

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from electronic originals
(may include minor formatting differences from printed original)



Annual Report

January 16, 2020



Executive
Summary

JMG
Programs

January
2020

Budget

Board of
Directors

Strategic
Plan



Office of Policy and Legal Analysis
13 State House Station
Cross Office Building, Room 215
Augusta, Maine 04333-0013
January 16, 2020

EXECUTIVE SUMMARY

The mission of Jobs for Maine's Graduates (JMG) is to identify students who face barriers to education, and to guide each one on to a successful path toward continued education and a meaningful career.

While it took 25 years to serve our first 50,000 students, JMG will serve the next 50,000 students within five years. Through strong partnerships with public education and private businesses, JMG now reaches 10,000 students in more than 140 school-based programs in all 16 counties throughout the state. With strategic public support from the Maine State Legislature and critical private investments led by the Harold Alfond Foundation, JMG has grown into the only educational statewide nonprofit providing a continuum of support to students from sixth grade through post-secondary education and onto career pathways.

In 1993, when JMG was created by the Maine State Legislature, we focused exclusively on drop-out prevention for disadvantaged high school students. And rightly so – Maine's high school graduation rate at the time was below 80%. JMG students, enrolled because they faced significant barriers, consistently achieved a four-year graduation rate of 90% year after year. As public education changed and the Maine economy changed, so did JMG – **JMG evolved our programs and services to ensure students could reach their fullest potential in a changing education and workforce environment.** In 2000, we developed a middle-school model to improve students' transition to high school. In 2010, as the "skills gap" emerged as a critical economic issue, JMG began to offer career preparation as a programmatic value add for all students in our most rural schools. In 2014, in response to Maine's low college completion rates, JMG established the College Success program, extending and deepening our support for students through the age of 24 to ensure persistence through post-secondary education and onto careers.

Today, because of our expanded student reach and programmatic scaffolding, JMG is a pivotal agent of positive change for Maine's education and workforce development systems. This capacity comes with extraordinary responsibility to support Maine students and the Maine economy in increasingly critical ways. Recent independent research is proving JMG's strategies of student-centered education, and results-driven career readiness are effective even for students who face the highest barriers, including economically disadvantaged students, students with disabilities, and youth-in-foster-care. Researchers found the JMG classes of 2009 and 2010 are experiencing significant and sustained wage growth in the years after high school, far outpacing inflation. Research has also established that students with disabilities are 17 percentage points more likely to graduate high school if enrolled in JMG, and economically disadvantaged students are 12 percentage points more likely to graduate if enrolled in

JMG. These findings add to a seminal research study conducted by the Maine Department of Labor in 2005 that found JMG graduates earned 14% more than their counterparts of the same age six years after graduation.

Looking to the future, as workforce development becomes even more crucial to the Maine economy, JMG recognizes the essential role we play in reaching 10,000 members of our state's emerging workforce on an annual basis. One immediate change we are making is to align our student outcome goals to the credential-attainment goals articulated recently by education and economic leaders in Maine. JMG is supporting the goal that 60% of JMG students will earn a degree or industry-recognized post-secondary credential within six years of high school graduation. Adopting this goal sends a strong message to our students, staff and partners about what it takes to be successful in the Maine workforce. It also formalizes **JMG's evolution from an organization focused on drop-out prevention to one fully engaged in bridging public education with the business community and economic needs of the state.**

While many things have changed over the years, **the tie that binds the JMG of the past twenty-five years to the JMG of the future is career readiness.** Our core mission will always be to help disadvantaged students succeed in school, while learning the skills they need to find and keep meaningful and financially viable careers. JMG is making numerous additional organizational changes to further align our operations with Maine's workforce challenges. We are modernizing our data and evaluation system to ensure what JMG measures remains cutting edge in terms of education and economic relevance.

