

MAINE STATE LEGISLATURE

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Annual Report

January 31, 2023



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

January 31, 2023

Executive Summary

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

The vision of JMG is to be a champion for all Maine students who face barriers to education.

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.

JMG is Student Centered

The 2022-2023 academic year will be a breakthrough year for JMG. We are embarking upon a 24-month rapid growth, rapid implementation cycle. JMG's dedication to serving students who need and can most benefit from our core program model remains securely and firmly intact. Bolstered by this strong foundation, we will push ourselves to reach beyond our student rosters to provide life-changing opportunities to as many Maine students as possible. To achieve this goal, JMG will forge even stronger collaborations with our public school partners, private employers, and many mission-aligned state agencies, nonprofits and community organizations.

JMG is moving the dial for Maine.

- Thousands of high school juniors and seniors will participate in paid, meaningful, workforce experiences.
- Hundreds of high school students will have the opportunity to earn credits outside of the traditional classroom.
- Whole families will gain economic security by attaining college degrees and post-secondary credentials through intentional, integrated two-generation strategies.
- Fewer children will go hungry, because we will give children the opportunity to rely on their own experiences and first-hand knowledge to reshape food and nutrition programs in their schools and communities.
- More students will feel safe and have a sense of belonging, as we strengthen our programs, our communities and ourselves by seeking out and celebrating differences and diversity in all dimensions.

The need for JMG to deliver on our *mission* and *vision* has never been greater or clearer. The volatility of COVID-19 has created a sense of uncertainty that continues to linger for much of society. JMG's first priority is the safety and well-being of our employees, students and stakeholders. This includes best practices to safeguard physical health and embracing the principles of social and emotional learning. We will continue to sustain this approach, while also being purposeful in our efforts to move beyond the impact of the crisis with decisive action and individual accountability.

This is an once-in-a-lifetime opportunity to seize transformational change, to better the lives of many. It is both daunting and exhilarating to envision where we will be in two years at the conclusion of this largescale endeavor. At the forefront of this work is the promise of success and security we can bring to Maine students and families. As we look to the future, this opportunity is essential to develop a workforce that can fuel Maine's economy and prosperity.

JMG is Results Driven

Because of JMG's action-driven culture, our relationship-based approach, an unwavering commitment to achieving positive outcomes on behalf of students and their families, and long-standing partnerships with public education and private employers — JMG is in an exceptional position to bring the strength of our organizational fortitude and infrastructure to support Maine's top-tier educational and workforce development goals.

JMG is the largest statewide education nonprofit in Maine. JMG is unique in that we were established in 1993 by the Maine State Legislature as an independent 501(c)(3) private corporation with a purpose to partner with public education to ensure students benefited from the experiences and resources needed to reach their fullest potential.

For many years, JMG was a formal member of the Jobs for America's Graduates (JAG) national network. During that time, JMG achieved the highest student outcomes in the nation for 25 consecutive years. JMG has developed and evolved our programs beyond the scope of the JAG framework, and is no longer a member of JAG. The leadership of JMG has always embraced collaboration and entrepreneurship. In 2018, JMG created an affiliate organization — GenUS — to provide consulting, administrative resources and capacity to multi-partner strategic initiatives focusing on student aspirations and workforce development on a statewide and national level.

JMG relies on rigorous third-party evaluation, and evidence-based strategies to respond to students' academic, social and emotional needs.

- JMG's average four-year high school graduation rate is 90% or higher, year after year. For reference, the state's most recent four-year graduation rate is 87% for all students.
- In 2021, the American Institute for Research (AIR), a global research firm based in Washington, D.C., assessed the impact of JMG on students¹ and found that high school graduation rates increased for students taking JMG by 8 percentage points as compared to all other students with similar backgrounds; graduation rates increased by 15 points for economically disadvantaged students; and, increased by 12 points for students with disabilities.
- 60% of students served since the launch of the JMG College Success Program in 2015 have earned or are still pursuing a degree or credential of value. An additional 20% who are not currently enrolled in post-secondary education are being supported by JMG Pathway Navigators. Of those students, more than half are working full-time or are in the military.
- A recent study by Stepwise Data Research, an economic research firm in Yarmouth, Maine, in partnership with the Maine Department of Labor, found that JMG graduates experienced significant, consistent, and sustained wage increases after high school: for the JMG classes of 2009 and 2010, average annual wages increased by more than 18% – more than 10 times the rate of inflation.

JMG is the only educational organization that provides a continuum of support to students from middle school, throughout high school, and onto post-secondary education and career pathways. At the core of JMG is the role our Specialists and Navigators serve as educators, mentors, and advisors. JMG is an organization of leaders, and in 2021 we celebrated the recognition of the strong culture JMG employees have created and continue to build upon when we were named the #1 Best Place to Work among all mid-size companies in Maine. JMG's culture is based on transparency, trust, a commitment to equity and inclusion, and a belief in the value of Maine's human capital. JMG cares for our youth and their families.

Sincerely,



Craig Larrabee
President & CEO, JMG



Kimberley Acker Lipp
Executive Vice President

¹ AIR's study utilized a dataset of more than 27,000 students from 2005 – 2013 prepared by the Maine Department of Education and was commissioned by the Maine Department of Labor (MDOL) as part of a federal vocational rehabilitation grant.

ABOUT
JMG

Learn About JMG



WHAT IS JMG?

JMG is an independent, statewide 501(c)(3) that 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. JMG serves more than 12,000 students annually through 150 programs throughout the state.

WHO ARE JMG STUDENTS?

Initially, for high school students, JMG now works with Maine students as early as the sixth grade all the way through post-secondary education and careers. Its core programs are dedicated to providing opportunities to students struggling with life and learning hurdles, including academic, social, behavioral, and economic challenges.

WHAT DOES JMG DO FOR ITS STUDENTS?

JMG serves over 12,000 students a year. In its 30-year history, JMG has provided more than 80,000 students with the skills and motivation they need to succeed. Through JMG programs, high-school, middle-school, and college students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential. Mentoring plays a critical role in the success of JMG and the success of the students. The programs provide plenty of one-on-one time between students and the specialists who teach them. JMG also offers a venue for students to interact with employers and community-based organizations.

WHAT PROGRAMS DOES JMG DELIVER?

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

JMG's core programs include:

- **JMG Middle School and High School Programs**

- The middle school core program helps students develop communication, team-building, leadership, and problem-solving skills through project-based learning and adventure-based activities. The high school core program focuses on career attainment and growth, leadership, and transferrable skills. Both include a hands-on community service component, teaching students about the importance of giving back.
- Each class is taught by an on-site JMG Specialist. Classes are kept small, and students receive lots of one-on-one academic assistance and guidance. Recognizing that every individual is different, Specialists are committed to meeting students where they are, honoring and respecting individual learning styles and unique needs. The relationships Specialists build with students are equally important as the coursework. Knowing they have an advocate in their corner is often just what a student needs to spark the flames of self-confidence, leadership, and success.
- Specialists continue to provide support and guidance to core students during their first year after completing middle school and high school.

- **JMG College Success Program** starts in high school and continues through college. In partnership with Maine colleges and the business community, the program has been designed based on JMG’s extensive experience helping students and the latest research from college bridging and retention programs nationwide. Eligible students include those who were part of a JMG program in middle or high school, youth who are or have been in foster care, and students enrolled in college who received their HiSET within the last five years. In the years leading up to college, the program helps students prepare through academic support, campus tours, application assistance, and more. In college, a College Success Specialist provides students with individualized services including academic, social, and financial support. JMG’s College Success Specialists are currently on ten Maine campuses and interact with every JMG high school program.

