to a rewarding educational experience and timely degree completion. It is equally important for students to receive accurate financial and career advising so they become more knowledgeable as consumers and can make informed choices.

State longitudinal data systems (SLDS) which encompass early childhood, k-12 and labor/employment with postsecondary partnering provide valuable and important data with regard to educational effectiveness, college and career readiness and employment outcomes like salary by career category, region, etc.

The University of Maine System fully supports LD 1746 and thanks the sponsors and co-sponsors for bringing this critical legislation forward. We believe it is critically important that we establish the appropriate policies and procedures around the use of the data, accessibility to certain elements of data by the general public and the development of the right

way to use this data for any student wanting to go on to college.

The University of Maine System has been working with the Department of Labor for more than a year in the development of the employment outcomes component and are very much a partner in the determination of how this data will ultimately be used and displayed - this is an important component and a trusting relationship between the partners and a clear articulation of the appropriate use of the data will be very important as any stage of the SLDS moves forward.

As a System, we stand ready to be active participants as all the partners move forward in bringing this critical information forward to our students and policy makers. Thank you again for the opportunity to participate in the formation of these policies and procedures and we urge your full support for this legislation.

Thank you for the chance to speak this morning and I would be happy to answer any questions that you might have.



**Business & Education
at Work for Maine**

5 Community Drive, PO Box 949, Augusta, ME 04332-0949 TEL: 1-800-228-3734 / 1-207-623-3263
E-mail: info@famemaine.com URL: www.famemaine.com FAX: 1-207-623-0095 TTY: 1-207-626-2717

**Written Testimony Submitted by
William Norbert, Governmental Affairs Manager
Finance Authority of Maine**

**Neither For Nor Against L.D. 1746:
*An Act to Facilitate Informed Planning for
Higher Education and Careers***

Joint Select Committee on Maine's Workforce and Economic Future

February 10, 2014

Senator Valentino, Representative Berry, and Distinguished Members of the Joint Select Committee:

My name is Bill Norbert. I am the Governmental Affairs Manager at the Finance Authority of Maine (FAME). I live in Portland and submit this written testimony Neither For Nor Against L.D. 1746, *An Act to Facilitate Informed Planning for Higher Education and Careers*.

FAME appreciates the efforts of Rep. Berry and the bill's cosponsors to address this important concern regarding increased awareness of student debt, education results, and employment and earning prospects for Maine's higher education students.

Our customer service and outreach teams hear daily about the challenges of affording a higher education as Maine students and families struggle with financial realities. As you know, FAME administers a variety of higher education related grant, scholarship, loan, and loan repayment programs to increase access to higher education. We also work hard to promote financial literacy through our various outreach efforts and financial aid nights.

This bill has a number of interesting provisions, and, while we do not offer an opinion on all of them, there are some provisions for which we wish to offer ourselves as a resource to the sponsor and to the committee. FAME believes it would add value by being added to the proposed commission's membership in Section 3 of the bill. In particular, with respect to proposed duties "A" and "E" of the commission set forth in Section 12901(6) of the bill, FAME looks forward to sharing its experience and expertise concerning student loans and providing information to students making higher education decisions.

Thank you for your consideration.

Megan Phelps
February 10, 2014

LD 1746: An Act to Facilitate Informed Planning for Higher Education and Careers

Senator Valentino, Representative Berry and Distinguished members of the Committee, my name is Megan Phelps. I am currently a junior attending Bowdoin College, and I am here in support of the Maine Know Before You Go Act.

My parents both grew up in Newport, Maine, and we spent the majority of my life in Southwest Harbor. While both my parents did attend college, I was the first of their 4 children to go through the process. When I began the search, my initial reaction was to look outside the state. I held what I now believe was an incorrect assumption that if I wanted to have a successful and fulfilling career, I needed to leave Maine. I think many students share this assumption, hence the problems our state is currently facing. However, I ended up at Bowdoin through a combination of realizing that I didn't want to leave Maine quite yet, and the excellent basketball program they had there. I could not be more thankful. Through my education at Bowdoin and other opportunities such as the Maine NEWL, my work in the Bowdoin Alumni Relations Office, and interactions with the amazing Bowdoin professors - I have been exposed to a multitude of people who have created successful, fulfilling careers while staying in Maine.

I chose Bowdoin because I thought it offered me the best opportunity. It is definitely on the more expensive end of the affordability spectrum and it was a little outside of our price range. But Bowdoin's excellent student aid, as well as scholarships and a significant amount of student loans allowed us to make up the difference. We chose to take the risk assuming that a Bowdoin degree would provide higher returns in the long run.

