SUCCESS Against the Odds!
“SUCCESS AGAINST THE ODDS!”

Jobs for America’s Graduates (JAG) is a national state-based 501(c)(3) organization dedicated to preventing dropouts and securing job and college success for young people who possess a multitude of barriers to success to be eligible for JAG Program services. Since 1980, JAG has delivered consistent, compelling results – helping nearly 950,000 young people to stay in school through graduation (or completion of a GED), pursue a postsecondary education and/or secure quality employment that leads to career advancement opportunities. This Annual Report is dedicated to the students served by the nearly 900 highly professional and well-trained JAG Specialists who work tirelessly, creatively and persistently to identify the right young people with barriers to academic, personal and/or career success; deliver engaging and effective outcomes-based JAG Model services; and, achieve extraordinary “success against the odds!” JAG is a life-changing experience for those fortunate to be selected in a program that is customized to fit the needs of its participants.
Jobs for America’s Graduates (JAG) is a national non-profit organization with a 32-year proven model to cost effectively prevent school dropouts among young people facing challenges of staying in school through graduation, securing a job, and pursuing a postsecondary education that leads to career advancement opportunities.

The JAG Board of Directors, guided over the past 32 years by outstanding leaders, is committed to resolving our nation’s dropout and youth unemployment problems by expanding the number of JAG State Organizations and local schools serving those young people with the greatest barriers to academic achievement and/or employment success.

Nearly 900 school-based Specialists are provided the tools and motivation to implement proven, innovative and student-focused JAG Model programs that deliver a unique set of services that foster successful graduation and entrance into the workforce and/or the pursuit of a postsecondary education.

What distinguishes JAG from other in-school and out-of-school programs operating in middle schools, high schools, community colleges, and community-based organizations?

| 1. | Unique, innovative programs in 33 states that meet the needs of high-risk students, high expectations of employers and demanding academic and societal metrics serving more than 43,000 deserving youth annually in nearly 900 in-school and out-of-school programs. |
| 2. | A track record of dramatic, consistent outcomes, cost-effectively achieved including 90 percent plus graduation rates for over three decades. |
| 3. | A cost-saving solution to costly social problems by students repaying the cost of the program in fourteen months post-graduation in taxes alone. |
| 4. | High caliber national and state leadership teams supported by a modest national operating budget of two million dollars that leverages a $55 million investment at the state and local levels. |
| 5. | National in scope, crafted for scalability by meeting local needs. |
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 find and keep jobs. To signal the importance of the non-profit to Delaware, a group of policymakers, educators, employers, and senior public and private leaders were invited to serve on the board by Governor Pete du Pont who was elected Chairman of the Jobs for Delaware Graduates (JDG) Board of Directors. The success of the 8-high school pilot prompted the eventual expansion of JDG to all high schools in Delaware.

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 George H.W. Bush, former Vice-President Walter Mondale and five state governors.

The Board’s first decision was to approve a 5-7 year research and demonstration project supported with funds from the U.S. Department of Labor and three national foundations—Rockefeller, Ford and Mott. 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.

In 1986, at the request of school leaders, the Board of Directors expanded the Senior Program Application of the JAG Model to include a proactive, dropout prevention serving non-senior students in grades 9 to 11. That decision was based on the need to deliver services at an earlier age to prevent students from dropping out of school before graduation.

JAG also launched the first test of the JAG Model in the United Kingdom called Compact Plus Clubs. In 2012, the Compact Plus Clubs are called “xI clubs” and provide a personal development program aimed at young people aged 13-19 at risk of underachievement or exclusion from school. Prince’s Trust xI clubs are led by an existing member of staff in the school or center, called an Adviser. There are over 900 clubs in over 600 schools and centers across the UK. Eighty-eight percent of participants have gone into further education, work or training upon completion of the program.

In 1990, JAG formalized the Multi-Year Program Application of the JAG Model to serve those who had left or were at-risk of leaving the education system before graduation. This application has been applied as a dropout prevention and dropout recovery program in comprehensive high schools, alternative education schools, adult education/GED programs, career and technical centers and community colleges.

In 2000, JAG programs informed public policy as JAG sought 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, academic and economic barriers to success, and as a result, improve their educational and employment 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.
Milestones and Leadership

2001 – 2002
In 2001, the U.S. Congress approved an Earmark Grant to Jobs for America’s Graduates in the amount of $740,000. The grant was used to invest in JAG Model infrastructure development.
In 2002, the Congress approved a second Earmark Grant for one million dollars for growth and development of the JAG Model.

2003 – 2004
In 2003, Congress approved a third Earmark Grant in the amount of one million dollars and was successfully completed by January 31, 2005.
In 2004, the JAG Board of Directors launched a strategic planning process led by Board member Cathy McKee to develop a five-year plan.
In 2004, JAG was highlighted in Assistant Secretary of Labor Emily DeRocco’s “New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act.”

2005 – 2006
In 2005, the U.S. Congress approved an Earmark Grant for JAG in the amount of one million dollars and was successfully completed by December 31, 2006.
In 2005, the JAG Board of Directors approved the 2006-2010 Strategic Plan focused on expanding the value to younger students and to state policy leaders.

2006 – 2007
In 2006, the U.S. Department of Labor awarded a grant in the amount of one million dollars to test the Out-of-School Program Application of the JAG Model in three locations in Ohio, Florida, and Louisiana.
In 2007, JAG launched the Middle School Program Application of the JAG Model in seven states and 45 middle schools. Jobs for Maine’s Graduates tested the Middle School Program for seven years prior to rolling out the Middle School Program to the National Network.
In 2007, seventeen state legislatures invested in JAG Model Programs.

2008 – 2010
In 2008, President Obama’s Cabinet was drew from the leadership of the JAG Board of Directors including:
• U.S. Secretary of Agriculture Tom Vilsack
• U.S. Secretary of Education Arne Duncan
• U.S. Secretary of Homeland Security Janet Napolitano
In addition, Secretary of the Navy Ray Mabus was the founder of Jobs for Mississippi Graduates in 1990 during his service as Governor.
In 2009 and 2010, JAG launched the JAG Model in four new states and a U.S. territory—North Dakota, South Dakota, Virgin Islands, and Washington.

2011 – 2012
In 2012, the Class of 2011 achieved a 94 percent graduation rate and a 22-year graduation rate average of 91 percent.
In 2012, Nevada joined the JAG National Network by piloting the JAG Model in seven schools in northern and southern Nevada with the expectation to grow to 50 programs by 2014.
In 2012, JAG builds on current partnerships and develops new ones in areas of highest priority with the Walmart Foundation, McDonald’s, HR Policy Association, Archer Daniels Midland Company, MAXIMUS, AT&T Foundation, Delta Regional Authority, Regions Bank, Bureau of Indian Education, National Urban League and the Asian Pacific American Institute for Congressional Studies.
Dear Friends of Jobs for America’s Graduates:

It is my special pleasure as Chairman of the Board of Directors of JAG to join in presenting this Annual Report of our work in the 2011-2012 school year.

At a time of the highest unemployment rate for teenagers in American history, the toughest and most rigorous graduation standards in history – which JAG strongly supports – and the enormous impact of the recession, especially among at-risk families, the results for the Class of 2011 were simply remarkable.

This is the year when the 33 JAG state organizations, schools, staff, and most impressively, the young people and their families, dealt with a particularly wide array of challenges – and mastered them – against the odds! The results that are described in the 2012 Annual Report could not have been accomplished without the help of so many. This includes the thousands of employers who sustained their commitments to hiring our graduates, based on our graduates’ proven ability to meet and exceed employers’ expectations. Governors, state legislators, chief state school officers, leaders of state departments of labor, and hundreds of local school and community officials came together to help ensure – again, against the odds – that most of our schools were able to continue the next school year. Under the leadership of Governors Bobby Jindal, Mitch Daniels, and Mike Beebe, in Louisiana, Indiana and Arkansas, substantial JAG expansions occurred as well as in my state of Delaware.

The story of “America coming back” is told by the results - individual success stories of young people within the overall success of the JAG state organizations, and the extraordinary staff members who support them. Our young people are determined to succeed and they have the decisive support of many leaders in communities, states and the country.

In 2013, we urgently need the continued support of those who have been involved with JAG during our past 32 years of service to young people with extraordinary barriers to success!

We are grateful for those who wish to help as we extend our reach to our newest states including New Jersey and South Dakota, and expand our reach in the 33 states where we operated in 2011-2012.

To all of those who made this great success story possible, please know you have the genuine appreciation of the more than 43,000 young people who benefitted from JAG in the Class of 2011-2012.

Sincerely,

Jack A. Markell
Governor of Delaware
Chairman, JAG Board of Directors
Dear Friends and Supporters:

In my role as Vice Chair of the Board, it is a pleasure to present this 2012 Annual Report of Jobs for America’s Graduates. It is an honor to be associated with an inspiring organization that serves young people who need, want and can profit from our unique program model.

In Arkansas, we have seen the consistently positive results of the JAG program across 70 schools over the years. Because of the success in our 45 high schools, we expanded JAG to 25 of our alternative-learning facilities. During my second term, we are working diligently to achieve even greater impact across our state.

This is a time of enormous challenge for state and local governments, times that require making tough and demanding choices. Resources are limited, and the needs are enormous. However, making these choices is what we, who are in public office, were elected to do. In Arkansas, we chose to continue our investments and will increase these investments in Jobs for Arkansas Graduates, as one of the best uses of our limited resources.

As you review the impressive Board of Directors of the national organization, you will note that some of America’s most conscientious and concerned companies support the organization and the young people of JAG. We are all proud to be in such good company. I am always amazed at the stories of the young people and the nearly insurmountable barriers they have been able to overcome with the help of their Specialists and their communities.

Please know how grateful all of us at the national level are for the confidence and support of our Boards of Directors, staff, public-and-private-sector funders and the schools. We feel an enormous sense of responsibility to assure success for the investment that our young people are making with their hopes, dreams and selection of JAG as the best opportunity for their futures. The results within this report suggest that they invested correctly.

Sincerely,

Mike Beebe
Governor of Arkansas
Vice Chairman, JAG Board of Directors
Dear Friends:

It is my great pleasure to join with Governors Markell and Beebe and our Board of Directors in demonstrating how Jobs for America’s Graduates, working with both the public and private sectors, is achieving so much especially with limited resources.

JAG-Indiana has been one of our best success stories, facilitating extraordinary high school graduation rates as well as employment and college success rates year after year. In 2012-2013, Indiana hopes to expand our program to more than one hundred schools because of its record of success.

Jobs for America’s Graduates is a sterling example of bipartisanship. Leaders from both parties at the national, state and local levels have come together with the private sector to fashion a sustained and compelling success for 32 years in a row.

Let me especially commend those at the frontline of our organization in the schools – the JAG Specialists – who are serving young people in nearly 900 facilities across the country. They deliver hope to our young people who are most in need of academic and career support.

Please join me in supporting the efforts of our JAG State Organizations so that we may continue to provide educational and vocational opportunities for our young people.

Sincerely,

Governor Mitchell E. Daniels
State of Indiana
Vice Chairman, JAG Board of Directors
To Wonderful Friends and Supporters of Jobs for America’s Graduates:

2011-2012 was the school year that our organization was most seriously tested at national, state and local levels. The severe impact of the recession on so many of the families of our young people was compounded by sharply reduced governmental funding to finance the mission and operations of the organization. It was also a time of the highest unemployment rate among teenagers in American history and ever-toughening high school graduation standards, which JAG enthusiastically supports.

