

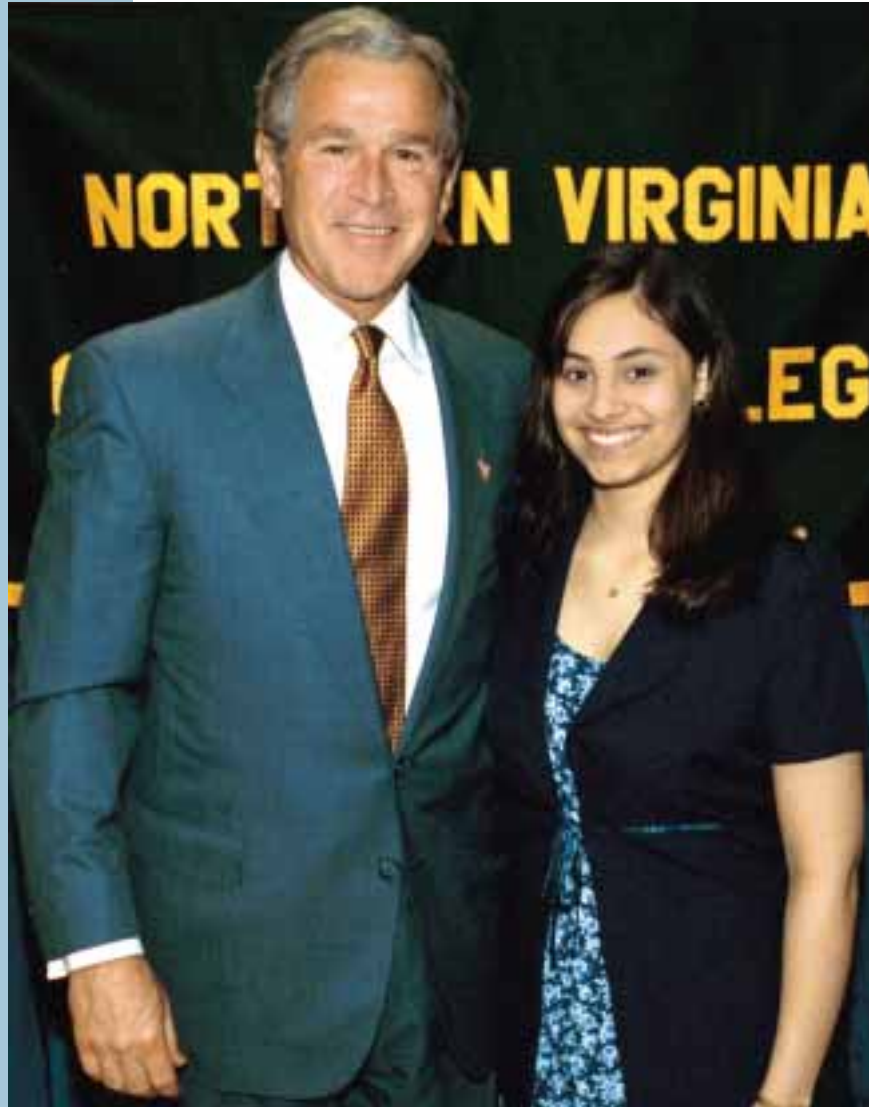
A Time of Challenge and Renewal

2003 ANNUAL REPORT



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President George W. Bush greets Andrea Weeks, a graduate of Jobs for Virginia Graduates, at Northern Virginia Community College in Annandale, Virginia, June 17, 2003.

—White House Photo by Tina Hager



The JAG mission is to assist at-risk and disadvantaged youth in graduating from high school and thereafter to find and keep quality jobs through a state supported education and employment system.



“... JAG is truly one of this nation’s most valuable assets.”

Chair’s Report

This was a truly remarkable year! JAG Affiliates and the national organization faced one of the most daunting sets of challenges in their histories – and we met them all!

The unique – and combined – challenges included one of the toughest years for state budgets in decades; the introduction of high-stakes tests for high school graduation; the lowest employment rate for teenagers ever recorded; and, the continuing reductions in corporate contributions.

The national organization was able to meet those challenges and, at the same time, ensure that nearly 90% of our high-risk youth will graduate from high school. We also anticipate that close to 80% of our graduates will find employment, enroll in higher education, and/or join the military by June 2004, meeting our national standard for program success.

This year, I was especially impressed by the level of energy, commitment and engagement by our twenty-six (26) State Affiliate Boards, staff, school administrators, parents, employers and young people. Together, we were able to make a truly compelling case to state legislatures, Workforce Investment Boards, and other funders about the cost-effectiveness of this program in meeting crucial goals for our young people by overcoming barriers that placed them at-risk.

It was my personal pleasure to reach out to the 24 Governors taking office in 2003 with

the JAG message of success – and how our program can help meet their goals for young people.

None of this would have been possible without you! Our friends and supporters have provided tremendous personal, financial and in-kind support at every level of our organization. This assistance has resulted in services to nearly 70,000 of the nation’s highest-risk young people in 2003.

Looking ahead, I am especially delighted that Governor Janet Napolitano agreed to serve as Chair of the JAG Board of Directors. She is one of the great leaders emerging among the nation’s Governors and is deeply committed to helping young people succeed in school and in pursuit of a job leading to a career.

I will remain very active as a member of the Executive Committee of the Board and in my outreach efforts on behalf of what is truly one of the great organizations in helping our young people succeed.

As you read this 2003 Annual Report, I hope you will agree with me that JAG is truly one of this nation’s most valuable assets.

Tom Vilsack
Governor of Iowa





“Nearly 90% of the young people enrolled in the Class of 2003 are expected to receive a diploma . . .”

Chair-Elect’s Report

It is my great honor to have been elected by the Board of Directors as the next Chair of this truly remarkable organization. I have some very large shoes to fill, and, together, we have a terrific track record of success to build upon on behalf of tens of thousands of our nation’s highest-risk youth.

In 2004, the challenges facing our young people are many and, in too many cases, growing:

- The U.S. Bureau of Labor Statistics reported that 2003 was the worst year for employment for teenagers since they began tracking this population in 1948. Yet, this is precisely one of the most important milestones in a young person’s life making the connection to work and becoming a good taxpayer. JAG has excelled in this task.
- Equally as challenging is the arrival of ever-tougher academic standards and, in particular, the use of state proficiency exams. These rigorous tests pose a special challenge for many of our young people. I am especially pleased that JAG has demonstrated its ability to help our young people master these high-stakes tests.
- Corporations have reduced their giving in light of economic conditions. Both the national and state organizations

require extra effort to meet their financial requirements to serve our young people.

- State legislatures have faced dramatic budget deficits. As a consequence, major cuts have resulted in reductions in education and human services programs in many states, including costs affecting some of our JAG affiliates.

In my judgment, there is no organization that is better equipped by experience, results, and committed supporters than Jobs for America’s Graduates to meet these challenges.

JAG Affiliates have found quality jobs for most of our young people who are transitioning into the workplace. Nearly 90% of the young people enrolled in the Class of 2003 are expected to receive a diploma, having mastered the proficiency tests and all the other requirements for graduation despite having been defined as being “most at risk” of not completing school.

Schools, Workforce Investment Boards and private-sector contributors have helped sustain the program at the local level based on its track record of success in over 100 schools that would have had to terminate their programs as a result of legislative budget cuts.

Once again, JAG has shown its resiliency and its determination for young people to succeed and has done so against the odds. That’s why I am enthusiastic about taking on the role of Chair of such an outstanding Board of Directors – and why I am looking forward to working with each of you to bring the great promise of Jobs for America’s Graduates to young people in 2004 and beyond.

On behalf of our young people, please know that you have our very special appreciation for your confidence and support.

Janet Napolitano
Governor of Arizona





“Our JAG Specialists are truly the ‘unsung heroes’ of the national organization.”

Vice-Chair’s Report

Governor Vilsack and Governor Napolitano have described the remarkable year we have experienced in the face of some of the toughest challenges in JAG’s twenty-three year history.

From my perspective, this has also been a year when those which have built this organization have been at their very best. I am referring to JAG Specialists across the JAG National Network.

Our JAG Specialists are truly the "unsung heroes" of the national organization. Specialists are on the front line in delivering the JAG Model and are held personally accountable for the success of 35 to 45 young people in school, on the job, in higher education, and/or in the military. They build their relationship with our young people for no less than 21 months – and for as much as 60 months. They are the tireless professionals who help our young people achieve success -- one young person at a time.

Our extraordinary Specialists are the reason why our young people tell us that the most important part of the JAG program is, overwhelmingly, "their Specialists." For many of our young people, we are told that it was the first time that "anyone actually listened to me." For others, it was like having a "parent" who cared and worked hard to help ensure their success. And others tell us

that their Specialist was the one who got them through the tough times at home, school, and on the job.

Nearly 1,000 strong across the country, JAG Specialists are at school and in contact with employers every day on behalf of our young people. To our Specialists, we owe a very special debt of gratitude!

That’s why I am especially pleased that in 2004, the Board will announce a JAG Specialist Reward and Recognition Program to provide tangible recognition for those who have done so much for so many.

I know that the Board and the national staff join me in thanking each and every one of you as friends, donors and leaders. We all rely so very heavily on your enthusiasm and support. It is because of you and the good work of our Specialists that this 2003 Annual Report includes some extraordinary success stories.

We do hope we can count on you for even more help in 2004 as we face new challenges and take on many new opportunities on behalf of thousands of deserving young people.

Julie Nixon Eisenhower





“ . . . JAG is committed to one of our nation’s vitally important initiatives ‘No Child Left Behind!’ ”

Executive Committee Chair’s Report

It has been a most challenging year for our country and for our organization. The economic recession, compounded by the war, has challenged us in many ways. Among the most serious challenges are assuring adequate funding to sustain our program at the national, state and local levels, and overcoming the loss of so many jobs to ensure that our young people are placed in quality jobs that lead to career advancement opportunities.

It is remarkable to review the successes of our organization on behalf of the 70,000 young people that are the focus of this 2003 Annual Report. Obviously, there is much more to be done, and, there always will be. Yet, even a quick reading of this report demonstrates the continuing success of Jobs for America’s Graduates in helping some of the most challenged young people in our country to succeed in school, on the job, and/or in higher education. Let me assure you that JAG is committed to one of our nation’s vitally important initiatives—“No Child Left Behind!”

I want to extend my deepest personal appreciation to Governor Tom Vilsack for his leadership as Chair of the JAG Board of Directors. It is rare to meet someone with such passion, commitment and energy on behalf of young people than Tom Vilsack. He brought all of that and more to the leadership of our organization and each of us have become his great admirers.

I am particularly grateful that Governor Vilsack will continue to serve on the Board. I know the incoming chair, Governor Janet Napolitano, will rely heavily on Governor Vilsack’s guidance and counsel. We are fortunate that she has agreed to serve as our new Board Chair.

