



# Annual Report

January 31, 2025





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## Executive Summary

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

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

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

**“JMG is forging Maine’s future workforce!”** — was recently proclaimed in the Governor’s refreshed economic plan, published in March 2024. This past year marked an extraordinary period for solidifying our position as a cornerstone of education and workforce development. We yielded remarkable results, guided by a vision and passion to ensure every student has the education and support needed to achieve their fullest potential.

The Maine Career Exploration Badge, supported by federal American Recovery Program funding, has provided a unique opportunity to seize unprecedented short-term financial resources. Importantly, looking ahead, we must be mindful of how we position this infusion of resources to ensure long-term stability, sustainability and strength — recognizing we will be facing an increasingly complex economic landscape. This upcoming year will include a strategic planning process for JMG’s Board of Directors, and all JMG employees will have the opportunity to participate in this process. Instead of creating a standard strategic plan, JMG is going to create a five-year **“Playbook.”** This approach will allow us to remain responsive to evolving opportunities and challenges.

To fulfill the promise of JMG, we are creating more on-ramps to post-secondary and career pathways for students, while advancing a new model to ensure equity of opportunity for all students. Our long history of competency-based education, which includes Extended Learning Opportunities and the Maine Career Exploration Badge, have been building toward **JMG’s Maine Career Exploration Model.**

We began developing JMG’s Maine Career Exploration Model in 2019. This revamp included a new data system, new qualifying barriers, new organizational outcomes, and newly designed learning pathways to ensure JMG students are developing the most relevant skills needed within our workforce. This model’s design needed to not only encompass the appropriate skills, which are JMG’s 30 Core Competencies, but also needed to be within a framework that positions students to navigate the world of post-secondary credentials after high school. Therefore, JMG’s competency-based model has been designed within **a framework of microcredentials.**

The microcredentials within JMG’s Maine Career Exploration Model are meant to act as a “primer” for the world of post-secondary Credentials of Value. This approach supports JMG’s organizational goal of **60% of students in our College Success Program attaining a Credential of Value within six years of their first enrollment in College Success.** Similarly, our Skill Patches will act as a “primer” for middle school students, introducing them to our competencies at a basic demonstration level and preparing them to earn JMG Core Microcredentials when in high school.

Integrating credential-based learning into high school and middle school relates to and prepares students for navigating through the complexity of today’s post-secondary and labor market. Our framework of microcredentials will strengthen our continuum of support, helping more students be successful in our College Success Program. JMG already has strong relationships with employers throughout Maine, and because we will be embedding employer resources into our framework, those relationships will deepen. **As these efforts mature and coalesce, there will be a positive impact on all of our programs and initiatives,** including HOPE/PaS, ASPIRE,

Extended Learning Opportunities, Career & Technical Education, High School Completion, and Workforce Liaisons. Never before has JMG’s approach to mastery of learning and validation of skills been of more interest or value to external partners.

For the 2024-25 school year, JMG will be entering our “Exploration Phase” of this model’s development – a cohort of JMG Programs will be piloting and refining eight (8) Core Microcredentials for high school students, and 30 Skill Patches for middle school students. JMG will also have the ability, through our growing partnership with the national organization **Digital Promise Global**, to conduct research through the feedback of multiple stakeholders, ensuring we are building the most relevant and effective model possible.

We will have a total of 12 programs piloting our first two Core Microcredentials during the first semester – **Job & Career Ready** and **Pathway Navigation** – and then bringing on additional programs to pilot and refine the remaining six Core Microcredentials during the second half of the academic year.



JMG’s Maine Career Exploration Model will offer the same autonomy and flexibility that JMG is known for – providing JMG programs with innovative resources, while also allowing for Specialists to utilize their own toolbox and community to support competency attainment. This framework and the function of submitting **Evidence of Learning** to showcase students’ attainment of skills will be housed within our newly improved Learning Management System, **Canvas**. Furthermore, we will utilize Canvas Credentials as the official system for issuing Digital Badges for high school students. Middle school students will earn physical patches/certificates in recognition of their Skill Patch attainment.

Upon this first wave of issuing microcredentials to students, JMG will have a strong focus on the **integrity** of our microcredentials – which will be gaining value as employers are experiencing for themselves the alignment of a student’s microcredential and the skills and behaviors the student is exhibiting through their employment. If students are earning microcredentials and their skills and behaviors are *not* in alignment with skills represented within that microcredential, then the value of our microcredentials will not reach their most impactful potential.

It will be imperative throughout this “exploration year” that JMG Specialists are truly exploring this new model with a solution-oriented approach – providing relevant feedback, being an ambassador of this new model, and continuing to ground our approaches with the student-centered, results-driven mindset we are known for. **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 business partners’ needs for now and into the future.**

Sincerely,

A handwritten signature in black ink that reads 'Craig Larrabee'.

Craig Larrabee  
President & CEO, JMG

A handwritten signature in blue ink that reads 'Kimberley A. Lipp'.

Kimberley Acker Lipp  
Executive Vice President

ABOUT  
JMG



# Learn About

## 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 postsecondary 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 postsecondary education and careers. Our 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 31-year history, JMG has provided more than 100,000 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.

## 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 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 aspirations, and attain success. JMG students leave 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.

Outcome	Maine	JMG
Four-year high school graduation rate	86%	91%
Postsecondary graduation enrollment	57%	60%

# Learn About

## 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 programs 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

- Our 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 and youth who are or have been in foster care. 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 15 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.