This 2012 report highlights a range of evidence on the resiliency of the organization and how focused and determined our young people are to succeed. Some of the best results in our history occurred at a time of severe challenges:

• **94 percent** graduation rates across our 33-state National Network.
• Better than **87 percent** full-time placement rate (twelve months after leaving school, in combinations of work and college).
• An impressive **47 percent** enrollment in postsecondary institutions.

**Other Major Developments**

• Renewed commitments of generous support for our work from some of America’s best-known companies are highlighted in this report.

• The greatest level of private sector support in our history, as companies, individuals, and organizations stepped forward to provide matching funds due to a reduction in government resources to sustain our operations in nearly 900 schools.

• Despite deep and pervasive federal, state, and local budget cuts, the responsiveness of government officials and private sector, school, and workforce leaders allowed the JAG 33-state National Network to have as many schools in place when the new school year started as we had the year before – truly “against the odds!”

In short, the 2012 Annual Report is filled with the hopes and successes of 43,153 deserving young people and those at the front line of JAG working with students, along with the inevitable challenges and losses of some schools due to ongoing budget cuts.

Most of all, it is a story of “the village of Jobs for America’s Graduates” that came together to support the determination of our young people to succeed across the hundreds of communities served by the JAG organizations.

We and the young people we serve are and will be forever grateful for your support and confidence.

Kenneth M. Smith
President and Chief Executive Officer
“This is what our country needs right now, enough talk, enough disagreement, enough rhetoric. Let’s put it into action and JAG has shown over 30 years what it means, what it knows about how to put young people to work so they get on a path to be successful in life.”
–Governor Jack Markell, Delaware

“General Electric (GE) has had a very long history with JAG. I believe we’ve been supporting JAG for about 25-30 years. I would like to see Jobs for America’s Graduates in every single school in the country…..”
–Larry Caruso, Manager, Corporate Human Resources, General Electric Co.

“You want a program that has data to back up its success, its efficiency and low cost per student to deliver. And, it’s got to be JAG every time. Even if you look at the amount of money per student JAG takes to implement a program, the data is showing with their tremendous success rates in graduation and employment rates after JAG, all of those funds are recouped by the state economy in fourteen months because they are working and paying taxes on what they earn.”
–Roger Sampson, President, Education Commission of the States

“As a result of JAG, we have even started an internship program where I reach out to some of the kids and give them opportunities within my office to learn about what they do with public relations. What happens if you are a photographer. How we lobby our Senate. Those are some of the examples that add a certain reality as to why you have to look at education, why you have to get more involved.”
–Governor John de Jongh, Jr., Virgin Islands

“This program has been phenomenal in Mississippi. The success rate is out of this world—90 percent of the kids involved in Jobs for Mississippi Graduates graduate on time. So you are talking about a success rate that is 50 percent higher than the average student and this is taking kids into the Jobs for Mississippi Graduates program who are at-risk kids. That’s why we are so proud of it, they do such a great job—great results!”
–Governor Haley Barbour, Mississippi

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JAG has shown over 32 years what it means, what it knows about how to put young people to work so they get on a path to be successful in life.

Watch the Voices of JAG (10-minute video): http://www.youtube.com/watch?v=JSN-95H9kx0
and the Voices of JAG (3-minute video) http://www.youtube.com/watch?v=SP-vP8kCto
**JAG National Network**

1. Alabama  
2. Arizona  
3. Arkansas  
4. California  
5. Delaware  
6. District of Columbia  
7. Florida  
8. Georgia  
9. Indiana  
10. Iowa  
11. Kentucky  
12. Louisiana  
13. Maine  
14. Massachusetts  
15. Michigan  
16. Minnesota  
17. Mississippi  
18. Missouri  
19. Montana  
20. Nevada  
21. New Hampshire  
22. New Jersey  
23. New Mexico  
24. Ohio  
25. Pennsylvania  
26. South Carolina  
27. South Dakota  
28. Tennessee  
29. Virgin Islands  
30. Virginia  
31. Washington  
32. West Virginia  
33. Wisconsin

**JAG Network Factoids**

- **Number of States:** 33
- **Total Number of Local Programs:** 878
  - Middle School: 87
  - Multi-Year: 504
  - Alternative Education: 34
  - Senior: 171
  - Out-of-School: 51
  - College Success: 1
- **Total Participants Served:** 43,153
  - Middle School: 3,110
  - Multi-Year: 16,510
  - Alternative Education: 483
  - Senior: 5,467
  - Out-of-School: 1,436
  - College Success: 60
  - Follow-up: 16,087
- **Total State Organization Revenue:** $43,829,194
- **Average Cost per Participant:** $1,470
- **Total JAG National Revenue:** $3,579,282

*JAG served 43,153 eligible students!*
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. Nearly 950,000 young people have received JAG Model services from accredited JAG State Organizations and local programs across the JAG National Network since 1980.

The ultimate goal is for participants to receive a high school diploma (or GED if a diploma is not feasible), secure a quality entry-level job in the workforce, pursue a postsecondary education, and/or seek career advancement opportunities.

JAG Model Components

**Classroom Instruction.** A trained “JAG Specialist” provides individual and group instruction to 35-45 students carefully selected by an in-school advisory committee, comprised of faculty, administrators and counselors. JAG classes are scheduled during the school day for credit.

**Competency-Based Curriculums.** The JAG National Curriculum equips students with a minimum of 37 employability competencies and intensive career exploration and developmental opportunities. As many as 88 competencies may be completed for students enrolled in high school (grades 9-12).

**Adult Mentoring.** JAG Specialists provide individual attention to students to overcome barriers that prevent them from taking advantage of their high school education, completing requirements for a high school diploma and/or securing employment or pursuing a postsecondary education leading to a career after high school (or GED completion).

**Advisement and Support.** JAG Specialists provide advice and support as students make significant career and life decisions and serves as a “one-stop” connection for participants to access personal, psychological, and other youth services in the community.

**Summer Employment Training.** Job placement is provided during summer months as well as partnerships with summer youth employment programs to support year-long learning.

**Student-Led Leadership Development.** A highly motivational student-led organization—the JAG National Career Association—provides opportunities for students to develop, practice and refine their employability, leadership and teaming skills.

**Job and Postsecondary Education Placement Services.** Specialists identify entry-level job opportunities for graduates and assist graduates in the exploration of postsecondary education opportunities and help graduates navigate the financial aid enrollment process to pursue a degree.

**12-Month Follow-up Services.** JAG provides no less than twelve months of follow-up services and support to graduates for entry-level employment and/or postsecondary enrollment.

**Accountability System.** A comprehensive, internet-based tracking and reporting system that tracks vital information in three categories—students served, services delivered and outcomes achieved. JAG is an evidence-based organization that uses metrics to reward performance, identify best practices and for continuous improvement.

The JAG Model is cost-effective with an average cost of $1,470 per participant that can be recovered in taxes paid in only 14 months of full-time employment.

950,000

Nearly 950,000 young people have received JAG Model services from accredited JAG State Organizations and local programs across the JAG National Network since 1980.
JAG offers its state organizations and local programs a battery of six tested and proven program applications to serve students in middle school, high school, out-of-school, and college:

**Middle School Program Application—6th to 8th Graders**
The objectives include:
- Students will stay in school and successfully transition from the 8th to the 9th grade and graduate with a high school diploma.
- Students will improve their academic performance, school behavior, attendance, participation and self-esteem.
- Students will improve their skills in leading and being an effective member of a team.

**Multi-Year Program Application—9th to 12th Graders**
The focus of the Multi-Year Program is dropout prevention, graduation and to be career and college ready. Students who are likely to drop out of school before graduation are targeted in a dropout prevention program. Students in the Multi-Year Program normally possess more barriers to success (on average) than students in the Senior Program. The JAG National In-School Curriculum, consisting of 88 competency-based modules, provides 880 hours of classroom instruction over a 4-year period.

**Alternative Education Program —9th to 12th Graders**
Students in the Alternative Education Program possess serious barriers to success compared to those in the Multi-Year or Senior Year Programs. Performance outcomes are the same for all high school programs.

**Senior Program —12th Graders**
Students are targeted in the 12th grade because it is believed that they will be unable to overcome academic, economic, family or personal barriers in their final year of high school. The Senior Program focuses on graduation (first), then, a positive destination (job, postsecondary education and/or military). Specialists do not take credit for outcomes until successful completion of requirements for a high school diploma or a GED certificate.

**College Success Program —1st & 2nd Years**
The objectives include:
- connect students to a postsecondary education and careers after high school;
- enhance the collegiate experience of JAG graduates;
- encourage persistence in achieving academic goals; and,
- elevate career aspirations.

The only postsecondary JAG Model program is designed to increase the number of students enrolling and completing their academic and career goals and successfully transition from college into careers within their home state.

**Out-of-School Program —Dropout Recovery**
Young people (ages 15 to 21) who drop out of high school are served in the Out-of-School Program Application. The key components include:
- completion of a GED (or a high school diploma);
- mastering the competency-based employability curriculum;
- attaining occupational specific training (if available); and,
- achieving a positive destination, i.e., a quality job leading to career advancement opportunities or the pursuit of a post secondary education to enhance career advancement opportunities.

More information is available for the six program applications at the JAG website—www.jag.org or by emailing jag@jag.org.

JAG has delivered consistent, compelling results helping young people stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities.
**Characteristics**

<table>
<thead>
<tr>
<th>Number of Profiles</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5,548</td>
<td>20.5%</td>
</tr>
<tr>
<td>15,749</td>
<td>58.0%</td>
</tr>
<tr>
<td>1,096</td>
<td>4.0%</td>
</tr>
<tr>
<td>3,382</td>
<td>12.5%</td>
</tr>
<tr>
<td>1,368</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

The Multi-Year Program serves 58 percent of the participants in the Class of 2012 followed by the Senior Only Program with nearly 21 percent of those served. The Multi-Year Program has grown significantly the past few years by keeping students in high school through graduation then delivering 12 months of follow-up services to improve post-graduation destinations (employment and/or postsecondary enrollment). The Middle School Program has expanded significantly given the need to intervene with students at earlier grades (6th and 8th grades). The founding state (Jobs for Maine’s Graduates) reached down to the (6th to 8th grades). The greatest challenge in serving middle school students is identifying new funding sources to underwrite the cost of delivering services to 6th to 8th graders.

The Out-of-School Programs focus on dropout recovery and serve 5 percent of the National Network. Approximately 4 percent of students are served in Alternative School Programs.

**Demographic Characteristics**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Senior Programs</th>
<th>Multi-Year Programs</th>
<th>Alternative Education</th>
<th>Middle School Programs</th>
<th>Out-of-School Programs</th>
<th>Total Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>45.69%</td>
<td>48.21%</td>
<td>53.28%</td>
<td>54.05%</td>
<td>52.63%</td>
<td>48.85%</td>
</tr>
<tr>
<td>Non-Whites</td>
<td>54.36%</td>
<td>56.38%</td>
<td>43.32%</td>
<td>60.70%</td>
<td>59.28%</td>
<td>56.14%</td>
</tr>
</tbody>
</table>

**BARRIERS TO SUCCESS**

Upon entry into a JAG Model program, participants complete a Participant Profile that provides a considerable amount of demographic and barrier data for Specialists to use in developing an Individualized Barrier Removal Plan to help each participant to overcome and/or cope more effectively with barriers identified upon program entry. The Electronic National Data Management System (e-NDMS) tracks barrier removal for individual participants as well as providing management with an overall barrier removal percentage. A major component of the JAG Model is to identify and remove one or more of the thirty-five (35) barriers to success.