There is no doubt that 2004 appears to be equally challenging as was 2003. The number of young people who urgently need our help continues to rise, while the available resources to meet the needs of our youth have declined in both the private and public sectors. It is our continuing challenge to find more efficient and effective ways to serve young people while accomplishing our Strategic Plan to bring the success of this program to even more young people in 2004. This organization and its leadership appear to thrive on such challenges.

Thank you for contributing your energy, time and money to the work of Jobs for America’s Graduates. Your contributions will be long remembered by our organization and the young people served.

Tom Carper
U.S. Senator
State of Delaware





“One of the primary services that JAG delivers is to ensure that our young people have quality jobs when they graduate from high school.”

President’s Report

Let me report to you on the views of the employers of JAG graduates. As part of the continuing efforts of Jobs for America’s Graduates to assess the value that our program brings to key constituencies (and with the very important funding help from the U.S. Department of Labor), the U.S. Chamber of Commerce was commissioned to conduct a survey of employers that regularly hire our young people and 16% returned surveys.

A remarkable 16% responded – one of the highest percentages that the Chamber has ever seen for similar surveys.

The results were very gratifying, reflecting the tremendous value that employers find in the young people presented to them by the Specialists across the JAG National Network. Those findings include the following:

- Supervisors rated JAG employees at “meeting, exceeding or greatly exceeding their expectations” by **83%**. Only 3% of supervisors said JAG graduates did not meet their expectations.
- Supervisors rated JAG employees as “excellent, very good or good” by **83%**. Only 2% of supervisors rated JAG workers as “poor.”
- Supervisors likely to hire future JAG graduates numbered **84%**.

- Supervisors rated the overall JAG program as “excellent, very good or good” by **83%**.

We were especially pleased that:

- Supervisors rated JAG employees as “good or excellent at working well with others” by **87%**. Only 2% rated them as “poor.” (Current research tells us that “working well with others” is a vitally important quality among employers.)
- Supervisors rated JAG employees’ verbal skills as “good or excellent” by **80%**. Only 2% of supervisors rated verbal skills as “poor.”
- Supervisors rated JAG employees’ grooming and appearance as “good or excellent” by **85%**. Supervisors have told us that this is important, and it is included in a JAG curriculum module.
- Over **70%** of supervisors said JAG employees rated “good or excellent” on “demonstrating strong commitment to their employers.”

These findings are a remarkable testimony to the efforts of the JAG Specialists and to the young people to ensure that our students are enthusiastic, committed and diligent workers – far exceeding the norm.

We will do our best to continue to assess the needs of our employers to continuously improve the value that we bring to them. One of the primary services that JAG delivers is to ensure that our young people have quality jobs when they graduate from high school.

In closing, let me add my sincere thanks for the extra effort by so many friends and supporters of our organization. This was the year we needed you the most – and you were there!

Kenneth M. Smith
President



23 Years of Leadership Excellence

1980 – 2003

CHAIRS OF THE JAG BOARD OF DIRECTORS

Under their leadership

as the JAG Chair

500,000 students have

been positively impacted

across the country and

United Kingdom.



**The Honorable
Tom Vilsack**
Governor of Iowa
2003



**The Honorable
Janet Napolitano**
Governor of Arizona
2004



**The Honorable
George V. Voinovich**
Governor of Ohio
1996 - 1998



**The Honorable
Marc Racicot**
Governor of Montana
1998 - 2002



**Julie Nixon
Eisenhower**
Author and Speaker
2002 - 2003



**The Honorable
Pierre S. du Pont, IV**
Governor of Delaware
1980 - 1985



**The Honorable
Charles S. Robb**
Governor of Virginia
1986 - 1989



**The Honorable
John R. McKernan, Jr.**
Governor of Maine
1990 - 1995



JAG History

The JAG Model was first conceived in 1979 by Governor Pete du Pont along with state and private sector leaders in Delaware who identified the need for a comprehensive state-level approach to keep at-risk youth in school and find and keep jobs. Based on the successful statewide test of the JAG Model in Delaware, Jobs for America's Graduates, Inc. was established a year later to test the JAG Model nationally. JAG's initial Board of Directors was comprised of senior public officials and top corporate executives, including Governor Pete duPont (founder), Vice President George Bush, former Vice President Walter Mondale and five (5) governors.

After 23 years of testing and continuous upgrading the JAG Model and three in-school and out-of-school program applications, JAG has proven to be one of the most cost-effective and successful statewide solutions for tackling high dropout rates, low academic performance, youth unemployment, and academic, social and workforce issues experienced by young people with significant barriers to success.



The JAG Model

The JAG Model consists of a comprehensive set of services designed to help young people graduate and secure a job leading to career advancement opportunities. More than 500,000 youth have received JAG Model services by local affiliates across the JAG National Network since 1980.

The ultimate objectives are for participants to receive a diploma (or attain GED certification), and to secure a quality job and/or pursue a postsecondary education.



JAG Model services include:

1. **Classroom Instruction.** A trained JAG Specialist provides individual and group instruction in the classroom to 35-45 students carefully selected for the program by a school advisory committee comprised of faculty, administrators and counselors.
2. **Employability Skills Training.** The JAG National Curriculum is designed to equip students with no less than 37 competencies that will prepare them to secure a quality job and/or pursue a postsecondary education upon graduation from high school.
3. **Adult Mentoring.** The JAG Specialist provides individual attention to overcome the barriers preventing students from receiving a high school diploma, securing employment or pursuing a postsecondary education and/or training that leads to a career.
4. **Guidance and Counseling.** JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to community-based counseling services to address more serious barriers (i.e. mental health problems and drug abuse).
5. **Summer Employment Training.** JAG programs include placement services for students over the summer months to support year-long learning.
6. **Leadership Development.** All JAG students participate in the highly motivational student-led JAG Career Association to develop leadership and teaming skills, including participation in community service projects.
7. **Job and Postsecondary Education Placement Services.** Specialists are engaged in intensive employer marketing and job development activities to identify quality job placement opportunities for students upon graduation. Likewise, they assist students in the exploration of postsecondary education opportunities and navigate the financial aid and application processes.
8. **Linkages to School and Community-Based Services.** JAG programs serve as a school based "one-stop center" to ensure that they receive academic and social services from school and community sources.
9. **12-Month Follow-up Services.** JAG provides 12 months of post-graduation follow-up services and support on the job and/or in pursuit of a postsecondary education.
10. **Accountability System.** JAG provides an internet-based tracking of program activities, including: students served, services delivered and performance results achieved. The Electronic National Data Management System (e-NDMS) allows monitoring of the state and local databases.
11. **Professional Development.** Continuous improvement of results through the professional development of state and local staff is an ongoing service provided JAG state organizations.

ONE MODEL—THREE PROGRAM APPLICATIONS

The JAG Model provides three tested and results-oriented program applications to serve youth with significant barriers. Two program applications are for in-school students and one application is for dropouts who have left the traditional school system. The applications include:

- **Senior Year Program (School-to-Career Transition)**
The classic JAG Senior Program provides nine months of services during the senior year and 12 months of post-graduation follow-up services. (21 months of JAG Model services)
- **Multi-Year Program (Dropout Prevention)**
The Multi-Year Program provides dropout prevention services for students in the 9th, 10th, 11th and/or 12th grades, summer work-based learning experiences, and 12 months of post-graduation follow-up services. (30 to 57 months of JAG Model services)

Congressional Earmark Grants

- **Dropout Recovery Program (Out-of-School)**

The Dropout Recovery Program targets dropouts (16 - 21) who recognize the value of a high school education. The outcomes of the Dropout Recovery Program include a high school diploma (or GED certificate); occupational skills training; and, a quality job with career advancement opportunities.

JAG – A COST-EFFECTIVE SOLUTION

JAG offers an extraordinarily cost-effective approach to achieve extraordinary results. The participant cost range is \$1,200 to \$1,600 per participant for the majority of JAG State Affiliates. The JAG Model prescribes a student load of 35 to 45 participants. The participant cost escalates when the number of students falls below the JAG standard. JAG encourages State Affiliates to expand the number of programs and students to become the most cost-effective solution for serving at-risk and disadvantaged youth.



JAG has received three Congressional Earmark Grants with the support of the U.S. Department of Labor (referred to as DOL-I, II and III) providing funds to strengthen its infrastructure and produce an assortment of tools, services and research reports critical to the JAG National Network.

DOL-I Grant: \$742,000

Grant Period: March 1, 2001 through August 30, 2002

Serving Those Who Serve Youth Project: Professional Development Activities to Prepare At-Risk Youth for Success in the 21st Century Workplace

This grant was focused on product development for out-of-school youth; outreach activities to engage Workforce Investment Boards (WIBs) and private sector employees; professional development using e-learning; and, upgrading the Electronic National Data Management System (e-NDMS).

Projects Completed: National Curriculum Modules; Professional Association Handbook; Management Handbook; Board Member Handbook; WIA Toolkit; JAG 101 e-learning Course; PowerPoint presentations, and WIB and employer focused videos; upgrading the JAG website; upgrading e-NDMS; and numerous professional development training sessions.

DOL-II Grant: \$1,000,000

Grant Period: April 1, 2002 through August 31, 2004

Best Practices Youth Serving Project

JAG's second grant is designed to demonstrate exemplary approaches to delivering workforce preparation training services to at-risk youth.

Projects in Development: Handbooks (Best Practices in Employer Marketing, Job Development, Placement, and Follow-up Services; Career Association; and National Accreditation Process); e-learning courses (Effective Connections with Employers, Career Association, National Accreditation Process, Managing State and Local JAG Programs, and Implementing the Web-based National Data Management System); build and host home pages for 10 state affiliates and a Career Association

home page on the JAG website; establish the National Center for Best Practices (NCBP); provide on-site management assistance; conduct site reviews; numerous professional development training sessions; National Employer Validation Research Study; and Career Association Member Validation Research Study.

DOL-III Grant: \$1,000,000

Grant period: January 6, 2003 through January 30, 2005

Focusing on Measurable Results and Raising Achievement for Young People in JAG Accredited Multi-Year and Out-of-School/Dropout Recovery Programs

This grant is designed to address key problems faced by JAG state and local staff in implementing a highly accountable program model and achieving the performance goals of JAG, the Workforce Investment Act (WIA), the No Child Left Behind Act (NCLB) and local funding sources.

Projects in Development: Handbooks (Multi-Year Program Operations, Mentoring, Classroom Management, and Pre- and Post Test Item Pool for Assessing Competency Attainment); e-learning courses (Implementing a Multi-Year Program, Implementing a Dropout Recovery Program, Developing an Individualized Development Plan); staff development workshops and train-the-trainer sessions; online products and services through the JAG website (electronic online 360° Assessment, magazine, information demand system, password security system, career corner and help desk); series of evaluation reports to document students served, services delivered and results achieved; and final reports on Best Practices in Getting Involved with the Workforce Investment System and a Comparative Report on Standards of WIA, NCLB and JAG.

