The JAG National Organization and the JAG National Network will provide programs and services with demonstrated results to at-risk youth with multiple barriers to success in the public education and workforce development systems so that the youth graduate from high school and thereafter find and keep quality jobs.
When Governor Pete du Pont asked his Education Advisor, Ken Smith, to work with him and a group of over 100 leaders from Delaware drawn from business, government, education, and labor leaders in the State of Delaware to fashion a new approach that would deliver far better results in helping young people succeed in school and on the job, little did he know that would result in an organization that would serve over half a million young people over 25 years and is now operating in 29 states across the nation.

The results for more than 500,000 young people over 25 years are well documented in this 25th Anniversary Annual Report. And, the 25th year has been our "best" year! The graduation rate for the Class of 2004 was the second highest in JAG's history—90.9 percent. The postsecondary enrollment rate was the highest in JAG's history—41.2 percent.

Since 1980, the core strategies in implementing the JAG Model are the same for in-school or out-of-school programs:

1. **Eliminate negative behavior:**
   - Avoid poor grades
   - Avoid poor attendance
   - Avoid weak academic skills
   - Avoid a pessimistic outlook of life
   - Avoid criminal justice entanglements

2. **Accentuate the positive:**
   - Improve literacy, numeracy and employability skills (every day)
   - Work while in high school and work post-graduation
   - Graduate from high school (or complete a GED)
   - Obtain additional education and training (on and off the job)

3. **Use the JAG Electronic National Data Management System** to document students served, services delivered and outcomes achieved.

4. **Hold staff strictly accountable** for implementing the ten components of the JAG Model and achieving the performance outcomes expected and demonstrated for a remarkable 25 years.

*Truly, the best is yet to be!*
2005 marks 25 consecutive years of remarkable success in serving some of our nation’s young people who are most in need.

In December 2005, we celebrated the 25th Anniversary of Jobs for America’s Graduates as an organization—a genuine milestone in anyone’s book! If one considers all of the acronyms and program names that have come and gone over the past quarter century, our celebration of a 25th Anniversary is all the more remarkable given our growth and impact in serving more than 500,000 young people.

More important than operating for a quarter century, JAG is enjoying greater success, and on a larger scale, than ever before. After two years of challenging budget years, JAG has stabilized and resumed its growth in 2005. We are most appreciative of continued support from state legislatures; from Governors looking for better solutions with their discretionary federal workforce funds; from state and local Workforce Investment Boards; and, from schools, businesses, and community leaders who are interested in building a productive citizenry for the future.

Despite serving youth with the greatest number of challenges in our history and the implementation of proficiency examinations that must be passed before graduation, the Class of 2004 averaged the highest graduation rate in our history—nearly 91 percent!

In this school year, we launched JAG Model programs in Missouri in 23 high schools, with the strong personal support of Governor Matt Blunt and his new Administration. We launched the program in South Carolina in 14 high schools under the leadership of Governor Mark Sanford and the state’s business, educational, and workforce leaders.

For those advocates for youth, let me thank you on behalf of the young people who have been served since our inception for the sustained support you and so many others have provided this remarkable public-private partnership we call JAG.

Let me stress the word “sustained.” Too often, the great challenges in our society are those things that are “old and proven” as opposed to “new and innovative.” Investing time, money, and energy in those things that have been proven to work is something that dozens of state legislatures; hundreds of Workforce Investment Boards; and thousands of schools, businesses, and community organizations have done—and continue to do—because, after 25 years, we know quite simply, “JAG works!”

Since its in Delaware under the leadership of Governor Pete du Pont, JAG has not waivered on its commitment to ensure that “no child is left behind!” As we celebrate our 25th Anniversary, it is our relentless goal that it is, in the words of Winston Churchill, “just the end of the beginning!” There are far too many young people in too many extraordinarily difficult circumstances who, as the evidence demonstrates, can succeed, both in school as well as on the job, with the help of a JAG Model program.

Our Board approved the 2006-2010 Strategic Plan to capitalize on the quarter century of results and apply those with the greatest leverage to expand our impact nationally, while continuously improving the services we offer to each and every one of the young people whose futures depend on the commitment of our Specialists to help them succeed.

Congratulations to the leaders and staff of the 29 state organizations operating in 2005-06! Let me extend my special thanks to all of those who committed their time, talents, and resources to achieving extraordinary results for the half a million young people who are headed in the right direction.

Sincerely,

Janet Napolitano
Governor of Arizona

Chair’s Report

“...a 25th Anniversary is all the more remarkable given our growth and impact in serving more than 500,000 young people.”

Janet Napolitano
Governor of Arizona
Dear Friends of Jobs for America’s Graduates:

Jobs for America’s Graduates has accomplished what very few other organizations have ever been able to achieve—a 25-year track record of consistent and remarkable success for some of America’s neediest and most deserving young people in our nation.

As one who has served on the Board of Directors of Jobs for America’s Graduates for 17 years, I can report firsthand that this truly is an outstanding youth-serving organization. The committed, concerned, and caring public- and private-sector leaders comprising the national and state Boards of Directors have united and devoted themselves to helping more than 500,000 young people succeed in school, on the job, and/or in pursuit of a postsecondary education. Wherever the need and whenever the opportunity arises to help young people succeed, thousands of volunteers, employers and a truly extraordinary staff—national, state, and local—swing into action.

This Report documents and celebrates the remarkable achievement of a quarter-century of service to young people. Importantly to me, the JAG successes provide great promise for the future. We have learned how to work effectively with youth who need the special attention provided by JAG Model programs and our wonderful Specialists who work directly with these young people. We have improved in every way possible to deliver more effective, efficient and cost-effective services. The lessons learned will provide a solid foundation to serve more young people in the future as we launch the second quarter-century of our work.

As this Annual Report arrives in your hands, the national Board of Directors is implementing its 2006-2010 Strategic Plan, based on lessons learned and successes achieved, with a clear view of the challenges faced by too many of our nation’s youth.

I am duly proud of the Board for re-dedicating itself to making the next quarter century a time of truly dramatic impact on the lives of hundreds of thousands more of America’s young people. We are building new alliances. We are reaching out to new partners and employers who share our mission of bottom-line accountability and improved results for young people. We are enlisting more Governors, more state legislatures, more Workforce Investment Boards, more schools, more employers, and more in-school and out-of-school young people to bring this success story to all states and communities willing to test our very successful JAG Model.

I hope you will read this Annual Report with admiration for the accomplishments of the past and excitement for the future. This organization is seasoned, it is energized, and it is ready to spread the promise of Jobs for America’s Graduates throughout the nation. Thank you so very much for all you have done to help our young people in so many ways. We need you now more than ever.

Sincerely,

Julie Nixon Eisenhower
Vice Chair

“...the JAG successes provide great promise for the future.”

Julie Nixon Eisenhower
Vice Chair
Board of Directors
The good news is that Jobs for America’s Graduates has demonstrated 25 years of consistent and remarkable success. The bad news is that the challenges faced by young people are no less then and maybe even greater than when we launched the original model in Delaware in the 1979-1980 school year.

Some of those challenges include the lowest employment participation rate of teenagers in the labor force since records have been kept in 1948. While we face the most demanding academic requirements in our nation’s history, we know that the requirements will become more rigorous in the years ahead. No longer will a high school diploma be awarded without the graduate demonstrating mastery of essential knowledge.

JAG strongly supports more rigor in awarding a high school diploma. However, more rigorous requirements offer several challenges to JAG’s work in the future. Federal and state funding has been severely constrained while the number of young people needing the services provided by JAG Model programs has escalated.

The JAG Board of Directors has devoted a great deal of time and energy looking ahead. The Board’s focus has been on how best to take full advantage of what has been accomplished in the first quarter century and the challenges to be addressed in the future.

“Our commitment is to offer even more value to the promise of JAG to those young people who invest a critically important period in their development and preparation for their future in the hands of our state organizations and local staff.”

Ken Smith
President

The JAG Board made the following commitments in the 2006-2010 Strategic Plan:

- **Continue focusing on youth greatest at risk in staying in high school through graduation, securing a quality job leading to career advancement opportunities, and/or pursuing and completing a postsecondary education.**

- **Build on our experience in serving high school dropouts, as resources allow, using our Out-of-School Program Application of the JAG Model.** Our strategy will most often be to partner with community colleges to host our dropout recovery program, provide remediation services and assistance in completing a GED, deliver employability and occupational specific training, and secure a quality job.

- **Test an “Early College” strategy for in-school youth.** In-school programs will partner with community colleges and other postsecondary institutions to provide dual enrollment and time on campus for JAG participants beginning as early as the tenth grade. Evidence from the Bill and Melinda Gates Foundation in a nationwide test of “Early College” for at-risk youth is compelling.

- **Increase the focus on reaching out to employers who are in search of motivated, well-prepared and ready to work high school graduates.** Our graduates need quality jobs to develop, practice and refine their employability skills to achieve short- and long-term career goals.
PRESIDENT’S REPORT

- Increase the number of youth served in our existing states as “the program of choice” for decision-makers seeking solutions to challenges facing youth greatest at-risk of completing requirements for a high school diploma, securing a quality job, and/or being successful in pursuing a postsecondary education.

- Test a Middle School Program Application of the JAG Model at the urgent request of educators on the importance of a successful Middle School experience in future success in high school and in the workplace.

Critical to testing the Middle School Application is finding external resources to underwrite the cost of a rigorous test in multiple locations. Early successes in Maine and other states have provided the evidence to conduct a national test.

This is an ambitious agenda for the next five years. There are real mountains to climb. Yet, the Strategic Plan approved by the Board of Directors, under the leadership of Cathy McKee and the Strategic Planning Committee, makes clear our belief that “the best is yet to be” for Jobs for America’s Graduates.

Our commitment is to offer even more value to the promise of JAG to those young people who invest a critically important period in the development and preparation of the future in the hands of our state organizations and local staff.

Let me add my personal thanks and recognition to the JAG-State Organizations—Boards and staff—across the 29-state JAG National Network for your extraordinary commitment to our young people. They benefit greatly from the services you seek to improve, the stretch goals we encourage them to achieve and the performance outcomes we are able to deliver—year after year after year! A remarkable accomplishment for a quarter of a century.

Let me also express appreciation to those in federal and state agencies, governors, legislatures, funding sources, and the thousands of employers for viewing Jobs for America’s Graduates as the “program of choice”. Without your faith and confidence in the JAG Model programs operating in your states and communities, we would be unable to continue our work in the next quarter century. Even though we have achieved more than ever expected when Governor Pete du Pont founded JAG, we know there is much, much more to be accomplished in the next 25 years.

Kenneth M. Smith
President (1980-2005)
Under their leadership as the JAG Chairs, 500,000 students have been positively impacted across the country and in the United Kingdom.

### Milestones

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>In 1978-79, state and private sector leaders in Delaware identified the need for a comprehensive state-level approach to help at-risk youth stay in school and, not only find jobs, but also keep them. Eventually this became the JAG Model.</td>
</tr>
<tr>
<td>1979</td>
<td>Once the model was designed, a private non-profit corporation &quot;Jobs for Delaware Graduates, Inc.&quot; was organized to manage the test of the model. To signal the importance of the organization to Delaware's policymakers, educators and employers, senior public and private leaders were invited to serve on the board and Governor Pete du Pont was selected to serve as the JDG Board Chair. The success of the eight high school test prompted the expansion of the program to other high schools in Delaware.</td>
</tr>
<tr>
<td>1980</td>
<td>In 1980, Jobs for America's Graduates, Inc. (JAG) was established to test the JAG Model in additional states. JAG's founding Board of Directors was comprised of senior public officials and top corporate executives, including then-Vice President Bush, former Vice President Mondale, and five state governors. The Board's first decision was to approve a five-year research and demonstration project. Supported with funds from the U.S. Department of Labor, the Board set out to determine whether, in fact, the JAG Model would help state leaders reduce significantly youth unemployment and high dropout rates among the nation's most at-risk young people.</td>
</tr>
<tr>
<td>1983</td>
<td>In 1986, at the request of school leaders, the Board of Directors expanded the Senior Application to include a Dropout Prevention Program Application for 9th to 12th grade students called the Multi-Year Program. That decision was based on the need to deliver services at an earlier age to prevent students from dropping out of high school before graduation. JAG designed the Dropout Recovery Program Application to serve those who have left or are at-risk of leaving the education system. This application has been applied as a dropout prevention and dropout recovery program in alternative schools, adult education/GED programs, vocational centers, and community colleges. Launched the test of the JAG Model in the United Kingdom called Compact Plus Clubs.</td>
</tr>
</tbody>
</table>

### State Charter Years

- Delaware: The First State
- Arizona
- Massachusetts
- Tennessee
- Ohio
- Georgia
- New Hampshire
- Maine
- California
- Mississippi
- Montana
- Kentucky
In 2005, the U.S. Congress approved an Earmark Grant to Jobs for America’s Graduates in the amount of $1,000,000. The grant period began on January 1, 2005 and was administered by the U.S. Department of Labor. The grant objectives will be completed prior to the ending date of December 31, 2006.

In 2005, the JAG Board of Directors approved the launch of the Trust for Jobs for America’s Graduates.

In 2004, the JAG Board of Directors launched a strategic planning process which resulted in approval and implementation of the 2006-2010 Strategic Plan.

In 2004, JAG was highlighted in Assistant Secretary of Labor Emily DeRocco’s New Strategic Vision for the Delivery of Youth Services under WIA. JAG was one of three examples of employer model-driven youth development programs. Training Employment and Guidance Notice No. 3-04 dated July 16, 2004.

In 2003, the U.S. Chamber of Commerce conducted a landmark survey of JAG employers. (See page 19)

In 2003, the U.S. Congress approved an Earmark Grant to Jobs for America’s Graduates in the amount of $1,000,000. The grant period began on January 6, 2003 and was administered by the U.S. Department of Labor. The grant objectives were completed successfully prior to the ending date of January 31, 2005.

