

MAINE STATE LEGISLATURE

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JMIG

WE BELIEVE IN MAINE STUDENTS

**JOBS FOR
MAINE'S
GRADUATES**



1	Overview and Map of Programs
2	Budget
3	Organizational Chart & Leadership Team
4	Strategic Plan
5	Audit
6	Board of Directors
7	Bylaws
8	Recent Press



Jobs for Maine's Graduates, Inc. Program Overview

What is Jobs for Maine's Graduates (JMG)?

JMG is an independent, statewide 501c3, private, nonprofit corporation established in 1993 by the Maine Legislature. At the time, JMG was given a mandate to provide Maine students with a comprehensive dropout prevention and school-to-work transition system. Throughout the past 22 years, JMG has evolved into a progressive organization that helps young people achieve their full potential. In partnership with schools and employers, the mission of JMG is to identify students who face barriers to education, and to guide each one on to a successful path toward continued education, a meaningful career, and productive adulthood. JMG's vision is to be a champion for all Maine students who face barriers to education.

Who are JMG students and what are the eligibility requirements?

JMG students come from all over the state and from all walks of life. The breakdown of gender is nearly 50/50 and the racial diversity of our students reflects that of Maine's general population. Students enrolled in JMG face at least four barriers to education. Some of the most common barriers include:

- Low income household (65% of JMG students)
- Struggling with family or social issues (60%)
- Underperforming academically (54%)
- High absenteeism due to a disinterest in school (51%)

These students may become disengaged in the education process, and yet are the least likely to be successfully served by traditional classroom environments. Schools look to JMG to serve the students who need and will benefit most from its programs.

What does JMG do for its students?

JMG serves 5,000+ students a year. In its 22-year history, JMG has provided more than 28,000 students with the skills and motivation they need to succeed. Through JMG programs, high-school and middle-school students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential.

Mentoring plays a critical role in the success of JMG and the success of the students. The programs provide for plenty of one-on-one time between students and the specialists who teach them. JMG also offers a venue for students to interact with employers and community-based organizations.

How is JMG administered and funded?

JMG has designed and implemented several programs that create school-to-life pathways starting as early as the sixth grade and ending in successful post-graduate transitions to higher education and careers.

JMG's core programs include:

- The JMG high school program is a for-credit course which serves students from 9th-12th grades and continues to serve students for 12 months after they graduate.
- JMG's middle school program serves students in 6th-8th grades and continues to serve students who transition into the 9th grade for a full 12 months.

Additional JMG programs include:

- The JMG program at LearningWorks in Portland serves motivated students who are pursuing their high school GED through a unique life-skills training and mentoring program.
- The Opportunity Passport™ Program serves foster care youth between 14 to 23 years old. Participants are trained in financial literacy and are eligible for a matched savings account of up to \$1,000/year toward specific asset purchases, including educational items, housing, and investments.

Board of Directors:

STEVE BYRNES, **Chair**
Byrnes Consulting Group

KEN COVILLE, **Vice Chair**
RSU 74

CHRIS AMANN, **Treasurer** – Nonprofit
Financial Consultant

CARY OLSON-CARTWRIGHT, **Secretary**
Unum

CAROL COLSON, – Bangor Savings
Bank

HON. LYNN BROMLEY- US Small
Business Administration

CHRIS CIMINO – C.M. Cimino, Inc.

PHILDIONNE - PAD Construction

TIM DOAK – RSU #39

HEATHER DOUGLASS, Shipyard
Brewing

JON DOYLE, ESQ. - Doyle & Nelson

KATHY GERMANI – So. Portland
School Department

JEREMY FISCHER, ESQ. – Drummond
Woodsum

KATE FOSTER - University of Maine
at Farmington

ERIC HALEY - AOS 92

SCOTT HAMILTON – IDEXX

VIRGEL HAMMONDS – Knowledge
Works

CHRIS HOWELL –
Windham/Raymond Schools

JOHN LEMIEUX – Anton-Lemieux

Hon. Bonnie T. Lewis – Sexual
Assault Services of Southern Maine

DONNA LAMBERTH – LL Bean

RYAN LOW – University of Maine

MIKE MAHONEY, ESQ. –
Mahoney- Jackson Gov't Affairs

MIKE MARRONE – Aetna

LEONA MICHELSEN, Central Maine
Power

DAVE PACKHEM – Hodgdon Defense
Composites

NICKI PELLENZ – Machias Savings Bank

HEATHER PERRY – Gorham Sch. District

CAROLYN SLOCOMBE – Limington

DAVID WALKER – RSU#34

Ex Officio:

William Beardsley, Acting
Commissioner, Maine Dept.
of Education

Jeanne Paquette,
Commissioner, Maine Dept.
of Labor

How is JMG administered and funded?

(Continued from page 1)

A full-time teaching Specialist, employed by JMG, teaches the JMG curriculum to 45-55 students (in class sizes of 10-15). The student-to-teacher ratio allows for plenty of one-on-one time. The JMG program teaches 34 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job success skills, and career development skills. Students learn about time management, personal finance, teambuilding, good work habits, and community service. The Specialists also offer students help with their other subjects.

JMG is governed by a Board of Directors which consists of up to 31 business and education leaders. JMG is funded by a variety of sources, including; the state of Maine, our school partners, private corporations, foundations and individual contributions.

How does JMG benefit the community?

More JMG students (at least 90%) graduate from high school in four years than other Maine students (84%). In 2003, 33% of JMG students pursued postsecondary education. Due to the fact that JMG is designed to help students develop a relevant plan for higher education, the number of students enrolled in postsecondary education is now 52%.

JMG prepares students to continue their education and to be valuable assets to the workforce. With Maine's workforce aging, and jobs evolving, students need to be prepared to "hit the ground running" when they enter the working world. Graduates of JMG become productive, contributing residents. Through JMG's business partners and community service projects, our students become connected to and engaged in their communities and in the state.

JMG's impact on the economy is detailed in a 2008 report released by the Maine Department of Labor's Division for Labor Market Information Services. Six years after high school, JMG graduates, on average, are earning 14% more than all other 22 to 24 year olds in Maine. 84% of JMG students become successfully engaged in the workforce, military service, or continued education within one year after high school graduation.

In recognition of these accomplishments, JMG was named a "Champion of Economic Development" by the Maine Development Foundation.

Performance Outcomes:

For 20 consecutive years, JMG has been recognized as the Best in The Nation because its outcomes exceed national standards for programs working with disadvantaged youth.

	<u>Maine</u>	<u>JMG</u>
• Four-year Graduation Rate	84%	90% or above
• Senior Graduation Rate	86%	96%
• Post Secondary Enrollment	57%	52%



JMG middle school students and Specialists spell out "JMG" at the annual Leadership Education Conference.

For more information about Jobs for Maine's Graduates, please contact our Augusta office at 620-7180 or visit us online at www.img.org.

JMG is a private, nonprofit established by the Maine Legislature in 1993 to provide students with a comprehensive dropout prevention and school-to-work transition system. JMG currently has 85 programs, serving 5,000+ students in 71 schools. Our Board of Directors is comprised of up to 17 private sector and 14 public/education sector individuals.

The JMG Program

Student-centered education: empowering students to take personal responsibility and ownership of their future. Core competencies focus on:



Results:

JMG employs a data collection/management system for program accountability.

- JMG's four-year graduation rate is 92%
- 52% of JMG graduates enroll in post-secondary education
- JMG graduates earn 14% more than their peers 6 years after graduation (Maine Department of Labor research)

JMG's Success is Due to:

- Operates using business model practices
- Cost effective - \$1,600 per student
- Innovative, flexible, adaptive
- High expectations of teaching Specialists and students
- Education plan for each student
- Program Accountability
- Community involvement and community service
- Interaction with students' employers
- Mentoring
- Student contact year-round and 12 months of follow-up after graduation to ensure a successful transition

JMG is poised to play a larger role in improving Maine's graduation rate and workforce preparedness, and our model can be brought to scale.

85 PROGRAMS, SERVING 5,000+ STUDENTS

Belfast Area High School
Biddeford High School
Bonny Eagle High School
Brewer High School
Brewer High School MELMAC
Brewer Community School
Calais Area High School
Carrabec High School
China Middle School
Cony High School
Deering High School
Deering High School Pathways Program
Dexter Regional High School
Durham Community School
Erskine Academy
Fort Kent Community HS
Foxcroft Academy
Freeport High School
Freeport Middle School
Gardiner Area High School
Greenville Consolidated School
Hall-Dale High School
Hodgdon High School
Houlton High School
JMG Opportunity Broker Program
Kennebec Valley Community College

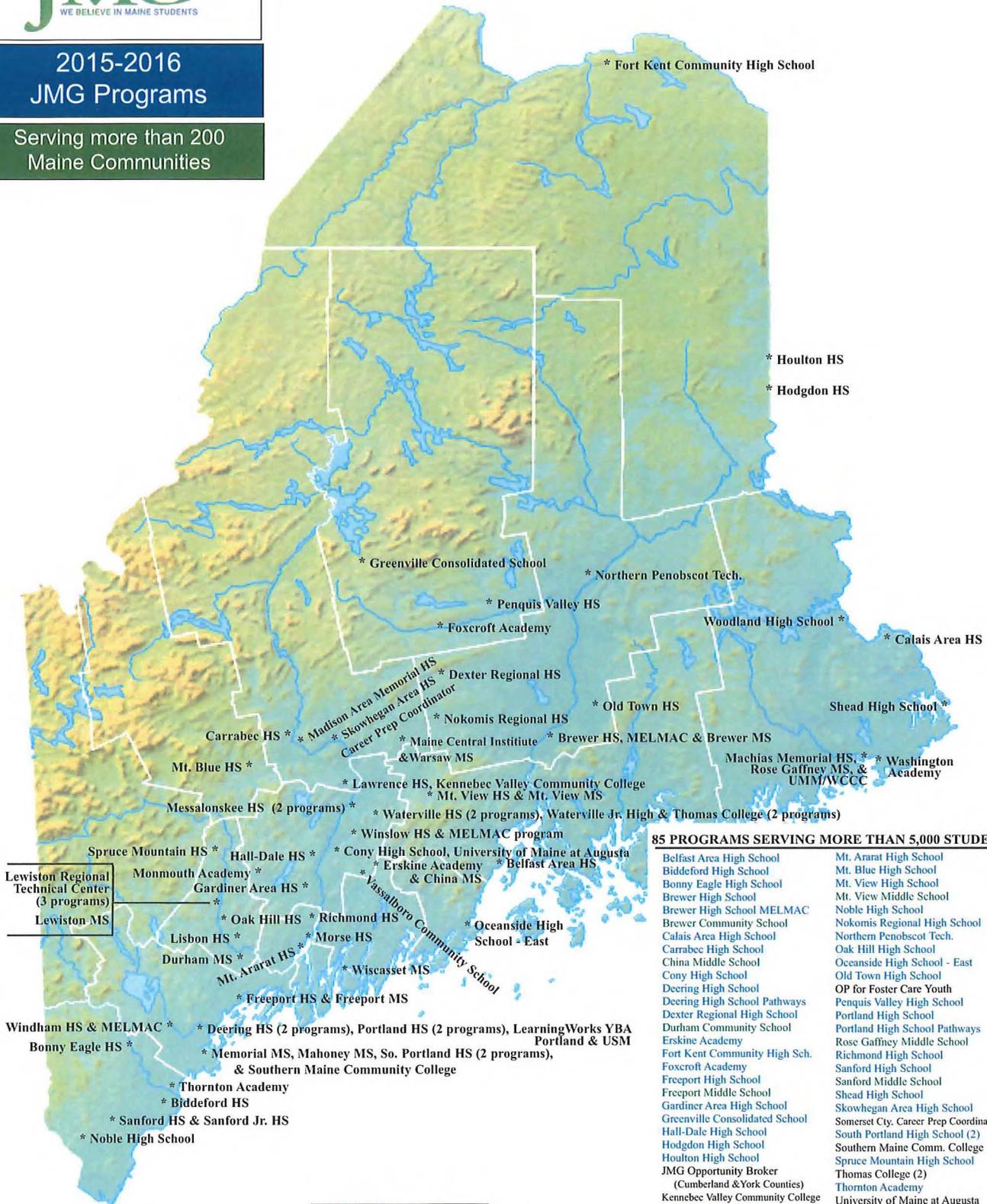
Lawrence High School
LearningWorks-Portland
Lewiston Middle School
Lewiston Reg. Technical Ctr. (3)
Lisbon High School
Machias Memorial High School
Madison Area Memorial HS
Mahoney Middle School
Maine Central Institute (MCI)
Memorial Middle School
Messalonskee High School (2)
Monmouth Academy
Morse High School
Mt. Ararat High School
Mt. Blue High School
Mt. View High School
Mt. View Middle School
Noble High School
Nokomis Regional High School
No. Penobscot Tech Region III
Oak Hill High School
Oceanside High School - East
Old Town High School
Opportunity Passport for Foster Care Youth
Penquis Valley High School
Portland High School
Portland High School Pathways Program

Richmond High School
Rose Gaffney Middle School
Sanford High School
Sanford Middle School
Shead High School
Skowhegan Area High School
Somerset County Financial Literacy & Career Prep Program
South Portland High School (2)
Southern Maine Community College
Spruce Mountain High School
Thomas College (2)
Thornton Academy
University of Maine at Augusta
UMaine Machias/WCCC
University of Southern Maine
Vassalboro Community School
Warsaw Middle School
Washington Academy
Waterville Sr. High School (2)
Waterville Jr. High School
Windham High School MELMAC
Windham High School
Winslow High School
Winslow High School MELMAC
Wiscasset Middle School
Woodland Jr./Sr. High School



**2015-2016
JMG Programs**

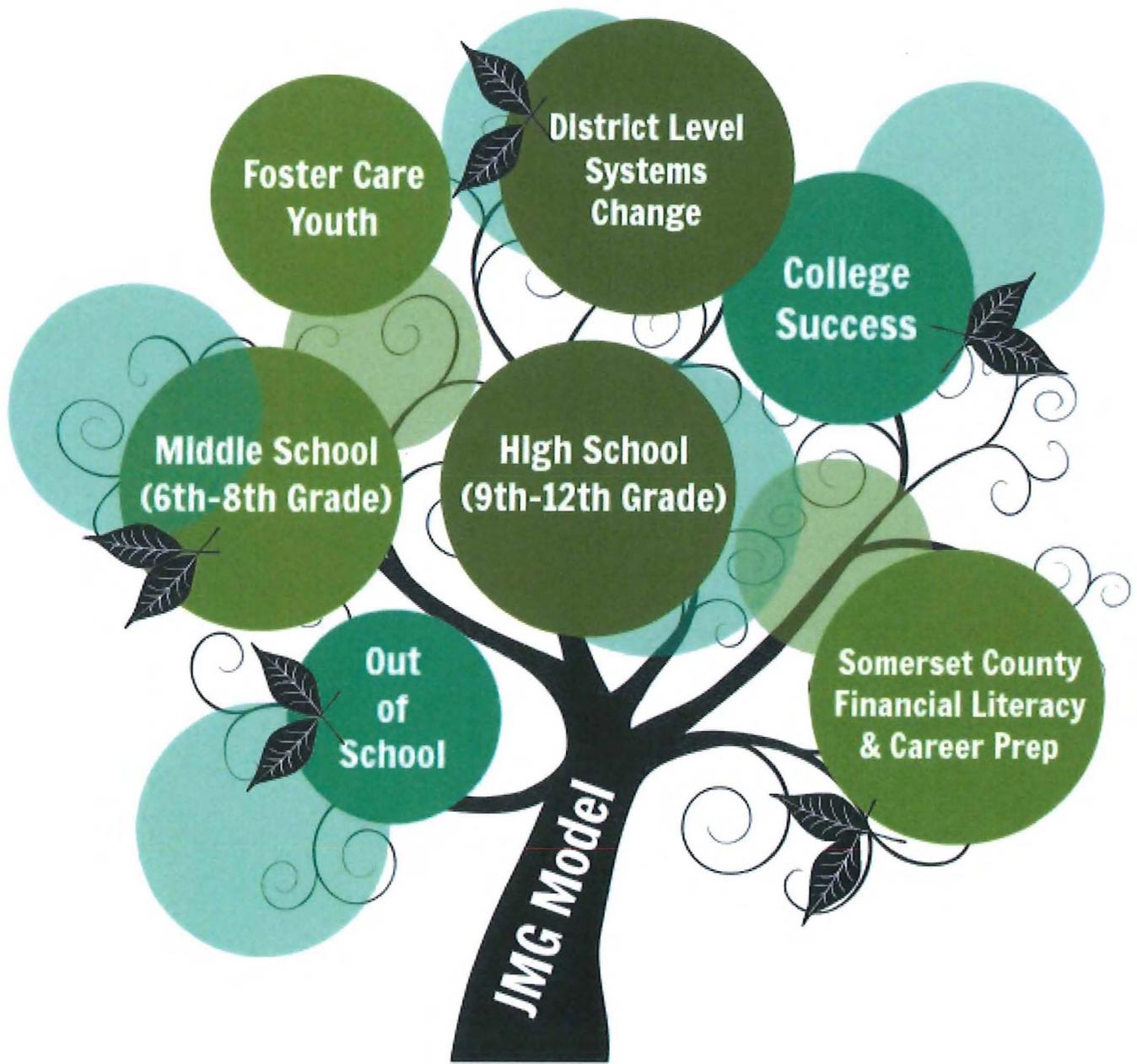
Serving more than 200
Maine Communities



85 PROGRAMS SERVING MORE THAN 5,000 STUDENTS*

- Belfast Area High School
- Biddeford High School
- Bonny Eagle High School
- Brewer High School
- Brewer High School MELMAC
- Brewer Community School
- Calais Area High School
- Carrabec High School
- China Middle School
- Cony High School
- Deering High School
- Deering High School Pathways
- Dexter Regional High School
- Durham Community School
- Erskine Academy
- Fort Kent Community High Sch.
- Foxcroft Academy
- Freeport High School
- Freeport Middle School
- Gardiner Area High School
- Greenville Consolidated School
- Hall-Dale High School
- Hodgdon High School
- Houlton High School
- JMG Opportunity Broker (Cumberland & York Counties)
- Kennebec Valley Community College
- Lawrence High School
- LearningWorks YBA Portland
- Lewiston Middle School
- Lewiston Regional Tech. Ctr. (3)
- Lisbon High School
- Machias Memorial High School
- Madison Area Memorial HS
- Mahoney Middle School
- Maine Central Institute (MCI)
- Memorial Middle School
- Messalonskee High School (2)
- Monmouth Academy
- Morse High School
- Mt. Ararat High School
- Mt. Blue High School
- Mt. View High School
- Mt. View Middle School
- Noble High School
- Nokomis Regional High School
- Northern Penobscot Tech.
- Oak Hill High School
- Oceanside High School - East
- Old Town High School
- OP for Foster Care Youth
- Penquis Valley High School
- Portland High School
- Portland High School Pathways
- Rose Gaffney Middle School
- Richmond High School
- Sanford High School
- Sanford Middle School
- Shead High School
- Skowhegan Area High School
- Somerset Cty. Career Prep Coordinator
- South Portland High School (2)
- Southern Maine Comm. College
- Spruce Mountain High School
- Thomas College (2)
- Thornton Academy
- University of Maine at Augusta
- UMM/WCCC
- University of Southern Maine
- Vassalboro Community School
- Vassalboro Middle School
- Washington Academy
- Waterville Sr. High School (2)
- Waterville Jr. High School
- Windham High School
- Windham High School MELMAC
- Winslow High School
- Winslow High School MELMAC
- Wiscasset Middle School
- Woodland Jr./Sr. High School

**HS = High School
MS = Middle School
Other Programs**



Factors Used in Selecting Students for JMG

JMG students average between 4 to 6 of these factors.