Accountability

JAG holds State and Local Affiliates accountable for:

- participants receiving JAG Model services
- the quantity and quality of services being delivered in the in-school and follow-up phases
- what outcomes are achieved at the close of the 12-month follow-up phase

Affiliates are held accountable through the use of two major systems—the Internet-based Electronic National Data Management System and the National Accreditation Process.

ELECTRONIC NATIONAL DATA MANAGEMENT SYSTEM

The Internet-based Electronic National Data Management System (e-NDMS) provides data and information to assess the effectiveness of Affiliates implementing the JAG Model—Senior School-to-Career Program, Multi-Year Dropout Prevention Program and the Dropout Recovery Out-of-School Program.

E-NDMS BENEFITS

The Internet-based system provides numerous benefits:

- **Automated checking of data entry.** If data is not available, e-NDMS can automatically e-mail state, site, or local staff members responsible for the missing data.
- **Immediate access to data.** By entering data on a daily basis, managers can monitor performance and provide timely assistance and support.
- **Ability to archive data in the national database.** JAG does not place unnecessary burden on local or state computer systems.
- **No data is lost with staff turnover.** The data is stored in the national database, therefore, no data is lost when staff vacancies occur.

SYSTEM REQUIREMENTS

e-NDMS requires local Specialists to have access to a computer with an Internet connection. Basic computers are all that is needed (local, site and state levels) since the national database is housed at the JAG Center for Best Practices (Field Services). An alternative is available (but not recommended) for those unable to access the Internet. JAG accesses multiple T-1 connections to the Internet and employs multiple servers to improve the performance of the system.

NATIONAL ACCREDITATION PROCESS

The National Accreditation Process is on-going and is based upon input and feedback from several sources, including:

1. The National DataBase consists of data and information captured using JAG's Internet-based Electronic National Data Management System (e-NDMS). JAG monitors the online system to answer the following questions:

- **Do program participants possess the demographic characteristics, academic record and success barriers that are consistent with the JAG Model?**

- **Are program participants receiving the quantity and quality of JAG Model services during the in-school phase of the program application?**

Model services include: competency-based attainment, contact hours, Career Association anticipation, guidance and counseling, remediation, work-based learning, field trips, guest speakers, etc.

- **Is the program achieving the performance goals prescribed in the JAG Model and are the quantity and quality of JAG Model services being delivered during the follow-up phase of the program application?**

2. The hard copy projections submitted in the 3rd quarter for the current year (August - September).
3. Response to surveys by the national organization from time-to-time.
4. On-site reviews conducted by certified national reviewers to verify the data and information in the e-NDMS database.



Accountability

The site review involves interviews with key stakeholders, including: students, Specialist(s), school district and building administrators, state/local board members, parents, employers, advisory committee members, etc. In addition, interviews provide insights into the stakeholders' satisfaction with the JAG Model Program, Specialist, and the statewide organization.

5. Participation in staff development activities sponsored by JAG, including: New Staff Training, National Training Seminar, Pre-NTS Workshops, Management Development Institute (MDI), and special workshops funded through federal grants administered by the national organization.
6. Participation in the National Leadership Awards Events as well as the National Student Leadership Conference (NSLC).
7. Planning documents used by the State Affiliate, including: Strategic Plan, Management Plan, Staff Development Plan, Employer Marketing and Job Development Plan, etc. These documents may be rolled into a single plan if desired.
8. Resource development activities of State and Local Affiliates to finance the statewide organization.
9. Public relations activities that contribute to a positive image of the program among the state legislature, funding sources, elected officials (state and local), state agencies, employers, community leaders, etc.
10. Minutes of the state Board of Directors.

These ten sources of information are monitored by the staff of the JAG National Center for Best Practices (Field Services). It is believed that the information gathered is critical to understanding the overall success of the State Affiliate in building an infrastructure to deliver the quantity and quality of JAG Model services to young people selected for local programs.

TYPES OF REVIEWS

The national organization provides State Affiliates with feedback for the purpose of program improvement. The type of review depends upon the experience and performance of the State and Local Affiliates.

1. **Mid-Year Review.** This review is conducted in a State Affiliate's initial year of operation. The Mid-Year Review is designed to provide feedback to the oversight body, management team and staff prior to launching the National Accreditation Process. The Mid-Year Review is followed by prescribed technical assistance to overcome identified deficiencies. It is much easier to make mid-course improvements rather than end-of-year changes.
2. **Targeted Site Review.** A targeted review is for a designated site or schools. The review is usually requested by the Management Team as a means of identifying performance issues prior to the comprehensive site review. In the exit interview, site reviewers will explain the deficiencies that were identified. It is to the state's advantage to make the necessary corrections before the National Accreditation Process is launched.
3. **Management Review.** The State Affiliate's oversight body can request a management review to provide feedback to the State Director and/or Management Team to improve personal and programmatic performance. JAG can conduct a 360-degree assessment for one or more members of the Management Team. The feedback will be used to develop a Professional Development Plan to guide the continuous improvement of the Management Team.
4. **Comprehensive Site Review.** The state organization and a sample of local schools will be reviewed including data contained in the National Data Management System in this traditional site review. The site review team submits its findings and recommendations to the National Center for Best Practices which reviews all relevant data and information. Affiliates are awarded the accreditation status based on the analysts view of the statewide organization:
 - **Standard**--the State Affiliate is in full compliance
 - **Provisional**--the State Affiliate has limited non-compliance
 - **Probationary**--the State Affiliate is significantly out of compliance

Action plans are submitted to correct compliance issues. Within six (6) months, JAG will conduct a follow-up review to determine if the state is in full compliance with the JAG Model.

ACTION PLAN

State Affiliates develop and submit an Action Plan outlining the organizational improvements to be completed by a designated date. Once the Action Plan is approved, JAG will provide technical assistance to bring the State Organizations and Local Affiliates into full compliance. The goal is for all States and Local Affiliates to operate in full compliance with the JAG Model.

JAG National Curriculum

Employers were asked to validate JAG's core competencies (A.1 to F.37) in the 1980's and again in the 1990's. In the late 1990's, employers identified and validated the non-core competencies (G.1 to H.81). Senior Program graduates are required to attain the core competencies while the Multi-Year Program graduates will complete the core and non-core competencies depending upon the number of years they receive JAG Model services.

A Certificate of Mastery is provided by JAG for completion of the required competencies.



THE JAG COMPETENCIES INCLUDE:

A. Career Development Competencies

- A.1 Identify occupational interests, aptitudes and abilities.
- A.2 Relate interests, aptitudes and abilities to appropriate occupations.
- A.3 Identify desired life style and relate to selected occupations.
- A.4 Develop a career path for a selected occupation.
- A.5 Select an immediate job goal.
- A.6 Describe the conditions and specifications of the job goal.

B. Job Attainment Competencies

- B.7 Construct a resume.
- B.8 Conduct a job search.
- B.9 Develop a letter of application.
- B.10 Use the telephone to arrange an interview.
- B.11 Complete application forms.
- B.12 Complete employment tests.
- B.13 Complete a job interview.

C. Job Survival Competencies

- C.14 Demonstrate appropriate appearance.
- C.15 Understand what employers expect of employees.
- C.16 Identify problems of new employees.
- C.17 Demonstrate time management.
- C.18 Follow directions.
- C.19 Practice effective human relations.
- C.20 Appropriately resign from a job.



D. Basic Competencies

- D.21 Comprehend verbal communications.
- D.22 Comprehend written communications.
- D.23 Communicate in writing.
- D.24 Communicate verbally.
- D.25 Perform mathematical calculations.

E. Leadership and Self Development Competencies

- E.26 Demonstrate team membership.
- E.27 Demonstrate team leadership.
- E.28 Deliver presentations to a group.
- E.29 Compete successfully with peers.
- E.30 Demonstrate commitment to an organization.

F. Personal Skills Competency

- F.31 Understand types of maturity.
- F.32 Identify a self-value system and how it affects life.
- F.33 Base decisions on values and goals.
- F.34 Identify process of decision-making.
- F.35 Demonstrate ability to assume responsibility for actions and decisions.
- F.36 Demonstrate a positive attitude.
- F.37 Develop healthy self-concept for home, school and work.



The JAG National Curriculum is contained in seven (7) notebooks consisting of 4,000 pages of copyrighted competency based learning activities.

"I would like to thank each of you today for believing in JAG, because without you, young people like me might be left out. I would also like to thank you for helping save my life. I promise that I am worth it and I will make you proud."
— JAG Graduate

JAG National Curriculum

G. Life Survival Skills

- G.38 Evaluate a career plan to determine appropriate post-secondary educational options.
- G.39 Identify how best to achieve marketable occupation skills for an entry level job.
- G.40 Conduct a job analysis.
- G.41 Apply critical thinking skills.
- G.42 Demonstrate effective study skills.
- G.43 Demonstrate how to use group dynamics techniques.
- G.44 Explain the roles and function of a value-added organization.
- G.45 Understand the essential elements of high performing work teams.
- G.46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations.
- G.47 Demonstrate techniques for building commitment by others.
- G.48 Demonstrate an openness to change.
- G.49 Provide constructive feedback.
- G.50 Negotiate solutions to conflicts.
- G.51 Demonstrate politeness and civility.
- G.52 Demonstrate an ability to adapt to people and situations.
- G.53 Exhibit work ethics and behaviors essential to success.
- G.54 Set and prioritize goals and establish a timeline for achieving them.
- G.55 Apply the problem solving process to complex problems.
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self and others.
- G.57 Design and justify solutions by tracking and evaluating results.
- G.58 Identify ways to build mutual trust and respect.
- G.59 Prepare a short- and long-term personal budget.

H. Work Place Competencies

- H.60 Demonstrate punctuality and good attendance practices.
- H.61 Demonstrate initiative and proactivity.
- H.62 Demonstrate how to work effectively with others.
- H.63 Demonstrate an attitude that attracts the attention of management.
- H.64 Demonstrate an ability to communicate and work with customers to satisfy their expectations.
- H.65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed.
- H.66 Demonstrate an ability to follow and give directions.
- H.67 Demonstrate good reasoning skills which results in thinking first, then taking action.
- H.68 Demonstrate integrity and honesty in dealings with internal and external customers.
- H.69 Demonstrate a willingness to accept responsibility for one's own actions.
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion.

- H.71 Demonstrate an ability to satisfy the purposes of a delegated task.
- H.72 Demonstrate an ability to prioritize and manage time effectively in the workplace.
- H.73 Demonstrate enthusiasm for work.
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.
- H.75 Demonstrate an understanding of the work to be accomplished.
- H.76 Demonstrate familiarity with a variety of technologies.
- H.77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.
- H.78 Demonstrate basic computer operation skills.
- H.79 Demonstrate an ability to learn from past experiences and others.
- H.80 Demonstrate an ability to send, receive and organize e-mail messages.
- H.81 Demonstrate an ability to search for information on the Internet.
- I.82 Competencies may be added to each category and/or place additional competencies in categories as approved by state and local leaders. The JAG Electronic National Data Management System (e-NDMS) accommodates the tracking of unique local and state competencies.