Some of the Barriers to Success cannot be impacted by the Specialist or the participant, however, the JAG Specialist can help participants learn to cope with barriers to academic, personal and employment success. JAG Specialists are conscientious in using e-NDMS to track barrier removal—individually and collectively—with the goal of helping participants gain the greatest value from JAG Model services delivered in the classroom, the Career Association, and the 12-month follow-up period.

The average barriers for the National Network vary significantly among the five middle and high school programs, including:

<table>
<thead>
<tr>
<th>Average Barriers</th>
<th>Senior Programs</th>
<th>Multi-Year Programs</th>
<th>Alternative Education</th>
<th>Middle School Programs</th>
<th>Out-of-School Programs</th>
<th>Network Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.92</td>
<td>7.15</td>
<td>7.86</td>
<td>6.49</td>
<td>8.31</td>
<td>6.90</td>
</tr>
</tbody>
</table>
There is no single barrier that qualifies a student to be selected by an in-school advisory committee (comprised of administrators, counselors, teachers and the JAG Specialist). A JAG student possesses multiple barriers that the Specialist must work diligently to remove and/or help the student to cope with barriers that cannot be removed.

<table>
<thead>
<tr>
<th>Selected Barriers to Success</th>
<th>Senior Programs</th>
<th>Multi-Year Programs</th>
<th>Alternative Education</th>
<th>Middle School Programs</th>
<th>Out-of-School Programs</th>
<th>Total Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free or Subsidized Lunch</td>
<td>68.78%</td>
<td>75.43%</td>
<td>64.87%</td>
<td>71.29%</td>
<td>56.87%</td>
<td>71.19%</td>
</tr>
<tr>
<td>Not Living with Both Parents</td>
<td>41.31%</td>
<td>41.37%</td>
<td>45.71%</td>
<td>44.44%</td>
<td>19.74%</td>
<td>40.82%</td>
</tr>
<tr>
<td>Low Academic Performance</td>
<td>31.36%</td>
<td>46.83%</td>
<td>62.50%</td>
<td>42.67%</td>
<td>53.87%</td>
<td>44.14%</td>
</tr>
<tr>
<td>Past Record of Excessive Absences</td>
<td>42.02%</td>
<td>42.85%</td>
<td>52.37%</td>
<td>32.73%</td>
<td>45.25%</td>
<td>41.92%</td>
</tr>
<tr>
<td>Needs Transportation</td>
<td>31.90%</td>
<td>39.59%</td>
<td>39.23%</td>
<td>28.50%</td>
<td>42.91%</td>
<td>36.79%</td>
</tr>
<tr>
<td>Special Education Certified</td>
<td>12.13%</td>
<td>12.93%</td>
<td>17.97%</td>
<td>17.71%</td>
<td>5.48%</td>
<td>13.19%</td>
</tr>
<tr>
<td>Lacks Motivation or Maturity</td>
<td>40.54%</td>
<td>54.31%</td>
<td>40.60%</td>
<td>62.21%</td>
<td>44.96%</td>
<td>51.46%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>62.83%</td>
<td>66.03%</td>
<td>52.46%</td>
<td>59.67%</td>
<td>67.84%</td>
<td>64.13%</td>
</tr>
<tr>
<td>Inadequate or No Work Experience</td>
<td>83.67%</td>
<td>87.43%</td>
<td>83.94%</td>
<td>74.96%</td>
<td>75.37%</td>
<td>84.36%</td>
</tr>
<tr>
<td>Lacks Marketable Skills in Demand</td>
<td>81.27%</td>
<td>84.44%</td>
<td>82.39%</td>
<td>65.26%</td>
<td>72.81%</td>
<td>80.74%</td>
</tr>
</tbody>
</table>
Electronic National Data Management System (e-NDMS)

TRACKING STUDENTS, SERVICES AND OUTCOMES

JAG Model programs capture critical data and information using a unique tracking system—the Electronic National Data Management System (e-NDMS). Jobs for America’s Graduates (JAG) is committed to tracking and documenting three major categories of critical information—students served, services delivered and outcomes achieved.

Benefits of Tracking Students, Services and Outcomes

The importance of a complete, accurate and timely database cannot be overstated. The national database (e-NDMS) provides the following benefits:

- Access to participant and school, state and national summary data that documents students served, services delivered and outcomes achieved.
- Identification of individual and state successes and areas where improvements are needed to achieve JAG’s process and performance goals.
- Improvement in the understanding of how best to work with youth with multiple barriers.
- Demonstration of the cost-effectiveness of intervening with students at-risk in school or out-of-school.
- Documentation of the network’s ability to:
  - decrease the dropout rate by targeting students in the 9th grade and staying with them through graduation;
  - increase the graduation rate by keeping students in school through graduation;
  - Increase the percentage of graduates enrolled in a postsecondary education; and,
  - increase the rate of employment among youth at greatest risk of staying unemployed.
- Documentation for funding sources, elected officials and public decision-makers.
- An ability to “helicopter above” to evaluate the program’s success in achieving the targeted outcomes. Ground level views make it difficult to see the big picture.
Research HIGHLIGHTS


Over the past decade, America has seen dramatic deterioration in the employment rates of its teens 16-19 and young adults (20-24). Between 2000 and 2010 among persons under the age 55 the younger an individual was, the more likely he or she experienced a decline in their employment rate. This was especially true for younger male teens. The nation’s teen employment rate in 2011 and 2012 had fallen to post-World War II lows, with only 26 to 27 percent of these teens holding a job in an average month.

In the summer of 2012, The Center for Labor Market Studies at Northeastern University completed an in-depth analysis of the youth employment situation and the impact JAG has had on job prospects for participants in the Senior Year Program. This report cited two key conclusions:

1. The youth labor market has “steadily collapsed” since 2000. The rate of overall youth employment to the teen population has fallen from 45% in 2000 to 26% in 2012 – a 42% drop, to the lowest point in post-World War II history. In 1989, the employment rate was 48.5%.

   In 2000, the share of employed, non-college-bound youth from the Class of 2000 was just under 70%. For the Class of 2011 it is only at 45% the lowest since the survey started in 1965.

   - In October 2011, the employment/population rates for these non-college-bound high school graduates ranged from a low of 32% among African Americans to a high of 48% among Caucasian youth.

   - Fewer than half of these employed, non-college-bound graduates were able to obtain a full-time job – yielding a full-time employment / population ratio of 21%.

   - Among the non-college bound population of high school graduates, only 25% of Caucasian, 24% of Hispanic, and 7% of African American youth were working full time.

2. The impact of Jobs for America’s Graduates Senior Year Programs on youth employment in the year following graduation from high school for the Class of 2011 has been quite positive. Among the key findings are the following:

   - The employment/population ratio in the Spring 2012 was 62% for all young people in JAG versus only 42% for their national comparison group.

     - 75% of Caucasian teens involved in JAG were able to secure jobs compared to 45% of their national counterparts for an increase of 30 percentage points.

     - 47% of African American teens involved in JAG were able to secure jobs compared to 31% for their comparison group peers, a 16 point improvement or about a 50% increase.

   - Nearly 60% of those JAG graduates not enrolled in college were employed full time in May 2012, compared to only 30% of their comparison group counterparts. Over three times the rate of teenagers in general who were working.

     - 68% of Caucasian JAG non-college enrolled graduates were employed full time versus only 31% of their comparison group.

     - 61% of Hispanic JAG non-college enrolled graduates were employed full time versus only 42% of their comparison group.

     - Nearly 48% of non-college enrolled African American JAG graduates were working full time versus only 17% of their comparison group peers.

Seized by the historic levels of youth joblessness, especially among low income, minority, and non-college bound youth the Board of Directors of Jobs for America’s Graduates has been and will be devoting a good deal of their policy focus and engagement to this issue. The Board members have committed themselves to encouraging Federal, state, and local policy makers, as well as those in the philanthropic community, to place a new priority and shift resources towards those strategies that have been proven to work in boosting sustained youth employment.
Dr. Andrew Sum, Director of the Center for Labor Market Studies, was the original architect of the standards of the JAG Model and since the early 80’s has prepared dozens of research papers designed to answer these key policy research questions for the nation’s recent high school graduates through an in-depth analysis of their college enrollment and labor market experiences. Dr. Sum placed a major emphasis on the labor market experiences of those high school graduates who did not go on to enroll in college in the first year after graduation from high school.
Competency-Based
CURRICULUM RESOURCES

The National High School Curriculum for the In-School Program Applications (Senior Year and Multi-Year) is comprised of 88 competency-based modules. The 88 competency-based modules provide 880 hours of content, activities, reading and math exercise, competency-based tests, and methodology. The Senior Year Program focuses on the 37 core competencies in the 12th Grade. The Multi-Year Program accesses the 88 core competencies in the 9th, 10th, 11th and 12th grades. Employers were asked to validate the core competencies (A.1 to F.37) for the Senior Program and the 88 competencies as well as the 20 Out-of-School Program Competencies. The 42 National Middle School Curriculum competencies have been reviewed by employers, principals, counselors and curriculum specialists.

National High School Curriculum

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

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

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

E. Leadership and Self Development Competencies
E.26 Demonstrate team membership
E.27 Demonstrate team leadership
E.28 Deliver presentations to a group
E.29 Compete successfully with peers
E.30 Demonstrate commitment to an organization

F. Personal Skills 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

G. Life Survival Skills
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. Workplace Competencies
H.60 Demonstrate punctuality and good attendance practices
H.61 Demonstrate initiative and proactivity
H.62 Demonstrate how to work effectively with others
H.63 Demonstrate an attitude that attracts the attention of management
H.64 Demonstrate an ability to communicate and work with customers to satisfy their expectations
H.65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed
H.66 Demonstrate an ability to follow and give directions
H.67 Demonstrate good reasoning skills which results in thinking first, then taking action
H.68 Demonstrate integrity and honesty in dealings with internal and external customers
H.69 Demonstrate a willingness to accept responsibility for one's own actions
H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion
H.71 Demonstrate an ability to satisfy the purposes of a delegated task
H.72 Demonstrate an ability to prioritize and manage time effectively in the workplace
H.73 Demonstrate enthusiasm for work
H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
H.75 Demonstrate an understanding of the work to be accomplished
H.76 Demonstrate familiarity with a variety of technologies
H.77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan
H.78 Demonstrate basic computer operation skills
H.79 Demonstrate an ability to learn from past experiences and others
H.80 Demonstrate an ability to send, receive and organize e-mail messages
H.81 Demonstrate an ability to search for information on the Internet

I. Economic Empowerment Competencies
I.82 Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate)
I.83 Practice Better Money Management Skills (Visa U.S.A.)
I.84 Demonstrate How to Start a Small Business (Allstate)
I.85 Be successful in dealing with law enforcement when they are enforcing the law (Allstate)
I.86 Valuing Diversity (Allstate)
I.87 Risky Business (Allstate and National Council on Economic Education)
I.88 Financial Tools for Everyday Living (Western Union)

National Middle School—8th Grade Curriculum

J. Self-Understanding Competencies
J.101 Identify, understand and apply knowledge of social roles
J.102 Participate in assessments and utilize results
J.103 Articulate personal values
J.104 Identify, understand and effectively manage emotions
J.105 Demonstrate ability to make healthy choices
J.106 Identify and understand personal interests, aptitudes and abilities

K. Communications Competencies
K.107 Differentiate between opinion and fact
K.108 Identify and demonstrate key communication skills
K.109 Express needs and wants
K.110 Listen and contribute appropriately in a group situation