- **Additional Initiatives**

- JMG offers grade-wide career preparatory and financial literacy courses in select public schools. It also offers assistance to Maine students outside of school.
- To help foster youth transition to independence, JMG began offering the Opportunity Passport™ in 2004. In addition to providing financial literacy training to foster youth, the program establishes a matched savings account of up to \$1,000 a year to be put toward assets essential to independence, including educational costs, housing, and transportation. More than 700 youth have saved and received matching funds of \$2.0 million since the program was launched.

HOW DOES JMG BENEFIT THE COMMUNITY?

JMG increases high school and college retention and prepares students for successful careers after graduation by helping them overcome academic, financial, and social barriers. Through year-round community service involvement, JMG empowers Maine youth and models Maine’s next generation of young leaders, providing them with a toolbox of skills, knowledge, and best practices they can use throughout their lives to achieve self-sufficiency, pursue their aspirations and attain success. Each JMG student leaves the classroom with pride, direction, and purpose, knowing what they want out of life and how they are going to achieve it.

JMG is governed by a board of directors that consists of business and education leaders. JMG is funded by a variety of sources, including the state of Maine, our school partners, private corporations, community foundations, and individual contributions.

PERFORMANCE OUTCOMES

For 30 consecutive years, JMG has been recognized as exceeding national standards for programs working with disadvantaged youth.

	Maine	JMG
Four-year high school graduation rate	86%	91%
Post-secondary graduation enrollment	57%	58%



STUDENT CENTERED RESULTS DRIVEN



93

**HIGH SCHOOL
PROGRAMS**



27

**MIDDLE SCHOOL
PROGRAMS**



10

**COLLEGE
CAMPUSES**



7

**CAREER & TECHNICAL
EDUCATION (CTE)
PROGRAMS**



500

**STATEWIDE
EMPLOYER
PARTNERSHIPS**



12,000

**STUDENTS SERVED
ANNUALLY**

JMG 2022-2023 Programs

Middle School Programs

Brewer Community School
Bucksport Middle School
Carrabec Community School
China Middle School
Durham Community School
Freeport Middle School
Gardiner Regional Middle School
James F. Doughty School
Lewiston Middle School
Madison Junior High School
Mahoney Middle School
Memorial Middle School
Messalonskee Middle School
Mt. View Middle School
Nokomis Regional Middle School
Philip W. Sugg Middle School
Ridge View Community School
Rose M. Gaffney Elementary School
Sanford Jr. High School
Skowhegan Area Middle School
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
Hodgdon High School
Houlton High School

High School Programs cont.

Lawrence High School
Leavitt Area High School
Lewiston High School Completion
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
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
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 High School
Skowhegan Area 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 Completion
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
Yarmouth High School

Career & Technical Education (CTEs)

Bath Regional Career & Technical Center
Caribou Technology Center
Capital Area Technical Center
Kenneth Foster Regional Vocational Center
Portland Arts & Technical High School
Region 10 Technical High School
Somerset Career & Technical Center

College Success Programs

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

JMG Program Initiatives

Alfond Youth & Community Center
Aspire Gorham
Extended Learning Opportunities (ELOs)
Full Plates Full Potential
HOPE/PaS Programs
Opportunity Passport
Pathway Navigators
Aspire Golden Bucks
Skowhegan Aspire
STEM Pilot Project
Workforce Liaisons

Learn more at [JMG.org](https://www.jmg.org)



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.



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MEANINGFUL PAID WORK EXPERIENCES

Maine Career Exploration Badge



WHAT

The Maine Career Exploration badge for Maine juniors and seniors is an opportunity to participate in 40 hours of meaningful work experience facilitated through an intentionally designed exploration and reflection process. Students receive an academic award of \$500 for completion!

HOW

Students complete a minimum of 40 hours of hands-on employer engagement experiences coupled with online modules utilizing JMG's Learning Management System (LMS) to set goals, document their employer engagement experiences, and plan for their future.

THE INGREDIENTS

1

Enroll in the Badge Pathway

2

Complete Online Preparatory Content

3

Complete 40 Hour Work Experience

4

Complete Online Planning & Reflection

5

Earn the ME Career Exploration Badge!

UPON SUCCESSFUL COMPLETION OF THE BADGE, STUDENTS RECEIVE...

\$500

WHO

4,000

JUNIORS & SENIORS



CAREER EXPLORATION



HANDS ON WORK



FUTURE PLANNING

FOR MORE INFORMATION: JMG.ORG

ELO



Extended Learning Opportunities

Highlights



OUTSIDE THE CLASSROOM

An ELO is the marrying of real-world experiences outside of the traditional classroom with traditional methods of academic documentation to engage students with their academics, their future careers, and their communities.

CREDIT-BEARING

ELOs are designed as credit-bearing options, rather than purely enrichment experiences. This requirement is important to increasing equity in our schools and fostering life long learner mentalities in our students.

COMMUNITY-BASED

ELOs require the support of local communities and are designed to highlight local expertise, expose students to career options in their communities, and offer real-life application of student learning.

OVERVIEW

Extended Learning Opportunities are hands-on, credit-bearing courses outside of the traditional classroom with an emphasis on community-based career exploration.

ELOs are designed to be highly personalized opportunities for students to engage in learning in ways that make sense for them and connect their learning to everyday life in relevant and meaningful ways.





TENETS OF HQ ELO

Extended Learning Opportunities look very different depending on the state, district, school, and student. This reality makes it challenging to clearly articulate the specific parameters of quality ELO experiences.

All quality experiences do, however, include a few key components:

1. Syllabus/goals developed before the start of the ELO.
2. Credit is given. Core credit is encouraged where applicable.
3. Community mentor or partner.
4. Are appropriately rigorous and challenging.
5. Hands-on component.
6. Quality Reflection and Relevancy.
7. Final Product or Presentation.

EXAMPLES OF HIGH-QUALITY ELO EXPERIENCES

Career Exploration ELO (elective credit)

In this high-quality ELO experience, the student has chosen to complete a series of online interviews with employees at a specific local business of interest. The student attends an interview once a week and is evaluated on the improvement of their workplace skills (timeliness, communication, etc.). Throughout the experience, the student also completes reflections and academic components. At the conclusion of the course, the student gives a presentation of their learning. This ELO could also be based on in-person job shadows or an internship.

Environmental Science ELO (science credit)

A student expresses interest in environmental sciences and is interested in exploring a specific aspect of environmental science more closely. This could include interning with the Department of Inland Fisheries, researching ways solar power could be used at the local level, analyzing the impact of browntail moth on tree populations, and more. Regardless of the specific topic, a local expert participates in the ELO and provides feedback to the student.

The student works with a school staff member to articulate specific hands-on requirements as well as design academic (research paper, project proposal, data analysis) and reflection (journals, recordings, papers) components to complement the hands-on learning.

“

By combining real-world experience with academics, ELOs provide a relevancy to student learning that allows students to envision their future selves, recognize the value of their skills, and take charge of their future.

Samantha Brink
VP Statewide ELO
JMG

Outcomes & Research



Impact of Jobs for Maine's Graduates on Student Schooling and Employment Outcomes

What is JMG?