In 2002, the U.S. Congress approved JAG’s second Earmark Grant in the amount of $1,000,000. The grant was administered by the U.S. Department of Labor. The grant period began on April 1, 2002 and ended on August 31, 2004 with all objectives accomplished.

In 2001, the U.S. Congress approved an Earmark Grant to Jobs for America’s Graduates in the amount of $740,000. The grant period began on March 1, 2001 and was administered by the U.S. Department of Labor. The grant objectives were completed successfully prior to the ending date of August 31, 2002.

In 2000, JAG programs were viewed as a policy strategy. JAG seeks not only to help at-risk students secure a quality educational experience and job leading to a career, but to positively influence public policy by changing the way schools work with youth facing multiple social and economic barriers to success, and as a result, improve their educational outcomes. To support the continued development of the JAG Model and expand the JAG National Network, the Board of Directors approved the launch of the Trust for Jobs for America’s Graduates.
The JAG Model consists of a comprehensive set of services designed to keep young people in school through graduation and improve the rate of success in achieving education and career goals. More than 500,000 youth have received JAG Model services from JAG-State Organizations and JAG-Local Affiliates across the JAG National Network since 1980.

The ultimate goal is for participants to receive a diploma (or a GED if a diploma is not feasible), secure a quality job, pursue a postsecondary education and/or seek career advancement opportunities.

JAG Model services include:

- **Classroom Instruction.** A trained "JAG Specialist" provides individual and group instruction to 35-45 students carefully selected for the program by a school advisory committee comprised of faculty, administrators and counselors.

- **Employability Skills Training.** The JAG 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. Students in Multi-Year Programs may attain as many as 84 competencies in four years.

- **Adult Mentoring.** The JAG Specialist provides individual attention to reduce the number of barriers preventing students from receiving a high school diploma, securing employment or pursuing a postsecondary education and/or training that leads to a career.

- **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 professional counseling services to address more serious barriers.

- **Summer Employment Training.** JAG programs include placement services for students over the summer months to support year-long learning.

- **Leadership Development.** In-school students participate in the highly motivational student-led JAG Career Association to develop leadership and teaming skills. Out-of-School young adults participate in a youth-led organization called the JAG Professional Association.

- **Job and Postsecondary Education Placement Services.** Specialists engage 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 help navigate the financial aid and application processes.

- **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 in-school and community-based sources as needed.

- **12-Month Follow-up Services.** JAG provides a full 12 months of post-graduation follow-up services and support on the job and/or in pursuit of a postsecondary education.

- **Accountability System.** Systematic 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 data captured in the national, state and local data base. The required data and information is essential in conducting JAG’s National Accreditation Process including local site reviews and for funding sources.

- **Professional Development.** Continuous improvement of results through the professional development of state and local staff is an ongoing service provided JAG-State Organizations.
Program Applications of the JAG Model

Multi-Year Program Application

Students in grades 9 through 12 are served in the Multi-Year Program Application since participants participate in two to four years. The focus in Dropout Prevention Programs is on retention in school and academic progress leading to graduation.

Dropout Prevention Programs serve young people who are likely to drop out of school before graduation. Research indicates that it is best to identify potential dropouts in the 8th grade, then, launch dropout prevention program services at the beginning of the 9th grade or in the summer between the 8th and 9th grades. The young people served in Dropout Prevention Programs will possess more barriers to success (on average) than students in the Senior Program.

In the Multi-Year Program, the Career Association offers student engagement and unique instructional tools to achieve the following developmental goals:

• developing a sense of belonging (to the chapter);
• enhancing self-esteem (through leadership & recognition activities);
• focusing on others (not just self);
• developing a sense of urgency (timing is everything);
• developing, practicing and refining personal and leadership skills that will enhance career entry and advancement;
• building pride by associating with a program, a student-led Career Association, and the workplace.

Senior Program Application

Seniors only are served in the Senior Program Application. Students targeted in the 12th grade are believed to be able to overcome academic, economic, family or personal barriers in their final year of high school. An in-school advisory committee identifies barriers that are likely to jeopardize completion of a high school diploma or prohibit a successful transition from high school to the workplace. The Senior Program Application focuses on graduation (first), then, a positive destination (job, postsecondary education and/or military).

Senior Programs serve participants that are at-risk of graduating from high school or transitioning successfully from school to a career either through an entry-level job and/or pursuing a postsecondary education or training.

The Career Association is used in the Senior Program as preparation to meet the demands of the workplace—especially work teams. Specialists are provided unique opportunities to observe program participants in "work teams" (called a chapter, committee, or task force) and offer guidance and instruction to improve individual and group performance.

JAG Specialists are not allowed to take credit for performance outcomes until successful completion of requirements for a high school diploma or receipt of a GED certificate, success on the job and/or in pursuit of a postsecondary education.

Out-of-School/Dropout Recovery Program Application

Young people (ages 15 to 21) who dropped out of high school are served in the Out-of-School/Dropout Recovery Program Application.

The key program components include:

• completion of a GED (or a high school diploma)
• completion of JAG’s employability skills curriculum
• occupational specific training
• a positive destination, i.e., a quality job leading to career advancement opportunities and/or the pursuit of a postsecondary education to enhance career advancement opportunities.

The primary criteria for selection for the Out-of-School Program is separation from the traditional school system or enrollment in an alternative school.

In the Out-of-School Program, the participant-led activities are called The Professional Association. Out-of-School participants receive the same benefits through the Professional Association as in-school participants receive in Career Association activities.

12 Months of Follow-up Services

Participants receive services during the In-School Phase of the JAG Model designed to strengthen their prospects of successfully graduating from high school and to facilitate their access to jobs and postsecondary educational opportunities upon graduation. Research shows that those who fail to graduate from high school in today’s labor market environment face bleak economic and social futures. In the Follow-Up Phase of the JAG Model, Specialists are held accountable for implementing employer marketing, job development and placement services that result in quality jobs leading to career opportunities for graduates and GED completers of the three JAG Program Applications described above.
**QUALITY IS JOB #1**

**J-A-G** is a unique way to remember the three core values of JAG and the National Network.

**J** refers to the value of preparing and placing JAG participants in quality **jobs** leading to career advancement opportunities.

**A** refers to the high commitment to **accountability** in implementing the JAG Model and helping participants achieve the performance outcomes by which JAG measures success.

**G** focuses attention on keeping youth in high school through **graduation** (or completion of a **GED**) and helping graduates pursue a postsecondary education leading to quality jobs and career advancement opportunities.

**J-A-G** is a watchword for **Jobs**, **Accountability** and **Graduation**.

**JAG-State Organizations and Local Affiliates are held accountable by JAG-National for:**

1. The selection of program participants who gain the greatest benefits from JAG Model services based on evidence-based practices
2. The delivery of the right mix of JAG Model services during the In-School Phase for program participants
3. The delivery of services (employment and/or postsecondary education) to graduates and non-graduates in the 12-month Follow-Up Phase
4. The continuous tracking of students served, services delivered and outcomes achieved using the Electronic National Data Management System (e-NDMS)
   - Specialists have access to a computer and the Internet
   - Managers and supervisors review and approve data and information captured in e-NDMS
   - Users will complete the JAG Tutorial before entering data into the system
5. The process standards achieved in delivering JAG Model services, including:
   - advisory committee to assist with selection
   - 35 to 45 participants per Specialist
   - 120 hours of direct student contact (minimum)
   - active student-led Career Association chapters
6. The performance outcomes achieved at the close of the 12-month Follow-Up Phase
   (15 years of performance outcomes are presented on page 13)
7. A staff development plan:
   - JAG Model and e-NDMS training for staff
   - Participation in the annual National Training Seminar
   - e-Learning Courses available at www.jag.org
8. Participation in the JAG Accreditation Process
9. Development of an Employer Marketing and Job Development Plan
10. Development of a Strategic Plan to enhance growth and services to youth

"JAG is committed to one of our nation’s vitally important initiatives—No Child Left Behind."

— U.S. Senator, Tom Carper (DE)
PERFORMANCE OUTCOMES

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<tr>
<th>JAG Classes</th>
<th>Graduation Rate</th>
<th>Positive Outcome Rate</th>
<th>Job Placement Rate</th>
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<th>Unable to Contact Rate</th>
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Actual Performance Exceeded JAG Goal
NNS = No National Standard
NA = Data Not Collected

DELAWARE—THE FIRST STATE

Jobs for America’s Graduates was founded in my home state of Delaware under the leadership of Governor Pete du Pont and with the enthusiastic support of bipartisan leaders in the Delaware State Legislature, as well as some of the state’s most important business, education and labor leaders. When I became Governor, I was pleased to expand Jobs for Delaware Graduates statewide. We knew what has only recently become public policy—we must hold ourselves accountable; we must measure results; and, we must do so for every segment of our population.

Jobs for America’s Graduates has demonstrated vision and its commitment to youth from the beginning. It helped pave the way for a number of major federal policy initiatives, including the Workforce Investment Act, No Child Left Behind Act, and, most importantly, a commitment to accountability for all young people—not only in education, but in the critical results of our educational process—a quality job, a postsecondary education, or a combination of work and schooling.

My sincere appreciation to the founders in Delaware who, like those who were the signers of the United States Constitution, could envision the future and decided to do something about it in a way that would build a nation.

At the 2005 JAG National Training Seminar, I told the assembled delegates, who were learning how to better serve young people in their respective states, you are about the Lord’s work. There is no higher calling than helping others—and, especially, those who need the help most.

Happy 25th and congratulations to each and everyone who has helped make JAG a leader, both in service and in paving the way for public policies that offer concrete commitments for America’s young people. I am proud to be associated with a youth-serving organization that is passionate about “leaving no child behind!”

The Honorable Tom Carper
U.S Senator
State of Delaware
JAG SPECIALISTS —
THE KEY TO A SUCCESSFUL JAG MODEL PROGRAM

The key to a successful JAG Model program is the Specialist. Careful consideration is given to recruiting and selecting the right Specialist. The very nature of the program requires a person who is youth-oriented and recognizes the value-added services of the JAG Model. To be successful, the Specialist must possess most, if not all of the qualities listed below.

Specialists add even greater value to the program when they possess:

• Current work experience in industries in which program participants might be employed.
• A teaching certificate in an academic subject (especially math or English), a career and technical subject-matter field (like marketing education or a co-op program), or a work experience program.
• Capable of using a variety of teaching methods including lecture, experiential learning, cooperative learning, team teaching, inquiry method, etc.
• Skills in providing remediation and tutorial instruction as students require. This is especially critical for programs serving students with low basic skills.
• Clerical and word processing skills to set up and maintain files to document services and outcomes.
• Familiarity with an Internet browser to access the JAG website and use the online Electronic National Data Management System (e-NDMS).
• Ability to develop and maintain positive working relationships with in-school personnel, parents, and students.

Interested in becoming a JAG Specialist?
Contact information for each state is provided in the last section of this Annual Report. If you are interested or know others who are interested in being a JAG Specialist, contact the State Director or JAG-National.

Four former students at Cedar Shoals High School in Athens, Georgia, are JAG Specialists in Georgia. The former JAG Specialist at Cedar Shoals High School, Ms. Loretta Smith, Assistant Director of Jobs for Georgia Graduates, interviewed and hired four former students: Antonio Derricotte (1995 JAG Graduate); Veronica Johnson (1995 Graduate); Antwawn Sheats (1994 JAG Graduate); and, Tonya Lumpkin (1994 JAG Graduate). The former students heap accolades on Ms. Smith for her diligence and compassion in assisting them through high school and preparing them for the challenges of the workplace.

Critical Characteristics

Specialists should possess the following qualities to successfully implement the JAG Model:

• High integrity and professionalism
• Bottom-line orientation (appreciates the importance of accountability)
• Empathetic toward at-risk youth
• Organized but flexible
• Effective communicator
• Assertive and compassionate
• Operates with a sense of urgency
• Follows through on commitments
• Attentive to documentation requirements
• Enthusiasm and high energy level
• Strong subject matter expertise
• Private sector work experience
• Positive self-esteem
• Patience and persistence
• High standards and morals
• Willingness and ability to market the program to the publics served
People Make the Difference
In Recognition of Years of Service

Kenneth M. Smith (JAG) 25
Dr. Jim Koeninger (JAG) 24
Graciela Garcia Candia (AZ) 23
Judith Moore (OH) 22
Elizabeth Doiron (MA) 21
Lee Blanton (OH) 20
*Clara Theus (TN) 19
Jackie Gitman (CA) 19
Patti L. Weldon (DE) 19
Anne Ferguson (OH) 19
Laura Finn-Heafey (MA) 19
John McConnell (OH) 18
Beverly Knight (DE) 18
Dorothy Styles (GA) 18
J. Steve Helms (GA) 18

20 Years
Lee Blanton
Chief Operating Officer,
Jobs for Ohio’s Graduates, Inc.

Lee was asked to organize the test of the JAG Model in Ohio’s eight major urban school districts. In 1986, his initial task was to identify 28 schools to participate in the test, train 46 Specialists and serve 1,600 seniors. In 2000, with the support of Governor George Voinovich, Jobs for Ohio’s Graduates expanded to 374 programs serving 25,082 program participants. In 1997, JAG’s Multi-Year Program Application was launched in 60 schools while maintaining the Senior Program. This was a monumental challenge. Lee also directed the test of the Out-of-School Program Application in Ohio. In addition, Lee has served as a national site reviewer and developed or assisted in the development of numerous JAG publications. Under Lee’s leadership, Ohio has earned 10 consecutive National “5 of 5” Awards. Lee and his wife, Chrystal, have two sons, Paul, a graduate of West Point and Troy, a graduate student at Texas A&M.

22 Years
Judith Moore
Program Manager, Jobs for Cincinnati Graduates, Inc. (OH)

Judith was the Specialist at Taft High School in Cincinnati, OH. Taft was arguably the most challenging high school in the Cincinnati Public Schools. In the 14 years, Judith implemented the JAG Model at Taft, and made a massive difference in serving students who would benefit most from the Senior Program.