Sincerely,



Craig Larrabee
President & CEO, JMG



Kimberley Acker Lipp
Executive Vice President



2019 - 2020 Programs

Middle School Programs

Brewer Community School
Bucksport Middle School
China Middle School
Durham Community School
Freeport Middle School
Gardiner Regional Middle School
James F. Doughty School
Lewiston Middle School
Mahoney Middle School
Memorial Middle School
Messalonskee Middle School
Mt. View Middle School
Nokomis Regional Middle School
Philip W. Sugg Middle School
Ridge View Community School
Rose M. Gaffney Elementary School
Sanford Jr. High School
Skowhegan Area Middle School
Somerset County Middle School Collaborative
Troy Howard Middle School
Vassalboro Community School
Warsaw Middle School
Waterville Jr. High School
Windham Middle School
Winslow Junior High School
Wiscasset Middle/High School

High School Programs

Bangor High School
Bangor High School Completion
Belfast Area High School
Biddeford High School
Bonny Eagle High School
Brewer High School
Brewer High School MELMAC
Bucksport High School
Calais Area High School
Caribou High School
Carrabec High School
Cony High School
Deering High School
Deering High School Completion
Dexter Regional High School
Dirigo High School
Edward Little High School
Edward Little High School Completion
Ellsworth High School
Erskine Academy
Fort Fairfield Middle/High School
Fort Kent Community High School
Foxcroft Academy
Freeport High School
Gardiner Area High School
Gorham High School

Greenville Consolidated School
Hall-Dale High School
Hampden Academy
Hermon High School
Hodgdon High School
Houlton High School
Jonesport/Beals High School
Lawrence High School
Leavitt Area High School
Lewiston High School Completion
Lewiston Regional Tech Center
Lewiston Regional Tech Center
Lewiston Regional Tech Center
Lisbon High School
Machias Memorial High School
Madison Area Memorial High School
Maine Central Institute
Maranacook Community High School
Medomak Valley High School
Messalonskee High School
Messalonskee High School
Monmouth Academy
Morse High School
Mountain Valley High School
Mt. Ararat High School
Mt. Blue High School
Mt. View High School
Narraguagus Jr./Sr. High School
Nokomis Regional High School
Northern Penobscot Tech
Oak Hill High School
Oceanside High School
Old Town High School
Old Town High School MELMAC
Orono High School
Penquis Valley High School
Piscataquis Community High School
Poland Regional High School
Portland High School
Presque Isle High School
Richmond High School
Sacopec Valley High School
Sanford High School
Searsport District Middle School and High School
Shead High School
Skowhegan Area High School
South Portland High School
South Portland High School
South Portland High School Completion
Spruce Mountain High School
Sumner Memorial High School
Telstar High School
Thornton Academy
Washington Academy
Waterville Senior High School
Waterville Senior High School
Waterville High School Completion
Waterville Senior High School MELMAC
Westbrook High School
Windham High School
Windham High School Completion
Windham High School MELMAC
Winslow High School
Winslow High School MELMAC
Woodland Jr./Sr. High School

College Success Programs

Central Maine Community College
Eastern Maine Community College
Kennebec Valley Community College
Southern Maine Community College
Southern Maine Community College
Thomas College
Thomas College
University of Maine - Augusta
University of Maine - Fort Kent
University of Maine - Machias
University of Southern Maine
Washington County Community College

Local, Regional and Statewide Initiatives

Aspire Gorham
LearningWorks Youth Building Alternatives
Opportunity Passport Financial Literacy for Foster Care Youth
Expanded Opportunity Passport for Disadvantaged Youth
Pathway Navigator Program
Somerset County Financial Literacy and Career Prep Program



JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials and pursue meaningful careers.

JOBS FOR AMERICA'S GRADUATES has recognized **JMG** as

THE BEST PROGRAM OF ITS KIND IN THE NATION

FOR THE **PAST 24 YEARS**

SERVING MORE THAN **10,000** STUDENTS ANNUALLY

..... IN **143** PROGRAMS IN 2019-2020

91
high school programs

27
middle school programs

12
college success programs

13
local, regional, and statewide initiatives

JMG STUDENTS EARN 14% MORE IN WAGES

According to a Maine Department of Labor study, six years after high school graduation, JMG students earn 14% MORE than all other students of the same age.



JMG'S GRADUATION RATE EXCEEDS THE STATE AVERAGE

JMG's four-year graduation rate is consistently 90% or higher, compared with the state rate of 87%.



ENGAGED JMG GRADUATES

One year after high school graduation, 87% of JMG students are engaged in continued education, working, the military, or a combination thereof.