L. Organizational Skills Competencies
L.111 Use a method of time management
L.112 Establish long- and short-term goals
L.113 Demonstrate organizational skills

M. Study Skills Competencies
M.114 Use basic study skills effectively
M.115 Use knowledge of personal learning style in study habits
M.116 Explain the value of completed homework

N. Decision Making Competencies
N.117 Demonstrate an understanding of decision making
N.118 Explain the importance of taking responsibility for actions and behaviors
N.119 Demonstrate appropriate anger control techniques
N.120 Demonstrate appropriate conflict resolution techniques
N.121 Develop and implement a Personal Development Plan
N.122 Define and demonstrate empathy

P. Character Development Competencies
P.123 Explain the significance of respect for self, others and rules
P.124 Explain the value of good character
P.125 Explain the benefit of a positive attitude
P.126 State the benefits of being perceived as a person of good character
P.127 Demonstrates effective leadership skills

Q. Dreamwork Competencies
Q.128 Develop a career or educational plan which reflects personal goals, interests and skills
Q.129 Describe the future, including personal and career potential
Q.130 Demonstrate understanding of social and cultural diversity

R. Lifestyles Competencies
R.131 Apply concepts related to living on their own in the “real world”
R.132 Access key local resources
R.133 Demonstrate understanding of earning, spending and saving
R.134 Develop a budget

S. Negotiations Competencies
S.135 Define “negotiation” and give examples of everyday negotiations that take place in a student’s life and society
S.136 Explain the reasons for and benefits of negotiation related to self and counterpart
S.137 Describe the process of negotiation

T. Career-Based Learning Competencies
T.138 Explain the difference between a job and a career
T.139 Demonstrate an understanding of skills and abilities necessary for success in a job
T.140 Identify skills necessary for career choice
T.141 Demonstrate understanding of the job application process
T.142 Explain the value of job shadowing

National Middle School—7th Grade Curriculum

National Out-of-School Curriculum

OS-1 Identify occupational interests, aptitudes and abilities
OS-2 Design a personal resume
OS-3 Conduct a comprehensive job search
OS-4 Write a cover letter for a job application
OS-5 Complete a job application and accompanying employment tests
OS-6 Demonstrate job interviewing skills
OS-7 Dress appropriately for a job interview
OS-8 Determine employer expectations of employees
OS-9 Demonstrate the ability to work cooperatively with others
OS-10 Demonstrated effective decision-making and problem solving skills
OS-11 Demonstrate positive attitudes, work ethics and behaviors
OS-12 Demonstrate the ability to accept responsibility for one’s own actions
OS-13 Demonstrate effective conflict resolution skills
OS-14 Demonstrate the ability to establish realistic goals and priorities
OS-15 Demonstrate effective money management skills (e.g., personal/ family budget, credit, etc.)
OS-16 Demonstrate an ability to communicate and work with customers to satisfy expectations
OS-17 Demonstrate basic computer skills
OS-18 Demonstrate the ability to objectively evaluate one’s job-related skills
OS-19 Explore opportunities for personal development (e.g., further job training, postsecondary education)
OS-20 Demonstrate effective independent living skills (e.g., renting an apartment, shipping, insurance)
The end-of-year JAG Board meeting was held on November 15 to set the agenda for 2013. In a very interactive and engaging Board meeting, key decisions were made, including:

- Re-elected the slate of Directors for three-year terms.
- Elected the slate of Officers for 2013, including the election of Governor Jack Markell, Chair; Governor Brian Sandoval, Vice Chair; Tom Tauke, Chair, Executive Committee; Ken Smith, President; China Gorman, Secretary; and Carolyn Warner, Treasurer.
- Approved the 2013 Plan of Work, the most extensive in JAG’s history.
- Approved the 2013 budget to support the work of JAG in 2013.
- Approved the extension of contracts with Strategic Partnerships LLC and Corporate Education Resources, Inc. for 2013 per the recommendation of the Management Assessment Committee.
- Approved reports of the various committees following engaging discussions.

The Board had a thoughtful discussion on options for capturing national leadership attention from both the public and private sectors on the escalating issue of youth unemployment. The discussion also revolved around highlighting as part of any event or engagement strategy the fact that JAG has had one of the highest levels of impact on improving youth unemployment rates among any category of organizations, including the extraordinary graduation rates of JAG participants. The Board requested that the management, working with interested members of the Board, develop options for consideration. The “waters will be tested” with JAG funding sources about how we might galvanize Chief Executive Officers to participate in the program.

Thanks again to all of those who attended and those who were able to join us by phone for such an important meeting. JAG management is “on the case” in implementing the 2013 Plan of Work.
**BOARD OFFICERS**

- The Honorable Jack Markell
  Chairman
  Governor of Delaware

- The Honorable Mike Beebe
  Vice Chair
  Governor of Arkansas

- The Honorable Mitchell Daniels
  Vice Chair
  Governor of Indiana

- Ms. Carolyn Warner
  Board Treasurer
  Corporate Education Consulting, Inc.

- Mr. Kenneth M. Smith
  Board President
  Chairman & Chief Executive Officer
  Strategic Partnerships LLC

- Ms. China Gorman
  Board Secretary
  Chief Executive Officer
  CMG Group

**GOVERNORS**

- The Honorable Jan Brewer
  Governor of Arizona

- The Honorable Phil Bryant
  Governor of Mississippi

- The Honorable John de Jongh
  Governor of Virgin Islands

- The Honorable John Lynch
  Governor of New Hampshire

- The Honorable Mitchell Daniels
  Governor of Indiana

- The Honorable Thomas J. Tauke
  Chair, Executive Committee
  Executive Vice President

- The Honorable Jack Markell
  Chairman
  Governor of Delaware

- The Honorable Thomas J. Tauke
  Chair, Executive Committee
  Executive Vice President

- Mr. James Buford
  President
  Urban League of Metropolitan St. Louis

- Ms. Julie Nixon Eisenhower
  Author

- Mr. Marc Morial
  President and CEO
  National Urban League

- The Honorable Randy Dorn
  State Superintendent
  State of Washington

- Dr. Sharon Robinson
  President & CEO
  American Association of Colleges for Teacher Education

- Mr. Roger Sampson
  President
  Education Commission of the States

**COMMUNITY LEADERS**

- The JAG Board Officers and Members includes those from America’s most conscientious and concerned companies who support the organization and the young people of JAG.

**EDUCATION LEADERS**

- The Honorable Chester “Chet” Culver
  Governor of Iowa (2007-2011)

- Dr. Sharon Robinson
  President & CEO
  American Association of Colleges for Teacher Education

- Mr. Roger Sampson
  President
  Education Commission of the States

**HONORARY MEMBERS**

- The Honorable John E. Baldacci
  Governor of Maine (2003-2011)

- The Honorable John Hoeven
  State of North Dakota (2011-current)

- The Honorable John Hoeven
  United States Senator
  State of North Dakota (2011-current)

- The Honorable Marc Racicot
  Governor of Montana (1983-2001)

- The Honorable George V. Voinovich
  United States Senator
  State of Ohio (1999-2011)
**JAG Partnerships**

JAG builds on current partnerships and creates new ones in areas of highest priority.

**Job Partnerships**

“Jobs” is both the first name and the organizing principle of the work of Jobs for America’s Graduates on behalf of the young people it serves. It is the implied promise of JAG that if students master the JAG Employability Competencies and graduate, JAG will do its utmost to help assure employment in jobs that offer critically important entry-level and career advancement opportunities with or without a postsecondary education.

In a time of the highest unemployment rate among young people in history, JAG entered into several promising partnerships focused on boosting employment in 2011-2012 including:

- The Walmart Foundation provided critically important financial support to 19 of JAG’s state non-profit organizations to expand the outreach and engagement with employers during a time of the highest unemployment rate among young people in American history. That partnership resulted in thousands of new engagement opportunities with employers.

- McDonald’s invited JAG to participate in McDonald’s “National Hiring Day” and pursue career development opportunities with company-owned and franchiser-owned restaurants.

- The HR Policy Association, comprised of chief human resource officers from large employers, partnered with JAG to raise the visibility and awareness of JAG among the nation’s major employers.

- Archer Daniels Midland (ADM) Company is the first company that has guaranteed an interview to any JAG graduate who applies for a job. This is not a guarantee of an offer, but all JAG graduates will be granted an interview.

- MAXIMUS provided JAG Specialists with access to MAXAdvantage for the purpose of pre-screening JAG students for tax credit eligibility to encourage employers to take advantage of a financial incentive to hire JAG graduates. MAXAdvantage will also provide access to additional local job opportunities for graduates to pursue.

**Growth**

Based upon the adoption by the Board of Directors in 2012 of three new growth strategies, JAG partnered with:

- The AT&T Foundation, awarded a $1,000,000 grant to provide partial incentive grants to 30-35 new and existing schools, to test and/or expand existing JAG programs, with a strategy that would result in long-term viability of sustaining JAG in these new and expanded programs—a permanent change in scale.

- The Delta Regional Authority (DRA), committed $250,000 to provide grants to 10 new schools in the DRA service area to demonstrate the JAG Model, with matching funds coming from schools, Workforce Boards, and assorted local funding sources.

- Regions Bank, committed partial funding to sustain a JAG school in Jackson, Mississippi.

- Bureau of Indian Education (BIE) and JAG entered into a Cooperative Agreement to bring the success of JAG to schools with heavy concentration of Indian youth in selected BIE schools in Arizona, Montana and South Dakota. Assuming significant success with the implementation of the JAG Model, the BIE has indicated interest in expanding the program to many other locations.
Combating Youth Unemployment

JAG partnered with the National Urban League and the Asian Pacific American Institute for Congressional Studies (APAICS) to conduct the JAG National Thought Leader Event, focused on developing policy and programmatic solutions for high-risk youth to overcome extraordinarily high levels of youth unemployment. Governor Markell, JAG Chairman of the Board, personally forwarded the recommendations by those participating in the event to the nation’s Governors, the White House and the U.S. Congress.

Top 10 Employers
1. McDonald’s
2. Walmart
3. Wendy’s
4. Burger King
5. Subway
6. Taco Bell
7. KFC
8. Kroger
9. Sonic Drive In
10. Pizza Hut

Archer Daniels Midland Company is the first to guarantee an interview to any JAG graduate that applies for a job.