Judith was among the few to be invited to implement the Multi-Year Program Application of the JAG Model at Woodward High School at the second most challenging school. She invested four years in testing the Multi-Year Program Application.

Given her exemplary performance as a Specialist, Judith served as a JAG National Trainer and Site Reviewer. She is in her fourth year as Program Manager of Jobs for Cincinnati Graduates.

Judith has a great life partner, Thomas Tucker, 1 daughter, 2 step daughters and 11 step grandchildren.

23 Years
Graciela Garcia Candia
President, Jobs for Arizona’s Graduates, Inc.

Graciela, born in Torreon, Coahuila Mexico, and family immigrated to Avondale, Arizona when she was three years old. In 1979, Graciela received her Bachelor of Arts Degree from the University of Arizona.

In 1981, Graciela and JAG arrived at Tolleson Union High School at the same time. JAG-Arizona was not generating sufficient student interest and the principal asked Graciela to apply for the JAG position. In 1982, Graciela became the JAG Program Coordinator and received numerous local and national awards for her extraordinary performance.

In 1999, Graciela became the Program Manager. In 2003, Graciela became the President of Jobs for Arizona Graduates, Inc. with responsibility for the non-profit organization with an exemplary Board of Directors. Graciela is married to Macario and has five children and are expecting their sixth grandchild.

25 Years
Janet Kelleher (DE) 17
24 Miles Cannon (GA) 17
23 David E. Gordon, Jr. (GA) 17
22 Nedra Wakefield (GA) 17
21 Lynn Anderson (OH) 17
20 Roger Lattanzi (OH) 17
19 Carmen Sparkman (TN) 17
19 Cheryl Windsor (TN) 17
19 Sandy Frunzi (DE) 17
19 Jeff Miller (OH) 16
19 Kathleen Blunt (TN) 16
18 Mary C. Connelly (MA) 16
18 Debra Shriver 16
18 Lorelee Robinson (MT) 15
18 Rhonda Warren (TN) 15

Spotlight on JAG Network Staff

(R-L) Co-founders
Ken and Nora
Bennett Smith,
Vice President
Dick Cheney

Dr. Jim and Karen Koeninger, JAG Staff Members

* Deceased
The JAG National Curriculum for the In-School Program Applications (Multi-Year and Senior Year) is comprised of 84 competency-based modules. The curriculum provides 840 hours of content and classroom activities for programs offering the Multi-Year Program Application over a four-year period. JAG requires that graduates (or completers) attain the 37 core competencies whether they are enrolled in the Senior Program or for four years in the Multi-Year Program.

JAG CORE COMPETENCIES

The core competencies are contained in the six competency categories:

- **Career Development Competencies:**
  - Competencies A.1 to A.6
- **Job Attainment Competencies:**
  - Competencies B.7 to B.13
- **Job Survival Competencies:**
  - Competencies C.14 to C.20
- **Basic Skills Competencies:**
  - Competencies D.21 to D.25
- **Leadership & Self-Development Competencies:**
  - Competencies E.26 to E.30
- **Personal Skills Competencies:**
  - Competencies F.31 to F.37

Employers were asked to validate the core competencies (A.1 to F.37) in the 1980's and 1990's. In the late 1990's, employers identified and validated the Multi-Year supplemental competencies (G.1 to H.81).

MULTI-YEAR COMPETENCIES

JAG-State Organizations are expected to require additional competencies for participants that are involved in a Multi-Year Program. The three additional categories include 44 competencies that a state organization or local affiliate can use to build a Multi-Year Curriculum. The three competency categories include:

- **Life Survival Competencies**
  - Competencies G.38 to G.59
- **Workplace Competencies**
  - Competencies H.60 to H.81
- **Economic Empowerment Competencies**
  - Competencies I.82 to I.84

CORE COMPETENCY-BASED MODULES

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 quit 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 Competencies
   - 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
JAG National Curriculum — In-School

Multi-Year Competency-Based Modules

G. Life Survival Skills Competencies
G.38 Evaluate a career plan to determine appropriate postsecondary 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 result 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 from 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

Economic Empowerment Competencies
I.82 Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate)
I.83 Practice Better Money Management Skills (Visa USA)
I.84 Demonstrate How to Start a Small Business (Allstate)
I.85 The Law and You (Allstate)
The Out-of-School Curriculum is the result of surveying state and local staff as well as employers to identify the crucial competencies for inclusion in the new Out-of-School e-Learning Curriculum. Funds for the development of the e-Learning Curriculum were provided by the U.S. Department of Labor through a Congressional Earmark Grant. The online modules will be available for implementation in the Fall of 2006.

1. Identify occupational interests, aptitudes and abilities
2. Design a personal resume
3. Conduct a comprehensive job search
4. Write a cover letter for a job application
5. Complete a job application and accompanying employment tests
6. Demonstrate job interviewing skills
7. Dress appropriately for a job interview
8. Determine employer expectations of employees
9. Demonstrate the ability to work cooperatively with others
10. Demonstrated effective decision-making and problem solving skills
11. Demonstrate positive attitudes, work ethics and behaviors
12. Demonstrate the ability to accept responsibility for one's own actions
13. Demonstrate effective conflict resolution skills
14. Demonstrate the ability to establish realistic goals and priorities
15. Demonstrate effective money management skills (e.g., personal/family budget, credit, etc.)
16. Demonstrate an ability to communicate and work with customers to satisfy expectations
17. Demonstrate basic computer skills
18. Demonstrate the ability to objectively evaluate one's job-related skills
19. Explore opportunities for personal development (e.g., further job training, post-secondary education, etc.)
20. Demonstrate effective independent living skills (e.g., renting an apartment, shipping, insurance, etc.)

The JAG Test Item Bank consists of 500 multiple-choice test items designed to measure learning outcomes for the 84 JAG competencies. The bank is maintained by the JAG National Center for Evidence-Based Practices. The bank is secure and is for the exclusive use of JAG-State Organizations in developing and disseminating state pre- and post-assessments. The post-assessments are created at the state level to measure the competencies to be mastered in the state plan for the JAG Curriculum. These are tests designed to assess student learning outcomes using a tool that provides consistent administration and scoring across the JAG National Network.

JAG pre- and post-tests are an important part of the JAG Model and are administered as a reliable measure of competency. Competency attainment is measured in the classroom by Specialists and with statewide multiple-choice assessments.

JAG pre- and post-tests are not timed. They are designed so that most students can complete the paper-and-pencil testing during one 60-minute class period. However, program participants shall be given extra time if necessary to complete the assessment. Providing extra time is not considered a modification for statewide assessment purposes.

Ethical behavior of persons involved in JAG testing is required to uphold the integrity of a JAG Model Program. JAG Specialists are responsible for assuring that testing practices adhere to professional standards and general and ethical principles and adhere to the following ethical standards:

- Assuring security of the testing materials
- Teaching students good testing strategies and procedures which can be helpful in taking high stakes tests for graduation purposes
- Providing an encouraging atmosphere
- Administering JAG tests following established testing procedures
- Assuring the test results reflect individual student achievement during the testing

The Test Item Bank was made possible by a Congressional Earmark Grant administered by the U.S. Department of Labor
The U.S. Chamber of Commerce Statistics and Research Center conducted a survey of JAG employers. The 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 Evidence-Based Practices at jag@jag.org.

**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%

**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:
- Shows strong commitment to employer
- Punctual and at work as scheduled
- Work ethics and behavior
- Positive attitude
- 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."

*This evaluation was made possible by a Congressional Earmark Grant administered by the U.S. Department of Labor.*

**Employer Quotes:**

“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.”

“I think JAG employees are held to a higher standard. They are ready to take on the world and not look back.”
Recognizing the importance and power of jobs in the lives of young people, Jobs for America’s Graduates places considerable emphasis on placing graduates into full-time quality jobs immediately after graduation from high school and part-time quality jobs for program participants prior to graduation.

FULL-TIME JOBS VALUED

Full-time employment is particularly critical for a JAG Model Program.

1. High school graduates employed full-time earn higher wages than those who work part-time and work on average twice as many hours a week. Weekly earnings of those who work full-time are more than twice as high as those who work part-time.

2. High school graduates employed full-time are more likely to receive essential employee benefits, i.e., health insurance, retirement accounts, vacation pay, tuition reimbursement, etc.

3. High school graduates employed full-time are 3 to 4 times more likely to be trained on-the-job than those who worked part-time.

4. The long-term return to workers from working full-time is overwhelmingly higher than the long-term rate of return from working part-time.

Employment Goals

Grades 9 to 11. JAG research has demonstrated the value of using part-time jobs as an effective technique in keeping students in school through graduation. If the job becomes an obstacle to graduation, Specialists work closely with students to find jobs more conducive to attending school. If necessary, students are encouraged to terminate work rather than risk not completing the requirements for a high school diploma. The primary goal is for JAG participants to recognize the economic, social and psychological importance of a high school diploma and remain in school through graduation.

Grade 12. In the final year of high school, JAG Specialists encourage program participants to devote themselves full-time to their studies, however, 50 percent of JAG seniors are employed in part-time jobs. Specialists are encouraged to monitor academic progress to determine if a job is jeopardizing academic performance and graduation.

Upon graduation, Specialists are held accountable for placing graduates in full-time, unsubsidized jobs in either the private or public sectors. Even though graduates may elect to pursue a postsecondary education, Specialists will encourage graduates to work at least part-time.

“Every year that a young adult works full-time, they will increase their future wages between 4 and 5 percent a year. Those that work part-time will rise by less than 1 percent a year for every year of part-time work.”

Dr. Andy Sum, Director
Center for Labor Market Studies
Northeastern University
Quality jobs are those that:

• provide full-time work
• competitive salaries
• safe working conditions
• relevant and effective job training
• effective supervision
• periodic performance appraisals
• employment benefits (i.e. health insurance, employer-financed education, etc.)
• career advancement opportunities

An Extraordinary Effort is Required to Assist JAG Graduates in Securing Quality Jobs

The teen employment participation rate is the lowest in the past 57 years. The job outlook for the nation's teens is especially difficult for those teens living in low income families and neighborhoods, minority youth living in large central cities, and teens residing in economically depressed rural areas. Some JAG programs will find it much easier to place graduates in jobs while others will find it much more difficult. JAG Specialists will have to work considerably harder to place graduates. Early work experience during the summer and school year can significantly improve employment prospects post-graduation.

Jessica Lehman, a member of the Jobs for Illinois Graduates Class of 2003, accepted a full-time position at Allstate Insurance Company in April 2005. Jessica is now a Senior Policy Document Specialist in the Annuity New Business Team at the Allstate Life and Annuity Center in Vernon Hills reporting to her then supervisor, Unit Manager Danette Neiweem.

Jessica’s job duties include processing annuity applications, data collection and verifying information before submitting the annuity applications. After attending Antioch Community High School, Jessica received her GED at the end of her follow-up. JILG Specialist Nancy Fenton assured Jessica she would help her find a full-time job if she earned her GED. Ms. Fenton met Wanda Wiebke, Director of Recruitment and Selection at Allstate, at the JAG National Training Seminar and told her about Jessica. After helping Jessica update her resume and refine her interviewing skills, Ms. Fenton was thrilled when Allstate offered Jessica a full-time job.

Jessica is the third student to hold a full-time position at Allstate. Jessica Diaz works in Sales Suspense and Sarah Thiel assists with data collection in Variables Annuity. Allstate pays a competitive salary as well as medical, dental, vision, 401k, child-care, etc. Along with the outstanding benefits, Jessica enjoys the environment at Allstate, “It’s a good company, and I like the people I work with.”

Allstate is a model JAG National Partner through employment opportunities for qualified JAG graduates in Illinois and nationwide. Additionally, Allstate has invested $300,000 in curriculum materials for use by the JAG Network.

Top 50 Employers of JAG Graduates

1. McDonald’s
2. Wal-Mart
3. Burger King
4. Wendy’s
5. Kroger
6. KFC
7. Taco Bell
8. Sonic
9. KMart
10. Dairy Queen
11. Pizza Hut
12. Subway
13. Winn-Dixie
14. U.S. Marines
15. Popeyes
16. Airborne Express
17. Publix
18. Hardee’s
19. Kings Island
20. Arby’s
21. U.S. Navy
22. Walgreen
23. Long John Silver’s
24. Bob Evans Restaurant
25. CVS Pharmacy
26. Target
27. Domino’s Pizza
28. Tops Friendly Market
29. Dollar General Store
30. Ponderosa Steak House
31. Sam’s Club
32. U.S. Army
33. YMCA
34. Captain D’s
35. Bi-Lo Grocery Store
36. Lowe’s
37. Applebees Grill and Bar
38. CentraPak
39. Giant Eagle
40. Meijer
41. Outback Steakhouse
42. Save-A-Lot Food Stores
43. Sears
44. Steak’n Shake
45. UPS
46. Blockbuster Video
47. Boys & Girls Club
48. Food Lion
49. Fisch’s Big Boy Restaurant
50. Staples
2005 National Leadership Award Recipients

Jobs for America's Graduates encourages the JAG National Network to submit nominations for the annual National Leadership Awards. The nominees are reviewed and selected on the basis of the contributions they have made to the national organization and/or the 29 JAG-State Organizations and/or JAG-Local Affiliates. Congratulations to the 2005 National Leadership Award Recipients!

National Visionary Leader Award
The Honorable Charles S. Robb
Governor, Commonwealth of Virginia (1982-86)
JAG Board Chair (1986-89)

Julie Nixon
Eisenhower, JAG Board Chair (2002)

The Honorable John R. McKernan, Jr.
Governor
State of Maine (1987-95)
JAG Board Chair (1990-95)

Government Leader Award
The Honorable Joe Manchin III
Governor
State of West Virginia

Special Recognition
The Honorable Janet Napolitano
Governor of Arizona, Chair, JAG Board of Directors 2004-2005

Founder's Leadership Award
The Honorable Pete du Pont
Governor
State of Delaware (1977-85)
JAG Board Chair (1980-85)

Corporate Leader of the Year
Adecco North America

National Above and Beyond Award
Jane Knaack-Esbeck
Hy-Vee Corporation

Kay Atwood-Van Skiver
Atwood Fence Company, Inc.

