

MAINE STATE LEGISLATURE

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Annual Report

January 4, 2021



Office of Policy and Legal Analysis
13 State House Station
Cross Office Building, Room 215
Augusta, Maine 04333-0013
January 4, 2021

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.

Through strong partnerships with public education and private businesses, JMG's reach includes more than 10,000 students, including economically disadvantaged, students with disabilities, students in foster care, and students who face inequities tied to race, ethnicity, and other aspects of identity and background. 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.

During this unprecedented year, JMG recognized its great responsibility to help Maine's most vulnerable students. JMG dedicated all of its capacity, and marshalled the resources of our private business and foundation contributors, to support our public school partners and students enrolled in JMG programs throughout the state.

- To prevent any of our students from experiencing hunger, JMG secured \$450,000 in corporate and private donations and distributed \$100 Hannaford gift cards across the state to 4,500 students and their families, partnering with school leadership teams to ensure the cards went to the neediest families within their community.
- JMG is collaborating with Full Plates Full Potential in a student-led initiative to expand and maximize student access to meals.
- JMG distributed more than \$200,000 to recent high school graduates who are transitioning into post-secondary programs to provide unmet financial resources to support housing and rent, tuition, and other critical expenses. The majority of these students are first generation college-going, many grew up in foster care and their dormitory is their home, all are economically disadvantaged.
- To further help JMG students meet a multitude of unmet needs – including a lack of access to laptops and broadband and the need to make up credits or remedial classes, JMG Specialists worked full time this summer to provide personalized support to students statewide.

- JMG produced and made available trauma-informed care education videos to support middle and high school teachers in their move to distance learning. These videos were made available to all public school teachers and education technicians in Maine.

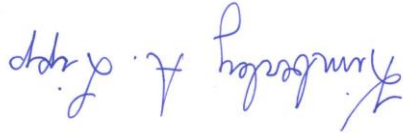
JMG received hundreds of thank you notes and expressions of gratitude throughout the duration of 2020. Included in this report is a collection of these notes, entitled *Gratitude in Action*. The personal reflections of students, parents and partners shared in this book are an important reminder that during a time of crisis, a perspective of gratitude comes from a place of strength and trust.

As the needs of Maine's students and public schools continue to rapidly change and evolve, JMG and its board of directors stand ready as a trusted partner of public education. JMG is a proven change-agent, with the leadership, capacity, and resources needed to pivot quickly and effectively.

Sincerely,



Craig Larabee
President & CEO, JMG



Kimberley Acker Lipp
Executive Vice President

ABOUT
JMG



Board of Directors

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Attorney
Drummond Woodsum

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Chief Learning Officer
KnowledgeWorks

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Vice President, Deposit Relationships
Machias Savings Bank

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Bangor Savings Bank

Ryan J. Moore
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Central Maine Power

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Superintendent
Gorham School Department

Jeanne Sanders
Director of Tax
L.L.Bean, Inc.

Ginny Swain, Ph.D
Professor Emeritus, French
Dartmouth College

Ex Officio Members

Commissioner
Maine Department of Labor

Commissioner
Maine Department of Education



2020 - 2021

SERVING MORE THAN **10,000** STUDENTS
ANNUALLY IN **140** PROGRAMS ACROSS MAINE

88
high
school
programs

27
middle
school
programs

12
college
success
programs

13
local,
regional, and
statewide
initiatives



2020 - 2021 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
Phillip 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

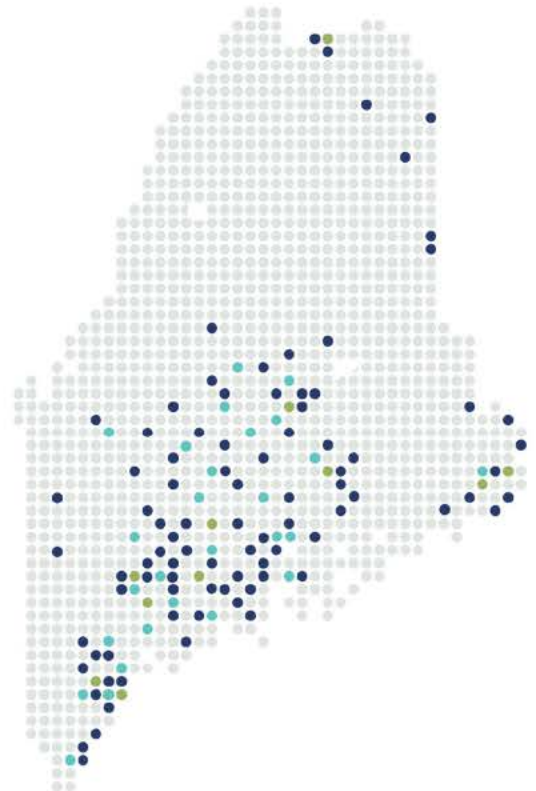
Hall-Dale High School
Hampden Academy
Hermon High School
Hodgdon High School
Houlton High School
Jonesport/Beals High School
Lawrence High School
Leavitt Area High School
Lewiston High School Completion
Lewiston Regional Tech Center
Lewiston Regional Tech Center
Lisbon High School
Machias Memorial High 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
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
Sacopee Valley High School
Sanford High School
Searsport District Middle School and 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 25 YEARS**

SERVING MORE THAN **10,000** STUDENTS ANNUALLY
..... IN **140** PROGRAMS IN 2019-2020

88
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.

14%

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%.

93%

ENGAGED JMG GRADUATES

One year after high school graduation, 80% of JMG students are engaged in continued education, working, the military, or a combination thereof.

80%

CONTINUED EDUCATION

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

58%

more than
500

business partnerships
..... throughout Maine



70,000
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**



RECENT RESEARCH BRIEFING

September 2020



LESS THAN

80%

OF ECONOMICALLY DISADVANTAGED STUDENTS IN MAINE GRADUATE HIGH SCHOOL.¹

AND JUST **20%** HAVE A COLLEGE DEGREE WITHIN SIX YEARS OF GRADUATION.²

17%

OF MAINE STUDENTS WITH DISABILITIES DROP OUT OF HIGH SCHOOL.³

AND JUST **10%** HAVE A COLLEGE DEGREE SIX YEARS LATER.⁴

LESS THAN

3%

OF MAINE YOUTH IN THE FOSTER CARE SYSTEM GRADUATE COLLEGE.⁵

Since 1993, JMG has been dedicated to serving students with barriers to success. The majority of JMG students are economically disadvantaged, and include students in foster care, students with disabilities, and students who face inequities tied to race, ethnicity, and other aspects of identity and background. Today, JMG serves more than 11,000 students annually, in each of Maine's 16 counties, and offers 140 programs in partnership with public education.

JMG's mission is to identify students who face barriers to education and guide each one on to a successful pathway toward continued education, a meaningful career, and productive adulthood. In service of this mission, JMG vigilantly tracks and responds to the outcomes of our programs, always keeping students at the center of the educational process. 92% of our students graduate high school within four years, and 87% of our high school graduates are either in continued education or are working full time within one year after graduation. This research brief summarizes several recent studies conducted by independent evaluators. The research findings are both affirming and a call to action. They show definitively the JMG model is working, but that more must be done to help Maine's most vulnerable students successfully graduate high school and prepare for post-secondary pathways and meaningful careers.

¹ Compared to 95% of non-economically disadvantaged students; source: Maine Department of Education Data Warehouse; four-year graduation rate for the 2017 cohort

² Compared to 46% of non-economically disadvantaged students; source: National Student Clearinghouse Student Tracker for High Schools Demographic Report, 2017

³ Compared to 10% of non-disabled students; source: American Institutes for Research, May 2018

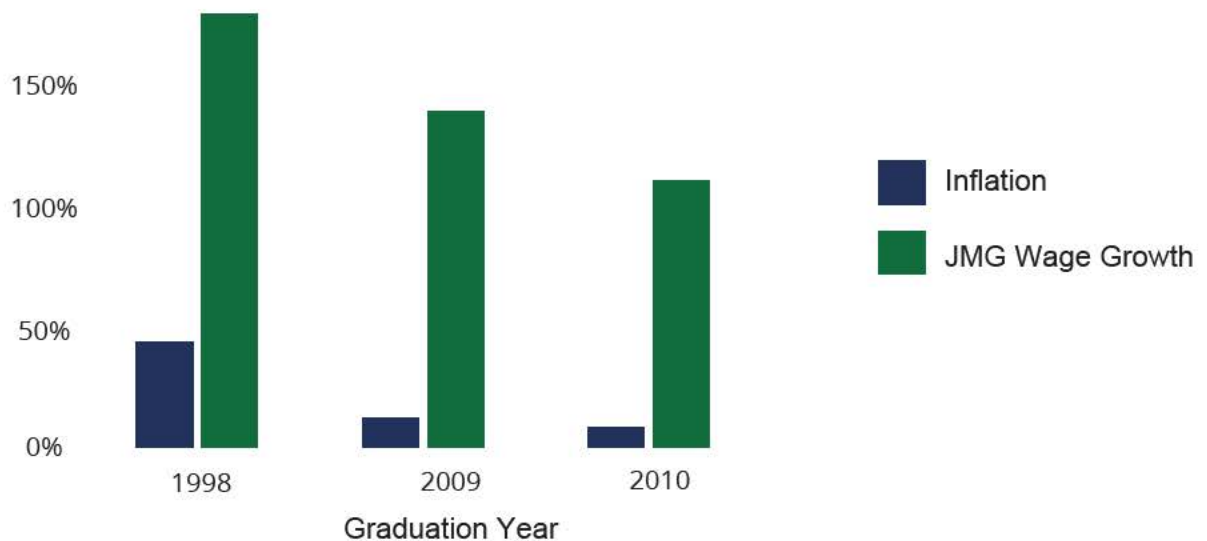
⁴ Compared to 43% of non-disabled students; source: National Student Clearinghouse Student Tracker for High Schools Demographic Report, 2017

⁵ Burt S. Barnow, Amy Buck, Kirk O'Brien, Peter Pecora, Mei Ling Ellis, and Eric Steiner, "Effective Services for Improving Education and Employment Outcomes For Children and Alumni Of Foster Care Service: Correlates and Educational and Employment Outcomes," Child & Family Social Work (2013): 159.

Research Finding #1: Despite significant barriers, JMG graduates achieve substantial, consistent, and sustained wage growth after high school

Stepwise Data Research, an economic research firm located in Yarmouth, Maine, in partnership with the Maine Department of Labor (MDOL), analyzed wage records for 1,500 JMG students who graduated high school in 1998, 2009, or 2010. The study matched JMG high school graduates with employer wage reports submitted to the MDOL between 2000 and 2017. JMG students in this study began with an average of six documented barriers to success, with three-quarters of students identified as lacking marketable occupational skills and/or having inadequate work experience. *Despite these barriers, the research showed that JMG graduates experienced significant, consistent, and sustained wage increases after high school.* Average wages for JMG students who graduated high school in 2010 doubled in the six years after their graduation (+107%). Average wages for 2009 graduates increased by 137% over seven years. For both classes, this represented average annual wage increases of over 18% or \$2,300 dollars per year, more than 10 times the rate of inflation. For the 1998 JMG graduates, their wages also continued to rise steadily through 2017 to more than 2.75 times their starting place.

Chart 1: Wage Growth of JMG Graduates vs Inflation through 2017



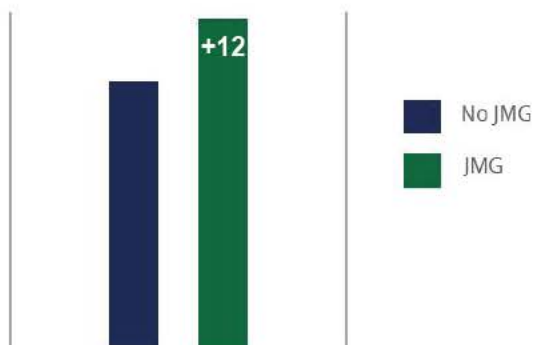
Research Finding #2: Students with disabilities who take JMG are 15 percentage points more likely to graduate high school

American Institute for Research (AIR), a global research firm located in Washington D.C., is evaluating the effect of JMG programming on high school graduation rates for Maine students with disabilities. The study is commissioned by the Maine Department of Labor (MDOL) as part of a federal vocational rehabilitation grant. AIR used a dataset of more than 27,000 students prepared by the Maine Department of Education (MDOE) that identified students with disabilities who first enrolled in high school between 2005 and 2013. Using a sophisticated statistical method called the Local Average Treatment Effect, AIR matched JMG students with non-JMG students on a multitude of socio-economic, demographic, geographic, and school-based variables. Preliminary results indicate *students with a disability who enroll and participate in JMG are 15 percentage points more likely to graduate high school than their peers with disabilities not enrolled in JMG.*

Research Finding #3: Economically disadvantaged students who take JMG are 12 percentage points more likely to graduate high school

In an additional study based on the same MDOE database, AIR also compared high school graduation rates for JMG students who are economically disadvantaged and first enrolled in high school between 2005 and 2013. AIR found that **economically disadvantaged students who enroll and participate in JMG are 12 percentage points more likely to graduate high school than their peers who are not economically disadvantaged.**

Graduation Rates of Economically Disadvantaged Students



Research Finding #4: 87% of students in the JMG College Success program are still in school, have earned a credential, or are working full time

In 2016, Public Law 466 mandated JMG as a partner of the community college and university system. JMG's College Success Program (CSP), supported by the Harold Alfond Foundation, is offered on ten college campuses and provides a comprehensive post-secondary preparation, bridging, and completion model that starts in high school and continues seamlessly through college or other post-secondary credential programs.

Of the 892 students formally rostered in the College Success program since the 2015-2016 academic year, 679 (76%) are still pursuing or have earned a credential and 213 (24%) students are not persisting in college today. Of the 213 students (24%) who are not persisting, all are still supported through JMG Pathway Navigation services and half are working full time. **Together with the enrolled and credentialed students referenced above, this yields an 87% positive outcome result; that is, 87% of JMG college success students attained a credential, are pursuing a credential, or are working full time.**

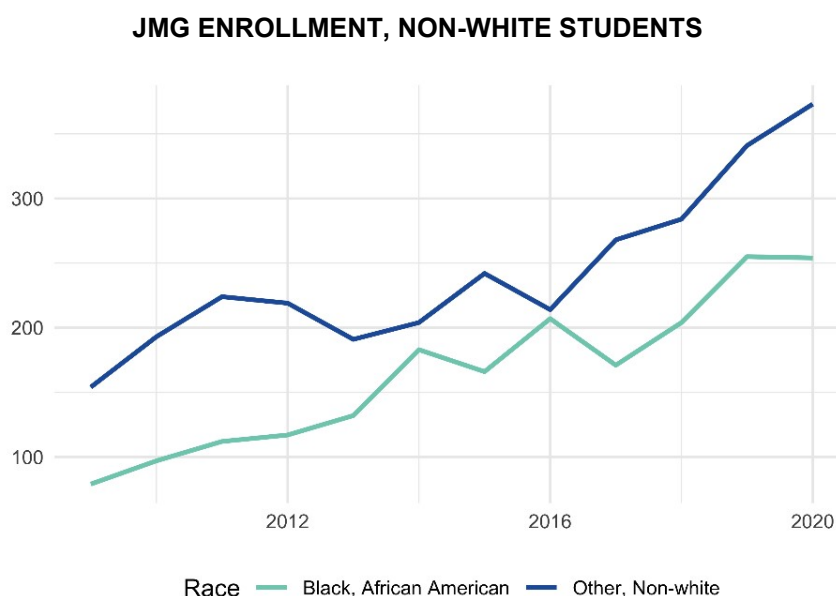
In the high school years leading up to college, CSP helps students prepare for and aspire to college through academic support, campus tours, application assistance, and more. CSP creates a college culture in high school by exposing students early and often to the college life and environment, including college-instruction techniques, and by making explicit the connections between desirable careers and post-secondary credentials. These practices support the *2020-2029 Maine Economic Development Strategy*, supporting early Maine career exploration, working with students "to explore real opportunities that fit within their individual areas of interest." JMG's high school Specialists help students identify and lift aspirations, and each student develops a post-secondary plan. Bridging students between high school and college is central and unique to JMG's model.

