



30TH ANNIVERSARY ANNUAL REPORT

Celebrating Thirty Years of Achieving Extraordinary Results!





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DEDICATION

Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing educational dropout among young people who are most at risk. In thirty years of operation, JAG has delivered consistent, compelling results – helping three quarters of a million young people stay in school through graduation, pursue post-secondary education and/or secure quality entry-level jobs. The 30th Anniversary Annual Report is dedicated to the Specialists who work tirelessly in the schools to help identify the most at-risk young people, deliver effective JAG Model services, keep JAG students in school through graduation and achieve extraordinary results—year after year after year!



2009 National Student Leadership Conference Delegates

30-YEAR MISSION

Jobs for America's Graduates (JAG) is a national not-for-profit organization with a 30-year tested and proven model to cost effectively prevent school dropout among young people facing challenges of staying in school through graduation, pursuing postsecondary education and/or securing quality entry-level jobs. JAG stakeholders passionately believe that the United States of America can and must be a nation without dropouts.

The JAG Board of Directors, guided the past thirty years by outstanding public and private sector leaders, is committed to help resolve our country's dropout problems by expanding its state organizations and schools served to help at-risk young people, both in-school and out-of-school, who face barriers to academic achievement and/or employment success.

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



U.S. Senator Tom Carper (DE) met with JAG-Delaware State Officers



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 thirty-three states that meet the needs of high-risk students, high expectations of employers and demanding outcome metrics serving nearly 40,000 at-risk youth each year in nearly 850 programs.
2. A track record of dramatic, consistent outcomes, cost-effectively achieved including 90 percent plus graduation rates for thirty years
3. A cost-saving solution by students repaying the cost of the program in fourteen months post-graduation in taxes alone.
4. High caliber of national and state support generating a modest national budget of two million dollars, leveraging a \$45 million investment at the state and local levels.
5. National in scope and crafted for local impact and scalability.

THIRTY YEARS OF MILESTONES AND LEADERSHIP

CHAIRS OF THE JAG BOARD OF DIRECTORS



**The Honorable
Pete du Pont**
Governor of Delaware
1980 - 1985



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



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



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



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

MILESTONES

1978 – 1979

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. This became the JAG Model.

Once the model was designed, a private non-profit corporation “Jobs for Delaware Graduates, Inc.” was organized to manage the test of the model. To signal the importance of the organization to Delaware policymakers, educators, employers, and senior public and private leaders were invited to serve on the board by Governor Pete du Pont who served as the JDG Board Chair. The success of the eight high school test prompted the expansion of the program to other high schools in Delaware.

1980 – 1983

In 1980, Jobs for America’s Graduates, Inc. (JAG) was established to test the JAG Model in additional states. JAG’s founding Board of Directors was comprised of senior public officials and top corporate executives, including then-Vice President Bush, former Vice President Mondale and five state governors. The Board’s first decision was to approve a five-year research and demonstration project supported with funds from the U.S. Department of Labor and three national foundations. 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.

1985 – 1986

In 1986, at the request of school leaders, the Board of Directors expanded the Senior Application to include a Dropout Prevention Program Application for 9th to 12th grade students called the Multi-Year Program. That decision was based on the need to deliver services at an earlier age to prevent students from dropping out of high school before graduation.

Launched the test of the JAG Model in the United Kingdom called Compact Plus Clubs.

1990 – 1998

JAG designed the Multi-Year Program Application to serve those who have left or are at risk of leaving the education system. This application has been applied as a dropout prevention and dropout recovery program in alternative schools, adult education/GED programs, vocational centers, and community colleges.

2000

In 2000, JAG program viewed as a policy strategy. JAG seeks not only to help at-risk students secure a quality educational experience, but also job leading to a career. JAG seeks to positively influence public policy by changing the way schools work with young people, including multiple social and economic barriers to success. As a result, improve the educational outcomes. To support the continued development of the JAG Model and expand the JAG National Network, the Board of Directors approved the launch of the Trust for Jobs for America’s Graduates.



State Charter Years

1979	1980	1981	1986	1987	1988	1989	1990	1993	1995
Delaware The First State	Arizona	Massachusetts Tennessee Virginia	Ohio	Georgia New Hampshire	Maine	California	Mississippi Montana	Kentucky	Louisiana



Julie Nixon Eisenhower
Author and Speaker
2002 - 2003



The Honorable Tom Vilsack
Governor of Iowa
2003



The Honorable Janet Napolitano
Governor of Arizona
2004 - 2006



The Honorable John E. Baldacci
Governor of Maine
2007 - 2010



The Honorable Jack Markell
Governor of Delaware
2011

2001 – 2002

In 2001, the U.S. Congress approved an Earmark Grant to Jobs for America's Graduates in the amount of \$740,000.