JAG NATIONAL CURRICULUM MODULES

Each curriculum module consists of the following components:

1. Instructional Outline
2. Activities (10 or more hours of instruction)
3. Pre-/Post-Assessments and Answer Keys
4. Student Worksheets
5. Math Activity
6. Reading Activity

NATIONAL TEST ITEM POOL

JAG developed a National Test Item Pool to provide Pre- and Post-Tests to State Affiliates to measure and document competency attainment. Item analysis was conducted to refine the test items. Funding was provided by the Congressional Earmark Grant administered by the U.S. Department of Labor.



National Corporate Partnerships

Considerable time has been invested in building public/private partnerships at the national, state and local levels. Since its inception, JAG has engaged the employer community for guidance in preparing young people for entry level jobs in the workplace. The needs expressed by employers were incorporated into the JAG National Curriculum Modules that are used in the in-school phase of the JAG Model providing graduates with the knowledge and skills required to be successful in entry-level jobs leading to career advancement opportunities.

National Corporate Partners are involved in state and local JAG programs across the country in critical areas, including:

- Membership on state boards and local advisory groups
- Financial and in-kind donations in support of national, state and local programs
- Work-based learning experiences for graduates and summer experiences for Multi-Year students
- Employment of JAG graduates in quality jobs leading to career opportunities
- Professional development workshops at the annual National Training Seminar
- Judges at State Career Development Conferences
- Advocacy among policymakers
- Mentors for JAG students and graduates

Forging partnerships with some of America's most recognized employers expands the pipeline of opportunity across the country. JAG created opportunities for graduates with national employers, including:

Adecco is the world's largest employment services company with more than 6,000 offices in 60 countries. Adecco provides entry-level employment opportunities to JAG graduates. The partnership with JAG includes the conduct of workshops at JAG's annual National Training Seminar, service on state/local boards, financial support, judging at State Career Development Conferences and the building of pilot jobs partnerships in Illinois, Ohio and Alabama with replication across the JAG National Network.

The Allstate Foundation funded the development and distribution of the 82nd module and newest addition to the JAG National Curriculum. This module will provide JAG students with a greater understanding of auto, home and life insurance. Allstate and JAG will partner to integrate the video, "The Law and You," into other modules in the national curriculum. These new resources will be released at the 2004 National Training Seminar through a Train-the-Trainers Workshop for state and national trainers.

Lee Hecht Harrison is the leading global career services company specializing in providing outplacement and career development services. A division of Adecco S.A., Lee Hecht Harrison provides an annual \$2,000 scholarship to a JAG student who designs the best holiday card. The winning card is used by Lee Hecht Harrison to send season's greetings to its current and prospective clients. This leadership for this partnership was provided by Steve Harrison, President of Lee Hecht Harrison and Secretary to the JAG Board of Directors.



Additional partnerships are in various stages of development with Wal-Mart Stores, Inc., Scholastic Magazine, Toys "R" Us, Motorola, General Dynamics and First Data Corporation to name a few.

LEE HECHT HARRISON SCHOLARSHIP WINNERS



1st Runner-up
Heather C. Keener
Whitwell High School, Whitwell, TN

Winner
Cherie Oudomsouk
Bryant Alternative High School
Alexandria, VA



2nd Runner-up
Amelia Torres
Perry High School, Perry, IA

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Flower Mound, TX 75028
972.691.4486 • Fax. 972.874.0063
www.jag.org

2003-04 Class Highlights

- The total number of participants receiving JAG Model Services in 2003-04 was **59,327**.
- The Network experienced a **28% reduction** in the **number of participants served** due to the economy's impact on state budgets. The absolute loss was **10,179 participants**.
- The National Network lost approximately **29% of the JAG Model programs** that existed in 2002-03. The absolute lost was **263 programs**.
 - **Seven (7) states with increases** in participants include: AR, VA, ME, MN, KY, GA, MT (Arkansas had a 140% increase; Virginia had a 99% increase; Maine had a 38% increase)
 - **Ten (10) states with decreases** in participants include: IL, CA, OH, AL, NH, LA, WV, MS, DE, MA. (Illinois and Ohio account for **73% of the reduction in participants** that received JAG Model Services in 2002-03).
- The total number of JAG Model Programs delivering services in 2003-04 was **677.5**.
 - **Multi-Year Programs** accounted for **48.0%** of the JAG Model Programs in 2003-04. (Total: **323**)
 - **Senior Programs** accounted for **39.0%** of the JAG Model Programs in 2003-04. (Total: **265.5**)
 - **Out-of-School Programs** accounted for **10%** of the JAG Model Programs in 2003-04. (Total: **68**)
 - **Middle School Pilot Programs** accounted for **3%** of the JAG Model Programs in 2003-04. (Total: **21**)
- The JAG National Network operated on approximately **\$28 million** in revenue in 2003-04.
 - The **largest revenue source** for JAG State Affiliates was **State Legislatures (\$10,277,926)**.
 - The **second largest revenue source** for JAG State Affiliates was the **Workforce Investment Act (\$7,621,570)**.
 - The **third largest revenue source** for JAG State Affiliates was **Local School Districts (\$4,611,082)**.
- The 677.5 JAG Model Programs served **820 communities**.
- **Sixty-five percent (65%)** of the State Organizations operated as a **non-profit organization with 501(c)(3) exemption** from the Internal Revenue Service.
- The **average number of board members** serving on State Boards of Directors was **17.4**. The State Boards conducted **4.1** meetings on average annually.
- For the **Class of 2002, the JAG Network Performance Outcomes** were:

- Graduation Rate	84.56%
- Positive Outcomes Rate	72.28%
- Aggregate Job Placement Rate	52.40%
- Full-time Jobs Rate	65.89%
- Full-time Placement Rate	88.13%
- Further Education Rate	19.88%
- Average Wage	\$7.54
- The **Unable to Contact Rate** for the Class of 2002 was **18.81%**. A concerted effort was launched to reduce the Unable to Contact Rate for the Class of 2003 to less than **5%**.



Performance Outcomes

Classes of 1990 to 2002

Performance Outcomes	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	JAG Goals
Graduation Rate	*90.0	*91.2	*91.4	*90.5	88.1	89.2	*89.7	*90.1	*90.7	*90.96	88.0	85.3	84.56	90.0%
Positive Outcome Rate	78.2	79.6	78.8	80.1	*81.4	*82.1	*82.0	*81.7	68.9	65.84	73.3	71.8	72.28	80.0%
Job Placement Rate	58.5	59.3	57.2	59.6	*61.4	*60.2	*59.5	59.8	49.6	54.45	54.1	51.0	52.40	60.0%
Full-Time Jobs Rate	63.9	59.1	59.8	*62.0	*67.5	*64.8	*66.1	*65.8	*67.7	*75.85	*71.8	*68.1	*65.89	60.0%
Full-Time Placement Rate	NA	NA	NA	*80.4	*84.0	*85.1	*86.2	*86.1	*89.3	*87.09	*89.8	*89.0	*88.13	80.0%
Unable to Contact Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	25.13	*17.6	*19.5	18.81	NNS
Further Education Rate	NA	NA	32.8	35.0	34.5	38.0	38.5	38.5	33.5	20.7	35.2	21.0	19.88	NNS
Average Wage	\$5.12	\$5.24	\$5.30	\$5.38	\$5.70	\$6.02	\$6.22	\$6.48	\$6.53	\$6.90	\$7.28	\$7.44	\$7.54	NNS

* Actual performance exceeded JAG goal

NNS = No national standard

NA = Data not available

Performance Results Formulas

Graduation Rate Goal = 90%	The percentage of programs participants completing requirements for a high school diploma or GED before the end of the 12-month follow-up phase. Number of Grads ÷ Number of Participants = Graduation Rate
Positive Outcomes Rate Goal = 80%	The percentage of graduates employed (full-time) plus full-time military plus enrolled in a postsecondary institution (2 or 4 years) or other training program. # Employed + # FT Military + FT Enrollments ÷ # of Graduates = Positive Outcome Rate
Employment Rate Goal = 60%	The percentage of graduates employed (full-time and part-time) in civilian jobs and the military. # Civilian FT + Civilian PT + Military FT ÷ # of Employed Grads = Aggregate Employment Rate
Full-Time Jobs Rate Goal - 60%	The percentage of employed graduates employed full-time in civilian jobs and full-time military. # Civilian FT + Military FT ÷ # of Employed Grads = Full-time Jobs Rate
Full-Time Placement Rate (Jobs) Goal = 80%	The percentage of graduates employed full-time (civilian and military) plus part-time work combined with school. Civilian FT + Military FT + PT Work/School ÷ # of Employed Grads = Full-time Placement Rate
Full-Time Outcomes Rate (Jobs and School)	The percentage of graduates employed full-time (civilian and military) plus part-time work with school plus full-time enrollments. Civilian FT + Military FT + FT Enrollments + PT Work/School ÷ # of Employed Graduates = Full-time Outcomes Rate

**2003 CORE
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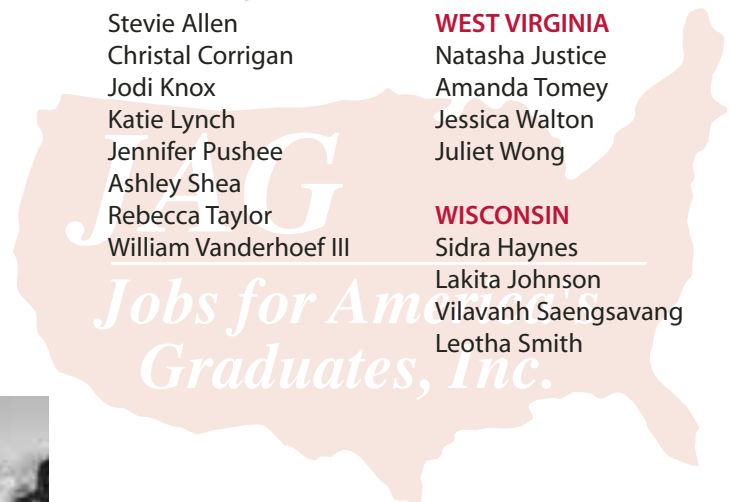
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The Stars of JAG are those students who attended the Leadership Awards Luncheon and the 7th Annual National Student Leadership Conference held in December 2003.

National Leadership Award Events

DECEMBER 3-4, 2003

The 2003 National LEADERSHIP AWARDS event was the single largest and most successful fundraising event in the history of the organization. Nearly 550 people were in attendance at the Leadership Awards Luncheon at the Grand Hyatt Washington Hotel. JAG received commitments of \$515,000, setting a new fundraising record for the national organization.



Governor Tom Vilsack, Chair of the JAG Board of Directors, served as master of ceremonies. Several members of the Executive Committee and JAG Board of Directors were involved in the presentation of awards to this year's recipients. Eighteen (18) companies and

individuals received a National Leadership Award at this year's events. Award recipients are listed on pages 24-25.