- ▶ One or more modal grades behind peers
- ▶ Low academic performance
- ▶ Family environment is not conducive to education or career goals
- ▶ Deficient basic skills
- ▶ Did not pass state proficiency exam
- ▶ Record of excessive absences, verified by school officials
- ▶ Suspended, expelled or put on probation during high school
- ▶ Has repeated a grade in high school
- ▶ Has previously dropped out of school
- ▶ Limited English proficiency
- ▶ Special education certified
- ▶ Lacks motivation or maturity to pursue education or career goals
- ▶ Emotional disorder which impairs education or career goals
- ▶ Has a disability
- ▶ Health problems which impairs education or career goals
- ▶ Is pregnant
- ▶ Has dependent child(ren) in the home
- ▶ Has documented alcohol and/or substance abuse
- ▶ Convicted of a criminal offense other than a traffic violation
- ▶ Has a record of violent behavior
- ▶ Homeless
- ▶ Runaway
- ▶ Members of families on public assistance, AFDC, or receiving free school lunch
- ▶ Is a member of a race/ethnic group with a low family income
- ▶ Has inadequate or no work experience
- ▶ Lacks marketable occupational skills that are in demand locally
- ▶ Father or Mother did not graduate high school
- ▶ Peers do not expect to graduate
- ▶ Living with one, or neither, natural parent



JMG Competencies

The JMG core competencies are the result of employers' views on desired worker traits and skills, job search reviews and considerable feedback by specialists. The thirty-seven (37) competencies are grouped into six (6) clusters.

A. Career Development Competencies

- A.1 Identify occupational interests, aptitudes and abilities
- A.2 Relate interests, aptitudes and abilities to appropriate occupations
- A.3 Identify desired life style and relate to selected occupations
- A.4 Develop a career path for a selected occupation
- A.5 Select an immediate job goal
- A.6 Describe the conditions and specifications of the job goal

B. Job Attainment Competencies

- B.7 Construct a resume
- B.8 Conduct a job search
- B.9 Develop a letter of application
- B.10 Use the telephone to arrange an interview
- B.11 Complete application forms
- B.12 Complete employment tests
- B.13 Complete a job interview

C. Job Survival Competencies

- C.14 Demonstrate appropriate appearance
- C.15 Understand what employers expect of employees
- C.16 Identify problems of new employees
- C.17 Demonstrate time management
- C.18 Follow directions
- C.19 Practice effective human relations
- C.20 Appropriately quit a job

D. Basic Competencies

- D.21 Comprehend verbal communications
- D.22 Comprehend written communications
- D.23 Communicate in writing
- D.24 Communicate verbally
- D.25 Perform mathematical calculations

E. Leadership and Self Development Competencies

- E.26 Demonstrate team membership
- E.27 Demonstrate team leadership
- E.28 Deliver presentations to a group
- E.29 Compete successfully with peers
- E.30 Demonstrate commitment to an organization

F. Personal Skills Competencies (Non-seniors Only)

- F.31 Understand types of maturity
- F.32 Identify a self-value system and how it affects life
- F.33 Base decisions on values and goals
- F.34 Identify process of decision making
- F.35 Demonstrate ability to assume responsibility for actions and decisions
- F.36 Demonstrate a positive attitude
- F.37 Develop health self-concept for home, school and work

G.

Career Development Competencies include the development of awareness on the part of the student of individual special aptitudes, abilities, interests, life goals and desired life styles. The curriculum also includes information about the world of work, various occupations and career paths. Young people's perceptions of themselves and of the world are often quite vague and unrealistic. Their ambitions and goals also frequently change. However, the more knowledge they have of themselves and of the world of work, the more accurate and realistic will be their occupational decisions.

Job Attainment Competencies are those skills and abilities that are important to job development and placement. The numerous requirements for a successful job search are not usually part of high school course offerings and this intensive training may be the student's first exposure to job acquisition skills.

Job Survival Competencies include those competencies required for success on-the-job. Many young people feel a reduced need for world-of-work activities once a job is attained. This cluster allows young people to develop realistic survival skills for dealing with the day-to-day work environment.

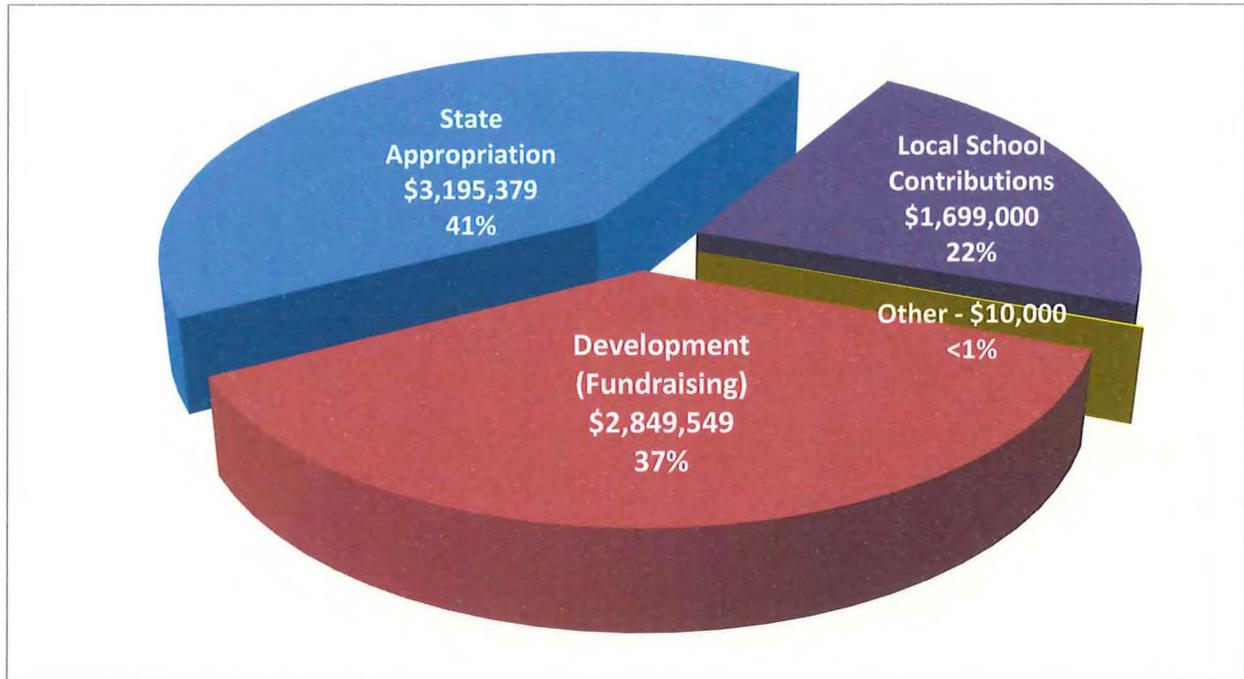
Basic Competencies develop skills critical to success both on-the-job and in everyday life. To succeed in our society, everyone must possess basic academic skills.

Leadership and Self-Development Competencies enable an individual to function effectively in team and group projects and activities on the job or in an organizational context. Due to a more empowered work force, employees are becoming much more interdependent on each other.

Jobs for Maine's Graduates, Inc.
BUDGET PLANNING REPORT

		<u>FY16</u>
#	REVENUE	Budget
1	DOE - STATE APPROPRIATION	2,945,379
2	DOE - COLLEGE RETENTION	250,000
3	LOCAL SCHOOL CONTRIBUTIONS	1,699,000
4	PRIVATE DEVELOPMENT GOAL	2,849,549
5	ALL OTHER	10,000
6	<u>TOTAL REVENUE</u>	7,753,928
	<u>EXPENSE</u>	
7	SALARIES	4,848,977.54
8	BENEFITS	1,255,417.83
9	SUBTOTAL: SALARIES & BENEFITS	6,104,395.37
10	NELLIE MAE AFFILIATE PARTNERS	906,690
11	TRAVEL	98,375
12	CERTIFICATION & MEMBERSHIPS	24,000
13	TRAINING	96,952
14	SUPPLIES	31,025
15	TELECOMMUNICATIONS	49,000
16	STUDENT CONFERENCES & ACTIVITIES	82,268
17	CENTRAL OFFICE	361,223
18	<u>TOTAL EXPENSE</u>	7,753,928
19	NET REVENUE (EXPENSE)	(0)

Jobs for Maine's Graduates FY 2016 Budget



JMG funding is a public-private partnership between local schools, the State of Maine and the business community.

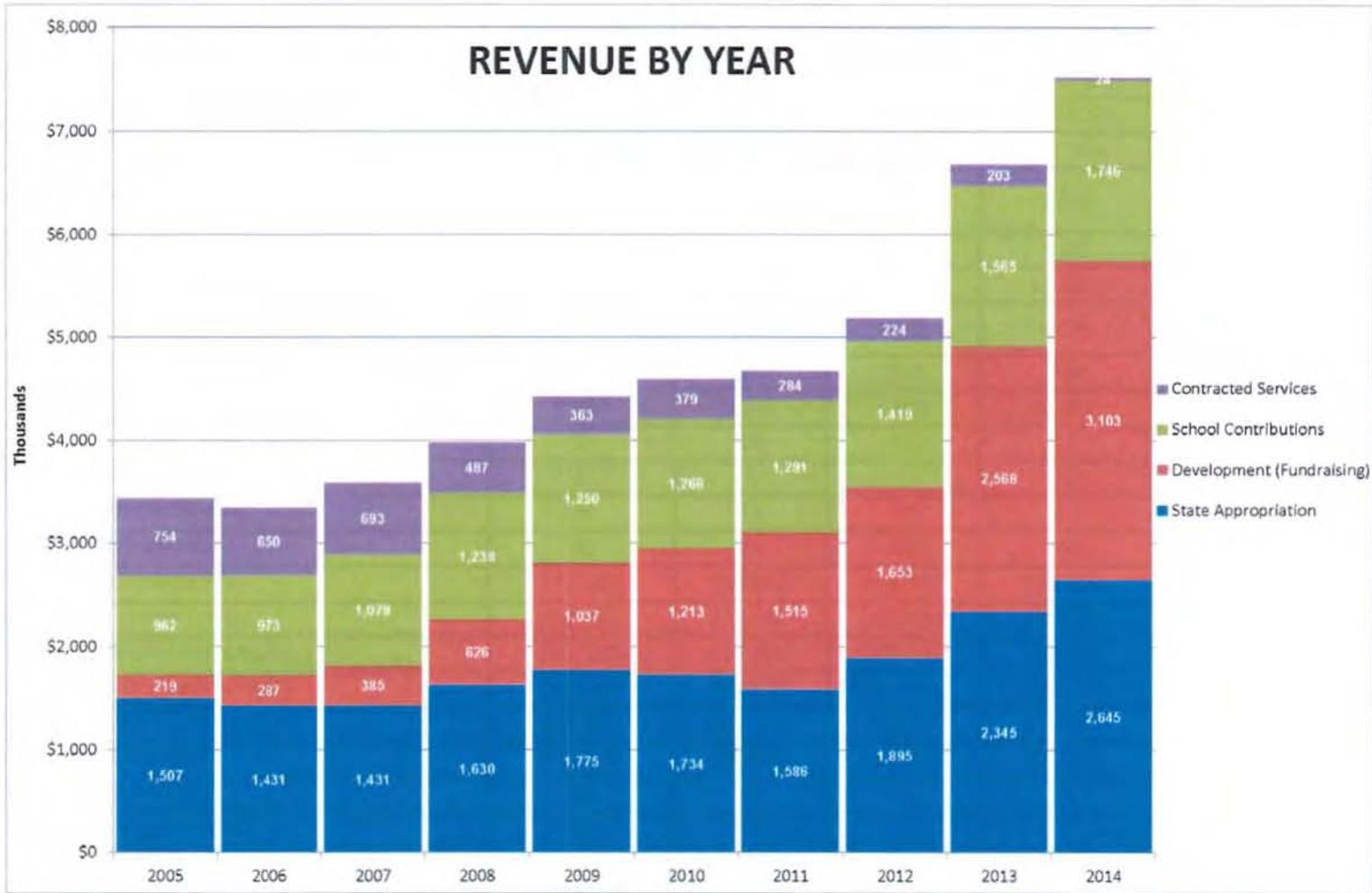
The State of Maine, through the Department of Education GPA funding, currently provides a \$3,195,379 appropriation to JMG.

Each school contributes about 40% of the direct cost of a JMG program.

JMG has raised over \$13 Million in private and grant contributions over the last five years.

JMG's Operations and Budgetary Trends

	Fiscal Year 2006	Fiscal Year 2010	Fiscal Year 2013	Current Fiscal Year 2015	Change from 2006 - 2015
Total Operating Budget	\$3,272,039	\$4,625,022	\$6,987,579	\$7,630,475	↑133%
State Appropriation	\$1,431,266	\$1,775,266	\$2,345,379	\$2,645,379	↑85%
Total Private/Grant Contributions	\$305,000	\$1,145,000	\$2,895,200	\$3,024,096	↑892%
Percentage of budget/private	9%	25%	41%	40%	↑344%
Total Spent on "Development"	\$176,559	\$276,811	\$313,082	\$256,893	↑45%
Development ROI Ratio	\$1 to \$1.72	\$1 to \$4.14	\$1 to \$9.24	\$1 to \$11.77	↑584%(\$10.05)
JMG's Indirect Rate	17%	17%	17%	16%	↓6%
Central Office Staff (includes Executives)	10	11	12	9	↓10%
JMG Executive Staff Members	5	5	7	5	No change
JMG Specialists/Managers	51	69	76	87	↑71%
Specialists' Starting Salary	\$27,000	\$30,000	\$31,000	\$31,500	↑17%
Specialists' Average Compensation	\$31,300	\$37,762	\$38,132	\$39,189	↑25%
Specialists' Highest Compensation	\$41,382	\$47,824	\$53,207	\$56,271	↑36%
Professional Development Budget	\$27,650	\$34,500	\$46,791	\$55,000	↑99%
Average Per Site Direct Costs	\$43,629	\$55,085	\$58,009	\$59,066	↑35%
Average School Contribution	\$19,000	\$22,000	\$24,000	\$24,000	↑26%
Core High school programs	36	44	48	49	↑ 36%
Core Middle school programs	14	17	18	15	↑ 7%
Hybrid programs	0	3	7	15	↑ 400%
JMG programs offering "Plus" services	3	16	23	22	↑633%
Total students served	2,000	4,100	4,650	5,150	↑ 158%
Senior Graduation Rate	96%	96%	96%	96%	No change
Four-Year Graduation Rate	Not yet tracked	92%	92%	92%	No change
In-School Retention Rate	96%	97%	97%	97%	↑ 1%
2 & 4 Year Degree Enrollment	47%	47%	48%	47%	No change
Continued Education Rate	Not yet tracked	52%	54%	53%	↑ 2%
JMG Fund Balance	\$197,286	\$320,530	\$56,594	\$85,559	n/a
JMG Board Designated Capacity Fund	Did not exist	\$587,000	\$428,949	\$558,028	n/a
JMG Board Designated Healthcare Reserve Fund	Did not exist	Did not exist	Did not exist	\$140,300	n/a
JMG Board Designated Endowment	Did not exist	Did not exist	\$600,000	\$1,000,000	n/a
JMG Board Designated Working Capital	Did not exist	Did not exist	\$500,000	\$500,000	n/a



127th
Maine
Legislature

3 State House Station
Augusta, ME 04333-0003

March 3, 2015

To Maine's Business and Community Leaders:

As leaders in the Maine State Legislature, we are proud to support Jobs for Maine's Graduates (JMG).

JMG provides a stellar example of diverse public and private entities working together to achieve outstanding statewide results in education and the workforce. But, it will take more than state funding to allow JMG to continue to serve Maine's at-risk youth through proven, innovative programs.

Founded in 1993 by the Maine State Legislature, the mission of JMG is to identify students who face barriers to education, and to guide each one on to a successful path toward continued education, a meaningful career, and productive adulthood.

As you may know, JMG is funded through a statewide partnership that includes the Maine Legislature, the Governor's Office, JMG school partners, and an increasing number of private sector investors.