Bureau of Indian Education is interested in expanding the number of schools offering JAG Model programs.
JAG Investors

JAG Core Investors

- Archer Daniels Midland: $200,000
- AT&T: $190,000
- Corinthian Colleges, Inc: $60,000
- GE Foundation: $50,000
- Verizon: $50,000
- Ally Financial Inc.: $25,000
- Shell Oil Company: $25,000

JAG Thought Leader Investors

Trustees—$25,000 plus
- Arthur Daniels Midland
- AT&T
- Corinthian Colleges, Inc.
- Microsoft Corporation
- Sanderson Family Foundation
- Verizon Communications

Senior Associates—$15,000 plus
- Shell Oil Company

Sponsors—$10,000 plus
- Arizona Public Service Company (APS)
- Education Management Corporation
- JPMorgan Chase & Company
- HCA—Hospital Corporation of America
- Honeywell International Inc.
- Society for Human Resource Management (SHRM)
- Toys “R” Us

Donors—$5,000 plus
- American Association of Colleges for Teacher Education (AACTE)
- Educational Testing Service (ETS)
- Lumina Foundation

In-Kind Investors
- MAXIMUS—access to MAXAdvantage®
- JetBlue—access to complimentary tickets
- Kuder—access to Kuder Navigator®

JAG Leadership Awards Investors

Trustees—$25,000 plus
- Archer Daniels Midland
- Apollo Group
- AT&T
- Corinthian Colleges, Inc.
- IBM
- Microsoft Corporation
- JPMorgan Chase & Company
- PhRMA
- Shell Oil Company
- UnitedHealth Group
- Verizon Communications

Sponsors—$10,000 plus
- American Association of Colleges for Teacher Education (AACTE)
- Adriane & Darryl Brown
- Arizona Public Service Company (APS)
- HCA—Hospital Corporation of America
- Strategic Partnerships LLC
- Toys “R” Us

Associates—$5,000 plus
- Abbott
- AGCareers.com
- Brownstein, Hyatt, Farber, Schreck
- Educational Testing Service (ETS)
- Honeywell International Inc.
- The Thomas M. & Jeri A. Tippett Foundation

Donors—$2,500 plus
- Michael E. Hogrefe

Inner Circle Club

The Inner Circle Club of Jobs for America’s Graduates was formed to engage individuals who have shown a particularly high level of appreciation for the extraordinary success that JAG has on young people, against so many odds. JAG is seeking individuals who are able and willing to pledge $5,000 per year for three consecutive years.

Charter Members
- Lee Alcott
- Danitra Barnett
- Adriane & Darryl Brown
- Larry Caruso
- Mike D’Ambrose
- Frank Doyle
- Jim Duffy
- Martin & Linda Shultz
- Ken & Nora Smith
- Tom Tauke
- Tom & Jeri Tippett
- Marna Whittington
November 14-15, was one of the largest turnouts and one of the most engaging and successful series of Leadership Awards Events in our history. Nearly 700 were in attendance for our Leadership Awards Reception and Luncheon, led by Governors Jack Markell (DE) and John de Jongh (VI) of our Board of Directors.

On Wednesday evening, U.S. Secretary of Agriculture Tom Vilsack hosted the Board, leadership of the State Affiliates, funders, and six award recipients for the 2012 Special Recognition Reception in the Atrium of the U.S. Department of Agriculture. The Secretary was powerful in describing the value he has seen firsthand in Jobs for America’s Graduates, both as Governor of Iowa and then as Chair of JAG-National. The young people of JAG-South Carolina from Colleton County High School sang an inspirational and motivating song they had written about Jobs for America’s Graduates, which was an especially rousing conclusion to the Awards Luncheon. The song title: “If It is to be, It’s Up to Me!” The words were captivating: “JAG made me who I am today. JAG changed me in a better way. If it is to be, it’s up to me! I’ve gotta find a better way.” The Specialist at Colleton County High School is Cyrus Birch.

Leadership Award Recipients

The National Leadership Award Recipients were submitted by JAG State Organizations to recognize local and state leaders who have demonstrated a high level of commitment and involvement in the support of JAG Model programs. The following award recipients were recognized at the 2012 Special Recognition Reception at the 2012 Leadership Awards Luncheon. Appreciation and recognition is also given to the students who sang and spoke at the Reception or Luncheon.

The Leadership Awards Events raised more money than the previous three years—approximately $390,000 of commitment!”
2012 National Leadership Awards Recipients

**Rural Youth Leader Award**

*The Honorable Tom Vilsack*
U.S. Secretary of Agriculture

*The Honorable Olympia Snowe*
U.S. Senator, Maine

**Corporate Leader of the Year Award**

*AT&T*
Accepted by Beth Shiroish
President, AT&T Foundation

**Government Leader Award**

*Governor Earl Ray Tomblin*
State of West Virginia

*The Honorable Abraham Turner*
Director
South Carolina Department of Employment & Workforce

**Special Recognition Awards**

*Bureau of Indian Education*
Accepted by
Brian Drapeaux
Director, BIE

*The Honorable Olympia Snowe*
U.S. Senator, Maine

*Delta Regional Authority*
Accepted by
Chris Masingill
Co-Chairman, DRA
National Above and Beyond Awards

Allen Bean
Director of Customer Service
Van Meter Industrial
Iowa-JAG

Anna Murphy
President
United Way of Southwest Michigan
JAG-Michigan

John Steele
Senior Vice President, HR, HCA
JAG-Tennessee

National Educational Leadership Awards

Dr. Chris Nicastro
Commissioner of Education
State of Missouri
JAG-Missouri

Robert A. Almond
Executive Assistant to the State Supt.
Virginia Department of Education
JAG-Virginia

The Honorable Steve Wise
Florida State Senator
JAG-Florida

4th “Never Say Die” Award

The Honorable Harold Stafford
Former Delaware Secretary of Labor and JAG-Delaware Board Chair

Priscilla Parisien
President
New Hampshire-JAG, Inc

JAG Student Singers

Aria Bullard
JAG-Arkansas

JAG Student Speakers

Sage Zephier, JAG-South Dakota
Darnell Williams, JAG-South Carolina

Lindsey Carroll
JAG-Tennessee

Desmond Williams
JAG-South Carolina
2012
National Leadership Academy (NSLA)
A “LIFE-CHANGING” EXPERIENCE!

The 16th Annual National Student Leadership Academy (NSLA) was attended by 418 young leaders and 121 chaperones and staff in Washington, D.C., on November 15-17, 2013.

An intensive series of leadership development and teaming activities were conducted. All NSLA delegates were able to participate in the Leadership Awards Luncheon. Delegates were also treated to a special tour of the icons of American democracy in Washington, D.C. and interacted with the senior management of Jobs for America’s Graduates.

The students showed an enormous amount of enthusiasm, energy, and excitement for the variety of leadership development activities, explored the Nation’s Capital, competed in two events, participated in the Talent Show, networked with JAG students across the country, were away from home for the first time and attended the National Student Leadership Academy in Washington, D.C.

Our special appreciation to the twenty-two (22) states that were able to raise the funding to send delegates to NSLA for what many described as a “life-changing” experience!

NSLA Factoids

Total number of delegates: 539
• Total students: 418
• Total chaperones: 121

States sponsoring delegates: 22
Alabama, Arizona, Arkansas, Delaware, Iowa, Indiana, Louisiana, Michigan, Mississippi, Montana, New Hampshire, New Jersey, New Mexico, Nevada, Ohio, South Carolina, South Dakota, Tennessee, Virginia, Virgin Islands, Wisconsin, and West Virginia

Leadership Group Facilitator Volunteers: 10
• Loretta Apodaca (NM)
• Heath Denison (LA)
• Carlane Gregory (PA)
• Tanya Moulton (AZ)
• John Norton (DE)
• Cornelius Robinson, Jr. (MO)
• Ron Robinson (DE)
• Alexis Siamas (IN)
• Lisa Thomas (LA)
• Mark Thomas (OH)

NSLA Directors
• Jeff Koeninger, Director
• Amy Gallimore (Tri-Leadership)

1st Place Cover Design
Erin Gill (TN)

Employability Skills Winners
1st Place—Celina Ferrell (TN)
2nd Place—Amanda Goupil (NH)
3rd Place—Danny Nguyen (AZ)

AgCareers Essay Contest Winner
Cameron Clement (LA)

Public Speaking Winners
1st Place—Terry Pitman, Jr. (LA)
2nd Place—Jordan Whitfield (MS)
3rd Place—Kaylyn Hill (LA)

Kuder Video Contest Winner
Amy Grayson (TN)
SUCCESS AGAINST THE ODDS

31

More than 450 JAG high school students raised money to travel to D.C. to attend this event and the follow-on conference. Some of these kids flew on a plane for the first time last week. Many of them wore a suit for the first time. Most of them had never been to our nation’s capital.

These kids are the future of the United States. And most of these kids would have been dropped by our education system had it not been for JAG.

It was a quick conversation and the elder Ken quite naturally told the young man that it was really his own commitment and perseverance that saved his life – and to keep up the hard work. I think the younger Ken understood, but it was clearly important to him to thank the man who founded the organization that provided his safety net. It was a very moving moment – for all of us.

So I think of the other 799,999 students like young Ken from South Carolina who, over 30+ years, have responded to the opportunities created by JAG and who have entered our economy as educated, hard working citizens and contributed to the economic success of the United States and their families.

It’s important to know that in these times of political dysfunction and lack of political leadership, that there are people and organizations who keep the prize in mind. Who keep moving us forward. Organizations like JAG.

So the next time a non-profit asks you to get involved, to make a donation or to serve on their board, please seriously consider their request. We’re adding to the talent pipeline. We’re educating our nation. We’re saving lives. And if you have jobs that young people could perform, find the JAG organization in your state and interview some JAG kids. You’ll probably hire them all!

These kids are the future of the United States. And most of these kids would have been dropped by our education system had it not been for JAG.
In 2012, the National Thought Leader Event was JAG’s single-most important policy event. Governor Jack Markell, JAG Chairman of the Board, hosted the event, held in Union Station.

The dual event focus: (1) What are the policies and programs that boost youth employment for high risk youth in general and high risk rural and Latino youth in particular? (2) How can we bring to scale mitigation strategies for historic youth unemployment in this country?

Senior government officials, corporate, educational and nonprofit leaders engaged in working sessions to develop specific recommendations to inform Governors, State Legislatives, Congressional representatives, and the Obama Administration on what policies and programs make the most impact on employing American youth and how to make upcoming federal and state legislation more effective in scaling these success stories.

Co-Hosts for the event included: (1) National Urban League; (2) Hispanic Heritage Foundation; and, (3) Asian and Pacific Islander American Scholarship Fund.

From a national and state perspective, employment policy and program solutions for youth were presented by: Carol Wilner, Vice President, Federal and National Third Party Public Affairs, AT&T; and, Mark Morial, President, National Urban League.

Employment solutions for Hispanic youth were provided by: Joan Wodiska, Director of Early Childhood Education and Workforce Committee, National Governors Association; Katherine Haley, Assistant to Speaker Boehner on Policy, U.S. House of Representatives; Antonio Tijerino, President and CEO, Hispanic Heritage Foundation; and Mark Pelish, Executive Vice President, Legislative and Regulatory Affairs, Corinthian Colleges, Inc.

Employment solutions for rural youth were presented by: Chris Masingill, Chairman, Delta Regional Authority; Mike D’Ambrose, Senior Vice President, Human Resources, Arthur Daniels Midland (ADM), as well as Chairman of the Finance Committee of Jobs for America’s Graduates; and Emily DeRocco, Principal of E3 Engage Educate Employ and a former Assistant Secretary, Employment and Training Administration, U.S. Department of Labor.

During lunch, Governor John Engler, President of The Business Roundtable, shared his insights into the employment situation facing all youth.

U.S. Senator Tom Carper (DE) provided a perspective from the U.S. Senate. Senator Carper has participated in all of the prior Thought Leader events due to his interest in employment opportunities for all Americans, particularly youth.
Nearly 375 delegates and friends of JAG took part in the 29th Annual National Training Seminar held at Disney’s Coronado Springs Resort. The 29th National Training Seminar was a memorable educational and networking experience with delegates from the 33-state JAG National Network. Corinthian Colleges was the Marquee Sponsor of the 29th Annual NTS for the fifth consecutive year. Shell Oil Company was also a sponsor of the 2012 NTS.

**Opening Awards Session.** Those that attended the Opening Awards Session provided an enthusiastic welcome to some of JAG’s major partners who were recognized for their contributions to JAG programs, including:

- Verizon Foundation represented by Justina Nixon-Saintil, Director of Education Initiatives.
- University of Phoenix represented by Brenda Bendotti, Community College Partnerships.
- AgCareers represented by Ashley Collins, Education and Marketing Specialist.