**Website: [JMG.org](http://JMG.org) | Phone: 207-620-7180**



## Board of Directors

### Executive Committee

**Chair: Danielle Ahern**  
SVP, Director of Treasury Services  
Machias Savings Bank

**Vice Chair: Virgel Hammonds**  
Chief Executive Officer  
Aurora Institute

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Director of Community Relations  
Central Maine Power

**Treasurer: Mike Archer**  
EVP, Chief Financial Officer  
Camden National Bank

**Chris Cimino**  
President  
C.M. Cimino Realty Inc.

**Jeremy Fischer, Esq.**  
Attorney  
Drummond Woodsum

**Ryan J. Moore**  
SVP, Digital Director  
Bank of America

### At Large Members

**Kenden Alford**  
Psychotherapist  
Leadership Coach

**Dan Belyea**  
Chief Workforce Development Officer  
Maine Community College System

**Glenn Cummings, Ed.D.**  
Director of Green Schools  
Maine Department of Education

**Melissa Denbow**  
VP, Community Experience Manager  
Machias Savings Bank

**David Dorr**  
Director  
Somerset Career & Technical Center

**Patricia Hopkins**  
Superintendent  
MSAD 11

**Lisa Larson**  
SVP, College Transformation  
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

**Dr. Johanna Prince**  
Assistant Superintendent  
South Portland School Department

**Tyler Putnam**  
Superintendent  
MSAD 70

**Dee Sabattus**  
Deputy Director  
United South and Eastern Tribes (USET)

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

### Ex Officio Members

Commissioner  
Maine Department of Labor

Commissioner  
Maine Department of Education





# Student Centered - Results Driven

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.



## OUR CONTINUUM OF SUPPORT



**Middle  
Schools**

**High  
Schools**

**Career &  
Technical  
Education  
Centers**

**College  
Campuses**

**12,000+  
Students  
Served  
Annually**

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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 2024-2025 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  
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  
South Portland Middle School  
Troy Howard Middle School  
Vassalboro Community School  
Warsaw Middle School  
Waterville Jr. High School  
Windham Middle School  
Winslow Junior 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  
Bucksport High School  
Calais Area High School  
Caribou High School  
Carrabec High School  
Cony High School  
Deering High School  
Deering High School Completion  
Dexter Regional High School  
Dirigo High School  
Edward Little High School  
Edward Little High School Completion  
Ellsworth High School  
Erskine Academy  
Fort Fairfield Middle/High School  
Fort Kent Community High School  
Foxcroft Academy  
Freeport High School  
Gardiner Area High School  
Gorham High School  
Hall-Dale High School

## High School Programs cont.

Hampden Academy  
Hodgdon High School  
Houlton High School  
Lawrence High School  
Leavitt Area High School  
Lewiston High School  
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 Sec. School  
Poland Regional High School  
Portland High School  
Presque Isle High School  
Richmond 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 & Technology 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

Aspire Golden Bucks  
Aspire River Hawks  
Witches Aspire  
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 Specialists support students at 15 Maine college and university campuses.

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 the 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 participated in a JMG program in middle school or high school, youth in foster care or who have been in foster care, and college students who received their GED within the last five years.



### 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**

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**Ivy Latendresse**

ilatendresse@jmg.org

### Eastern Maine Community College

**Bridget Edwards**

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**Amy Dow**

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### Kennebec Valley Community College

**Jessica Rodrigue**

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**Zahayra Razo**

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### Northern Maine Community College

**Kim Dorsey**

kdorsey@jmg.org

### Southern Maine Community College

**Rebecca Harrison**

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**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**

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### University of Maine at Augusta

**Joe Hayes**

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### University of Maine at Farmington

**Kelsea Bickford**

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### University of Maine at Fort Kent

**Abigail Blanchette**

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### University of Maine at Machias

**Tara Gray**

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### University of Maine at Presque Isle

**Kim Dorsey**

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### University of Southern Maine

**Randy Inosencio**

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## PRIVATE COLLEGES & UNIVERSITIES

### Thomas College

**Nicole Lazure**

nlazure@jmg.org

## PATHWAY NAVIGATION

**Jackie Gordon**

jgordon@jmg.org



JMG.org



# Cascading Organizational Outcomes and Program Goals

## WHY WE EXIST (JMG Mission Statement)

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.

## HOW WE APPROACH OUR MISSION (JMG XYZ Statement)

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.

## WHAT WE DO

Our core middle school, core high school, and College Success programs provide competency-based education through a continuum of support to students. Students who are enrolled in a JMG core program face at least one barrier.

### Our core programs serve:

- Students from economically disadvantaged households
- Students who are or have been in the foster care system
- Students with disabilities, including physical, cognitive, intellectual, emotional, or learning
- Students who face inequities due to race, ethnicity, gender identity, sexual orientation, personal and social circumstances
- Students who consistently underperform academically or exhibit a sudden drop in grades
- Students identified by the school's JMG Advisory Committee as facing significant barrier(s) who can benefit from the JMG core program

In addition to our core programs, **JMG advances competency-based education to help students reach their fullest potential, achieve greater equity, and to build student-centered, results-driven systems and culture.**

Other JMG programs include and are developed in partnerships with schools to serve entire grade levels and/or offer specific advisory supports, Career & Technical Education (CTE) partnerships, High School Completion (HSC) programs, Extended Learning Opportunities (ELOs), the Aspire Initiative supported by the MELMAC Education Foundation, Opportunity Passport, and pathway navigation services for Higher Opportunity for Pathways to Employment (HOPE) and Parents as Scholars (PaS).

## WHY ARE WE IMPORTANT

JMG is forging Maine's future workforce. To fulfill the promise of JMG, we are creating more on-ramps to post-secondary and career pathways for students to reach their fullest potential while advancing our infrastructure to ensure equity of opportunity for all students. Our long history of competency-based education, school partnerships, and employer engagement has been building toward JMG's Maine Career Exploration Model. This new model will give students an opportunity to demonstrate mastery of learning and earn microcredentials to validate knowledge and skill attainment.