Founded in 1993, Jobs for Maine's Graduates (JMG) is a year-round program that partners with public schools to offer for-credit courses which aim to improve high school graduation and put middle and high school students on a college or career path. JMG is a state-affiliate of the Jobs for America's Graduates (JAG) network and is geared towards students who are facing multiple barriers to high school completion and focuses on those who are falling behind grade level, or who show other signs of academic challenges or disengagement in school.

Serving more than 9,000 students in Maine's public schools, JMG offers a competency-based curriculum and a continuum of support to help students transition from high school to post-secondary education, degree attainment, or career pathways.

As of the 2018-19 school year, JMG served

more than **9,000** students

131 programs

College Success

12

12

Local, Regional, and Statewide

High School

84

23

Middle School

serving more than **5,600** high school students



serving more than **2,300** middle school students

45-55 students per school in a mixed-grade class setting



35-45 students per school

10-15 students per class



8-12 students per class

JMG Specialists

Each JMG class is taught by an on-site, full-time JMG specialist. JMG specialists assess each student's needs every semester. The program focuses on students who are falling behind grade level or who experience other kinds of academic or non-academic barriers, including environmental, work-related, physical, or psychological barriers, to be successfully engaged in high school. Each JMG class is taught by an on-site, full-time JMG specialist, and follows a curriculum designed around competencies related to career development, life/community living skills, social skills, and career-based learning.

In addition to regular activities conducted over the school year, JMG specialists continue to provide support and guidance to students for a minimum of one year after high school graduation, and for those continuing into post-secondary pathways the support continues through degree or credential attainment up until the age of 24. The activities of JMG specialists are closely monitored by JMG regional managers, many of whom emphasize an “outcomes-based” approach, where the main aim is to produce positive outcomes for students coming out of JMG.

Key Activities

The JMG model service competencies are a list of strategies followed by JMG specialists that include:



Developing and implementing a personal development plan for career development



Creating and selecting an immediate job goal and developing a career path for a selected occupation



Setting and prioritizing goals and establishing a timeline for achieving them



Strategies to address students' academic, work-related, and social emotional needs.

JMG also performs collaborations within the JMG system and other external agencies which include:



JMG-hosted events that may include summer retreat or workshops



Linking students to employers and business communities



Working with the Vocational Rehabilitation Counselors in the JMG schools.

A student-centered approach that focuses on

- Participation in vocational education classes and community work during the last two years of high school

- Participation in community-living, personal-social, vocational, and self-determination skills

- Participation in transitional planning during high school

Maine Transition Work-Based Learning Model Demonstration

What is This Project About?

Maine Division of Vocational Rehabilitation (DVR) is working together with Jobs for Maine's Graduates (JMG), the Institute for Community Inclusion at the University of Massachusetts Boston (ICI), American Institutes for Research (AIR), and the Council of State Administrators of Vocational Rehabilitation (CSAVR) on the Transition Work-Based Learning (TWBL) Model Demonstration project. This project includes research about programs to help youth with disabilities successfully complete high school and find jobs or enter college on a career path.

Jobs for Maine's Graduates (JMG) is one of two interventions being studied under this project.



Evaluation of JMG

Successful dropout prevention interventions typically have multiple features, such as



providing adult advocates to students at risk,



implementing programs to improve students' classroom behavior and social skills,



arranging personalized learning environments and individualized instruction, and



providing rigorous and relevant instruction with a focus on improving the classroom climate and students' engagement, academic performance, and attendance (Freeman & Simonsen, 2015).

This project evaluates the impact of JMG participation on high school completion for students with disabilities, and for students with non-disability related barriers. In addition, specifically among students with disabilities who also go on to receive Vocational Rehabilitation (VR) services, we study the employment and earnings paths for those who received JMG in school versus those who didn't.

While dropout prevention programs aimed at students at risk are widely implemented by schools and school districts, these programs are rarely evaluated on students with disabilities. The JAG curriculum shares some common features with other dropout prevention programs, while the JMG program follows a similar model of engagement by identifying and serving students who face barriers to completing high school, and mentoring students to keep them engaged in school.

JMG Evaluation under Maine TWBL Demonstration Grant

What is the impact of JMG on high school completion and employment outcomes?

JMG and Schooling Outcomes

JMG Impact on Students with Disabilities

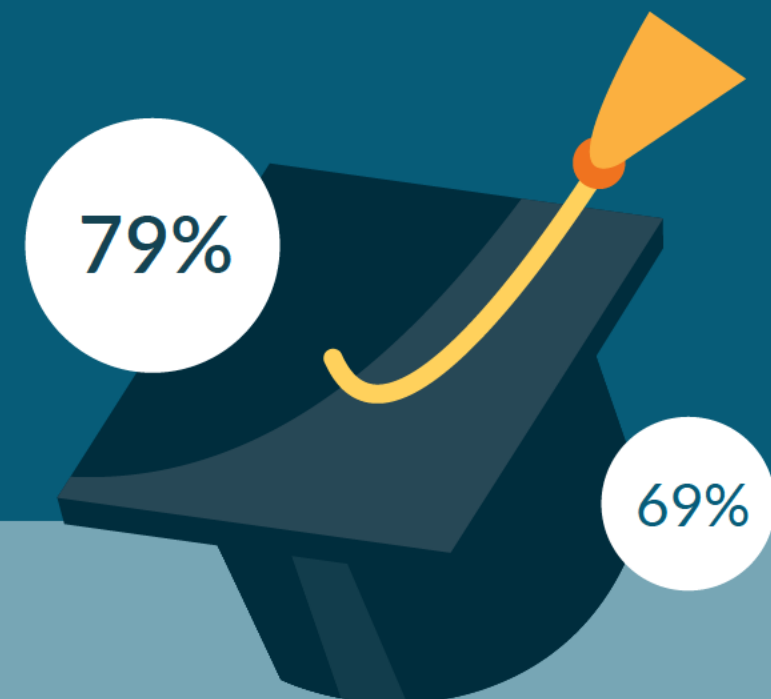
Study: *Improving Schooling Outcomes for Students with Disabilities*

Using instrumental variable design, we estimate the impact of JMG participation on high school completion for students with disabilities.

Our estimates suggest that participating in JMG at any point during high school **increased the likelihood of high school graduation by 20 to 24 percentage points** and lowered the likelihood of dropout by **20 to 23 percentage points** for students with disabilities in Maine.

Although we did not have information on students' academic performance at the beginning of high school, we did observe 11th-grade test scores for students enrolled after the 2012–13 school year. Among these students, JMG students had significantly lower test scores in mathematics, science, and English language arts, on average, suggesting that JMG students were more likely to face academic barriers to high school completion.