Kuder, one of JAG’s partners, announced the Kuder-JAG Video Contest. JAG students were invited to submit 2-minute, inspiring videos that illustrated how the JAG program and Kuder Navigator are making an impact in the graduation and employment rates. The first prize winner received $1,500.

Special recognition was given to 134 Outstanding JAG Specialists who received special recognition and donated cash prizes. Kuder, one of JAG’s partners, announced the Kuder-JAG Video Contest. JAG students were invited to submit 2-minute, inspiring videos that illustrated how the JAG program and Kuder Navigator are making an impact in the graduation and employment rates. The first prize winner received $1,500.

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**Best Practices Workshops.** Sixty (60) best practices workshops were conducted by network staff and leading experts. A special thanks to all workshop presenters who were well-received by network delegates, including but not limited to:

- Tony Franklin, Program Manager, Microsoft Partners in Learning
- Richard Nordstrom, Managing Partner, Northstream Global Partners, LLC
- Tom and Kathleen Lopp, Assistant Superintendents, Office of Superintendent of Public Instruction, State of Washington
- Paul Booden, PAB and Associates, and JAG National Trainer/Reviewer
- Dr. Julie Ray, JAG Project Manager, Walmart Foundation Grant, and JAG National Trainer
- Joe Nassar, Manager of Employment Services, McDonald’s USA, LLC
- Laurie Cook, Education Specialist, University of Maryland, NASA Trainer

Special recognition was given to 134 Outstanding JAG Specialists who received a cash award from donations by JAG Board members and Friends of JAG in excess of $26,000.

134

The number of Outstanding JAG Specialists who received special recognition and donated cash prizes.

Outstanding JAG Specialists

Well-attended Best Practices Workshops

Workshop Panels were Well-received
Dinner and Awards Session.
This session was informative and inspirational to the delegates.

- Mark Pelesh, Executive Vice President for Legislative and Regulatory Affairs for Corinthian Colleges, Inc. (CCI), shared the reasons that his company aligned with JAG. “Every day, we strive to make a difference in our students’ lives, to help them secure their first job and embark on a career path toward success for themselves and their families,” shared Mr. Pelesh. He shared a life-changing success story of a Marine named Jared Foster who overcame a life-threatening wound that resulted in 45 surgeries to correct the damage done by friendly fire.

Mark introduced Sierra Bell (JAG-Florida graduate), the recipient of a full scholarship to Everest University in Florida. Sierra shared her personal story and there were few dry eyes among the delegates.

- Carolyn Warner, Founder and President of Corporate Education Consulting, Inc., who joined the JAG Board of Directors in 1981 and currently serves as Treasurer of the national organization, delivered a message that was interrupted by enthusiastic applause and concluded with a standing ovation by admiring delegates.

- Tony Franklin, Program Manager of Microsoft’s Partners in Learning program, accepted a recognition award presented to Microsoft for its generosity in providing a large quantity of software and for the company investments in JAG events.

- Recognition of the 12 outstanding state organizations that achieved the “5-of-5” performance outcomes expected of JAG Model programs. The Class of 2011 “5-of-5” recipients were: Arizona, Arkansas, California, Louisiana, Maine (18th consecutive award), Minnesota, Montana, New Hampshire, Ohio (17th consecutive award), South Carolina, Tennessee, and Virginia. Nearly 200 local programs achieved the “5-of-5” performance outcomes goals for the Class of 2011.

VIP Reception.
The reception was attended by state and national leaders and partners, provided the right venue to celebrate the accomplishments of the 2011-2012 program year and prepared delegates for a memorable Awards Dinner.

Marketplace Exhibits.
The exhibits were informative and enjoyable. A special thanks to JAG-South Carolina and Corinthian Colleges, Inc. (CCI) for investing their time to prepare an exhibit.

Recognition Luncheon.
The Recognition Luncheon featured a compelling research update by Dr. Andrew Sum and a large number of awards to JAG State Organizations and local JAG Specialists.

Corinthian Colleges, Inc. has been the marquee sponsor of the annual National Training Seminar for the past six years. Corinthian Colleges, Inc. helps students prepare for careers that are in demand or advance in their chosen field. With more than 100,000 students at over 100 campuses, CCI is one of the largest postsecondary education companies in North America.

Operating in the U.S. and Canada under the Everest, Heald and WyoTech brand names, CCI offers short-term diploma programs and associates, bachelor’s, and master’s degrees for occupations in demand. To learn more, visit Corinthian Colleges’ website at www.cci.edu; or Everest, Heald or Wyo Tech’s websites at www.everest.edu, www.heald.edu or www.wyotech.edu. A special thanks to Corinthian Colleges, Inc. for its donations, service on the Board of Directors, scholarships and support to state and local JAG affiliates. We value our partnership!
29TH ANNUAL
National Training Seminar

Closing Awards Brunch.
The final general session featured Paul Booden, a well-known speaker at prior JAG events, focused delegates to recognize “The Life Behind the Face-Changed”. Paul delivered a strong message coupled with humor, wit, wisdom, real-life stories, and a lot of professional enjoyment.

Awards and Recognition. Nearly 600 awards were presented to high performing state organizations, local programs, outstanding state and local staff members, and JAG Partners and Friends.

Pre-NTS Professional Development Courses, July 9-11, 2012
Approximately 161 managers and Specialists enrolled in one of the eight (8) JAG National University courses that began on Monday, July 9, and concluded with a Recognition Brunch on Wednesday, July 11, in time for the Opening Awards Session of the 29th National Training Seminar. The faculty members conducting the courses were JAG national trainers with considerable expertise and experience in implementing JAG Model programs that achieve high performance outcomes.

The number of managers and Specialists enrolled in JAG National University courses.
The Kenneth M. Smith Scholarship Program has resulted in the awarding of thirty-nine (39) scholarships in the amount of $1,000 since 2009. Those receiving the scholarships are referred to as Smith Scholars.

The Smith Scholars are selected by members of the JAG Board of Directors who invest considerable time in reviewing applications, high school transcripts, essays and support letters. Selecting recipients for a $1,000 scholarship is a challenging assignment since the vast majority of the applicants need, want and can use the scholarship to pursue a collegiate education and their career goals. Approximately 75-100 applications are submitted for the 10 scholarships.

Scholarships are funded through the generosity of JAG Board members and will continue to be supported by the JAG Board. In addition, the Board has agreed to encourage others to donate to the Scholarship Fund including alumni, employers, and Friends of JAG. The purpose of expanding the donor base of the Scholarship Fund is to increase the number and amount of scholarships awarded annually. We are proud that nearly 50 percent of the JAG graduates are pursuing a postsecondary education. The ultimate goal is for an increasing percentage of JAG graduates to apply and be recognized as a Smith Scholar. This is a fitting tribute to Kenneth M. Smith, the only President of Jobs for America’s Graduates since the organization’s inception in 1980.

Thirty-nine (39) $1,000 scholarships have been awarded by the Governance Committee and the Screening Committee. The Screening Committee reviews the applications and assigns ratings for each applicant using the Scholarship Rating Sheet. The individual rating for each applicant is totaled and the candidates are ranked based on the numeric grand total.

The Top 20 applicants will be submitted to the Governance Committee to select those candidates that will be awarded scholarships. The number of “Top applicants” has varied depending on the number of scholarships awarded. The Governance Committee will project the number of scholarships to be awarded and the Screening Committee will present the Governance Committee with twice as many “Top applicants” to select each year’s scholarship recipients.

2012 Smith Scholar Essay Excerpts

Smith Scholar Jacob
“…..In fact, no one in my family has ever been to college. I will be the first in my immediate and extended family to have a college education. This is a driving force in me continuing my education. I know that my parents will be unable to assist me financially. I have three siblings still at home, and I know that they need to focus their resources on meeting their needs rather than being unable to send money to help me with my education. I currently work a part time job at McDonalds, averaging 25 hours a week. This helps my parents out with expenses like my car insurance and cell phone bill, and I plan on continuing this employment while I am in college. I have plans on transferring to the McDonalds near the school and have already spoken to the local management about transferring. This part time position will help me with daily expenses, enabling me to be self sufficient while in school.

Smith Scholar Keyana
“…..One reason I value the opportunity to further my education is because I come from a family of people who only retrieved a high school diploma. Some members of my family don’t even have a diploma. I’ve seen them struggle and I don’t want that to be me. I don’t want to spend my life changing jobs because I’m not qualified….. If I were one of

the recipients of the Smith Scholars program, it would be a great honor. It would be important to receive this scholarship because my family is not financially able to provide enough money to pay for even half of college tuition. even though this scholarship will not cover it all it will help a great deal. I am driven to make something of myself I cannot and will not fail. Failure is not an option. My mother always told me “never try to be me, always try be better than me”. This is something that has stuck with me my whole life.”

Smith Scholar Sita
“…..In Nepal, my life had a few hopes and dreams. My family was not educated. Farming is learned in the fields. My own schooling was of poor quality with more punishment and memorization than learning. Girls in my culture learn more at home. They only prepare to marry and make a family. No one thinks about college or a career in a refugee camp, especially the girls. My goal is to become a nurse. I have explored this career with NH-JAG and have taken many classes in school and after school to make sure I have chosen the right path for me. My only difficulty is financial. My family remains poor even though much better off than Nepal. Without scholarships and assistance from colleges , my dream of becoming a nurse and my hopes of personal success in America will not happen. I ask you to please consider me for your scholarship to help me help others. Nursing brings hope to many lives. Please help it bring hope to mine.”
Smith Scholar Lacey

“….This scholarship is very important to me for many reasons. My mother is a single parent who has struggled most of her life to take care of her family. My mom and I both work two jobs, and we use the money we make to help us live from week to week. This dream is not only mine; it is my mother’s dream as well. My mother has always been there to support me and although she is on a limited income and has faced many hardships in her life she is constantly striving to meet my needs and to give me a better life. I know that no matter how hard my mother works she will not be able to give me a college education on her own, and that is why I am applying for this scholarship. I don’t want my mother to have to carry the financial burden of putting me through college on her shoulders to carry alone. She has worked very hard so that I can have everything I need and she has taught me that college is very important for my life…. This scholarship would be a blessing and would be greatly appreciated. It would mean the difference between a life of survival and getting by, or a life of success and happiness. It would also help lift the financial burden off of a single mom who is trying to give her daughter a brighter future and it would give me the opportunity to pursue my dreams.”

Smith Scholar Spotlight

Scholarships are awarded to millions of high school seniors who wish to attend college. The JAG Board of Directors is proud that a high percentage of Smith Scholars are continuing their pursuit of a higher education. The Smith Scholar Spotlight is an opportunity to read excerpts from a two-page essay and an update on how successful the Smith Scholar was in his first year of attending Morehouse College, an outstanding higher education institution with alumnus like Dr. Martin Luther King, Jr.

Essay Excerpts by Smith Scholar Perry

“…..I need this scholarship to help me succeed. This $1,000 Scholarship will aid me in the area of paying for school. With this country in a recession, I am in desperate need of this scholarship. Without this scholarship, my future of graduating from this prestigious college and becoming successful will be very dim. I want to break the chain of poverty in my life, family, and community. Oprah Winfrey once said, “When you empower a Morehouse Man, you empower the world.” I want to be a part of these great men and this scholarship will certainly guarantee that…. I want to go to college to better myself. There were many promises that I made my mother while growing up. The one promise that I made to my parents is to attend college. I understand thoroughly that high school is not enough. I must go on to further my education. I will do so at Morehouse College.”