Charles K. Barron
Shaw School District Mississippi

Legislative Leader of the Year
The Honorable Jeanmarie Devolites Davis
Virginia State Senator

The Honorable Nancy H. Wagner
Delaware State Representative

The Honorable Jodi Tymeson
Iowa State Representative

National Network Leadership Award
Myron Linn
Pella Corporation

Strategic Vision Leadership Award
Catherine McKee
Sr. VP & Director- Communication, Customer & Community Services, General Dynamics C4 Systems
2005 Core Funders

Pillars of JAG
$100,000 plus
- The Allstate Foundation
- Freddie Mac
- MBNA
- Verizon Communications

Benefactors
$50,000 plus
- Bank of America Foundation
- First Data Corporation
- GE Foundation
- The Sallie Mae Fund
- Toys “R” Us Children’s Fund, Inc.

Leaders
$25,000 plus
- American Express Foundation
- Citigroup Foundation
- Shell Oil Company

Patrons
Under $15,000
- Dart Group II Foundation
- General Re Corporation
- Gerson Lehrman Group
- Heart Sing Foundation

2005 Leadership Awards Event Funders

Trustees
$25,000 plus
- Adecco
- All-Star Wrestling
- Citigroup
- First Data
- Western Union Foundation
- IBM Corporation
- Verizon Communications

Sponsors
$10,000 plus
- ACT, Inc.
- Agere Systems
- Ajilon
- Allstate Insurance Company
- Burlington Northern Santa Fe Railway
- Deloitte & Touche USA LLP
- Educational Testing Service
- Fannie Mae Foundation
- Ford Motor Company Fund
- Freddie Mac
- Gannett Foundation
- General Dynamics
- General Electric Company
- General Motors
- HCA - Hospital Corporation of America
- Honeywell
- International Union of Painters and Allied Trades
- J.P. Morgan Chase
- Kimberly-Clark Corporation
- KPMG
- Lee Hecht Harrison
- Mercer Human Resource Consulting
- MetLife
- Ohio Business Roundtable
- Pinnacle West Capital Corporation
- Shell Oil Company
- Spencer Stuart
- Strategic Partnerships LLC
- Towers Perrin
- Toys “R” Us, Inc.
- Tyco International Ltd.
- UPS
- Watson Wyatt Worldwide

Associates
$5,000 plus
- American Insurance Association
- Credit Suisse First Boston
- DaimlerChrysler Corporation Fund
- Lawrence R. Phillips
- Microsoft
- Swidler Berlin
- Thomas M. Tippett Family Foundation
- Weil, Gotshal & Manges

Donors
Under $5,000
- Century 21 Across Atlanta
- Michael E. Hogrefe

1st Place 2005 Adecco Holiday Card Scholarship Winner, Haley McBride, Pomperaug High School, JAG-Connecticut
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Company/Title</th>
</tr>
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<tbody>
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<td>Chair</td>
<td>Ms. Adriane Brown</td>
<td>President &amp; CEO, Honeywell Aerospace</td>
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<td>Vice Chair</td>
<td>Mr. Clarke Camper</td>
<td>Senior Vice President, General Electric Consumer Finance</td>
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<td>Mr. Jim Buford</td>
<td>President, Urban League of Metropolitan St. Louis</td>
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<td>Mr. Arne Duncan</td>
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<td>Mr. James Duffy</td>
<td>VP, Sr. Human Resources Officer, Citigroup, Inc.</td>
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<td>Director, Congressional Relations, Freddie Mac</td>
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<td>Mr. Michael D. Linton</td>
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<td>Mr. John Lynch</td>
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Mr. Richard Baldridge
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ViaSat, Inc.

The Honorable John Baldacci
Governor of Maine

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Allstate Insurance Company

Mr. Lawrence Caruso
Manager, Corporate Human Resources
General Electric Company

Mr. Joseph Griesedieck
Vice Chairman
Korn/Ferry International

Mr. Joanne Caruso
Manager, Corporate Human Resources
General Electric Company

The Honorable Robert B. Doles
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General Electric Company

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CONGRESSIONAL EARMARK GRANTS
U.S. DEPARTMENT OF LABOR

Between 2001 and 2005, JAG received four earmark grants from the U.S. Department of Labor. The grants providing funds to produce critically important tools, services and research studies/reports of great value to the 29-state 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, upgraded the Electronic National Data Management System (e-NDMS). Projects developed: 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; upgraded the JAG web site; upgraded the JAG research and tracking system; 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 financed exemplary approaches to delivering workforce preparation training services to at-risk youth. Development projects included: 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); built and hosted home pages for 10 state affiliates and a Career Association home page on the JAG web site; established the National Center for Best Practices (NCBP); provided on-site management assistance; conducted site reviews; conducted numerous professional development training sessions; conducted National Employer Validation Research Study; and, conducted 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 addressed key problems faced by state and local staff in executing the highly accountable JAG Model and achieving the performance goals of JAG, the Workforce Investment Act (WIA), the No Child Left Behind Act (NCLB), and local funding sources. Development projects included: Professional 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 Comparative Report on Standards of WIA, NCLB and JAG.

DOL-IV Grant: $1,000,000
Grant Period: January 1, 2005 through December 31, 2006
Identifying, Developing and Distributing “What Works” Models for National Network Replication and Performance Improvement

Specific objectives of the grant are: (1) create and implement a strategic planning process to improve youth outcomes for in-school and out-of-school youth who are at-risk academically and/or economically disadvantaged; (2) Develop a competency based curriculum designed for out-of-school youth and delivered through a combination of classroom-based activities and online self-guided modules posted on the JAG website; (3) expand and upgrade the JAG Electronic National Data Management System (e-NDMS); (4) identify “what works” and share the findings across the JAG National Network as well as public and private stakeholders; (5) conduct a range of descriptive studies using data tracked in the JAG e-NDMS; (6) conduct an experimental study to determine if a set of practices will result in an improved graduation rate, improved job placements, improved wages, improved employer-provided training, improved advancement opportunities, increased enrollment in postsecondary education institutions, increased retention in pursuit of a postsecondary education or other training, etc. within the 12-month post-graduation follow-up period (7) design a longitudinal tracking system using selected tools to maintain contact with JAG graduates.
A comprehensive evaluation of JAG Model programs was funded by a Congressional Earmark Grant and administered by the U.S. Department of Labor. The research plan was designed in 2003 by Dr. Andrew Sum, Director of the Center for Labor Market Studies at Northeastern University and implemented in conjunction with the JAG National Center for Evidence-Based Practices.

The research studies profiled were completed between January 2003 to August 2005.

JAG Model Programs capture critical data and information using a unique tracking system called the Electronic National Data Management System, known as e-NDMS. The online system is accessed through the JAG website at www.jag.org.

JAG-State Organizations and JAG-Local Affiliates contribute to the national database to collect, report and analyze data to provide data for providing evidence of effectiveness. Three basic questions can be answered in reviewing the data and information provided by each JAG Specialist for participants in their local program:

1. Are the right students being targeted for JAG Model services?
2. Are the right mix of services being delivered in the In-School and Follow-Up Phases of the JAG Model?
3. Are the right outcomes being achieved by those receiving JAG Model services?

Individual and summary reports are generated from the information and data entered by JAG Specialists to document the:

- characteristics of participants targeted for services
- mix of services delivered to participants in the In-School and Follow-Up Phases of the JAG Model
- outcomes achieved by graduates and non-graduates

Reports are generated and monitored by the JAG National Center for Evidence-Based Practices to identify exemplary as well as substandard performers.

Summary Reports
JAG-National and JAG-State Organizations are able to analyze the progress in implementing the JAG Model and achieving the high performance outcomes that JAG programs have consistently achieved for 25 years.

In-School Phase Summary Reports
- Program Roster
- Participant Profile Summary Report
- Barrier Report
- Contact Hour Summary Report
- Competency Report
- Progress Report
- Student Retention Report
- Management Report

Follow-up Phase Summary Reports
- Job Placement and Follow-up Report
- School Placement Report
- Placement Summary Report
The Center for Labor Market Studies was selected to design and implement the JAG Research Plan for analyzing data and information available in the national data base for the Classes of 2003 and 2004.

Dr. Andrew Sum, Director of the Center for Labor Market Studies has been a strong advocate of the JAG Mission since 1980. Dr. Sum was a member of the design team for the JAG Model and the data base which has evolved from a paper-based to an Internet-based system.

The CLMS Team, under the leadership of Dr. Sum, conducted a series of research projects that resulted in 24 reports from January 2003 to August 2005. Research reports are available upon email request to: jim.koeninger@jag.org

Research reports may be downloaded by JAG National Network staff through the JAG web site at www.jag.org.

The Center for Labor Market Studies Research Team included:
- Dr. Andrew Sum, Director
- Dr. Paul Harrington
- Dr. Neeta Fogg
- Meredith Franks
- Frimpomaas Ampaw
- Ishwar Khatiwada
- Joseph McLaughlin
- Jacqui Motroni
- Sheila Palma
- Paulo Tobar

Research Report #1
A Demographic and Socioeconomic Profile Participants in the JAG Senior Year Program, Class of 2004

Major findings included:
- JAG participants were more likely to be females and race-ethnic minorities, with disproportionate concentrations of Black youth. Hispanic youth were somewhat underrepresented because of limited penetration of JAG programs in states with high concentrations of Hispanic students.
- JAG participants were more likely than their statewide high school senior counterparts to live with a single parent or with friends and relatives, and less likely to live with two parents.
- The educational attainment of parents of JAG participants revealed that one in five participants had a parent who was a high school dropout. Only 13 percent of the fathers and 17 percent of the mothers of JAG participants had completed college.
- Employment rates among parents of JAG participants were comparatively low—75 percent among mothers and 81 percent among fathers.
- Families of JAG participants were nearly 6 times more likely than the families of high school seniors to receive some type of public assistance income. Forty-eight percent of families were eligible for free lunch and another 6 percent were eligible for subsidized school lunches.
- Evidence indicates that JAG participants possess significant barriers to graduation and/or to a successful transition from school to the labor market, therefore, those who would benefit most from participation in JAG were selected to be in the program.

Research Report #2
The Employment and Post-Secondary Schooling Experiences of the Class of 2003 JAG Senior-Year Program Participants: Findings of the Spring 2004 Follow-up Surveys

Major findings included:
- In-school work experience:
  - Increases the likelihood of employment upon graduation for all graduates including those enrolled in college
  - Increases the access of the non-enrolled participants to full-time jobs
  - Provides college students access to jobs with more work hours per week
  - Increases the weekly hours worked and hourly wages of non-enrolled graduates
- In comparing JAG participants with similar youth:
  - There was a positive 7 percent difference in success in employment for all participants in the JAG program
  - 27 percent improvement in employment for African American youth
  - 38 percent improvement in employment for Hispanic youth
  - 56 percent improvement in employment for low-income Hispanics
  - 24 percent improvement in employment for low-income African Americans
- In comparing full-time employment of JAG participants to the general population:
  - 22 percent positive difference for all JAG participants
  - 45 percent positive difference for African American youth
  - 70 percent positive difference for Hispanic youth
  - 88 percent positive difference for low-income African American youth
  - 102 percent difference for low income Hispanic youth
Evidence of Effectiveness

Research Report #3
The Economic and Social Benefits of Completing Additional Years of Schooling

Major findings included:
• Emphasis on high school graduation as a core objective for JAG programs is well placed.
• Youth who fail to graduate from high school in today’s labor market face bleak economic and social futures.
• Dropouts, especially males, experience much more severe problems in gaining employment, particularly in year-round full-time jobs, and they obtain annual earnings considerably below those of their peers who graduated from high school.
• Lower annual earnings of dropouts reduces:
  - lifetime earnings
  - ability to form and maintain families
  - ability to own a home
  - ability to avoid problems of income inadequacy and economic independence
• High school dropouts, particularly males, are more likely to:
  - engage in criminal activity
  - be arrested and convicted
  - spend time in jail or prison
• High incarceration rates impose substantial fiscal costs on society and will hamper the ability of male dropouts to obtain stable employment and adequate earnings in the future

The research report and an accompanying comprehensive statistical supplement are designed to describe and assess the links between the educational attainment of adult men and women and key labor market, earnings, income, housing and criminal justice outcomes. Findings are for the U.S. as a whole and for each of the individual states participating in the JAG National Network in recent years.

Estimates are based on the data collected by the U.S. Census Bureau in the 2000 Census of Population and Housing.

Research Report #4
An Analysis of the Contact Hours Obtained by Participants in JAG Senior Year Programs, Class of 2003

Major findings included:
• Mean hours of instruction and other program services for 7,600 participants in the Class of 2003 were 123 hours. The JAG contact hour standard is 120 hours of contact in each school year.
• The greatest average number of contact hours was 330 in the state of Arkansas.
• Differences in mean hours of service were quite small across gender, most ethnic groups, family income groups, and academic proficiency groups based on GPAs and class ranks.
• Slightly over one-half of the contact hours were devoted to employability skills classroom training while career association activities accounted for another one-sixth of the hours.
• The mix of services other than employability skills tended to vary widely across states with some sites emphasizing academic remediation while others emphasized community service and work-based learning.
• A number of program outcomes, including positive engagement (some school or work activity), college attendance, and employment rates among out-of-school youth, appeared to be positively associated with mean hours of program services but further research is needed.
• Participants with the most limited contact hours (1-60) were the most likely to be both out-of-school and out-of-work while those with the greatest number of contact hours (150 plus) were the least likely to be out-of-school and out-of-work.
• High levels of program participation are more likely to lead to some positive educational or labor market outcome.

