

# MAINE STATE LEGISLATURE

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# Annual Report

January 31, 2024



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

January 31, 2024

## 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.

A “breakthrough” year refers to a specific period in an individual’s or organization’s journey when significant progress or success is achieved, often surpassing previous expectations. It is a time when significant advancements and achievements are reached, leading to a notable transformation or elevation in performance, recognition, and impact.

This past year has been a breakthrough year for JMG; and, for many of us as individual professionals.

We changed more lives for the better than ever before.

We created meaningful and lasting change for thousands of students, and their families.

It took all of us, pulling in the same direction, to make it happen. Collectively, we have so much to celebrate: Impressive student outcomes, effective partnerships with public education, important contributions to Maine’s workforce, and a strong organizational culture supported by shared values. It’s important to pause, reflect, and celebrate each other’s accomplishments and the positive impact of JMG.

- We reached beyond our rostered students, and created an online Learning Management System, allowing any high school junior or senior to engage in forty hours of meaningful work experience, combined with online companion learning modules. As students complete their forty hours and modules, they attain the *Maine Career Exploration Badge*, and receive a \$500 award. By the end of the 2023-24 academic year, a total of 4,000 high school students will earn the *Maine Career Exploration Badge* – **and, \$2 million dollars will be awarded directly to Maine’s students.**
- We have inspired hundreds of employers, throughout all of Maine, to invest in the educational progress of our students. The COVID-19 Pandemic dampened our long-standing practice of employer engagement for students: **expose, explore and experience**. But our recent efforts reignited businesses’ interests, and Maine employers are now investing hundreds of thousands of hours in our students – and, financial sponsorships, corporate contributions to JMG, are increasing.
- We launched Pathway Navigation services for the Higher Opportunity for Pathways to Employment (HOPE) and Parents as Scholars (PaS) programs, both in partnership with Maine’s Department of Health and Human Services, to help adult, parenting, students pursue post-secondary training and education to achieve their career aspirations.
- We seized an important new position for leading the advancement of Extended Learning Opportunities (ELO). For decades, JMG has embraced extended, expanded and experiential-based learning outside of the traditional classroom. Because the COVID-19 Pandemic required a shift to distance and hybrid learning, interests in ELOs as a permanent, more widespread learning strategy, has increased among other stakeholders in education. **JMG has stepped into the role of leading a statewide ELO demonstration initiative.** This is exciting for many reasons.

The investments we have made in JMG's infrastructure has created a continuum of support that has never been stronger or more appreciated by the students we serve. More than ever before, throughout this year, students shared personal stories of benefitting from JMG as early as middle school and feeling supported by a "sense of belonging" all the way through post-secondary education and into their careers. The addition of new JMG roles, including formalizing a new Opportunity Passport team, HOPE Pathway Navigators, Workforce Liaisons, ELO professionals, and, of course, the expansion of our College Success model onto all of Maine's public campuses, has strengthened our continuum of support.

We have significantly deepened the support we offer students.

To fulfill the promise of JMG, we are going to continue to deepen our support. We are creating more on-ramps to pathways for students to reach their fullest potential and advancing our model to ensure equity of opportunity for all students.

All of the work we have been doing, and the experiences we have been gaining, has been building toward the development of JMG's New Model for competency delivery, based on a credentials of value framework. Credentials of value are important for today's members of the emerging workforce in Maine. The need to increase postsecondary attainment — the number of Mainers who hold degrees and other high quality credentials — has never been clearer. Introducing students to the methodology of learning and earning credentials of value early on, while still in middle school and high school, offers numerous advantages. It empowers them to make informed decisions about their future, equips them with essential skills, and prepares them to thrive in an increasingly competitive and dynamic job market. We are going to teach our students how to navigate a changing post-secondary and career world. The market for non-degree credentials of value is massive and important.

**JMG's New Model is leading the nation.** It is cutting edge. It is relevant. It is responsive to what students, schools, institutions of higher education, and our economy needs for now and into the future.

And we are going to take our time, and pace it well.

**Expose:** This year, Academic Year 2023-2024

- We will take the first steps into JMG's New Model this academic year. We will begin by piloting some middle school "Skill Patches" and high school "Badges", among a small group of classroom Specialists. All of our middle school patches and high school badges are being built upon our existing JMG competencies. The competencies will be familiar. As we build out our New Model framework, we will utilize the Learning Management System to manage the process, for both Specialists and students.

**Explore:** Next year, Academic Year 2024-2025

- Next year, in the 2024-2025 academic year, we will begin the JMG New Model demonstration year. Everyone in the company will have a role in supporting JMG's New Model during this demonstration period. The process will be iterative, with built-in reflection and opportunity to improve.

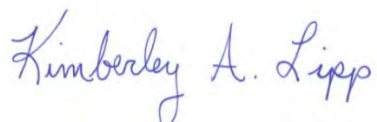
**Experience:** Two Years from now, Academic Year 2025-2026

- Balloons and Confetti! We are looking to the 2025-2026 academic year to fully implement the JMG New Model, with a credential of value framework. This will also coincide with JMG's next five year strategic plan.

Sincerely,



Craig Larrabee  
President & CEO, JMG



Kimberley Acker Lipp  
Executive Vice President

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
<b>Four-year high school graduation rate</b>	86%	91%
<b>Post-secondary graduation enrollment</b>	57%	58%



## Board of Directors

### Executive Committee

**Chair: Danielle Ahern**

SVP, Director of Treasury & Payment Services  
Bangor Savings Bank

**Vice Chair: Virgel Hammonds**

Chief Learning Officer  
KnowledgeWorks

**Secretary: Amy Marston**

Director of Community Relations  
Central Maine Power

**Treasurer: Mike Archer**

EVP, Chief Financial Officer  
Camden National Bank

**Chris Cimino**

Executive Vice President  
C.M. Cimino, Inc.

**Jeremy Fischer, Esq.**

Attorney  
Drummond Woodsum

**Ryan J. Moore**

SVP, Digital Director  
Bank of America

### At Large Members

**Kenden Alfond**

Psychotherapist

**Dan Belyea**

Chief Workforce Development Officer  
Maine Community College System

**Dr. Penny Bishop**

Dean of Education  
University of Maine

**Glenn Cummings, Ed.D.**

President & CEO  
The Glickman Family Office

**Jesse Cyr**

VP, Technology & Software Sales  
Covetrus

**Melissa Denbow**

VP, Community Experience Manager  
Machias Savings Bank

**Carl Gartley**

Superintendent  
RSU 18

**Patricia Hopkins**

Superintendent  
MSAD 11

**Lisa Larson**

Head of Community College  
Growth Engine Fund  
Education Design Lab

**Cari Medd**

Superintendent  
MSAD 52

**Bob Moody**

VAS and AMR Manager  
Everett J. Prescott Inc.