Reflections of a Smith Scholar

by Smith Scholar Perry Washington
Morehouse College, Atlanta, Georgia

“Jobs for Mississippi Graduates, Inc. (JMG) has consistently produced great men and women since its inception in 1990. Growing up, I remember being anxious about my future and developing a list of things that I wanted to become. It was not until my senior year in high school that I stepped foot into a JMG classroom. When I entered, I was SGA president, so I thought I knew it all. I was sure that I knew all of the leadership styles and that I could speak and make all hearts burn. That was my mentality, at first, but when all those agents of arrogance would come tumbling down.

My specialist, Mrs. Bettie Ann Sims-Hawkins, was more than just another teacher to me; she was in so many ways “Mother.” Mrs. Hawkins, through JMG, was an agent of change and inspiration in my life. She changed my outlook on things in life. I learned how to work well with others and learned the importance of diversity. Just when I thought I could speak well, Mrs. Hawkins stepped to the stand and articulated and orated as if she was America’s most noted and revered speaker. This is what JMG is.

JMG tears down the very walls of ignorance and builds monuments of wisdom. Jobs for Mississippi Graduates, gave me hope when even my family didn’t give me any. It is because of this organization that I am a freshman at the National Headquarters for Black Male Achievement, Morehouse College. Jobs for Mississippi Graduates, thank you for giving me hope, strength, and most of all an education.”

Update: Perry’s first semester was outstanding—he had a 4.0 GPA at Morehouse College and is currently classified as a first semester sophomore. Jobs for America’s Graduates and Jobs for Mississippi Graduates are extremely proud of Smith Scholar Perry and his many worthy accomplishments in the classroom and the community.
Public and private organizations sign a national affiliation agreement with Jobs for America’s Graduates for the purpose of delivering JAG Model services through a network of local programs. Forty-eight percent (48%) of the JAG State Organizations (16) operate as a non-profit corporation and are led by a public-private board of directors. Fifty-two (52) percent of JAG State Organizations (17) are sponsored by state or local agencies, i.e. Department of Education, Department of Career Education, Educational Service Center, Department of Labor, Workforce Investment Board, Office of the Superintendent of Instruction, etc.

JAG State Organizations conduct one or more of the six program applications of the JAG Model, including:
- Middle School Program (Grades 6-8)
- Alternative Education Program (Grades 6-12)
- Multi-Year Program (Grades 9-12)
- Senior Program (Grade 12)
- Out-of-School Program (dropouts)
- Early College Success Program (Postsecondary enrollees)

JAG provides start-up and on-going technical assistance to JAG State Organizations and local programs to ensure the successful implementation of JAG Model programs. The basic package of technical assistance includes the following categories of services:
- Launch Services and On-site Assistance
- Resource Development and Fundraising
- Training and Staff Development Services
- JAG Model Publications—handbooks, videos, PowerPoint presentations, annual report, newsletter, research reports, e-learning courses, fact sheets, PSAs, etc.
- Electronic National Data Management System (e-NDMS)
- National Leadership Development

JAG conducts accreditation reviews including monitoring of the e-NDMS database for each state and on-site reviews. The purpose of the accreditation reviews is to determine the extent to which the state organization and local programs have fully implemented the program applications of the JAG Model. The full range of services is mobilized to assist state organizations to receive standard accreditation by the national organization.
JAG-California
San Pasqual Academy
17701 San Pasqual Valley Road
Escondido, CA 92025
Contact: Dan Radojevic
Phone: 760.233.4028
Email: dan@workforce.org
Charter Year: 2008
Program Application: 1
Specialists: 1
Students Served: 50
  - Class of 2011-2012: 25
  - Class of 2011 (Follow-up): 25
2011-2012 Budget: $500,000

JAG-District of Columbia, Inc.
1701 Pennsylvania, NW, Suite 300
Washington, DC 20006
Contact: Cameron Poles
Phone: 202.580.6550
Fax: 202.318.4045
Email: cpoles@jag-dc.org
Website: www.jag.org
Charter Year: 2006
Program Application: 2
Specialists: 2
Students Served: 84
2011-2012 Budget: $300,000

Jobs for Delaware Graduates, Inc.
381 West North Street
Dover, DE 19904
Contact: Susanna Lee, Ed.D.
Phone: 302.734.9341
Fax: 302.734.4912
Email: suelee@jobsdegrads.org
Website: www.jobsdegrads.org
Charter Year: 1979
Program Application: 34
  - Senior: 2
  - Multi-Year: 23
  - Middle School: 6
  - Out-of-School/Dropout Recovery: 3
Specialists: 39
Students Served: 2,889
  - Class of 2011-2012: 2,162
  - Class of 2011 (Follow-up): 727
2011-2012 Budget: $3,495,838

Jobs for Florida’s Graduates, Inc.
306 S. Ocean Shore Blvd.
Flagler Beach, FL 32136
Contact: Heather Beaven
Phone: 386.439.5730
Fax: 386.439.5731
Email: hbeaven@flgraduates.org
Website: www.flgraduates.org
Charter Year: 1989
Program Application: 9
  - Senior: 1
  - Multi-Year: 2
  - Out-of-School/Dropout Recovery: 3
  - Middle: 4
Specialists: 9
Students Served: 450
  - Class of 2011-2012: 58
  - Class of 2011 (Follow-up): 212
2011-2012 Budget: $675,000

Jobs for Georgia’s Graduates
Georgia Department of Labor
148 Andrew Young International Blvd., NE
Sussex Place, Suite 650
Atlanta, GA 30303
Contact: Nedra Wakefield
Phone: 404.232.3520
Fax: 404.232.3720
Email: nedra.wakefield@dol.state.ga.us
Website: www.dol.state.ga.us
Charter Year: 1987
Program Applications: 33
  - Senior: 14
  - Multi-Year: 19
Specialists: 33
Students Served: 2,108
  - Class of 2011-2012: 1,250
  - Class of 2011 (Follow-up): 858
2011-2012 Budget: $2,431,784

Jobs for Indiana’s Graduates
Indiana Department of Workforce Development
10 N. Senate Avenue, Room SE304
Indianapolis, IN 46204
Contact: Sue Honcharuk
Phone: 317.430.4174
Fax: 317.233.6081
Email: shoncharuk@dwd.in.gov
Website: www.dwd.in.gov
Charter Year: 2006
Program Application: 72
  - Multi-Year: 52
  - Out-of-School/Dropout Recovery: 14
  - Alternative: 6
Specialists: 72
Students Served: 3,101
  - Class of 2011-2012: 1,970
  - Class of 2011 (Follow-up): 1,131
2011-2012 Budget: $5,381,136

Jobs for Georgia’s Graduates
Georgia Department of Labor
148 Andrew Young International Blvd., NE
Sussex Place, Suite 650
Atlanta, GA 30303
Contact: Laurie C. Phelan
Phone: 515.242.5611
Fax: 515.242.5618
Email: laurie.phelan@iowa.gov
Website: www.ijag.org
Charter Year: 1999
Program Application: 29
  - Multi-Year: 21
  - Out-of-School: 2
  - Middle School: 2
  - Early College Success: 1
Specialists: 26
Students Served: 1,223
  - Class of 2011-2012: 827
  - Class of 2011 (Follow-up): 396
2011-2012 Budget: $1,600,285

Iowa—Jobs for America’s Graduates, Inc. (iJAG)
Grimes State Office Building, 3rd Floor
400 E. 14th Street
Des Moines, IA 50319
Contact: Laurie C. Phelan
Phone: 515.242.5611
Fax: 515.242.5618
Email: laurie.phelan@iowa.gov
Website: www.ijag.org
Charter Year: 1999
Program Application: 29
  - Multi-Year: 21
  - Out-of-School: 2
  - Middle School: 2
  - Early College Success: 1
Specialists: 26
Students Served: 1,223
  - Class of 2011-2012: 827
  - Class of 2011 (Follow-up): 396
2011-2012 Budget: $1,600,285
Jobs for Kentucky’s Graduates
Kentucky Department of Education
Career & Technical Education
500 Mero Street
2109 Capitol Plaza Tower, 21st Floor
Frankfort, KY 40601
Contact: Vacant
Website: www.education.ky.gov
Charter Year: 1996
Program Applications: 29
   Multi-Year: 29
Specialists: 29
Students Served: 1,850
   Class of 2011-2012: 1,570
   Class of 2011 (Follow-up): 280
2011-2012 Budget: $860,000

Jobs for Maine’s Graduates, Inc.
45 Commerce Drive, Suite 9
Augusta, ME 04330
Contact: Craig Larrabee
Phone: 207.620.7180
Fax: 207.620.7185
Email: clarrabee@jmg.org
Website: www.jmg.org
Charter Year: 1988
Program Applications: 71
   Senior: 2
   Multi-Year: 43
   Homeless: 1
   Middle School: 18
Specialists: 71
Students Served: 4,592
   Class of 2012-2013: 3,810
   Class of 2012 (Follow-up): 782
2011-2012 Budget: $6,987,579

Jobs for Louisiana’s Graduates
Louisiana Department of Education
1201 N. Third Street, Suite 4-272
Baton Rouge, LA 70804
Contact: Dianna Keller
Phone: 225.342.0159
Fax: 225.219.4439
Email: Dianna.Keller@LA.GOV
Website: www.louisianaschools.net
Charter Year: 1995
Program Applications: 85
   Multi-Year: 56
   Out-of-School: 5
   Middle School: 24
Specialists: 85
Students Served: 5,149
   Class of 2011-2012: 3,930
   Class of 2011 (Follow-up): 1,219
2011-2012 Budget: $4,750,000

Jobs for Michigan’s Graduates
499 West Main Street
Benton Harbor, MI 49022
Contact: Lauren Bender
Phone: 269.277-5122
Fax: 269.277-5121
Email: benderl@miworks.org
Charter Year: 2008
Program Application: 15
   Multi-Year: 11
   Alternative: 2
   Out-of-School: 1
   Middle School: 1
Specialists: 15
Students Served: 444
   Class of 2011-2012: 370
   Class of 2011 (Follow-up): 74
2011-2012 Budget: $795,000

Jobs for Minnesota’s Graduates
6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55340
Contact: Dorothy Bialke
Phone: 763.450.1307
Fax: 763-450-1348
Email: dbilake@nws.k12.mn.us
Website: http://www.nws.k12.mn.us/Jobs_for_Minnesota_s_Graduates.html
Charter Year: 2000
Program Application: 4
   Multi-Year: 4
Specialists: 5
Students Served: 171
   Class of 2011-2012: 93
   Class of 2011 (Follow-up): 78
2011-2012 Budget: $210,000

Jobs for Minnesota’s Graduates
6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55340
Contact: Dorothy Bialke
Phone: 763.450.1307
Fax: 763-450-1348
Email: dbilake@nws.k12.mn.us
Website: http://www.nws.k12.mn.us/Jobs_for_Minnesota_s_Graduates.html
Charter Year: 2000
Program Application: 4
   Multi-Year: 4
Specialists: 5
Students Served: 171
   Class of 2011-2012: 93
   Class of 2011 (Follow-up): 78
2011-2012 Budget: $210,000

Jobs for Mississippi Graduates, Inc.
6055 Ridgewood Road, Suite A
Jackson, MS 39211
Contact: Ramona Seabron-Williams
Phone: 601.978.1711
Fax: 601.678.3232
Email: rwilliamsjmg@aol.com
Website: www.jmgms.org
Charter Year: 1990
Program Application: 46
   Senior: 3
   Multi-Year: 38
   Out-of-School: 1
   Middle: 4
Specialists: 47
Students Served: 2,664
   Class of 2011-2012: 1,726
   Class of 2011 (Follow-up): 938
2011-2012 Budget: $3,814,672

