



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

What is JMG?

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

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

As of the 2018-19 school year, JMG served

more than **9,000** students

131 programs

College
Success

12

12

Local, Regional,
and Statewide

High School

84

23

Middle School

serving more than

5,600

high school students



serving more than

2,300

middle school students

45–55

students per school in a
mixed-grade class setting



35–45

students per school

10–15

students per class



8–12

students per class

JMG Specialists

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

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

Key Activities

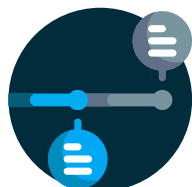
The JMG model service competencies are a list of strategies followed by JMG specialists that include:



Developing and implementing a personal development plan for career development



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



Setting and prioritizing goals and establishing a timeline for achieving them



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

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



JMG-hosted events that may include summer retreat or workshops



Linking students to employers and business communities



Working with the Vocational Rehabilitation Counselors in the JMG schools.

A student-centered approach that focuses on

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

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

- Participation in transitional planning during high school

Maine Transition Work-Based Learning Model Demonstration

What is This Project About?

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

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



Evaluation of JMG

Successful dropout prevention interventions typically have multiple features, such as



providing adult advocates to students at risk,



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



arranging personalized learning environments and individualized instruction, and



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

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

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

JMG Evaluation under Maine TWBL Demonstration Grant

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

JMG and Schooling Outcomes

JMG Impact on Students with Disabilities

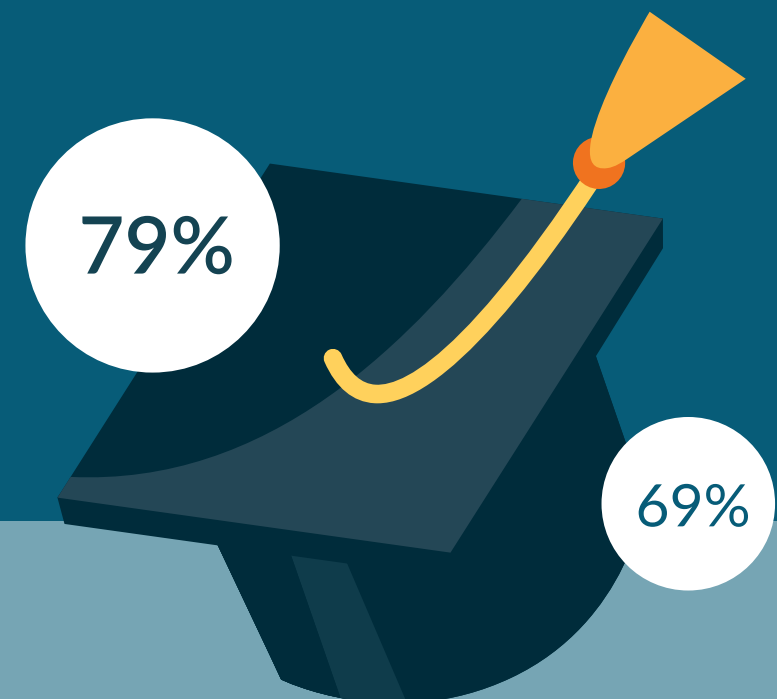
Study: Improving Schooling Outcomes for Students with Disabilities