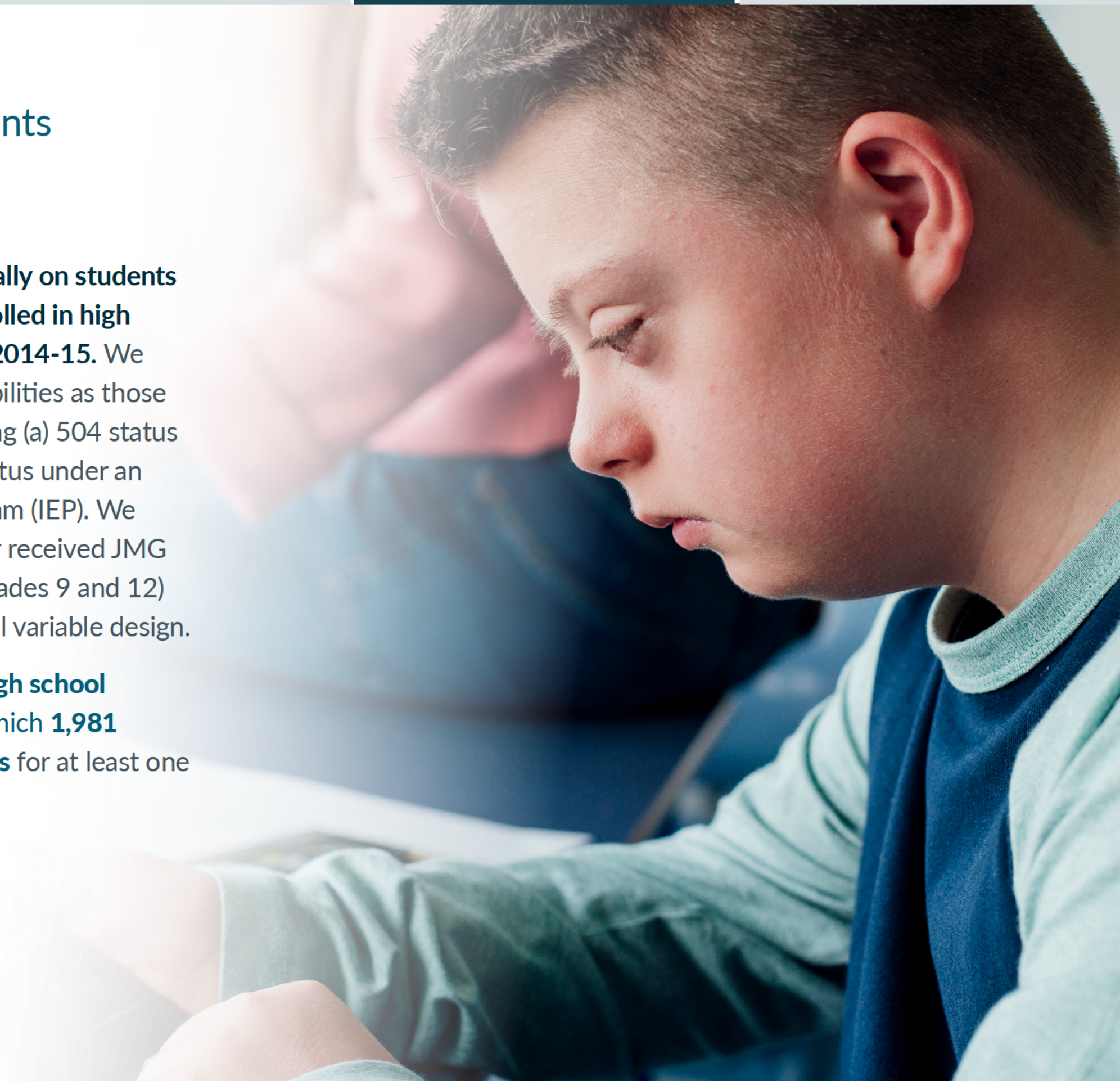
Despite these lower academic scores, **JMG students with disabilities had much higher graduation rates (79%)**, compared with non-JMG students with disabilities (69%).



JMG Impact on Students with Disabilities

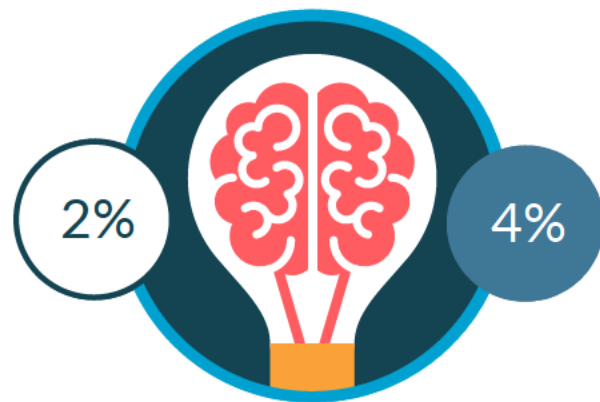
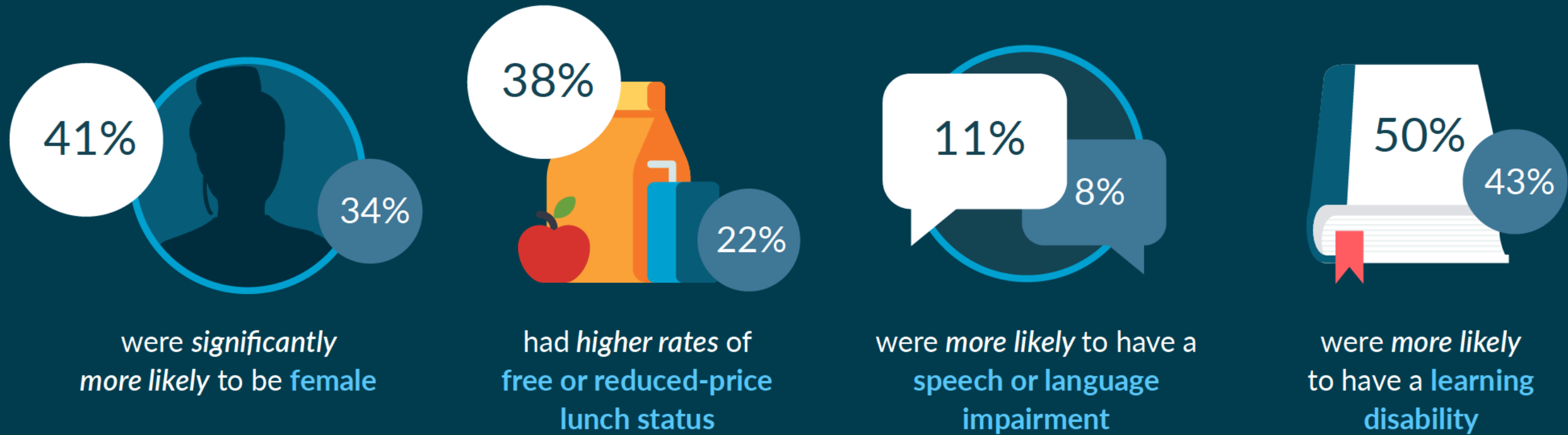
In this study, we focus specifically on students with disabilities who were enrolled in high school between 2004-05 and 2014-15. We categorized students with disabilities as those who were ever marked as having (a) 504 status and/or (b) special education status under an Individualized Education Program (IEP). We study the impact of having ever received JMG during high school (between grades 9 and 12) by using a rigorous instrumental variable design.

Our sample included **35,861 high school students with disabilities**, of which **1,981 students received JMG services** for at least one semester during high school.