**Cary Olson Cartwright**

AVP, Corporate Social Responsibility  
Unum

**Dee Sabattus**

Deputy Director  
United South and Eastern Tribes  
(USET)

**Jeanne Sanders**

Director of Tax  
L.L.Bean, Inc.

**Ginny Swain, Ph.D**

Professor Emeritus, French  
Dartmouth College

**James Tager**

Superintendent  
Bangor School Department

### Ex Officio Members

Commissioner  
Maine Department of Labor

Commissioner  
Maine Department of Education



# STUDENT CENTERED RESULTS DRIVEN



## 12,000+

### STUDENTS SERVED ANNUALLY



Programs in  
all of Maine's  
16 counties



Middle Schools



High Schools



Career & Technical  
Education Centers



College Campuses

Including all Maine  
public universities &  
community colleges



Employer  
Partners

**JMG has more than 150 programs delivered in partnership with Maine's public schools, colleges, and 500+ employers.**



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.org

# JMG 2023-2024 Programs & Initiatives

## Middle School Programs

Brewer Community School  
Bucksport Middle School  
China Middle School  
Durham Community School  
Freeport Middle School  
Gardiner Regional Middle School  
James F. Doughty School  
Lewiston Middle School  
Mahoney Middle School  
Memorial Middle School  
Messalonskee Middle School  
Mt. View Middle School  
Nokomis Regional Middle School  
Philip W. Sugg Middle School  
Ridge View Community School  
Rose M. Gaffney Elementary School  
Sanford Middle 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

## High School Programs cont.

Hall-Dale High School  
Hampden Academy  
Hodgdon High School  
Houlton High School  
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  
Mattanawcook Academy  
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  
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

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

## College Success Programs

### Maine Community Colleges

Central Maine Community College  
Eastern Maine Community College  
Kennebec Valley Community College  
Northern Maine Community College  
Southern Maine Community College  
Washington County Community College  
York County Community College

### University of Maine Campuses

University of Maine  
University of Maine at Augusta  
University of Maine at Farmington  
University of Maine at Fort Kent  
University of Maine at Machias  
University of Maine at Presque Isle  
University of Southern Maine

### Private Colleges & Universities

Thomas College

## JMG Program Initiatives

Alfond Youth & Community Center  
Aspire Gorham  
Aspire Golden Bucks  
Aspire River Hawks  
Boys & Girls Clubs  
Extended Learning Opportunities (ELOs)  
HOPE/PaS Programs  
Opportunity Passport®  
Pathway Navigators  
STEM Pilot Project  
Workforce Liaisons



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



# JMG College Success Program

JMG's College Success Program begins in high school through bridging services. It continues seamlessly through college by providing proactive support to ensure students persist toward attainment of a degree and/or credentials of value.

By partnering with Maine colleges, the College Success Program plays a critical role in students' success.

Our College Success Specialists provide students with individualized services, including academic, social, and financial support, which can mean the difference between students completing college or stopping out.

The College Success Program supports enrolled students toward degree attainment; if a student does stop out because of life circumstances, JMG's Pathway Navigation services keep students connected to post-secondary pathways, including the pursuit of credentials of value.

Eligible students include those who were part of a JMG program in middle school or high school, youth in foster care or have been in foster care, and college students who received their GED within the last five years.



## JMG has Specialists on 15 Maine college and university campuses



### Maine Community Colleges

- Central Maine Community College
- Eastern Maine Community College
- Kennebec Valley Community College
- Northern Maine Community College
- Southern Maine Community College
- Washington County Community College
- York County Community College

### University of Maine Campuses

- University of Maine
- University of Maine at Augusta
- University of Maine at Farmington
- University of Maine at Fort Kent
- University of Maine at Machias
- University of Maine at Presque Isle
- University of Southern Maine

### Private Colleges & Universities

- Thomas College

# JMG College Success Specialists

## MAINE COMMUNITY COLLEGES

### Central Maine Community College

**Michelle Bourne**  
mbourne@jmg.org

**Ivy Latendress**  
ilatendresse@jmg.org

### Eastern Maine Community College

**Bridget Edwards**  
bedwards@jmg.org

**Amy Dow**  
adow@jmg.org

### Kennebec Valley Community College

**Jessica Rodrigue**  
jrodrigue@jmg.org

**Zahayra Razo**  
zrazo@jmg.org

### Northern Maine Community College

**Kim Dorsey**  
kdorsey@jmg.org

### Southern Maine Community College

**Rebecca Harrison**  
rharrison@jmg.org

**Jeff Kozaka**  
jkozaka@jmg.org

**Travis Lawson**  
tlawson@jmg.org

### Washington County Community College

**Mary-Ann Urquhart**  
murquhart@jmg.org

### York County Community College

**Jeff Kozaka**  
jkozaka@jmg.org

## UNIVERSITY OF MAINE CAMPUSES

### University of Maine - Orono

**Kayla Currier Kipping**  
kcurrierkiping@jmg.org

### University of Maine at Augusta

**Joe Hayes**  
jhayes@jmg.org

**Amber Oakes** (Bangor Campus)  
aoakes@jmg.org

### University of Maine at Farmington

**Kelsea Bickford**  
kbickford@jmg.org

### University of Maine at Fort Kent

**Abigail Pooler**  
apooler@jmg.org

### University of Maine at Machias

**Tara Gray**  
tgray@jmg.org

### University of Maine at Presque Isle

**Kim Dorsey**  
kdorsey@jmg.org

### University of Southern Maine

**Randy Inosencio**  
rinosencio@jmg.org

## PRIVATE COLLEGES & UNIVERSITIES

### Thomas College

**Nicole Lazure**  
nlazure@jmg.org



JMG.org



# STUDENT CENTERED RESULTS DRIVEN



**12,000+**  
STUDENTS SERVED ANNUALLY



Programs in  
all of Maine's  
16 counties



Middle Schools



High Schools



Career & Technical  
Education Centers



College Campuses  
Including all Maine  
public universities &  
community colleges



Employer  
Partnerships

**JMG has more than 150 programs delivered in partnership  
with Maine's public schools, colleges, and 500+ employers.**



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.org





JMG supports more than 12,000 students across Maine annually. Including students in JMG’s core middle school, high school, and college success programs; students supported by JMG programs outside of the classroom through a variety of partnerships and district-wide career and college preparation activities; and low-income parents and guardians supported through a collaboration between JMG and the Maine Department of Health and Human Services HOPE and PaS programs.