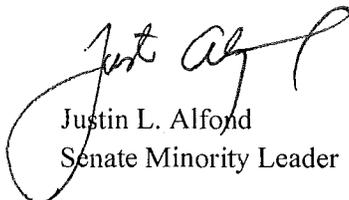
This unique collaborative approach to supporting Maine's students has proven to be beneficial, successful and durable to all parties involved. Not only is the main goal achieved of serving Maine students with barriers to education, but JMG's positive outcomes boost individual school ratings, increase the state's high school graduation rates, and helps supply Maine's employers with a pool of productive, job-ready employees.

A commitment toward the sustainability and long-term growth of JMG is a strategic investment in helping to guide, inform, and realize a vision for the future of Maine. Thank you for your support of JMG and your commitment to Maine's students.

Sincerely,



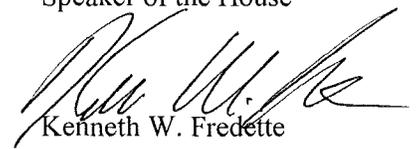
Michael D. Thibodeau
President of the Senate



Justin L. Alford
Senate Minority Leader



Mark W. Eves
Speaker of the House



Kenneth W. Fredette
House Minority Leader

JMG APPRECIATES THE FINANCIAL, VOLUNTEER AND RESOURCE SUPPORT WE RECEIVE YEAR ROUND.

ON BEHALF OF OUR STUDENTS AND THEIR FAMILIES, JMG THANKS ALL OUR SUPPORTERS.*

A Partner in Technology	Hon. John McKernan & Hon. Olympia Snowe	People's United Community Foundation
Acadia Insurance	Hussey Seating	Pierce Atwood
Alfond Foundation	IDEXX	Pine State Trading
American Endowment Foundation	Jagger Brothers, Inc.	Plum Creek Timber Co.
American Engraving & Awards	Jeff & Judy Kane	Portland Pie Company
American Landmark Co.	Jessie B. Cox CLT - Cox Family Fund	Portland Police Department
Androscoggin Bank	Jim Casey Foundation	Pratt & Whitney
Ann Schroth Dietz Fund	Jobs for Maine's Graduates Board of Directors	Purdy Powers & Co.
Annie E. Casey Foundation	Jobs for Maine's Graduates Employees (98%)	Retail Association of Maine
Anonymous/The Boston Foundation	John T. Gorman Foundation	Ronald McDonald House Charities (RMHC)
Anton-LeMieux	Kaplan University	Saco & Biddeford Savings Institution
AT&T	Kennebunk Savings Bank	Sam L. Cohen Foundation
B.J.'s Charitable Foundation	Key Bank	SCORE
Baldacci Group	Kris Way Truck Leasing	Sea Dog Brewing Company
Balfour Foundation	L.L. Bean	Sea Dog Restaurants
Bangor Hydro-Electric Company	LearningWorks	Simmons Foundation
Bangor Rotary Club	Lebel & Herriman	Simon Design Engineering
Bangor Savings Bank	Liberty Mutual Insurance	Skowhegan Savings Bank
Bank of America	Mahoney Jackson Government Affairs	Tambrands, Inc., a Proctor & Gamble Co.
Bernstein Shur	Maine Camp Outfitters	TD Bank
BGA Financial	Maine Market Refrigeration	Texas Instruments
Bill and Peggy Ryan and Stacey Ryan	Maine Masonry	The Betterment Fund
Brian Foundation	Maine State Credit Union	The Bosarge Family Foundation
Camden National Bank	Maine State Troopers Association	The Boulos Family Foundation
CBRE/The Boulos Co.	Maine Today Media	The Davis Family Foundation
Central Maine Power	Mainstreet Foundation	The Elmina B. Sewall Foundation
Citizens Bank Foundation	Marden's	The Helen & George Ladd Charitable Corporation
Cross Insurance	Margarita's Mexican Restaurant	The Horizon Foundation
Davenport Trust Fund	Mechanic Savings Bank	The Jana Fund
Davis Family Foundation	MELMAC Education Foundation	The Knickerbocker Group
Dead River Company	MEMA	The Morton Kelly Trust
Delorme	MEMIC	The Unity Foundation
DiMillo's Restaurant	MEREDA	The Virginia Hodgkins Somers Foundation
Doree Taylor Charitable Foundation	Muskie School of Public Service	The Walmart Foundation
E.J. Prescott	N.H. Bragg & Sons	Time Warner Cable
Elizabeth Ann Leach Charitable Trust	Nappi Distributors	TJX Foundation
Elmina Sewall Foundation	Nellie Mae Education Foundation	Univ. of Maine at Augusta
Empire Beauty Schools	New Balance Foundation	Unum
Envirologix	NLC Ink	Volunteers of America NNE
Fairpoint Communications	Northeast Delta Dental	Wasco Lighting Co.
Fundacion IBERDROLA	Northeast Laboratory Services	WEX
Geiger Brothers	Norton Insurance	WIA
General Dynamics/BIW	Office of Senator Angus King	WYO-Tech
George McEvoy Foundation	Old Neighborhood Foods	
Harborview Investments	P&G Fund	
Harvard Pilgrim Healthcare	Paradigm Windows	
Haley & Associates	Paul & Giselaine Coulombe	
Hodgdon Yachts	Penobscot Community Health	
	Peoples Choice Choice Credit Union	

JMG Executive Staff

Craig Larrabee is a graduate of Belfast High School and the University of Maine at Farmington (UMF), where he received a degree in secondary education. In 1993, Craig joined JMG as a Job Specialist, working with students first at Woodland High School and then at Belfast High School. He soon became a Regional Manager for the north and north central regions of Maine. In 2000, Craig was promoted to Director of Operations, having oversight over the entire field staff. In July, 2002, Craig was promoted to Executive Vice President and in 2005 was appointed by the JMG Board of Directors as President and CEO. In addition to his work with JMG, Craig is a member of the State's Workforce Investment Board; is president of the University of Maine at Farmington's Alumni Council, and co-chaired the Planning Committee for UMF's 150th Anniversary Celebration in 2014. Also, Craig served on the Transition Team for then Governor-elect Paul R. LePage in 2010. Craig lives in Belgrade, Maine, with his wife, Lisa.

Kimberley Lipp joined JMG in 2001 as JMG's Vice President of Institutional Advancement to launch the company's formal development initiative. She was promoted to Executive Vice President in 2003. Before joining JMG, Kim was the Director of Special Projects and Education at Maine Public Broadcasting Network. She has provided leadership and oversight to several large scale education and outreach initiatives, and has served as the principal investigator and/or project director for programs supported by the National Science Foundation, Institute of Museum and Library Sciences, and the Nellie Mae Education Foundation. Kim has been the recipient of a National Parents Choice Award, a New England Emmy Award, a New England Lamplighter Award and a Maine Association of Broadcasters First Place award. She has a Master's Degree in Education from Lesley College in Boston, and a Bachelor's Degree in Journalism from the University of Florida. Kim lives in New Gloucester with her husband and their two daughters.

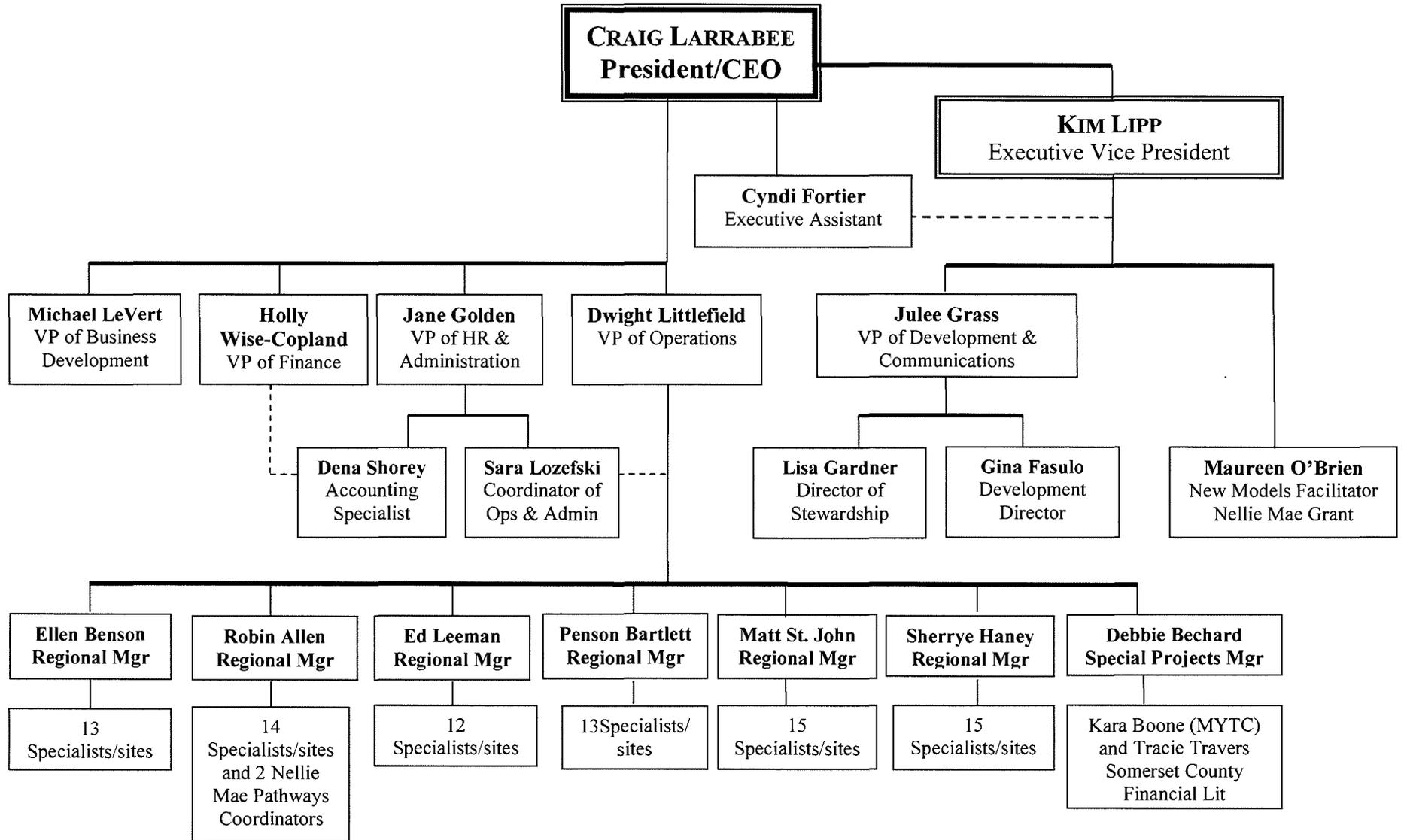
Holly Wise-Copland, Vice President of Finance, joined JMG in October of 2006. Prior to joining the company, she served as Treasurer of the Board of Directors for JMG. She has over 30 years of experience working in the finance field. Her background includes working for Maine Public Broadcasting as the Director of Finance, as well as working for the budget department at the corporate offices of LL Bean. She has a vast knowledge of non profit, as well as corporate accounting and budgeting. Holly is a graduate of Winthrop High School and Husson College where she received a Masters Degree.

Dwight Littlefield, a graduate of the University of Maine at Presque Isle, joined JMG in 1997 as a Job Specialist with several years of teaching and coaching experience. In 1999 he was promoted to Regional Manager for JMG's North Central Region, and in May 2002 was promoted to Director of Field Operations having oversight of the entire field staff. In 2008 Dwight accepted the role as Training Manager at Cianbro. In 2010 he returned to education at the Maine Department of Education working in Career and Technical Education. At MDOE, Dwight was responsible for the Comprehensive School Review process and Civil Rights compliance that are required to meet federal guidelines. He was also the liaison for The Bridge Year program that connects students to post-secondary education while learning a skill at a CTE high school. In 2014 Dwight returned to JMG as the Vice President of Operations.

Jane Golden, is a graduate of the University of Maine at Farmington with a Bachelor's Degree in Rehabilitation. While a student there, she joined JMG in 1994 as an intern to help incorporate alcohol and substance abuse prevention curriculum into JMG's classrooms. Upon completing her internship, she remained with JMG and has served in a variety of positions of progressive responsibility in both Operations and Administration. Due to her longevity with JMG, Jane has tremendous institutional knowledge of the company. Currently she is the Vice President of Human Resources and Administration.

Michael LeVert, joined JMG in 2015 as Vice President of Business Development. Michael is an economist by trade, specializing in workforce development and education policy. He has held leadership positions at large corporations, state and legislative government, and non-profit organizations. Michael worked previously as an economist for Delhaize America/Hannaford and as a statistician for LL Bean. He served as Maine State Economist under Governor John Baldacci and as Chief of Staff and Policy Director to then Senate President Justin Alford. Michael holds a graduate degree in resource economics and a bachelor's degree in Mathematics. He lives in Yarmouth with his family.

Cyndi Fortier, joined JMG in 1997 as the Executive Assistant to the President/CEO. She has over 35 years of providing executive level administrative support in a variety of settings. Her background includes working as the scheduler and case worker for former Congressman John McKernan; executive assistant to Governor John McKernan, and the assistant to the director for the Quality Centers Program at the Maine Community College System. Her eight years in the Governor's office and her knowledge of legislative and government processes provide a foundation for JMG's critical legislative networking efforts.





JOBS FOR MAINE'S GRADUATES, INC.

2015-2020

Strategic Plan

Jobs for Maine's Graduates, Inc.
Strategic Plan July 1, 2015 – June 30, 2020
Adopted by the JMG Board of Directors on June 25, 2015

JMG's mission is to identify students who face barriers to education, and to guide each one on to a successful path toward continued education, a meaningful career, and productive adulthood.

Our vision is to be a champion for all Maine students facing barriers to education. We understand Maine's future will be a reflection of what we commit and contribute to our youth.

JMG's strategic plan for 2015-2020 sets priorities and direction for the next five years, and is the culmination of an in-depth, year-long examination of best practices, emerging trends, and evolving organizational strengths and challenges – both existing and future.

Established in 1993, JMG will celebrate its 25th anniversary within the next five years. It's interesting to note that in a recent study conducted by Richard Foster, a Yale University management professor and director of its Entrepreneurial Institute, the average lifespan of a Fortune 500 company, "has decreased by more than 50 years in the last century, from 67 years in the 1920s to just 20 years today." The primary reason cited by Professor Foster? Linear thinking: "The companies are trying to protect what they haveat a time when the rate of change is increasing as fast as it is, within an ever-increasing complex world."

With JMG's mission clearly in focus, and with the constructive involvement of hundreds of stakeholders, this plan rests upon the strong foundation of an unwavering commitment to our core student-centered values.

We recognize continued success will require that we remain focused on our essential purpose, while seizing new opportunities to advance the success of students in Maine to the benefit of the state's economy. As we look to the future, we seek to embrace innovation to drive forward mission-related impact. This will require JMG's board and executive team to reach beyond programmatic solutions, seeking change at a systemic level within the environments of education and workforce development.

This plan focuses on three strategic priorities:

- I. A commitment to staff and programmatic development to ensure long-term value and viability.
- II. Build JMG's position as the premier, independent partner of student-centered education and career prep advancement.
- III. Establish an affiliated business structure.

Table of Contents

Strategic Plan Process Review	Page 3
Strategic Priorities and Objectives:	
Priority I	Page 5
Priority II	Page 6
Priority III	Page 7
Budgetary Trends and Analysis	Page 8
Historical – Revenue by Year	Page 9
Historical – Students Served by Year	Page 10
Review of Environmental Scan Research & Data	Page 11

Strategic Plan Process Review

On December 5, 2013, JMG's Board of Directors participated in a day-long retreat to begin the strategic planning process. The "2020 Vision Retreat" was facilitated by consultant Gary Stern, and undertook a "What If?" scenario planning approach. Executive staff and several long-term board members provided historical information, background context and trend analysis. These included a 20-year illustration of JMG's organizational growth, both from a programmatic and financial perspective, a review of JMG's tiers of service, an environmental scan of driving forces and critical uncertainties, and big-picture possibilities.

As a result of that retreat, and in support of strategic planning development, the board identified several calls to action and next steps to be completed, including but not limited to:

- A Board Skills Assessment
- A Board Skills Gap Analysis
- Establishment of a formal Board Recruitment Process via the Board Governance Standing Committee
- A directive to JMG's executive team to assess internal organizational structure and capacity
- The establishment of a Board Task Force to function as a short-term ad-hoc committee of both board and non-board members to explore the business infrastructure of JMG, with an objective to study, analyze and recommend a corporate structure for JMG that would allow it to build upon new business opportunities in its role as an RSO, or resource support organization.

The board also identified several key priorities to be explored and incorporated into the new strategic planning process. Including, but not limited to:

- Developing and diversifying funding sources
- Facilitate the growth of corporate partnerships
- Align board committees with strategy
- Strategic structural alignment (internal and external/RSO)
- Support the change process within strategy
- Balancing growth with financial prudence

Throughout the 2014 calendar year, a major portion of each full board meeting was dedicated to the strategic planning process, including informational dialogue with JMG's operations team, JMG Regional Managers and Specialists, several presentations from external stakeholders to provide a comprehensive environmental scan of trends and issues within education, workforce development and nonprofit business sectors, and honored student speakers who shared their experiences within the JMG program.

JMG's executive team collaborated with Jim Mahan of Vitalworks to begin an extensive review of the organization's internal structure, department functions and individual roles and responsibilities. CEO Craig Larrabee and Executive Vice President Kim Lipp participated in more than sixty (60) hours of professional development and follow-up assignments geared toward skill building for leading a change process.

This work was ultimately extended to JMG's full executive team and central office support staff. In the fall of 2014, JMG's executive and central office staff participated in a retreat with Jim Mahan to begin the process of best aligning JMG's internal resources to support the vision being created through the development of the 2015-2020 strategic plan. A JMG Organizational Development Plan was created, including a timeline and series of action steps that combine a series of functional assessments with individual reflections. All of JMG's executive and central office job descriptions are being reviewed and refined to build upon the team's existing strengths, to better articulate individual accountability and empowerment, and to provide a better of understanding of where gaps exist and how we can best build capacity to fill those gaps.

