

MAINE COMPACT FOR HIGHER EDUCATION
Board of Directors Meeting January 26, 2006 Senator Inn, Augusta
Minutes

Board members present: Wendy Ault, Yellow Light Breen, Mary Cathcart, John Diamond, Joseph Foley, Laura Fortman, Susan Gendron, Shepard Harris, Kevin Healey, Michael Higgins, Greg Howat, Laurie Lachance, Donna Loring, Ron Milliken, Susan Percy, Kent Peterson, Derek Pierce, Lynn Ploof-Davis, Colleen Quint, Henry Schmelzer, Ted Scontras, Susan Tuthill, and John Witherspoon.

Guests and staff present: Larry Benoit, Henry Bourgeois, Andrea Cross, Dianne Heino, Stephen Joyce, Judy Ryan, and Kevin Thurston.

Chairman Foley opened the meeting at 9:20 a.m., reviewed the agenda and asked participants to introduce themselves. He thanked board members who attended the Legislators Breakfast.

Maine Readiness Campaign. Mr. Foley said that one of the Compact's five strategies is to launch a campaign to change attitudes and behaviors about higher education among Maine parents, students and citizens. He asked Mr. Bourgeois to describe a major new initiative to begin achieving this goal -- the Maine Readiness Campaign.

Mr. Bourgeois explained that last summer, the State Department of education received a \$1.9 million grant from the National Governor's Association to support high school reform initiatives aimed as insuring that all students will graduate from high school ready for college, career and citizenship.

Part of the grant is for the so-called Maine Readiness Campaign. Last fall, the Department appointed a steering committee to design and implement the Readiness Campaign. Compact members Colleen Quint and John Diamond serve on this committee, along with Mr. Bourgeois.

The purpose of this 18-month Campaign is twofold: to create a shared commitment that all Maine high school students graduate ready for college, career and citizenship; and to support our high schools as they make the necessary changes to accomplish this result. The goal is to increase the number of students, especially first generation and male students, who: graduate from high school; are ready for college, citizenship and career; and go to college, embark on a satisfying career, and become engaged citizens.

The Campaign has four components: a media campaign, leadership development, community engagement, and partnership organizations. The Compact has been asked by the Steering Committee to design and implement the leadership development and community engagement components of the Campaign.

Mr. Foley asked the members to work in three small groups to review the program outline and offer feedback on the scope of work. A summary of the comments from each group are appended to these minutes. Members were generally very enthused about the new program.

Maine's Promise Scholarship Program. Mr. Witherspoon and Mr. Milliken, co-chairs of the Compact's Scholarship Committee, presented the recommendations of their committee, assisted by other committee members including Mr. Joyce, Ms. Tuthill, Ms. Cross and Ms. Quint. They noted that the Committee still has much work to do and will present its full recommendation to the board at the April 27 meeting.

Mr. Witherspoon reinforced that the committee is still in the visioning stage, and wants to make sure that its recommendation complements the other Compact strategies, and does not disrupt what's working well now -- the Maine State Grant program.

At this stage, the committee is recommending two significant changes from the original proposal:

- place a cap on the amount of support a student may receive each year (probably pegged at the UM cost), and
- assume the student will need to incur debt (a loan) which they would be responsible for repaying.

Goal and Definitions. After reminding everyone of the goal of this strategy -- “to eliminate all unmet need and all student loans for students from low income households who go to college in Maine” -- they described the definitions the Committee is using:

- A. Unmet Need: Cost of Attendance less Financial Aid
- B. Cost of Attendance: Tuition, required fees, room, board, books, personal expenses, and transportation as defined by the college
- C. Expected Family Contribution: EFC as determined by the FAFSA
- D. Financial Aid would include:
 1. All grants and scholarships: federal, state, private, institutional, etc., need-based or merit
 2. All tuition fee waivers or staff/faculty benefits
 3. All earning expectations offered: FWS, college job, summer earnings (?)
 4. Loans: Need-based loans offered in the college aid award, not used to replace EFC

Eligibility. They next presented the eligibility criteria for participating in the program, which are nearly identical to those in the original proposal:

- A. Maine residency
- B. Family income at or below 200% of the established poverty level. EFC
- C. Meet campus admission requirements and enroll in a Maine public or private institution of higher education (proprietary schools, non-accredited?)
- D. Attend on a full time basis
- E. File a FAFSA by May 1
- F. Maintain a GPA of at least 2.0 on a 4.0 scale (including high school GPA?)