Of the students in JMG’s core middle, high school, and college programs, **more than 65% come from economically disadvantaged families; 22% have a disability; 20% have demonstrated poor academic performance; and 16% face inequities due to race, ethnicity, gender identity, or personal and social circumstances.** Thirty percent have more than one of these barriers. Prior research shows that JMG students also differ from their peers in several important ways. They are more likely to have parents who did not attend college, have a record of excessive school absences, and lack traditional family support for their education. Seventeen percent of JMG youth in middle, high school, and college programs are non-white, including 7% who are Black or African-American, 4% who are multi-racial, and 2% who are American Indian.

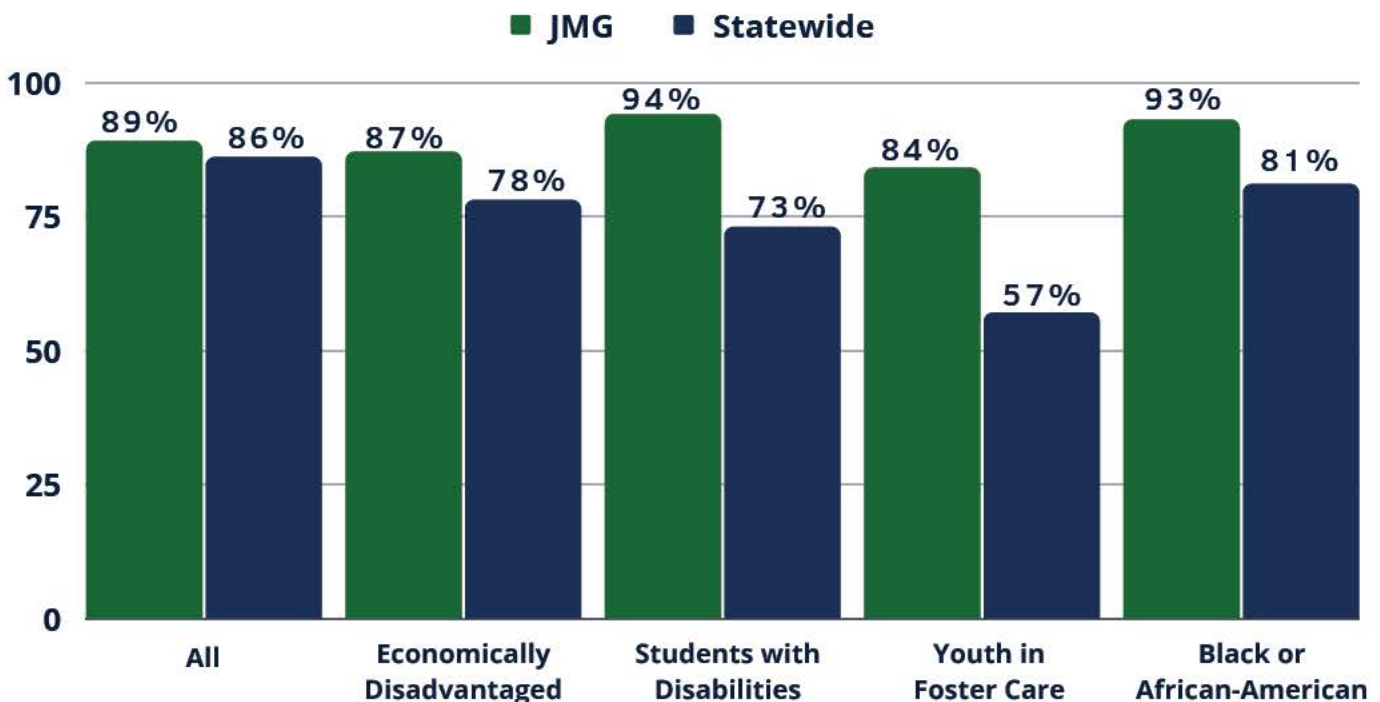
## High School Graduation Outcomes

**JMG students are graduating high school at high rates.**

For the class of 2022, JMG's 4-year high school graduation rate, the graduation rate for JMG youth who had JMG at any time in high school, not just in their senior year - was 89%, compared to Maine's statewide 4-year graduation rate of 86%. JMG youth who were economically disadvantaged, in foster care, or with a disability graduated at higher rates compared to Maine's statewide 4-year graduation rate.



**4-YEAR GRADUATION RATES 2022**



\*JMG data was analyzed by Stepwise Data Research, by the research firm's Principal, Mike Levert. (stepwiseresearch.com)

# JMG's Continuum of Support

JMG is unique in that it is the only statewide nonprofit in Maine that provides a continuum of support to students. JMG programs support students as they navigate significant challenges to ensure successful transitions from middle school to high school and into post-secondary education and careers.

These individuals provided a continuum of support to one student, Morgan Mattson. Morgan credits this team of JMG professionals - her continuum of support - with guiding her through challenges. By creating a network of support, including comprehensive bridging from high school into college, JMG provided Morgan with the support she needed to successfully graduate, enroll in college, and persist toward earning a credential of value as an important stepping stone toward college degree attainment.



**Aaron Lewis**  
High School  
Specialist  
Edward Little H.S.



**TJ Abacha**  
High School  
Completion Specialist  
Edward Little H.S.



**Michelle Bourne**  
College Success  
Specialist  
CMCC



**Kelly Bourassa**  
Regional Director



**Katie Wood**  
Regional Director



**Rachael Magill**  
Healthcare  
Workforce Liaison  
MaineHealth

Morgan's JMG experience began during her junior year at Edward Little High School in Auburn as she went through an emancipation process. Her grades and attendance slipped during this time, and Morgan's guidance counselor suggested she join JMG. "The stress of emancipation, the need to move, the constant court hearings as well as working full time, being a high school student, and figuring out how life worked as an emancipated minor had begun to take a toll on my grades, attendance, and my mental health," Morgan shared.

Morgan said that as soon as she joined JMG, Specialists Aaron Lewis and TJ Abacha became her biggest supporters. They helped rearrange Morgan's schedule, contacted her teachers to advocate for her, and held weekly check-ins to help her navigate and overcome challenges outside of school. **"The social and emotional support they gave me played a very big role in my successful graduation. I felt supported, and it provided me with a path to earning my CMCC diploma," Morgan said.**

As she transitioned from high school to Central Maine Community College, Aaron connected her with College Success Specialist Michelle Bourne. "Knowing I had a JMG person committed to my success in transitioning to college was a great relief." Michelle provided critical information, including financial aid and academic deadlines, throughout Morgan's first semester at CMCC. "I had no one to ask at home, no parental support, and knowing I could ask someone was so huge."