Throughout this process, JMG's widespread frontline experts were consulted regularly. Many strategic planning sessions were held with JMG's Regional Managers, Master Specialists and members of the JMG Executive Council – this is a ten-member group of Specialists whom have sought out a leadership role to serve as advisors and liaisons to better connect JMG's executive/central office team with field operations. All Specialists were engaged in the strategic planning process, as each regional meeting hosted a Strategic Planning session. JMG divides its programs/Specialists into three regions: North, Central and South.

As this strategic plan has been developed, several external stakeholders have been consulted throughout the process by members of JMG's board and Executive Team. These include leaders from government, public education, business, higher education, private foundations, corporate foundations, family foundations, non-profit leaders, consultants, and workforce development experts. JMG's CEO Craig Larrabee has also been consulting and exchanging key areas of development with the executive team of Jobs for America's Graduates (JAG), as JAG is concurrently developing a new long-term strategic plan.

Strategic Priorities: 2015 - 2020

- I. A commitment to staff and programmatic development to ensure long-term value and viability.**

JMG's greatest asset is the strength of its professional expertise and the quality of its programs. A major focus for the next five years will be on investments in both to sustain and enhance the key components of JMG's organizational excellence.

Our objectives include the following:

- a. Invest in both proven and new initiatives to advance professional development and skill attainment, supporting a healthy and robust culture of shared success.
- b. Align systems and resources to ensure integrity and accountability, while maximizing innovation, flexibility and responsiveness to threats and opportunities.
- c. Ensure systems of compensation/benefits continue to be competitive and inventive; and, HR policies and procedures are best-in-class and supportive of organizational goals.

Strategic Priorities: 2015 – 2020

II. Build JMG's position as the premier, independent partner of student-centered education and career prep advancement.

Collaboration, communication and outreach to the broader community are critical to the achievement of JMG's mission. We will invest new energy and resources in capturing and telling the JMG story, expanding efforts to promote and publicize our core values, dynamic programs, and extraordinary student-centered approach.

Our objectives include the following:

- a. Deepen the development of students of promise through collaboration with strong partners who are equally dedicated to actively supporting students in their journey to becoming dynamic citizens who will lead Maine to a vibrant and global economy.
- b. Create a multiyear integrated development and communications plan, addressing internal and external audiences, to secure resources and investments from key stakeholders.
- c. Examine issues of programmatic sustainability while continuing to design, develop, and refine programs that reflect developmental understanding, engages students in pursuing their aspirations, and helps build connections among public education, private business, and higher education.

Strategic Priorities: 2015 – 2020

III. Establish an affiliated business structure.

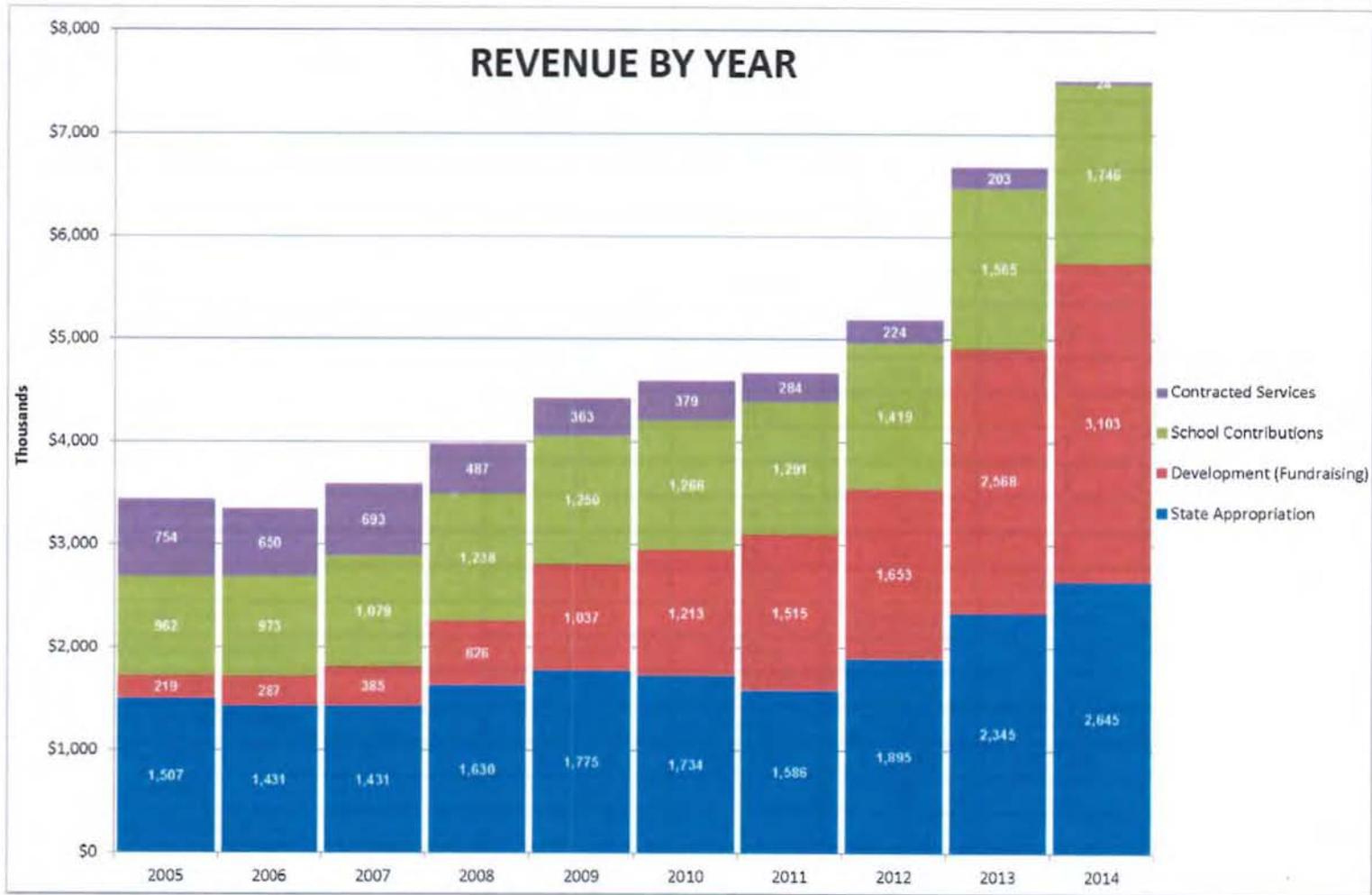
An umbrella organization providing board oversight and executive, administrative and strategic leadership with the capacity to operate affiliated nonprofit organization(s) will allow JMG to harness new opportunities and expand its position and reach. This structure opens up new possibilities for funding resources to deliver on mission-related advancement, and increases opportunities for innovation and measured risks to ensure programmatic relevancy, while creating new revenue streams to sustain core programs.

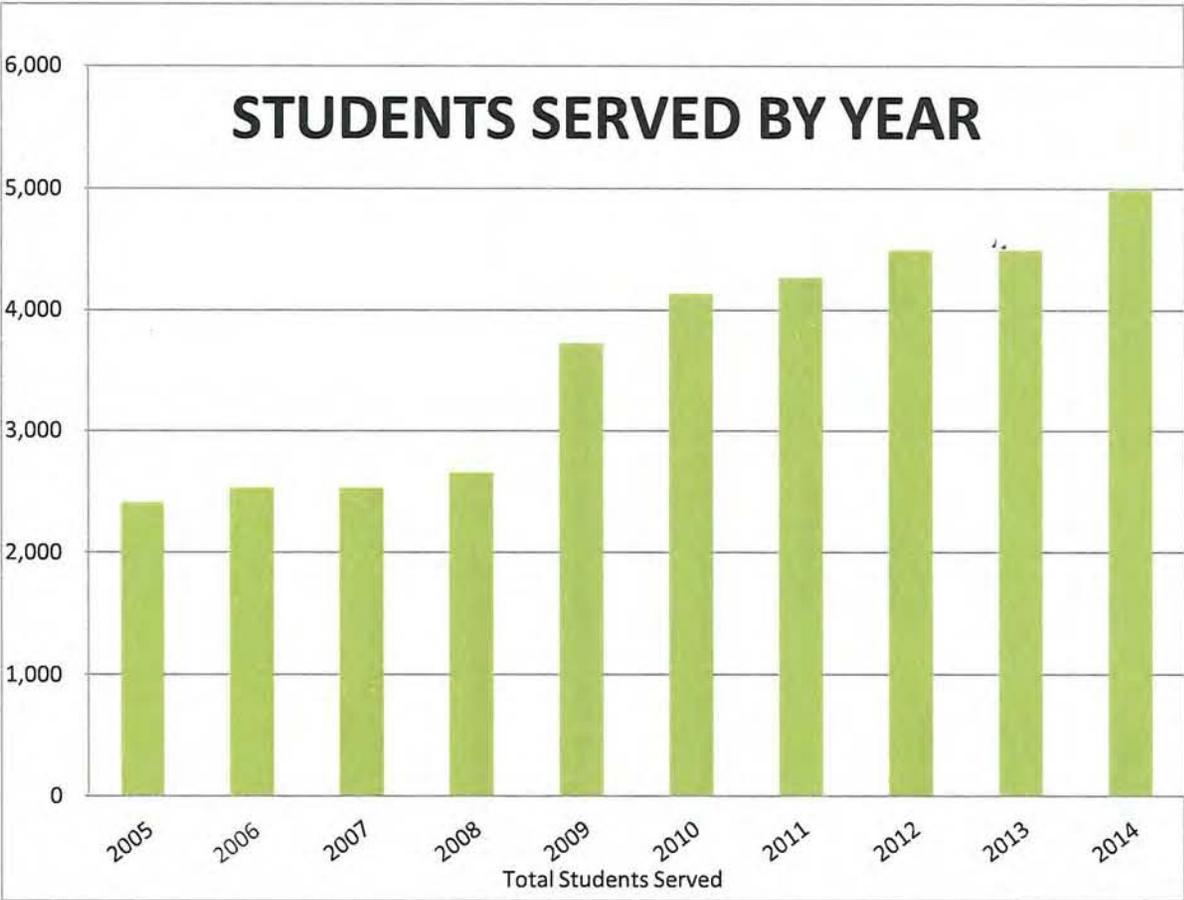
Our objectives include the following:

- a. Expand JMG's role as a provider of technical support, ranging from best-in-class administrative functions to programmatic knowledge-transfer, to other organizations within the marketplace of nonprofit leadership, education, and workforce development.
- b. Effectively capture and articulate JMG's brand to elevate what we stand for, the promise we make, and the values we convey.
- c. Leverage JMG's Strategic Growth Fund to make initial investments in the start-up phase of a new affiliate business structure, with the expectation that the new business model will ultimately generate revenue back to the core JMG organization.

JMG's Operations and Budgetary Trends

	Fiscal Year 2006	Fiscal Year 2010	Fiscal Year 2013	Current Fiscal Year 2015	Change from 2006 - 2015
Total Operating Budget	\$3,272,039	\$4,625,022	\$6,987,579	\$7,630,475	↑133%
State Appropriation	\$1,431,266	\$1,775,266	\$2,345,379	\$2,645,379	↑85%
Total Private/Grant Contributions	\$305,000	\$1,145,000	\$2,895,200	\$3,024,096	↑892%
Percentage of budget/private	9%	25%	41%	40%	↑344%
Total Spent on "Development"	\$176,559	\$276,811	\$313,082	\$256,893	↑45%
Development ROI Ratio	\$1 to \$1.72	\$1 to \$4.14	\$1 to \$9.24	\$1 to \$11.77	↑584%(\$10.05)
JMG's Indirect Rate	17%	17%	17%	16%	↓6%
Central Office Staff (includes Executives)	10	11	12	9	↓10%
JMG Executive Staff Members	5	5	7	5	No change
JMG Specialists/Managers	51	69	76	87	↑71%
Specialists' Starting Salary	\$27,000	\$30,000	\$31,000	\$31,500	↑17%
Specialists' Average Compensation	\$31,300	\$37,762	\$38,132	\$39,189	↑25%
Specialists' Highest Compensation	\$41,382	\$47,824	\$53,207	\$56,271	↑36%
Professional Development Budget	\$27,650	\$34,500	\$46,791	\$55,000	↑99%
Average Per Site Direct Costs	\$43,629	\$55,085	\$58,009	\$59,066	↑35%
Average School Contribution	\$19,000	\$22,000	\$24,000	\$24,000	↑26%
Core High school programs	36	44	48	49	↑ 36%
Core Middle school programs	14	17	18	15	↑ 7%
Hybrid programs	0	3	7	15	↑ 400%
JMG programs offering "Plus" services	3	16	23	22	↑633%
Total students served	2,000	4,100	4,650	5,150	↑ 158%
Senior Graduation Rate	96%	96%	96%	96%	No change
Four-Year Graduation Rate	Not yet tracked	92%	92%	92%	No change
In-School Retention Rate	96%	97%	97%	97%	↑ 1%
2 & 4 Year Degree Enrollment	47%	47%	48%	47%	No change
Continued Education Rate	Not yet tracked	52%	54%	53%	↑ 2%
JMG Fund Balance	\$197,286	\$320,530	\$56,594	\$85,559	n/a
JMG Board Designated Capacity Fund	Did not exist	\$587,000	\$428,949	\$558,028	n/a
JMG Board Designated Healthcare Reserve Fund	Did not exist	Did not exist	Did not exist	\$140,300	n/a
JMG Board Designated Endowment	Did not exist	Did not exist	\$600,000	\$1,000,000	n/a
JMG Board Designated Working Capital	Did not exist	Did not exist	\$500,000	\$500,000	n/a





Summary of Environmental Scan Trends & Data

MAINE STATISTICS – GENERAL

SOURCE: Bangor Daily News, September 19, 2014

“Word Search in the race for governor: Waiting to hear about what really matters in Maine”

- Maine now has more deaths than births.
- It has the oldest median age in the country at 43.5 years.
- Maine will lose 20,000 workers by 2020.

SOURCE: Maine Department of Education, 2013

Not graduating on time - State Average 14%*

Androscoggin 22%	Hancock 17%	Oxford 16%	Somerset 16%
Aroostook 12%	Kennebec 14%	Penobscot 13%	Waldo 12%
Cumberland 12%	Knox 14%	Piscataquis 16%	Washington 11%
Franklin 11%	Lincoln 17%	Sagadahoc 17%	York 10%

SOURCE: Annie E. Casey Foundation Release, 2014 KIDS COUNT Data Book

“Maine Improves in Education and Falls Behind in Economic Well-being”

Economic Well-Being: Maine fell behind in three of the four indicators that comprise this domain. Maine ranks 29th in this domain.

- Lack of parental employment: Over one-third of Maine children now live in households where parents lack full-time, year-round employment.
- Child poverty: In 2012, 54,000 Maine children (21 percent) lived in poverty, defined as a family of four (two parents/two kids) with income below \$23,283. In 1990, nearly 40,000 children (13 percent) lived in poverty.
- Housing costs: Additionally in 2012, 96,000 Maine children (36 percent) lived in households with high housing cost burdens (spend more than 30 percent of their income on housing), up significantly from 77,000 children (25 percent) in 1990.
- Disconnected youth: In 2012, 5,000 or 8 percent of Maine teens ages 16 to 19 were not working and not in school - also referred to as "disconnected youth." This indicator has remained relatively unchanged since 2008.

Education: Maine showed improvement on all four of the indicators that measure this domain. Maine ranks 14th in this domain.

- Preschool enrollment: An estimated 44 percent of Maine's three and four year olds were enrolled in preschool, up from 40 percent five years ago.
- Reading proficiency: With 37 percent of Maine's 4th graders proficient in reading in 2013 (up from 32 percent in 2005), Maine ranks 18th in the nation on this indicator. Nationally, 34 percent of 4th graders were proficient in reading in 2013, up from 30 percent in 2005.
- Math scores: Maine made significant improvement in 8th grade math scores, with 40 percent of 8th graders proficient, up from 30 percent in 2005. Maine ranks 10th in the nation on this indicator.
- High school graduation rates: Maine showed significant improvement in the percentage of high school students graduating on time. In 2005-06, 76 percent of Maine high school students graduated on time; in 2011-12, that figure rose to 87 percent.

MAINE STATISTICS – GENERAL (CONTINUED)

SOURCE: Annie E. Casey Foundation Release, 2014 KIDS COUNT Data Book
“Maine Improves in Education and Falls Behind in Economic Well-being”

Health: Maine earned its highest marks within the health domain, showing improvement on all four indicators. Maine ranks 3rd in this domain.

- Access to health care: In 2012, most of Maine's children had access to medical care and preventative services because 95 percent had health insurance coverage. However, 12,000 Maine children still lacked health benefits. In 1990, approximately 30,000 Maine children (10 percent) were uninsured.
- Low birth weight: A baby born weighing less than 2,500 grams (5.5 pounds) is considered low birth weight. Between 2005 and 2012, the percentage of low birth weight babies born in Maine decreased from 6.8 percent to 6.6 percent of live births. Nationally, 8.0 percent of babies were born low birth weight in 2012, down from 8.2 percent in 2005. Maine ranks 8th in the nation on this indicator.
- Child & teen death rate: In 2010, Maine's child and teen death rate was 27 deaths per 100,000 children ages 1 to 19, down from 2005 when the rate was 32 deaths per 100,000 children ages 1 to 19.
- Teens and substance use: In 2012, 6,000 or 6 percent of Maine teens reported that they abused or were dependent on alcohol or drugs during the last year. This represents a 45 percentage decrease from 2005-2006, when 11,000 or 11 percent of teens reported substance abuse or dependence. Maine ranks second in the nation on this indicator.

Family/Community Context: Maine ranked 6th in this domain, but showed improvement on only one of the four indicators.