In 2019, the Harold Alfond Foundation put forth a set of policy recommendations, and cited the strength of JMG's long-term relationship-based approach: "The Foundation [has granted funding to JMG] to aid in its development of a continuum of support from middle school and high school and college and the workforce. JMG's support system not only helps youth graduate high school and college but gives them critical life and career skills."

Research Finding #5: JMG's student body is becoming more diverse

Stepwise Data Research assessed college-going and college-completion rates with the National Student Clearinghouse to analyze the college success outcomes for non-white JMG students.

Stepwise found, first, that the JMG student body is becoming more diverse. The number of JMG students who are non-white increased 170% since 2009, from 230 students (13% of rostered students) to 630 (15%). Non-white students now make up a majority of JMG students in five programs in Lewiston and Portland. Fifteen JMG programs serve a quarter or more of students who are non-white, and 91% of JMG classes have at least one non-white student.



Stepwise also noted a number of important differences in the barriers to success between JMG non-white and white students.

Compared to white JMG students, Black, African-American students are poorer and more likely to have a parent who did not graduate high school. Many Black, African-American students are also recent immigrants with limited English proficiency. On the other hand, Black, African-American students are less likely to have a history of excessive absences, lack motivation, or be special-education certified.

Stepwise found that while JMG non-white students graduate high school at a similar rate as white JMG students, their college success rates differ significantly. Compared to JMG white students, Black, African-American students are more likely to go to college but less likely to graduate from college.

In every year since 2013, college enrollment was higher for both Black, African-American and Other, non-white JMG students compared to white students. On the other hand, for the classes of 2013-16 (selected because at least four years have passed in which to earn a degree), white students graduated at higher rates than African-American students in all years, and at higher rates than other non-white students for the last two cohorts.

BUDGET & FUNDING SOURCES



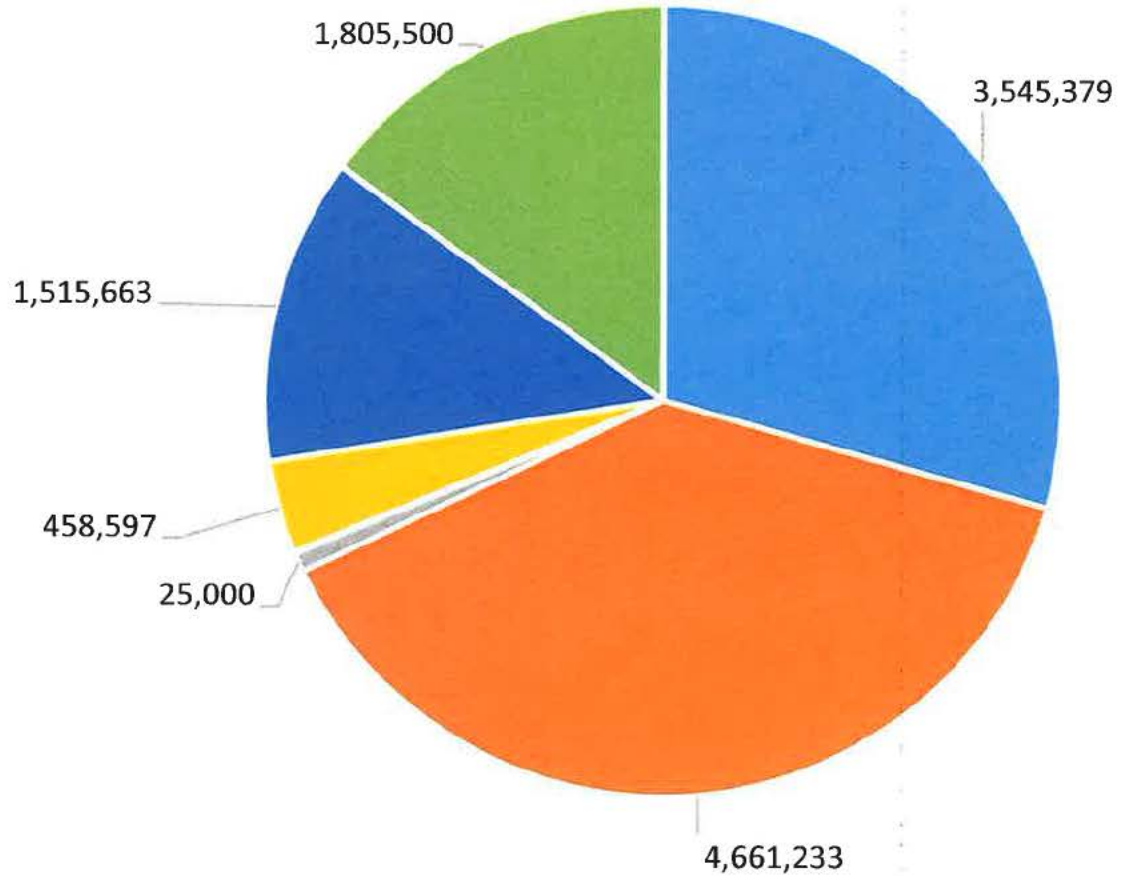
Board Approved Budget for Period of July 1, 2020 thru June 30, 2021

REVENUE	JMG FY21
ME DOE - State Appropriation	3,545,379
ME DHHS	4,661,233
ME DOL Vendor	25,000
Federal DOE - Voc Rehab	458,597
Local School Contributions	1,805,500
<u>Private & Grant Development Goal</u>	<u>1,515,663</u>
Total Revenue	12,011,371
EXPENSE	
Salaries	8,116,747
<u>Benefits</u>	<u>1,873,761</u>
Subtotal Personnel	9,990,508
Partner Expenses	756,500
Travel Expenses	107,885
Training and Development	264,950
Supplies	120,900
Student Conferences and Activities	56,450
Central Office	414,179
<u>Strategic Growth Fund</u>	<u>300,000</u>
Total Expense	12,011,371
Net Revenue	0

JMG FY21 Funding Sources

Projected Revenue: \$12,011,371

- DOE Foundational State Appropriation
- Federal TANF DHHS Contract
- Contracted Services with Voc Rehab
- Federal Department of Labor Grant
- Private Business and Foundation Grants
- Local School Contributions



STRATEGIC PLAN



2020-2025 STRATEGIC PLAN

JMG's 2020 – 2025 Strategic Plan

July 1, 2020 (FY21) – June 30, 2025 (FY25)

Approved by JMG's Board of Directors on June 17, 2020

JMG's Mission Statement: 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.

JMG's Vision Statement: 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.

While it took 25 years to serve our first 50,000 students, JMG is projected to serve more than 55,000 students within the next five years. As we look ahead to 2025, it is important to reflect upon our most recent history, and the significant growth achieved within the timeframe of our previous strategic plan.

JMG Budget and Programmatic Outcomes Achieved from FY 2015 – FY 2020

FY 2015		FY 2020	
Total Programs	79	Total Programs	143
Total Students Served	4,650	Total Students Served	11,000
Total Annual JMG Budget	\$6,987,579	Total Annual JMG Budget	\$12,341,096
Total State Appropriation	\$2,345,379	Total State Appropriation	\$ 3,545,379
Total DHHS Contract	\$ 180,000	Total DHHS Contract	\$ 4,661,233
Total Endowment	\$ 600,000	Total Endowment	\$ 4,591,935

In envisioning the future, because of JMG's expanded student reach and programmatic scaffolding, we must recognize our organization 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, and ongoing, independent research by Stepwise Data Research and the American Institute of 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.

As we enter into this next phase, JMG stands poised to achieve the highest level of national standards set by Jobs for America's Graduates for the 25th consecutive year. And while we believe it is important to secure that status, we choose not rest on our laurels. This new strategic plan sets a vision for improved, more significant programmatic outcomes that take our expectations for student success well beyond high school graduation.

We have set an aggressive agenda, focusing on making critical investments in our staff, sustaining the tremendous growth of our organization, and driving forward an intentional and comprehensive redesign of JMG's programmatic blueprint. We will take bold steps to ensure the JMG model remains cutting edge in terms of education and economic relevance – always keeping the success of our students at the center of our efforts and commitment.

The three key strategic priorities for this new plan include:

- 1. Seize JMG's unique position and expertise to deepen the connection between education and workforce development to reinforce and advance a system of post-secondary and career readiness that equally values knowledge and competencies, spanning the full range of essential skills that best serve and prepare students for success beyond high school.**
- 2. Invest deeply in organizational development to support and honor the dedication of our Specialists, strengthening the internal capacity needed to deliver most effectively on mission, while upholding a positive culture based on shared values.**
- 3. Sustain and maximize a diversification of revenue resources.**

In developing this strategic plan – which included an 18-month multi-layered process – the most noteworthy asset cited universally by both internal and, notably, external stakeholders is the strength of JMG's organizational culture. Importantly, the strength of JMG's relationship-based approach and shared values will not only carry forward the ambitious goals of this plan, it is what sets us apart in a vast landscape of measures of success in education and workforce metrics.

At the core of JMG's accountability, our top priority, is to build our strategies and practices with an emphasis on connections and relationships. We hold and lift up the broader perspective of employee and student well-being, helping individuals realize their fullest potential, and investing in the development of talent.

As JMG's Board of Directors and executive team continue to lead and advance a highly effective and accountable organization, we are committed to supporting a culture of trust, risk taking, and innovation that honors an inclusive and transparent decision making process so that all stakeholders are pulling in the same direction on behalf of Maine students.

**JMG's 2020-2025 Strategic Plan
Key Priorities and Objectives**

- 1. Seize JMG's unique position and expertise to deepen the connection between education and workforce development to reinforce and advance a system of post-secondary and career readiness that equally values knowledge and competencies, spanning the full range of essential skills that best serve and prepare students for success beyond high school.**
 - a. Recognize the significance of JMG's relevancy for the future of Maine, given the scale and reach of programs delivered in partnership with Maine's K-12 public education system, the private business sector, and higher education institutions.
 - b. Align JMG's key performance indicators to the credential-attainment goals articulated recently by education and economic leaders in Maine. JMG is supporting the state's goal, codified by statute, that 60% of Mainers will attain a degree or industry-recognized post-secondary credential.
 - c. Evaluate, through third-party independent research, JMG's student-centered practices and results-driven learning strategies to advance a framework for post-secondary and career readiness that sets standards for what students should know and be able to do.
- 2. Invest deeply in organizational development to support and honor the dedication of our Specialists, strengthening the internal capacity needed to deliver most effectively on mission, while upholding a positive culture based on shared values.**
 - a. Embrace 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 Advisory Committee to fully leverage an endowment, maximize additional assets, and achieve stellar stewardship of current and future investors.
 - b. Promote JMG as a valued partner of Maine's Departments of Health and Human Services, Education, Labor, Economic and Community Development, the Office of Innovation and the Future, and the state's community college and university systems.
 - c. Continue to advance affiliate business structure.

Table of Contents

Strategic Plan Process	Page 7
Strategic Priorities and Objectives:	
Priority I	Page 9
Priority II	Page 11
Priority III	Page 13
Key Performance Indicators	Page 15
JMG Microbadge Model Framework	Page 17
Review of Five-Year Organizational Highlights	Page 19
History of Funding Sources	Page 21
Benchmarks and Outcomes	Page 23
Year-to-Year Comparison Graphic	Page 25
Reference Documents	Page 27

JMG Strategic Plan Process

During a period of 18 months, JMG's Board of Directors and executive team led a strategic planning process through board work sessions, structured feedback opportunities with JMG's operations team and Specialists, and engagement with stakeholders to provide a comprehensive analysis of strengths, weaknesses, opportunities and threats against an environmental scan of trends and issues within education, workforce development, and nonprofit business sectors. And, as a student-centered organization, JMG continuously solicits feedback from enrolled students and alumni and did so in several different formats for this plan.

Key Audience	Date	Participants	Action sought	Format
External Stakeholders	2018	Business leaders, state government leaders, community members, stakeholders	CEO and EVP present to stakeholders at statewide springboard meetings. Feedback captured	Meetings and Surveys
2020 Vision Task Force	2018-2019	Executive Team, Regional Managers, Field Staff	Reading assignments, educational exercises, and meetings to review priorities, progress, and influences	Meetings and Exercises
External Stakeholders	May 2018	Business leaders, state government leaders, community members, stakeholders	CEO presents to stakeholders at Portland Chamber of Commerce: Eggs & Issues and Bank of America employee event. Feedback captured	Meetings
All Staff	Aug 2018	All staff	CEO and EVP captures staff feedback at Workforce Development Summit	Meeting
Board of Directors	Sep 2018	Full board	Leadership consultant, Jim Mahan reviews influencing change process, sets stage for Dec board meeting, strategic planning process defined	Full Board Meeting
JMG Students	Oct 2018	All 2018-2019 JMG student leaders	Leadership Education Conference: activity to capture student voice	Leadership Education Conference
Board of Directors	Dec 2018	Full Board and Executive Team	Strategic Plan Work Session: focus on workforce development and employer engagement	Full Board Meeting
External Stakeholders	Mar 2019	Legislators, School Partners, Key Supporters, Staff, Students	Feedback on research data and serving student populations with intent	Statehouse Hall of Flags
Board of Directors	Mar 2019	Full Board Student Voice	Strategic Plan Work Session: strategic plan priorities and objectives - Student presentation	Full Board Meeting
Legislative Committees	Jan – Jun 2019	DOE, DHHS, IDEA, DOL, and Approps	Presentation and feedback from committee members	Various

Key Audience	Date	Participants	Action sought	Format
Board of Directors	Jun 2019	Full Board	Fund consolidation to launch financial strategies (strategic growth, health care reserve, endowment). Investment in staff: base pay increase and bonus pool structure	Full Board Meeting
Exec Council, then All Staff	Jun 2019	Exec Council	Presentation and feedback on total compensation strategy	Meeting
All Staff	Aug 2019	All Staff	Presentation and feedback of company growth and vision	Workforce Development Summit
Board of Directors	Sep 2019	Full Board	Presentation and feedback of company growth and vision	Full Board Meeting
Governor	Oct 2019	Governor and cabinet members	Presentation of JMG's past and future story/initiatives/impact	Guidepost Letter
Board of Directors	Dec 2019	Full Board Student Voice Office of Policy Innovation & Future	Strategic Plan Work Session: strategic plan priorities and objectives; student presentation; presentation by Hannah Pingree and Maria Povec	Full Board Meeting
All Staff	Spring 2020	All Staff	Presentation and feedback on strategic plan priorities and objectives	Statewide Listening Dinners
Board of Directors	Mar 2020	Full Board, Executive Team, Ops Team	Strategic Plan Work Session: feedback and responses to draft plan	Full Board Meeting
Board of Directors	Jun 2020	Full Board	Vote on final strategic plan	Full Board Meeting
All Staff	Jun 2020	All Staff	Presentation of final strategic plan	Statewide Meeting

Internal Stakeholders:

Board of Directors: Includes all GenME, GenUS, and JMG Board members.

Executive Team: Includes all GenME and JMG executives. Meet bi-weekly.

Regional Managers: Includes ten managers, representing various regions of the state (south, central, north).

Ops Team: Includes regional managers, director of operations, asst. director of operations and vice president of human resources. Meet once-twice per month.

Executive Council: A council consisting of eight master specialists and two non-master specialists who meet several times a year with members of the executive team to discuss important, big picture issues like the state of the company, the direction in which we are headed and plans for the future. Meet 3 to 4 times a year.

2020 Vision Task Force: Includes 26 staff members including executive team, operations team, and field staff. Group has been identified as key behavioral influencers, who attend facilitated meetings to shape and influence change. Group is assigned reading and educational exercises to support role.

Strategic Priorities: 2020-2025

- 1. Seize JMG's unique position and expertise to deepen the connection between education and workforce development to reinforce and advance a system of post-secondary and career readiness that equally values knowledge and competencies, spanning the full range of essential skills that best serve and prepare students for success beyond high school.**

Our objectives include the following:

- a. Recognize the significance of JMG's relevancy for the future of Maine, given the scale and reach of programs delivered in partnership with Maine's K-12 public education system, the private business sector, and higher education institutions.
- b. Align JMG's key performance indicators to the credential-attainment goals articulated recently by education and economic leaders in Maine. JMG is supporting the state's goal, codified by statute, that 60% of Mainers will attain a degree or industry-recognized post-secondary credential.
- c. Evaluate, through third-party independent research, JMG's student-centered practices and results-driven learning strategies to advance a framework for post-secondary and career readiness that sets standards for what students should know and be able to do.