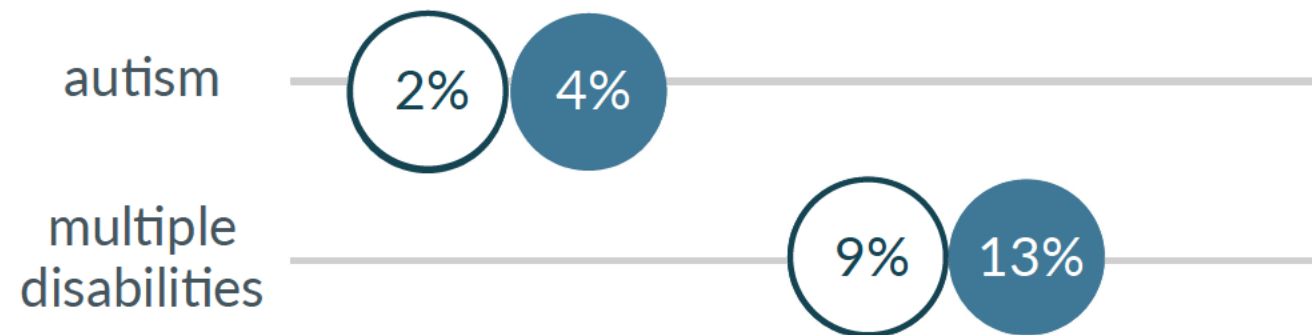


JMG Students with Disabilities

■ JMG ■ NON-JMG



were less likely to have intellectual disabilities



JMG Impact on All Students

Crossing the Finish Line and Beyond: *Impact of Jobs for Maine's Graduates on High School Graduation and Dropout*

Using rigorous matching techniques, we found that participating in JMG during the last two years of high school (in grades 11 or 12) increased the likelihood of graduation and reduced the likelihood of dropout for students with barriers to high school completion – including student with disabilities, those with a free or reduced-price lunch status, and those with Limited English Proficiency.



Specifically, among students with a free or reduced-price lunch status, JMG participation during last two years of high school improved the likelihood of graduation by 5 percentage points and reduced the likelihood of dropping out by almost 4 percentage points.



Among LEP students, JMG participation during last two years of high school improved the likelihood of high school graduation by almost 17 percentage points, and reduced the likelihood of dropout by almost 6 percentage points.



For students with disabilities, JMG improved the likelihood of graduation by 11 percentage points and reduced the likelihood of dropout by 7 percentage points.

JMG Impact on All Students

This study evaluates the impact of JMG in the final two years of high school on graduation and dropout for students enrolled in JMG schools in Maine between 2005 and 2016.

The sample includes:



49%

students with a **free or reduced-price lunch status**



4%

students with **Limited English Proficiency (LEP)**



22%

students with **disabilities**

JMG and Labor Market Outcomes

Within a sample of youth with disabilities who were eligible for VR services between 2005 and 2016, this study looks at the difference in employment trajectories of transition-age youth who received JMG in school and those who didn't.

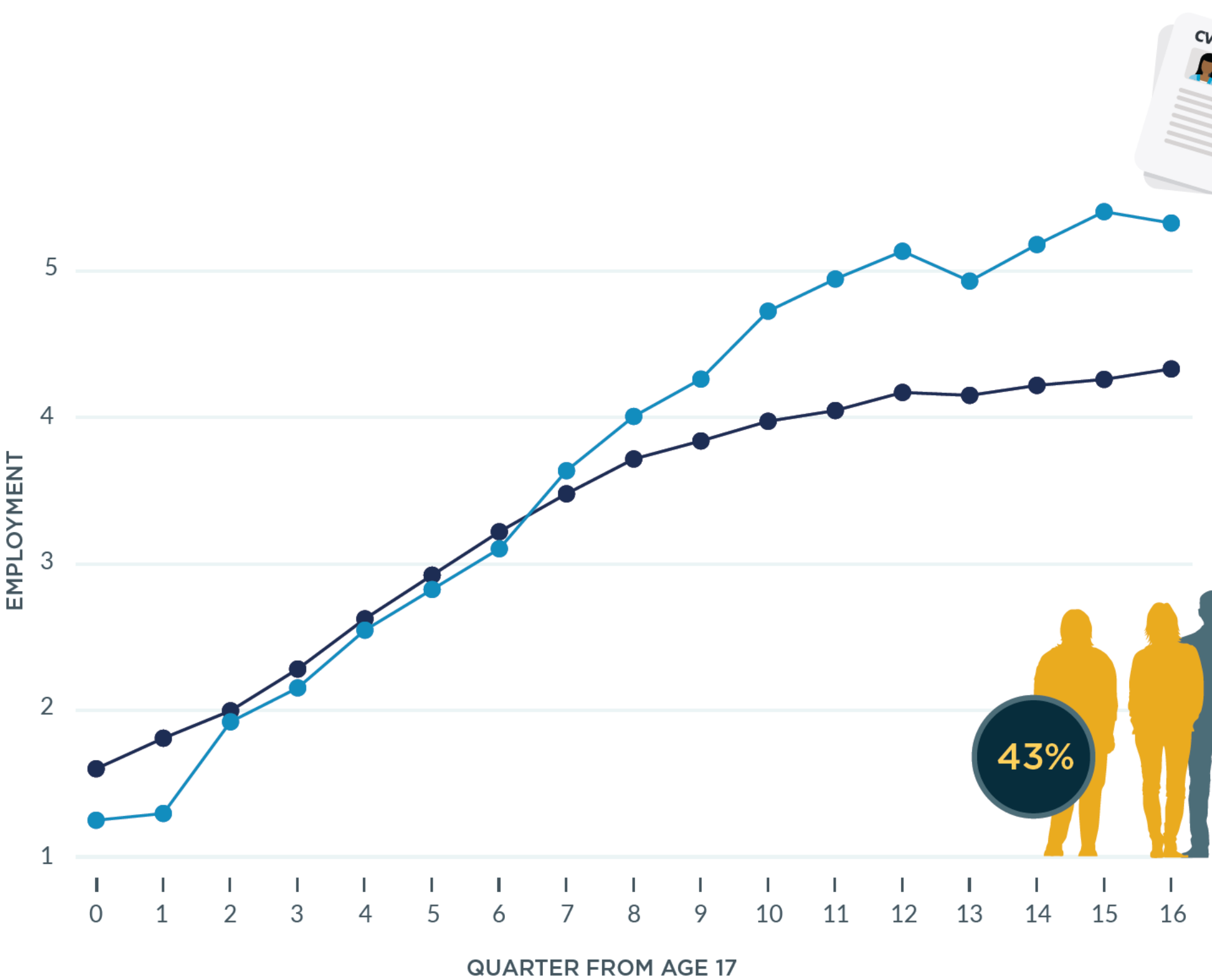
The sample includes 7,347 VR-eligible youth who applied for VR between ages 17 and 20, almost 6% of whom (n=431) participated in JMG during high school. The study analyzes post-age 17 employment and earnings trends for those who received JMG during high school and those who did not.



Employment Trend Trajectories

■ JMG ■ NON-JMG

FIG. 1 EMPLOYMENT



As shown in Figure 1, JMG VR youth start out at similar employment levels as non-JMG VR youth, but after six quarters, or after age 18, their employment starts increasing at a steeper rate than non-JMG VR youth.