- Parental education: Higher levels of parental education are strongly associated with better outcomes for children. Maine ranks 4th on this indicator, with 7 percent of Maine children living in households headed by an adult without a high school diploma, compared to 15 percent nationally.
- Teen birth rate: Between 2005 and 2012, Maine's teen birth rate decreased significantly from 24 births to 19 births per 1,000 females ages 15 to 19. The national teen birth rate decreased during the same time, but remains significantly higher than Maine's at 29 births per 1,000 females in this age group. Maine ranks 6th on this indicator.
- Single-parenting: In 2012, 85,000 or 34 percent of Maine children lived in single-parent families, a significant increase from 31 percent in 2005 and 20 percent in 1990.
- Concentrated poverty: Concentrated poverty is defined as neighborhoods where the poverty rate of the total population is 30 percent or more. During the period 2008-2012, 9,000 Maine children (3 percent) lived in neighborhoods with concentrated poverty, up from 3,000 Maine children (1 percent) in 2000. Nationally, 13 percent of children lived in high poverty neighborhoods.

MAINE STATISTICS – K THROUGH 12

SOURCE: Bangor Daily News, September 19, 2014

“Word Search in the race for governor: Waiting to hear about what really matters in Maine”

- Between the 2006-07 and 2013-14 school years, Maine public school enrollment dropped by more than 15,000 students.

SOURCE: ReadyNation, Maine Skills Gap Report

- According to the Nation's Report Card, only 40 percent of Maine 8th graders are proficient in math, 38 percent are proficient in reading and 37 percent are proficient in science.
- 14 percent of Maine high school freshmen do not graduate within four years.
- Forty-eight percent of Maine students in 2012-2013 scored proficient in math, and only 44 percent were proficient in writing, 49 percent in reading, and 41 percent in science.

MAINE STATISTICS – COLLEGE

SOURCE: Bangor Daily News, September 19, 2014

"Word Search in the race for governor: Waiting to hear about what really matters in Maine"

- The declining numbers of high school students in Maine is also applying financial pressure on the state's university and community college systems.

SOURCE: Bangor Daily News, Nell Gluckman, September 26, 2014

"A whole different universe compared to high school: Deer Isle-Stonington program aims to boost college retention"

- In 2012, 38 percent of adults over age 25 in Maine had an associate degree or higher, which is about the same as the national figure, according to the U.S. Census Bureau.
- Researchers have pointed to the cost of higher education, insufficient academic preparation in K-12 schools and a lack of aspiration among students.

SOURCE: Bangor Daily News, Nell Gluckman, August 4, 2014

"College enrollment rates are up in Maine; increase less significant in economically disadvantaged students."

- Of the 13,171 students who graduated high school in Maine in 2013, 62.1 percent enrolled in college, compared to 56.9 percent of the 2006 graduates.
- The number of Maine students who do not qualify for free or reduced-price lunch steadily has been increasing the rate at which they enroll in college since 2008, from 66 percent to 72 percent. But students who qualify for the program — meaning their family's income is at or below the federal poverty level — have not shown such gains, increasing in the rate at which they enroll in college from 45 percent to just 48 percent.

JMG SPECIFIC

SOURCE: Bangor Daily News Opinion, August 25, 2014

"Public Health, not Common Core, is the only effective solution for educational challenges."

- The success of programs like Jobs for Maine's Graduates offer proof that social and emotional issues play a major role in student success or failure.
- Six years after completing the program, JMG graduates, when compared with all other 22- to 24-year-olds, earned 14 percent more.

ENGAGEMENT – K THROUGH 12

SOURCE: Gallup Business Journal, April 10, 2014

According to 600,000 students surveyed, two drivers of success in the K-12 system:

- “Hope, engagement and a sense of well-being”
- “Having at least one teacher or other adult in the educational system that pays attention to them.”
- Only one-third of students believe they are “success ready” and hopeful for the future, either in higher education or in their future jobs and careers.
- Fully one-half “lack hope for the future.”
- Also all of those students who are not engaged and are not hopeful report that they are “much less” engaged in school over time than those who are.

SOURCE: Gallup Report, 2014

“State of America’s Schools: The Path to Winning Again in Education”

The 2013 Gallup Student Poll found that participants who strongly agree with these two statements are 30 times as likely to be engaged at school as those who strongly disagree:

- “My school is committed to building the strengths of each student.”
- “I have at least one teacher who makes me excited about the future.”

A 2009 Gallup study also found that teachers’ engagement levels are directly related to those of their students — and thereby to student achievement outcomes.

SOURCE: Gallup Business Journal, October 9, 2014

“Make a Difference. Show Students You Care”

- Student engagement in school drops precipitously from 5th grade through 12th grade.
- About three quarters of elementary school kids (76%) are engaged in school, while only 44% of high school kids are engaged.
- The longer students stay in school, the less engaged they become. If we were doing this right, the trend would be going in the exact opposite direction.
- About seven in 10 K-12 teachers are not engaged in their work (69%), and as a profession, teachers are dead last among all professions Gallup studied in saying their “opinions count” at work and their “supervisors create an open and trusting environment.”

ENGAGEMENT – COLLEGE

SOURCE: Gallup Business Journal, October 9, 2014

“Make a Difference. Show Students You Care”

- Employers of all shapes and sizes can make it a core mission to offer paid and unpaid internships to high school and college students.
- They can also offer externships for teachers and faculty, many of whom have never been in a work environment outside schools and academia.

- Education leaders of all kinds must recognize that their job is to foster teacher and faculty engagement, not just student engagement.

JOB PREPAREDNESS – K THROUGH 12

SOURCE: Gallup Business Journal, October 9, 2014
 “Make a Difference. Show Students You Care”

- About four in 10 students in grades 5 through 12 (43%) say they “plan to start their own business,” yet only 7% currently have an internship or job in a real organization where they can apply that energy.
- News flash: Schools and colleges don’t have jobs and internships--employers do. If we don’t get schools and businesses working together to give students these opportunities, everyone will lose.

JOB PREPAREDNESS – COLLEGE

SOURCE: Gallup Business Journal, October 9, 2014
 “Make a Difference. Show Students You Care”

- Business leaders say only 11% of college graduates are well prepared for success at work.
- 96% of chief academic officers of colleges and universities are either somewhat or very confident they are preparing college students for success in the workplace.
- Young Americans who “worked on a long-term project that took several classes to complete” and “used what [they] were learning about to develop solutions to real problems in [their] community or the world” in their last year of school were twice as likely to have higher work quality compared with those lacking these experiences. Yet only 17% said they had these experiences.

JOB PREPAREDNESS – MAINE

SOURCE: ReadyNation, Maine Skills Gap Report

- From a nationwide perspective, in a survey of 150 Fortune 1000 company talent recruiters, only half said they can find enough qualified candidates with either two-year or four-year STEM degrees in a timely manner.
- Three out of four executives believe that soft skills are becoming increasingly important because of global competition and the pace of change in the business environment.
- In a 2010 survey of 2,000 executives conducted by the American Management Association, nine out of ten executives said that soft skills like communication, collaboration and critical thinking are important to support business expansion, but less than half of those executives rated their employees as above average in those skills.
- In a 2013 survey of more than 200 corporate executives, the availability of skilled labor was identified as the top concern (95% of respondents) when deciding where to locate their facilities.

ECONOMY – MAINE

SOURCE:

ReadyNation, Maine Skills Gap Report

- Maine runs the risk of falling behind when it comes to preparing its future workforce to compete successfully in a global economy.
- To meet the future demands of a more skilled and educated workforce, policymakers should make sure we invest in what really works and include promising and evidence-based approaches that will ensure young people enter the workforce with the skills Maine businesses need.

ECONOMY – COLLEGE

SOURCE:

Gallup Business Journal, October 9, 2014

“Make a Difference. Show Students You Care”

It's about getting a job, not a degree

- Among college graduates, those who had an “internship or job where they applied what they were learning in the classroom,” “worked on projects that took a semester or more to complete,” and were “actively involved in extracurricular activities or organizations” during college double their odds of being engaged at work later in life.
- Yet, only 6% of all college graduates strongly agreed to all three of these statements.
- The number one reason to go to college is “to get a good job.” It’s not a degree. It’s a good job.

“It’s the educonomy, stupid”

- Since in the 1970s, the U.S. is now running a deficit between the number of new businesses being “born” and the number “dying” each year. (Previous surplus of about 100,000 and now a deficit of about 70,000.)
- Right now, we’re more likely to see kids with entrepreneurial talent diagnosed as underperforming troublemakers than we are to recognize them as the next Mark Zuckerberg.

Google

- Google--the world’s most admired brand--announced that it found almost no correlation between the grades and test scores of its employees and their success on the job, so the company no longer asks all its applicants to provide these things.

SOURCE:

Bangor Daily News Editorial, July 29, 2014 “College Cost Isn’t a Big Problem for Poor Students”

- There are plenty of ideas for mitigating those kinds of barriers from requiring that high school students complete an application for both federal student aid and at least one college as a condition of their graduation, say — to the less modest, such as tying federal funding for colleges to the share of low-income students they admit and graduate.

EMPLOYMENT - TEENS

SOURCE:

Challenge, 2014, vol. 57, issue 3, pages 60-83

Dr. Andrew Sum, Ishwar Khatiwada, and Walter McHugh with Will Kent

“Deteriorating Labor Market Fortunes for Young Adults”

- Teens were the only age group in the U.S. to have failed to experience any net new increase in their employment levels through the first three and one-half years of job recovery.
- ...steep declines in cumulative work experience during the teen years will have adverse effects on their (teen's) employment and earnings, most severe for those youth who were both out of school and out of work in their late teens and early twenties.
- The costs of low employment in the teen years are not simply confined to the lost earning as a teen but also include lower employability, wages and annual earnings in the young adult years, especially from lost full-time employment and training from employers.
- These lost opportunities in work experience also contribute to a reduction in the soft skills of attendance, coworker relationships, ability to work under supervision, and good customer relations.

SOURCE:

LifeSiteNews.com, Pope Francis, October 1, 2013

- The most serious of the evils that afflict the world today are youth unemployment and the loneliness of the old. The young need work and hope but get neither one nor the other. –

SOURCE:

Harper's, Jeff Madrick, December 2013

“The Real Lost Generation”

- The disconnection of youth from jobs and school has led to declines in the marriage rate, household formation, and homeownership.

COLLEGE RETENTION

SOURCE:

Bangor Daily News, Nell Gluckman, September 26, 2014

“A whole different universe compared to high school: Deer Isle-Stonington program aims to boost college retention”

- Project Launch was started at Deer Isle-Stonington High School in 2012 to help students feel supported as they transition from high school to college.
- College-bound high school seniors are matched with graduates who've made the transition.
- Four students joined the program in 2012; two are still enrolled in college. During the second year, 17 students joined; 16 are still enrolled. Last year, 22 students joined; 18 enrolled in college this fall, three deferred or are coming up with another plan and one has dropped out of UMaine.

Contents

Jobs for Maine's Graduates, Inc.

June 30, 2015

Financial Statements:

Independent Auditors' Report	1
Statement of Financial Position	3
Statement of Activities	4
Statement of Cash Flows	5
Notes to Financial Statements	6

DRAFT

Independent Auditors' Report

**To the Board of Directors
Jobs for Maine's Graduates, Inc.
Augusta, Maine**

We have audited the accompanying financial statements of Jobs for Maine's Graduates, Inc. (a non-profit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Jobs for Maine's Graduates, Inc. as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Jobs for Maine's Graduates, Inc.'s 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 15, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Professional Association

**Portland, Maine
October 15, 2015**

Statement of Financial Position

Jobs for Maine's Graduates, Inc.

As of June 30, 2015

(with comparative totals for June 30, 2014)

	<u>2015</u>	<u>2014</u>
Current Assets		
Cash	\$ 2,205,085	\$ 2,363,707
Board designated cash - Strategic Growth Fund	718,684	558,028
Board designated cash - Endowment	-	602,560
Investments	1,005,443	5,075
Accounts receivable (less allowance for doubtful accounts of \$0 in 2015 and 2014)	332,394	474,355
Prepaid expenses	1,754	32,923
Total Current Assets	<u>4,263,360</u>	<u>4,036,648</u>
Property and Equipment		
Furniture and equipment	379,165	373,265
Less: accumulated depreciation	<u>(363,465)</u>	<u>(356,031)</u>
	<u>15,700</u>	<u>17,234</u>
Total Assets	<u>\$ 4,279,060</u>	<u>\$ 4,053,882</u>
Current Liabilities		
Accounts payable	\$ 20,231	\$ 13,472
Accrued expenses	799,289	916,597
Deferred revenue	<u>797,230</u>	<u>782,814</u>
Total Current Liabilities	<u>1,616,750</u>	<u>1,712,883</u>
Net Assets		
Unrestricted:		
Available for operations	126,970	85,559
Board designated - Strategic Growth Fund	718,684	558,028
Board designated - Working Capital	500,000	500,000
Board designated - Endowment	1,000,000	1,000,000
Board designated - Healthcare Reserve	300,956	140,300
Net investment in property and equipment	<u>15,700</u>	<u>17,234</u>
Total Unrestricted	<u>2,662,310</u>	<u>2,301,121</u>
Temporarily restricted	<u>-</u>	<u>39,878</u>
Total Net Assets	<u>2,662,310</u>	<u>2,340,999</u>
Total Liabilities and Net Assets	<u>\$ 4,279,060</u>	<u>\$ 4,053,882</u>

See accompanying independent auditors' report and notes to financial statements.

Statement of Activities

Jobs for Maine's Graduates, Inc.

For the Year Ended June 30, 2015

(with comparative totals for June 30, 2014)

	2015			2014
	Unrestricted	Temporarily Restricted	Total	Total
Revenues and Other Support				
Grants and contracts	\$ 4,837,475	\$ -	\$ 4,837,475	\$ 4,758,405
Donor contributions	678,127	-	678,127	674,441
School contributions	1,928,031	-	1,928,031	1,745,821
Interest income	7,598	-	7,598	5,608
Other	366,553	-	366,553	373,838
Net assets released from restrictions	39,878	(39,878)	-	-
Total Revenues and Other Support	7,857,662	(39,878)	7,817,784	7,558,113
Expenses				
Salaries and benefits	5,358,800	-	5,358,800	5,124,123
Travel	85,018	-	85,018	68,853
Minor equipment purchases	29,871	-	29,871	41,607
Equipment lease and rental	1,023	-	1,023	1,364
Occupancy	73,287	-	73,287	67,111
Insurance	13,741	-	13,741	11,795
Advertising	2,620	-	2,620	2,937
Printing and postage	5,310	-	5,310	5,621
Telecommunications	22,927	-	22,927	26,785
Service fees	196,763	-	196,763	331,861
IDA Opportunity Passport	48,777	-	48,777	44,059
Miscellaneous	11,953	-	11,953	13,748
Training and development	105,570	-	105,570	156,180
Student conferences and events	67,187	-	67,187	65,230
Dues and subscriptions	4,461	-	4,461	3,843
Supplies	31,672	-	31,672	34,748
Grant subcontracts	1,430,058	-	1,430,058	1,131,024
Depreciation	7,435	-	7,435	4,502
Total Expenses	7,496,473	-	7,496,473	7,135,391
Increase (Decrease) in Net Assets	361,189	(39,878)	321,311	422,722
Net assets at beginning of year	2,301,121	39,878	2,340,999	1,918,277
Net Assets at End of Year	\$ 2,662,310	\$ -	\$ 2,662,310	\$ 2,340,999

See accompanying independent auditors' report and notes to financial statements.

Statement of Cash Flows

Jobs for Maine's Graduates, Inc.

For the Year Ended June 30, 2015
(with comparative totals for June 30, 2014)

	<u>2015</u>	<u>2014</u>
Operating Activities		
Increase in net assets	\$ 321,311	\$ 422,722
Adjustments to reconcile changes in net assets to net cash provided (used) by operating activities:		
Depreciation	7,435	4,502
Donation of stock	-	(5,075)
(Increase) Decrease in operating assets:		
Accounts receivable	141,961	(301,145)
Prepaid expenses	31,169	198,579
Increase (Decrease) in operating liabilities:		
Accounts payable	6,759	(266,746)
Accrued expenses	(117,308)	146,390
Deferred revenue	14,416	222,277
Net Cash Provided by Operating Activities	<u>405,743</u>	<u>421,504</u>
Investing Activities		
Acquisition of investments	(1,000,369)	-
Purchase of equipment	(5,900)	(6,667)
Net Cash Used by Investing Activities	<u>(1,006,269)</u>	<u>(6,667)</u>
Increase (Decrease) in Cash	(600,526)	414,837
Cash at beginning of year	<u>3,524,295</u>	<u>3,109,458</u>
Cash at End of Year	<u>\$ 2,923,769</u>	<u>\$ 3,524,295</u>
Components of Cash:		
Cash	\$ 2,205,085	\$ 2,363,707
Board designated cash - Strategic Growth Fund	718,684	558,028
Board designated cash - Endowment	-	602,560
	<u>\$ 2,923,769</u>	<u>\$ 3,524,295</u>

See accompanying independent auditors' report and notes to financial statements.

Notes to Financial Statements

Jobs for Maine's Graduates, Inc.

Note A - Summary of Significant Accounting Policies

Nature of Activities

Jobs for Maine's Graduates, Inc. is a non-profit corporation organized under the laws of the State of Maine to provide education and employment related services, through trained specialists, to students in need of assistance for dropout prevention and school-to-work transition services. Its goal is to further the employability of students in the State of Maine. The accounting practices of the Corporation are designed primarily to demonstrate stewardship of the funds entrusted to it. The Corporation is supported primarily through government grants. Approximately 62% of the Corporation's support for the year ended June 30, 2015 came from grants, contracts, and fees from federal and state government sources.

Basis of Presentation

The accompanying financial statements include a statement of financial position, a statement of activities, and a statement of cash flows. The Corporation is required to report information regarding its financial position and activities according to three classes of net assets as follows:

Unrestricted - Represents those resources that have no donor-imposed restrictions, neither permanently nor temporarily, and can be used for any purpose designated by the Corporation's governing board.

Temporarily Restricted - Represents resources and the portion of net assets resulting from contributions and other inflows of assets whose use is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Corporation pursuant to those stipulations. Restricted contributions whose restrictions are met in the same reporting period as when they are received may be presented as unrestricted contributions.