## HOW WE MEASURE SUCCESS

We measure our overall success as an organization through student **engagement**, **pursuit** of learning, **persistence** toward goals, and **attainment** of credentials of value and career-focused jobs.

- 80% of JMG students will earn a JMG microcredential each academic year
- 90% of JMG high school students will graduate high school within four years
- 80% of JMG graduating seniors will successfully transition to post-secondary education or a career-focused job within one year of high school graduation
- 60% of JMG College Success students will earn a postsecondary Degree or Credential of Value (COV) within 6 years

# Organizational Outcomes

The following **Organizational Outcomes** apply to all JMG core middle school, core high school, College Success programs, and students who are rostered in our Career and Technical Education (CTE) programs, High School Completion (HSC), and Extended Learning Opportunities (ELO).

**In addition to JMG's Organizational Outcomes, all JMG programs have program-specific goals and outcomes.** Program-specific goals and outcomes are reviewed and affirmed on an annual basis.

- 80%** of JMG students rostered in a core middle school or core high school program will earn a JMG microcredential each academic year. **A successful outcome is recorded for a JMG student who earns:**
    - 5 or more Skill Patches in grade 7
    - 10 or more Skill Patches in grade 8
    - 3 or more Competency Microcredentials in grades 9 and 10
    - 5 or more Competency Microcredentials or 1 Core Microcredential in grade 11
    - 1 or more Core Microcredential in grade 12
  - 90%** of students who are rostered in a JMG program at any time in high school will graduate from high school within four years. **A successful outcome is recorded for a student who:**
    - Graduates from high school within four years. Students have the summer months immediately following their senior year to complete their diploma or equivalent; must complete by August 31.
  - 80%** of JMG graduating high school seniors will be engaged in a career-focused job, post-secondary education, or a combination of the two on a full-time basis, or in the military, one year after high school graduation. **A successful outcome is recorded for a student who:**
    - Has attained a Credential of Value within one year of high school graduation
    - During the month of May in the year after high school graduation, is enrolled full-time in a postsecondary education pathway (defined as 12 or more credit hours)
    - Is working full-time (defined as 30 or more hours)
    - Is participating in an industry-based training program, which is defined as 30 or more hours
    - Is participating in a combination of any of the above, which collectively add up to 30 or more hours

**Detail:** For students enrolled in postsecondary education, each credit counts as 3 hours
- Note: We will also track and report the percentage of graduating seniors who are engaged at a less than full-time status, but the organizational goal is oriented to full-time status.**
- 60%** of JMG students who enroll in the College Success Program (CSP) will attain a Degree or Credential of Value (COV) within six years of their initial enrollment in CSP. **A successful outcome is recorded for a student who:**
    - Attains a Degree or COV within six years of initial enrollment in CSP



# Program-Specific Goals and Outcomes

## Core Middle School Programs

1. 80% of JMG students rostered in a core middle school will earn a JMG microcredential each academic year. **A successful outcome is recorded for a JMG student who earns:**
  - 5 or more Skill Patches in grade 7
  - 10 or more Skill Patches in grade 8
2. 99% of 8th graders will enroll in 9th grade on-time.
3. 65% of rostered students are economically disadvantaged.
4. 100% of students who are supported by the foster care system, who are referred to the program by guidance or through JMG's partnership with DHHS, are supported and attempted to be rostered.
5. 35 or more students are rostered in each program.



## Core High School Programs and Students who are Rostered in CTE, HSC, and ELO Programs

1. 80% of JMG students rostered in a core high school program will earn a JMG microcredential each academic year. **A successful outcome is recorded for a JMG student who earns:**
  - 3 or more Competency Microcredentials in grades 9 and 10
  - 5 or more Competency Microcredentials or 1 Core Microcredential in grade 11
  - 1 or more Core Microcredential in grade 12
2. 90% of students who complete a core JMG class at any time in high school will graduate from high school within four years. **A successful outcome is recorded for a student who:**
  - Graduates from high school within four years. Students have the summer months immediately following their senior year to complete their diploma or equivalent; must complete by August 31.
3. 80% of JMG graduating high school seniors will be engaged in a career-focused job, post-secondary education, or a combination of the two on a full-time basis, or in the military, one year after high school graduation. **A successful outcome is recorded for a student who:**
  - Has attained a Credential of Value within one year of high school graduation
  - During the month of May in the year after high school graduation, is enrolled full-time in a post-secondary education pathway (defined as 12 or more credit hours)
  - Is working full-time (defined as 30 or more hours)
  - Is participating in an industry-based training program, which is defined as 30 or more hours
  - Is participating in a combination of any of the above, which collectively add up to 30 or more hours

**Note:** for those enrolled in postsecondary education, each credit counts as 3 hours
4. 60% of JMG graduating seniors will pursue a Degree or COV within 1 year of high school graduation. **A successful outcome is recorded for a student who:**
  - Attains or pursues any Degree or COV within 1 year of high school graduation (including enrollment in CSP)

**Note: We will also track and report the percentage of graduating seniors who pursue a 2- or 4-year degree, although this metric will not be an official organizational or program goal.**
5. 65% of rostered students are economically disadvantaged.
6. 100% of students who are supported by the foster care system, who are referred to the program by guidance or through JMG's partnership with DHHS, are supported and attempted to be rostered.
7. Rostered Students:
  - 45 or more students are rostered in each core high school program
  - 30 or more students are rostered in each CTE program
  - 20 or more students are rostered in each of our HSC and ELO programs