The responsibilities of adulthood, a full-time job, and college overwhelmed Morgan. She disengaged from her communication with Michelle, her grades slipped, and she was suspended from attending school. Michelle continued to proactively reach out to Morgan. "Michelle repeated the message that regardless of where I was in school, she would be there to support me. If I wanted to stay in the workforce, she would help me reach for a credential of value, or she would work with me to get me back into college."

Morgan utilized JMG's Pathway Navigation support, and Michelle encouraged her to earn the Maine Career Exploration Badge to show CMCC that she was serious about returning to school. Through a partnership with MaineHealth, JMG's Healthcare Workforce Liaison Rachael Magill created an opportunity for Morgan to earn her CPR certification, which renewed her passion for healthcare. She enrolled in the Scrub Club as part of JMG's Summer Academy, supported by the Regional Director team of Kelly Bourassa and Katie Wood, to earn the remainder of her hours for the badge. "My confidence has been restored. I feel truly supported. With this exciting opportunity and help from Michelle, I applied for the appeal that would grant me the chance to come back in the fall," Morgan said. Through the support of JMG and Morgan's perseverance, her suspension was lifted, and she will return to CMCC in the fall.



# Commitment to Maine Students' Success

JMG is an organization driven by our unwavering commitment to empowering Maine's youth through education, career exploration and helping them develop essential employability skills. Ensuring equity of opportunity for all students is paramount in unlocking their full potential and enabling them to fulfill their promise. By providing equal access to education, regardless of socioeconomic background or personal circumstances, we foster an environment where every student can succeed. By connecting students with real-world professionals and experiences, JMG ensures students are well-equipped for future career success.

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 wages increased an average of 18% (\$2,300) per year through 2019 – more than ten times the rate of inflation.

AIR also found that 53% of students with disabilities who took JMG in high school were employed at age 19 compared to 43% of similar non-JMG students. The JMG group had average weekly earnings 50% higher than the non-JMG group.

## Third-party Research on JMG Student Outcomes



A rigorous and peer-reviewed longitudinal evaluation of 27,000 Maine high school students corroborates these strong graduation results, which found a significant **"JMG Effect"** on high school graduation rates. American Institutes for Research (AIR), a global research firm based in Washington, D.C., found that **high school graduation rates increased for students taking JMG anytime in high school by eight percentage points for all students; by 15 points for economically disadvantaged students; and by 12 points for students with disabilities.**

For economically disadvantaged youth who took JMG as juniors or seniors, their likelihood of dropping out was reduced by four percentage points. The study was based on students who first enrolled in high school between 2004 and 2014 and controlled for numerous demographic variables to provide a statistically valid comparison between JMG and non-JMG students.

## Foster Care Youth

JMG supports more than 450 youth currently or formerly in foster care, including 200 students in our middle and high school programs, 50 students in our College Success program, and 200 youth in the Opportunity Passport® program, which supports financial independence for foster care youth.

JMG programs play an important role in supporting foster care youth in Maine. With the guidance and support of JMG staff, our programs provide essential skills and opportunities for personal and professional growth. Foster care youth are equipped with the tools they need to succeed academically, overcome challenges, and transition into the workforce, empowered to build a bright future.

# “JMG was there to help me when I needed it most.”



Alexander Buzzell speaks at the Opportunity Passport® \$2 million celebration at the Maine State House.

Alexander Buzzell credits the support he received from JMG and the Opportunity Passport® program for his success as a young adult. Today, Alex is a college graduate, happily married, and a construction superintendent in the renewable energy industry. Alexander says he did not start school until the age of 11 and, shortly after, was placed in Maine's foster care system.

During his first year in high school, he joined JMG. Alexander reflected that his Specialist exposed him to the concept of financial literacy. Through his JMG experience, he acquired skills that helped him learn the difference between a checking and savings account and how interest works. He gained an understanding of taxes, credit, and running a business. Alexander said the lessons he learned through JMG were "life-changing."

After graduating from high school, Alexander took part in the financial literacy training offered by Opportunity Passport® (OP) to help him achieve an imperative need. "I realized that I needed help and that living in central Maine and riding my bicycle was not going to work for me. So I bought a car for \$1,000 that summer, and I didn't have enough money to put that car on the road, and Opportunity Passport® helped pull me through that."

JMG supported Alexander during college when he found himself on academic probation and realized he had no idea how to manage his time or balance multiple priorities. He turned to his JMG Specialist at the University of Southern Maine, Randy Inosencio, who Alexander said was always there for him. Randy quickly helped reinstate his financial aid and supported him as he went from failing grades to a 3.2 GPA.

He continued to use his OP funds to pay for tuition and a laptop, but another pivotal moment in his life came during the pandemic when he found himself homeless in the summer of 2020 and living in his car in 90-degree heat. He credited JMG and OP for being there when he needed it most. "Not knowing what to do, I called my Opportunity Passport® Specialist, Kara Boone, and she quickly got me into a motel while we put together a plan to use my Opportunity Passport® funds to cover the double security deposit on the apartment that I live in today."

The support Alexander received from JMG and Opportunity Passport® allowed him to return to college and graduate from Southern New Hampshire University. "Statistics say that I should not be here. Yet with the help and support of JMG and the Opportunity Passport® program, I beat the odds, and my story has just begun."

# College Success Outcomes

Regarding college matriculation, in most years, about half of JMG students go on to college in the fall after high school graduation. **For the most recent class of 2022, 47% of JMG students enrolled in a post-secondary program after high school.** While statewide data for 2022 is not yet available, this rate compares favorably to the college-going rate for the class of 2020 (the most recent data available) of 54% for all Maine students, 39% for economically disadvantaged, and 23% for students with disabilities.

**Of JMG college students who started college between 2015-2021, 68% persisted into their second year.** While not a perfect comparison, this success rate compares favorably to the persistence rates of 63% for all Maine high school graduates and 50% for all Maine economically disadvantaged high school graduates. JMG's six-year post-secondary credential rate for youth who started college in 2016 was 46% (including all types of post-secondary credentials of value).

**Since 2015, more than 540 JMG youth have attained a post-secondary credential.** Sixty percent of all students who started in JMG's College Success Program have either graduated or are still in school, and 20% are still being supported through JMG's Pathway Navigation program.

College outcomes for JMG's foster care youth are also exceeding national rates. Since 2017, JMG has served 79 foster care youth in college, of which roughly 70% have persisted into their second year, and 22% have attained a degree or credential of value. In addition, nearly half of JMG foster care youth in the class of 2022 enrolled in college directly after high school (44%). National studies indicate that less than 10% of foster care youth graduate from college.