Permanently Restricted - Represents resources and the portion of net assets resulting from contributions and other inflows of assets whose use is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Corporation.

Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions.

Notes to Financial Statements - Continued

Jobs for Maine's Graduates, Inc.

Note A - Summary of Significant Accounting Policies - Continued

Revenue and Expense Recognition

The financial statements of the Corporation have been prepared on the accrual basis of accounting. Revenues received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Expenses are recognized as incurred. Expense amounts are allocated among the various programs on both a direct basis and according to a cost allocation basis.

Property and Equipment

Property and equipment are recorded at cost or, if donated, at the approximate fair value at the date of donation. Depreciation is computed using the straight-line method over appropriate estimated useful lives of three to ten years. Depreciation expense was \$7,435 and \$4,502 for the years ended June 30, 2015 and 2014, respectively.

Expenditures for repairs and maintenance are expensed when incurred and betterments are capitalized. Assets sold or otherwise disposed of are removed from the accounts, along with the related depreciation allowances, and any gain or loss is recognized.

Administrative Cost Allocations

Costs of administration are allocated among programs on the basis of number of students served.

Comparative Data

The financial information for the year ended June 30, 2014, is presented for comparative purposes only, and is not intended to be a complete financial statement presentation. Some prior year balances have been reclassified to conform with the current year presentation.

Cash Equivalents

For purposes of the statement of cash flows, the Corporation considers all cash and other highly liquid investments with initial maturities of three months or less to be cash equivalents. The Corporation maintains its cash and cash equivalents in bank deposit accounts, and at times balances may exceed federally-insured limits. At June 30, 2015, the Corporation's uninsured cash balances totaled \$1,941,383. The Corporation has not experienced any losses in such accounts.

Subsequent to year-end, the Corporation entered into agreements with their banking institutions to provide appropriate collateral coverage for cash balances in excess of federally-insured limits.

Notes to Financial Statements - Continued

Jobs for Maine's Graduates, Inc.

Note A - Summary of Significant Accounting Policies - Continued

Investments

The Corporation reports its investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Compensated Absences

No liability for compensated absences is reported as rights to sick and vacation leave do not vest and time cannot be carried forward to future periods.

Self-Insurance Liabilities

The Corporation uses self-insurance to satisfy its obligation for employee-related health care benefits. The liability associated with this risk is estimated by considering the historical claims experience. The Corporation is also the beneficiary of a stop-loss insurance policy for annual claims under its employee health-care plan between \$35,000 and \$1,965,000 per employee for an aggregate total annual insurance benefit of \$1,000,000. An actuarial analysis of the Corporation's obligations under the self-insured plan was not performed as it is management's determination that the risk that employee health claims would exceed the benefit under its stop-loss insurance policy is not probable to materially affect the financial statements. As of June 30, 2015 the accrued liability for self-insured employee health care claims was estimated at \$54,000.

Note B - Investments

Long-term investments are stated at fair value and consist of mutual funds as well as cash equivalents awaiting longer-term investment. Fair values and unrealized appreciation (depreciation) at June 30, 2015 are summarized as follows:

	<u>Cost</u>	<u>Fair Value</u>	<u>Unrealized Appreciation (Depreciation)</u>
Unrestricted investments	<u>\$ 1,003,962</u>	<u>\$ 1,005,443</u>	<u>\$ 1,481</u>

Notes to Financial Statements - Continued

Jobs for Maine's Graduates, Inc.

Note B - Investments - Continued

The following schedule summarizes the investment return and its classification in the statement of activities for the years ended June 30, 2015:

	<u>Unrestricted</u>
Interest and dividend income	\$ 6,450
Net realized and unrealized gains	<u>139</u>
Total Investment Return	\$ <u>6,589</u>

Investment fees are recorded as a reduction of investment income.

Note C - Fair Value Measurements

The Corporation applies a framework for measuring fair values under generally accepted accounting principles which applies to all financial instruments that are measured and reported at fair value.

The framework for measuring fair value of financial assets and liabilities includes a hierarchy of three levels for observable independent market inputs and unobservable market assumptions. A description of the inputs used in the valuation of assets and liabilities under this hierarchy is as follows:

Level 1 – Quoted prices are available in active markets, such as the New York or American Stock Exchange markets, for identical investments as of the reporting date. Level 1 also includes U.S. Treasury and federal agency securities and mortgage-backed securities traded by brokers or dealers in active markets.

Level 2 – Pricing inputs are observable for the investments, either directly or indirectly, as of the reporting date, but are not the same as those used in Level 1. Fair values are obtained from third party pricing services that may use models or other valuation methodologies to derive market value. These may be investments traded in less active dealer or broker markets.

Level 3 – Pricing inputs are unobservable for investments and valuations are derived from other methodologies not based on market exchange, dealer or broker traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets and liabilities. The types of investments in this category would generally include debt and equity securities issued by private entities and partnerships.

Notes to Financial Statements - Continued

Jobs for Maine's Graduates, Inc.

Note C - Fair Value Measurements - Continued

The following summarizes fair values of investment assets by levels within the fair value hierarchy at June 30, 2015:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Investments:				
Money Market	\$ 25,029	\$ -	\$ -	\$ 25,029
Equity - Mutual Funds	702,985	-	-	702,985
Fixed Income - Mutual Funds	<u>277,429</u>	<u>-</u>	<u>-</u>	<u>277,429</u>
Total investments	<u>\$ 1,005,443</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,005,443</u>

In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, the determination of which category within the fair value hierarchy is appropriate for any given investment based on the lowest level of input that is significant to the fair value measurement. All assets have been valued using a market approach. There have been no changes in valuation techniques and related inputs.

Note D - Deferred Revenue

Just prior to year end, the Corporation received significant fiscal year 2016 funds. One receipt was the first quarterly state funding source payment in the amount \$661,344 and the balance of receipts was grant program funding in the amount of \$135,886. As these funds are for the operations of the 2016 fiscal year they have not been included in revenue for the current year.

Note E - Contingencies

The Corporation has grants that require the fulfillment of certain conditions as set forth in the instrument of grant. Failure to fulfill the conditions could result in the return of the funds to grantors. Although that is a possibility, management deems the possibility of immediate needs for contingency funds remote and an estimate cannot be made of the funds needed.

The Corporation is contingently liable for employee health claims that exceed the benefit under its stop-loss insurance policy. The Corporation uses self-insurance to satisfy its obligation for employee-related health care benefits. The Corporation is also the beneficiary of a stop-loss insurance policy for annual claims under its employee health care plan between \$35,000 and \$1,965,000 per employee for an aggregate total annual insurance benefit of \$1,000,000. It is the determination of management that the risk that employee health claims would exceed the benefit under its stop-loss insurance policy is not probable to materially affect the financial statements. An estimate of the contingent loss cannot be made in this circumstance.

Notes to Financial Statements - Continued

Jobs for Maine's Graduates, Inc.

Note F - Income Taxes

The Corporation qualifies as an organization exempt from federal income tax under Internal Revenue Code Section 501(c)(3). The Corporation files a Form 990 tax return in the U.S. federal jurisdiction. With few exceptions, the Corporation is no longer subject to U.S. federal income tax examinations by tax authorities for years before 2011 due to statute of limitations. The Corporation has adopted the provisions of FASB ASC 740, *Income Taxes*. Management of the Corporation believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Note G - Net Assets

Board Designated Net Assets – Strategic Growth Fund

The Corporation's Board of Directors has designated \$718,684 of its net assets toward future program growth and development. The Corporation's capacity fund consists of private contributions specifically dedicated to support actions that improve organizational effectiveness, sustain programs, and build capacity to serve more students.

Board Designated Net Assets - Working Capital

The Corporation's Board of Directors has designated \$500,000 of its net assets toward working capital requirements.

Board Designated Net Assets - Seed for Endowment

The Corporation's Board of Directors has designated \$1,000,000 of its net assets toward the future funding of an endowment to support its mission.

Board Designated Net Assets - Healthcare Reserve

The Corporation's Board of Directors has designated \$300,956 of its net assets as a reserve for unanticipated healthcare costs in relation to its self-insured benefit plan.

Note H - Functional Expense Classification

Expenses by function for the years ended June 30, 2015 and 2014 were as follows:

	<u>2015</u>	<u>2014</u>
Program Services:		
Education	\$ 6,595,808	\$ 6,250,822
Supporting Services:		
Management and general	659,744	577,398
Fundraising	<u>240,921</u>	<u>307,171</u>
Total Statement of Activities	<u>\$ 7,496,473</u>	<u>\$ 7,135,391</u>

Notes to Financial Statements - Continued

Jobs for Maine's Graduates, Inc.

Note I - Leases

The Corporation has entered into a lease agreement for its office space. The lease provides for monthly payments through June 30, 2017. Expense for 2015 and 2014 was \$67,200 and \$61,425, respectively.

Future minimum payments under this lease agreement as of June 30, 2015 are as follows:

Year Ending June 30:

2016	\$	69,216
2017		69,216

Note J - Retirement Plan

The Corporation has implemented a defined contribution retirement plan for eligible employees under the requirements of Internal Revenue Code Section 403(b). Employees become eligible for employer contributions upon completion of two years of service and reaching age 21. Plan contributions consist of \$500 annually for all eligible employees.

Pursuant to a salary reduction agreement an employee may elect to make tax-deferred contributions which are matched by the Corporation at varying percentages of 1% - 3% based on completed years of service. Retirement assets are participant managed and offer a broad range of investment funds including cash, domestic and international equities, fixed-income and annuity instruments.

Retirement expense incurred by the Corporation for the fiscal years ended June 30, 2015 and 2014 was \$111,421 and \$100,847, respectively.

Note K - Subsequent Events

In August 2015, the Corporation entered into a working capital line of credit with a local bank. The line provides for borrowing up to \$750,000 with interest at the Wall Street Journal Prime Rate plus .5%.

Management has made an evaluation of subsequent events to and including October 15, 2015, which was the date the financial statements were available to be issued and determined that any subsequent events that would require recognition or disclosure have been considered in the preparation of the financial statements.

JMG Board of Directors



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BYLAWS OF
JOBS FOR MAINE'S GRADUATES, INC.
as Amended May 24, 2012

ARTICLE I

NAME

Section 1.1 **Name**. The name of this corporation is JOBS FOR MAINE'S GRADUATES, INC.

Section 1.2 **Corporate Seal**. The Corporation seal shall have inscribed thereon the name of the Corporation, the year of its Incorporation and the words "Corporate Seal, Maine."

Section 1.3 **Location**. The registered office of the Corporation shall be located in the County of Kennebec, State of Maine. The Corporation may have such other offices within the State of Maine, as the Board of Directors may determine from time to time.

Section 1.4 **Purpose**. The purpose of the Corporation is to educate students, provide education and employment related services and link the business and education communities to extend necessary dropout prevention and school-to-career transition services to schools and students, to further the employability of students in the State of Maine, to promote the goals and objectives set forth in 20-A M. R. S. A. 6901 et seq.; or to do any and all lawful acts and things necessary, pertaining, convenient or incidental to the foregoing purposes or any part thereof tending to reduce the dropout rate and increase the employability of students in Maine, and to have or exercise all the rights, powers and privileges appertaining to corporations of a similar nature organized and existing under the laws of the State of Maine; provide, however, that;

(a) Upon the dissolution of the Corporation or the termination of its activities, all unexpended Maine General Fund appropriations shall be transferred to the State and the assets of the Corporation remaining after the payment of all its liabilities shall be distributed to the State of Maine.

(b) No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation in carrying out one or more of its purposes), and no director or officer of the Corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

(c) The Corporation shall be an equal opportunity and affirmative action employer, and it shall not discriminate on the basis of age, race, religion, color, creed, sex, sexual preference, handicap, financial status or national origin:

- (i) in the persons served or in the manner of service;
- (ii) in the hiring, assignment, promotion, salary determination or other conditions of staff employment ; or
- (iii) in the membership of the Board of Directors;

(iv) the Corporation shall neither have nor exercise any power nor shall engage directly or indirectly in any activity that would invalidate its status (1) as a Corporation which is exempt from federal income taxation as an organization described in section 501 (c) (3) of the Internal Revenue Code of 1954, as amended or (2) as a Corporation contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1954, as amended.

ARTICLE II

BOARD OF DIRECTORS

Section 2. 1 **General Powers**. The affairs of the Corporation shall be managed by its Board of Directors.

Section 2.2. **Number & Election of Directors**. The Board of Directors shall consist of up to 17 private sector directors representing private businesses in the State of Maine; up to 14 public sector directors representing public or quasi-public educational entities; and two ex officio directors, representing the Commissioner of Labor and the Commissioner of Education. The membership of the Board must be representative of geographic diversity and gender balance. Members of the Board of Directors shall serve for a term of four years, and may be re-elected for one additional term. Board members whose second term expires while serving as an officer of the Board of Directors may be re-elected for a third and final term. No more than eight members' terms may expire in any one calendar year. The President of the corporation shall attend and participate in all Board meetings, but is not entitled to a vote.

As terms of the Board members expire, the Board of Directors, except for the ex officio members, shall elect new members to the Board. Any director may resign at any time upon written notice to the Board. Upon the Board's acceptance of a director's tendered resignation that member's term is deemed complete.

Section 2.3 **Honorary Directors**. The Board of Directors may choose other persons to serve as honorary directors. The honorary director shall serve for a term of one year. Such person may participate in the deliberations of the Board, but shall not be directors for the purpose of a quorum or notice and shall not be entitled to vote.

Section 2.5 **Removal of Directors**. At a special meeting of the Board of Directors of the Corporation called expressly for that purpose or at any regular meeting of the Board of Directors at which the removal item has been placed on the agenda in advance, any individual director may be removed, with or without cause, by a vote of two thirds of the members of the Board. If any directors are removed in such a manner, a new director(s) shall be elected in accordance with Section 2.2 above.

ARTICLE III

ORGANIZATION OF BOARD OF DIRECTORS

Section 3. 1 **Regular Meetings**. The Board of Directors shall meet at least twice a year at the call of the chair to conduct its business and to elect its officers. One of those meetings shall be designated as the

annual meeting. Additional meetings of the Executive Committee may be held as necessary to conduct the business of the Board of Directors as delegated by the Board (see Section 3.9 below) and may be convened at the call of the chair, or a majority of the Board members or a majority of the members of the Executive Committee.

Section 3.2 **Special Meetings**. Special meetings of the Board of Directors may be held at any time or place within the State of Maine whenever called by the chair of the Board or by a majority of the Executive Committee of the Board of Directors.

Section 3.3 **Notice to Directors**. Written notice of annual meeting and other regular meetings of the Board of Directors shall be delivered to each member of the Board of Directors at least seven (7) days prior to the date of each such meeting. Attendance of a Director at any meeting shall constitute a waiver of notice of such meeting except when a director attends a meeting for the express purpose of objecting to the transaction of any business because a meeting is not lawfully called or convened. Written notice of a special meeting of the Board of Directors shall be delivered to each member of the Board of Directors not less than ten (10) nor more than fifty (50) days before such a meeting. Written notice of a special meeting shall contain the place, day and hour of the meeting and the purpose or purposes for which the meeting is called. Notice of adjourned meetings shall be provided in accordance with 13-B M. R. S. A. §603(3), as amended.

Whenever any notice is required to be given under the provisions of Title 13-B, Maine Revised Statutes Annotated or under the provisions of Articles of Incorporation, or the Bylaws of the Corporation, a waiver thereof, in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section 3.4 **Telephone Conference Meetings**. Members of the Board of Directors, or any committee designated by the Board, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this bylaw provision shall constitute presence in person at such meeting.

Section 3.5 **Quorum & Voting**. At all meetings of the full Board of Directors, three fifths of the members of the Board shall constitute a quorum for the transaction of business. Except in cases in which the Articles of Incorporation or these Bylaws otherwise provide, the vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. In lieu of attendance at a full meeting of the Board of Directors, a signed proxy must be received by the Board Secretary prior to such meeting. Such proxy shall constitute the Board Chair having voting authority on behalf of the member submitting the proxy.

Section 3.6 **Others Presiding**. Meetings of the Board of Directors shall be presided over by the chair of the Board or, in the chair's absence, by the vice chair, or in their absence, by a chairperson chosen at the meeting.

Section 3.7 **Action without Meeting**. Unless otherwise restricted by the Articles of Incorporation or these Bylaws, any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting of all members of the Board or of such committee, as the

case may be, consent thereto in writing, and with the writing or writings filed with the Minutes of the proceedings of the Board or Committee.

Section 3.8 **Committees**. The Board of Directors may, by resolution passed by a majority of the whole Board, designate one or more committees, each committee to consist of one or more directors of the Corporation. The Board of Directors shall also elect a chair for said committee, which chair must be a member of the Board of Directors. The Board may designate one or more members as alternate members of any committee, who may replace any absent or disqualified members of any committee. In the absence or disqualification of a member of the committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not the member constitutes a quorum, may unanimously appoint another member of the Board of Directors to act at the meeting in the place of any such absent or disqualified member. And any such committee, to the extent provided in the resolution of the Board of Directors, shall have and may exercise all the power and authority of the Board of Directors in the management of the business and affairs of the Corporation, and may authorize the seal of the Corporation to be affixed to all papers which may require it; but no such committee shall have power or authority in reference to amending Articles of Incorporation of the Corporation, adopting an agreement of merger or consolidation, recommending to the members a dissolution of the Corporation or a revocation of dissolution, or amending these bylaws together with any other non-delegable authority set forth in 13-B M.R.S.A. §709(i), as amended from time to time. Any member of a committee may be removed by the majority vote of the Executive Committee wherever in its judgment the best interest of the Corporation shall be served by such removal.

Section 3.9 **Executive Committee**. The Executive Committee shall be comprised of the chair, vice-chair, treasurer, secretary and three additional Board members. Said additional members shall be elected by the Board of Directors and shall be drawn from the ranks of committee chairs. At all meetings of the Executive Committee, four members of the Executive Committee shall constitute a quorum for the transaction of business. In lieu of attendance at an Executive Committee meeting of the Board of Directors, a signed proxy must be received by the Board Secretary prior to such meeting. Such proxy may grant the Board Chair the authority to vote on behalf of the member submitting the proxy. The remaining provisions of Section 3.8 above shall apply to the Executive Committee including the ability of the Board to delegate to the Executive Committee all of the authority of the Board of Directors except that authority which it is prohibited from delegating pursuant to 13-B M. R. S. A. §709(1), as amended from time to time.