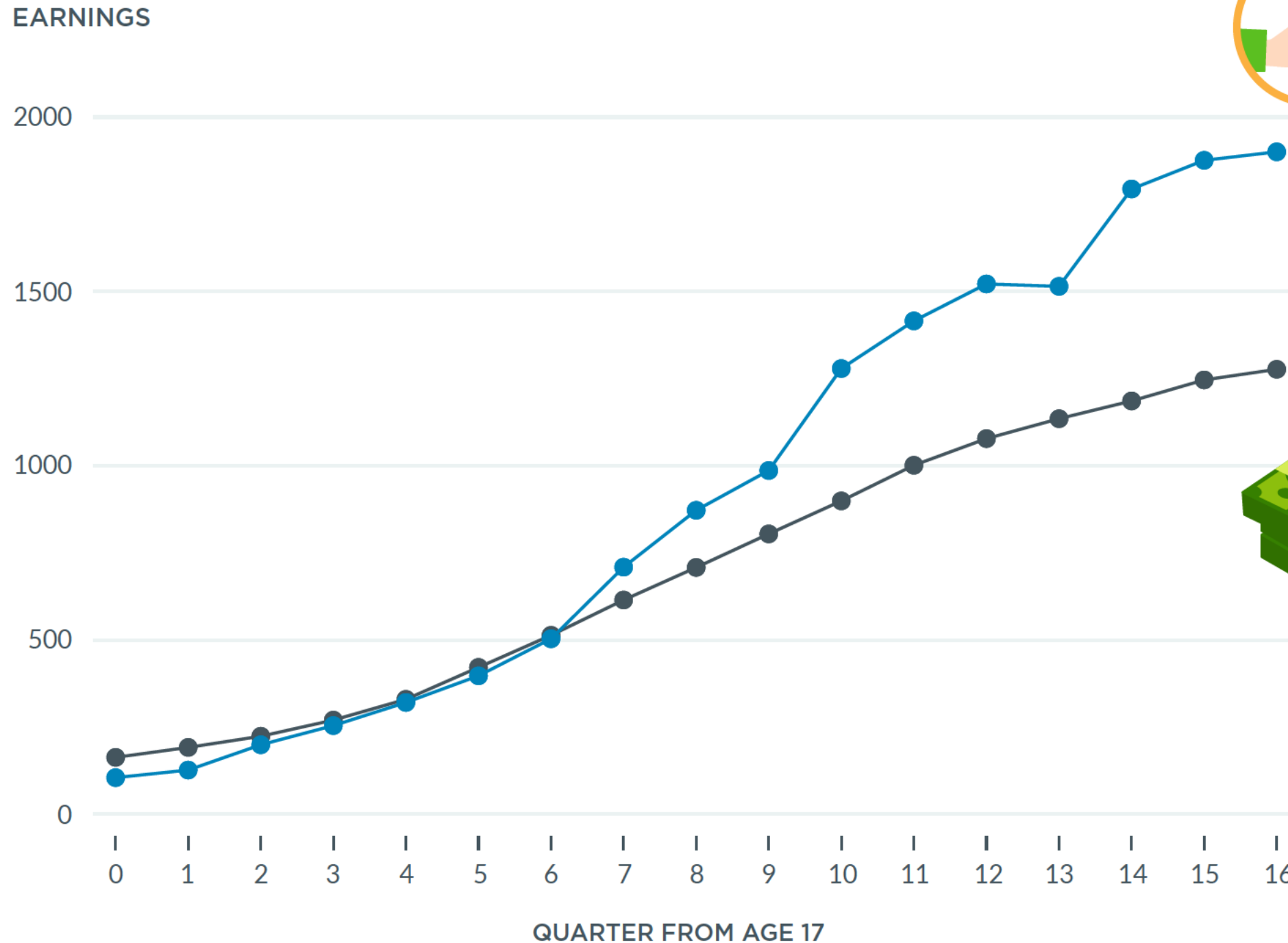
By age 19, almost 53% of JMG youth were employed, compared to 43% of non-JMG VR youth.



Earning Trend Trajectories

FIG. 2 EARNINGS

■ JMG ■ NON-JMG



Similarly, as shown in Figure 2, JMG VR youth start out at similar earnings levels as non-JMG VR youth, but after six quarters, or after age 18, their earnings start increasing at a steeper rate than non-JMG VR youth.

Average quarterly earnings of JMG VR youth were an average of \$1,904 by age 19, compared to \$1,277 for non-JMG VR youth.

For more information about this project,
contact Garima Siwach (gsiwach@air.org) or
Deeza-Mae Smith (dmsmith@air.org).



College Success Program Status Update: Fall 2022

2021-22 Cohort First Year Academic Outcomes

- 171 (67%) students in the 2021-22 cohort have a positive outcome rate defined as Attained/Attained+/Retained/Persisting for a first year retention rate
- 14 (6%) students earned their first COV as Certificates or Military
- 68 (26%) students are not currently persisting and are receiving PN services. 19 of these students were referred to PN in summer 2022.
- 186 (73%) of the students were in the HS graduating class of 2021 in a Senior JMG program

First Year Academic Outcomes →	Positive Outcome Rate	In School or Attained						Not in School - PN		UC, Disengaged, or Exited			Total
		Attained	Attained +	Retained	Persisted	Returned to School	Military	Not Enrolled - Referred to PN	Not Enrolled - PN Service	Unable to Contact	Exited - Opt Out	Exited - Aged Out	
CMCC	61%	0	1	19	1	3	0	6	6	3	0	0	39
EMCC	42%	1	0	12	0	1	0	1	14	3	1	0	33
KVCC	65%	1	1	9	0	4	0	1	6	1	0	0	23
SMCC	75%	0	0	28	0	2	2	1	11	0	0	0	44
WCCC	80%	4	2	6	0	0	0	1	1	0	1	0	15
Thomas College	88%	0	0	21	0	1	0	1	2	0	0	0	25
UMA - Augusta	47%	0	0	4	3	1	0	3	2	1	3	0	17
UMA - Bangor Campus	60%	0	0	5	0	1	0	2	2	0	0	0	10
UMFK	75%	0	1	3	0	2	0	1	1	0	0	0	8
UMM	75%	1	0	8	1	2	0	1	2	0	0	1	16
USM	83%	0	0	17	1	2	0	1	2	1	0	0	24
Total	67%	7	5	132	6	19	2	19	49	9	5	1	254
		Total: 171 (68%)						Total: 68 (26%)		Total: 15 (6%)			

Pathway Navigation Analysis—Fall 2022

11/7/2022

- There have been a total of 938 students who have been on at least one PN semester Roster
 - 492 students are currently on either a CSP or PN Roster with 161 (33%) of this group continuing to pursue a COV
 - 408 are currently on a PN Roster
 - 84 have returned to a CSP site
 - 77 are pursuing a COV in a non CSP site
- 176 (18.7%) of all PN students have attained their first COV

Total Number of students ever in PN	938	(Excluding 2014-15 cohort)
Earned a Credential--Exited	149	69 Earned COV at CSP
Continue on as PN	22	Still in current programs
Continue on in CSP	5	
Total Earned first credential	176 (18.7%)	
Exited Aged Out	20	
Exited Opt Out	33	
Exited	244	
Total Exited - NO Attainment	297 (31.6%)	
Currently Persisting (Returned to School)	134 (14.2%)	79 are currently at a CSP site
Not enrolled--PN Service	280 (29.8%)	37 were referred to PN on 9/1
Unknown/UC	51 (5.4%)	17 Are Currently Tier 2
Total	938	

Pathway Navigation Analysis—Fall 2022

11/7/2022

Of the Credentials earned by the PN Students, 65 are either an Associate's (45) or Bachelor's (20) Degree

Cohort Year →	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	Total
Bachelor's Degree	0	0	4	6	0	4	5	1	20
Associate's Degree	0	5	9	5	14	9	3	0	45
Certificate	4	12	20	10	9	6	7	0	68
Job-Related Credential (Specify in Notes)	1	6	8	12	5	5	2	0	39
Military	1	2	0	1	1	1	0	0	4
Total	6	25	41	34	29	25	17	1	176

A closer look at when the Current PN students first entered the PN Program

Year →	2017-18	2018-19		2019-20			2020-21			2021-22			Total
Semester →	Fall	Fall	Spring	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	
Cohort Year ↑													
2021-22	0	0	0	0	0	0	0	0	0	46	26	20	92
2020-21	0	0	0	0	0	0	33	24	16	13	6	5	97
2019-20	0	0	0	24	3	36	13	7	10	9	3	3	108
2018-19	0	1	1	25	0	14	5	2	2	1	1	1	53
2017-18	0	1	0	27	1	3	3	3	1	1	2	1	43
2016-17	1	1	1	6	0	0	1	0	0	1	0	0	11
2015-16	0	0	0	2	0	0	0	0	2	0	0	0	4
Total by semester	1	3	2	84	4	53	55	36	31	71	38	30	408
Total by year	1	5		141			122			139			

A total of 147 of the 408 students currently on a PN roster first joined a PN roster more than 2 years ago.