Research Report #5

Major findings included:
• Employment levels among teens (16-19) have continued to decline falling to 36 percent in 2004, a new historical low since 1948.
• In contrast, all age subgroups 55 and older were more likely to be employed in 2004 than in 2000.
• Severe deterioration in teen employment opportunities has affected every major demographic and socioeconomic subgroup of teens.
• Younger teens (16-17) and males were somewhat more adversely affected than counterparts.
• Only one-half of teenaged high school dropouts were able to obtain some type of job versus 71 percent of high school graduates and slightly more than three-fourths of those completing one or more years of post-secondary schooling.
• Minority dropouts, especially Blacks, and those living in low income families experienced even sharply lower employment rates in 2004.
• Out-of-school, out-of-work, low income youth face a very bleak economic future in the absence of proven interventions to boost their human capital skills and their employability. They also generate a myriad set of social costs on the rest of society.
• The ability of nation’s high school students and out-of-school youth to obtain employment in 2004 was strongly associated with their household income levels. Youth in low income families were only one-half to one-third as likely to be employed compared to more affluent peers in middle and upper income families.
Evidence of Effectiveness

Research Report #6

Major findings included:
• The race-ethnic and socio-economic composition of JAG participants differs markedly in a number of key respects from all high school graduates in the U.S.
• JAG senior year participants are more likely to be Black, to come from single parent families, to live in economically disadvantaged families and to have weaker academic skills than their national counterparts.
• The employment rate gap between all college enrolled graduates and former JAG participants was larger for males.
• Enrolled White and Hispanic former JAG participants were more likely to be employed than all college enrolled 2003 graduates from these two ethnic groups.
  - There was 4.3 percentage point advantage for Whites (42.7 percent versus 38.4 percent) and a near 13 percentage point advantage for Hispanics (45.4 percent versus 32.5 percent).
• The employment rate for college enrolled Black JAG participants fell nearly 1 percentage point below the national rate for this group (20.8 percent versus 21.7 percent). While this difference was not statistically significant, the low overall rate of employment among Black college students (21 percent) from the JAG Network and the absence of any advantage over their U.S. counterparts is viewed as troublesome. Only 1 of every 5 Black JAG participants who were enrolled in college in October 2003 were employed. This employment rate was less than half as high as that of the JAG Network White and Hispanic college students.

Research Report #7
The Socioeconomic Backgrounds and Employment Status of 16-19 Year Old High Students in Each State and the District of Columbia: Their Implications for the Targeting of Students for Participation in JAG Senior Year Programs

Major findings included:
• Students who lack substantive work experience in high school typically experience a more difficult time transitioning to the labor market after graduation.
  - Less likely to work full-time and they earn lower wages than their more experienced counterparts.
  - High school youth who lack work experience have been accurately targeted as “at risk” of joblessness in the JAG program.
• One-third of nation’s 16-19 year old high school students were employed at time of 2000 census. Employment ratios of teens varied much more considerably by race-ethnic group:
  - Ranging from a low of 20 to 21 percent for American Indians, Asians, and Blacks to a high of 39 percent for White, non-Hispanic students
  - White high school students were twice as likely to be working as their Asian, Black and American Indian counterparts.
• Poor/near poor students in each race-ethnic group are the least likely to work in high school, complicating their ability to transition smoothly into the labor market upon graduation from high school.
• The employment rates of high school students in 2000 varied considerably across states.
  - Highest employment rates are in Iowa, Wisconsin, Minnesota, New Hampshire and Nebraska.
  - Lowest employment rates are in California, Louisiana, Hawaii, West Virginia and D.C.

Research Report #8
The Recent Labor Market Experiences and Problems of the Nation’s Young High School Dropouts: Their Implications for the JAG Dropout Recovery Program

Major findings included:
• Only 68 to 72 percent of the nation’s youth appear to obtain a high school diploma.
• Young men, especially Black and Hispanic males, graduate at rates below those of women, and youth from low income and single parent families remain at high risk of failing to complete high school.
• Only 42 percent of dropouts held any type of job, and women, Blacks and mixed race youth faced even considerably lower employment rates.
• Weak employment and earnings experiences of young high school dropouts persist over their entire working lives. Dropouts earn considerably less than high school graduates over their work lives and they will spend more years living in poverty, near poverty or low income conditions. They also place fiscal burdens on society by paying less in taxes and collecting more cash and in-kind transfers than high school graduates.
• Research report provides strong support for the need for JAG Out-of-School/Dropout Recovery Programs. Implications include:
  - Selection of sites should be based on careful analysis of dropout problems in the target area and educational and employability barriers of dropouts.
  - Dropout problems among males remain well above those of women, especially among Blacks, Hispanics, and lower income Whites in metro areas.
  - Dropouts have severe academic deficiencies.
  - Dropouts need supportive services.
  - Severe difficulties in keeping jobs.
1981

Rosalyn (Lyn) Inez Winder (DE)
Lyn was born and raised in Laurel, Delaware and is married to Douglas J. Winder. They have a son, Douglas L. Winder, and a granddaughter, Kaydea Olivia Winder. Lyn graduated from Laurel Senior High School in 1981. While there, Lyn participated in Jobs for Delaware Graduates. She attended Wilmington College and earned a Bachelor of Science in Human Resource Management in 1991 and a Master's Degree in Secondary School Counseling in 2001. Lyn was a customer service representative for First Omni Bank in Millsboro, Delaware for 12 years. She served as a JAG Specialist at Seaford Senior High from 1995-1999. She is currently a program developer to the Max Teen Program at Delaware Technical & Community College, Georgetown, Delaware.

1982

Bryant Randolph (TN)
Bryant participated in Jobs for High School Graduates in Memphis, Tennessee. While participating in the JAG-Tennessee program, he was introduced to Coca-Cola. Bryant began his career as a general laborer in the production department—placing empty bottles on an assembly line. After several years of a full-time route during the day and attending classes at night, Bryant earned an Associate's Degree in Business with Honors (Cum Laude). He pursued a Bachelor's Degree at Christian Brothers University. Bryant has been with Coca-Cola for 25 years and is currently a Sales Manager. Bryant and his wife, Angel, have two daughters.

1983

Elisa Garcia (AZ)
Elisa graduated from Tolleson Union High School and is a patient care coordinator for a general surgeon where she has worked for seventeen years. Elisa stated that she felt that the program had been extremely helpful to her when setting her goals and in the interviewing process especially for her first job.

1984

Teri Dominguez (AZ)
Teri graduated from Tolleson Union High School and is a lab technician living in Phoenix, Arizona. Teri benefited greatly from the job attainment and survival skills she developed in the program.

1985

Rose Varela Perez (AZ)
Rosie graduated from Tolleson Union High School and resides in Tolleson with her husband and three children. Rosie serves as an office manager for a Phoenix physician.

1986

Irene Dominguex Larario (AZ)
Irene graduated from Tolleson Union High School, and lives with her husband in Phoenix. She works at Medicare, a division of Blue Cross Blue Shield.

1987

Anthony Booker (OH)
Anthony was raised in a single parent home located in Cincinnati, Ohio's inner-city West-End public housing projects. His motivation to enter the JOG-Cincinnati program was fueled by his desire to be the Leadership Development Officer for which he was elected. In June 1992, Anthony earned a Bachelor's Degree in Criminal Justice from Indiana State University. After graduation, he signed a free agent contract to play with the Green Bay Packers. After one year with the Packers, he returned to Cincinnati and served as a Youth Worker with Cincinnati Children's Homes. Anthony is a Probation Officer with the Juvenile Probation Department.

1988

Cynthia Wheat-Harvey (GA)
Cynthia participated in Jobs for Georgia Graduates as a senior at Joseph Emerson Brown High School. Even though Cynthia had a poor academic record, she attended school everyday and did her best. She was an active member of the Georgia Career Association and completed her curriculum assignments. Cynthia was especially weak in mathematics and asked for assistance because she needed to pass the math portion of the Georgia Basic Skills Test to graduate. When the final basic skills test was given prior to graduation, Cynthia passed but failed a math class needed for graduation. Her Specialist wrote a letter to the District Superintendent requesting a fee waiver for Cynthia to enroll in evening school to take the math class that she needed to complete requirements for a high school diploma. Cynthia was placed and worked at the Pre-School Daycare for five years. Cynthia is married and a certified Child Development Associate having completed state certification requirements.
ALUMNI SUCCESS STORIES

1989
Nicole Pritchett (OH)
The Specialist at JOG-Dayton recognized Nicole's abilities and provided positive ways for her to demonstrate her potential. Today, Nicole is a poet, writer and inspirational speaker. She serves as a member of the board of a non-profit organization, TPV, a community support organization focused on disadvantaged youth in Ohio communities. She has authored three books—November Prophecy, Child of God and It Wouldn’t Kill You to Smile Every Once in a While. www.nicolepritchett.com

1990
Danny Canady (CA)
Danny graduated from San Luis Continuation High School in Los Banos, California. He started high school as an above average student, good athlete and quite popular. He became involved in gangs and drugs and turned to strong-arm tactics to support his lifestyle. He was known as a bad dude and continuously had run-ins with the law. His grades dropped to D's and F's and he skipped more classes than attended. Danny became a single parent with custody at the age of 17. He was expelled from regular high school at the end of his junior year. The JAG Specialist at Los Banos High School, Obie O'Brien, had a heart-to-heart talk with him and convinced him to enter the San Luis Continuation High School and be a role model for his son. Danny graduated in 1990 and his 3-year old son presented his diploma to him. His initial job was with the Parks and Recreation Department for Los Banos and is the lead supervisor for public services in charge of parks. Danny is married and has three children. Had it not been for JCG and his Specialist, Danny believes he would have been in prison or dead.

1991
Charlene Davis (OH)
Charlene participated in JOG-Cincinnati and graduated from Taft High School in the top 10% of her senior class and was the Mistress of Ceremonies and Valedictorian. She attended Cincinnati State Technical & Community College and the University of Cincinnati, majoring in Business Management and Human Resources. Charlene is a manager for The Kroger Company and is working on a clothing design label. She is a single mom with two daughters, ages 7 and 13.

1992
Teffany A. Bedford (GA)
Teffany graduated from Joseph Emerson Brown High School in Atlanta. She was placed with Trust Company Bank in a new program called “Express Tellers” in 1991. Teffany was hired as a part-time teller for peak banking hours. In 1992, she received a permanent teller position and has received several promotions including teller manager, customer service representative and financial services representative. Teffany is the Branch Manager for the Macland Pointe Office of SunTrust Bank in Marietta, Georgia.

1993
Sheila Denise Gray (MS)
Sheila was selected to participate in Jobs for Mississippi Graduates, graduated from Simmons High School with honors and enrolled at Jackson State University. In college, she was a Dean's List Scholar and received several academic and volunteer awards. In 1997, Sheila earned a Bachelor's Degree in Social Work and graduated Cum Laude and is pursuing a Master's Degree in Education at Mississippi Valley State University. During her first year as the JAG-Mississippi Specialist at Simmons High School, Hollendale, Mississippi, Sheila was given the opportunity to share her story at the Leadership Conference in Washington, DC (1998), speak on behalf of JAG-Mississippi at the Education Sub-Committee of the Mississippi State Legislature (2002), and addressed the Parents for Public Schools (2002). She received a JAG National Performance Award in 2003.

1994
Antwawn Sheats (GA)
Antwawn Sheats, a graduate of Cedar Shoals High School, was employed as the JAG Specialist at Newnan High School in Newnan, Georgia in 2005.

1994
Tonya Lumpkin (GA)
Tonya was a graduate of Clarke Central High School in Athens, Georgia, and a member of JAG-Georgia during her senior year of high school. In 2003, Tonya Lumpkin was employed as the JAG Specialist at Clarke Central High School, Athens, Georgia.

1995
Summer Lattimore (OH)
Summer is employed as an executive assistant at IBM. Summer’s involvement with JOG-Cincinnati did not stop at the end of the follow-up period. Several years ago, she was instrumental in securing five IBM computers for students at Winton Woods High School. She made sure that one of the computers was placed in the JOG-Cincinnati classroom. Summer is currently an Advisory Committee member for Winton Woods JCG and has installed officers at the Initiation & Installation Ceremony for the past six years. Summer lives in Forest Park, Ohio with her two daughters.

She is pursuing a Bachelor of Science in Business Administration at Mercer University in search of new opportunities.
**Alumni Success Stories**

1995  
**Malikah Lockett Jones (MS)**  
Malikah completed Jobs for Mississippi’s Graduates and graduated from Noxubee County High School. Her JAG Specialist was Von Granger. During her senior year she lived with both parents and is the oldest of two siblings. Malikah was an honor student, worked part-time and showed positive traits of success. At age 17, during her senior year, she became a single parent giving birth to a son but graduated from high school with honors. She continued to work at her part-time job while attending East Mississippi Community College majoring in family studies. After graduating from EMCC with honors, she enrolled at Mississippi University for Women (MUW) and studied Behavioral Science. She secured a job as a teacher’s assistant at Earl Nash. She graduated with honors from MUW, receiving her Bachelor of Science in Behavioral Science. Malikah is employed with community counseling services as a counselor and resides in Shuqualak with her husband and three children. Malikah plans to become a JAG Specialist in the near future.

1996  
**Tracey Nelson-Pushard (ME)**  
Tracey attended high school in Pittston, Maine and served as an officer in the Jobs for Maine’s Graduates Career Association and helped organize a number of community service projects, including a blood drive and a community event called “Peace by Peace” to address conflict resolution and nonviolent solutions to problems. She is married and has 18-month-old twins named Owen and Leah. Tracey works part-time as a dental assistant and is pursuing a Bachelor’s Degree. Tracey said that JMG was the highlight of her high school experience and feels it was instrumental in helping her to identify her career interests and develop a post high school life plan.

1996  
**Bridgette Blackmon (OH)**  
Bridgette entered JOG-Cincinnati in her senior year and it helped her obtain her first “real” job from 1993-2004. Bridgette is a Customer Service Agent with PNC Bank with the goal to be a Branch Manager. Bridgette attended Cincinnati State Technical and Community College, majoring in Computer Programming and is pursuing a degree. Bridgette’s eight year-old daughter, Lanae, was diagnosed with autism, but very intelligent, energetic and active.