What this means: *As workforce development becomes even more crucial to the Maine economy, JMG recognizes the essential role we play in reaching more than 10,000 members of the future workforce on an annual basis. This formalizes JMG's relationship-based continuum of support focused on student engagement through career preparation pathways in partnership with public education, the business community, and higher education institutions. As the education and economic needs of Maine continue to change, independent research will show JMG makes a difference even for students who face the highest barriers, including economically disadvantaged students, students with disabilities, and youth-in-foster-care. JMG's vision is to be a champion for all Maine students facing barriers to education. We have a longstanding history of directly addressing inequities, including racial inequities, to ensure all students have access to student-centered education. JMG embraces differences of race, gender, religion, sexual orientation, socioeconomics and culture. We understand Maine's future will be a reflection of what we commit and contribute to our youth.*

Strategic Priorities: 2020-2025

- 2. Invest deeply in organizational development to support and honor the dedication of our Specialists, strengthening the internal capacity needed to deliver most effectively on mission, while upholding a positive culture based on shared values.**

Our objectives include the following:

- a. Embrace 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.

What this means: *This will include attention to key messaging and delivery, leadership development, team building, employee voice and recognition, professional development, and the fostering of a robust and vibrant culture. The College Success model and the Pathway Navigator positions have shown early promise, and a commitment must be made to capture and clearly define what works best and what is replicable. There is significant opportunity to expand and enhance the growth of these models and/or develop new variations of these models. JMG will invest in a new data infrastructure to support the development of a new model that will update the relevancy of competencies; and, create instructional tools and learning strategies — that are student-centered and results driven—in partnership with public education, higher education, and employers. New opportunities for students will include better defined pathways to earn college credits and micro-credentials prior to graduating from high school.*

Strategic Priorities: 2020-2025

3. Sustain and maximize a diversification of revenue resources.

Our objectives include the following:

- a. Solidify a stronger fiscal position, leveraging the expertise of the ad-hoc Investment Advisory 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.

What this means: JMG has expanded revenue resources, and as new "asks" are made of prospective funders, the ability to clearly articulate expectations and messaging will be critical as JMG's funding resources continue to evolve. JMG is the only statewide nonprofit in Maine formally partnering with all three agencies: Maine's Departments of Health and Human Services, Education, and Labor; and, we are deepening our relationship with the Department of Economic and Community Development and the new Office of Policy and Innovation. Within these partnerships, there exist more opportunities to define and promote common priorities and funding resources. Notably, JMG was cited as an example of an effective key partner in providing career exploration and essential skill development in the Maine Economic Development Strategic Ten-Year Plan released in November 2019. In JMG's prior strategic plan, we created a new business affiliate structure, and we will continue to build upon this framework to both capture revenue streams not accessible to JMG Inc., and, generate revenue back to the core JMG organization.

KEY PERFORMANCE INDICATORS

Student Outcomes: This new strategic plan sets a vision for improved, more significant programmatic outcomes that take our expectations for student success well beyond high school graduation. JMG will align its expectations for student performance outcomes to the State of Maine’s strategy, formally adopted in statute in 2019, to ensure all Mainers earn a minimum of a post-secondary credential of value.

With this commitment in place, JMG will transition away from the previous “5 for 5” outcomes, which focus primarily on high school graduation as a benchmark for success; and, we will adopt a new level of student performance outcomes, setting the expectation as high school graduation as the minimum milestone on a pathway to post-secondary education and career skill development.

NEW JMG “True North” Student Outcomes

Attainment 4-Year HS Graduation Post-Secondary Credential and/or College Degree	Attainment JMG Micro-Credential earned in High School	Engagement Full-time Engagement	Pursuit Post-Secondary Credential	Persistence Middle School, High School, College Success
When: - End of Senior Year - Within Six Years After High School Graduation	When: -JMG Senior Year	When: 12 Months After High School Graduation	When: 12 Months After High School Graduation; up to age of 24 years.	When: Annually
Audience: All students who had JMG at any time in high school (HS Graduation) All students who participate in JMG’s senior year program (Credential)	Audience: Primarily seniors; some juniors who demonstrate readiness	Audience: JMG H.S. graduates from the previous year’s Senior Roster	Audience: JMG H.S. graduates from the previous year’s Senior Roster; up to age of 24 years.	Audience: All JMG students, previous year’s roster
Benchmark: HS Graduation Rate Degree/Credential Attainment Rate (6 Years Out)	Benchmark: HS Senior Micro-Credential attainment	Benchmark: 32 hours of engagement – post-secondary, career path, military	Benchmark: Active pursuit of post-secondary credential (6 Years Out)	Benchmark: Stay-in-school rate, year-to-year

KEY PERFORMANCE INDICATORS

Organization Outcomes: The JMG Board of Directors and executive team leaders will maintain a common set of expectations for organizational key performance indicators, benchmarking on a year-to-year basis throughout this five-year strategic plan. Additionally, specific key performance indicators will be developed for each organizational category on an annual basis to ensure continued advancement of key strategic priorities and outcomes. The categories for organizational key performance outcomes will include:

1. Fiscal Oversight

Standard: Each year, the executive team of JMG will successfully execute the Board Approved Budget, ensuring all targeted sources of revenue are secured to meet the expenses as planned. Quarterly updates will be provided, with timely reports and solid rationale for any anticipated deviations.

2. Organizational Development

Standard: Successfully hire, train, and onboard more new employees and launch new programs, ensuring the JMG brand is understood and positioned well. Given the expected change process needed to implement the strategic plan, organizational development will require extensive culture and team building, including greater coordination and more frequent outreach from the executive and management leadership teams to Specialists and new partners. Ultimately, this success will be measured by achieving programmatic outcomes.

3. Private Development and Fundraising

Standard: Successfully meet private fundraising goals, this includes meeting the current fiscal year's goal; and, obtaining new multi-year commitments beginning for future fiscal years. This will require exceptional stewardship of current investors, and successfully identifying and securing new funders.

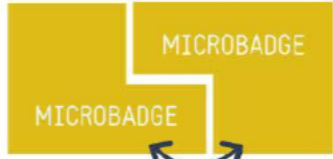



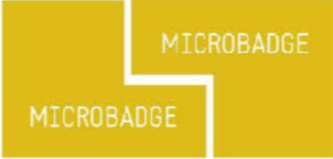



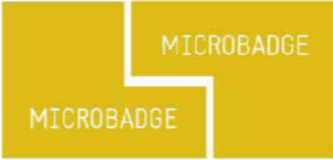







4. New Business Structure Advancement

Standard: The new business structure, having been in place for three years as this new strategic plan begins, continues to evolve. The executive team members of GenUS and GenME will continue to demonstrate the value of this structure, to include both the generation of new revenue sources as well as seizing opportunities to advance innovation. The framework of the structure provides an opportunity for bolder risk taking, and an ongoing expectation will be new opportunities will continue to be developed and shared with the board to continue so that the affiliate structure can "scout" new opportunities to both support and fold back into JMG.

5. Strategic Plan

Standard: With this new Strategic Plan in place, it is recognized the Board of Directors and the JMG Executive Team is making a commitment to a comprehensive and enormous change process. On an annual basis the JMG Executive Team will be tasked with demonstrating the execution of a change process that includes board member participation, organizational advancement and culture building, and ownership of a five-year strategic plan to successfully bring the organization to 2025 and beyond.

JMG's Microbadge Model Framework

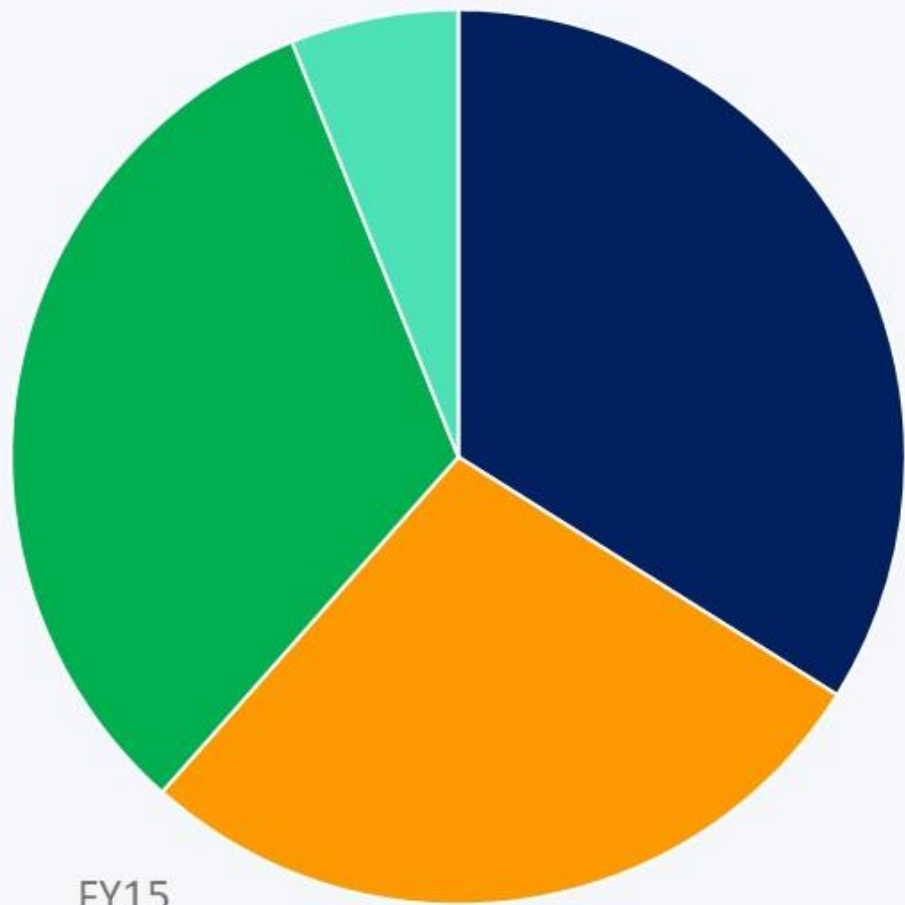
7 Competency Buckets	Middle School Exploration	High School Exposure	Senior Year Experience	
	Creativity and Innovation ♦ Critical Thinking ♦ Communication ♦ Collaboration			
Flexibility & Adaptability	i.e. Resiliency 	i.e. Public Speaking 	i.e. Job Ready 	
Initiative & Self Direction	Repetition & Reinforcement			
Social & Cross-Cultural Skills				
Productivity & Accountability				
Leadership & Responsibility				
Career & College Readiness				
A. Common/Overlap for Career & Post-Secondary				
B. Career-Ready				
C. Post-Secondary Bridging				
Information, Media, Technology				

REVIEW OF FIVE-YEAR ORGANIZATIONAL HIGHLIGHTS

FISCAL YEAR 15	FISCAL YEAR 17	FISCAL YEAR 18	FISCAL YEAR 19	FISCAL YEAR 20
Total of 80 programs 5,150 students served annually	Total of 91 programs 6,500 students served annually	Total of 104 programs 7,000 students served annually	Total of 131 programs 9,000 students served annually	Total of 143 programs 10,000+ students served annually
Specialist starting salary: \$31,500	Specialist starting salary: \$33,000	Specialist starting salary: \$34,000	Specialist starting salary: \$35,000	Specialist starting salary: \$40,000
10-year Specialist compensation: \$39,189 Specialist highest compensation: \$56,271	10-year Specialist compensation: \$42,535 Specialist highest compensation: \$55,636	10-year Specialist compensation: \$44,535 Specialist highest compensation: \$59,636	10-year Specialist compensation: \$47,035 Specialist highest compensation: \$60,000	10-year Specialist compensation: \$53,035 Specialist highest compensation: \$65,000
Newly secured public funds: \$300,000	Newly secured public funds: \$500,010	Newly secured public funds: \$1,250,494	Newly secured public funds: \$2,476,040	Newly secured public funds: \$1,000,000
College Success: one program at Thomas College	One-time financial literacy award: \$1,500,000	State appropriation increase: \$350,000	Contribution into retirement: \$250	Payroll deduction added for NextGen 529
Total budget: \$7,630,475	Total budget: \$8,054,319	Total budget: \$8,780,437	Total budget: \$11,181,224	Total budget: \$12,341,096
Development goal: \$925,000	Development goal: \$1,683,077	Development goal: \$898,459*	Development goal: \$1,688,088	Development goal: \$1,811,268
SGF investment: \$375,000	SGF investment: \$500,000	SGF investment: \$400,000 *first year sunset of Nellie Mae grant	SGF investment: \$400,000	SGF investment: \$400,000
New Executive/Management Capacity: This was the first year of the new 2015-2020 Strategic Plan. Consultant, Carole Martin and attorney, Nelson Toner worked with subcommittee of the board and Craig and Kim to develop new business structure and three-year business plan to launch the GenUS and GenME affiliated businesses.	New Executive/Management Capacity: Elevated role of VP of Finance to Chief Operating Officer, Nate Pelsma. (note – Dena Shorey, Accounts Specialist was promoted to Accounts Manager and completed MBA degree); and, added the new position of Director of Operations to directly support team of Regional Managers.	New Executive/Management Capacity: Added position of Chief Strategy Officer for GenME, David Galin; and, filled vacant position of Vice President of Institutional Advancement with Heather Douglass. Added new Accounting Specialist and New Development Manager. Also one-year part-time position, offered in-kind by Unity Foundation, to support 25 th Gala.	New Executive/Management Capacity: Added two new Regional Managers and a Data Manager. Refined Chief Strategy Officer to provide executive oversight of JAG New England and other GenerationME initiatives. Seek to add workforce development executive capacity mid-year.	New Executive/Management Capacity: Added two new Assistant Directors of Operations, one new Regional Manager, new Assistant to Chief of Staff for more executive team capacity.

Funding Sources

FY15 and FY20

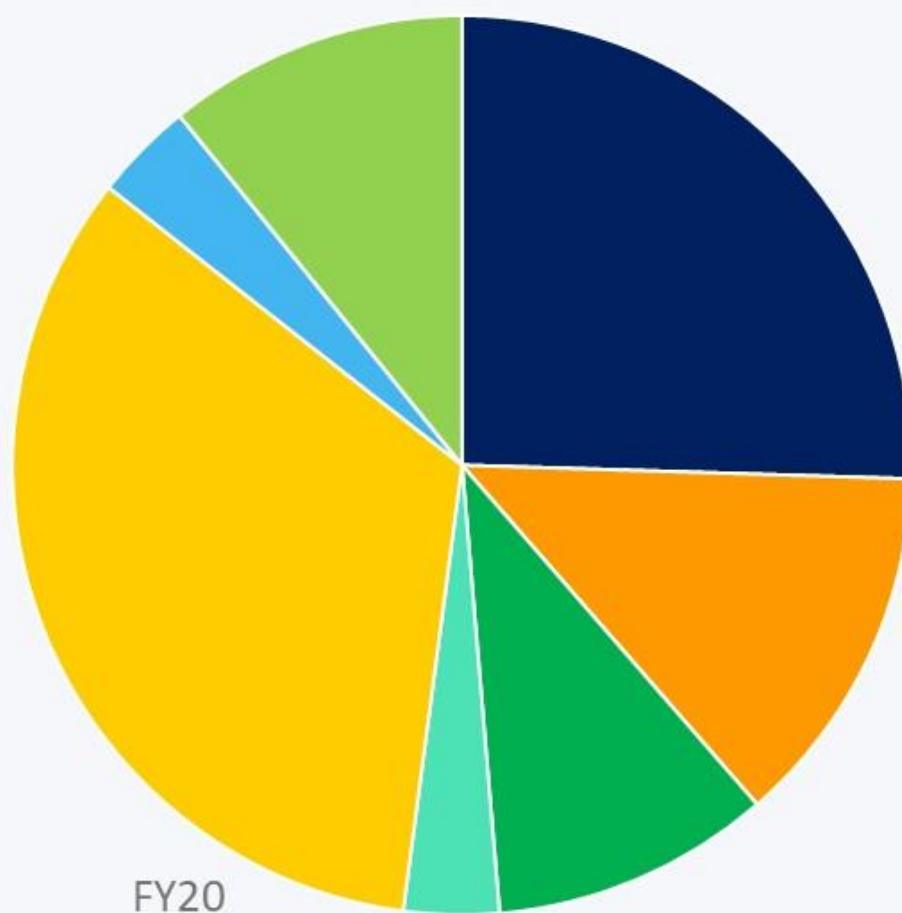


State Appropriations

Development

School Contributions

Contracted Services
= GenME



DOL

Gala and Endowment

DHHS

Outcomes

FY15 and FY19

FY15

95%

Graduation Rate

85%

Engagement Rate

48%

Post-Secondary Enrollment

FY19

92%

Graduation Rate

85%

Engagement Rate

56%

Post-Secondary Enrollment



JMG students earn 14% more in wages

According to a Maine Department of Labor study, six years after high school graduation, JMG students are earning 14\$ more than all other students of the same age.