This year's luncheon also featured Ericka Dunlap, Miss America 2004, who met privately with the JAG young people for a question-and-answer session and held a photo opportunity following the luncheon.

The annual National Leadership Awards Events engage and involve the broad range of leadership of the State and Local Affiliates across the JAG National Network and the JAG Specialists and staff upon which the organization's success has been built. Attendees felt that the 2003 events were the "best ever."

Attend the 2004 National Leadership Awards Events December 8-9, 2004 in Washington D.C.



Justice of the Supreme Court, Sandra Day O'Connor, participated in this year's event and accepted JAG's Role Model of the Year Award. Justice

O'Connor delivered a powerful message aimed at the 175 JAG young people in attendance.

NATIONAL LEADERSHIP AWARDS JAG STUDENT SPEAKERS

VIP RECEPTION
December 3, 2003

AWARDS LUNCHEON
December 4, 2003



Ashley Shea
New Hampshire



Becky King
Iowa



Antonio "Tony"
Derricotte
Georgia



Michael Hynson
Delaware



Kenneth Hairston
Delaware

Annual National Leadership Awards

2003 AWARD RECIPIENTS



Role Model of the Year
The Honorable Sandra Day O'Connor
Associate Justice
Supreme Court of the United States



Government Leader of the Year Award
The Honorable Ronnie Musgrove
Governor, State of Mississippi



Leadership Corporation of the Year
Verizon Communications



National Workforce Development Leadership Award
David Satterfield
Executive Director
West Virginia Development Office



Visionary Leader of the American Workforce
The Honorable Emily Stover DeRocco
Assistant Secretary
U.S. Department of Labor



National Network Leadership Award
The Honorable Robert G. Clark
Speaker Pro Tempore
State of Mississippi



Special Recognition
Ericka Dunlap
Miss America 2004



National Network Leadership Award
Julie Sorci
Manager of Staffing
MidAmerican Energy



Founder's Award
The Honorable James E. McGreevey
Governor, State of New Jersey



Founder's Award
The Honorable Bill Richardson
Governor, State of New Mexico

Annual National Leadership Awards

2003 AWARD RECIPIENTS



Legislative Leader of the Year Award
The Honorable William E. Leber
State Representative
State of New Hampshire



Educational Leader Award
John Davison
Deputy Director
Department of Workforce Education
State of Arkansas



Legislative Leader of the Year Award
The Honorable Bob Odell
State Senator
State of New Hampshire



National Above and Beyond Award
The Honorable Mike Chaney
State Senator
State of Mississippi



National Above and Beyond Award
Shirley Price Roane
Newspaper in Education Coordinator
The News Journal



National Above and Beyond Award
Pat Graney
CEO & President
Petroleum Products, Inc.



National Above and Beyond Award
Les Putik
Co-Chair
Crow River Pride and Rockford
Planning and Zoning



National Above and Beyond Award
Susan Hengel
Senior Vice President and General
Manager
Birmingham Office, Lee Hecht Harrison



National Above and Beyond Award
Norma Schmoker
State Workforce Development Board
State of Iowa

2003 National Training Seminar

THEME: THE CHALLENGE OF CHANGE: YOUNG PEOPLE, SCHOOLS AND FUNDING

Nearly five hundred (500) delegates and guests participated in the 20th Annual National Training Seminar at the Hyatt Regency McCormick Place in Chicago, Illinois, July 10-12, 2003. Approximately 80 general sessions and best practices workshops were delivered by corporate partners and JAG Network staff. The ultimate objective is to raise performance to an ever increasing higher level in servicing JAG young people.

OTHER SPECIAL RECOGNITION

Jobs for Arkansas Graduates Achieving a 1.31% "Unable to Contact Rate"

Jobs for Florida's Graduates Achieving a 2.7% "Unable to Contact Rate"

Jobs for Illinois Graduates Achieving "5 of 5" for Seven Consecutive Years

Jobs for Ohio's Graduates Achieving "5 of 5" for Eight Consecutive Years

Jobs for Maine's Graduates Achieving "5 of 5" for Nine Consecutive Years and Achieving a 1.64% "Unable to Contact Rate"

More than two hundred (200) awards were presented to high performers throughout the three days of general sessions, workshops, exhibits and networking opportunities. JAG expects its State and Local Affiliates to implement "The JAG Model" and, as a result, achieve extraordinary outcomes while serving at-risk and disadvantaged young people in nearly 700 programs.

Special guests included: Joan Crockett - Sr. V. P. of HR, Allstate Insurance Company and JAG National Board Member; Tom Tippet, Vice President of HR, Allstate Insurance Company; State Senator John Carey, 17th District in Ohio; Patrick Dolan, Vice President, Adecco; John Ahlgrim, Deputy Superintendent, and Dr. Stan Fields, Superintendent, Mundelein District 120, Illinois; Former Senator Art Berman and former Chair of the Illinois State Education Committee; Arne Duncan - CEO, Chicago Public Schools; Dr. Robert Mees, President, John A. Logan College; Steve Morrill, Morrill & Associates; Dr. Oliver Cummings, Director - WorkKeys.

Sixty-two (62) **"Best Practices" workshops** were offered to JAG National Network staff for managers, supervisors, Specialists, and stakeholders. NTS is the national organization's annual event for sharing best practices, considering new techniques and methodology to enhance JAG Model Program Applications and to learn to use new tools and techniques funded by the U.S. Department of Labor. We are most appreciative of the workshop presenters from across the National Network, including representatives from: Arizona, Arkansas, California, Delaware, Florida, Georgia, Illinois, Maine, Mississippi, New Hampshire, Ohio, Tennessee, and West Virginia. The average evaluation for the NTS workshops was 4.7 on a 5.0 system.

We were especially pleased that **corporate partners** conducted well-designed and well-received workshops at the National Training Seminar, including: Adecco, ACT, Allstate, Educational Testing Service, Lee Hecht Harrison, Transitions and WorkKeys. Other presenters represented the Alamo Workforce Board, San Antonio; Y4H Designs; P.A.B. & Associates; University of North Texas; Donnell Consulting Services, Inc.

Seven (7) **intensive workshops** were held prior to the National Training Seminar including: Managing a High Performance JAG Model Organization; Competency Assessment; Management Development Institute; Facilitating in the Classroom--Using the JAG Curriculum More Effectively; Delivering a High Performing Dropout Recovery Program; New Specialist Training; and, Operating a Successful Multi-Year Program.

Keynote speakers included: Jason Anthony, The Power of Attitude, Chalk Media; and, Dr. Andy Sum, Director, Center for Labor Market Studies, Northeastern University, Boston, MA.

The 2004 National Training Seminar is also scheduled for the Hyatt Regency McCormick Place in Chicago, Illinois, July 8-10, 2004.

Pre-NTS Workshops will be held on July 6-8, 2004. The 2004 NTS registration fee will be \$295 per delegate. Pre-NTS registration fee will be \$175 per delegate.

SPECIAL STATE AWARDS

"5 of 5" State Awards

Jobs for Arkansas Graduates
Jobs for Florida's Graduates

Jobs for Illinois Graduates
Jobs for Kentucky's Graduates
Jobs for Maine's Graduates

Jobs for New Hampshire's Graduates
Jobs for Ohio's Graduates
Jobs for Virginia Graduates

2003 Special Recognition Award

The key to a successful JAG Model program is the “Specialist.” The importance of the JAG staff cannot be overstated. The very unique professionals and managers have a profound impact on JAG young people when sufficient “contact time” is provided. It is absolutely essential that JAG Programs employ the best Specialists and managers and provide them with in-service training and on-going support that allows them to achieve the ambitious goals of the JAG Model. In recognition of the role of the Specialist and Managers, JAG recognized staff with more than fifteen (15) years of service in delivering JAG Model services to at-risk and disadvantaged youth at the National Leadership Awards Reception in December 2003.

Graciela Garcia Candia (AZ)	21	Dorothy Styles (GA)	16
Judith Moore (OH)	20	J. Steve Helms (GA)	16
Lee Blanton (OH)	18	Janet Kelleher (DE)	15
Clara Theus (TN)	18	Miles Cannon (GA)	15
Jackie Gitman (CA)	17	David E. Gordon, Jr. (GA)	15
Patti L. Weldon (DE)	17	Nedra Wakefield (GA)	15
Anne Ferguson (OH)	17	Lynn Anderson (OH)	15
John McConnell (OH)	16	Roger Lattanzi (OH)	15
Pam Ford (OH)	16	Carmen Sparkman (TN)	15
Beverly J. Knight (DE)	16	Cheryl Windsor (TN)	15



(Left to right) Graciela Garzia Candia (AZ), Lee Blanton (OH), and Nedra Wakefield (GA) receive Special Recognition Awards at the Leadership Awards Reception.

National Student Leadership Conference

The annual National Student Leadership Conference (NSLC) is a three-day event held in Washington, D.C. For many students, the NSLC is the first time on a plane or to leave their home state. The NSLC was held on December 4-6, 2003.

NSLC DELEGATE COMMENTS:

"JAG has given me the knowledge to do well in the job market and in school. I have learned things that I never would have known if I hadn't taken JAG."
—NSLC Delegate

"I have become confident, dependable, learned how to work with others productively and also overcome some of my biggest fears."
—NSLC Delegate

"JAG has helped me in obtaining a great job, raised my self-esteem, raised my awareness, and encouraged me to go to a wonderful college." —NSLC Delegate



NSLC began with a question-and-answer session led by Ericka Dunlap, the reigning 2004 Miss America. Ericka gave a motivational and inspirational talk focusing on her platform, *United We Stand. Divided We Fall Behind: Celebrating Diversity and Inclusion*. Her powerful message emphasized that "you can be anything you want to be by setting goals and establishing standards." Miss America eloquently expressed her belief by saying, "everyone is special and has what it takes to be the success they choose to be." JAG students were inspired by her warmth, candidness and sincere interest in their commitment to develop their personal, leadership and employability skills.

The JAG Awards Luncheon followed the question-and-answer session with Miss America. Students had an opportunity to interact with JAG's corporate sponsors as well as state legislators and leaders across the JAG National Network. Supreme Court Justice, Sandra Day O'Connor, shared her story of courage and perseverance in pursuit of her dream. One student commented that her speaking style was like "talking to your grandmother—safe and comfortable." Justice O'Connor was recognized by JAG as the Role Model of the Year for Youth.

At the end of the luncheon, Miss America encouraged the students to meet her on stage for a photo opportunity with her. The quality of time she spent with each student was impressive and unforgettable for JAG young people. Employability Skills and Public Speaking Competitive Events were held immediately following the luncheon.

Ken Smith, JAG President, addressed the delegates at the Opening Session and concluded with a question-and-answer session. The next two days were filled with team-oriented leadership workshops, customized tours throughout the District of Columbia, and get-acquainted and sharing activities. The District tours included the Spy Museum, Smithsonian and numerous monuments throughout the capital city. A general theme from delegates was that they wished the stay could be longer to learn more about the nation's capital.