1997  
**Katie Maly (OH)**  
Katie joined JOG-Cincinnati as a senior at Purcell Marian High School. She has Downs Syndrome but focused her life and career on her abilities rather than her disability. Katie volunteered in the Inclusion Network of the Cincinnati office for three years and now works part-time in an administrative role. She has maintained a full-time mail services technician job with Great American Insurance Company since 1999. Katie returned to her high school as a guest for Career Day and spoke to students with disabilities about her career and the importance of focusing on their abilities rather than their disability. Katie was a keynote speaker at the National Downs Syndrome Conference in 2005.

1997  
**Le Curtis Kelly (LA)**  
Le Curtis was selected for JAG-Louisiana at Wossman High School and began his career in the banking industry as a teller and held several positions while working at BankOne. He left BankOne and after working for Progress Bank two years, Le Curtis was asked to return to BankOne. After BankOne restructuring, he moved to AMSouth. Le Curtis received several promotions at AMSouth and secured funds on two occasions to purchase blazers for the JAG program at Wossman.

1998  
**Latisha Y. Cotton-Young (GA)**  
Latisha was selected for JAG-Georgia and became an honor graduate of Solomon C. Johnson High School. She attended Paine College in 2002 and graduated Magna Cum Laude with a Bachelor’s Degree in English. Latisha is a Benefit Payment Control Agent for the Georgia Department of Labor.

1999  
**Kurt Deisch (OH)**  
Kurt was selected for Jobs for Ohio’s Graduates in his senior year due to a low GPA but graduated from Northmor High School in 1999. Kurt was a hard working team member and served as Vice President of Northmor JOG. He began working at KoKosing Construction during his senior year in the yard and was promoted to general laborer. Kurt is a Labor Foreman at the age of 25 and supervises laborers on bridge crews. Kurt directs laborers on what jobs are be done, assures safety rules are being followed, maintains time cards, monitors hours on equipment and advises the superintendent on the status of each job daily.

1999  
**Molly Donohue-Ritterbeck (OH)**  
Molly graduated from Big Walnut High School. In Jobs for Ohio’s Graduates, Molly was vice president and assumed the presidency after an early graduation of the president and headed the community service project entitled “Just Say No to Drugs” in an elementary school. Molly secured a full-time job at John Deere Company Columbus Parts Distribution Center as Payroll Clerk and Temporary Warehouse Employee Coordinator. She attended Franklin University in Columbus while working full time. After two (continued on next page)
Alumni Success Stories

and a half years in Columbus, Molly received a promotion to Accountant at John Deere Raleigh in the Commercial and Consumer Equipment Division. She oversees payment of salesmen bonuses for the United States payroll, and travel/expense management for the division worldwide. During her four years with John Deere, Molly graduated from Franklin University in Business Administration with a Specialization in Accounting/Finance.

1999
Charles Edward Claybrooks, Jr. (TN)
During his freshman year in high School, Charles’ father died and he and his mother were close to being homeless because she did not make enough money to meet the financial needs of the home. Charles was eligible for free lunches and his brother was in prison. Charles had to work, losing focus on school and had no goals in life except to help his mother. He had the potential for achieving, but needed consistency and assistance with focus on academic and job goals. Charles ranked 98 out of 140 in his class. After high school graduation, he joined the Army Reserves as a Patient Administration Specialist. He worked full/part-time in retail, fast food and shipping industries. He was enrolled in a WIA out-of-school program for six months. As a result of being in Jobs for Tennessee Graduates, he interviewed and was hired by the PENCIL Foundation and attended Nashville State Community College. He was called to active duty with the Army from March 2004 - February 2005, stationed at Ft. Bragg in North Carolina. He has been employed by Grady since 2001 and does a wonderful job. He is considered a vital player by his co-workers. He has matured and been dedicated to the care of others during his time at the hospital.

1999
Ben Jutra (NH)
Ben wanted to attend Proctor Academy (private school free tuition), but was not accepted due to a learning disability (reading/writing/speech). Due to this speech impediment, Ben exhibited low self-esteem and poor social skills and became a perfect candidate for the JAG program. He was very involved in JAG during his high school years and graduated in 1999 from Merrimack Valley High School. He worked at a lumber yard, golf course, and attended a year of college to become a radio announcer at 104.9 MIX. Ben is a radio announcer for two radio stations and a top weather broadcaster. Ben has received high ratings for his scheduled broadcasting times. From a speech impediment disorder to a professional Radio Announcer, this was Ben’s biggest challenge. He practiced several hours per-day and would pronounce every syllable in a difficult word or phrase until he could do so correctly. Ben would have someone else listen to him and give feedback or tape record himself for improvement. Ben volunteers his time with his former JAG Specialist, Fred Marion. He is enthusiastic and positive about his life and is a great role model for other students with learning disabilities.

2000
Tondra Michelle Newman (GA)
Tondra graduated with honors ranking in the top 10 in her class from Cross Creek High School in Augusta, Georgia. Involvement with Jobs for Georgia Graduates helped Tondra to gain skills to be competitive in an employment interview and learned to convey confidence while public speaking. After high school, Tondra attended Xavier University in New Orleans and graduated magna cum laude with a Bachelor’s of Science in Biology and a minor in Chemistry in 2004. She is a second year medical student at the Medical College in Augusta, Georgia and a recipient of the Stoney Medical and Dental Society Scholarship. Tondra plans to specialize in Reproductive Endocrinology and thanks JGG, particularly her JAG Specialist, Juretta Thomas for selecting her for the program.

2001
Christopher Anderson (IL)
Chris graduated from Antioch High School then enlisted in the Air Force. He attended special land and water survival training schools in addition to his specific training. As a member of the 71st Expeditionary Rescue Squadron, he is an Airborne Communications System Operator aboard HC-130P “King” aircraft. He has served on multiple tours and missions in both Afghanistan and Iraq and is currently preparing for an assignment in Africa. On June 8, 2003, an American Flag flown on a combat mission over the skies of Afghanistan aboard Chris Anderson’s plane while prosecuting the war on terrorism was done in honor of Jobs for Illinois Graduates. Chris presented the flag which is folded in a display case and a plaque indicating that the flag flew a combat mission and was done so in honor of Jobs for Illinois Graduates. The plaque was signed by all seven crew members aboard the flight.

2001
Cody Gross (OH)
Cody graduated from Delaware Hayes High School. Cody was quite the hand full even in the JOG Program. He always worked, but also always had to be “one of the boys”. Cody’s specialist, Ron Rider developed a contract for his behavior; he honored that contract for the remainder of the year. Now, four years later Cody works as a Unit Assistant in the emergency room at Grady Memorial Hospital in Delaware, Ohio. He has been employed by Grady since 2001 and does a wonderful job. He is considered a vital player by his co-workers. He has matured and been dedicated to the care of others during his time at the hospital.
Kanika Jewel Calvin (AR)
Kanika came from a low-income single parent home and was the older of two children. She lacked motivation because of her home environment, worked since she was 15 and raised and provided for her sister. Kanika's mother told her that she was unable to help her pay for college. Her mother had a severe breakdown and Kanika was placed in the foster home of Gwendolyn Buckingham whom she affectionately calls "Motherdear". Even though she was raised in a low income, single parent household, her home situation did not affect her attitude. In high school, she met Mrs. Debbie Hall, Workplace Readiness teacher, who counseled with her and suggested she complete a JAG application. While in high school, Kanika maintained a 3.4 GPA and served as President of the JAG chapter. After graduation, the JAG Specialist referred Kanika to the BRIDGE Enhancement Program at the University of Arkansas at Pine Bluff through the School of Agriculture, Fisheries and Human Sciences (SAFHS) and she pursued a major in Agricultural Education. She accepted an internship with Natural Resource and Conservation Services (NRCS) in Iowa as a Soils Technician. The internship is full pay (housing, transportation, and utilities). She has a 3.34 GPA and plans to attend graduate school to pursue a master's degree in Agriculture Communications.

Joe Finley (IL)
Joe was a grade behind his peers, had a low GPA, was deficient in basic skills and had discipline problems in school. He went to work as a union carpenter right out of high school and has nearly completed his training to become a journeyman carpenter. He is co-owner in a concrete finishing business, A & F Concrete, specializing in sidewalks, patios and driveways. Joe did not have great grades in high school, but his lack of book smarts is overshadowed by his people smarts. He is a great people person, with communication skills that will enable him to reach high levels of success.

Richard J. Gingras, Sr. (NH)
Richard was selected for Jobs for New Hampshire's Graduates' Claremont Out-of-School Youth Program in 2001. He dropped out of school in the eighth grade. Richard lost his father and throughout his teen years, he was angry and disillusioned, engaging in risky behavior that included drugs, alcohol and run-ins with the local police. His behavior led to imprisonment in the local jail and probation. By the time he was 19 years old, he was a father and realized that an education was critical. He completed the JAG program and earned his GED. Within three months of working at a modular home manufacturer, he was promoted to management and was chosen outstanding employee of the month. Richard entered the local community college and earned high honors in his first semester. He joined the Claremont Boxing Club to stay in shape. His boxing coaches noticed his talent and entered him in the local Golden Gloves tournaments and within 11 months he was the 2005 Golden Gloves Heavyweight Champion of New England, Novice Division. At the Tournament for Champions, Richard was chosen the Outstanding Boxer among 55 state champions. Richard counsels youth at Orion House, a local residential treatment home for teen boys. He is a spokesman for the NH Tobacco Coalition and the Cancer Society, being a reformed smoker and a lifelong asthmatic.

Jordan Rae Allen (IL)
Jordan lost her mother in a traffic accident her junior year. Jordan became extremely introverted and withdrawn, would sit quietly in the back of the classroom and listen to instruction, did not participate in group activities and had difficulty in turning in assignments on time. She almost did not graduate because she was failing two classes. With the assistance of Jobs for Illinois Graduates, she improved her GPA and began to use her social and leadership skills as a member of JILG. Unfortunately, the weekend of her high school graduation, Jordan's father died from injuries sustained in a motorcycle accident. Jordan attended a local community college for only one semester. She tried to work part-time at a local business lasting for a couple of months. Jordan did not return to school. She is living with her aunt in her hometown of Jerseyville, Illinois and working at a local veterinarian clinic. Jordan enjoys working with and helping the small animals and she is again focusing on developing relationships with people and is working full-time. Jordan attributes her current accomplishments to Jobs for Illinois Graduates and her Career Specialist, Connie Springman.

Tony Hinton (MS)
Tony was headed in the wrong direction but had extraordinary potential. Tony lived in the rural area of central Washington County in Mississippi. Faced with many personal and academic issues, Tony struggled to survive. He entered Jobs for Mississippi Graduates as a boisterous and belligerent student. He often found himself struggling to keep his grades up. However, with proper guidance and helpful counseling he was able to channel all of his negativity in a positive direction. He immersed himself in athletics and became involved in Teens Against Tobacco, which according to its founder, Nurse Mamie Warren, gave him the chance to participate in a program that would not only help him, but also help his peers. Tony is married and has two children. In the spring of 2003, Tony enlisted in the United States Marine Corp. He is currently stationed in North Carolina at Camp LeJune and is serving a tour of duty in Iraq. During his years in service, Tony has become a Nationally Certified Motor Vehicle Specialist with certification in Diesel Operation and Mechanics. Before being deployed to Iraq, he was able to complete the requirements needed to earn his Jump Wings and was able to complete one year of college at the Base Education Center. Tony has extensive training in martial arts. His U. S. Marine Recruiter, Staff Sgt. Keyea Phillips, said Tony is a great Marine and has evolved into a “well disciplined”, family oriented man.
2003
Catherine Hayes (OH)
As a graduating senior at the Marysville JOG Awards and Recognition Night, Catherine overcame her fear of public speaking and delivered a motivational and appreciative speech to fellow JOG students and community members. Catherine continues her relationship with JAG as a youth advisor for the Career Association and a supporter of her fellow citizens in need. Catherine and her family have helped create a Marysville JOG scholarship opportunity for a graduating senior who wishes to continue his or her education in college. Catherine is in her second year of college studying physical and sports therapy. She works as a pharmacy technician and recently was given increased job responsibility. Catherine helped a fellow JOG student deal with the loss of her brother-in-law in the World Trade Center on 9/11. Although unable to attend the official Pentagon ceremony, Catherine helped with the Pentagon Quilt project in honor and remembrance of citizens who were lost and injured in the tragic events.

2004
La'Jarvis Lewis (MS)
La'Jarvis was selected for Jobs for Mississippi Graduates and held the position of JMG President in his senior year. He is the second of four boys born in the Delta and graduated third in his class with a 3.6 GPA from West Bolivar District High School located in Rosedale, Mississippi. La'Jarvis played baseball for the WBDHS Eagles. While attending high school, he worked as a stocker at Piggly Wiggly #21. La'Jarvis, a hard worker, was promoted to assistant manager for Piggly Wiggly #4612. La'Jarvis is a full-time student at Delta State University, in Cleveland, Mississippi and is majoring in computer information science.

2005
Kasey Lynn Walker (AR)
By taking JAG, Kasey was placed in a quality job learning the skills needed to achieve her dreams. She is planning to attend Arkansas State University and major in education. Her goal is to attain a master’s degree in either education or counseling. To achieve her goals, Kasey knew she must let go of the bad influences in her life. Kasey’s family had trouble and never paid attention to her achievements. Her father owns a plumbing business and her mother was unemployed. Kasey’s friends were wild and she seemed to fit in with them. In JAG, she had lessons that dealt with the same problems she was going through. Because of JAG, she did not lose her dreams and did not fall into a bad crowd. Her JAG Specialist, Mrs. Cook, made the biggest impact on her life by being a positive influence.

2005
Kevin Moss (MN)
Kevin graduated from Elk River High School. When Kevin was selected for Jobs for Minnesota Graduates, he lacked the motivation and the maturity to pursue his career goals. At the beginning of the school year, Kevin had no specific career goals, no work experience and came from an economically disadvantaged family. Kevin was a very active member in the Elk River Chapter of the Minnesota Career Association. He participated in several service learning projects, but he especially shined when he assumed a lead role in the ‘Adopt a Platoon’ project. Kevin is now serving his country as a member in the U.S. Army. He is stationed at Fort Benning in Columbus, Georgia.