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

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

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

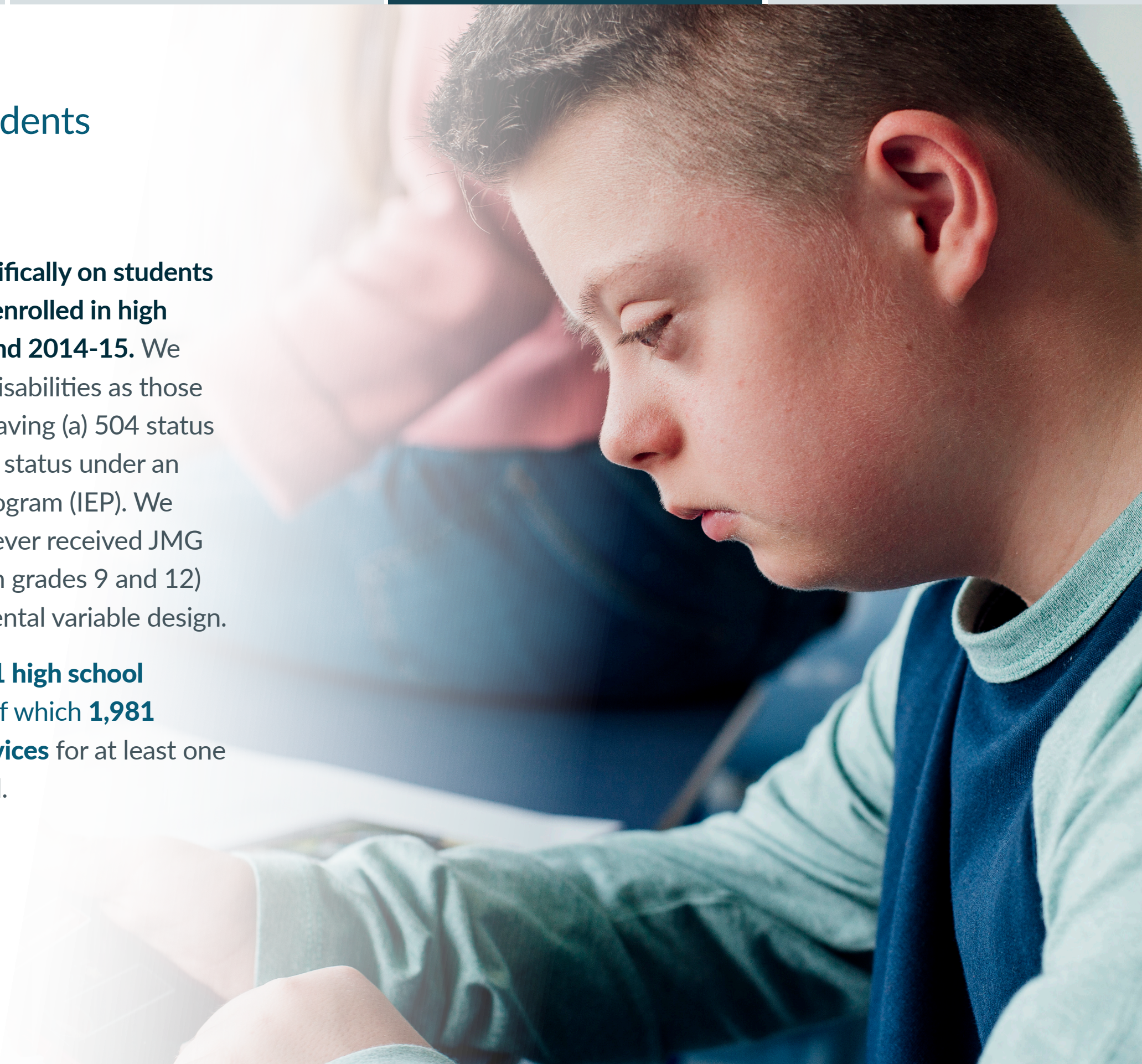
Despite these lower academic scores, **JMG students with disabilities had much higher graduation rates (79%)**, compared with non-JMG students with disabilities (69%).