Financial Aid/Cost/Unmet Need. They explained their calculation for financial aid, cost and unmet need:

Financial Aid Resources

A. EFC plus Federal Grant	\$4,050
B. Maine State Grant	\$1,000/ \$1,250
C. Loan and Campus Job	<u>\$3,000</u> \$8,050/ \$8,300
E. SEOG	\$2,000 (?)
F. Other	<u>\$ (?)</u> \$10,050/\$10,300

Maximum Unmet Need

	Cost	Less Aid	Potential Unmet Need
A. University of Maine	\$15,400	\$8,050 / \$10,050	\$7,350/ \$5,350
B. University of Southern Maine	\$15,200	\$8,050 / \$10,050	\$7,150/ \$5,150
C. Southern Maine Comm. Coll.	\$11,250	\$8,050 / \$10,050	\$3,200/ \$ 1,200
D. University of New England	\$33,750	\$8,300/ \$10,300	\$25,450/ \$23,450
E. Husson College	\$20,000	\$8,300/ \$10,300	\$11,700/ \$9,700

Mr. Joyce explained that there is a data collection effort underway to identify the scope of ‘unmet need’ in Maine, which the committee will make available to the board.

The presentation concluded with several provocative questions that the committee will resolve and recommend to the board in April. Mr. Breen and others expressed support for expecting students to borrow a modest amount before receiving aid. Ms. Quint stressed that the goal of this scholarship program is access, not choice – and that access goal should guide our decisions. Mr. Foley thanked the committee for its work.

Mr. Joyce next described a concept that the Committee is discussing to engage corporations in efforts to supplement the scholarship initiative. This 'Corporate Maine Promise' would include corporate contributions (memberships), Junior Summer Internships, and Post Graduation Fellowships. An outline of the concept is appended to these minutes. Several members discussed the value of the internship component and suggested that the Employer Initiative consider it.

Indicators Report. Mr. Foley called the members' attention to the new report prepared by the Compact – Indicators of Higher Education Attainment – which has just been released. The report will help the Compact assess the extent to which progress is being made in achieving our goal of 40,000 new degree holders by 2020.

Testifying in support of higher education budgets. Mr. Foley indicated that some members had asked if we should testify in support of the budget requests of the UMS and MCCS systems that will be heard by the Legislature's Appropriations and Education committees. Because today's schedule did not permit a full discussion of the issue, he said that we would schedule a conference call for board members in the next few days.

Note: The conference call was held on January 31. Eight board members participated -- Bonnie Fortini, John Diamond, Joyce Hedlund, Ron Milliken, Richard Pattenau, Colleen Quint, Betty Robinson, and Henry Schmelzer – in addition to Judy Ryan and Henry Bourgeois. After a 30-minute discussion, the members agreed unanimously that the Compact should testify in broad support of the request, reinforcing the importance of adequate funding of higher education institutions in order to achieve the Compact's goal of 40,000 new degree holders by 2020. The members felt that we should not be commenting on the details of the specific requests.

Adjourn. Mr. Foley adjourned the meeting at 11:30 a.m.

Respectfully submitted by Henry Bourgeois, Compact Executive Director

Appendix A. Maine Readiness Campaign Small Group Discussion Notes

This is a summary of the reactions and suggestions of 22 Compact board members who worked in three groups for 45 minutes to give us feedback on a two-page outline of the Readiness Campaign and the Leadership/Engagement components.

Colleen's Group

Main themes:

- 1) Need to translate the draft document (two-page document prepared for this meeting) for an outside audience: what are you asking people to do and how are they supposed to do it?
 - a. Don't just ask them to sign up on faith - let them know what you're asking them to commit to and what the impact will be.
 - b. Also, be clear about the delivery channels - it's not just about 1,000 volunteers. They have to work with someone at high school and with others in the community. How will that happen?

- 2) It's unclear from this document how the work with high schools will happen.
 - a. Do we have input from principals, guidance counselors or other educators on this plan?
 - b. There's a concern about educators feeling overwhelmed and that this will feel like just one more thing. How will community leaders deal with a lukewarm reception?

- c. Should we start by asking schools what they need (within the parameters/context that this is about high school change).
 - d. What about asking business/community leaders and organizations about what they need and see where both have overlapping needs and interests.
- 3) Allow for different levels of involvement.

Other loose ends/pieces of feedback:

- 4) Identify how the 1,000 volunteers/leaders will be divided up around the state. How many in Bangor? How many in Lewiston? How many in Dover-Foxcroft? Do you divide it up according to population, or do you identify some areas that need it more than others?
- 5) There are too many words in this document. It needs to be synthesized and clarified.
- 6) Still at the 10,000 foot level. What does it mean on the ground for the people you are asking to do this work? Can we give examples of what this will look like? Can we define more concretely what this is about? Can we explain more clearly what we are asking people to do?
- 7) It sounds similar to the Maine Aspirations Program model. That worked well and had a good track record - but where it fell down was after all the discussion and training. People weren't always clear about what they are supposed to do. Need to translate in real terms.