The leadership workshops emphasized communication, trust, teamwork, honesty, followership and leadership. One student commented, "I feel stronger as a leader, more comfortable with myself and the people beside me." NSLC delegates are expected to role model what they learned and teach the leadership skills to their chapter members.

NSLC COMPETITIVE EVENTS WINNERS



Cover Design
Winner
Robert Horinek (MT)



Public Speaking
1st - Kristina Bowen (KY)
2nd - Joseph Harris (KY)
3rd - Paula Davis (MT)



Employability Skills
1st - Lora Horn (KY)
2nd - Cassie Hufstedler (TN)
3rd - Vincent Bowman (KY)

2003 Outstanding JAG Students/Graduates

Jobs for Alabama's Graduates
Reggie Cowser

Jobs for Arizona's Graduates, Inc.
Elsy Montenegro

Jobs for Arkansas Graduates
Hannah Featherstone

Jobs for California Graduates, Inc.
Gladys Belloso

Jobs for Delaware Graduates, Inc.
Kenneth Hairston

Jobs for Georgia Graduates
Antonio "Tony" Derricotte

Iowa-JAG, Inc.
Becky King

Jobs for Kentucky Graduates
Samantha Stacy

Jobs for Louisiana's Graduates
LaCurtis Kelly

Jobs for Maine's Graduates, Inc.
Bradley French

Jobs for Minnesota's Graduates
Dave Larsen

Jobs for Mississippi Graduates, Inc.
Jonathan Kimbrough

Jobs for Montana's Graduates
Paula Stricklin

Jobs for New Hampshire's Graduates, Inc.
William Vanderhoff

Jobs for Ohio's Graduates
Brittany Sabolek

Jobs for Tennessee Graduates
Corey Green

Jobs for Virginia Graduates, Inc.
Shatera Stockton

Jobs for West Virginia's Graduates, Inc.
Amanda Tomey

Jobs for Wisconsin Graduates
Leotha Smith





U.S. Chamber of Commerce Survey Findings

EMPLOYER QUOTES

"We pride ourselves in the quality care patients receive in both the hospital and nursing home. We have used students in the JAG program occasionally over the last few years as CNA's. I have always found them to be energetic, and enthusiastic and willing to learn new things. Our older patients love their young, fresh faces and positive attitudes. They are always smiling and willing to always do more for our patients. They learn teamwork and service excellence skills by working in the health field, which helps to promote their own feelings of self worth which improves their self-confidence."

"I think JAG employees are held to a higher standard. They are ready to take on the world and not look back."

"JAG has helped us find dedicated long term employees to fill positions that usually have a high turnover rate. It helps our graduates get in to the community and become self sufficient and it helps build confidence in their abilities."

"The JAG program works. It offers employers applicants that have more at stake than "just another job". The students must perform at an acceptable level in order to sustain a good grade. It's a "win-win" opportunity!"

The U.S. Chamber of Commerce Statistics and Research Center conducted a survey of JAG employers. The 2003 JAG WORKER EVALUATION SURVEY asked employers to rate their perceptions of JAG workers as well as the JAG program. The complete report is available from the JAG National Center for Best Practices at jag@jag.org.

The U.S. Chamber of Commerce reported:

"The 2003 JAG WORKER EVALUATION SURVEY results portray a highly successful program that enjoys considerable success and one that is valued among JAG employers. Both the JAG program and the worker consistently received high rankings throughout the survey."

FINDING #1:

Supervisors were extremely positive about their experience with the JAG program and their likelihood of offering further opportunities to current and future JAG workers. An overwhelming majority of the supervisors are "Very Likely" or "Somewhat Likely" to employ other JAG graduates (98%).

FINDING #2:

Supervisors are likely to offer a full-time position to JAG workers (90%), as well as other opportunities, such as career advancement and promotions (91%).

FINDING #3:

Supervisors were generally very positive about the overall work value they receive from their JAG worker. In fact, the JAG worker "Greatly Exceeded" or "Exceeded" the expectations of 42% of those responding. An additional 44% had their expectations met. Only 3% of the JAG workers did not meet supervisors' expectations.

FINDING #4:

JAG workers are highly rated by their supervisors and do well in every core competency category taught to JAG workers.

Supervisors rated the following core competencies either "Excellent" or "Good:"

- Works well with others 87%
- Good grooming and appearance 85%
- Follows directions 83%
- Verbal communication 80%
- Punctual and at work as scheduled 78%

FINDING #5:

JAG workers rank higher than non-JAG workers. JAG workers compare more favorably to their non-JAG worker counterparts in every core competency area addressed in the survey. **Top five** areas where JAG workers rated "Better" compared to non-JAG workers are:

1. Shows strong commitment to employer
2. Punctual and at work as scheduled
3. Work ethics and behavior
4. Positive attitude
5. Works well with others

FINDING #6:

JAG workers are productive with 75% of supervisors in "Agreement" or "Strong Agreement".

FINDING #7:

JAG refers qualified applicants with 77% of supervisors in "Agreement" or "Strong Agreement".

FINDING #8:

JAG is helpful to our business with 71% of supervisors in "Agreement" or "Strong Agreement".

FINDING #9:

JAG workers have a higher retention rate compared to other youth serving programs with 59% of supervisors in "Agreement" or "Strong Agreement".

FINDING #10:

Overall opinion of JAG workers and JAG program indicate a highly successful organization valued by employers. The large majority (88%) of supervisors rated both the JAG program and workers as at least "Good."

"Both the JAG programs and the worker consistently received high rankings throughout the survey of employers."

State Affiliate Services

Jobs for America's Graduates provides start-up and on-going technical assistance to Local and State Affiliates to ensure the successful implementation and operation of a JAG Model organization. The basic package of technical assistance includes, but is not limited to, assistance in seven (7) major categories:

Launch Services

- Preparing a launch plan for implementing a JAG accredited program.
- Presenting the program to government, education, community-based organizations, foundations, potential funding sources and private sector employers and groups.
- Establishing a state board of directors and a non-profit organization with IRS tax-exemption.
- Preparing an operating budget.
- Identifying funding sources and making presentations to support the statewide program.
- Selecting staff members including the management team, administrative staff and Specialists.
- Developing program planning documents.
- Approaching school districts, superintendents, principals, and others to describe the value-add of a JAG Model Program to serve the unique needs of at-risk and disadvantaged students.
- Launching and managing a successful student-led Career Association.
- Implementing the National Competency-Based Curriculum.

On-Going Technical Assistance

- Organizing on-site reviews to ensure the organization complies with standards as set forth in the JAG Model and the relevant Program Applications.
- Conducting a statewide Fall Leadership Conference and a Spring Career Development Conference.
- Preparing for on-site program reviews (and mid-year reviews for new states).
- Preparing an accreditation report that outlines strengths, areas of improvements, major and minor areas of non-compliance, and recommendations.
- Implementing the recommendations of the site review team.
- Launching follow-up phase services.

Electronic National Data Management System (e-NDMS)

- Accessing JAG's e-NDMS, online e-NDMS Tutorial, e-NDMS Help Desk and on-site training.
- Preparing state, site and school summary reports based upon e-NDMS documentation.

- Participating in Destination Verification Surveys using e-NDMS documentation.

Training Services

- Participating in training for the Chief Executive to implement an accredited JAG Model organization.
- Organizing implementation training for new and experienced Specialists and staff.
- Sending a delegation to the Annual National Training Seminar (NTS) and Pre-NTS Workshops.
- Conducting training for those who wish to move beyond the "what" (of the JAG Model) and understand "why" the model works.
- Participating in the National Student Leadership Conference, an intensive 4-day leadership conference for local students and staff.

JAG Model Books and Resources

- Accessing JAG's Model Books in electronic and/or print.
- Accessing JAG's marketing tools (i.e. fact sheets, videos, PSA, PowerPoints, etc.).
- Securing copies of the JAG Annual Report, JAG CROSSROADS Newsletter and JAG Monthly Board Report.
- Participating in JAG's "Train-the-Trainers" workshops for state trainers and site reviewers.

National Leadership Development Opportunities

- Participating in the Fall Management Development Workshop for the Council of State Affiliates.
- Assisting in securing funding to expand the program to serve more participants or other categories of at-risk youth.
- Accessing the JAG Board of Directors and senior staff to support efforts to secure funding and state support for successful implementation of the statewide organization.
- Accessing "work-based learning" opportunities with national business partners.
- Participating in annual "JAG National Leadership Awards Events".
- Participating in the annual "National Student Leadership Conference" (NSLC).

Quality Assurance

- Ensuring full implementation of the JAG Model.
- Delivering a National Accreditation Process involving site reviews and e-NDMS analysis.

2003- 2004 Research Plan

A comprehensive evaluation of JAG Model programs was launched in partnership with the U.S. Department of Labor. The research plan was designed by Dr. Andrew Sum, Director of the Center for Labor Market Studies (CLMS) at Northeastern University and implemented in conjunction with the JAG National Center for Best Practices.

Funding for the 2003-04 Research Plan was provided by the U.S. Department of Labor through a Congressional Earmark Grant. The following reports will be released during 2004 and reported in the 2004 JAG Annual Report.

Evaluation Report #1 Statistical Profiles of Students Served

This report includes a statistical profile of the demographic, socioeconomic, schooling and work experience characteristics of School-to-Work Program participants from the Classes of 2002 and 2003, including comparisons with the nation's high school seniors.

Evaluation Report #2 Program Services

This report includes a description and analysis of the in-program services received by Senior year, Multi-year, and Dropout Recovery Program participants, including total hours of contact, types of services received and number of JAG employment competencies attained.

Evaluation Report #3 Post-Program Labor Market and Schooling Outcomes

This report includes an analysis of key post-program employment and schooling/training outcomes for participants at various points in time over the 12 month follow-up period including: high school graduation rates, employment rates, including military service, full-time employment rates, college or training program enrollment rates and positive activity rates.

Evaluation Report #4 Changes in Labor Market and Schooling Status

This report includes an analysis of changes in the labor market and schooling status of graduating seniors over the 12-month follow-up period. This analysis compares the youths' employment status, hours of work, and hourly and weekly wages at various points in time over the 12-month period to identify improvements in their status over the first post-high school year.

Evaluation Report #5 Comparative Analysis

This report includes a comparison of the labor market outcomes for JAG school-to-work participants with those of comparable groups of graduating seniors across the country. This report analyzes the factors influencing the post-program labor market and college enrollment activities of JAG graduates.

Evaluation Report #6 Variance in Performance by Geography and Intensity of Program Services

This report includes an analysis of the influence of participants' demographic and socioeconomic characteristics, school behavior and performance, prior work experience, program services, and local labor market conditions on post-high school labor market outcomes, including employment rates, full-time employment rates, hours of work, hourly and weekly wages and college enrollment status.

Evaluation Report #7 Longitudinal Studies Using UI Wage Records

This report includes the longitudinal tracking of the employment and earnings experiences of JAG school-to-work participants using the UI wage records of employers in states in which JAG programs operated.