Significant wage growth for JMG graduates

Despite barriers, JMG graduates experienced significant, consistent, and sustained wage increases after high school, more than 10 times the rate of inflation.



Higher high school graduation rates for students with disabilities

AIR found that students with disabilities who enroll in JMG are 17 percentage points more likely to graduate high school than their peers with disabilities not enrolled in JMG.

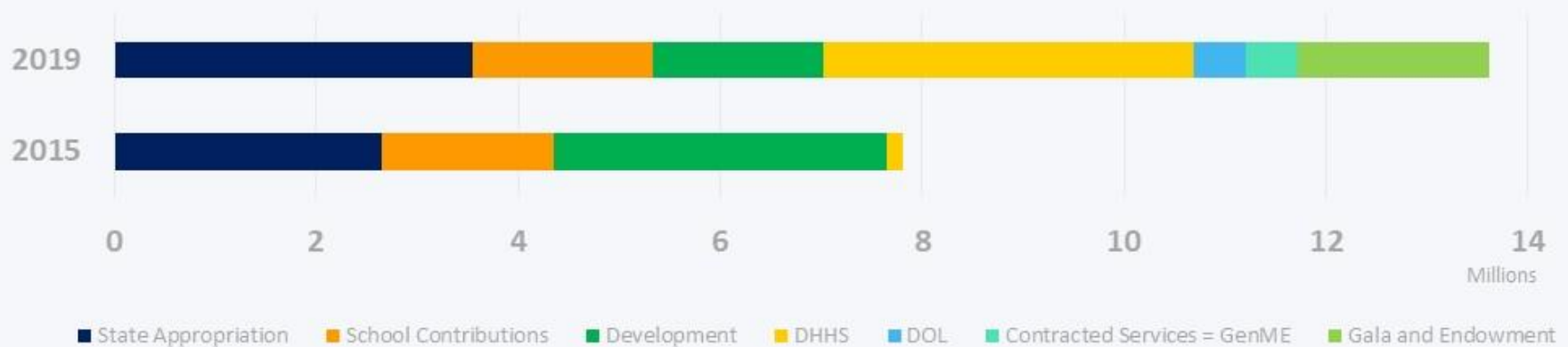


JMG College Success Program supports persistence

Two-thirds of students in the JMG College Success Program who enrolled in college between 2015-2017 are still enrolled today, and 85% are still in college or working full-time.

Comparison

FY15 and FY19



REFERENCE DOCUMENTS



2018 Grant Report

Dear Friends of the Harold Alfond Foundation:

We are pleased to share this Grant Report summarizing our work in 2018 and offering guidance on future grantmaking.¹ For updates throughout the year and additional information on the Foundation's work, please visit our website at www.haroldalfondfoundation.org.

Financial Data and 2018 Grant Funding

Since Harold Alfond's passing over 11 years ago, the Foundation has awarded \$340 million in grant support, primarily in Maine.

After payment of all grants and operating expenses in 2018, the Foundation closed the calendar year with assets north of \$819 million, down significantly from \$864 million at the year-end of 2017. This decrease was a result of two factors: (1) \$41.3 million in grant spending; and (2) no growth in the value of our investment portfolio.

In 2018, the Foundation's grants totaling \$41.3 million were paid to 49 organizations, with spending (on a dollar basis) highly concentrated among 10 recipients. Geographically, over 95% of the Foundation's funding was paid to Maine institutions. Consistent with Harold Alfond's long-time preference for supporting Central Maine communities, over 40% of funding was awarded in this region of the state. Once again, the Foundation invested significant dollars (nearly \$14.5 million) in Waterville.

As noted in previous reports, one might hope Foundation investments will increase lock-step every year. But markets are volatile, and the Foundation, like all investors, will experience negative or flat returns in some years. Such a year was 2018, as a dramatic fourth quarter market decline, triggered by Federal Reserve interest rate tightening, erased our portfolio's gains for the year. Even so, the Foundation's portfolio experienced a negative return of less than one-half of one percent on the year (0.4%). As this report is published, investment returns have surged, and our assets have recovered and now exceed the 2017 year-end value.

¹ Committed to operating in a transparent manner, the Foundation is sharing this letter as one of several means by which we distribute information about our grantmaking and other significant financial, operational, and programmatic activities.

Future Grant Commitments

As of January 1, 2019, the Foundation had binding grant commitments—money payable to charitable institutions for projects in *future* years—of over \$113 million, up significantly from the \$62 million and \$54 million reported a year and two years ago, respectively.² The 2019 increase (on a net basis) is the result of several new grant commitments, many of which are described in this report.

Grant spending for 2019 is expected to equal or exceed \$47 million. Most of this amount has already been committed and will be paid to Maine institutions.

Grantmaking Mission, Values, and Areas of Interest

Over the past year, the Foundation held a series of Board and staff conversations geared toward reflecting on and refining the Foundation's grantmaking preferences and strategy. Informing this process, like so much of what we do, were the philanthropic principles and pattern of giving of Harold Alfond, as well as the state's evolving needs and opportunities. Through this work, the Foundation reaffirmed a grantmaking approach and philosophy that continues to favor high-quality leadership, entrepreneurial and creative solutions, teamwork, and "skin in the game" on the part of our grantees. The Foundation's mission and values, restated as part of our planning process, are shared in Footnote 3 below and, going forward, will continue to guide how we think about grant opportunities.³

Present Thinking and Future Direction

In his semiannual testimony to the United States Senate, Federal Reserve Chairman Jerome Powell described the U.S. economy as healthy in many ways but hindered by multiple "longer-run challenges," such as low labor force participation among prime-age men and women,

² The Foundation's \$113 million of unpaid grant commitments *does not* include (1) the Foundation's long-term commitment to the Harold Alfond College Challenge or (2) the Foundation's commitment to backstop MaineGeneral Medical Center's "Debt Service Reserve Fund" in the approximate amount of \$23 million (see details in the 2011 and 2012 Grant Reports). It *does* include the Foundation's remaining commitment to fund the Alfond Leaders Student Debt Reduction Program.

³ **Mission:**

The Harold Alfond Foundation honors and promotes the values of its founder through transformative investments for the benefit of Maine in education, health care, and youth and community development.

Values:

We value and invest in:

- *Young People* — they are the future of Maine, and we collectively owe them healthy communities, high-quality educational opportunities, and the chance to learn and grow through teamwork and athletics;
- *Leaders and Entrepreneurs* — the health and well-being of our communities rely on addressing pressing needs with strong leadership, creative and entrepreneurial solutions, and teamwork and partnership;
- *Opportunities* — we look to find new and bold opportunities, where our investments can make a difference, may support the "underdog," and promote healthy competition and "skin in the game;"
- *High-Quality Education and Health Care* — an educated and healthy citizenry is vital for the future success of Maine, well-being of our communities, and strength of our economy. Those who live, work, play, and grow in our state deserve the very best educational institutions and health care services.

stagnant incomes for many families, and a lack of upward economic mobility among people with lower incomes.⁴

As the Harold Alfond Foundation surveys the national landscape, we see an economy in transition. We see that small towns and rural areas of the country are struggling with the challenges of global competition and innovation of an accelerating data and technology driven economy. Given the Foundation's interest in higher education, three statistics are emblematic of this transition and the challenges it has created.

First, there is persuasive evidence that prime-age workers in the bottom 60% of income have had no real inflation-adjusted income growth since 1980.⁵

Second, while higher education correlates strongly with higher income, 60% of Americans have not had the benefit of completing higher education in *any* form;⁶ and,

Third, 60% or more of America's future jobs will require our citizens to have higher education in *some* form and with content that imparts skills needed in our global economy.⁷

That 60% of our citizens are at risk of being left behind poses enormous cultural, economic, and political risks and challenges. In our globally competitive world, with the emergence of artificial intelligence and automation, we see especially foreboding challenges facing our nation's middle class, and less-advantaged youth and young adults, in particular.

These risks and challenges are particularly acute in Maine, a state with large rural areas, a stagnant birth rate, aging population, and a declining skilled workforce. In past reports,⁸ we have described this combination as a "perfect storm" and declared our interest in grants which would:

- Enhance undergraduate and graduate education in the business and STEM fields;
- Incentivize more skilled workers to stay in the state or to move here;
- Support initiatives designed to accelerate the creation or growth of businesses in focused sectors of Maine's economy; and,
- Increase post-secondary educational attainment of all citizens from all walks of life.

⁴ "Semiannual Monetary Policy Report to the Congress." Federal Reserve Chairman Jerome Powell. February 26, 2019. <https://www.federalreserve.gov/newsevents/testimony/powell20190226a.htm>

⁵ "Our Biggest Economic, Social, and Political Issue." October 23, 2017. Ray Dalio. <https://www.linkedin.com/pulse/our-biggest-economic-social-political-issue-two-economies-ray-dalio/>

⁶ "A Stronger Nation." 2019. Lumina Foundation. <http://strongernation.luminafoundation.org/report/2019/#nation>

⁷ "Recovery: Job Growth and Education Requirements Through 2020." June 26, 2013. Georgetown University. https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf

⁸ Two examples are the 2017 Grant Report (pages 2-3) and the 2013 Grant Report (page 3). Both reports are available at <http://www.haroldalfondfoundation.org/history.htm>

Since then, a 2018 report on the Maine economy has shed further light on our state's demographic and workforce challenges. The report references a survey of Maine business and education leaders (by Market Decisions Research) finding that, all across Maine's economy, employers are having trouble finding skilled workers, such as technical and professional workers.⁹ In addition, the study provided compelling evidence of the major need for "middle-skill" workers, who require more than a high school education, but not a four-year or even a two-year degree, yet are so important to keeping the wheels of our economy turning. Thousands of jobs are being posted, many going unfilled.

With this report in mind, we have expanded and refined our list of objectives to include grant outcomes which:

- Better align academic curricula with the state's workforce needs;
- Increase higher education access, opportunity, and training for unemployed and under-employed workers by offering shorter term, non-credit, diverse, non-traditional education linked to employer needs at lower cost; and,
- Support education initiatives which build workforce skills required by the fastest-growing segments of the global economy, such as computer technology and the life sciences.

The Foundation now has some \$40 million committed and payable to higher education and other institutions over the next decade to promote workforce and economic development in Maine. We look to commit more. In the pages ahead, we review the Foundation's work in 2018 and its emphasis on the workforce and economic development challenges and opportunities described above.

Harold Alfond College Challenge

Established in 2008, the Foundation's signature grant program, the Harold Alfond College Challenge, awards a \$500 grant to every Maine resident baby for education beyond high school. This program represents a long-term strategy by the Foundation to increase aspirations and access to higher education among Maine's young people and to build our future workforce. In partnership with the Alfond Scholarship Foundation (ASF) and Finance Authority of Maine (FAME), the program has four goals:

- 1) To increase awareness of the \$500 grant so that Maine families know they have it and why it matters ("Awareness");

⁹ "Making Maine Work: Critical Investments for the Maine Economy." December, 2018. Maine State Chamber of Commerce, Maine Development Foundation, and Educate Maine. https://www.mdf.org/wp-content/uploads/2019/01/MMW_2018_FullReportsm.pdf

coordinating hub of Maine's graduate programs and tasked with building and leveraging relationships in the business, legal, and public service communities.

In the spirit of Harold Alfond, our \$7.5 million Maine Center grant is a challenge grant, with each payment tied to tangible progress and performance. We look forward to paying every cent!

We hear from many of our education partners on the front lines that the social, emotional, and financial barriers facing today's young people are numerous and increasingly complex, threatening to derail even the most resilient students. Since its founding in 1993, **Jobs for Maine's Graduates** has helped 50,000 young Mainers persist on the path from education to employment. JMG has received our support in years past. And does it ever deliver!

So, in 2018, we decided to invest still further by committing \$4.5 million, payable over four years, to support JMG's endowment and expand the organization's "College Success" program. This program ensures that young students have the support they need to prepare for, enroll in, and ultimately succeed at college and in the workplace. With our support, the program now extends to all of Maine's public colleges and universities (in addition to Thomas College¹²) and includes four new "Pathway Navigators" to help JMG alumni around the state get back in pursuit of a degree or credential of value.

In last year's report, we said that no other organization in America is as good at increasing high school graduation rates, college retention, and degree attainment among youth as JMG. We love being right about our grantees—especially when we are right year after year. In 2018, JMG was named—for the 23rd consecutive time—"Best Program in the Nation" by its national affiliate, Jobs for America's Graduates. Our congratulations and thanks to JMG's outstanding leadership, Craig Larrabee and Kim Lipp, and to all JMG Specialists and staff for their commitment to Maine's kids. Not only does every young person in Maine deserve the opportunity to reach his or her full potential—our state's future depends on it.

Health Care

Seven percent of the Foundation's grant spending in 2018 was directed to Health Care. While a modest percentage of the overall grant budget, the Foundation's Health Care grants are helping to improve the health and wellness of Mainers, especially those affected by cancer.

At over 3,000 deaths a year, cancer is the leading cause of death in Maine. Studies by the Center for Disease Control and National Cancer Institute suggest that rural cancer patients experience the worst survival rates, because they do not have ready access to advanced therapies, such as clinical trials. In Maine, where 61% of the population live in rural areas,

¹² The Foundation awarded grant funds to Thomas in 2015 to support student retention efforts, which included a pilot of the JMG College Success model.



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Theresa M. Stone
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September 19, 2019

Bruce Wagner, CEO
Finance Authority of Maine
5 Community Drive
Augusta, ME 04332

Dear Bruce:

On behalf of the Harold Alfond Foundation, we would like to commend the Governor and your team for their work in developing a strategic economic development plan for Maine. In follow-up to discussions you and I have had, this letter is to offer four policy suggestions for consideration in your plan. These suggestions are borne out of our experience as Maine's largest philanthropic foundation and are aligned with the Task Force's three stated goals to raise the productivity of Maine's workers, increase their income, and grow the workforce. As CEO of FAME, you are familiar with many of the Foundation's investments, and we are most grateful for your leadership and partnership. Yet some Task Force members may not be so deeply versed, so please excuse the information detailed below of which you are already aware.

The **Harold Alfond College Challenge**, the Foundation's signature grant program, awards \$500 to every Maine resident baby for that child's education beyond high school. To date, the Foundation has awarded over \$51 million to nearly 103,000 Maine children. Families of some 20% of these children have in turn contributed over \$80 million of their own funds to their children's NextGen 529 college savings accounts. And FAME, a key partner in administering the program, has contributed an additional \$12 million to family accounts through a matching program to incentivize higher education savings. In total, nearly \$144 million has been invested for the future higher education of Maine children.

Because the \$500 grant became automatic for all Maine newborns in January of 2013, we now have entire classrooms of kindergarten students statewide who have the Alfond grant as a starting place to save for higher education. However, one of the main goals of the College Challenge – family savings through Maine's NextGen Program - has not been realized: almost 80% of those born since 2013 do not have NextGen 529 college savings account. This suggests a bold policy proposal for your consideration:

Policy Suggestion #1 – Attract young families to Maine and solidify Maine’s national leadership in college savings rates by opening and contributing to a NextGen 520 college savings account for every child born in or moving to Maine.