JMG's college success focus includes awarding post-secondary scholarships funded by the Maine Department of Health and Human Services to JMG students who are economically disadvantaged. **Since July 2017, JMG has distributed 584 scholarships totaling more than \$1 million to economically disadvantaged youth.** Roughly 50% of recipients either attained a credential or are still enrolled on a JMG College Success roster. An additional 25% are currently supported by a JMG Pathway Navigation specialist.



# College Success Stories

## Maine Community College System Students of the Year

The Maine Community College System recognized JMG students Asma Hassan and Jessica Clark as 2023 Students of the Year. Asma and Jessica were selected by faculty and staff at their college for their academic success and their campus and community involvement.



### **Asma Hassan** **Central Maine Community College** **Student of the Year**

Asma has been in JMG since high school and is a graduate of CMCC with an applied science degree in accounting. She first enrolled at CMCC through the college's Embark program, taking one college course while still a senior at Lewiston High School. She is active in the TRIO program, is a business math tutor, worked as an Academic Affairs greeter, and helped rebuild the Muslim Student Association. Asma's family immigrated to the U.S. in 2010 from Djibouti and eventually settled in Lewiston. After graduating in May 2023, she plans to continue her education at the University of Maine at Augusta to earn a bachelor's degree in accounting.



### **Jessica Clark** **Southern Maine Community College** **Student of the Year**

Jessica, of East Waterboro, is enrolled in SMCC's business program. She started her education at SMCC in 2019 and graduated from SMCC's culinary arts program in 2022. She has served on the Student Senate and worked as a resident assistant, a front desk worker, and at Sodexo. Her career goal is to be a restaurant owner, and she is learning all she can about the industry. She plans to continue her education at the University of Southern Maine and be a resident assistant while earning a bachelor's degree in business.



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 provides a continuum of support for students, helping them navigate the challenges they face and succeed in their educational and career journeys. We equip Maine students with the necessary skills, resources, and opportunities to thrive academically, personally, and professionally.

JMG helps students traverse complex pathways into post-secondary education and the workforce by forging partnerships with employers, colleges, and universities.

**With a proven track record of success, JMG is shaping the future of Maine's workforce.**



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





# STUDENT CENTERED RESULTS DRIVEN



## JMG CONTINUUM OF SUPPORT



JMG serves students in all 16 Maine counties. We have more than 150 programs delivered in partnership with Maine's public schools, colleges, and 500+ employers.



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.org





# Impact Beyond the Classroom

JMG serves as a bridge between public education and private employers. We offer unique opportunities to deepen learning and strengthen post-secondary pathways for all students.

## Career Intensives & College Success



- JMG's programs bring the **resources of private employers and post-secondary institutions into middle schools and high schools**, creating meaningful experiences for all students to explore career opportunities.
- JMG offers a College Success Program for **all of Maine's foster care students and any student enrolled in JMG during high school**.
- The College Success Program begins in high school and continues seamlessly through college by **providing comprehensive support to students** working to obtain post-secondary credentials.
- JMG has Specialists on **15 Maine college and university campuses**, including all Maine public community colleges and universities.

## Financial Literacy, Follow Up & Scholarships

- Financial literacy is a **core component of JMG's learning approach**, and our JMG Specialists often **provide personal financial literacy seminars and workshops across all grade levels** and/or as evening workshops.
- JMG commits to formal follow-up support with students for a minimum of 12 months after middle school and another 12 months after graduating high school.
- JMG's Opportunity Passport® program has helped **foster care youth earn and save more than \$2 million**.
- Maine DHHS/JMG scholarship program provides **\$200,000 in scholarships to JMG students who are economically disadvantaged** to support their readiness in career, technical, and trade fields outside of a traditional four-year bachelor's degree.



## Extended Learning Opportunities



- JMG's expanding programming and initiatives play a crucial role in providing a continuum of support for students. Our addition integrating Extended Learning Opportunities (ELOs) into our JMG classrooms and Maine schools **equips students with the knowledge and tools they need to pursue their aspirations**.
- ELOs are hands-on, credit-bearing courses outside the traditional classroom designed to be **flexible, personalized, and relevant**.
- JMG has a Learning Management System (LMS) that supports **professional development for school personnel and business partners** to Maine Learning Standards-aligned course frameworks for students participating in ELOs.

## Maine Career Exploration Badge

- The Maine Career Exploration Badge is offered to **all high school juniors, seniors, and recent graduates**. Students participate in meaningful work experiences, earning a **\$500 academic award** upon completion.
- Students participate in a minimum of **40 hours of hands-on employer engagement experiences** coupled with online modules on JMG's LMS to set goals, document their employer engagement experiences, and plan for their future.
- JMG will provide **\$2 million in financial support** to Maine students through the Maine Career Exploration Badge.







# Maine Career Exploration Badge

## Meaningful Work Experiences for Maine Students

### What

The Maine Career Exploration Badge for eligible Maine students 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.