BUDGET & FUNDING SOURCES

JMG FY23 Board Approved Budget

Operating Budget	FY23 Budget
REVENUE	
ME DOE - State Appropriation	3,881,379
ME DHHS	5,270,603
HOPE/PaS DHHS	1,250,000
Federal Stimulous ARP/ELO	4,535,708
Local School Contributions	2,262,500
Private Development	1,809,681
Other Revenue	36,561
TOTAL REVENUE	19,046,432
EXPENSE	
Compensation, including Subs, Stipends	11,561,763
Benefits and Fringe	2,667,873
Subtotal Personnel	14,229,635
Operational Expenses	
Administration and Fees	145,813
Facilities	112,128
Communications and Employer Engagement	135,450
Staff Training and Development	342,300
Student Events and Activities	161,550
Direct Student Support	1,628,000
Supplies	54,700
Technology & Equipment	284,306
Travel Expenses	100,800
Special Projects, Partners and Consultants	1,251,750
Strategic Growth and Sustainability Fund Investment	600,000
Subtotal Operational Expenses	4,816,797
TOTAL EXPENSE	19,046,432
JMG Net Surplus	-

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.

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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.

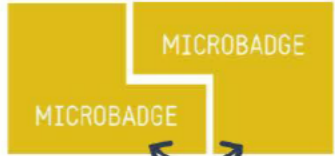







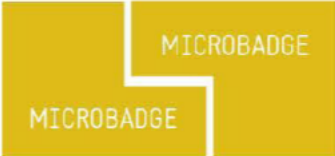







4. New Business Structure Advancement

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

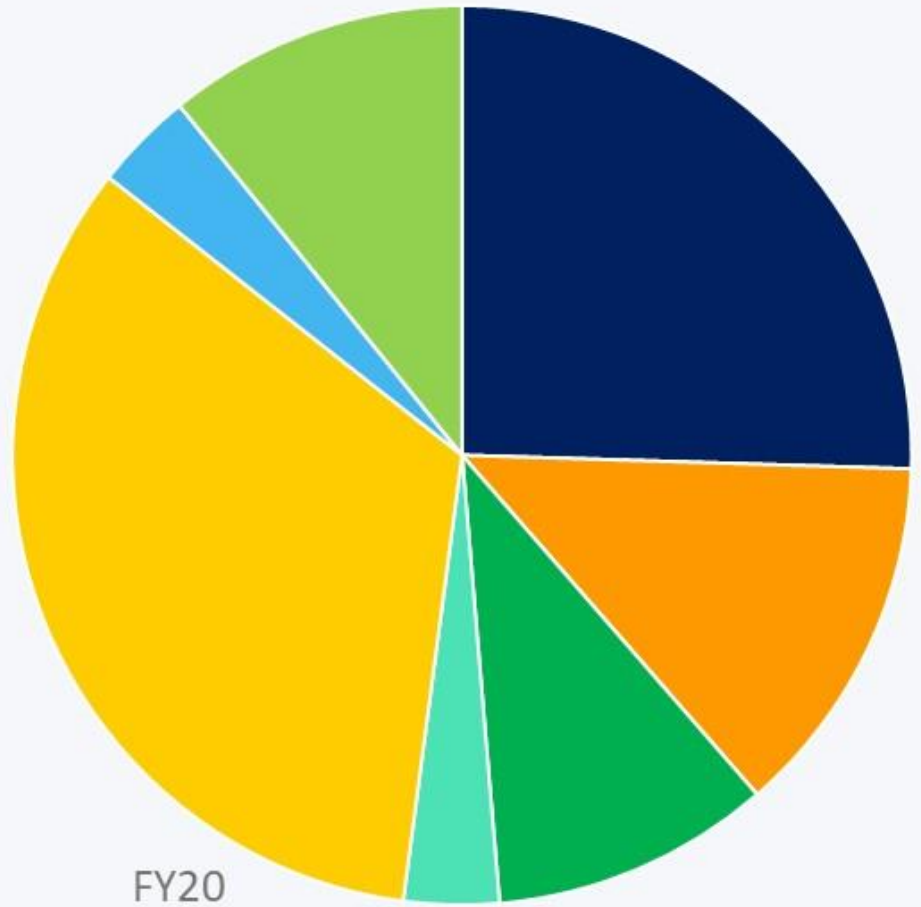
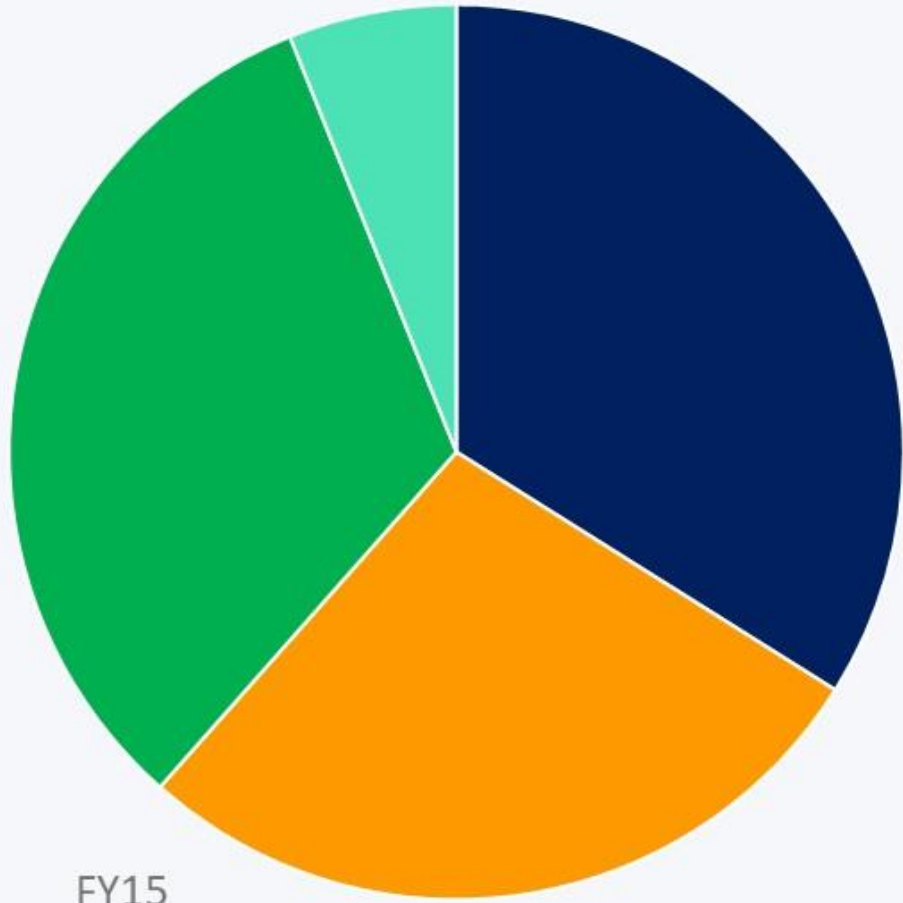
7 Competency Buckets	Middle School Exploration	High School Exposure	Senior Year Experience	
	Creativity and Innovation ♦ Critical Thinking ♦		Communication ♦ Collaboration	
Flexibility & Adaptability	i.e. Resiliency 	i.e. Public Speaking 	i.e. Job Ready 	
Initiative & Self Direction	 Repetition & Reinforcement			
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