# Program-Specific Goals and Outcomes

## College Success Program (CSP)

1. 60% of JMG students who enroll in CSP will attain a Degree or Credential of Value (COV) within six years of their initial enrollment in CSP. **A successful outcome is recorded for a student who:**
  - Attains a Degree or COV within six years of initial enrollment in CSP
2. 70% of CSP students will persist in their pursuit of a post-secondary credential from their first to second year of CSP. **A successful outcome is recorded for a student who:**
  - Is enrolled in a post-secondary program in the fall after their first year in CSP (including those who start CSP in the Spring of their cohort year)
3. 30% of students who withdraw from their original CSP campus will Return to School within two years. **A successful outcome is recorded for a student who:**
  - Is enrolled in a post-secondary program within 2 years of becoming a Pathway Navigation student

**Note:** includes students who transfer to other COV pathways without first becoming unenrolled
4. Enrolled students are those who were previously a JMG student or were at one time supported by the foster care system. (Program Goal)
5. Each program enrolls a minimum of 40 students, with Specialists working towards JMG's annual goal of enrolling 350 first-year students and maintaining a total program enrollment of at least 1,350 students.



## All Other Programmatic Goals and Outcomes

1. Less than 5% of rostered students will be Unable to Contact. (*Applicable to all programs*)
2. Data will be completed and submitted on time and accurately. (*Applicable to all programs*)
3. **Engagement, pursuit, persistence, and attainment** goals will be tailored to our additional programs that serve non-rostered students.

## Additional Programs

**HOPE & PaS** outcomes and goals are defined by a contract with Maine Department of Health and Human Services.

**Aspire** outcomes and goals are defined in partnership with the MELMAC Education Foundation and school districts.

**Opportunity Passport** outcomes and goals are defined in partnership with the organizational members of the Maine Youth Transition Collaborative.

**CTE, HSC, ELO, and Hybrid or Plus programs** (that support non-rostered students) outcomes and goals for programs serving non-rostered students are developed in partnership with community and school partners.



Craig Larrabee (back row, 4th from left) and Kim Acker Lipp (back row, 2nd from right) with key stakeholders, business partners and former JMG students.

# JMG: Building Maine's future workforce through partnership and ingenuity

Equipping students with skills and opportunities to prepare them for success in education and beyond

For over 30 years, JMG Inc. (formerly Jobs for Maine's Graduates) has been at the forefront of addressing Maine's growing workforce challenges, offering equitable solutions to economically disadvantaged and underserved students. From a dropout prevention program to a statewide leader, the organization now serves over 12,000 students annually across every county. This growth is a testament to JMG's commitment to providing the right support at the right time to help students succeed from middle school through postsecondary education and into the workforce.

"We've built something very special, and we're really excited about sharing our story," says Craig Larrabee, president and CEO of JMG. "The success of our organization is really built on being student-centered and results-driven, meeting students where they're at and developing models of direct services that help them raise their aspirations and become productive citizens."



President and CEO, JMG Inc.

JMG's journey began as a program engaging high school students who were at risk of not completing their education. Over time, the organization evolved to encompass students in middle school, high school and postsecondary institutions. Its work is no longer limited to helping students graduate but extends to ensuring they are prepared for whatever comes next, whether it is higher education or the workforce. As Maine continues to face significant demographic challenges, including an aging population and a shortage of skilled workers, JMG's mission to provide students with relevant, career-ready skills has never been more critical.

## Building Workplace Competency

By combining experiential learning with competency-based education, JMG prepares students for real-world challenges, giving them a competitive edge as they enter the workforce or postsecondary pathways. JMG has over 150 programs, partnering with schools and a network of employers across the state to ensure that students are equipped with both academic knowledge and workplace competencies.

One of JMG's key innovations is developing Maine's first statewide micro-credential framework, allowing students to earn and stack qualifications that demonstrate competencies to employers. As the students earn their micro-credentials, they get a badge that can be published on social media or LinkedIn, which can be seen by colleges and employers. The program has been so successful that JMG created another nonprofit, Generation US (GenUS), to offer the initiative to partners. This past August, Digital Promise Global published a research paper about JMG's micro-credentials and design approach entitled "The Promise of Micro-credentials and Learning and Employment Record Technologies for Youth and K-12 Schools." Later this fall, JMG will be presenting its micro-credential framework at the Aurora Institute Symposium, a national conference for education innovators who are working to transform K-12 education.

"Our micro-credential framework allows high school students to show that they can persist while allowing them to have agency and choice in their learning," says JMG Executive Vice President Kimberley Acker Lipp, who has been with JMG for over 20 years. "Highly personalized to every learner, micro-credentialing gives students an effective currency to colleges or future employers."



Executive Vice President, JMG Inc.

## Partnership Driven

In addition to this practical focus, JMG's work is deeply rooted in Maine's spirit of collaboration. Since its inception, the organization has received strong nonpartisan political support. Governors, legislators, school administrators and the business community have all recognized the value of investing in Maine's youth.

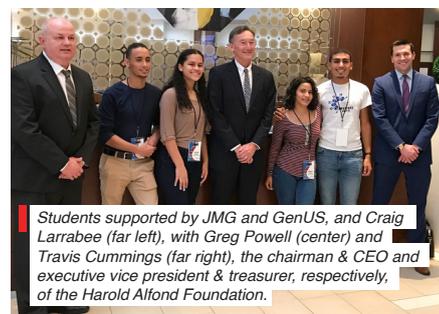
"When you think about Democrats, Republicans and Independents all coming together in a nonpartisan way, that's a story in itself in today's world," says Larrabee, who joined JMG as a classroom specialist when it began in 1993. "To have that happen in our state for over 30 years is something that is difficult to overlook. It's really about the State of Maine and its leaders understanding the importance of children for our future."