CONTINUED EDUCATION

In the year following high school, 58% of JMG students are enrolled in post-secondary education.



more than
500

business partnerships

..... throughout Maine

60,000

students served

..... since 1993

JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials and pursue meaningful careers.

MAINE'S STUDENTS **MAINE'S FUTURE**



Board Approved Budget for Period of July 1, 2019 thru June 30, 2020

REVENUE	JMG FY20
ME DOE - State Appropriation	3,545,379
ME DHHS	4,661,233
ME DOL Vendor	50,000
Federal DOE - Voc Rehab	448,217
Local School Contributions	1,825,000
<u>Private & Grant Development Goal</u>	<u>1,811,268</u>
Total Revenue	12,341,096
EXPENSE	
Salaries	8,106,561
<u>Benefits</u>	<u>1,904,171</u>
Subtotal Personnel	10,010,733
Partner Expenses	841,500
Travel Expenses	103,385
Training and Development	358,950
Supplies	65,450
Student Conferences and Activities	153,900
Central Office	407,179
<u>Strategic Growth Fund</u>	<u>400,000</u>
Total Expense	12,341,096
Net Revenue	0



Board of Directors

Executive Committee

Chair: Chris Cimino
Executive Vice President
C.M. Cimino, Inc.

Vice Chair: Virgel Hammonds
Chief Learning Officer
KnowledgeWorks

Secretary: Nicki Pellenz
Vice President, Deposit Relationships
Machias Savings Bank

Treasurer: Ryan Low
Vice President of Finance & Administration
University of Maine System

Jeremy Fischer, Esq.
Drummond Woodsum

Scott Hamilton
Retired Executive, IDEXX

Cary Olson-Cartwright
AVP, Corporate Social Responsibility
Unum

At Large Members

Danielle Ahern
SVP, Community Development
Banking/Public Finance Officer
Bangor Savings Bank

Chris Amann
Nonprofit Financial Consultant

Mike Archer
SVP, Corporate Controller
Camden National Bank

Andrew Bond
VP, Human Resources
General Dynamics, BIW

Joe Cassidy, Esq.
President
Southern Maine Community
College

Tim Doak
Superintendent
RSU 39

Kathy Germani
Assistant Superintendent
South Portland Public Schools

Eric Haley
Superintendent
Waterville Public Schools

Patricia Hopkins
Superintendent
MSAD 11

Chris Howell
Superintendent
RSU 14

Rick Malinowski
HR & Logistics Manager
Procter & Gamble

Leona Michelsen
Director of Marketing
Central Maine Power

Ryan J. Moore
Vice President, Digital Card Sales
Bank of America

Heather Perry
Superintendent
Gorham School Department

Ex Officio Members

Commissioner
Maine Department of Labor

Commissioner
Maine Department of Education



JMG's current five-year strategic plan ends on June 30, 2020. JMG's next five-year strategic plan will be adopted by the board of directors on July 1, 2020. Below are DRAFT Strategic Priorities and Objectives being considered for JMG's 2020-2025 Strategic Plan, which are subject to change.

1. Seize the position as Maine's premier workforce development organization, reinforcing and advancing the significance of JMG's relevancy for the future of Maine.
 - a. Maximize JMG's unique capacity to reach and influence adolescents (middle school); and, 16 to 24 year olds, widely recognized as the most critical members of the emerging workforce.
 - b. Align our student outcome goals to the credential-attainment goals articulated recently by education and economic leaders in Maine. JMG is supporting the goal that 60% of JMG students will earn a degree or industry-recognized post-secondary credential within six years of high school graduation.
 - c. Publish and promote independent research proving JMG's strategies of student-centered education and results-driven career readiness are effective.
2. Invest deeply in organizational development to ensure the internal capacity needed to deliver most effectively on mission, while upholding a positive culture based on shared values.
 - a. Recognize the significant growth JMG has achieved in the past five years, and take the time and effort needed to reinforce organizational excellence.
 - b. Achieve programmatic excellence by solidifying best-in-class practices for new models launched in the past five years; and, continue to develop forward-thinking and innovative approaches.
 - c. Advance systems and tools to better support employees and strengthen the position of the organization.
3. Sustain and maximize a diversification of revenue resources.
 - a. Solidify a stronger fiscal position, leveraging the expertise of the Ad-hoc Investment Committee to fully leverage an endowment, maximize additional assets, and achieve stellar stewardship of current and future investors.
 - b. Promote JMG as a key partner to Maine's Departments of Health and Human Services, Education, Labor, Economic and Community Development, and the Office of Innovation and the Future.
 - c. Continue to advance affiliate business structure.