JMG Impact on Students with Disabilities

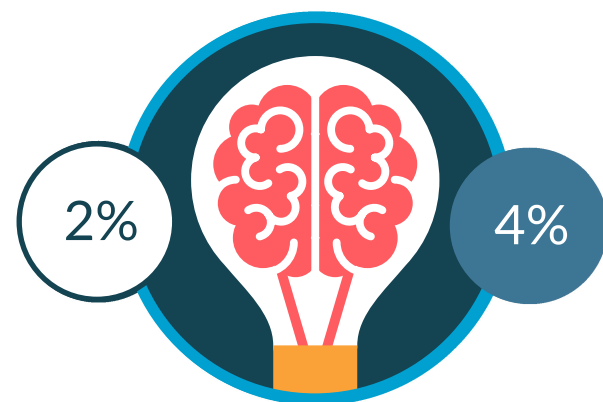
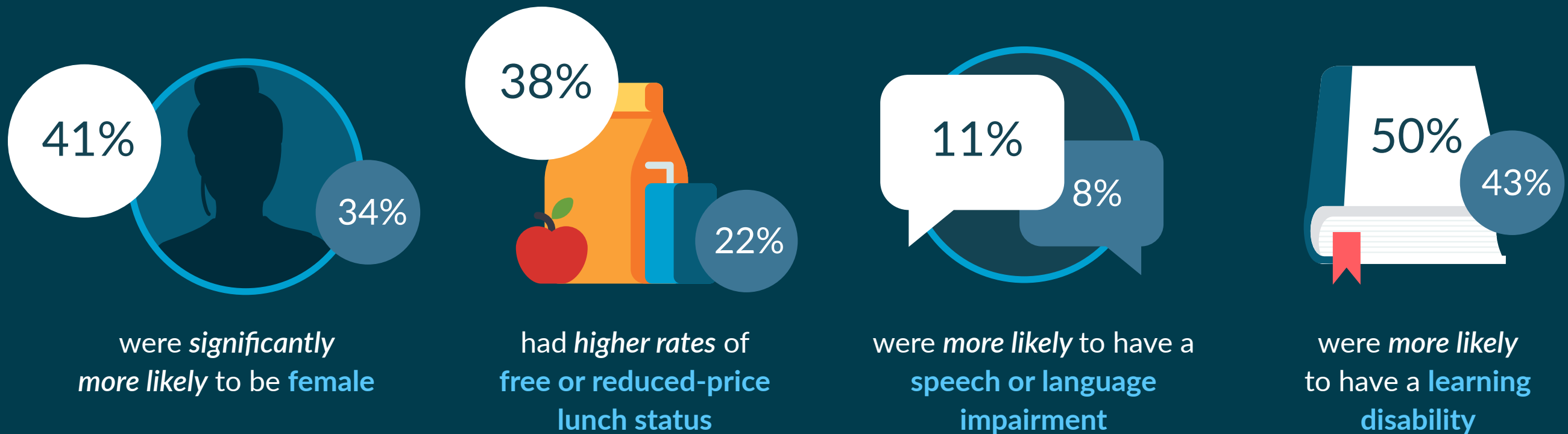
In this study, we focus specifically on students with disabilities who were enrolled in high school between 2004-05 and 2014-15. We categorized students with disabilities as those who were ever marked as having (a) 504 status and/or (b) special education status under an Individualized Education Program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

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



JMG Students with Disabilities

■ JMG ■ NON-JMG



autism

2%

4%

multiple disabilities

9%

13%

were less likely to have intellectual disabilities

JMG Impact on All Students

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

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



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



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



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

JMG Impact on All Students

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

The sample includes:



49%

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



4%

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



22%

students with **disabilities**

JMG and Labor Market Outcomes

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

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



Employment Trend Trajectories

■ JMG ■ NON-JMG

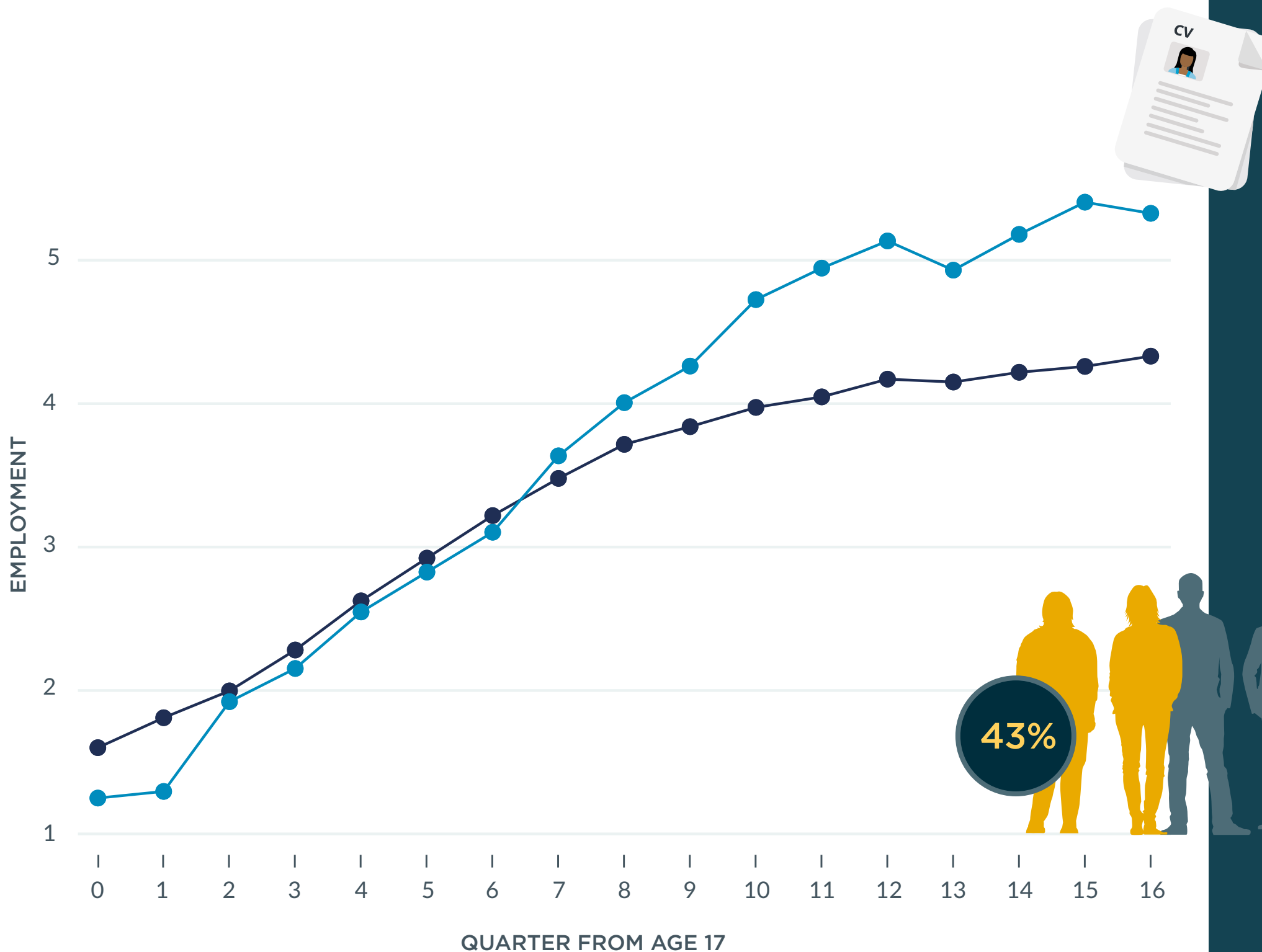


FIG. 1 EMPLOYMENT

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

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

43%

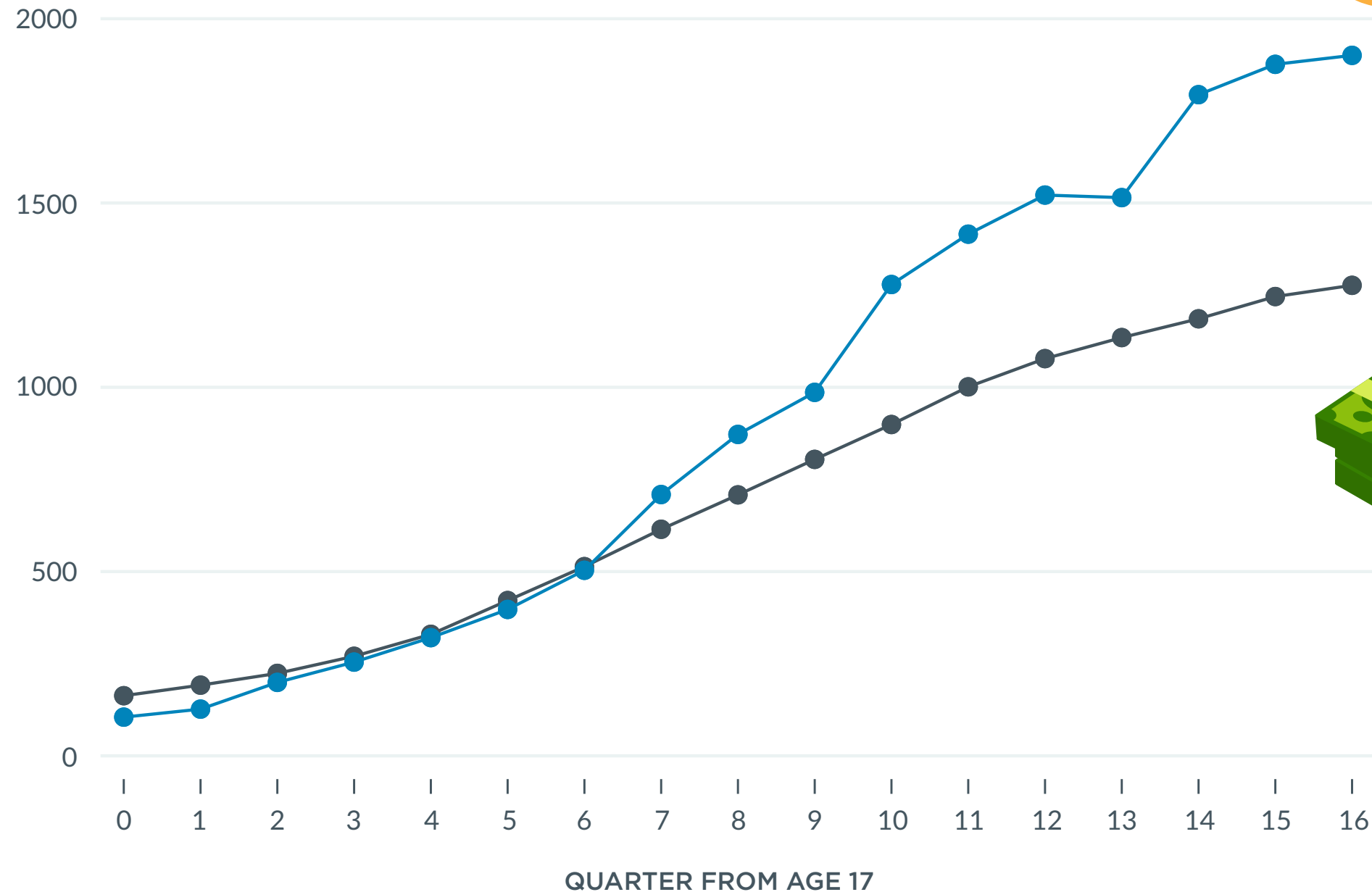
53%

Earning Trend Trajectories

FIG. 2 EARNINGS