Section 3.10 **Committee Rules**. Unless the Board of Directors otherwise provides, each committee designated by the Board may make, alter or repeal rules for the conduct of its business. In the absence of such rules, such committee shall conduct its business in the same manner as the Board of Directors conducts its business.

Section 3.11 **President**. The Board of Directors shall appoint a President, who is a nonvoting member of the Board. The President may not be appointed from among the other directors. The President serves as the executive director of the Corporation and may be removed by the Board for just cause.

ARTICLE IV

OFFICERS OF THE CORPORATION

Section 4.1 **Election & Removal**. The chair and the vice-chair of the Board, the secretary and the treasurer of the Corporation must be chosen from among the members of the Board of Directors. The chair must be elected from the private sector Board members. The vice chair must be elected from the public sector Board members. In addition to the chair, the vice-chair, the treasurer and the secretary, the Board of Directors may also choose one or more additional vice-chairs, a secretary, and assistant secretaries, and/or assistant treasurers. The officers of the Corporation shall be elected annually by the majority vote of the Board of Directors at the annual meeting of the Board. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as is convenient. New officers may be created and filled at any meeting of the Board of Directors. Each such officer shall hold office until the annual meeting of the Board of Directors next succeeding such officer's election, or until such officer's successor is elected and qualified or until such person's earlier resignation or removal. Any officer may resign at any time upon written notice to the Board. The Board of Directors may remove any officer with or without cause at any time, but such removal shall be without prejudice to the contractual rights of such officer, if any, with the corporation. Any number of offices may be held by the same person. Any vacancy occurring in any office of the corporation by death, resignation, removal or otherwise, may be filled immediately for the unexpired term by the Board of Directors at any regular or special meeting.

Section 4.2 **Officer Authority**. In the absence of the president, the chair of the Board, or the Board's appointee as established in Section 3.11, shall be the chief executive officer of the corporation and shall exercise all the powers and duties in the management of the Corporation as are generally associated with such office and chief executive officer. The officers of the corporation shall have such powers and duties in the management of the corporation as may be prescribed by the Board of Directors and, to the extent not so provided, as generally pertain to their respective offices of the same title serving in non-profit corporations having the same or similar general purposes and objectives as the corporation, subject to the control of the Board of Directors. The Board of Directors may require any officer, agent or employee to give security for the faithful performance of his or her duties.

ARTICLE V

FISCAL POLICIES

Section 5.1 **Fiscal Year**. The fiscal year for all business transacted shall be July 1 to June 30.

Section 5.2 **Financial Accounts**. The Board of Directors may establish financial accounts with government agencies, banks, trust companies and other financial institutions, as it deems appropriate.

Section 5.3 **Disbursement of Funds**. Disbursements shall be made only in accordance with a specific authorization by the Board of Directors or otherwise within a general budget approved by the Board. In the absence of an approved budget, the treasurer may pay bills for normal operating expenses as authorized by the chair of the Board.

Section 5.4 **Annual Audit & Annual Report.** There shall be an annual audit of accounts by an independent public accountant and the corporation shall provide a copy of its annual financial audit to the Governor; to the joint standing committees of the Legislature having jurisdiction over education and labor and skills training matters; and to the Commissioner of the Department of Education. An annual report of the Corporation's activities shall be provided to the Maine Governor, to the joint standing committees of the Legislature having jurisdiction over education and labor and skills training matters, and to the schools participating in the Corporation's programs.

Section 5.5 **Contracts.** The Board of Directors of the Corporation may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or may be defined in specific instances provided, however, that the Corporation shall have no authority to enter into any contracts on behalf of the State of Maine.

Section 5.6 **Gifts.** The officers of the Board of Directors or designated members may accept on behalf of the Corporation any contribution, gift, bequest, or devisee for any purpose of the Corporation.

Section 5.7 **Books & Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Directors, and Committees having and exercising any of the authority of the Board of Directors.

ARTICLE VI

COMPLIANCE WITH LEGISLATION CREATING JOBS FOR MAINE GRADUATES

Section 6.1 **Compliance with Legislation.** At all times the affairs of the Corporation shall be conducted in conformity with 20-A M.R.S.A. §6901 et seq.

ARTICLE VII

AMENDMENTS TO ARTICLES OF INCORPORATION OR BYLAWS

Section 7.1 **Amendments to Articles of Incorporation or Bylaws.** The Articles of Incorporation or the Bylaws of the Corporation may be amended by two-thirds vote of the members of the Board of Directors present and voting at a given meeting. A proposal to amend the Articles of Incorporation or the Bylaws of the Corporation may be presented by the Board of Directors, the Executive Committee or by the President of the Corporation at any regular, annual or special meeting of the Board of Directors. If said amendment is to be considered at a meeting of the Board of Directors, written notice setting forth the proposed amendment or a summary of the changes to be effected thereby shall be given to each member of the Board of Directors entitled to vote at such meeting at least seven days prior to such meeting. Such notification requirements can be waived with unanimous consent of the Board.

JMG members do not stay idle

In Winslow: Students take part in college tours

More than 500 Winslow High School students are looking at the future from a slightly new perspective. On Friday, November 6, students took part in a unique school-wide college tour that shuttled the entire student body, freshman through seniors, across the state for a glimpse of life on a college campus. The tour is the result of a partnership between the school, Jobs for Maine's Graduates (JMG) and the MELMAC Education Foundation – a partnership aimed at increasing the aspirations of students to pursue college and other post-secondary education options.

Chad Bell, principal of Winslow High School said, "This was an important opportunity for these students. It was a chance to get everyone, not just the older students, thinking about college as an option. And, if not college, then what? We want everyone to be aware of the importance of post-secondary education and training. Learning shouldn't end with a high school diploma."

Before heading out for the day, students heard from Laurie Lachance, president of Thomas College, in Waterville. Lachance, herself, was a "first-generation student from humble roots" and is a relentless advocate for higher education. She said, "This is an important day for all of you. More and more jobs these days require a college degree. It's alright if you don't know where you want to go, or whether you want to go to college at all. But, I would encourage you to keep an open mind. Ask questions. And consider how a college education might bring you closer to the life you want."

The day began with freshmen boarding buses headed to Thomas College, in Waterville, and the University of Maine at Augusta, while sophomores made a beeline to the University of Maine at Orono. Juniors and seniors were free agents for the day and got to choose their visits from a list of schools including Bowdoin College, in



Jobs for Maine Graduates (JMG) members from Winslow High School pose at Thomas College, in Waterville, following a visit as part of the group's college tour, in partnership with the MELMAC Education Foundation. Contributed photo

Brunswick, Unity College, Maine Maritime Academy, in Castine, as well as Husson University and Eastern Maine Community College, both in Bangor. Brandon Davis, a sophomore JMG stu-

dent at Winslow toured the University of Maine campus at Orono. He said he wants to be a civil engineer, but isn't sure where he'll study. "Today gave me a chance to spend some time on campus, and like

President Lachance said, to 'try it on' and see if it fits me. It was a great chance me and all of my friends to start thinking about life after high school."

In Vassalboro: Wreath sale by JMG students to benefit homeless shelter

Jobs for Maine Graduates (JMG) students at the Vassalboro Community School held a wreath sale on November 7 at the school. Part of the proceeds will benefit the Mid-Maine Homeless Shelter, in Waterville. Pictured, from left to right, are Vassalboro JMG members Tatiana McCaslin-Goodale, Tamara Pawlowski, Harley Haskell, Riley Lint and Paeshance Horan.



Photo courtesy of Victor Esposito

Inside	
Our Towns Report	2
Obituaries	4
Pages in Time	8
Entertainment	9
Crossword puzzle	9
Platter Perspective	9
Sudoku	9
Vision Teaser	9
Calendar of Events	10
Classifieds	11
Garden Works	12
Scores & Outdoors	12

St. Michael School students honor veterans

Fourth graders from St. Michael School recently read a book about Veterans Day and discussed what this day truly was about. "Veterans risked their lives for us to be free," said Kody Goucher. After the discussion, the students made cards to thank veterans for all they have done to make our country a safe place to live. Before school was let out on Wednesday, the principal of the school and Navy veteran, Kevin Cullen, explained to the students at a school wide assembly the importance of thanking our veterans. "If it weren't for the bravery and courage of these men and women, we wouldn't be living in the best country on earth" said Cullen. "On the holiday, be sure to thank a veteran that you know," he said. Arrangements were made for some fourth grade students to personally deliver their handmade cards to veterans at the Maine Veterans Home after school that day. In addition, cards were also made for the two veterans at St. Michael School, the principal and the maintenance supervisor. When asked, "Why is Veterans Day important?", Alyssa Ouellette responded, "They served our country. Why wouldn't we celebrate it?"



Presenting cards at the Maine Veterans Home, in Augusta, are, from left to right, Landon Foster, Kody Goucher and Shrayassai Mulle. Contributed photo

JMG students attend Hinckley leadership conference

HINCKLEY — More than 200 middle school and high school students from across the state gathered on the Good Will-Hinckley campus in Hinckley for an overnight learning adventure. The annual Leadership Education Conference, held Oct. 20-22, gave students the opportunity to learn about and practice important leadership skills.

One of the highlights was Escape from Gilligan's Island: a survival scenario that put the students' teamwork and problem-solving skills to the test, according to a news release from JMG. Their only means of escape was to try to build boats out of a pile of discarded material. Teams of students created their own boat designs, constructed the vessels, and finally launched them to test their seaworthiness.

"There are more than 70 JMG

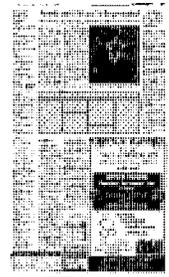
programs in Maine's public schools and in each program the students elect officers to lead them in civic and community service work. Every year those officers get a fantastic opportunity to come to LEC and practice effective communication, problem-solving, team-building, and other leadership skills that they will bring back to the rest of the class," JMG Regional Manager Matt St. John said in a news release.

The group Boys to Men talked with the boys about violence and the importance of being aware of your emotions, while Hardy Girls Healthy Women shared information about leadership and being empowered with the girls. Students also worked together to develop community service-learning plans for the school year, and took part in a speed networking activity where they discovered

what it takes to market oneself.

Justice Cunningham is an eighth-grader from Freeport Middle School. She said, "I'm a good leader in small groups of people that I know. I came here to find out how to communicate with new people. I learned that a good leader has to ask everyone's opinion, so that everyone can be heard," according to the release.

JMG is a statewide, private nonprofit working with students who face barriers to education. JMG provides 5,000 students a year with the skills and experience they will need to succeed in high school, post secondary education, and careers. JMG graduates become engaging members of their communities, productive adults in the workforce, and contributors to Maine's economy.



Musician trumpets calling to students

John Foss speaks about his career at Madison High

BY RACHEL OHM
Staff Writer

MADISON — Students in Laura Manduca's third-period chorus class at Madison Area Memorial High School got a taste Wednesday of what it would be like to be a professional trumpet player who has toured with the Beach Boys and played in dozens of symphonies and performances around the world.

"If you don't like what you're doing, you're going to be constantly looking for something else to do," trumpet player John Foss told the group of about 10 students. "You have to find something that feeds you emotionally, spiritually and financially."

Foss, who is a 1954 graduate of Maine Central Institute in Pittsfield and a former music teacher at Erskine Academy in South China, delivered that advice as part of a Careers in the Classroom day at the school.

The event was part of a new initiative organized by Jobs for Maine's Graduates, a statewide nonprofit that works to help students overcome barriers to education and achieve their goals in higher education and the workforce.

It was funded by a \$120,000 grant from Skowhegan Savings Bank that was used to recently hire a new career preparation and financial literacy coordinator to work in Somerset County.

"So many times we hear students walk out of class and say,

"When am I ever going to use this?" said Stephany Perkins, a Jobs for Maine's Graduates specialist at Madison Area Memorial High School. "That's why today was important. It was great to be in a classroom where someone was relating directly to what they're learning."

Tracie Travers, the new Jobs for Maine's Graduates career preparation and financial literacy coordinator in Somerset County, also said she plans to organize similar events, internship programs and job shadow opportunities for students in Somerset County.

"If Maine wants to be competitive, if we want a strong economy, we need to close the skills gap," Travers said. "Every student coming out of our high schools needs to have those soft skills that are so valuable to Maine employers — communication and team-building skills, time management, financial literacy. That's what this initiative is about."

On Wednesday, teachers at the Madison school were paired up with presenters from the community who work in a field related to what they teach. About 20 presenters participated and spent the day teaching.

In the chorus class, Foss talked about his career as a professional musician, which has included time as an instructor at the Navy School of Music in Washington, D.C., where he also played at the inauguration of President John F. Kennedy; a 2 1/2-year stint on the road with the Beach Boys; and time with the Tommy Dorsey Orchestra in New York, where he played alongside and witnessed the kidnapping of Frank Sinatra Jr.

He also taught music for 20 years at Erskine Academy before retiring 12 years ago.

Foss said that while he always knew he wanted to play the trumpet, he knew it was a competitive job market, so he planned to use his teaching degree to pay his bills.

He also prepared himself to play all different types of music.

"I was fortunate enough that

music sustained me financially and very well at times," said Foss, who said he learned to play jazz, rock 'n' roll, symphonic and country music. "It all came into play at different times in my life because I was prepared."

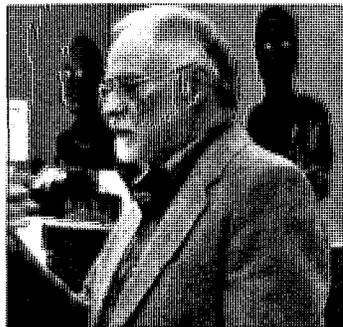
Manduca, the music teacher, said that while only a handful of students go on to careers in music, the lessons they learned from Foss were nonetheless valuable.

"It's important for students to have different mentors," she said. "I think they really liked hearing what it was like to be on the road, some of the challenges he faced and how he managed to stay on the straight and narrow."

"It was interesting," said Benny Peck, 16, after listening to Foss. "It's fun to look at what other people do while we're at school all day and what they've been able to do because of their education."

Wednesday was the first career day the Madison high school has held in recent years, said Principal Bonnie Levesque, but she said the school plans to continue the event next year.

Rachel Ohm — 612-2368
roh@centralmaine.com



Staff photo by David Leaming
Speaking between images of the Blue Men musicians, John Foss, of Palermo, speaks during Career Day on Wednesday.



HOULTON PIONEER TIMES

November 12, 2014

Hodgdon Students Showed True Care for Veterans

To the editor:

I am still basking in the glow of the Hodgdon High School annual Veterans Breakfast that my wife and I attended on last Friday. It was hosted by the Jobs For Maine's Graduates students. Their theme was Honoring Those Who Served.

Their desire to honor us was evident at the outset. It was shown in the classy way that they dressed, the smiles and servant's attitude they exhibited, and the sense I got of a genuine desire by these young people to show their gratitude. It did not appear that this was just something else to check off their calendars for the year. They really seemed to want to do it.

This attitude was infectious. Sharyn Walker led the Hodgdon High School Chorus in a great rendition of The Star Spangled Banner. She also led the Mill Pond School Grade 5 Chorus in a stirring medley entitled, "America, We Give Our Thanks to You. This led to the veterans and entire student body giving a standing ovation.

But we were not done yet. Benjamin and Scott Walker lightened the mood with a violin and piano combo entitled, "American Patrol. Once again a spontaneous standing ovation followed by the veterans and the entire student body.

This event gave me a new appreciation of the younger generations that are coming behind us. Their sense of gratitude and patriotism stirred me. I was moved to tears on several occasions, as were many other veterans that I observed. Seeing the enthusiasm and genuineness of these young people seemed to make any small sacrifice that I had made for my nation seem worth it all. The day reminded me that patriotism is still alive and well.

Thank you Jobs For Maine's Grads students and Joe Fagnant.

James Gardner

Vietnam veteran

Houlton

Jobs for Maine's Graduates helps more families celebrate graduation

Jobs for Maine's Graduates works. Amid all the reports of failing schools, diminished aspirations and a race to the top that is starting near the bottom, the program and its 64 partnering Maine schools are succeeding. Ninety-seven percent of the students enrolled in a Jobs for Maine's Graduates program stay in school, and 96 percent graduate from high school.



COMMENTARY *Kay Rand*

Graduation activities are obvious everywhere — signs at the entrance to area high schools announce graduation dates; invitations to graduation celebrations have been mailed; card stores have replaced Easter greetings with "For the Graduate" cards.

Some parents in Maine won't be celebrating their youngster's high school graduation.

One of every four Maine students entering high school as freshmen will drop out and will not graduate. That's an alarming statistic, at odds with numbers that have long been proudly touted in Maine that we have a solidly high rate of graduation from high school.

What Maine does have is a fairly high percentage of residents with high school diplomas, but that is largely due to an excellent adult education program that yields a high number of General Educational Development diplomas (GEDs).

Graduating from high school is an essential foundation for young adults to live independently and productively — graduating ready to engage in some

form of postsecondary education is as important, but probably out of reach for that one in every four who doesn't complete high school.

We were able to celebrate my youngest daughter's high school graduation thanks, in part, to a program called Jobs for Maine's Graduates. In her sophomore year, her grades suddenly plummeted, and she began to lose interest in school. From a series of tests that she willingly put herself through, we discovered that her reading comprehension was significantly below her grade level, a deficit that had been masked until her sophomore year.

She enrolled at Sivan Learning Center for tutoring and registered for the Jobs for Maine's Graduates program at her high school.

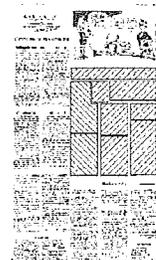
She graduated from high school with a solid academic record, graduated from college in four years, and currently is experiencing the wonder of teaching English in a foreign country.