Maine leads the nation in promoting college savings. And across the nation, other states and municipalities are following our lead. Imagine what it would mean to the legacy of the Governor’s economic plan and to the achievements of this Task Force if every child born in Maine were to have a NextGen 529 account. Such an accomplishment would lead to exponentially higher college-going and completion rates, a more educated workforce, and a stronger economy. In partnership with policy goals #2 and #3 below, this strategy could encourage a legion of young families to move to Maine. While ambitious, we believe this goal would not only send a powerful and positive message nationwide about Maine, but could be largely engineered through strategic engagement with the public education system; in particular, by implementing an initiative focused on enrolling students in NextGen as they enter kindergarten and perhaps other grades. Kindergarten is an especially propitious time to increase NextGen account openings as it is not only an education milestone, but also when parents are already completing paperwork with much of the same information required to open 529 accounts.

Because 529 accounts can be used for a variety of post-secondary education options, not just traditional college, we believe that this policy goal could help make significant progress towards the Task Force’s first two stated goals, i.e. to increase Maine workers’ productivity and their incomes.

The **Alfond Leaders Student Debt Program** is an initiative that helps address Maine’s STEM workforce shortage by incentivizing STEM workers to live and work in Maine. It does this through student debt reduction awards of 50% of a worker’s student debt, up to \$60,000 per person. Through the program’s first two years of operations, 92 Maine STEM workers were selected as ‘Alfond Leaders’. They live in 14 Maine counties and are employed by 65 Maine companies, ranging from large publicly-traded firms to small start-ups. All 92 are living and working here in Maine, contributing to our economy with an estimated “economic footprint” of over \$50,000,000 annually, a figure which takes into account their estimated earnings, the business sales generating those earnings, and the indirect impact of those earnings and sales as they flow through the Maine economy.

However, even though student debt reduction payments go directly to the lenders, Leaders have to pay taxes on these debt payments as if the awards were their income. This weakens the program’s ability to attract and retain professionals in Maine and runs counter to the goals of the program. In short, it diminishes what otherwise would be a very strong program, and one unique to Maine. As these are the only grants the Foundation makes that are taxable, it also is a strong disincentive to the Foundation to expand the program to more STEM professionals. These challenges suggest two policy changes for your consideration:

Policy Suggestion #2 – Attract and retain talented professionals in Maine by exempting from state income taxes any student debt relief made by philanthropic organizations.

This change would eliminate the disincentive that current state tax law presents for recruiting and retaining skilled workers in Maine generally and Alfond Leaders in particular. It would be a meaningful step forward with no cost to our state. That said, Leaders still owe federal income tax on their awards. This suggests another change that would put Maine at a competitive advantage nationwide for attracting STEM professionals from around the country.

Policy Suggestion #3 – Provide a first-in-the-nation state tax credit for federal income tax liability related to philanthropic student debt relief.

As far as we know, Maine would be the only state to offer such a credit. Along with the Opportunity Maine Tax Credit, we believe these two policy changes could give Maine a strategic edge in the fight to recruit young talented workers to the state, and would contribute significantly to the Task Force's third goal to grow Maine's labor force.

Finally, since 2011, the Foundation has granted over \$15 million to **the Maine Community College System (MCCS) and Jobs for Maine's Graduates (JMG)**, separately but for related reasons. Both organizations are at the forefront of your Task Force's goal to better align workers' skills with employers' needs. They are also partners in improving the college retention and success rates for Maine students. The Foundation recently granted \$3.6 million to MCCS's emerging short-term credentialing initiative; this initiative develops short-term occupational training programs in areas like nursing and welding. During the three years of the grant, MCCS will serve 300 students. The Foundation has also recently granted JMG almost \$6 million to aid in its development of a continuum of support from middle school and high school to college and the workforce. JMG's support system not only helps youth graduate high school and college but gives them critical life and career skills. The similar objectives and collaborative spirit of the two organizations suggest a final policy idea for your consideration.

Policy Suggestion #4 – Direct MCCS and JMG to expand and hasten their development of short-term workforce credentials and micro-badges that respond to the immediate needs of Maine employers, replete with both technical and soft skills, and with a full suite of student success support services, including financial aid.

We offer these policy suggestions in the spirit of the Foundation's long-standing partnership with Maine state government and with FAME in particular. On behalf of the Trustees of the Harold Alfond Foundation, thank you for the opportunity to share these thoughts with your Task Force, and please let us know if we can help you in any way.

Sincerely,



Gregory W. Powell
Chairman of the Board

cc: Dave Daigler, Craig Larrabee, John Fitzsimmons
GWP/mad



Dear JMG Supporters,

For twenty-five years, JMG has helped at-risk youth stay in school and enter the workforce with the skills and self-confidence that employers demand. JMG's authentic, cohort-based approach has given 50,000 youth a reason to stay connected at a critical time in their lives. Their model supports deep, competency-based skill building that is cost-effective today, and will pay enormous dividends tomorrow as we avoid the financial and opportunity costs that arise when youth disengage from school and work.

And it works: 92% of JMG seniors graduate from high school; 85% of JMG graduates experience positive outcomes one year after graduation in the form of school, employment, or the military; and six years later, JMG graduates are earning 14% more than their peers.

That JMG can so clearly point to positive outcomes demonstrates the deep commitment that JMG has to data and accountability. In the high-stakes of working with at-risk youth, anecdotes do not cut it. We must objectively evaluate what works and what doesn't. JMG's data-driven culture and their willingness to use data to make changes is a key component of their success in helping youth overcome significant obstacles.

What about the next twenty-five years? Now more than ever, JMG's role is critical, both in the hard work of preparing youth for life on their own, and in the broader effort of workforce development. To grow Maine's economy tomorrow, we need to ensure that today's young people enter the Maine workforce with relevant skills, talent, and motivation. Research tells us that trying to bring youth back into the fold after they have disengaged is expensive and fraught with failure. JMG is well-positioned to use their school-based intervention model to keep youth connected and to play an outsized role in addressing Maine's workforce challenges.

One of the primary ways JMG will help Maine address its future workforce needs is with their expansion to college campuses. JMG will now be confronting some of the most critical workforce development challenges of our time by working with college-going young people to ensure they earn credentials of value and do not drop out. JMG is the right organization at the right time to take on this problem, and I am proud to join you in celebrating JMG's success of the last twenty-five years and offer best wishes for the next twenty-five.

Sincerely,

John Dorrer

BIO

John Dorrer is an economist with over 30 years of experience in workforce development. John's work has focused on the study of labor markets and the efficacy of human capital investments. In Maine and nationally, he has formulated research strategies examining the dynamic relationship between skill requirements and learning objectives, and developed collaborative strategies to more effectively align education and training with workplace demands.



FOR THE PAST 25 YEARS, JMG HAS BEEN DEDICATED TO SERVING MAINE STUDENTS WITH BARRIERS TO SUCCESS.

JMG is Maine's only education-based, statewide nonprofit offering a continuum of support to students from middle school, through high school graduation, throughout post-secondary education, and onto successful career pathways.

Here are some startling facts:

Less than **80%** of economically disadvantaged students in Maine *graduate* high school¹; and,

Just **20%** have a college degree within *six years* of high school graduation.²

17% of Maine students with disabilities *drop out* of high school³; and,

Only **10%** have a college degree *six years later*.⁴

Less than **3%** percent of Maine youth from the *foster care system* graduate college.⁵

The vision of JMG is to be a champion for all Maine students who face barriers to education. JMG vigilantly tracks and responds to the outcomes of our programs, always keeping students at the center of the educational process. JMG's successes can clearly be illustrated through measurable, documented performance outcomes. **JMG is Maine's most successful and only statewide high school dropout prevention program.** 92% of JMG high school students graduate high school, compared to 87% for all Maine students. 87% of JMG graduates are in college, working, or in the military one year after high school.

During the past year, **four new research evaluations** have been performed to further analyze the impact of the JMG program. This research, conducted by independent evaluators, provides new insights into the JMG model. The findings are both affirming and a call to action. They show definitively that the JMG model is working, but that more must be done to help disadvantaged students succeed in college and careers.

Research Project #1: Significant wage growth increase for JMG graduates

Stepwise Data Research, an economic research firm located in Yarmouth, Maine, in partnership with the Maine Department of Labor (MDOL), analyzed wage records for 1,500 JMG students who graduated high school in 1998, 2009, or 2010. JMG students in this study began with an average of six documented barriers to success. **Despite these barriers, the research showed that JMG graduates experienced significant, consistent, and sustained wage increases after high school.** Average wages for JMG students who graduated high school in 2010 doubled in the six years after their graduation (+107%).

¹ Compared to 95% of non-economically disadvantaged students; source: Maine Department of Education Data Warehouse; 4 year graduation rate for the 2017 cohort

² Compared to 46% of non-economically disadvantaged students; source: National Student Clearinghouse Student Tracker for High Schools Demographic Report, 2017

³ Compared to 10% of non-disabled students; source: American Institutes for Research, May 2018

⁴ Compared to 43% of non-disabled students; source: National Student Clearinghouse Student Tracker for High Schools Demographic Report, 2017

⁵ Burt S. Barnow, Amy Buck, Kirk O'Brien, Peter Pecora, Mei Ling Ellis, and Eric Steiner, "Effective Services for Improving Education And Employment Outcomes For Children And Alumni Of Foster Care Service: Correlates And Educational And Employment Outcomes," Child & Family Social Work (2013): 159.

Average wages for 2009 graduates increased by 137% over six years. For both classes, this represented average annual wage increases of over 18% or \$2,300 per year, more than 10 times the rate of inflation.

Research Project #2: Higher high school graduation rates for students with disabilities

American Institute for Research (AIR), a global research firm located in Washington D.C., evaluated the effect of JMG programming on high school graduation rates for Maine students with disabilities. The study was commissioned by the Maine Department of Labor as part of a federal grant they received for their vocational rehabilitation services. AIR used a dataset prepared by the Maine Department of Education that identified over 27,000 students with disabilities who first enrolled in high school between 2005 and 2013 and followed them during their four years of high school. **The results showed that students with disabilities who enroll in JMG are 17 percentage points more likely to graduate high school than their peers with disabilities not enrolled in JMG.** These results were statistically significant at the 99% level.

Research Project #3: The JMG College Success Program supports persistence

Stepwise Data Research analyzed data from three cohorts of students who enrolled in one of ten JMG College Success programs at Maine's public university and community college campuses between 2015-2017. These students were former JMG high school students, youth who had been in the foster care system, or students who had recently received their GED or HiSET diploma. **Two-thirds of students in the JMG College Success Program who enrolled in college between 2015-2017 are still in college today, and 85% are still in college or working full-time.**

Research Project #4: Predictors of college success for JMG students

The college-going and college-completing rates for students from three JMG graduating classes, 1998, 2009, and 2010 were analyzed by Stepwise Data Research. These college success rates were analyzed with data from the National Student Clearinghouse (NSC), which contains semester-by-semester enrollment and graduation records for 97% of U.S. Title IV, degree-granting institutions. The NSC outcome data was then matched with student-level socio-economic data from JMG. **The most important characteristics that predict a JMG student will earn a college degree are their academic performance in high school, the presence of a special-education disability, and the education level of his/her parents.**

JMG is using this new research to refine its learning strategies, programming, and organizational structure to better support the needs of these youth, and in doing so not only help them, **but also break the cycle of generational poverty by supporting academic success, good decision making, and ensuring job preparation and successful connections to career pathways.** For example, JMG and Maine's Department of Health and Human Services have formed a close collaboration to ensure economically disadvantaged and foster care youth have an opportunity to enroll in JMG programs statewide. All JMG Specialists have received Adverse Childhood Experiences (ACES) professional development.

Today, JMG is reaffirming its commitment to Maine's youth, particularly those who are economically disadvantaged, with a disability, or in foster care. In summary, these research findings are both affirming and a call to action for new strategies to support disadvantaged Maine students. Data evaluation and research have been and will continue to be central to JMG's mission and program.

60% by 2025

Coalition Members

(As of 10/25/17)

Steering Committee

Alfond Scholarship
Foundation
Bath Iron Works
Coastal Enterprises Inc.
Educare Maine
Emanuel and Pauline A. Lerner
Foundation
Finance Authority of Maine
Great Schools Partnership
Husson University
John T. Gorman Foundation
Live and Work in Maine
Maine Adult Education
Maine Community College
System
Maine Development Foundation
Maine Maritime Academy
Maine Municipal Association
Maine's Pre-K to 12 System
Partners
Maine State Chamber of
Commerce
Maine State Workforce Board
Maine College Access
Network
Maine Community Foundation
MELMAC Education Foundation
New Ventures Maine
Thomas College
University of Maine System
University of New England

Strong Foundations

Alfond Scholarship
Foundation
Educare
Maine Children's Alliance
Maine Department of
Education
Maine Early Learning
Investment Group
Ready Nation/Council for
a Strong America
United Way of Greater Portland



What is MaineSpark?

MaineSpark is a 10-year commitment from Maine's most influential education and business leaders to work together to ensure that Maine's workforce is productive and competitive. MaineSpark organizations connect people with the education, training, jobs, programs and resources needed to thrive in Maine's robust and changing economy. MaineSpark is powered by a coalition of organizations—schools and universities, nonprofits and foundations, government agencies and businesses—with a common goal: **by 2025, 60% of Mainers will hold education and workforce credentials that position Maine and its families for success.**

MaineSpark comprises four tracks, each offering and supporting programs and services for Mainers at all stages of life to reach their education and career goals.

Who is MaineSpark for?

MaineSpark links people in every stage of life, from every economic and educational background, and from every corner of the state and beyond who are pursuing their goals in this great state with member organizations that provide support and services. Whether you are preparing a child for a bright future, getting ready to start work toward or complete a degree or credential, looking to switch careers, or considering a move to Maine, MaineSpark can connect you to a network of beneficial resources.

Why is MaineSpark important?

Maine has jobs—excellent jobs in growing industries. And Maine has workers—hard workers with dreams to fulfill. By working together, MaineSpark's team of organizations and services will best serve Mainers who are aspiring to gain access to the skills, knowledge and information needed to land the jobs they want.

MaineSpark's mission: to shed light on the current employee/employer mismatch; to close the gap between worker skills and industry needs by connecting people with programs that provide training and education resources and services; to increase the overall educational attainment of Maine's people; and to broaden the understanding that Maine is a state full of opportunities and a great place to live and work.

To connect with
MaineSpark, or to sign up
for updates and news,
go to: MaineSpark.me

Press Contact
Ed Cervone
connect@MaineSpark.me

Coalition Members

(As of 10/25/17)

Future Success

Cianbro
Destination Occupation
Educate Maine
Emanuel and Pauline A. Lerner
Foundation
Finance Authority of Maine
GEAR UP
Island Institute
Jobs for Maine's Graduates
Maine Adult Education
Maine Association of Chamber
of Commerce Executives
Maine Community College
System
Maine Department of
Education
Maine Development Foundation
Maine Education Opportunity
Center
Maine Principals' Association
Maine School Management
Association
Maine State Chamber of
Commerce
Maine's Career & Technical
Education System
Maine College Access
Network
MELMAC Education Foundation
New Ventures Maine
University of Maine System

Adult Promise

Educate Maine
Finance Authority of Maine
Goodwill Northern
New England
Husson University
John T. Gorman Foundation
Maine Adult Education
Maine Community College
System
Maine Community Foundation
Maine Development Foundation
Maine Department of Labor
Maine Educational Opportunity
Center
New Ventures Maine
University of Maine System

New Opportunities

Live and Work in Maine
Project>Login (Educate Maine)

To connect with
MaineSpark, or to sign up
for updates and news,
go to: MaineSpark.me



Tracks

MaineSpark's coalition members offer and support a wide range of services and resources aligned with the goals of its four tracks. Below are some highlights of the innovative programs offered through its coalition members.



Strong Foundations, for children
from birth through Sixth Grade

Strong Foundations wants all Maine's children to begin life with good educational opportunities and plenty of hope. MaineSpark can connect children to their futures through programs like the Harold Alfond College Challenge, which gives every Maine baby a \$500 start toward higher education costs, and Educare, a state-of-the-art early learning facility for low-income children in Central Maine.