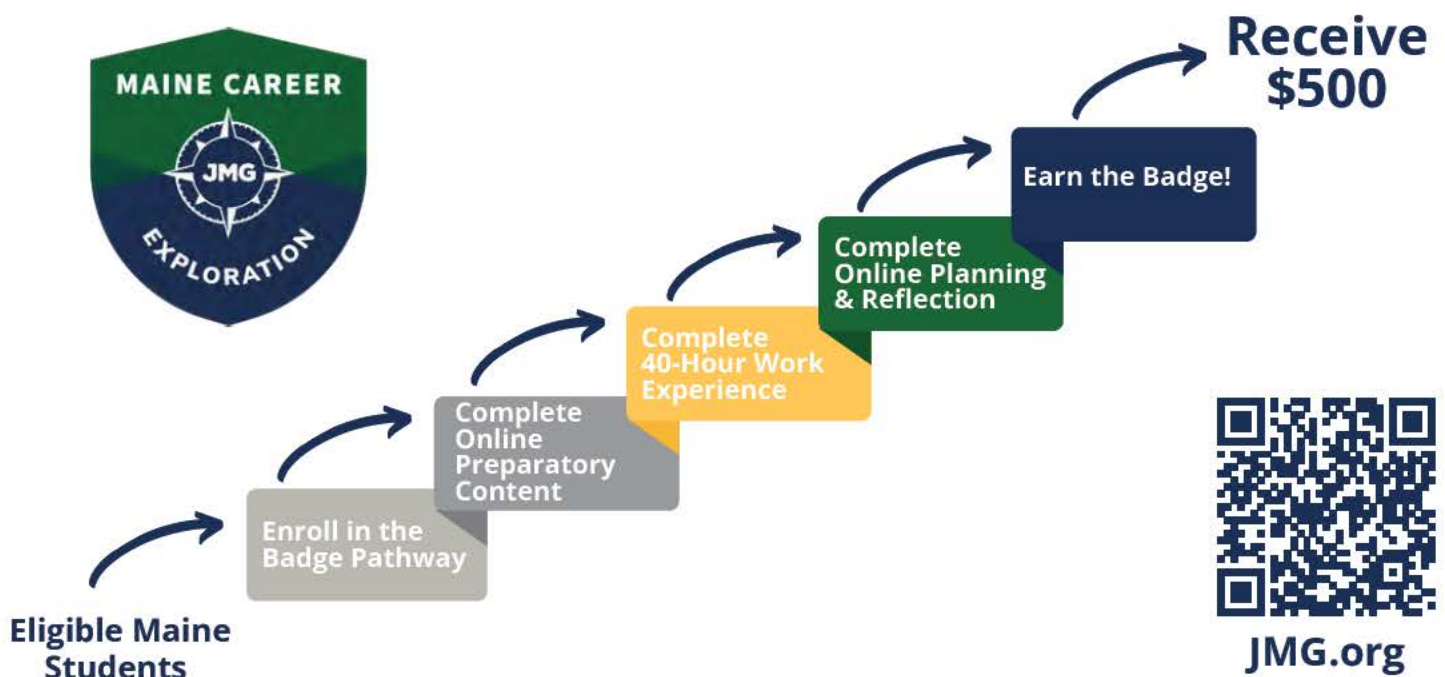
### How

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.

## Student Benefits

- Get firsthand experience and relevant information about working within a particular field, industry, or position.
- Build a network of professional contacts and support.
- Explore new career paths.
- Get tips about how to prepare for and enter a given career.
- Learn what it's like to work for a specific organization.

## Completion Pathway





# MAINE CAREER EXPLORATION BADGE MILESTONE



**2,000**

MAINE CAREER EXPLORATION BADGES EARNED

**80,000**

HOURS OF MEANINGFUL WORK EXPERIENCES



**\$1,000,000**

PROVIDED TO MAINE STUDENTS

# BUDGET & FUNDING SOURCES



## JMG FY24 Board Approved Budget

### REVENUE

ME DOE - State Appropriation	3,881,379
ME DHHS	5,270,604
HOPE Initiative	1,250,000
Federal Stimulus ARP - ELO	4,276,472
Local School Contributions	2,848,000
Private Development (Corp. Fdn, Ind)	2,337,658
Admin Cost Share Revenue from GenUS	44,686
<b>Total Revenue</b>	<b>19,908,799</b>

### EXPENSE

Salaries	12,232,601
Benefits & Taxes	2,914,918
<b>Subtotal Personnel</b>	<b>15,147,519</b>
Administration and Fees	177,458
Facilities	122,300
Communications and Employer Engagement	142,000
Staff Training and Development	388,881
Student Events and Activities	150,500
Student Support	1,571,000
Supplies	49,600
Technology & Equipment	293,142
Travel Expenses	126,187
Special Projects, Partners and Consultants	1,140,211
Strategic Growth and Sustainability Fund Investment	600,000
<b>Subtotal Non-Personnel</b>	<b>4,761,280</b>
<b>Total Expenses</b>	<b>19,908,799</b>

<b>Surplus/(Deficit)</b>	<b>0</b>
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# 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.

<b>JMG Budget and Programmatic Outcomes Achieved from FY 2015 – FY 2020</b>			
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 25<sup>th</sup> 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
<b>When:</b> - End of Senior Year - Within Six Years After High School Graduation	<b>When:</b> -JMG Senior Year	<b>When:</b> 12 Months After High School Graduation	<b>When:</b> 12 Months After High School Graduation; up to age of 24 years.	<b>When:</b> Annually
<b>Audience:</b> All students who had JMG at any time in high school (HS Graduation)  All students who participate in JMG’s senior year program (Credential)	<b>Audience:</b> Primarily seniors; some juniors who demonstrate readiness	<b>Audience:</b> JMG H.S. graduates from the previous year’s Senior Roster	<b>Audience:</b> JMG H.S. graduates from the previous year’s Senior Roster; up to age of 24 years.	<b>Audience:</b> All JMG students, previous year’s roster
<b>Benchmark:</b> HS Graduation Rate  Degree/Credential Attainment Rate (6 Years Out)	<b>Benchmark:</b> HS Senior Micro-Credential attainment	<b>Benchmark:</b> 32 hours of engagement – post- secondary, career path, military	<b>Benchmark:</b> Active pursuit of post- secondary credential  (6 Years Out)	<b>Benchmark:</b> 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				
Social & Cross-Cultural Skills				Three-Credit College Course: Thomas College Financial Literacy
Productivity & Accountability				
Leadership & Responsibility				Post-Secondary Bridging
Career & College Readiness	A. Common/Overlap for Career & Post-Secondary B. Career-Ready C. Post-Secondary Bridging			
Information, Media, Technology				Career Ready