JMG's ongoing success is also tied to the support it receives from Maine-based foundations. One of its most significant supporters is the Harold Alfond Foundation, which awarded JMG a \$10-million grant to expand its College Success programs. This funding has allowed JMG to provide targeted support to students across all of Maine's public university and public community college campuses.

Similarly, the MELMAC Education Foundation has been a key partner in supporting JMG's mission to make postsecondary education more accessible to all Maine students. JMG and the MELMAC Education Foundation are working with individual schools in an organic way to create change within districts to make them more student-centered and results-driven.

## Scaling Services and Scope

Looking forward, JMG continues to innovate. The organization is exploring partnerships and funding opportunities through GenUS that will allow it to broaden its work beyond Maine. JMG's impact extends beyond individual students. By helping them develop career-ready skills and achieve academic success, the organization is also addressing Maine's broader economic challenges. JMG plays a critical role in preparing the next generation of leaders, workers and entrepreneurs.



Students supported by JMG and GenUS, and Craig Larrabee (far left), with Greg Powell (center) and Travis Cummings (far right), the chairman & CEO and executive vice president & treasurer, respectively, of the Harold Alfond Foundation.







# Unlocking Opportunities The Future of Microcredentials



Digital Promise Global published a research paper entitled **The Promise of Micro-credentials and Learning and Employment Record Technologies for Youth and K-12 Schools** in August 2024. The report highlights JMG's proactive role in the evolving landscape of education and workforce development, particularly in adopting and implementing micro-credentials for high school students, with a strong focus on equity, cross-sector collaboration, and supporting historically and systematically excluded learners.

## Key Takeaways

### Partnership and Collaboration

JMG's involvement emphasizes our commitment to integrating these innovative tools into education, specifically to support historically and systematically excluded learners.

### Co-Design Sessions

JMG actively participated in co-design sessions that aimed to break down silos between high school students, college students, educators, postsecondary education partners, and the local workforce. These sessions were crucial in generating insights for the successful implementation of micro-credentials, showcasing JMG's leadership in fostering cross-sector collaboration. JMG's involvement helped generate meaningful insights regarding the opportunities and challenges of implementing micro-credentials.

### Postsecondary and Workforce Leaders

Co-design participants representing higher education and employers emphasized their belief that micro-credentials address various needs within communities – which include workforce preparation, community awareness, skill development, and economic mobility – while offering flexible and competency-based learning opportunities. They expressed their appreciation for the ability of micro-credentials to capture and display a willingness to learn, recognize those who took a non-linear career path, focus on preparing students' workforce readiness, and recognize skills that would never be found on a transcript.

### Focus on Competency-Based Education (CBE)

JMG's model is grounded in competency-based education, which was a significant factor in its selection as a demonstration site. JMG's model continues to evolve and aligns with the most recent definition of competency-based education, developed by the Aurora Institute (Levine & Patrick, 2019), which includes offering learners a way to receive recognition and accreditation for their skills and competencies not only for the time spent in the classroom.

# Key Takeaways

## Positive Impact and Participant Feedback

Participants in the co-design sessions and focus groups, including those from JMG, articulated the positive impact of micro-credentials in helping students advance in their academic and professional goals. They noted that these technologies provide students with opportunities to showcase their skills and build lifelong learning portfolios, which are critical for their future success. The co-design sessions and focus groups that included JMG participants revealed a uniformly optimistic view of the potential of micro-credentials. Participants noted that where competency-based micro-credentials were already in place, students were gaining employment, building confidence, and continuing their postsecondary studies.

## Emphasis on Equity and Access

The findings from the sessions indicated that JMG is working to ensure that micro-credentials are implemented in a way that promotes equity and access for all students. This focus is central to JMG's mission of supporting diverse learners and preparing them for success in postsecondary education and the workforce. These technologies were seen as valuable tools for recognizing and sharing student skills, particularly in promoting lifelong learning and economic mobility. The insights gathered from JMG's experience underscored the importance of addressing the needs of students through inclusive and accessible design.

## School Districts Have the Opportunity to Play a Unique Role

School district leadership can embrace micro-credentials as a strategy for preparing and bridging students to higher education and career pathways. Co-Design participants across all groups agreed that competency-based micro-credentials boost confidence, support career development, and enhance employability by showcasing the learner's skills. However, participants also agreed that successful implementation of micro-credentials requires cross-sector collaboration. Districts interested in offering micro-credentials are wise to start with partnerships among postsecondary and workforce institutions.

## Long-Term Vision

JMG's approach to implementing micro-credentials reflects a long-term vision of creating a sustainable and equitable educational and workforce development ecosystem. The organization is positioned as a leader in advancing competency-based learning and using innovative technologies to support lifelong learning and economic mobility.

**Scan to see: The Promise of Micro-credentials  
and Learning and Employment Record Technologies for  
Youth and K-12 Schools**



IN PARTNERSHIP WITH MAINE DECD

## JMG is Forging a Future Workforce The Maine Career Exploration Badge (MCEB)



Jesse Taggett was a freshman at Caribou High School when the pandemic struck in 2020. That spring, and for the next two academic years, students had to adjust to remote-and-hybrid learning and in-person masking requirements. As Jesse began his senior year, a member of the Class of 2023, he was excited to do all the ordinary things students do: prom, extracurricular activities, sports and — the opportunity to learn and develop through work experience. Fortunately, the Maine Career Exploration

Badge program was created to connect Jesse, and thousands of high school students across the state, to employer-based opportunities to build skills and explore careers. The goal of the MCEB initiative is to provide 6,000 students like Jesse, Christian (right), and Shamica (opposite page), across all 16 counties, with a minimum of 40 hours of meaningful work experience, with the help and dedication of Maine’s educators and employers. Through this innovative initiative, JMG offers high school juniors and seniors a structured pathway to gain meaningful work experience. MCEB helps students discover their career aspirations, or, for students like Jesse, helps them gain experience in their specific field of interest. Jesse knew he wanted to pursue a professional career in welding. MCEB allowed Jesse to expand his skills, including fabricating, at the Louisiana Pacific Houlton Mill in New Limerick. Jesse graduated in May 2023. He now attends Northern Maine Community College and is employed by Hack & Gouge Welding in Woodland. The goal of the MCEB initiative is to provide 6,000 students, across all 16 counties, with a minimum of 40 hours of meaningful work experience, with the help and dedication of Maine’s educators and employers.