Future Success, for students from Sixth Grade
through post-secondary education

Future Success prepares Maine's youth for college, trainings and career options so they are ready to launch successful adult lives. MaineSpark can connect young people to their futures through programs like JMG's Drop Out Recovery program, which counsels youth back into quality jobs and post-secondary enrollment, and the Island Institute's Island Fellows Program, which places recent college graduates in professional positions in Maine's year-round island communities.



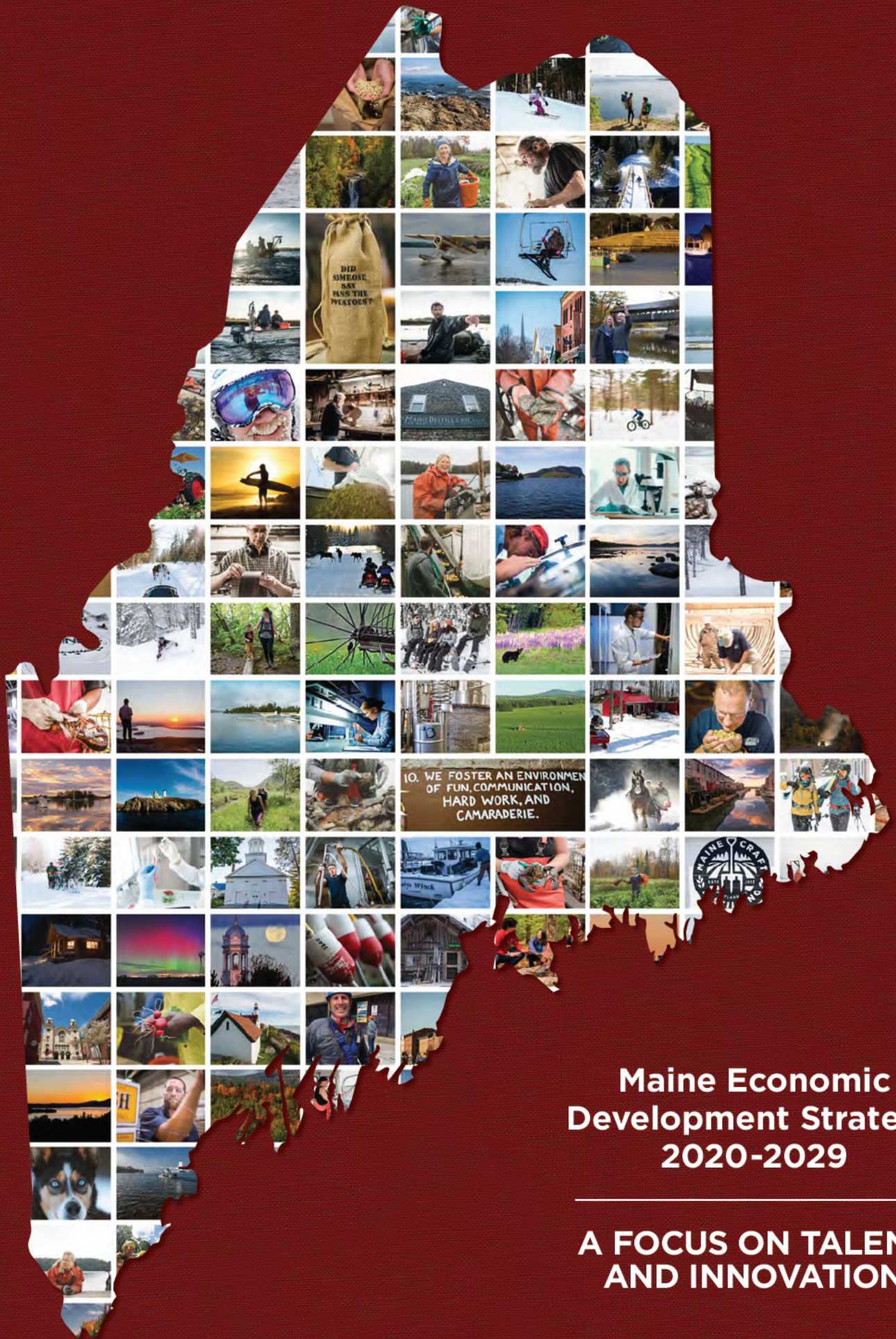
Adult Promise, for those returning to
complete degrees or change careers

Adult Promise offers information, support and resources for those looking to start or finish a degree or certificate, change careers or learn a new trade or skill. MaineSpark can connect Mainers to their futures through programs like the Finance Authority of Maine Lifetime Learning Kit, providing tools that adults need to get ready (and pay) for education beyond high school; and through the University of Maine System's Adult Degree Completion Scholarship.



New Opportunities, for professionals looking
to move or begin new careers in Maine

New Opportunities supports graduates of Maine colleges and other programs who would like to stay and build their careers here, and professionals looking to begin a new chapter of life in Maine. MaineSpark can connect new and potential residents with the resources they need to thrive through programs like Live + Work in Maine's interactive job board, and the Opportunity Maine Tax Credit student loan reimbursement for college graduates.



Maine Economic Development Strategy 2020-2029

A FOCUS ON TALENT AND INNOVATION

STRATEGY A

grow local talent

In the 21st century, economic development is about investing in people and their communities. In order to grow, communities need to attract and retain talent.

Talent is the new currency. Maine is in competition with other states and the world to build and retain a creative and productive workforce, to attract knowledge industries, and to have a well-educated public that can make wise civic and policy decisions.

There are long and short-run aspects to talent building. For the long run, we will invest in our early care and pre-K system on par with how we invest in the rest of our educational system. We will prepare our children entering kindergarten to succeed. We will prepare all students to achieve the competencies needed to find a place in the future economy.

In the short run, we will help adult workers, who are now (or could be) in the workforce, to upgrade their skills so that they can qualify for better-paying jobs — and to simply keep their own jobs, which will require new skills as technology changes. Currently, 190,000 Maine adults (20%) have begun, but have not yet completed, a postsecondary program of study. Over a third of students at the University of Maine and the Community College Systems are over 25 years old. The education system must be dynamic and available to workers on short notice in response to new job opportunities. Maine unions will have a critical role in identifying opportunities, providing training, and modeling well-established and successful apprenticeship programs.

In 2018, 44% of Maine's workforce has a work credential that goes beyond a high school diploma.¹³ A "credential" is a two or four-year college degree, or a license in the trades, or a professional certificate. The goal set in Maine law to increase this proportion to 60% by 2025.¹⁴

THE MAINE EDUCATION FUNNEL EFFECT AND ACHIEVEMENT GAPS

ENTERING 9TH GRADE	100%	100%	100%
HIGH SCHOOL GRADUATES	79%	95%	87%
ENROLL IN COLLEGE 2017	40%	71%	55%
RETURN FOR 2ND YEAR OF COLLEGE (2018)	28%	62%	46%
EARN A 2- OR 4-YEAR DEGREE	16%	44%	30%
	ECONOMICALLY DISADVANTAGED	NON-ECONOMICALLY DISADVANTAGED	ALL MAINE STUDENTS

To better prepare Maine students, we must specifically look to help children from economically-disadvantaged¹⁵ backgrounds to achieve success. Almost half of Maine public school students (47%) are disadvantaged. By the time of their first nationally-benchmarked proficiency tests in 4th grade, these children display proficiency in

reading and mathematics at half of the rate of the other students. Going forward, they are less likely to graduate from high school or earn a post-secondary credential. This is why investing in quality early learning is so critical; it ensures that all students enter kindergarten ready to learn and gives every child a good chance for success.

¹³ Page 22, Education Indicators for Maine, 2018, Educate Maine.

¹⁴ Workforce Board, Title 26, Chapter 25

¹⁵ Disadvantaged is defined as below 185% of poverty level, which is the criteria used for the free and reduced-price lunch program

ACTIONS TO ACHIEVE THIS GOAL INCLUDE:

ACTION A1:

Maine's Career Exploration

Research shows that heightened economic mobility for children is a result of “the connectedness, the day-to-day interactions, the diversity of people and experiences, the exposure to others, and sense of belonging.”¹⁶ We will use our neighborhood businesses and employers to enrich student learning.

Maine Career Exploration will start while students are in kindergarten and work with students until one year following graduation from high school. The mission of the program is to connect students and their families to the Maine economy, and to grow our own talent.

The program will work with students on an age-appropriate level to create valuable and rewarding connections to their community, and to explore real opportunities that fit within their individual areas of interest. Workforce skill development will start at a young age and will grow until 100% of Maine students have a 6 month paid internship between their junior year of high school and one year post high school graduation. Paid internships will engage all youth and remove the need to make a choice between needing to earn money and career exploration. Internships will also help establish professional networks for all students, thus expanding their economic mobility.

Elementary age students will be exposed to robotics, technology, and transferable skills that can be utilized in the workforce and create upward mobility. Middle School age students will explore areas of interest that build on their personal strengths and also align to marketplace opportunities. High school students will have opportunities for job shadowing and direct interaction with business, non profits and government (including public safety) to see what is available

Parental engagement will be part of the student experience; this will enable families to learn and grow together.

Students' ability to explore local career opportunities and build community networks is critical to retaining young people in Maine and strengthening civic responsibility.

Current programs such as Junior Achievement and Jobs for Maine Graduates will be key partners in providing support and wrap-around services for students who need additional coaching and soft-skills development.

Maine has several internship/apprenticeship resource sites available:

- Maine Job Link Career Center (Maine Department of Labor)
- Hospitality Maine
- Project Login
- LiveWorkMaine
- Farm Labor Link Network (Maine Department of Agriculture, Conservation and Forestry)

Despite these resources, interns report that it is difficult to understand the apprenticeship/internship system in Maine, and to find listings. The same challenge is faced by new Mainers, Native Americans, low-income students, and minorities. A simplified and well-publicized portal for students is needed.

ACTION A2:

Web Portal matching students and employers

Maine has one website that lists apprenticeship opportunities¹⁷ and two that list internships.¹⁸ Potential interns report that it is difficult to understand the apprenticeship/internship system in Maine, and to find listings.¹⁹ A simplified and well-publicized system will be created. This will be particularly helpful to students who lack access to the informal job market of family and friends, and who need to earn income as part of any experience — students such as new Mainers, African Americans, Native Americans, low-income students, and minorities.

CareerWise Colorado is a successful website for apprenticeships that could serve as a model for Maine. Maine will research best practices from CareerWise and elsewhere in creating its portal.

ACTION A3:

Align curriculums with digital economy skills

The Department of Education is now in the process of reviewing Maine's Career and Educational Development Standards and its Mathematics Standards.²⁰ These identify skills and knowledge that should be instilled from pre-K through high school graduation in the areas of workplace skills and career knowledge, as well as digital skills. Maine's curriculum will better reflect the

¹⁶ Richard Florida, “Kids Raised in Walkable Cities Earn More Money as a result,” City Lab, 10-24-19

¹⁷ joblink.maine.gov/ada/r/search/jobs?keywords=apprentice

¹⁸ Hospitality Maine and LiveWorkMaine

¹⁹ Feedback from FocusMaine summer interns 2019

²⁰ maine.gov/doe/learning/content/career/review and maine.gov/doe/learning/content/mathematics/review

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

Sec. 1. 26 MRSA §2006, sub-§1, ¶¶I and J, as enacted by PL 2003, c. 114, §10, are amended to read:

I. Providing policy recommendations to ensure the effectiveness of work-related programs and services for youth, including youth with disabilities; ~~and~~

J. Providing policy recommendations to ensure the effectiveness of work-related programs and services for "at-risk" youth; and

Sec. 2. 26 MRSA §2006, sub-§1, ¶K is enacted to read:

K. Supporting and tracking progress toward an attainment goal of increasing the percent of working-age adults holding a high-value certificate, college degree, vocational education or other industry-recognized credential to 60% by 2025 with a focus on meeting future workforce needs and reporting annually on progress to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs and the joint standing committee of the Legislature having jurisdiction over labor, business, research and economic development matters.

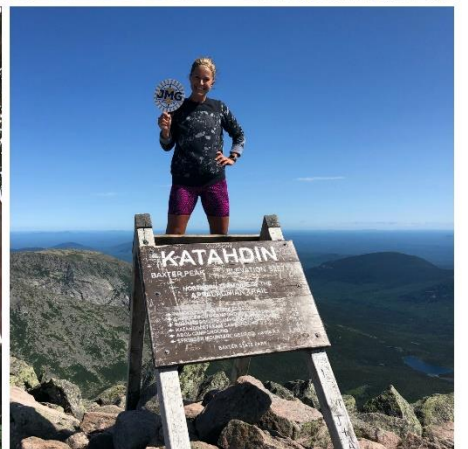
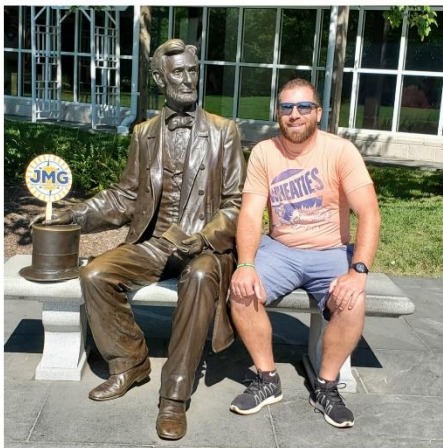
SUMMARY

This bill adds supporting an attainment goal of increasing the percent of working-age adults holding a high-value certificate, college degree, vocational education or other industry-recognized credential to 60% by 2025 with a focus on meeting future workforce needs to the list of responsibilities of the State Workforce Investment Board. The board may seek information from the Maine Workforce and Education Coalition in regards to an attainment goal. It also directs the Workforce Investment Board to track the State's progress toward the attainment goal and to annually report on the progress to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs and the joint standing committee of the Legislature having jurisdiction over labor, business, research and economic development matters.

FISCAL NOTE REQUIRED

(See attached)





GRATITUDE IN ACTION

The Gratitude Generation

JMG students inspire through hope and resilience

*Gratitude
in Action*
JMG

Foreword

If there's one thing my work with JMG has taught me, it's when people connect, magic happens. That connection can take many forms: a learning moment between a student and educator, a word of encouragement from a colleague, a thoughtful gesture from a neighbor. Very often the lines blur between giver and receiver, because these acts are an exchange of trust. And when that trust is both given and accepted, it creates a state of gratitude that is at once powerful and empowering.

Asking for or accepting help is contradictory to what we think of as the "Maine way." We're an independent lot. We take pride in our resourcefulness and self-reliance. Needing a helping hand can be viewed as a poor reflection on our character, like we're somehow lacking. Yet, none of us decline a push out of a snow bank or the arrival of a stranger with a chainsaw when there's a tree in the road. These exchanges are natural, almost reflexive. It's what being a part of a community is all about.

The pandemic has challenged us in many ways, including our thinking about giving and receiving. What a gift to have resources – be it money, time, a bit of muscle – to share with neighbors in need. Very often the smallest act can steady someone's footing, allowing that person to move forward. When that connection happens, it turns the recipient into a participant. Gratitude becomes active, rippling out into the world, strengthening families, relationships and communities.

And, perhaps, stirring up a little magic.

Elizabeth Peavey

Celebrated Maine author and a member of the JMG family

CHAPTER 226

JOBS FOR MAINE'S GRADUATES

§6901. Establishment

Jobs for Maine's Graduates, referred to in this chapter as the "corporation," is established to extend necessary dropout prevention and school-to-work transition services to schools and students throughout the State. The corporation shall carry out its purposes in coordination with the education and job training activities of the private sector, community and regional agencies and State Government. [PL 1993, c. 348, §1 (NEW).]

The corporation is a private, nonprofit corporation with a public purpose under the United States Internal Revenue Code, Section 501(c)(3) and the exercise by the corporation of the powers conferred by this chapter is held to be an essential government function. [PL 1993, c. 348, §1 (NEW).]

SECTION HISTORY

PL 1993, c. 348, §1 (NEW).

We are grateful to the Maine State Legislature for creating JMG in 1993
and for continuing to champion our students and programs.