DOL

Gala and Endowment

School Contributions

Contracted Services = GenME

DHHS

Outcomes

FY15 and FY19

FY15



Graduation Rate



Engagement Rate



Post-Secondary Enrollment

FY19



Graduation Rate



Engagement Rate



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.

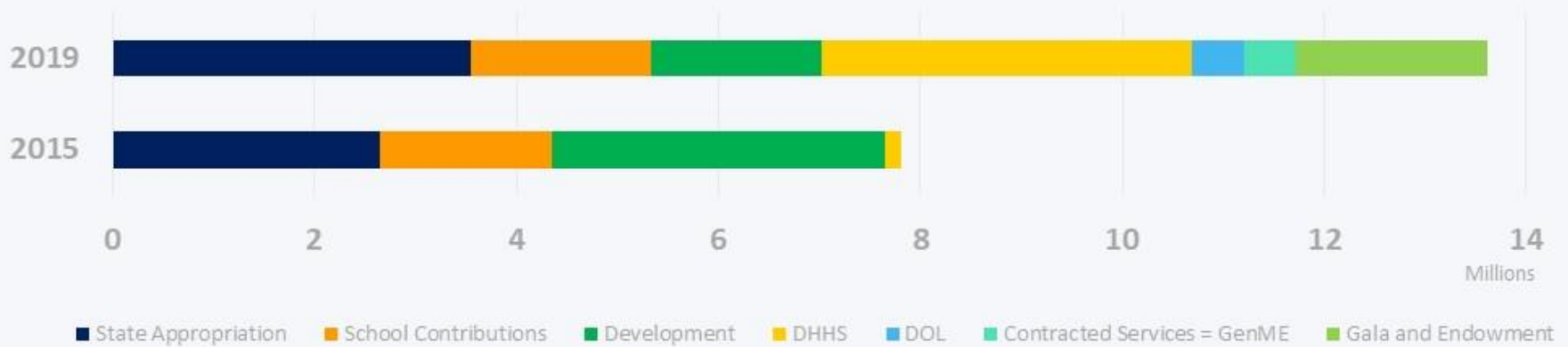


JMG College Success Program supports persistence

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_FullReportsml.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.



Board of Trustees
Gregory W. Powell, Chairman
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David T. Flanagan
Barry Mills

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.
Educate 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)

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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.



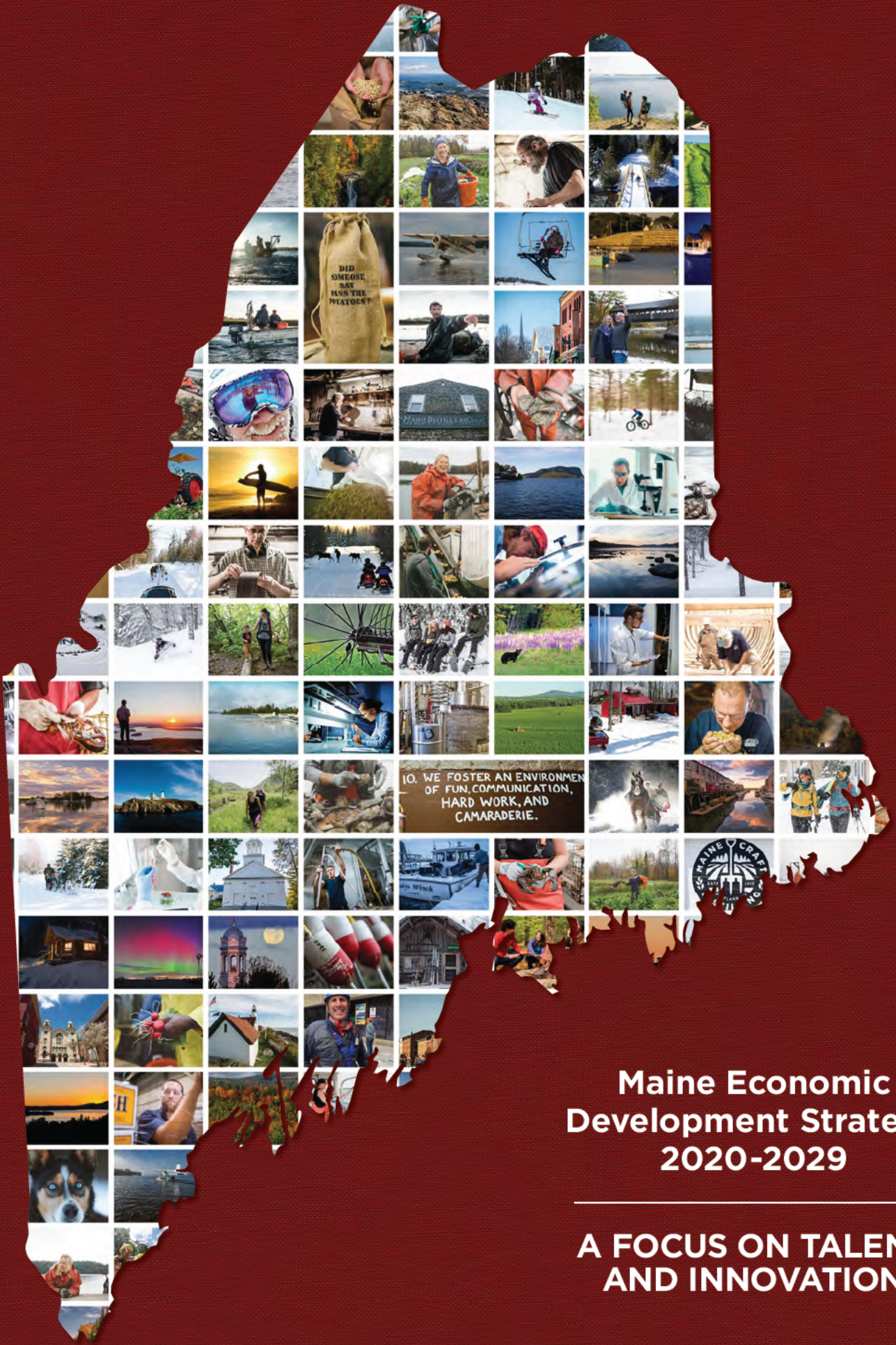
Adult Promise, for those returning to
complete degrees or change careers

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

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

2 **Sec. 1. 26 MRSA §2006, sub-§1, ¶¶I and J**, as enacted by PL 2003, c. 114,
3 §10, are amended to read:

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

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

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

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

16 **SUMMARY**

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

27 **FISCAL NOTE REQUIRED**

28 **(See attached)**