Jesse Taggett was one of the first students to complete JMG’s Maine Career Exploration Badge (MCEB), pursuing his passion for welding, while he was a senior at Caribou High School.



Gorham High School student Christian Butler gained meaningful work experience through JMG’s Maine Career Exploration Badge (MCEB) initiative with the support of the nursing team at MaineHealth’s outpatient facilities in South Portland and Scarborough.





# BUDGET & FUNDING SOURCES





## JMG FY25 Board Approved Budget

<b><u>REVENUE</u></b>	<b><u>FY25 Budget</u></b>
ME DOE - State Appropriation	3,881,379
ME DHHS	5,770,604
HOPE/PaS Initiative	1,250,000
Federal Stimulus ARP - ELO	2,319,197
Local School Contributions	2,996,000
Private Development	2,733,916
Interest - From Short Term Investments	120,000
Admin Cost Share Revenue from GenUS	47,912
<b>Total Revenue</b>	<b>19,119,007</b>
<b><u>EXPENSE</u></b>	
Salaries	11,641,024
Benefits & Taxes	3,170,864
<b>Subtotal Personnel</b>	<b>14,811,889</b>
Administration and Fees	200,371
Facilities	123,983
Communications and Employer Engagement	180,000
Staff Training and Development	298,968
Student Events and Activities	278,500
Student Support	819,925
Supplies	50,300
Technology & Equipment	275,652
Travel Expenses	154,000
Special Projects, Partners and Consultants	1,125,419
Strategic Growth and Sustainability Fund Investment	800,000
<b>Subtotal Non-Personnel</b>	<b>4,307,118</b>
<b>Total Expenses</b>	<b>19,119,007</b>
<b>Surplus/(Deficit)</b>	<b>0</b>



# 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	<p>i.e. Resiliency</p> <p>Repetition &amp; Reinforcement</p>	<p>i.e. Public Speaking</p>	
Initiative & Self Direction			
Social & Cross-Cultural Skills			
Productivity & Accountability			
Leadership & Responsibility			
Career & College Readiness			
Information, Media, Technology			
			<p>Three-Credit College Course: Thomas College Financial Literacy</p> <p>Post-Secondary Bridging</p> <p>Career Ready</p>



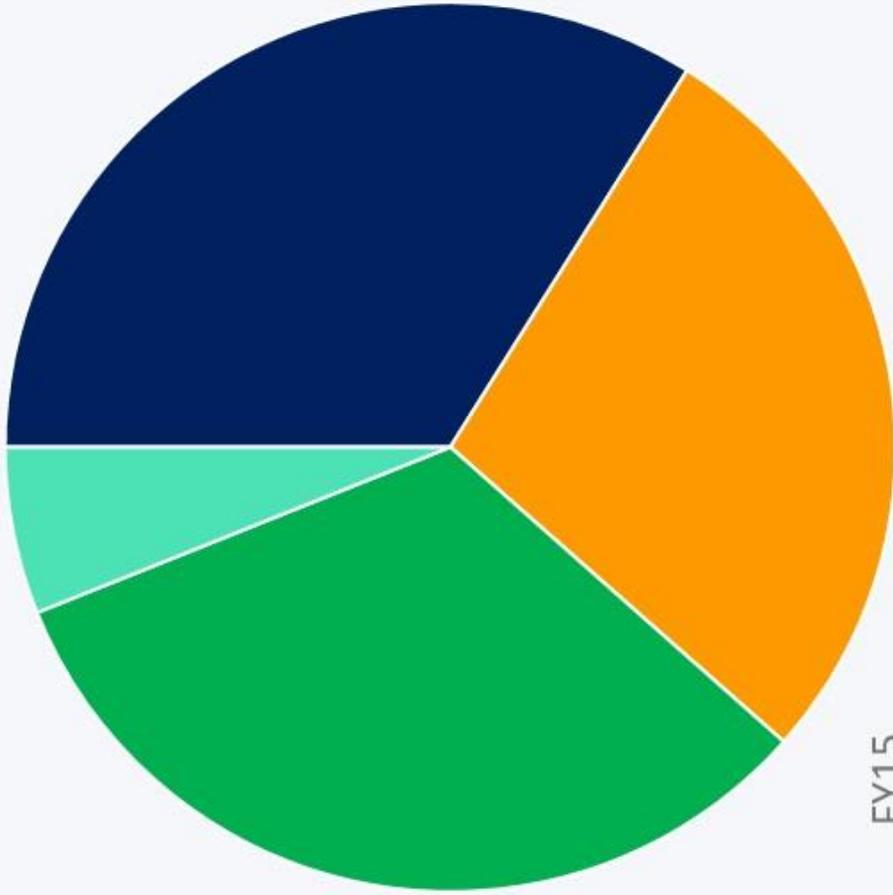
## REVIEW OF FIVE-YEAR ORGANIZATIONAL HIGHLIGHTS

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.