My Dear Mainers,



In the first days when COVID-19 arrived in our state, my greatest concerns were for the health of my family and for the wellbeing of my extended JMG family. The majority of our students and their parents and guardians struggle economically, and I was deeply worried about the strain of the pandemic on their limited finances.

JMG is a long-standing and proud partner of public education. JMG's Board of Directors and I understood we had a critical responsibility to help our school partners meet the urgent needs of Maine's most vulnerable middle school,

high school, and first-generation post-secondary students in our public university and community college systems. Within days, and supported by the generous and significant financial support from the private sector, we had delivered more than a half million dollars of grocery store gift cards, laptops, hot spots, emergency rent payments, and other essential resources needed by our students and their families.

The crisis shined a bright and unfiltered light into the widening breach between the haves and have nots among our school-age children. The enormity of their needs - financial, academic, and social and emotional, weighs heavy.

As the first phase of the pandemic continued, I checked in on my grandmother. I stood on the front lawn while Grammy, in her 93 years of life experience and wisdom, shared insights with me through the porch door. She shared the fortitude and resilience of growing up and being shaped as a generation that lived during the Great Depression and the sacrifices during World War II. "Craig, this, too, shall pass. But it might be a bit harder since there are no longer Sears & Roebuck catalogs," she wisely advised.

Soon after, the unexpected happened. Letters began to arrive at JMG's central office in Augusta. Hundreds of notes from our students, their parents and guardians, even their grandparents. As we read these notes, we could see a remarkable story unfolding that was so relative to the stories shared by my Grammy. Yes, this crisis has deepened the needs of our students, but their spirits are strong and they have fortitude and perseverance.

Our students have so much to offer.

This book is both a collection of the letters and thank you notes we received and reflections from our community. Gleaming through these letters of gratitude are all the characteristics of what we want for Maine's future: personal responsibility, work ethic, frugality, humility, generosity, commitment and integrity. They truly epitomize a gratitude generation. In honor of all Maine students who are navigating through this uncharted time, we have named this collection *Gratitude in Action, The Gratitude Generation*.

Thank you to the many partners of JMG and to the Maine State Legislature for having the vision and foresight to create JMG in 1993 as a public-private partnership with a mission to ensure all Maine students have the opportunity to reach their fullest potential. I am grateful.

Sincerely,

A handwritten signature in black ink that reads "Craig Larrabee". The signature is fluid and cursive, with a large, sweeping 'C' and 'L'.

Craig Larrabee
President & CEO
JMG



JMG's reach includes more than 10,000 students, including economically disadvantaged, students with learning differences and disabilities, foster care youth, and students of minority populations.

COVID-19 elevated the importance of JMG's relationship-based approach, and JMG has pledged the full resources of its statewide network of dedicated Specialists to ensure students are able to stay engaged and have access to the resources they need.

- To prevent any of our students from experiencing hunger, JMG secured \$450,000 in corporate and private donations and has distributed \$100 Hannaford gift cards across the state to 4,500 students and their families, and partnered with school leadership teams to ensure the cards go to the neediest families within their community.
- JMG is collaborating with Full Plates Full Potential in a student-led initiative to expand and maximize student access to meals.
- JMG has distributed more than \$200,000 to recent high school graduates who are transitioning into post-secondary programs to provide unmet financial need to support housing and rent, tuition, and other critical expenses. The majority of these students are first generation college-going, many grew up in foster care and their dormitory is their home, all are economically disadvantaged.
- To further help JMG students overcome barriers, including a lack of access to laptops and broadband and the need to make up credits or remedial classes, JMG Specialists worked full time this summer to provide personalized support to students statewide.
- JMG has produced and made available trauma-informed care education videos to support middle and high school teachers in their move to distance learning. These videos have been made available to all public school teachers and education technicians in Maine.

My JMG Specialist has helped me through the stresses of my first college semester, and is now continuously helping me through the stresses of this pandemic. I would not have grown and changed into who I am today without the help of JMG, so thank you!

**JMG STUDENT
COLLEGE SUCCESS PROGRAM
UNIVERSITY OF MAINE AT FORT KENT**
Fort Kent, Maine



I want to express my gratitude for the recent financial assistance I received from JMG during these past couple weeks and months. Currently, like many others, I am out of work and my mother is doing the best she can while working from home. The money received helped us buy groceries, and freed us up to do much needed car maintenance. As a nation we are in troubled times, with COVID, along with the recent civil unrest spreading through our country. It is really good to know that there are still good people out there who are willing to lend a helping hand. Again, I want to say thank you very much for your generosity and will be looking to pay it forward.

JMG STUDENT
PATHWAY NAVIGATION PROGRAM
SOUTHERN MAINE COMMUNITY COLLEGE
South Portland, Maine

I didn't know where our next groceries were coming from, then I got the gift card.
I am overwhelmed with thanks.

PARENT OF A JMG STUDENT - HIGH SCHOOL COMPLETION PROGRAM
EDWARD LITTLE HIGH SCHOOL - Auburn, Maine

You will never know how much this has helped out.
It came just at the perfect time.

PARENT OF A JMG STUDENT - HIGH SCHOOL PROGRAM
MOUNTAIN VALLEY HIGH SCHOOL - Rumford, Maine

When my dad opened the envelope, he burst into tears because he was struggling to survive.

JMG STUDENT - HIGH SCHOOL COMPLETION PROGRAM
EDWARD LITTLE HIGH SCHOOL - Auburn, Maine

Currently crying. This helps so much.
You guys are the best.

JMG STUDENT - HIGH SCHOOL PROGRAM
SPRUCE MOUNTAIN HIGH SCHOOL - Jay, Maine

My mom only had \$30 left in her wallet to buy groceries for the week. When I gave her this gift card she burst into tears and gave me a big hug. Thank you JMG.

JMG STUDENT - HIGH SCHOOL PROGRAM
HAMPDEN ACADEMY - Hampden, Maine

Nobody ever really thinks to ask the teachers and adults how they feel, and everyone focuses on the kids. I wanna know how you're feeling about this whole thing, and I know it's probably really stressful. Since you wanted to check in on me, I wanted to check in on YOU!

JMG STUDENT - MIDDLE SCHOOL PROGRAM
PHILIP W. SUGG MIDDLE SCHOOL - Lisbon Falls, Maine

My grandmother recently lost her job that she had held for 31 years, which forced her into retirement. I am giving the gift card to her to help out with groceries. So, thank you, we really appreciate it.

JMG STUDENT - HIGH SCHOOL PROGRAM
SEARSPORT DISTRICT MIDDLE AND HIGH SCHOOL - Searsport, Maine

I want to thank you so much for the gift card. You made my mom tear up from happiness! If I can help with anything, just shoot me an email or you can call my phone.

JMG STUDENT - HIGH SCHOOL PROGRAM
WATERVILLE SENIOR HIGH SCHOOL - Waterville, Maine

Regarding the extremely generous gift card to Hannaford, we are honored by the thoughtful gesture, but both my wife and I are blessed with still being able to work full time. It is with this in mind that our son, my wife, and I spoke about the gift card, and we think it should go to another family that could benefit from this tremendous gift.

PARENT OF A JMG STUDENT - MIDDLE SCHOOL PROGRAM
MAHONEY MIDDLE SCHOOL - South Portland, Maine

Student: I really have been trying to do schoolwork, but with no internet and not having electronics, it is harder for me to communicate. The work that I got for all my classes was difficult for me to do on my own, so I gave up.

Specialist: I understand. What can I do to help?
If you can do SOMETHING for each class, you will pass. I can meet you at the school one day next week, and we could get something done for each class. I will help you!

Student: You're the best. Can we do it Monday at around noon?

Specialist: YES!!! You made my day. We will get it figured out together. I promise.

Student: You made my day too.

JMG STUDENT AND JMG SPECIALIST
HIGH SCHOOL PROGRAM
ERSKINE ACADEMY
South China, Maine



My specialist and I have still been keeping in touch throughout this pandemic, and she has been helping me with securing and pursuing a job. Getting that monthly message and having a conversation with her brightens up my whole life. I could not be happier that I partook in JMG in my high school career.

JMG Student

As a parent of a 12th grade student during the COVID-19 pandemic, I can honestly say it was the toughest school year I have had to endure, especially with a child who has a physical ailment that is exacerbated when he is stressed. His JMG Specialist was a major support through it all. She engaged him during the last two weeks of school to ensure he graduated. Through her interactions with my son, she gave him strength, courage, and determination to make it through the pandemic, and she continues to keep in touch with him.

Parent of JMG Student

**JMG STUDENT AND STUDENT'S PARENT
HIGH SCHOOL PROGRAM
MORSE HIGH SCHOOL
*Bath, Maine***

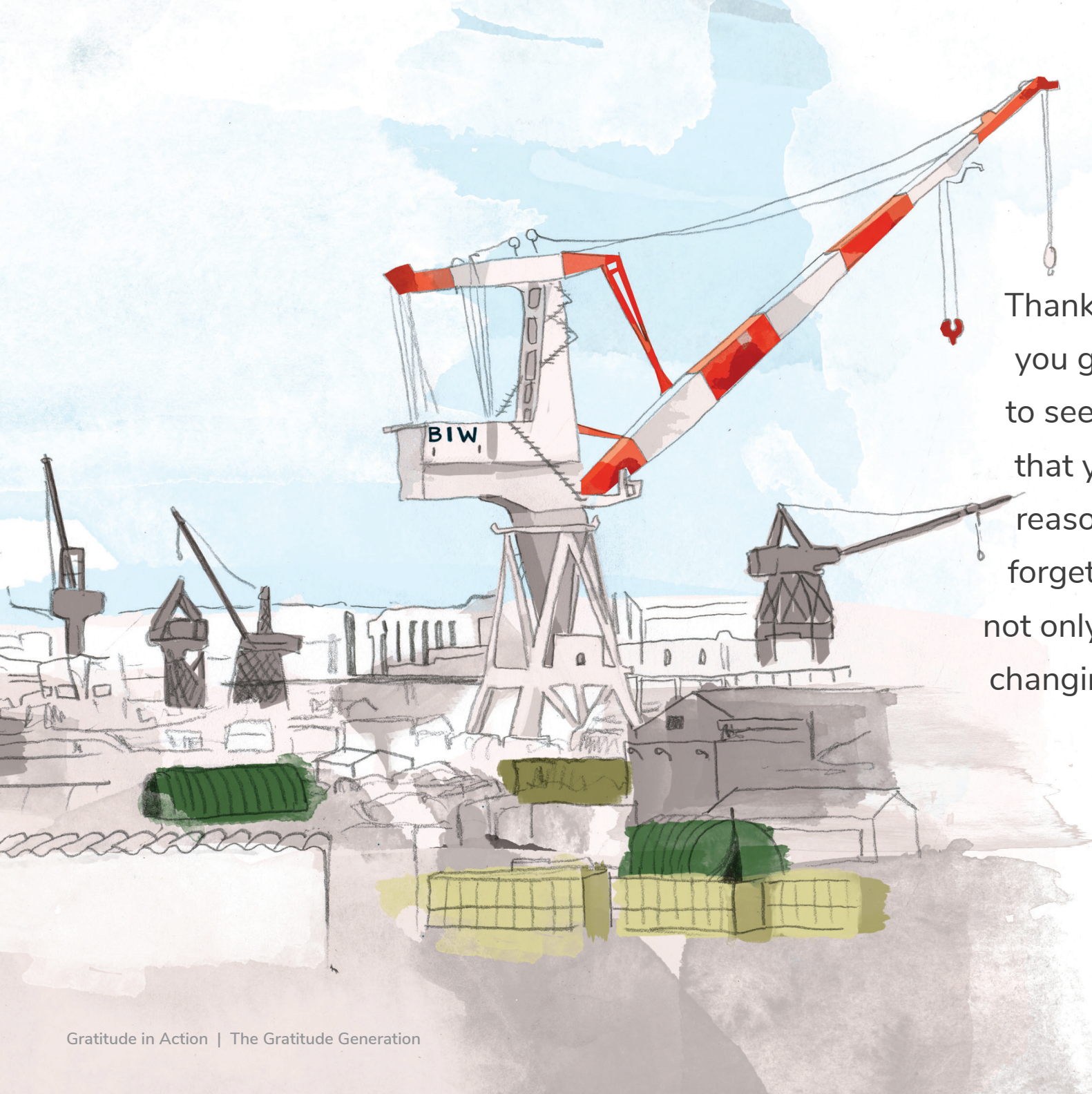
Thank you so much for the gift card. My great grandmother and I went shopping this a.m.!

JMG Student

Thanks to your partners who donated also. Haddock and broccoli for dinner - we haven't had that in years! Many thanks.

Great Grandmother of JMG Student

**JMG STUDENT AND STUDENT'S GREAT GRANDMOTHER
HIGH SCHOOL PROGRAM
PRESQUE ISLE HIGH SCHOOL
*Presque Isle, Maine***



Thank you again for all the support you gave me and for reaching out to see me in person. I really believe that you reaching out to me is the reason I will graduate! I will never forget what you have done for me, not only helping me graduate but also changing how I see and interact with the world around me!

JMG STUDENT
HIGH SCHOOL PROGRAM
MORSE HIGH SCHOOL
Bath, Maine

I received matching funds through Opportunity Passport™. This made it possible for me to get a laptop, which has gotten me through college 100% since everything is online now. I was also given a \$100 Hannaford gift card that bought food for my whole family, extremely helpful during these trying times. It is so nice to know I have people that are truly there to help me succeed. Thank you JMG.

JMG STUDENT
HIGH SCHOOL COMPLETION PROGRAM INTO COLLEGE SUCCESS PROGRAM
BANGOR HIGH SCHOOL TO EASTERN MAINE COMMUNITY COLLEGE
Bangor, Maine



I opened the letter containing the gift card and was really shocked. My mom was really shocked too. It came at a good time because my mom was working less hours and rent was due. We were able to buy a whole bunch of food, which was really great because nine people live in my house.

JMG STUDENT
HIGH SCHOOL PROGRAM
OCEANSIDE HIGH SCHOOL
Rockland, Maine



I would like to personally reach out and say thank you for always supporting students and continuing to do so after the switch to remote learning as a result of COVID-19.

JMG, your generosity has allowed me to help pay for groceries for my elderly mother and me. This act of kindness will never be forgotten, and this is not where your program's care for students stops. JMG has made it possible for me to afford new tires and alignment. This program has helped me not only academically but also financially the last three years. One year away from being an RN!

JMG STUDENT
COLLEGE SUCCESS PROGRAM
UNIVERSITY OF MAINE AT FORT KENT
Fort Kent, Maine

I wanted to take a moment to thank you. I successfully finished my semester because of the positivity and encouragement you have given, even when things had to change to all online science classes (which was a big challenge). You were right there checking up on me, pushing me to my highest standard to succeed.

JMG Student

You are welcome! The schoolwork itself is not easy, and managing finances (work & life) is not easy. I commend you for taking the leap back to UMA before this all happened - to find a way to chase your dream and chip away at the education needed. I want to THANK YOU for your kind words. The skill of being able to express thoughtful gratitude is one that will take you great places in life.

JMG Specialist

JMG STUDENT AND JMG SPECIALIST
PATHWAY NAVIGATION AND COLLEGE SUCCESS PROGRAMS
UNIVERSITY OF MAINE AT AUGUSTA - BANGOR CAMPUS
Bangor, Maine





I was hesitant taking JMG this year because there are things that we do that are out of my comfort zone, but you made us do it. I feel like JMG pushes us to our limit and to cross the boundaries we have set for ourselves. It is an odd yet good feeling once you do something you start out not wanting to do. But in the end, it turns out well. And it's helpful having someone mentor and guide us through high school and even beyond high school.

JMG STUDENT
HIGH SCHOOL PROGRAM
MACHIAS MEMORIAL HIGH SCHOOL
Machias, Maine

JMG is a non-partisan organization, and our approach to being student-centered and results-driven has earned the support of Maine's governors throughout our history.

"In 1983, when JMG was created, there were 859 students in 18 programs. Since then, the governors of Maine have all maximized JMG to reach its peak performance so that now it's making a difference for more than [10,000] students a year."