John's Group

Readiness Campaign:

- 8) Make sure that the campaign addresses cultural and attitudinal change starting in the early years of schooling, not just in the high school years.
- 9) Media campaign must communicate that we are shaping the future. Different generation, different economy than what parents experienced when they were 18 or 22.
- 10) Media campaign must be skillfully designed to replicate the success of anti-tobacco campaign.

Campaign needs to address the "summer melt" issue:

- 11) Slowing the summer melt will help the Compact meet its goals by targeting low-hanging fruit, i.e., students who have expressed an interest in college and in many instances have applied and been accepted, but who need the support over the summer to follow through.
 - a. Need to pay guidance counselors to work through the summer to make sure graduates follow through with their college-going intentions.
 - b. Need to develop summer mentors.
 - c. Look at coordinating events to keep college-bound grads interested in, and talking about, their college plans, process, etc.

Leadership Training & Community Engagement:

- 12) Leadership training needs to include concrete roles and measures for community engagement and expectations, using best practices. Need to identify who our targets are.
- 13) Community engagement campaign needs to include specific things that they can do. Examples: Develop a program to expose younger students to a college campus; target a grade level where we specifically address our goal – e.g. getting every sixth grader onto a college campus.
- 14) Have staff coordinate mentor program involving teachers, other parents.
- 15) Concrete outcome of leadership training would be to mentor HS students, grads, and parents. Keep our community leaders engaged; students, too.
- 16) The relevance of college to life, careers, and citizenship needs to be built into campaign to help those parents and students understand that college is not an intellectual exercise for those who have the time, money, and luxury.

Board member's campaign interests:

- a. Laurie – public speaking, media
- b. Hank – public speaking, media, networking
- c. Shep – attend regional events on behalf of Compact/campaign, mentoring
- d. John D. - message, campaign strategies, outreach, mentoring, speaking

- e. Derek – leadership training
- f. Kent – community outreach, mentoring, work with superintendents

Henry's group

- 17) We need to focus on jobs-- make a better connection to economic development and jobs.
 - a. DoL has good data/projections on extent to which new/good jobs require advanced degrees. Tie this into the WIA system of local organizations and local elected officials.
- 18) We need good baseline data and intermediate benchmarks to measure accomplishments.
- 19) Where are the higher education leaders in this design? Need to get them involved now.
- 20) Engage 'non-traditional' groups in supporting local change: cooperative extension offices, 4-H groups, REALIZEMaine, and college/university alumni.
- 21) We need a prominent awards program to recognize and celebrate local achievements in helping students and to incent others to act.
- 22) The tool kits are critical. Must be user-friendly, very practical, focused on best practices, providing a menu of choices.
- 23) Cannot be a 'one size fits all' – how do we design/deliver a program that meets the unique needs of each community?
- 24) The purpose of this program is to 'an acceleration of the viral process of change'!

Appendix B: The Corporate Maine Promise

Level

- I. Membership: Corporate contribution for Promise funding and administration.
- II. The Junior Summer Internship
 - A. Company posts job descriptions with university/college career planning offices.
 - B. Colleges receive applications/resumes and confirm eligibility.
 - C. Company interviews qualified college juniors.
 - D. Company offers 8-10 week summer internships with \$4,000 stipends.
 - Stipends cover summer room and board, transportation allowance, and an allowance for fall semester books and personal expenses.
 - E. Evaluation with company supervisor at which time level 3 relationship is determined.
- III. The Post Graduation Fellowship
 - A. Student receives a \$5,000 corporate scholarship as part of senior year financial aid to replace unmet need and/or loan offer.
 - B. Student successfully completes coursework for the degree.
 - C. Student is hired or accepts a one year corporate fellowship following graduation.
 - Fellowship includes training, evaluation, and compensation sufficient to cover: rent, food, health insurance, transportation, and educational loan repayment.
 - D. Evaluation with supervisor following training or fellowship at which time permanent employment and/or advanced study is determined.
- IV. Questions
 - A. What is an appropriate "membership" for corporations? Is size or level of involvement a factor?
 - B. Might foundations be approached for placements in non-profit internships? Would foundations be exempt from paying "membership" fees?
 - C. May companies interview/ hire students not eligible for Promise Scholarships?
 - D. How will this program be administered? How will publicity accrue to corporations? Are there other benefits for corporate participation?