I recently joined the board of Jobs for Maine's Graduates.

The program is not an option for every student like my daughter who faces barriers to high school graduation, but the organization is endlessly fundraising to expand the number of schools it serves.

Jobs for Maine's Graduates is a non-profit entity that works in schools willing to act as hosts. The program trains "specialists" to teach the program's curriculum in the schools that it partners with. The specialist acts as adjunct faculty in the partnering school.

The program is student-focused. It uses applied (hands-on) learning activities with community partners in actual work settings to teach each student



skills in the area of personal behavior, leadership, communications, job attainment, job success and career development.

The specialist establishes a one-on-one relationship with each student and goes the extra mile to engage with the student. As an example, my daughter's "coach" called her frequently during the summer after her high school graduation to encourage her plans for college and continued to check in during her freshman year to provide more support and encouragement.

Jobs for Maine's Graduates works. Amid all the reports of failing schools, diminished aspirations and a race to the top that is starting near the bottom, the program and its 64 partnering Maine schools are succeeding. Ninety-seven percent of the students enrolled in a Jobs for Maine's Graduates program stay in school, and 96 percent graduate from high school. One year after graduation, 87 percent of Jobs for Maine's Graduates students are continuing their education, working or a combination of both.

The Maine Department of Labor studied the Jobs for Maine's Graduates class of 2000 and discovered that six years after high school graduation, those participating students earn 14 percent more than all other 22- to 24-year-old adults.

Important to the future of this state, 81 percent of the program's students work here in Maine. They work in jobs that pay higher wages and that also offer opportunities for advancement into management positions.

In 2006, the Quaglia Institute studied student aspirations and discovered that 92.9 percent of Jobs for Maine's Graduates students report that they enjoy being at school, compared to fewer than 50 percent of other students.

Only 10.6 percent of the program's students found school to be boring, compared to 46.2 percent of other students.

And 65.9 percent of the program's students believe that students respect each other, compared to 30.3 percent of other students who believe the same.

Jobs for Maine's Graduates takes students at risk of dropping out of high school and teaches them how to thrive. The program is an investment that works for students and works for a healthier and more productive Maine economy. Jobs for Maine's Graduates is contributing to the joy that some families might not have otherwise experienced this graduation season.

Kay Rand is former chief of staff for Maine independent Gov. Angus King.

FY '13 First Year the "floor sheet" distributed to Legislature (April '13)

JMG is a private, nonprofit established by the Legislature in 1993 to provide students with a comprehensive dropout prevention and school-to-work transition system. JMG currently has 72 programs, serving 4,500 students in 62 schools. Our Board of Directors is comprised of up to 17 private sector and 14 public/education sector individuals.

The JMG Program

Student-centered education: empowering students to take personal responsibility and ownership of their future. Core competencies focus on:



Results:

JMG employs a data collection/management system for program accountability.

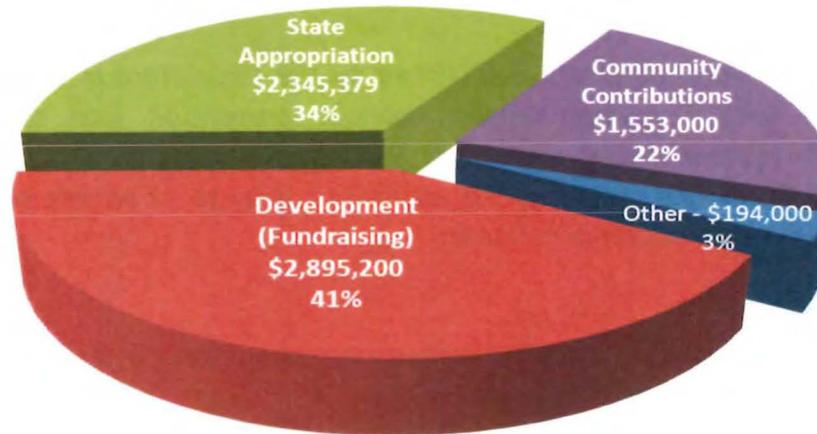
- JMG's four-year graduation rate is 92%
- 52% of JMG graduates enroll in post-secondary education
- JMG graduates earn 14% more than their peers 6 years after graduation (Maine Department of Labor research)

JMG's Success is Due to:

- Operates using business model practices
- Cost effective - \$1,600 per student
- Innovative, flexible, adaptive
- High expectations of teaching Specialists and students
- Education plan for each student
- Program Accountability
- Community involvement and community service
- Interaction with students' employers
- Mentoring
- Student contact year-round and 12 months of follow-up after graduation to ensure a successful transition

JMG is poised to play a larger role in improving Maine's graduation rate and workforce preparedness, and our model can be brought to scale.

JMG's Funding Sources:



- ❖ JMG's funding is a public-private partnership between schools, the State, and Maine businesses.
- ❖ Each school contributes 40% of the cost of a program.

72 PROGRAMS, SERVING MORE THAN 4,500 STUDENTS

Beatrice Rafferty School
Belfast Area High School
Biddeford High School
Brewer High School
Brewer High School MELMAC
Brewer Community School
Calais Area High School
Carrabec High School
Carrabec Community School
China Middle School
Deering High School
Durham Community School
Erskine Academy
Fort Kent Community High Sch.
Freeport High School
Freeport Middle School
Gardiner Area High School
Greenville Jr./Sr. High School
Hall-Dale High School
Hodgdon High School
Houlton High School
LearningWorks

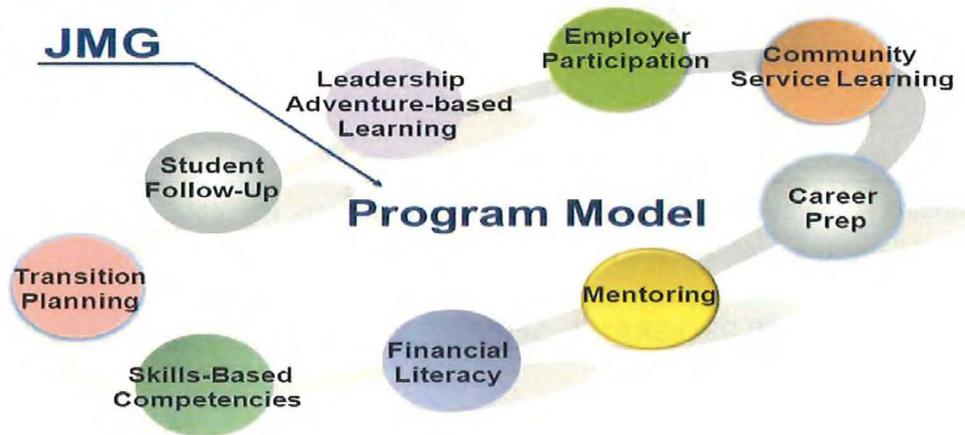
Lewiston Middle School
Lewiston Regional Technical Ctr.
Lisbon High School
Long Creek Youth Development Ctr.
Machias Memorial High School
Madison Area Memorial HS
Mahoney Middle School
Maine Central Institute (MCI)
Memorial Middle School
Messalonskee High School
Morse High School
Mountain View Yth Dev. Ctr
Mt. Ararat High School
Mt. Blue High School
Mt. View High School
Mt. View Middle School
Noble High School
Nokomis Regional High School
Northern Penobscot Tech Region III
Oak Hill High School
Oak Hill Middle School
Oceanside High School - East

Old Town High School
Penquis Valley High School
Portland High School
Rose Gaffney Middle School
Sanford High School
Sanford Middle School
Shead High School
South Portland High School
Spruce Mountain High School
Vassalboro Community School
Warsaw Middle School
Washington Academy
Waterville Sr. High School
Waterville Jr. High School
Windham High School MELMAC
Winslow High School
Winslow High School MELMAC
Winslow Jr. High School
Wiscasset Middle School
Woodland Jr./Sr. High School
YouthBuild Biddeford

JMG is a private, nonprofit established by the Maine Legislature in 1993 to provide students with a comprehensive dropout prevention and school-to-work transition system. JMG currently has 80 programs, serving 5,000 students in 67 schools. Our Board of Directors is comprised of up to 17 private sector and 14 public/education sector individuals.

The JMG Program

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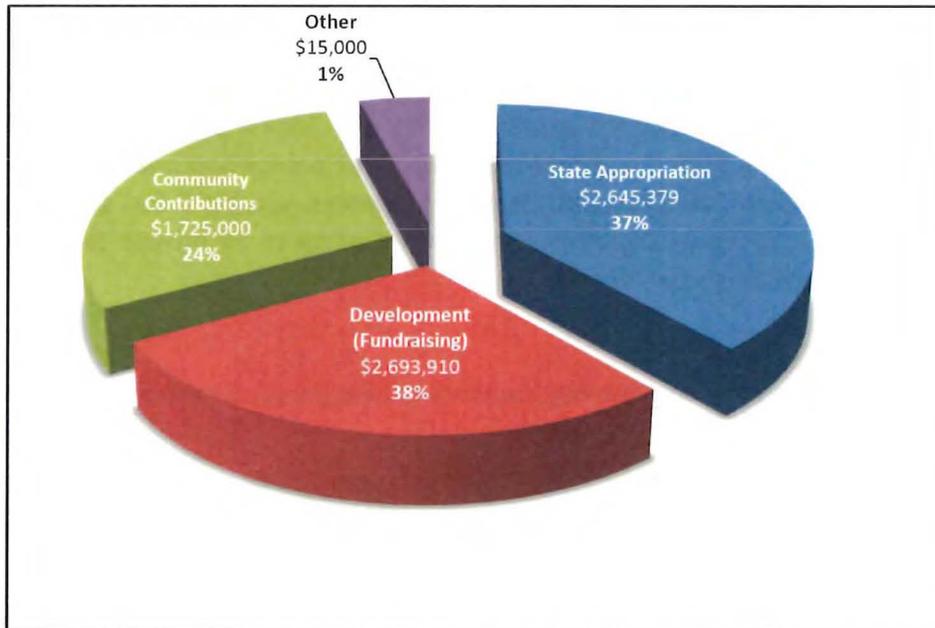
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- | | |
|--|--|
| <ul style="list-style-type: none"> ○ Operates using business model practices ○ Cost effective - \$1,600 per student ○ Innovative, flexible, adaptive ○ High expectations of teaching Specialists and students ○ Education plan for each student ○ Program Accountability | <ul style="list-style-type: none"> ○ Community involvement and community service ○ Interaction with students' employers ○ Mentoring ○ Student contact year-round and 12 months of follow-up after graduation to ensure a successful transition |
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80 PROGRAMS, SERVING 5,000 STUDENTS

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 Brewer High School
 Brewer High School MELMAC
 Brewer Community School
 Calais Area High School
 Carrabec High School
 Carrabec Community School
 China Middle School
 Deering High School
 Dexter Regional High School
 Durham Community School
 Erskine Academy
 Fort Kent Community High Sch.
 Foxcroft Academy
 Freeport High School
 Freeport Middle School
 Gardiner Area High School
 Greenville Jr./Sr. High School
 Hall-Dale High School
 Hodgdon High School

Houlton High School
 Lawrence High School
 LearningWorks-Portland
 Lewiston Middle School
 Lewiston Regional Technical Ctr.
 Lisbon High School
 Machias Memorial High School
 Madison Area Memorial HS
 Mahoney Middle School
 Maine Central Institute (MCI)
 Memorial Middle School
 Messalonskee High School
 Morse High School
 Mt. Ararat High School
 Mt. Blue High School
 Mt. View High School
 Mt. View Middle School
 Noble High School
 Nokomis Regional High School
 Northern Penobscot Tech Region III
 Oak Hill High School
 Oceanside High School - East
 Old Town High School

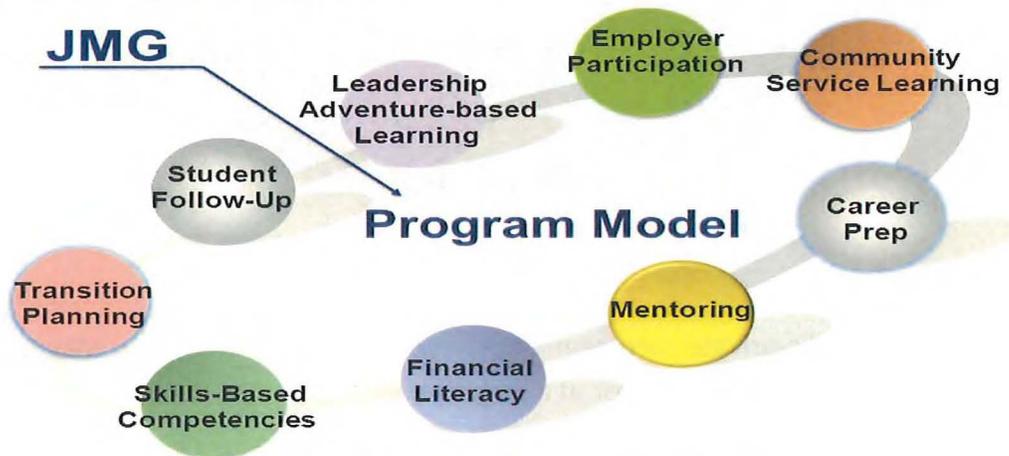
Penquis Valley High School
 Portland High School
 Richmond High School
 Rose Gaffney Middle School
 Sanford High School
 Sanford Middle School
 Shead High School
 Skowhegan Area High School
 South Portland High School
 Spruce Mountain High School
 Thornton Academy
 Vassalboro Community School
 Warsaw Middle School
 Washington Academy
 Waterville Sr. High School
 Waterville Jr. High School
 Windham High School MELMAC
 Windham High School
 Winslow High School
 Winslow High School MELMAC
 Winslow Jr. High School
 Wiscasset Middle School
 Woodland Jr./Sr. High School
 YouthBuild Biddeford

Contact: Craig Larrabee, President & CEO, 207-620-7180 ext. 213, clarrabee@img.org

JMG is a private, nonprofit established by the Maine Legislature in 1993 to provide students with a comprehensive dropout prevention and school-to-work transition system. JMG currently has 78 programs, serving 5,000+ students in 67 schools. Our Board of Directors is comprised of up to 17 private sector and 14 public/education sector individuals.

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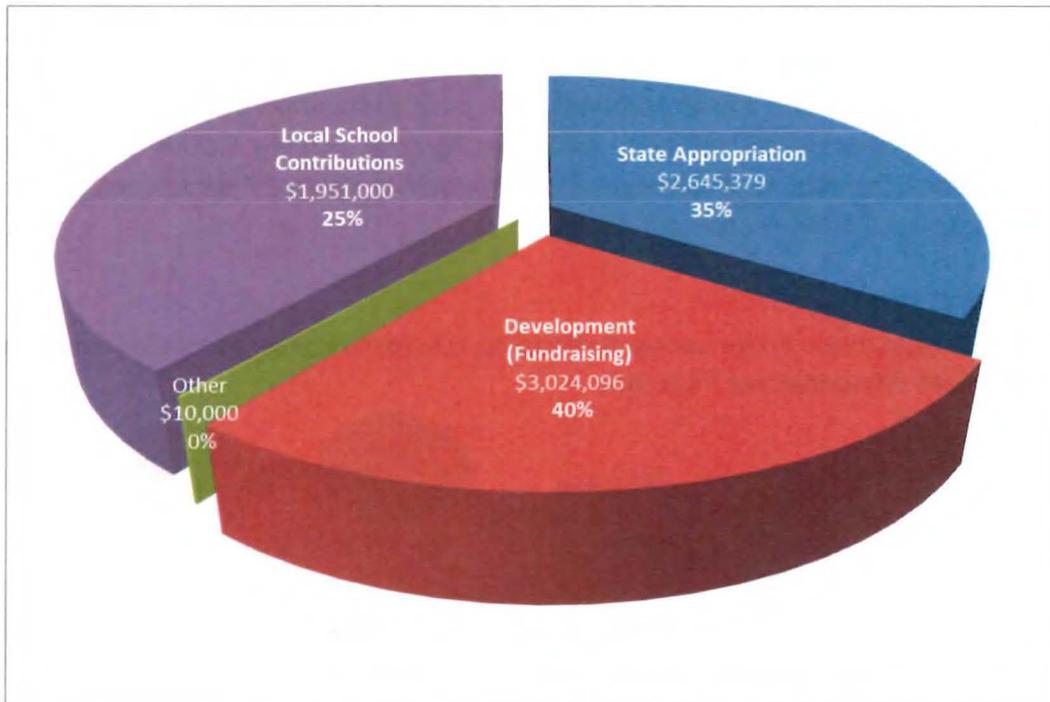
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FY '15



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78 PROGRAMS, SERVING 5,000 STUDENTS

Belfast Area High School
Biddeford High School
Bonny Eagle High School
Brewer High School
Brewer High School MELMAC
Brewer Community School
Calais Area High School
Carrabec High School
Carrabec Community School
China Middle School
Cony High School
Deering High School
Dexter Regional High School
Durham Community School
Erskine Academy
Fort Kent Community High School
Foxcroft Academy
Freeport High School
Freeport Middle School
Gardiner Area High School
Good Will-Hinckley
Hall-Dale High School
Hodgdon High School
Houlton High School

Lawrence High School
LearningWorks-Portland
Lewiston Middle School
Lewiston Regional Technical Ctr.
Lisbon High School
Machias Memorial High School
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Mahoney Middle School
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Messalonskee High School
Morse High School
Mt. Ararat High School
Mt. Blue High School
Mt. View High School
Mt. View Middle School
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Oak Hill High School
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Old Town High School
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Portland High School

Richmond High School
Rose Gaffney Middle School
Sanford High School
Sanford Middle School
Shed High School
Skowhegan Area High School
South Portland High School
Spruce Mountain High School
Thomas College
Thornton Academy
Vassalboro Community School
Warsaw Middle School
Washington Academy
Waterville Sr. High School
Waterville Jr. High School
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Winslow Jr. High School
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Woodland Jr./Sr. High School
Youth Transition Services