THE HONORABLE JOHN MCKERNAN, JR.
GOVERNOR OF MAINE 1987-1995

"The real thing that JMG imparts is confidence. The knowledge that you, too, can achieve, grab onto opportunities and excel. This is one of the most important programs with which I have ever been associated with, and I want to thank JMG for helping students fulfill their dreams in the state of Maine... JMG is more important now, than at any time in Maine's history."

THE HONORABLE ANGUS KING
GOVERNOR OF MAINE 1995-2003

"When you can take one life, and you can make it such a positive bright light, it offers a lantern to help show others. I think JMG is a program to be modeled and expanded throughout the state."

THE HONORABLE JOHN BALDACCI
GOVERNOR OF MAINE 2003-2011

"Maine has 177,000 kids in our schools. And every single one of those children deserves the opportunity that JMG can give."

THE HONORABLE PAUL LEPAGE
GOVERNOR OF MAINE 2011-2019

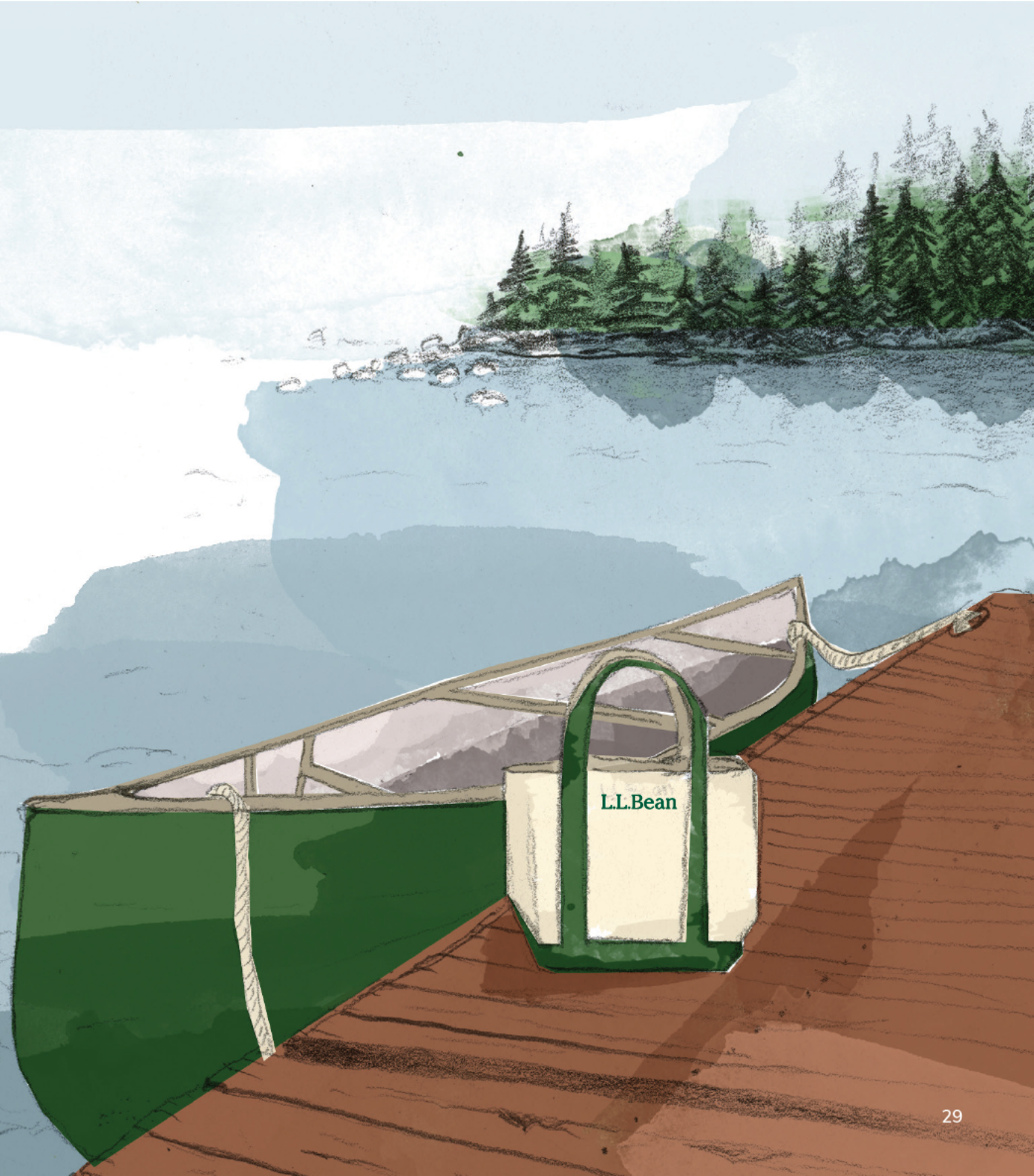
"I wish I had JMG when I was in high school in Farmington. Back then when it came to life skills, communications, finances and team building, we were pretty much on our own. I wish I had this great group of kids to hang out with, to build things, to do budgets, to practice public speaking, to build trust, confidence and leadership. JMG teaches Maine students the skills, the will and the ability to determine both their future and ours."

THE HONORABLE JANET MILLS
GOVERNOR OF MAINE 2019-PRESENT



I know it was your connection to [him] that made all the difference, whether it was the touchstone to how he felt about himself when you knew him at Durham Community School, or just the belief he knew you would have in him - at a time when he was not believing in himself. We are so thankful our high school dropout committee suggested we involve you, his middle school JMG Specialist. JMG seems to have the right amount of “hold you accountable” expectations mixed with the positive regard and warmth that kids need. Clearly, the relationships students make in middle school are important and I know you, in particular, have done a great job continuing those relationships as your students [move into high school]. I hope all is going well for you in light of the pandemic.

SCHOOL COUNSELOR
FREEPORT HIGH SCHOOL
Freeport, Maine



I know I wasn't in JMG that long
but when I was, I was going
through a really hard time and
your class made it easier. On days
that I didn't want to go to school,
my first thought was how much
I would miss your class and how
understanding you were!

JMG STUDENT
MIDDLE SCHOOL PROGRAM
WISCASSET MIDDLE/HIGH SCHOOL
Wiscasset, Maine

I literally would not have made
it through online learning if it
weren't for you.

JMG STUDENT
HIGH SCHOOL PROGRAM
BUCKSPORT HIGH SCHOOL
Bucksport, Maine

Thank you JMG! My meetings with my specialist were imperative to my progression instead of recession during COVID. He helped me rethink my priorities and get through this difficult time. The JMG emergency and incentive funds have also been a huge help to me. The Hannaford gift card helped with groceries, and I was able to preserve some of the savings I had left. Now I am returning to class in the fall to pursue my degree. I believe that I could not - and probably would not - have done this without the support of my specialist and JMG.

JMG STUDENT
PATHWAY NAVIGATION PROGRAM
UNIVERSITY OF SOUTHERN MAINE
Portland, Maine

As you know, our family experienced damage in the recent storm and lost everything. On top of this pandemic, my hours were cut, and it has been difficult keeping my sons on track with computer learning. I appreciate you calling and checking in on us.

PARENT OF A JMG STUDENT
HIGH SCHOOL PROGRAM
PISCATAQUIS COMMUNITY HIGH SCHOOL
Guilford, Maine

Specialist: I wanted to share the news
that you are going to be receiving a
\$100 Hannaford gift card!

Student: I am? This is some
good news I needed!

Specialist: Yes, yes you did. I'm so proud of you.
I got special permission to tell you because
I wanted to give you some positive,
extraordinary news and hope and joy!

Student: I can say for sure it worked and
then some. I'm sending a virtual hug.

Specialist: Huge, huge virtual hugs!!!!

JMG STUDENT AND JMG SPECIALIST
HIGH SCHOOL PROGRAM
WINDHAM HIGH SCHOOL
Windham, Maine



I did not plan on attending college, it was so far out of my reach. My high school specialist wasn't going to accept that. She gave me a pep talk, helping me understand my life could be different from my parents' lives. She convinced me to go to the interview. I fixed my hair and upgraded my outfit with items from the JMG Professional Dress closet. She even took off her necklace and earrings to let me borrow them.

I remember coming back to the JMG classroom with tears in my eyes. "I'm actually going to college. I was accepted." My specialist and I cried genuine tears together and danced all around the classroom. I was the first person in my family to ever step foot on a college campus as a student.

JMG STUDENT
COLLEGE SUCCESS PROGRAM
UNIVERSITY OF MAINE AT MACHIAS
Machias, Maine

I wanted to say thank you so much for looking into the possibility of JMG being able to provide me with a laptop. It's been a struggle taking classes through COVID without a functioning laptop. I prefer not to borrow a laptop from anyone because if something happens to it, I won't be able to afford to fix or replace it.

JMG STUDENT
COLLEGE SUCCESS PROGRAM
UNIVERSITY OF MAINE AT FORT KENT
Fort Kent, Maine

The best thing about JMG is the Specialists. With their help, I made the transition from high school to college, even meeting over Zoom during these very difficult times. I have been in JMG since the 7th grade, and the experience has changed my life in so many ways. From learning how to tie a tie to budgeting and doing taxes. Even when I left home to live on my own when I was sixteen, my high school JMG Specialist helped me find the resources I needed. She never hesitated to help. All of my JMG Specialists, from middle school into college, have helped me every step of the way in thinking what I wanted to do with my life. JMG is the best thing I have ever been a part of, and I am so grateful to my Specialists.

JMG STUDENT
COLLEGE SUCCESS PROGRAM
CENTRAL MAINE COMMUNITY COLLEGE
Auburn, Maine

My son has enjoyed JMG. He knows JMG's lessons have great value in shaping him to be an upright professional in the workforce. We are grateful that this program is available.

PARENT OF A JMG STUDENT
MIDDLE SCHOOL PROGRAM
WARSAW MIDDLE SCHOOL
Pittsfield, Maine

Thank you for always helping me balance school and serve our country at the same time. I don't know what I would have done without you this year.

JMG STUDENT
COLLEGE SUCCESS PROGRAM
UNIVERSITY OF MAINE AT MACHIAS
Machias, Maine




JMG represents the true essence of Maine by supporting the dreams and aspirations of deserving Maine students. Just as the TD Beach 2 Beacon 10K passes a baton that supports the good work of organizations empowering the future of Maine generations, JMG runs with the momentum it receives from the community to enrich and strengthen the lives of our young people.

JOAN BENOIT SAMUELSON
OLYMPIC MARATHON CHAMPION

COVID hasn't really changed what it takes to succeed: grit, a positive attitude, reliability and a strong support network, so JMG students already have everything they need to be great during and after COVID. I have all the faith in the world in these young people! I can't wait to hear about all of your success in person at the 2021 TD Beach 2 Beacon 10K when we celebrate JMG.

LARRY WOLD
MAINE PRESIDENT
TD BANK





I cannot tell you how much this means to our family!! We sure do need a little help!! From the bottom of our hearts, thank you! And if there is anyone else who helped, please thank them as well!

GRANDMA OF A JMG STUDENT
HIGH SCHOOL PROGRAM
SANFORD HIGH SCHOOL
Sanford, Maine

Each time I was concerned about making it through the month with my living expenses, JMG has helped me out. Without JMG Emergency Funds to help me with rent, or the gas cards for my clinical rotations, and the guidance to figure out my finances, I would have had to stop attending school. I wouldn't have been able to stay in Fort Kent, and I would have had to step away from my education.

JMG STUDENT
COLLEGE SUCCESS PROGRAM
UNIVERSITY OF MAINE AT FORT KENT
Fort Kent, Maine



Thank you for your kind donation to my family. We used half the money for things we needed and spent the other half on a fellow family in need. My mom and I went to the grocery store, and she helped me pick out items like laundry supplies, hygiene supplies, pet supplies and cleaning supplies. We put the supplies in a basket and left the items on their porch.

JMG STUDENT
HIGH SCHOOL PROGRAM
CALAIS HIGH SCHOOL
Calais, Maine

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We consider JMG to be one of Maine's anchor organizations making important contributions to the state and economy. JMG's rapid response is helping to meet the needs of students during these challenging times, while also ensuring these funds go directly back into local communities to contribute to Maine's economy. We are pleased to make this worthy investment.

GREG POWELL
CHAIRMAN
THE HAROLD ALFOND FOUNDATION

I am so grateful that JMG students have the opportunity to work with the incredible role models on staff at JMG! You will achieve your dreams with them at your side.

WENDY AULT
EXECUTIVE DIRECTOR
MELMAC EDUCATION FOUNDATION

JMG ensures every student's readiness for career, college and good citizenship, and MaineHealth is proud to be a partner to assist in seamless pathways from education to training and to good jobs of the future.

JUDITH WEST
CHIEF HUMAN RESOURCES OFFICER
MAINEHEALTH

JMG students know how to break through obstacles and find ways to succeed, even in the toughest of times. They give us hope every day.

DR. GLENN CUMMINGS
PRESIDENT
UNIVERSITY OF SOUTHERN MAINE

I am always proud of Maine's JMG students for their creativity, dedication, and countless hours of commitment. JMG students will be the next generation of leadership for Maine. Rock on!

TIM DOAK
SUPERINTENDENT
RSU 39

JMG students have an extraordinary commitment to hard work and their education—they are truly inspiring.

BOB MONTGOMERY-RICE
PRESIDENT & CEO
BANGOR SAVINGS BANK

Need compassion, resilience and a spirit of unity? Look no further than JMG students, Maine's next generation of leaders.

OWEN SMITH, JR.
PRESIDENT OF ME, NH, VT
AT&T SERVICES INC.

Unum has learned from past investments that JMG Specialists have a deep understanding of their students. JMG's relationship-based network is one of the fastest ways Unum can get relief to our neighbors in need.

CARY OLSON CARTWRIGHT
ASSISTANT VICE PRESIDENT
OF CORPORATE SOCIAL RESPONSIBILITY
UNUM

The Gorham Schools are so proud of our JMG students! Their focus on helping their fellow students, their families and our whole community through these difficult times has been tremendous!

HEATHER PERRY
SUPERINTENDENT
GORHAM SCHOOL DISTRICT

JMG students are resilient, determined, and vital to Maine's workforce of the future!

BETHANY HAMM
DEPUTY COMMISSIONER
MAINE DEPARTMENT OF
HEALTH AND HUMAN SERVICES

The resilience of our JMG students is worthy of our admiration!

DR. REBECCA WYKE
PRESIDENT
UNIVERSITY OF MAINE AT AUGUSTA

2020 has been a rough year for us all, and we are so proud of JMG students for staying engaged and stepping up! You will achieve your dreams with JMG at your side.

HANNAH PINGREE
DIRECTOR
GOVERNOR'S OFFICE OF POLICY
INNOVATION AND THE FUTURE

When the call to action came to help JMG students with food insecurity, Machias Savings Bank said yes! With partners like JMG, we are ensuring the success of the students and thus the success of Maine.

LARRY BARKER
CEO AND PRESIDENT
MACHIAS SAVINGS BANK

JMG students continue to lead the way. We are excited to see what your future brings.

HEATHER JOHNSON
COMMISSIONER
MAINE DEPARTMENT OF ECONOMIC
AND COMMUNITY DEVELOPMENT

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Program
Locations

Middle School

High School

College Success

Dear Reader,

Stories matter. Of the many skills JMG seeks to teach our students, perhaps learning how to tell their story is the most powerful. Stories convey how a person sees the world and their role within it. Stories shape perspectives. If stories can shape lives, gratitude can change lives.



The stories shared in this book convey a strong narrative about the important connections to the greater community that help our students thrive. Perhaps nothing is more motivating than knowing you are valued.

When was the last time you received a thank you note?

Do you remember how it made you feel?

The experience of being on the receiving end of gratitude is a gift. As we approach the end of one of the hardest years in recent history, we invite you to give the gift of your story, insight, perspective or a thank you to our students.

The attached postcard is yours to send. Yes, you can rip it right out of this book, and mail it to our JMG students! We will collect all of your postcards and share your messages to our students via social media.

What a wonderful way to end 2020 on a positive note, and begin 2021 with gratitude.

Gratefully Yours,

Kimberley Acker Lipp

Kimberley Acker Lipp
Executive Vice President
JMG

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.