■ JMG ■ NON-JMG

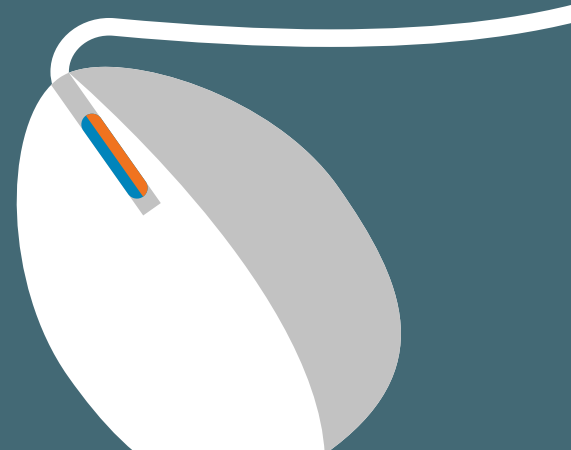
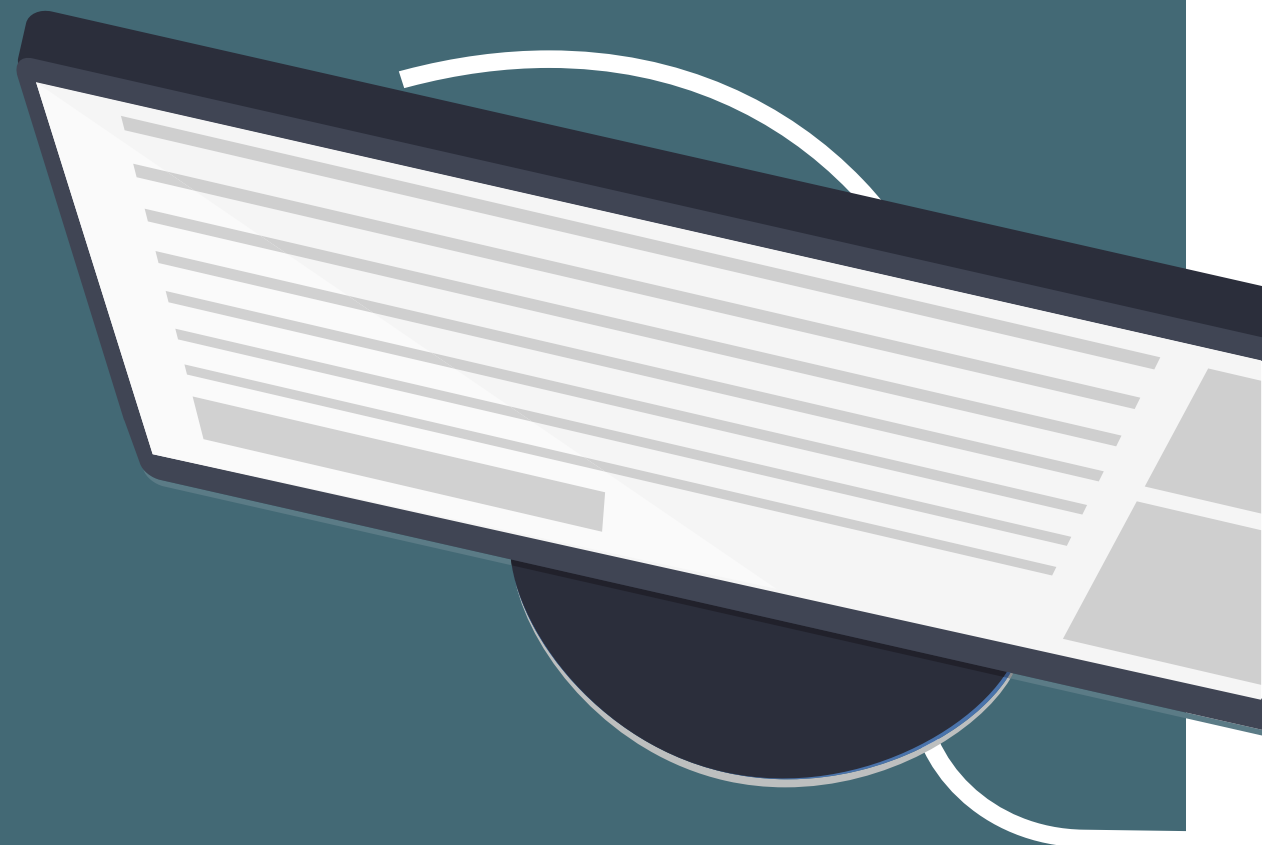
EARNINGS



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

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

Thank you for viewing
this reference guide.



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