Jobs for Missouris Graduates, Inc.
6055 Ridgewood Road, Suite A
Jackson, MS 39211
Contact: Ramona Seabron-Williams
Phone: 601.978.1711
Fax: 601.678.3232
Email: rwilliamsjmg@aol.com
Website: www.jmgms.org
Charter Year: 1990
Program Application: 46
   Senior: 3
   Multi-Year: 38
   Out-of-School: 1
   Middle: 4
Specialists: 47
Students Served: 2,664
   Class of 2011-2012: 1,726
   Class of 2011 (Follow-up): 938
2011-2012 Budget: $3,814,672
Jobs for Missouri Graduates
Workforce Investment Services
Urban League of Metropolitan St. Louis
3710 Grandel Square
St. Louis, MO 63108
Contact: Everett Stuckey
Phone: 314.679.3510
Fax: 314.679.3501
Email: estuckey@urbanleague-stl.org
Website: www.mo.gov
Charter Year: 2005
Program Applications: 5
Specialists: 5
Students Served: 310
Class of 2011-2012: 119
Class of 2011 (Follow-up): 191
2011-2012 Budget: $299,000

Jobs for Montana’s Graduates
1327 Lockey, P.O. Box 1728
Helena, MT 59624
Contact: Erica Swanson
Phone: 406.444.0978
Fax: 406.444.3037
Email: eswanson@mt.gov
Website: http://jsd.dli.state.mt.us/service/jmg.asp
Charter Year: 1990
Program Applications: 50
Senior: 6
Multi-Year: 26
Out-of-School/Dropout Recovery: 1
Alternative Education: 4
Middle: 11
Specialists: 48
Students Served: 1,632
Class of 2011-12: 812
Class of 2011 (Follow-up): 820
2011-2012 Budget: $594,449

Jobs for New Hampshire’s Graduates, Inc.
175 Ammon Drive, Suite 208
Manchester, NH 03103
Contact: Katie Dichard
Phone: 603.647.2300
Fax: 603.668.1627
Email: kdichard@nh-jag.org
Website: www.nh-jag.org
Charter Year: 1987
Program Applications: 12
Multi-Year: 9
Out-of-School: 1
Middle: 2
Specialists: 12
Students Served: 509
Class of 2011-2012: 387
Class of 2011 (Follow-up): 122
2011-2012 Budget: $1,189,840

Jobs for New Jersey Graduates
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625-0500
Contact: James L. Ballentine
Phone: 609.292.6040
Cell: 609.672.2070
Fax: 609.292.7279
Email: james.ballentine@doe.state.nj.us
Charter Year: 2012
Program Applications: 3
Multi-Year: 3
Specialists: 3
Students Served: 63
Class of 2011-2012: 63
2011-2012 Budget: $498,968

Jobs for Nevada’s Graduates
Contact: Cloyd Phillips
Phone: 775-786-6023
Fax: 775-786-5743
Email: cphill@csareno.org
Website: www.csareno.org
Charter Year: 2012
Program Applications: 5
Multi-Year: 5
Specialists: 5
Students Served: 133
Class of 2011-2012: 133
Class of 2011 (Follow-up): NA
2011-2012 Budget: $748,749

JAG-New Mexico
3908 Calle Pino NE
Albuquerque, NM 87111
Contact: Kay Provolt
Phone: 505.239.9270
Email: kprovolt.jagnm@gmail.com
Charter Year: 2004
Program Applications: 5
Multi-Year: 4
Alternative: 1
Specialists: 5
Students Served: 267
Class of 2011-2012: 206
Class of 2011 (Follow-up): 61
2011-2012 Budget: $251,836
Jobs for Ohio’s Graduates, Inc.
55 East Cuyahoga Falls Avenue
Akron, OH 44310
Contact: Chris Canova
Phone: 330.374.9445
Fax: 330.374.9448
Email: ccanova@jobstop.org
Website: www.jobstop.org/JOG
Charter Year: 1986
Program Applications: 53
- Senior: 4
- Multi-Year: 31
- Alternative: 1
- Out-of-School: 17
Specialists: 47
Students Served: 1,867
- Class of 2011-2012: 1,117
- Class of 2011 (Follow-up): 750
2011-2012 Budget: $3,672,075

Jobs for Pennsylvania Graduates, Inc.
1500 John F. Kennedy Blvd.
Two Penn Center Plaza, Suite 200
Philadelphia, PA 19102
P.O. Box 13220
Philadelphia, PA 19101
Contact: Anthony Powell
Phone: 215.854.6371
Fax: 215.569.0216
Email: apowell@jagpa.org
Charter Year: 2010
2011-2012 Budget: $87,000
JAG PA Regional Field Office
Everest Institute - Bensalem Campus
3050 Tillman Drive
Bensalem, PA 19020
267.223.2900 Ext. 179
215.245.3460 Fax

JAG-South Carolina
South Carolina Department of Employment and Workforce
1550 Gadsden Street
P.O. Box 1406
Columbia, SC 29202
Contact: Elaine Midkiff
Phone: 803.737.0214
Fax: 803.737.2119
Email: emidkiff@dew.sc.gov
Website: www.dew.sc.gov
Charter Year: 2005
Program Applications: 25
- Multi-Year: 24
- Middle School: 1
Specialists: 25
Students Served: 1,317
- Class of 2011-12: 1,031
- Class of 2011 (Follow-up): 286
2011-2012 Budget: $1,834,500

Jobs for Tennessee’s Graduates
Tennessee Department of Education
Division of Career & Technical Education
710 James Robertson Parkway, 4th Floor
Nashville, TN 37243
Contact: Melissa Canney
Phone: 615-532-2828
Fax: 625-532-8226
Email: melissa.canney@tn.gov
Website: http://tn.gov/education/cte/jt/index.shtml
Charter Year: 1981
Program Application: 35
- Senior: 22
- Multi-Year: 3
- Middle School: 0
Specialists: 27
Students Served: 2,024
- Class of 2012-2013: 776
- Class of 2012 (Follow-up): 1,248
2011-2012 Budget: $378,750
(State Funding Only)

Jobs for Virginia Graduates, Inc.
1805 Monument Avenue, Suite 611
Richmond, VA 23220-7005
Contact: R. Barry Glenn
Phone: 804.513.1931
Fax: 804.562.9976
Email: rbarryglenn@gmail.com
jvgjag@gmail.com
Website: www.jobsforvagrads.org
Charter Year: 1996
Program Applications: 20
- Senior: 9
- Multi-Year: 10
- Middle: 1
Specialists: 20
Students Served: 1,172
- Class of 2011-2012: 502
- Class of 2011 (Follow-up): 670
2011-2012 Budget: $1,284,939

JAG-South Dakota
800 Governors Drive
Pierre, SD 57501-2294
Contact: Roger Campbell
Phone: 605.773.3783
Fax: 605.773.6139
Email: Roger.Campbell@state.sd.us
Website: www.doe.sd.gov
Charter Year: 2009
Program Applications: 6
- Senior: 2
- Multi-Year: 2
- Middle School: 2
Specialists: 6
Students Served: 92
- Class of 2010-11: 71
- Class of 2010 (Follow-up): 21
2011-2012 Budget: $147,168

Jobs for Tennessee’s Graduates
Tennessee Department of Education
Division of Career & Technical Education
710 James Robertson Parkway, 4th Floor
Nashville, TN 37243
Contact: Melissa Canney
Phone: 615-532-2828
Fax: 625-532-8226
Email: melissa.canney@tn.gov
Website: http://tn.gov/education/cte/jt/index.shtml
Charter Year: 1981
Program Application: 35
- Senior: 22
- Multi-Year: 3
- Middle School: 0
Specialists: 27
Students Served: 2,024
- Class of 2012-2013: 776
- Class of 2012 (Follow-up): 1,248
2011-2012 Budget: $378,750
(State Funding Only)
Jobs for Virgin Islands’ Graduates, Inc.  
2203 Church Street  
Christiansted, VI 00820  
Contact: Fernando Webster  
Phone: 340.626.3434  
Email: fwebster@vidol.gov  
Charter Year: 2009  
Program Applications: 4  
Multi-Year 4  
Specialists: 4  
Students Served: 122  
Class of 2011-2012 122  
2011-2012 Budget: $389,500

Jobs for Washington Graduates, Inc.  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200  
Contact: Kristin Collins  
Phone: 360.725.4964  
Fax: 360.586.9321  
Email: kristinc.jag@k12.wa.us  
Charter Year: 2010  
Program Applications: 38  
Senior 1  
Multi-Year 10  
Alternative 20  
Out-of-School 7  
Specialists: 38  
Students Served: 1,057  
Class of 2011-2012 622  
Class of 2011 (Follow-up) 435  
2011-2012 Budget: $885,000

Jobs for Wisconsin Graduates- 
Milwaukee  
2338 North 27th Street  
Milwaukee, WI 53210  
Contact: Trinetta Lipsey  
Phone: 414.270.7543  
Fax: 414.225.2375  
Email: trinetta.lipsey@milwaukeeib.org  
Website: www.milwaukeeib.org  
Charter Year: 1998  
Program Application: 3  
Multi-Year 2  
Out-of-School 1  
Specialists: 3  
Students Served: 192  
Class of 2011-2012 107  
Class of 2011 (Follow-up) 85  
2011-2012 Budget: $232,655

Jobs for Wisconsin’s Graduates - 
Balance of State  
Forward Service Corporation  
1402 Pankratz Street, Suite 101  
Madison, WI 53704  
Contact: Sandy Leslie  
Phone: 608.268.2262  
Fax: 608.244.6273  
Email: sleslie@fsc-corp.org  
Website: www.fsc-corp.org  
Charter Year: 2009  
Program Application: 5  
Senior 2  
Multi-Year 1  
Alternative 1  
Out-of-School 1  
Specialists: 5  
Students Served: 243  
Class of 2011-2012: 155  
Class of 2011 (Follow-up): 88  
2011-2012 Budget: $480,000

The number of years of service JAG has delivered to young people with extraordinary barriers to success!
It takes about $25,000 a year to house an inmate.

Imagine if we could take these finances and **fund the advancement** of a certain young person’s education.

Although I know students who have graduated and became inspirations, it is the 21st century and the common sense in me tells me that **JAG is needed…now more than ever!**

Through the rain and bad weather, my **JAG family sticks together** through our endeavors.

They say, **never say never!** And, you wouldn’t if you were clever.

Because JAG is becoming **a nation without dropouts** now more than ever!

Taking teens off the streets, influencing them to drop the heat, and **partake in the feast of education,**

Because, **without this meal,** you might not make it.

**75% of teachers** in majority minority public school districts do not teach in their accredited area.

Once arrested, **minorities are 3 times** as likely to be incarcerated.

**This is where JAG steps in…**instead of a JAG student participating in the crimes designed to catch the eye of adolescents, he or she is **instilled with the confidence** to reap the positive consequences of letting their light shine.

JAG Specialists don’t just hear you, **they listen.**

I guarantee you they can give you a vivid description of the qualities you are missing, but will soon obtain by ways made of **JAG - now more than ever!**

I can honestly say that Ms. Davis does everything she can to give a lost boy like myself the direction to be a man. and, I’m pretty sure, just like me there have been many students who have been given **that helping hand, that second chance.**

Through **JAG—now more than ever!**