2005
Lazarius Thomas (MS)
Lazarius lived in 53 Mississippi counties in a number of foster homes. He was finally placed in a group in Jackson. Lazarius did not have the number of credits to graduate with his senior class. Lazarius enrolled in Duling’s Career Academic Placement Program in the Jackson Public Schools to obtain a GED. He was an active participant in Jobs for Mississippi Graduates serving as president of the Career Association. Lazarius is also involved in various church activities where he serves as a youth leader. Lazarius overcame his deficiencies, obtained his GED and graduated with his home school, Wingfield High School, in Jackson in May 2005. Lazarius plans to join the United States Navy.
The annual National Student Leadership Conference (NSLC) is a 3-day event held in Washington, D.C. The primary objective of the NSLC is for delegates to build on the leadership skills developed, practiced and refined in JAG classrooms and through participation in local Career Association chapters.

NSLC participation provides a variety of opportunities for personal, leadership and social development as well as recognition, including:

- Recognition opportunities are provided through participation in three competitive events—Public Speaking, Employability Interviewing Skills and NSLC Cover Design.

- Leadership sessions provide delegates with opportunities to demonstrate their individual and teaming skills in resolving problems which are assigned to 10-member teams.

- Washington, D.C. tours are inspiring and energizing in viewing the Washington National Cathedral, Viet Nam and World War II Memorials, Lincoln Memorial, U. S. Capitol, Jefferson Monument, FDR Memorial and much, much more.

- Dinner and shopping at Pentagon City Mall.

- Dynamic general sessions with notable speakers like JAG President Ken Smith, Miss America and others.

- A wreath ceremony at the Tomb of the Unknown Soldier in which NSLC delegates participate.

Prior to the Luncheon, NSLC delegates participate in a question-and-answer session with Miss America.

A purpose of the National Leadership Awards Luncheon is to gain maximum visibility for the good works of the JAG National Network as well as raise funds to support the national organization.

A highlight of the NSLC is participation in the National Leadership Awards Luncheon which attracts over 500 high level elected officials, corporate sponsors, donors, JAG Network representatives and a host of stakeholders and friends of JAG.
In 1980, Jobs for America’s Graduates delivered JAG Model services to at-risk and disadvantaged youth in their senior year of high school. After 25 years of serving in-school and out-of-school youth, JAG can offer four evidence-based program applications of the JAG Model. The applications are:

- Senior School-to-Career Program
- Multi-Year Dropout Prevention Program
- Out-of-School Dropout Recovery Program
- Middle School Exploratory Program

<table>
<thead>
<tr>
<th>Program Applications</th>
<th>#</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Middle School</td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>Multi-Year (Grades 9 to 12)</td>
<td>374</td>
<td>58%</td>
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<tr>
<td>Senior (Grade 12 Only)</td>
<td>194</td>
<td>30%</td>
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<tr>
<td>Dropout Recovery</td>
<td>53</td>
<td>8%</td>
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<tr>
<td>Pre-GED</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>650</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Students Served</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06 Class (In-school)</td>
<td>22,649</td>
<td>59%</td>
</tr>
<tr>
<td>2004-05 Class (Follow-up)</td>
<td>15,868</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Total Served in 2005-06</strong></td>
<td>38,517</td>
<td>100%</td>
</tr>
</tbody>
</table>

| Total Network Budget                 | $35,313,630 |
| Average Cost per Participant         | $1,559.16   |

“JAG works because of the people who lead, manage and carry out the commitments to our young people.”

-Ken Smith, JAG President
JAG-State Organizations

Jobs for Alabama’s Graduates
50 North Ripley Street
Montgomery, AL 36104
Contact: Mickey Humphries, CSA Rep.
Phone: 334.242.9115
Fax: 334.353.8406
Email: mickeyh@alsde.edu
Website: www.alsde.edu.html
www.alcareertech.org
Charter Year: 1996
Program Applications: 15
Senior 6
Multi-Year 9
Specialists: 15
Students Served: 1,032
Class of 2005-06 570
Class of 2004-05 462
2005-06 Funding $496,000
Jobs for Alabama’s Graduates (JAG) serves students with personal, academic and employment challenges greater than those faced by other young people. In return, community service projects are used as a motivational and service-minded tool. JAG-Alabama students participate in National Make A Difference Day as a statewide project with 100 percent of programs participating. Postsecondary education is encouraged so students can obtain skills and knowledge necessary to be competitive workers in a global economy. Normally, more than half of the students have parents who never attended college (many never graduated from high school), yet we encourage them to enroll in postsecondary programs. Usually, half or more accomplish this worthy goal.

Arizona’s Graduates, Inc.
PO Box 10937
Scottsdale, AZ 85271-0937
Contact: Graciela Garcia Candia, CSA Rep.
Phone: 480.441.6411
Fax: 480.441.2317
Email: graciela.candia@jagaz.org
Charter Year: 1980
Program Applications: 15
Senior 8
Multi-Year 7
Specialists: 15
Students Served: 820
Class of 2005-06 520
Class of 2004-05 300
2005-06 Budget: $868,999
Jobs for Arizona’s Graduates, Inc. (JAG) is a true demonstration of public and private sector partnership, bringing government, business, education and community leaders together to answer the growing needs of our communities. Since 1990, JAG has served thousand of Arizona’s highest risk young people. The mission is to help young people stay in school and acquire the academic, personal, leadership and vocational skills they will need to be successful upon graduation.

Jobs for Arkansas Graduates
#3 Capitol Mall, Room 402.2
Little Rock, AR 72201
Contact: Shelia Mauppin, CSA Rep.
Phone: 501.682.1800
Fax: 501.682.1805
Email: Shelia Mauppin@arkansas.gov
Charter Year: 1996
Program Applications: 36
Senior 7
Multi-Year 29
Specialists: 36
Students Served: 1,928
Class of 2005-06 1,028
Class of 2004-05 900
2005-06 Budget: $2,310,000
(Local and State)
Jobs for Arkansas Graduates (JAG) identifies students who possess a significant number of barriers to stay in school, complete a high school diploma, secure an entry level quality job that leads to a career, and/or pursue a postsecondary education. JAG-Arkansas Specialists deliver highly accountable program services to 35-45 in-school students in grades 9 to 12.

Jobs for Arkansas Graduates, Inc.
1675 Broadway, Suite 1850
Denver, CO 80202
Contact: Jeannie McQuade, CSA Rep.
Phone: 303.534.8875
Fax: 303.256.4849
Email: jeannie.mcquade@jagcolorado.org
Website: www.jagcolorado.org
Charter Year: 2005
Program Applications: 2
Multi-Year: 2
Specialists: 2
Students Served: 47
Class of 2005-06 47
2005-06 Funding: $350,000
JAG-Colorado, Inc. is a program designed to help youth stay in school through graduation and obtain the skills they need to transition successfully into the workforce or post-secondary education. It is based on a comprehensive program of services (including classroom instruction, mentoring, tutoring, work based learning, leadership development) provided during the school day, after school, and for 12 months following graduation.
JAG-STATE ORGANIZATIONS

Jobs for Connecticut Graduates
306 Peach Orchard Road
Waterbury, CT 06706-2834
Contact: Debi Schatzle-Baker, CSA Rep.
Phone: 203.575.0696
Fax: 203.753.2679
Email: DebiSB@aol.com
Charter Year: 1996
Program Application: 4
Senior: 4
Specialists: 4
Students Served: 320
Class of 2005-06: 145
Class of 2004-05: 175
2005-06 Budget: $272,000

Jobs for Delaware Graduates, Inc.
381 West North Street
Dover, DE 19904
Phone: 302.734.9341
Fax: 302.734.4912
Email: suelee@jobsdegrads.org
Website: www.jobsdegrads.org
Charter Year: 1979
Program Application: 35
Multi-Year: 30
Dropout Recovery: 5
Specialists: 35
Students Served: 2,047
Class of 2005-06: 1,559
Class of 2004-05: 488
2005-06 Budget: $2,803,803

Jobs for Florida’s Graduates
Jobs for Florida’s Graduates, Inc.
2141 Loch Rane Blvd., Suite 107
Orange Park, FL 32073
Contact: Heather Beaven, CSA Rep.
Phone: 904.213.3800 x1009
Email: heathermbeaven@hotmail.com
Charter Year: 1998
Program Applications: 3
Senior: 22
Multi-Year: 13
Specialists: 36
Students Served: 2,400
Class of 2005-06: 1,327
Class of 2004-05: 1,073
2005-06 Budget: $2,393,814

Jobs for Georgia’s Graduates
151 Ellis Street, Suite 100
Atlanta, GA 30305
Contact: Nedra M. Wakefield, CSA Rep.
Phone: 404.656.5567
Fax: 404.463.0596
Email: Nedra.wakefield@dol.state.ga.us
Website: www.dol.state.ga.us
Charter Year: 1987
Program Applications: 35
Senior: 22
Multi-Year: 13
Specialists: 36
Students Served: 2,400
Class of 2005-06: 1,327
Class of 2004-05: 1,073
2005-06 Budget: $2,393,814

Jobs for Georgia’s Graduates (JGG) is a school-to-work transition program designed to provide high school students with pre-employment training, work skills, motivational activities, and job development services. The program is a partnership with local schools, businesses, communities, and the Georgia Department of Labor.

Jobs for Connecticut Graduates mission is to enable students to achieve academic, career, personal and social success.
JAG-State Organizations

Jobs for Illinois Graduates, Inc.
500 W. Monroe, Suite 2NW
Springfield, IL 62704
Contact: Michelle Trueblood, CSA Rep.
Phone: 217.523.6996
Fax: 217.523.6998
Email: mtrueblood@jilginc.org
Charter Year: 1996
Program Application: 55
Senior 38
Multi-Year 17
Specialists: 55
Students Served: 1,998
Class of 2005-06 1,908
Class of 2004-05 90
2005-06 Budget: $4,000,000

Jobs for Illinois Graduates, Inc. (JILG) is designed to help Illinois' young people at risk for underemployment and unemployment make the transition from school to work.

Iowa-Jobs for America's Graduates, Inc. (I-JAG)
Grimes State Office Building
2nd Floor
Des Moines, IA 50319
Contact: Laurie C. Phelan, CSA Rep.
Phone: 515.242.5611
Fax: 515.242.6111
Email: laurie.phelan@iowa.gov
Website: www.i-jag.net/
Charter Year: 1999
Program Application: 17
Senior 2
Multi-Year 15
Specialists: 17
Students Served: 796
Class of 2005-06 568
Class of 2004-05 228
2005-06 Budget: $1,148,937

Iowa-Jobs for America's Graduates, Inc. (I-JAG) provides an effective strategy to strengthen the secondary education system by serving youth needing additional assistance in completing a secondary education, pursuing a postsecondary education or training, and/or entering the workforce in a quality job leading to a career.

Jobs for Kentucky Graduates
Multi-Year & Middle School Programs
Kentucky Department of Education
Career & Technical Education
500 Mero Street
2109 Capitol Plaza Tower, 21st Floor
Frankfort, KY 40601
Contact: Dave Clusky, CSA Rep.
Phone: 502.564.3472
Website: www.education.ky.gov (Search: JKG)
Fax: 502.564.6952
Email: dave.clusky@education.ky.gov
Dropout Recovery Programs
Kentucky Department of Training and Re-employment
275 East Main Street, MS 2 CA
Frankfort, KY 40601
Contact: Patricia O. Dudgeon
DOR-Youth Coordinator
Phone: 502.564.3560
Fax: 502.564.8974
Email: PatriciaO.Dudgeon@ky.gov
Charter Year: 1993
Program Applications: 34
Multi-Year 30
Dropout Recovery 4
Specialists: 32
Students Served: 1,319
Class of 2005-06 771
Class of 2004-05 548
2005-06 Budget: $750,000

Jobs for Kentucky Graduates (JKG), a dropout-prevention, school-based program for disadvantaged and at-risk youth, is committed to helping students attain a high school diploma and/or a postsecondary education or training leading to a career.
**JAG - Louisiana**
Family, Career & Technical Education
Mailing Address:
P.O. Box 94064
Baton Rouge, LA 70804
Physical Address:
1201 N. Third Street, Room 4-270
Baton Rouge, LA 70802
Contact: Carol Borskey, CSA Rep.
Phone: 225.342.3346
Fax: 225.219.4439
Email: Carol.Borskey@la.gov
Charter Year: 1995
Program Applications: 31
Senior 6
Dropout Recovery 12
Middle School 1
Other: Pre-GED 12
Specialists: 34
Students Served: 847
Class of 2005-06 620
Class of 2004-05 227
2005-06 Budget: $ 1,150,000

Our mission is to deliver a unique set of services to at-risk and disadvantaged youth in high school, including 12 months of post-graduation, follow-up services, which will result in the graduate's pursuit of a postsecondary education and/or entering the workforce in a quality job leading to a career.

**Jobs for Maine's Graduates, Inc.**
337 Maine Avenue
Farmingdale, ME 04344
Contact: Craig Larrabee, CSA Rep.
Phone: 207.582.0924
Fax: 207.582.0938
Email: clarrabee@jmg.org
Charter Year: 1988
Program Applications: 51
Senior 2
Multi-Year 30
Dropout Recovery 3
Middle School 16
Specialists: 51
Students Served: 2,400
Class of 2005-06: 1,800
Class of 2004-05: 600
2005-06 Budget: $3,274,785

Our vision is to be a champion for all Maine students who face barriers to education, and to guide each one on to a successful path to a brighter future. We understand that our Maine communities are a reflection of what we commit and contribute to our youth. The overall impact of JMG is far reaching, moving beyond our classrooms – to shape the future of our students, our schools, our communities, our emerging workforce, and the entire state of Maine.