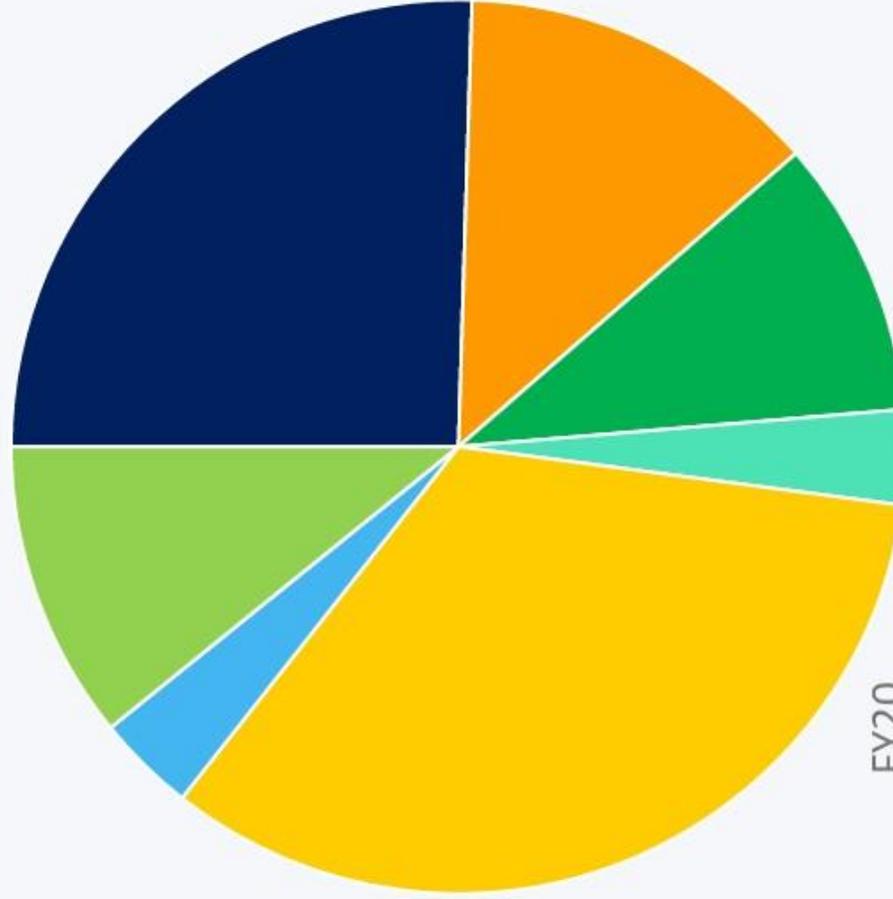


# Funding Sources

FY15 and FY20



- State Appropriations
- School Contributions
- Development
- Contracted Services = GenME