## REVIEW OF FIVE-YEAR ORGANIZATIONAL HIGHLIGHTS

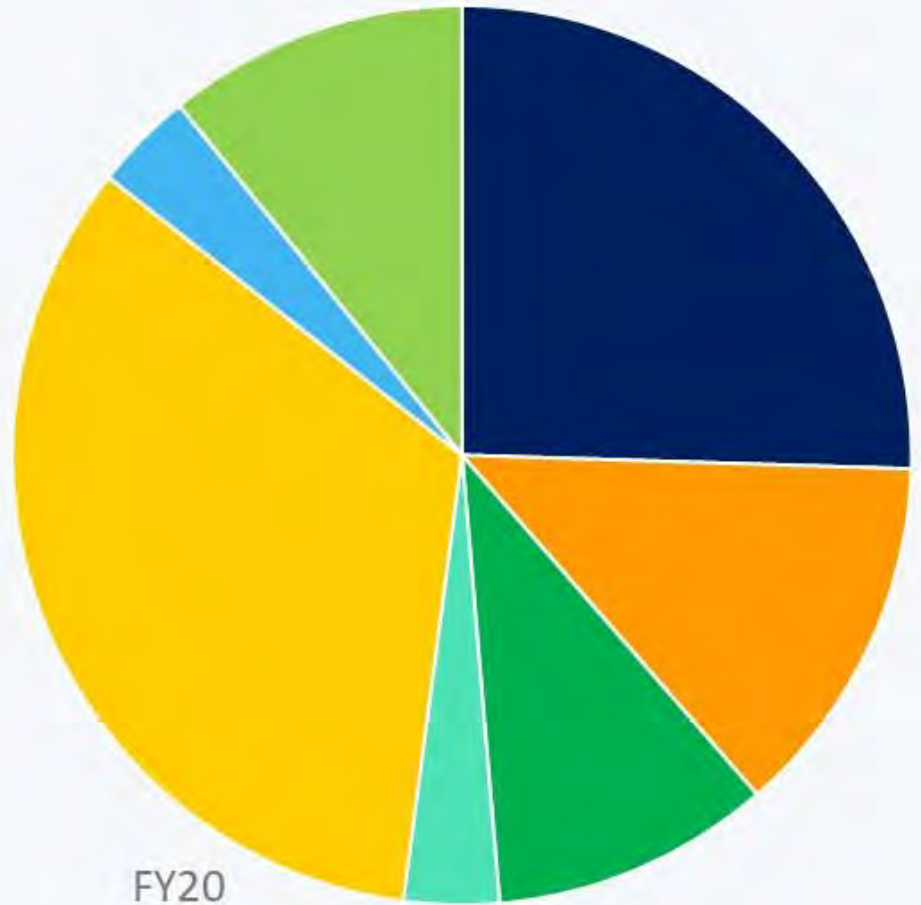
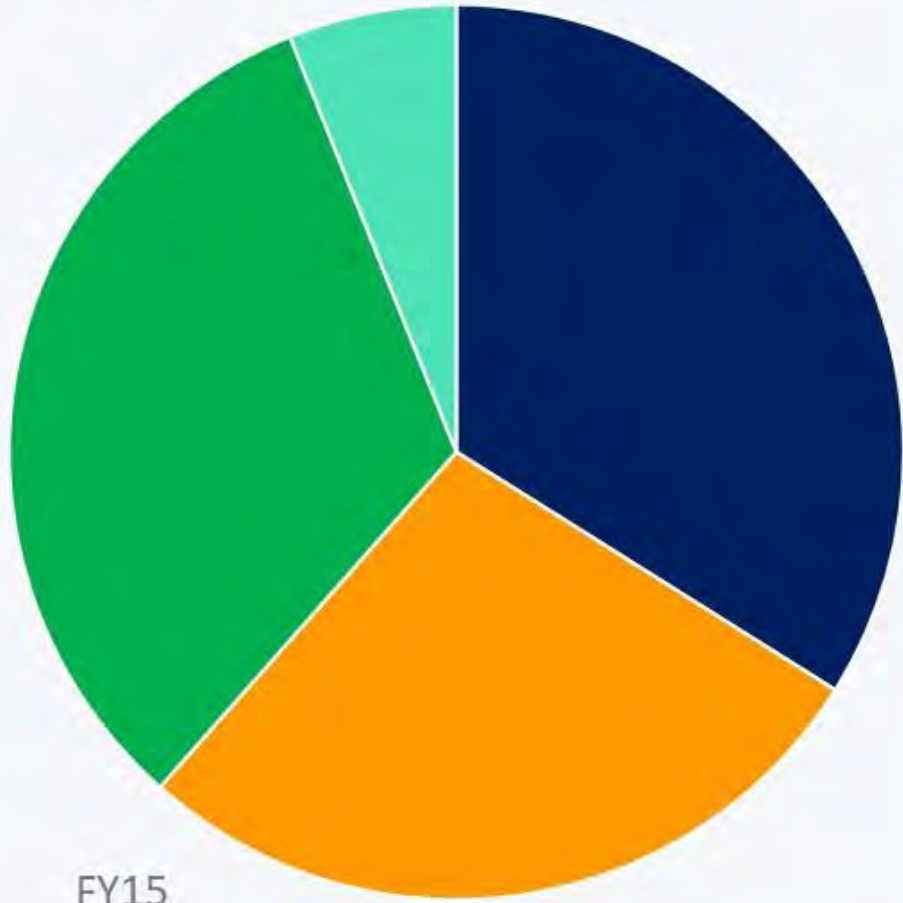
FISCAL YEAR 15	FISCAL YEAR 17	FISCAL YEAR 18	FISCAL YEAR 19	FISCAL YEAR 20
Total of 80 programs 5,150 students served annually	Total of 91 programs 6,500 students served annually	Total of 104 programs 7,000 students served annually	Total of 131 programs 9,000 students served annually	Total of 143 programs 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 <sup>th</sup> 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

95%

Graduation Rate

85%

Engagement Rate

48%

Post-Secondary Enrollment

FY19

92%

Graduation Rate

85%

Engagement Rate

56%

Post-Secondary Enrollment



## JMG students earn 14% more in wages

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



## Significant wage growth for JMG graduates

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



## Higher high school graduation rates for students with disabilities

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



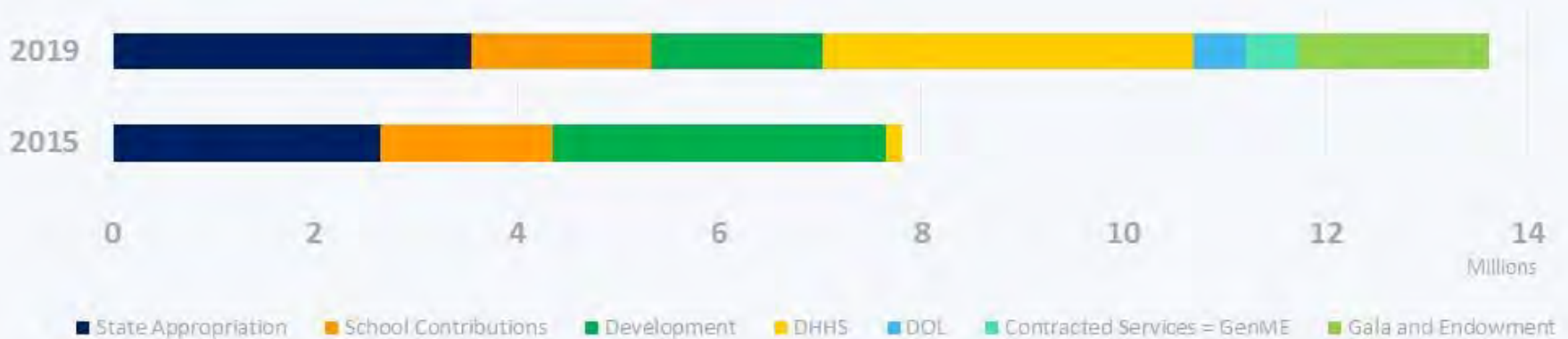
## JMG College Success Program supports persistence

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



# Comparison

FY15 and FY19







# REFERENCE DOCUMENTS





## 2018 Grant Report

Dear Friends of the Harold Alfond Foundation:

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

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<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup>

## 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,

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<sup>2</sup> 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.