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.

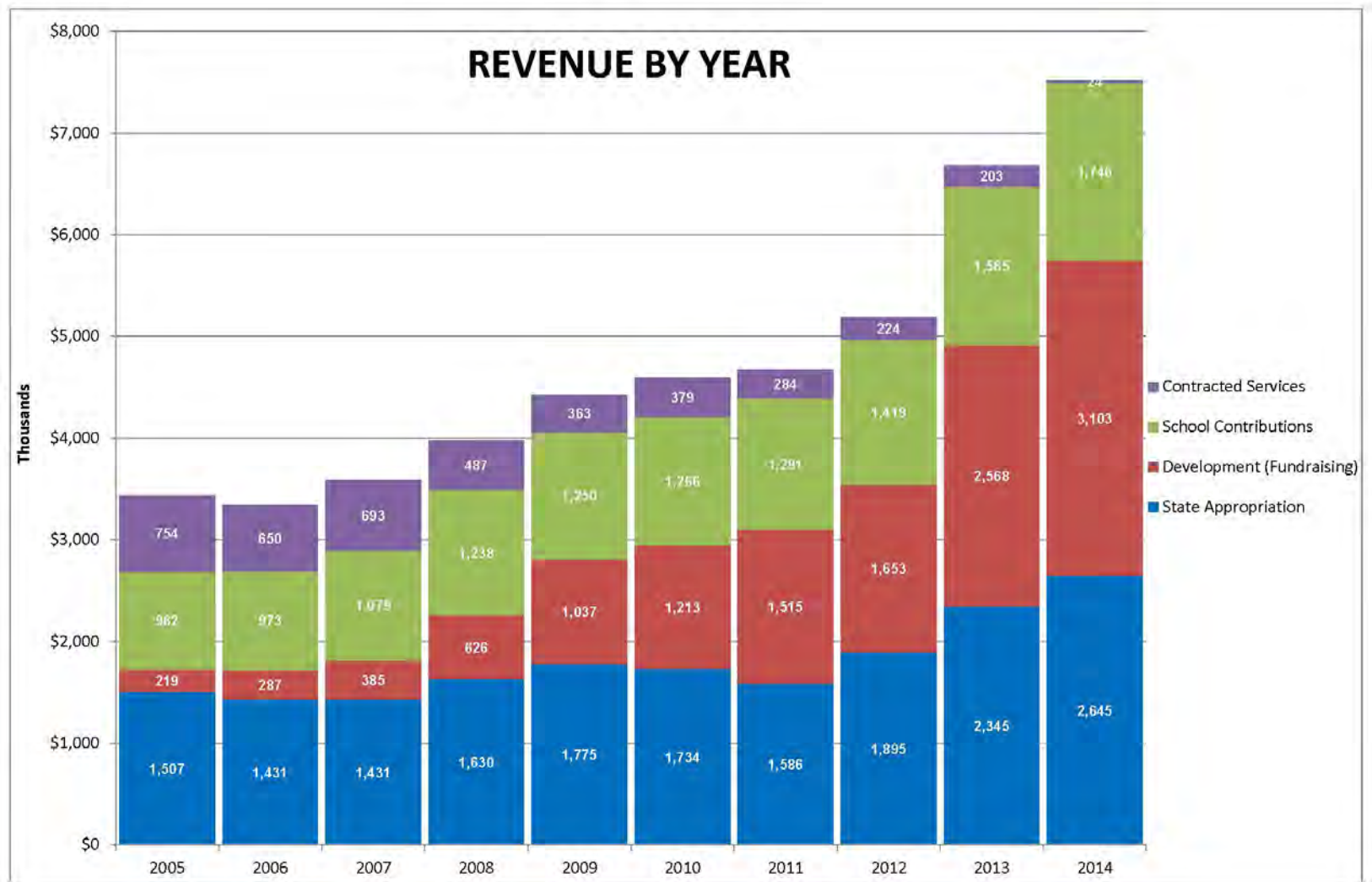
An umbrella organization providing board oversight and executive, administrative and strategic leadership with the capacity to operate affiliated nonprofit organization(s) will allow JMG to harness new opportunities and expand its position and reach. This structure opens up new possibilities for funding 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.