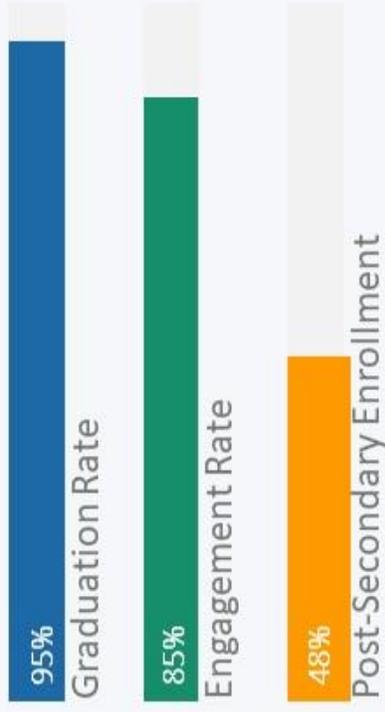
- DOL
- DHHS
- Gala and Endowment



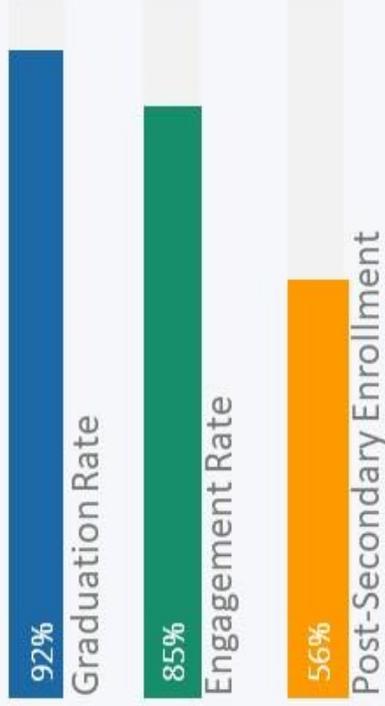
# Outcomes

FY15 and FY19

FY15



FY19



## 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.



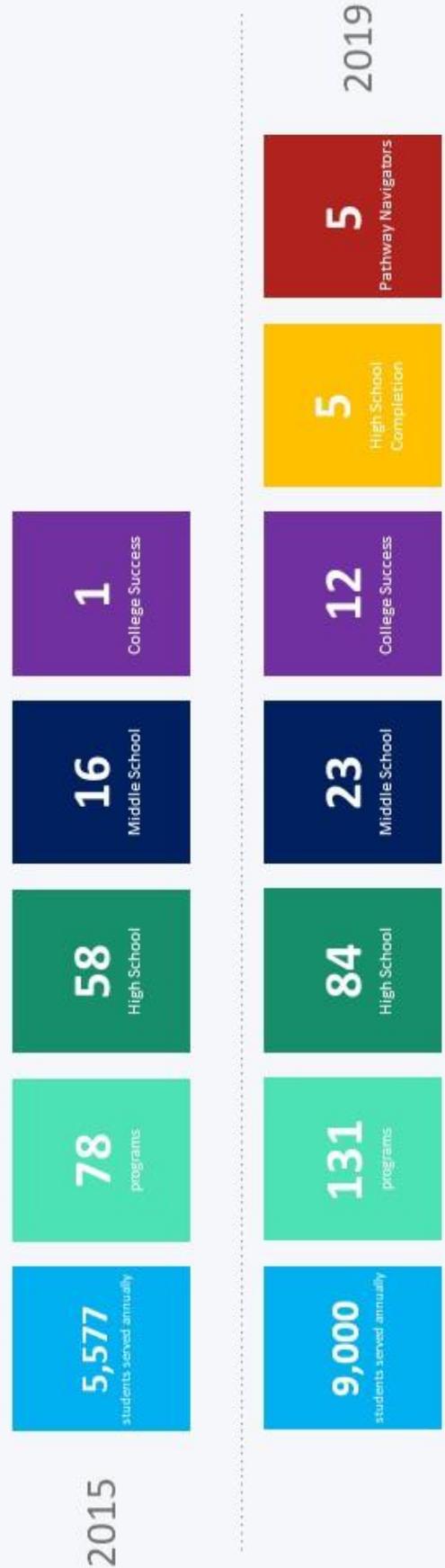
## JMG College Success Program supports persistence

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\\_FullReport.html](https://www.mdf.org/wp-content/uploads/2019/01/MMW_2018_FullReport.html)

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, replete with both technical and soft skills, and with a full suite of student success support services, including financial aid.*

\*\*\*\*\*

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

Sincerely,



Gregory W. Powell  
Chairman of the Board

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





Dear JMG Supporters,

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

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

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

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

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

Sincerely,

John Dorrer

BIO

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





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

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

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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.



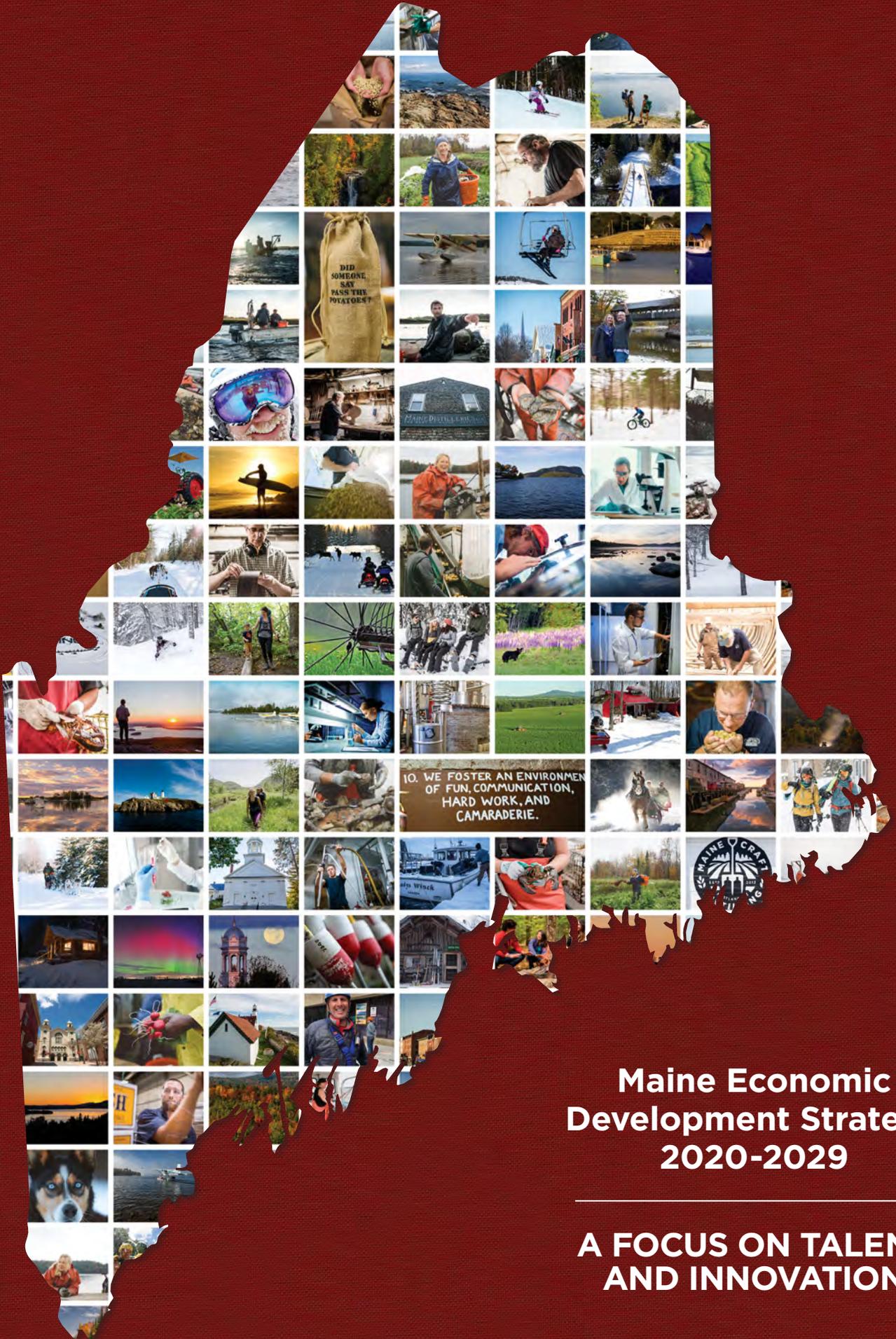
Adult Promise, for those returning to  
complete degrees or change careers

**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

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

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<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)**