Evaluation Report #8 Customer Satisfaction Surveys

This report analyzes existing JAG survey data on employer ratings of JAG graduates' work performance as well as available WIA surveys of customer satisfaction with JAG program services.

Evaluation Report #9 Multi-Year Program Impact

This report describes the success of JAG Model services to raise academic achievement and improve in-school behavior of participants in the Multi-year Program.

JAG Model Programs Address Nation's Youth Challenges

Dr. Sum has been a strong advocate of the JAG Mission since 1980. He was a member of the design team for the JAG Model and the accountability system which has evolved from a paper-based to an Internet-based system.



Dr. Andy Sum
Director
Center for Labor Market Studies
Northeastern University

The Center for Labor Market Studies was selected to implement the JAG Research Plan for the Classes of 2002 and 2003. CLMS was contracted using funds provided in the DOL-III Earmark Grant.

YOUNG HIGH SCHOOL GRADUATES HAVE FACED A VERY DIFFICULT TIME FINDING FULL-TIME JOBS

There are powerful long-term effects from being able to work full-time from the time JAG grads leave school into their early 20's. When the labor market softens and reduces overall employment, it pushes graduates out of full-time work. The loss of full-time work has very long-term adverse effects on their overall economic well-being.

On average, only about 5 out of 10 young high school graduates under the age of 22 are working full-time. The full-time job market is particularly critical for the JAG program, as Dr. Sum has advocated, for four (4) reasons.

- Young adults that have worked full-time not only have attained higher hourly wages than those who work part-time, but they work on average twice as many hours a week. The weekly earnings of those young adults (remember, I am talking about high school graduates) who work full-time are more than twice as high as those who work part-time.
- Young adults who work full-time are far more likely to receive key employee benefits, health insurance, pension benefits, vacation pay and tuition reimbursement.
- Young adults employed full-time are 3 to 4 times more likely to be trained on-the-job than those who work part-time.
- Longitudinal research in which my colleagues and I have been involved at the Center for Labor Market Studies shows that the long-term return to workers from working full-time is overwhelmingly higher than the long-term rate of return from working part-time.

Every year that a young adult works full-time, they will increase their future wages by some-

where between 4 and 5 percent a year. Those that work part-time, wages will rise by less than 1 percent a year for every year of part-time work.

FIVE MAJOR CHALLENGES FOR THE NATION'S YOUTH WORKFORCE DEVELOPMENT SYSTEM THAT JAG MODEL PROGRAMS ADDRESS

Dr. Sum presented five major challenges at the Annual Conference of the National Association of Workforce Investment Boards. These challenges are overcome when implementing JAG Model State Organizations and Local Programs.

1. Assist the nation's high schools in substantially improving the high school graduation rate for young adults. Only 70% of the nation's teens have left high school with a regular high school diploma. Young men, blacks and hispanics, and high school students in large public school districts are far more prone to leave high school without a diploma.
2. Increase the quantity and quality of job opportunities for high school students especially from economically disadvantaged families, other local income youth and residents of high poverty neighborhoods.
3. Strengthen the transition from high school to the labor market, especially for those graduates who do not immediately enroll in four year colleges and universities.
4. Increase access to postsecondary educational opportunities for men, especially those from lower income families and from large public school districts. Gender gaps are growing for every race-ethnic group. Women are far more likely to obtain associate and bachelor degrees than men.
5. Improve formal training, apprenticeship training, and employer-funded offsite training opportunities for high school graduates to boost their long-term wages and annual earnings and enable more of them to achieve middle class incomes and raise stable families.

State Affiliates



JOBS FOR ALABAMA'S GRADUATES

50 North Ripley Graduates
Montgomery, AL 36104
Contact: Mickey Humphries
CSA Representative

Phone: 334.242.9115
Fax: 334.242.0234
Email: mickeyh@alsde.edu
Website: www.alsde.edu.html
Charter Year: 1996
Program Applications: 17
• Senior 6
• Multi-Year 11
Specialists: 16
Students Served: 1,745
• Class of 2003-04: 650
• Class of 2002-03: 1,095
2003-04 Funding: \$490,000



JOBS FOR ARKANSAS GRADUATES

#3 Capitol Mall, Room 402.2
Little Rock, AR 72201
Contact: Teresa Dow
CSA Representative

Phone: 501.682.1800
Fax: 501.682.1805
Email: Teresa.Dow@arkansas.gov
Charter Year: 1996
Program Applications: 27
• Senior 4
• Multi-Year 22
• Dropout Recovery 1
Specialists: 27
Students Served: 766
• Class of 2003-04: 541
• Class of 2002-03: 225
2003-04 Budget: \$1,254,988



JOBS FOR CONNECTICUT GRADUATES

306 Peach Orchard Road
Waterbury, CT 06706-2834
Contact: Debi-Schatzle-Baker
CSA Representative

Phone: 203.575.0696
Fax: 203.753.2679
Email: DebiSB@aol.com
Charter Year: 1996
Program Application: 5
• Senior 5
Specialists: 5
Students Served: 471
• Class of 2003-04: 236
• Class of 2002-03: 235
2003-04 Budget: \$275,000



JOBS FOR ARIZONA'S GRADUATES, INC.

P.O. Box 10937
Scottsdale, AZ 85271-0937
Contact: Graciela Garcia Candia
CSA Representative
Phone: 480.441.6411
Fax: 480.441.2317
Email: graciela.candia@jagaz.org
Charter Year: 1980
Program Applications: 12
• Senior 7
• Multi-Year 4
• Middle School 1
Specialists: 12
Students Served: 1,605
• Class of 2003-04: 797
• Class of 2002-03: 808
2003-04 Budget: \$966,522



JOBS FOR CALIFORNIA GRADUATES, INC.

P.O. Box 2476
Napa, CA 94558
Contact: Jackie Gitman
CSA Representative
Phone: 707.224.7582
Fax: 707.224.7582
Email: Jackie.Gitman@sbcglobal.net
Charter Year: 1989
Program Applications: 19.5
• Senior 4.5
• Multi-Year 6
• Dropout Recovery 2
• Middle School 7
Specialists: 17
Students Served: 455
• Class of 2003-04: 255
• Class of 2002-03: 200
2003-04 Budget: \$410,000



JOBS FOR DELAWARE GRADUATES, INC.

381 W. North St.
Dover, DE 19904
Contact: Dr. Susanna Lee
CSA Representative
Phone: 302.734.9341
Fax: 302.734.4912
Email: suelee@jobsdegrads.org
Website: www.jobsdegrads.org
Charter Year: 1979
Program Application: 31
• Multi-Year 28
• Dropout Recovery 3
Specialists: 31
Students Served: 3,951
• Class of 2003-04: 1,896
• Class of 2002-03: 2,055
2003-04 Budget: \$2,689,000



State Affiliates



JOBS FOR FLORIDA'S GRADUATES

3222 SW 33rd Road, Suite 301
Ocala, FL 34474

Contact: Susan Shows
CSA Representative

Phone: 352.861.9830
Fax: 352.861.9308
Email: Vacant
Website: www.jfginc.org
Charter Year: 1998
Program Application: 9
• Senior 9
Specialists: 9
Students Served: 2,030
• Class of 2003-04: 680
• Class of 2002-03: 1,350
2003-04 Budget: \$700,000



JOBS FOR ILLINOIS GRADUATES, INC.

106 Mimosa Drive
Anna, IL 62906-2323

Contact: Michelle Trueblood
CSA Representative

Phone: 618.833.3208
Fax: 618.833.3639
Email: michelletrueblood@msn.com
Charter Year: 1996
Program Application: 32
• Senior 32
Specialists: 32
Students Served: 4,050
• Class of 2003-04: 900
• Class of 2002-03: 3,150
2003-04 Budget: NA



JOBS FOR KENTUCKY GRADUATES

(Multi-Year & Middle School Programs)
Kentucky Department of Education

500 Mero Street
Capitol Plaza Tower, 17th Floor
Frankfort, KY 40601

Contact: Dave Clusky
CSA Representative

Phone: 502.564.3678
Fax: 502.564.6952
Email: dclusky@kde.state.ky.us
Website: www.education.ky.gov
(Search: JKG)

(Dropout Recovery Programs)
DOR - Youth Coordinator
Department of Training and ReEmployment
209 St. Clair Street, 4th Floor
Frankfort, KY 40601

Contact: Judy Hill
CSA Representative (DOR)

Phone: 502.564.5360
Fax: 502.564.8974
Email: JudyP.Hill@ky.gov

Charter Year: 1993
Program Applications: 52
• Multi-Year 45
• Dropout Recovery 4
• Middle School 3
Specialists: 54
Students Served: 4,910
• Class of 2003-04: 2,600
• Class of 2002-03: 2,310
2003-04 Budget: \$2,114,000



JOBS FOR GEORGIA GRADUATES

151 Ellis Street, Suite 100
Atlanta, GA 30305

Contact: Nedra M. Wakefield
CSA Representative

Phone: 404.656.5567
Fax: 404.463.0596
Email: Nedra.wakefield@dol.state.ga.us
Website: www.dol.state.ga.us/wp/faq_wp.htm
Charter Year: 1987
Program Applications: 38
• Senior 24
• Multi-Year 14
Specialists: 38
Students Served: 3,510
• Class of 2003-04: 1,780
• Class of 2002-03: 1,730
2003-04 Budget: \$2,301,394



IOWA-JAG, Inc.