I can definitely attest to the fact that I had no idea how hard it was going to be. I am on a first name basis with the Bursar. I get personal emails from her at least once a semester letting me know that my payments are behind schedule, and asking me to update our payment plan. I have taken out the maximum unsubsidized Stafford Loan allotted to me each semester, and will have significant debt upon graduation - at one meeting in the

Megan Phelps

February 10, 2014

LD 1746: An Act to Facilitate Informed Planning for Higher Education and Careers

Student Aid Office, the rep I was meeting with said "it's a good thing you want to be a lawyer, otherwise, I do not know how you'd manage these loans".

While I am enormously lucky that my desired career path is hopefully one that will have big returns, it will involve me taking out even more loans. The relative career inflexibility these loans will place upon me has not gone unnoticed. When I entertain ideas of becoming a teacher, or entering into public policy, I immediately have to wonder how I would be able to afford my student debt on that salary (hah no offense). I have seen the difficulties that teammates and classmates have gone through trying to find jobs before graduation – almost half of them have decided to go on to further education (and further debt) because they did not have the job opportunities/knowledge that they needed. While we come to college to figure out what we want to do in life, there is a prevailing sentiment that we, as students, still do not know what is out there. I will have a Government and Legal Studies degree from Bowdoin College: but does that mean the same thing in the real world as my parents and I thought it would? What exactly are my job options going to be after graduation?

I am lucky. My parents had information about the burden college would place on our family, and I attend an institution that has excellent student aid. However it's sobering to think of the Maine students who do not have those luxuries. The information and outreach that would come from this bill would be a significant resource for all Maine students. Not only would it combat the fallacy that Maine schools/jobs do not provide significant returns, it will allow Maine students and their families to make informed decisions about their educational investment. This database will also provide both policy makers and secondary institutions with invaluable information on education results, program completion, graduation, credentials earned, loans and loan defaults and costs as well as employment and earnings for graduates, allowing them to better serve the needs of Maine students. It is information that I wish I'd had access to, and that will be invaluable to future Maine leaders.

Thank you

Maine Youth Caucus

Testimony in Support of LD 1746 “An Act to Facilitate Informed Planning for Higher Education and Careers”

Senator Valentino, Representative Berry and distinguished members of the Joint Standing Committee on Maine’s Workforce and Economic Future. I am Representative Matthew Pouliot, and I am the co-chair of the Youth Caucus. I am here today, on behalf of the Youth Caucus, to testify in support of LD 1746 “An Act to Facilitate Informed Planning for Higher Education and Careers.”

The Youth Caucus is a group of bipartisan legislators, of all ages, who share the common goal of ensuring young Mainers can live and have a prosperous and vibrant future in our state. In order to accomplish that goal we have set out to endorse legislation that helps bring about positive change for young people in Maine. LD 1746 is a great example of this type of bill.

A college education has become a hurdle for most Americans. Some sort of post-secondary education is considered necessary for entry into the 21st century workplace. Unfortunately a combination of barriers has made a degree increasingly difficult to attain. Many high school students don’t receive proper guidance about their options and choose to either not attend college or fall into a field that may not suit them. Most who attend college suffer from an overwhelming amount of college debt that can make the next steps of life impossible. Some enter majors that will never offer the salary that would pay of their college degree.

Financial debt is an epidemic in America, especially for Americans under the age of 35. College debt is strangling my generation. Students are increasingly taking on more of the financial burden in order to attain a college degree¹. The amount of twenty-five-year-olds with student debt has grown from just 25 percent in 2003 to 43 percent in 2012. The amount of student debt grew by 91% over this same period from \$10,640 in 2003 to \$20,326 in 2012². To make matters worse the amount of student loan delinquencies has risen as students find it harder and harder to

¹ John Hechinger, *U.S. Colleges Raise Tuition 4.8%, Outpacing Inflation*, <http://www.bloomberg.com/news/2012-10-24/u-s-colleges-raise-tuition-4-8-outpacing-inflation.html>, (October 24, 2012)

² Meta Brown and Sydnee Caldwell, *Young Student Loan Borrowers Retreat from Housing and Auto Markets*, <http://libertystreeteconomics.newyorkfed.org/2013/04/young-student-loan-borrowers-retreat-from-housing-and-auto-markets.html>, (April 17, 2013)

pay off their debts in this recession³. Here in Maine 67% of all college students graduate with college debt⁴. The average amount is \$29,352. Something has to be done to reverse this trend.