"In July 2005, Pete Thibodeau, an early champion of the JAG Model and instrumental in launching Jobs for Maine’s Graduates, moved from JMG President to a part-time consulting relationship. During his tenure with JMG, Pete is credited with countless innovations including: Project Reach Middle School Program, ACE homeless youth program, adjudicated youth program, JAG Northeast Center for Excellence, Chief Executive Officer Training, and an avid supporter of the value of a data management system to provide decision-makers with on-demand information and data. Pete will be missed but never forgotten because of his many contributions to the JAG Family."

**Jobs for Bay State Graduates, Inc.**
(Massachusetts)
75 Federal Street, 20th Floor
Boston, MA 02110
Contact: Mary Connelly, CSA Rep.
Phone: 617.574.7300
Fax: 617.574.7305
Email: jbsg@worldnet.att.net
Charter Year: 1981
Program Application: 17
Senior 12
Multi-Year 5
Specialists: 17
Students Served: 1,754
Class of 2005-06: 1,257
Class of 2004-05: 497
2005-06 Budget: $1,360,141

Jobs for Bay State Graduates, Inc. is committed to provide students with the tools necessary to stay and succeed in school, obtain a high school diploma, and find gainful employment upon graduation from high school.
Jobs for Minnesota’s Graduates
11275 96th Ave. N.
Maple Grove, MN 55369
Contact: Sharon Peters-Harden, CSA Rep.
Phone: 763.416.2990
Fax: 763.420.4653
Email: spetersharden@nws.k12.mn.us
Website: www.nws.k12.mn.us/jobsmn.html
Charter Year: 2000
Program Application: 14
Senior 7
Multi-Year 7
Specialists: 7
Students Served: 419
Class of 2005-06 217
Class of 2004-05 202
2005-06 Budget: $500,000

Jobs for Minnesota Graduates (JMG) is offered through the Northwest Suburban Integration School District and works with students in grades 9-12. The JMG program assists students with barriers that may prevent them from being successful in school as well as a 12-month follow-up period post-graduation. Our program helps students stay in school, complete and obtain a high school diploma, secure a quality entry level job leading to a career, and/or pursue a postsecondary education.

Jobs for Missouri Graduates
Division of Workforce Development
421 East Dunkin
Jefferson City, MO 65102
Contact: Pat Thompson-McBride, CSA Rep.
Phone: 572.526.8250
Fax: 572.751.6785
Email: pat.thompson-mcbride@ded.mo.gov
Website: www.mo.gov
Charter Year: 2005
Program Application: 23
Senior 7
Multi-Year 16
Specialists: 23
Students Served: 519
Class of 2005-06 519
Class of 2004-05 519
2005-06 Budget: $1,431,000

Jobs for Missouri Graduates (JMG), a research-based, dropout prevention program, is designed to help high school students who are identified as at risk of leaving school prior to graduation. JMG is a cooperative partnership involving the Urban League of Metropolitan St. Louis, Missouri Department of Economic Development, Division of Workforce Development, and Jobs for America’s Graduates.

Jobs for Mississippi Graduates, Inc.
6055 Ridgewood Road, Suite A
Jackson, MS 39211
Phone: 601.978.1711
Fax: 601.678.3232
Email: jmcentral@aol.com
Website: www.jmgms.org
Charter Year: 1990
Program Application: 40
Senior 5
Multi-Year 35
Specialists: 40
Students Served: 1,777
Class of 2005-06 1,195
Class of 2004-05 581
2005-06 Budget: $2,404,000

The goal of Mississippi’s School-to-Careers Initiative is to bring all stakeholders together to bridge the gap between K-12 schools, postsecondary education, and job/career placement.
Jobs for Montana’s Graduates, Inc.
1327 Lockey, P.O. Box 1728
Helena, MT 59624
Contact: Drea Brown, CSA Rep.
Phone: 406.444.0978
Fax: 406.444.3037
Email: dbrown@mt.gov
Website: http://jsd.dli.state.mt.us/service/jmg.asp
Charter Year: 1990
Program Applications: 40
Senior 2
Multi-Year 36
Dropout Recovery 2
Specialists: 41
Students Served: 1,128
Class of 2005-06 818
Class of 2004-05 310
2005-06 Budget: $518,542
The ultimate objective of Jobs for Montana’s Graduates (JMG) is for students to secure a quality job and/or postsecondary education, leading to a meaningful career. JMG believes the best way to achieve this objective is to keep students in school through graduation and improve their rate of success by acquiring employability competencies before leaving high school.

Jobs for New Hampshire’s Graduates, Inc.
722 East Industrial Park Dr., Suite 7
Manchester, NH 03109
Contact: Priscilla Parisien, CSA Rep.
Phone: 603.647.2300
Fax: 603.668.1627
Email: pparisien@jnhg.org
Website: www.jnhg.org
Charter Year: 1987
Program Applications: 17
Multi-Year 12
Dropout Recovery 5
Specialists: 17
Students Served: 697
Class of 2005-06 503
Class of 2004-05 195
2005-06 Budget: $1,743,312
The Mission of JNHG is to affect positive change in the lives of young people, by raising awareness of the future, increasing leadership skills that promote educational success, and developing conscious personals and career choices through collaboration with parents, schools, employers and community organizations.

Jobs for New Mexico Graduates
Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501
Contact: Dwayne Lehman, CSA Rep.
Phone: 505.827.6664
Fax: 505.827.4041
Email: dwayne.lehman@state.nm.us
Website: http://jnjmg.org
Charter Year: 2003
Program Applications: 11
Multi-Year 11
Specialists: 11
Students Served: 380
Class of 2005-06 258
Class of 2004-05 122
2005-06 Budget: $608,447
Jobs for New Mexico Graduates (JNMG) is supported by corporate and foundation contributions, public sector grants and participating school funds; creates business, industry and education partnerships committed to achieve the JAG mission.

Lorelee Robinson retired in July 2005 after 30 years with the Montana Department of Labor and 15 years with Jobs for Montana’s Graduates. JMG serves students in 43 high schools across the state including Indian reservations. In her new role, Lorelee is the Executive Director of the Jobs for Montana’s Graduates Foundation by raising funds to expand the program into the state’s middle schools. Lorelee’s enthusiasm and love of life has been an inspiration to the JAG Family.
**Jobs for South Carolina Graduates**

PO Box 773  
1614-B Taylor Street  
Columbia, SC 29201  
Contact: Myra Cunningham, CSA Rep.  
Phone: 803.254.3113 x14  
Fax: 803.254.5377  
Email: myra@cissc.org  
Website: www.cisnet.org/cissc  
Charter Year: 2005  
Program Applications: 14  
Multi-Year 14  
Specialists: 14  
Students Served: 512  
Class of 2005-06 512  
2005-06 Budget: $840,000  

Jobs for South Carolina Graduates, a research-based program, is designed to help students identified as at risk of leaving school without a high school diploma. JSCG is a cooperative venture involving the Governor’s Office, South Carolina Commerce Department, South Carolina Department of Education, South Carolina Chamber of Commerce and Communities in Schools of South Carolina.

**Jobs for Tennessee Graduates**

Tennessee Department of Education  
Career and Workforce Services  
Division of Career-Tech Education  
599 Oak Ridge Turnpike, Suite B  
Oak Ridge, TN 37830  
Contact: Betsy Houston, CSA Rep.  
Phone: 865.483.7474 x107  
Fax: 865.483.9209  
Email: betsy.houston@state.tn.us  
Website: www.state.tn.us/education/vejtghm.htm  
Charter Year: 1981  
Program Application: 37  
Senior 37  
Multi-Year 4 (Pilots)  
Specialists: 33  
Students Served: 1,835  
Class of 2005-06 954  
Class of 2004-05 881  
2005-06 Budget: $1,224,900  

To establish a statewide senior program in Tennessee's high schools that promotes graduation and the implementation of the JAG model curriculum for at-risk youth. The twelve-month follow-up services post graduation will result in quality employment and/or postsecondary education. This model is unique in Tennessee as no other high school program mandates a one-year tracking process for graduates.
Jobs for Wisconsin Graduates
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, WI 53208
Contact: Ray Yankus, CSA Rep.
Phone: 414.475.8391
Fax: 414.475.8250
Email: yankusjr@mail.milwaukee.k12.wi.us
Website:
www.dwd.state.wi.us/GWBLB/stw_JWG.htm
Charter Year: 1998
Program Application: 3
Senior 3
Specialists: 3
Students Served: 180
Class of 2005-06: 94
Class of 2004-05: 86
2005-06 Budget: $285,000

Jobs for Wisconsin Graduates (JWG) is a program with one simple, but important goal: helping students find success through education and employment.

Jobs for West Virginia's Graduates, Inc.
2001/2 Seventh Avenue
South Charleston, WV 25303
Contact: Elaine (Lyman) Midkiff, CSA Rep.
Phone: 304.744.9883
Fax: 304.744.9787
Email: elyman@jwvg.org
Website: www.jwvg.org
Charter Year: 1997
Program Applications: 10
Senior 1
Multi-Year 9
Specialists: 10
Students Served: 1,079
Class of 2005-06: 400
Class of 2004-05: 679
2005-06 Budget: $375,000

Jobs for West Virginia's Graduates, Inc. (JWVG) is a private non-profit corporation that serves public high school students. The program provides personalized services for targeted at-risk West Virginia youth to advocate their completion of high school while preparing them for post-secondary opportunities. Its four-fold approach to mission attainment utilizing JAG's model of student identification, preparation and motivation, placement and follow-along services has enabled JWVG to successfully serve over 9,000 students since its inception in 1997.

Jobs for Virginia Graduates, Inc.
3329 Dawn Circle
Roanoke, VA 24108-3811
Contact: R. Barry Glenn, CSA Rep.
Phone: 804.513.1931
Fax: 540.772.0017
Email: rbglenn@cox.net
Charter Year: 1996
Program Applications: 21
Senior 16
Dropout Recovery 5
Specialists: 23
Students Served: 1,427
Class of 2005-06: 865
Class of 2004-05: 562
2005-06 Budget: $1,519,000

Jobs for Virginia Graduates (JVG) is proud of achieving its mission to assist at-risk youth across the Commonwealth to graduate from high school and secure and maintain career-based employment upon graduation. JVG has made a significant impact on the lives of thousands of students, maintaining a consistent record of achieving or surpassing JAG’s five core performance standards.
When I think back to my years as a student at Hope High School, I remember the fun I had playing the guitar in a rock band we formed, being active in the Student Council, serving as Boys State governor, and much more. I was fortunate that high school was a time to dream big dreams, try new things and plan for the future. Unfortunately, for too many young Arkansans, high school isn’t about opportunities. It’s about obstacles. For thousands of our state’s students, the harsh reality of their lives eclipses any dreams they might have about the future. One of the many privileges I’ve enjoyed as governor is serving on the national board of Jobs for America’s Graduates, which is known as JAG. This program focuses on the high school students who too often are lost in the cracks of our public school system. These are the students who face academic barriers, who are forced to shoulder family responsibilities at a young age or who lack the positive support system needed to stay in school. Faced with such obstacles, it’s too easy for these students to give up. It’s natural for them to ask, "What’s the use?"

We simply can’t afford to let these students give up on themselves or their futures. Arkansans need to do everything we can to empower them to become productive, self-respecting adults. We must help them understand that the first step is getting their high school diploma. Hopefully, many of them will then move on to higher education. By partnering with employers and teaching hands-on skills that tie into the academic core, JAG helps these students stay in school and then make the transition from high school to college or a meaningful job.

What sets the JAG program apart from other education programs is the relationship it builds between students and their teachers. For another JAG student at Bald Knob, school seemed like an obstacle to the future. Unfortunately, for too many young Arkansans, high school isn’t about opportunities. It’s about obstacles. For thousands of our state’s students, the harsh reality of their lives eclipses any dreams they might have about the future. One of the many privileges I’ve enjoyed as governor is serving on the national board of Jobs for America’s Graduates, which is known as JAG. This program focuses on the high school students who too often are lost in the cracks of our public school system. These are the students who face academic barriers, who are forced to shoulder family responsibilities at a young age or who lack the positive support system needed to stay in school. Faced with such obstacles, it’s too easy for these students to give up. It’s natural for them to ask, "What’s the use?"

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JAG’s successes in Arkansas are stories of hope. They’re also lessons in bravery and perseverance. I would like to share a few of them with you. Hannah hated school, and her attendance showed it. When she became pregnant at the end of her junior year of high school, she had the excuse she needed to drop out. She told herself there was simply no point in staying in school. She needed to work so she could support her baby. But Sherrie Jones, the JAG teacher at Springdale High School, wasn’t about to give up on Hannah. She helped Hannah understand that both her future and the future of her daughter would be much brighter if she finished school. Because of Sherrie’s efforts, Hannah returned to school her senior year. Her positive, can-do attitude became an inspiration to other young mothers and expectant mothers in the program. After graduation, Hannah worked at a daycare center so she could be with her daughter while earning money for college. She recently was recognized as Arkansas’ outstanding JAG graduate. Hannah is now at Northwest Technical Institute in Springdale preparing to become a surgical technician.

For another JAG student at Bald Knob, school seemed like an obstacle to the survival of his family. In addition to attending class, this student had to earn enough money to support his mother and younger brother. There would have been more food on the table and life would have been easier for his family if he could have worked full time rather than having to schedule work around classes. When the burden became too heavy, his JAG teacher, Debbie Anselmi, was there to encourage him to look to the long-term rather than settling for those short-term benefits. He hung in there and graduated. He’s now serving our country as a Marine. When he was deployed to Iraq, he received care packages and notes of encouragement from Debbie and her JAG students. Both Sherrie and Debbie were recognized nationally for their commitment and dedication to their JAG students. But these teachers aren’t in it for awards. It’s all about the students. Those students are the true heroes in their classrooms. Sherrie says, "When you spend that much time together with someone, you don’t want to lose them. They become almost like family." Every day, Sherrie, Debbie and the other JAG specialists across Arkansas rescue those students who are falling through the cracks.