Grimes State Office Building
3rd Floor

Des Moines, IA 50319

Contact: Laurie C. Phelan
CSA Representative

Phone: 515.242.5611
Fax: 515.242.5618
Email: laurie.phelan@ed.state.ia.us
Charter Year: 1999
Program Application: 10
• Senior 1
• Multi-Year 9
Specialists: 10
Students Served: 803
• Class of 2003-04: 390
• Class of 2002-03: 413
2003-04 Budget: \$574,383



State Affiliates



JOBS FOR LOUISIANA'S GRADUATES
Family, Career & Technical Education
Room 4-170
1201 N. Third Street
P.O. Box 95064
Baton Rouge, LA 70804
Contact: Carol Borskey
CSA Representative

Phone: 225.342.3346
Fax: 225.219.4439
Email: Carol.Borskey@LA.GOV
Charter Year: 1996
Program Applications: 26
• Senior 6
• Dropout Recovery 19
• Middle School 1
Specialists: 26
Students Served: 1,551
• Class of 2003-04: 537
• Class of 2002-03: 1,014
2003-04 Budget: \$660,000



JOBS FOR BAY STATE GRADUATES, INC. (MASSACHUSETTS)
75 Federal Street, 20th Floor
Boston, MA 02110
Contact: Mary Connelly
CSA Representative

Phone: 617.574.7300
Fax: 617.574.7305
Email: jbsg@verizon.net
Charter Year: 1981
Program Application: 17
• Senior 12
• Multi-Year 5
Specialists: 17
Students Served: 3,211
• Class of 2003-04: 1,558
• Class of 2002-03: 1,653
2003-04 Budget: \$1,395,141



JOBS FOR MAINE'S GRADUATES, INC.
337 Maine Avenue
Farmingdale, ME 04344
Contact: Pete Thibodeau
CSA Representative

Phone: 207.582.0924
Fax: 207.582.0938
Email: pete.thibodeau@jmg.org
Website: www.jmg.org
Charter Year: 1988
Program Applications: 49
• Senior 5
• Multi-Year 30
• Dropout Recovery 5
• Middle School 9
Specialists: 49
Students Served: 4,398
• Class of 2003-04: 2,548
• Class of 2002-03: 1,850
2003-04 Budget: \$2,890,919



JOBS FOR MINNESOTA GRADUATES, INC.
11275 96th Ave. N.
Maple Grove, MN 55369
Contact: Scott Redd
CSA Representative

Phone: 763.416.3086
Fax: 763.420.4653
Email: sredd@nws.k12.mn.us
Website: www.nws.k12.mn.us/jobsmn.html
Charter Year: 2000
Program Application: 7
• Senior 7
Specialists: 6
Students Served: 294
• Class of 2003-04: 169
• Class of 2002-03: 125
2003-04 Budget: \$364,000



JOBS FOR MISSISSIPPI GRADUATES, INC.
6055 Ridgewood Road, Suite A
Jackson, MS 39211
Contact: Dr. Joe A. Haynes
CSA Representative

Phone: 601.978.1711
Fax: 601.678.3232
Email: jmgcentral@aol.com
Website: www.jmg.k12.ms.us (Search: JMG)
Charter Year: 1990
Program Application: 28
• Senior 6
• Multi-Year 21
• Dropout Recovery 1
Specialists: 28
Students Served: 2,043
• Class of 2003-04: 920
• Class of 2002-03: 1,123
2003-04 Budget: \$1,472,228



JOBS FOR MONTANA'S GRADUATES
1327 Lockey, P.O. Box 1728
Helena, MT 59624
Contact: Lorelee Robinson
CSA Representative

Phone: 406.444.2534
Fax: 406.444.3037
Email: lorobinson@state.mt.us
Website: http://jsd.dli.state.mt.us/service/jmg.asp
Charter Year: 1990
Program Applications: 43
• Senior 4
• Multi-Year 37
• Dropout Recovery 2
Specialists: 56
Students Served: 1,731
• Class of 2003-04: 850
• Class of 2002-03: 881
2003-04 Budget: \$511,441



State Affiliates



JOBS FOR NEW HAMPSHIRE'S GRADUATES, INC.

100 Middle Street
Manchester, NH 03101
Contact: Priscilla Parisien
CSA Representative

Phone: 603.647.2300
Fax: 603.668.1627
Email: pparisien@jnhg.org
Charter Year: 1987
Program Applications: 19
• Multi-Year 14
• Dropout Recovery 5
Specialists: 24
Students Served: 1,302
• Class of 2003-04: 503
• Class of 2002-03: 799
2003-04 Budget: \$1,678,169

JOBS FOR NEW JERSEY GRADUATES

Mercer County WIB
P.O. Box 8068
Trenton, NJ 08650
Contact: Cathy Tramontana
CSA Representative
Phone: 609.989.6827
Fax: 609.989.6882
Email: ctramontana@mercercounty.org
Charter Year: 2003
Program Applications: 2
• Multi-Year 2
Specialists: 2
Students Served: 80
• Class of 2003-04: 80
2003-04 Budget: \$100,000

JOBS FOR NEW MEXICO GRADUATES

New Mexico Department of Education
Career, Technical and Community Services
300 Don Gaspar
Santa Fe, NM 87501

Contact: Georgetta Cummings
CSA Representative
Phone: 505.476.0265
Fax: 505.827.4041
Email: gcummings@ped.state.nm.us
Charter Year: 2004
Program Applications: 10
• Multi-Year 10
Specialists: 10
Students Served: 400
• Class of 2003-04: 400
2003-04 Budget: \$780,000



JOBS FOR OHIO'S GRADUATES, INC.

66 E. Lynn Street, Suite 110
Columbus, OH 43215
Contact: Lee Blanton
CSA Representative

Phone: 614.224.7955
Fax: 614.224.7966
Email: lee.blanton.jog@sbcglobal.net
Charter Year: 1986
Program Applications: 115
• Senior 45
• Multi-Year 52
• Dropout Recovery 18
Specialists: 105
Students Served: 6,821
• Class of 2003-04: 4,290
• Class of 2002-03: 2,531
2003-04 Budget: \$6,676,938

JOBS FOR OCEAN STATE GRADUATES

(Rhode Island)
1511 Pontiac Ave.
Cranston, RI 02920
Contact: Lori DiPina
CSA Representative

Phone: 401.462.8858
Fax: 401.462.8865
Email: ldipina@dlt.state.ri.us
Charter Year: 1995
Program Application: NA
Specialists: NA
Students Served: NA
• Class of 2003-04: NA
• Class of 2002-03: NA
2003-04 Budget: NA



JOBS FOR TENNESSEE GRADUATES

Andrew Johnson Tower
710 James Robertson
Parkway, 4th Floor
Nashville, TN 37243-0383
Contact: Mark Parsons
CSA Representative

Phone: 615.532.2805
Fax: 615.532.8226
Email: Mark.Parsons@state.tn.us
Website: www.state.tn.us/education/vejtghm.htm
Charter Year: 1981
Program Application: 45
• Senior 45
Specialists: 36
Students Served: 1,876
• Class of 2003-04: 1,057
• Class of 2002-03: 819
2003-04 Budget: \$1,421,000



State Affiliates



JOBS FOR VIRGINIA GRADUATES, INC.

Center for Public Policy-VCU
 P.O. Box 843061
 Richmond, VA 23284-3061
 Contact: R. Barry Glenn
 CSA Representative
 Phone: 804.513.1931
 Fax: 540.772.0017
 Email: rbglen44@cox.net
 Charter Year: 1996
 Program Applications: 20
 • Senior 14
 • Multi-Year 1
 • Dropout Recovery 6
 Specialists: 20
 Students Served: 11338
 • Class of 2003-04: 884
 • Class of 2002-03: 454
 2003-04 Budget: \$949,500



JOBS FOR WEST VIRGINIA'S GRADUATES, INC.

2001/2 Seventh Avenue
 South Charleston, WV 25303
 Contact: Elaine Lyman
 CSA Representative
 Phone: 304.744.9883
 Fax: 304.744.9787
 Email: elyman@jwvvg.org
 Website: www.jwvvg.org
 Charter Year: 1997
 Program Applications: 24
 • Senior 1
 • Multi-Year 22
 • Dropout Recovery 1
 Specialists: 24
 Students Served: 1,915
 • Class of 2003-04: 830
 • Class of 2002-03: 550
 • Extended Follow-up: 535
 2003-04 Budget: \$935,000



JOBS FOR WISCONSIN GRADUATES

Milwaukee Public Schools
 5225 West Vliet Street
 Milwaukee, WI 53208
 Contact: Ray Yankus
 CSA Representative
 Phone: 414.475.8391
 Fax: 414.475.8250
 Email: yankusrj@mail.milwaukee.k12.wi.us
 Website: www.dwd.state.wi.us/GWBLB/stw_JVG.htm
 Charter Year: 1998
 Program Application: 3
 • Senior 3
 Specialists: 3
 Students Served: 240
 • Class of 2003-04: 120
 • Class of 2002-03: 120
 2003-04 Budget: \$285,000



Memorium

The JAG National Network said farewell to a founding JAG Board Member, two of its most dedicated and youth-oriented colleagues, as well as the first JAG graduate who was killed in service to our country in Iraq.

WILLIAM B. KEENE JAG BOARD MEMBER



William B. Keene "Bill" of Newark, Delaware passed away on March 19, 2004, in his home. He devoted most of his professional life to Delaware public education at all levels.

Dr. Keene held nearly every job in public education in Delaware. He was a teacher, a principal, a local superintendent, and served as State Superintendent of Public Instruction for a decade. In recent years, he served as the Director of School/University Partnerships at the University of Delaware.

Dr. Keene was a founding board member of Jobs for Delaware Graduates and Jobs for America's Graduates and continued to serve on the JAG Board of Directors for several years. He was thrilled when the Christina School District named a new elementary school in his honor. It was a fitting tribute to a man devoted to youth. His joyful approach to life was infectious. He will be missed although his contributions to public education and the young people served will long be remembered.



U.S. ARMY SGT. RANDY ROSENBERG JAG GRADUATE 1998 JOBS FOR NEW HAMPSHIRE GRADUATES

U.S. Army Sgt. Randy Rosenberg of Berlin, New Hampshire joined the Army in 1998 after graduating from Berlin High School and served in the 1st Cavalry Division's Company B, 1st Battalion, 9th Cavalry Regiment, at Fort Hood Texas. Randy was one of three soldiers killed on January 24, 2004, in Iraq when a car bomb exploded at a U.S. checkpoint 70 miles west of Baghdad. He was serving his second tour of duty in the Middle East. Randy's Specialist at Berlin High School was Jim Woodman.

RAY DIONNE JOBS FOR MAINE'S GRADUATES

In April 2001, Ray was diagnosed with amyotrophic lateral sclerosis, or ALS. The disease progressed rapidly and Ray gradually lost his ability to walk, talk, eat and breathe normally.

The JAG Turtle Award was presented by JAG President Ken Smith following Ray Dionne's inspirational keynote address at the 2002 National Training Seminar. The inscription read:

*"A turtle —to move forward—must stick its neck out!
The same is true in life!
If we want to move forward, we must stick our neck out.
We must risk failure to achieve success!"*

Ray was invited to address the 2003 National Leadership Awards Luncheon and was presented an award for his incomparable commitment to young people.



Ray Dionne



CLARA THEUS JOBS FOR TENNESSEE GRADUATES

Clara Theus was one of the most committed and experienced supervisors across the JAG National Network. Her smile was contagious and there was no doubt that she loved the opportunity to serve some of West Tennessee's most at-risk youth. Clara passed away suddenly after a lengthy and very difficult battle with cancer. She never complained and few outside of Tennessee knew the battle she waged against such a horrific disease.

At NTS, everyone who worked with Clara and knew her commitment to JTG/JAG was thrilled when she received JAG's Special Recognition Award by President Ken Smith. The award read:

"Clara Theus is recognized for her 18 years of service to Jobs for Tennessee Graduates and Jobs for America's Graduates. Her commitment to helping young people to be the best they can be is without equal."



Clara Theus





JAG National Network

Alabama

Arkansas

Arizona

Arkansas

California

Delaware

Florida

Georgia

Illinois

Iowa

Kentucky

Louisiana

Massachusetts

Maine

Minnesota

Mississippi

Montana

New Jersey

New Hampshire

New Mexico

Ohio

Rhode Island

Tennessee

Virginia

West Virginia

Wisconsin

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