Perhaps we could reduce the amount of debt that Maine college students incur and increase college completion rates by insuring that they are entering fields that pay enough to pay back their loans. LD 1746 would provide Maine students with an important tool to look at various majors and see what they pay. It might make a student change their degree to one that not only pays a living wage but also makes it possible to live in Maine. High School students need every bit of guidance they can get when it comes to their future job. The Youth Caucus is excited by the idea of having a searchable educational outcome database accessible to all Mainers.

We urge you to give LD 1746 your full support. Please feel free to contact any of us with questions and look forward to working with all of you on this important piece of legislation.

Signed,

Rep. Matthea Daughtry
District 66 – Brunswick (part)
Co-Chair

Rep. Matthew Pouliot
District 57 – Augusta (part)
Co-Chair

Rep. Ryan Tipping-Spitz
District 19 – Orono (part)
Member

Rep. Justin Chenette
District 134 – Saco (part)
Member

Rep. Craig Hickman
District 82 – Readfield & Winthrop
Member

Rep. Joshua Plante
District 145 – Berwick & Lebanon (part)
Member

³ Ibid.

⁴ Noel Gallagher, "Maine college affordability bills earn bipartisan pitches"
http://www.kionline.com/news/Education_committee_urged_to_support_college_affordability_bills_.html,
January 30, 2014

Testimony of Susan Wasserott, Director of Legislative Affairs

Maine Department of Labor

In Opposition to LD 1476, "An Act to Facilitate Informed Planning for Higher Education and Careers"

Before The Joint Standing Committee on

Maine Workforce and Economic Future

Sponsored By: Representative Berry of Bowdoinham
Cosponsored By: Senators Cain of Penobscot, Katz of Kennebec, Millett of Cumberland and Valentino of York; and Representatives Johnson of Greenville, Kent of Woolwich, Kornfield of Bangor and Maker of Calais

Date of Hearing: February 10, 2014

Senator Valentino, Representative Berry, and members of the Joint Select Committee on Maine Workforce and Economic Future, my name is Susan Wasserott and I am the Director of Legislative Affairs for the Maine Department of Labor (department). On behalf of the administration I am submitting this testify in opposition to LD 1746, "An Act to Facilitate Informed Planning for Higher Education and Careers."

The administration agrees with the need for students to be informed about the educational outcomes that may result from their educational and/or career choices. Information is a valuable asset for students who want to make solid, knowledgeable decisions. Currently, this type of information is being developed as a joint effort between the Departments of Labor, Education, the Maine Community College System and the University of Maine System. The administration acknowledges the value for this work and sees it as a worthy goal. However, the department does not support several aspects of the bill as written.

First, the legislation creates a commission comprised of 24 stakeholders. We believe this is a large number that would be too unwieldy to produce significant results. In addition to the commission, the bill creates an Education and Employment Outcomes Technical and Data Working Group. Both the commission and the working group need to be staffed by personnel from the Departments of Labor and Education. Unfortunately, the bill does not provide any funding to support the staff member's time.

Besides, working relationships already exist between the Departments of Labor, Education, the Maine Community College System and the University of Maine System. Memoranda of Understanding (MOUs) have been developed that outline the existing working relationships, the transfer of data and data confidentiality / security.

Moreover, the development of the current data and systems has been guided by federal grants, and oversight of that development must remain with the current funders. Both the website and the database have been developed, and the project is currently in the validation and testing phase. This development effort has been performed with many of the same stakeholders outlined in the bill. Although the development is nearing completion, there will be an ongoing need for maintenance and enhancement. Current funding, as well as continued funding, is needed to support the development and dissemination of education and training outcome information. Despite this, the bill does not address specific funding to support that current need.

Finally, the legislation requires a report to the legislature. Building and publishing reports requires hours of effort by a Senior Economic Research Analyst. All of the funding for the Center for Workforce and Research Information (CWRI) comes from the federal government, with very specific guidelines and activities attached to that funding. Building and publishing the report proposed in the bill is not one of those activities, and the requirement by statute to produce the report would place CWRI and the department in conflict with its grant guidelines. The lack of an appropriate funding source for these activities results in expenses that likely would be disallowed in a federal audit.

We cannot determine the cost of the activities that would involve the department until we know the scope of the final legislation. However, we do know that the department would need specific general fund appropriations.

In summary, the department supports the overall goals of the bill. However, we are concerned about the size of stakeholder group, have existing programs that address this need, do not have the staffing or monetary resources needed to fulfill the obligations as we understand them, and would need a specific general fund appropriation to carry out the required activities. We ask that the Committee consider these matters in their deliberations.

Thank you for your consideration of this testimony.