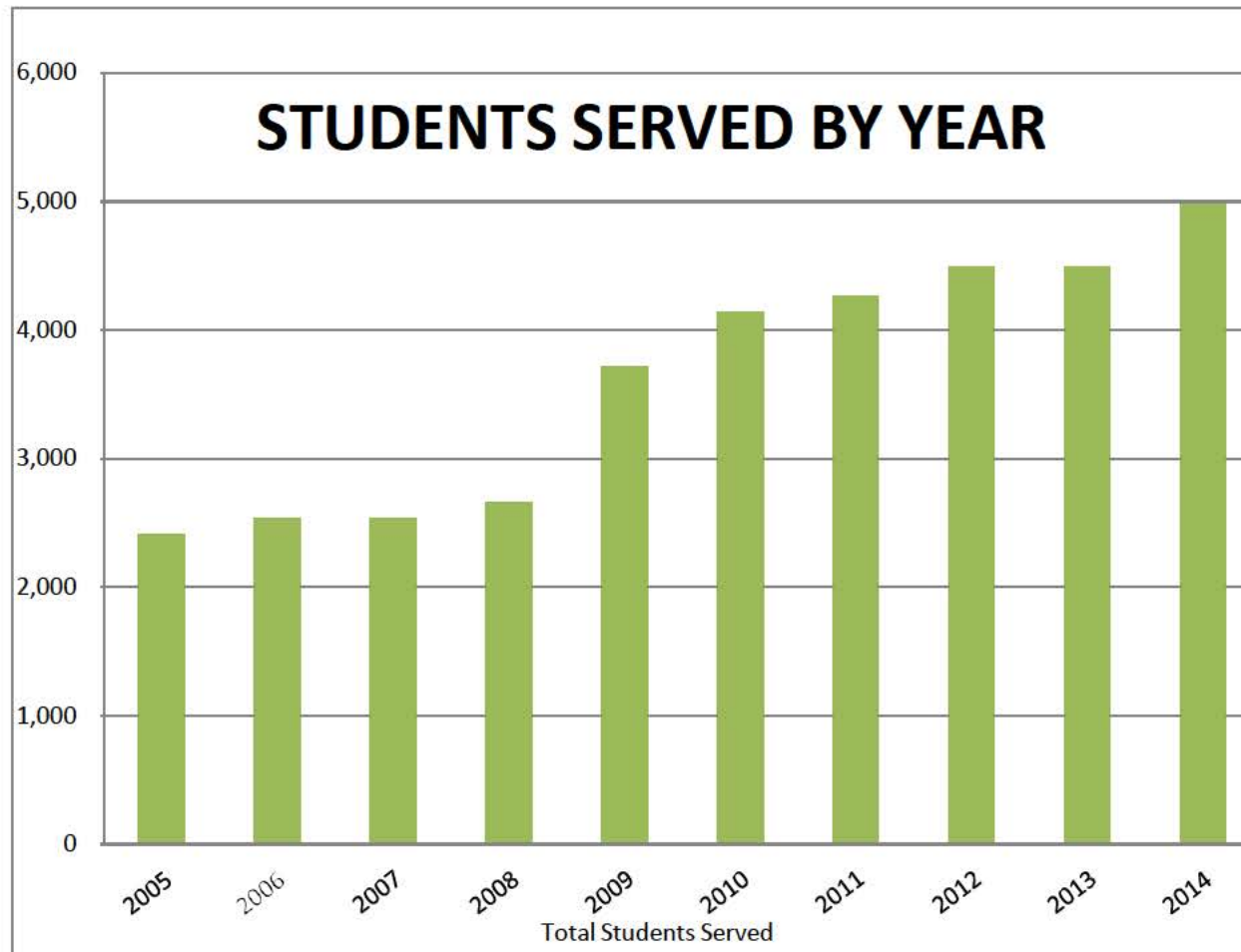
Our objectives include the following:

- 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 Operational 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.