<sup>3</sup> **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.<sup>4</sup>

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.<sup>5</sup>

Second, while higher education correlates strongly with higher income, 60% of Americans have not had the benefit of completing higher education in *any* form;<sup>6</sup> 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.<sup>7</sup>

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,<sup>8</sup> 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.

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

<sup>5</sup> "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/>

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

<sup>7</sup> "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](https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf)

<sup>8</sup> 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.<sup>9</sup> 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");

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<sup>9</sup> "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](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 College<sup>12</sup>) 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 23<sup>rd</sup> 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,

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<sup>12</sup> 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*  
*Theodore B. Alfond*  
*William L. Alfond*  
*Peter H. Lunder*  
*Steven P. Akin*  
*Theresa M. Stone*  
*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.

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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, 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 Daigner, 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.

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### Here are some startling facts:

Less than **80%** of economically disadvantaged students in Maine *graduate* high school<sup>1</sup>; and,

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

**17%** of Maine students with disabilities *drop out* of high school<sup>3</sup>; and,

Only **10%** have a college degree *six years later*.<sup>4</sup>

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

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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%).

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

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

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

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

<sup>5</sup> 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](http://MaineSpark.me)

**Press Contact**  
Ed Cervone  
connect@MaineSpark.me

**Coalition Members**  
(As of 10/25/17)

**Future Success**

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

**Adult Promise**

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

**New Opportunities**

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

To connect with  
MaineSpark, or to sign up  
for updates and news,  
go to: [MaineSpark.me](http://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

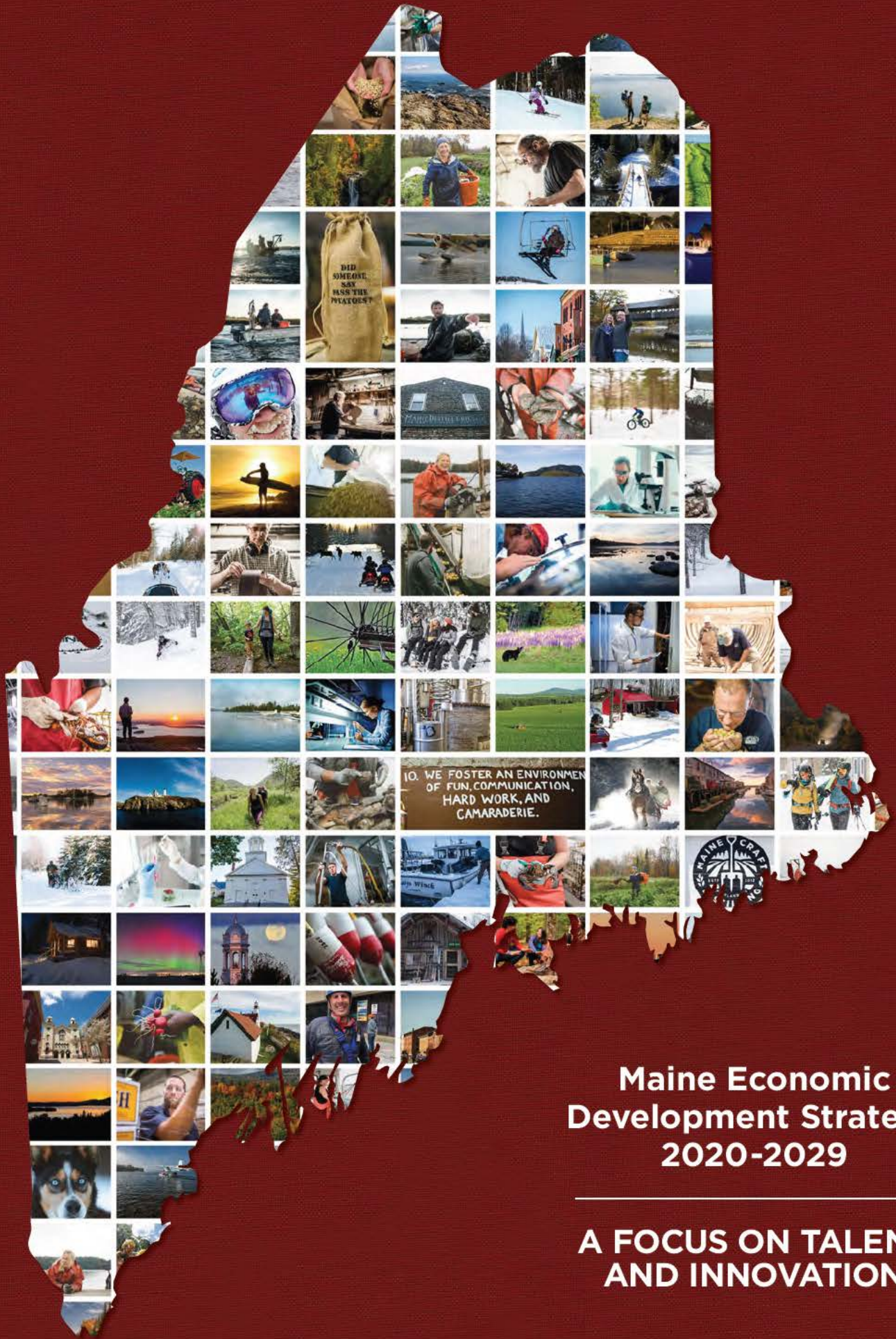
**Adult Promise** offers information, support and resources for those looking to start or finish a degree or certificate, change careers or learn a new trade or skill. MaineSpark can connect Mainers to their futures through programs like the Finance Authority of Maine Lifetime Learning Kit, providing 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**

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**A FOCUS ON TALENT  
AND INNOVATION**



## STRATEGY A

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# 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.<sup>13</sup> 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.<sup>14</sup>

## 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-disadvantaged<sup>15</sup> 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.

<sup>13</sup> Page 22, Education Indicators for Maine, 2018, Educate Maine.

<sup>14</sup> Workforce Board, Title 26, Chapter 25

<sup>15</sup> 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.”<sup>16</sup> 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 opportunities<sup>17</sup> and two that list internships.<sup>18</sup> Potential interns report that it is difficult to understand the apprenticeship/internship system in Maine, and to find listings.<sup>19</sup> 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.<sup>20</sup> 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

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

<sup>17</sup> [joblink.maine.gov/ada/r/search/jobs?keywords=apprentice](http://joblink.maine.gov/ada/r/search/jobs?keywords=apprentice)

<sup>18</sup> Hospitality Maine and LiveWorkMaine

<sup>19</sup> Feedback from FocusMaine summer interns 2019

<sup>20</sup> [maine.gov/doe/learning/content/career/review](http://maine.gov/doe/learning/content/career/review) and [maine.gov/doe/learning/content/mathematics/review](http://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)**