In 2002, the U.S. Congress approved JAG's second Earmark Grant in the amount of \$1,000,000. The grant was administered by the U.S. Department of Labor.

2003 – 2004

In 2003, the U.S. Chamber of Commerce conducted a landmark survey of JAG employers with highly positive results.

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

In 2004, the JAG Board of Directors launched a strategic planning process 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 WIA.

2005 – 2006

In 2005, the U.S. Congress approved an Earmark Grant to Jobs for America's Graduates in the amount of \$1,000,000. The grant was administered by the U.S. Department of Labor. The grant objectives were completed prior to the ending date of 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 \$1 million 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.

In 2007, seventeen state legislatures invested in JAG Model Programs.

2008 – 2010

In 2008, President Obama's Cabinet drawn from leadership of the JAG Board:

- U.S. Secretary of Education Arne Duncan
- U.S. Secretary of Homeland Security Janet Napolitano
- U.S. Secretary of Agriculture Tom Vilsack

In 2009-2010, JAG launched the JAG Model in five new states.

In 2010, achieved highest postsecondary enrollment in JAG's history--48 percent.

In 2010, nine sitting governors served on the JAG Board of Directors.

1996

Alabama
Arkansas
Connecticut
Illinois

1997

West Virginia

1998

Florida
Wisconsin

1999

Iowa

2000

Minnesota

2004

New Mexico

2005

Indiana
Missouri
South Carolina

2007

District of Columbia
Indiana

2008

Michigan

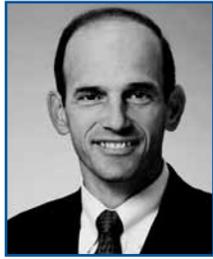
2009

North Dakota
South Dakota
Virgin Islands

2010

Pennsylvania
Washington

CHAIRMAN'S REPORT



Governor John E. Baldacci

Chairman

JAG Board of Directors

On behalf of the Board of Directors of Jobs for America's Graduates, it is my pleasure to present our 30th Anniversary Annual Report.

As the young people of JAG and their families know all too well, this was a period of enormous challenge and our organization in the face of the Nation's deepest recession in our lifetimes, a recession with disproportionate impact on the most at-risk and disadvantaged youth population. In fact, today America has the highest unemployment in recorded history among teenagers.

In light of those enormous challenges, we could not be more proud of the truly extraordinary results delivered by the JAG frontline staff in the nearly 819 schools served by our organization. For the graduating class of 2009 to whom we provided services through May 31, 2010, we believe the results are consistent and compelling.

Even though the Graduation Rate standard is 90 percent, our actual Graduation Rate was 94 percent! Exceeding the JAG standard of 60 percent, the Full-time Jobs Rate was 66 percent. The Full-Time Placement Rate was 87 percent exceeding the JAG Standard of 80 percent. This is the percentage of graduates engaged in full-time employment or a combination of employment and postsecondary education. The Positive Outcomes Rate was 81 percent. Positive outcomes include civilian and military employment and/or enrollment in a postsecondary education institution.

The Further Education Rate was 48 percent. That is most impressive when one considers that 70 percent of the young people who participate in the JAG program were in the bottom half of their class based on grade point average.

This Annual Report tells many stories about the impact of JAG Model Programs on our young people. It also reports that JAG is, we believe, the only organization that is able to offer a comprehensive set of applications of the JAG Model for both in-school and out-of-school (dropouts) participants from middle school (7th and 8th grades) through high school (9th to 12th grades) in a variety of settings (alternative education programs, multi-year programs, and senior only programs) as well as servicing young people who have dropped out of the traditional high school.

This report tells a story of extraordinary success. It presents compelling evidence of the ability of our country to do a far better job with graduation and unemployment even in the face of the most difficult economic times. Most of all, it is a story of such genuine commitment and dedication by staff and board members across the 32 states that make up the JAG National Network and of truly extraordinary commitments of time, talent and treasury by some of America's companies and organizations.

Please know how grateful we are for the confidence and support of all those in government, education, business and community leaders for our work. Congratulations to all that have made the results possible, on behalf of nearly 40,000 of America's young people who were served in the Class of 2009.

With appreciation,

A handwritten signature in black ink that reads "John E. Baldacci". The signature is written in a cursive, flowing style.

Governor John E. Baldacci
Chairman, JAG Board of Directors

"This report tells a story of extraordinary success. It presents compelling evidence of the ability of our country to do a far better job with graduation and unemployment even in the face of the most difficult economic times."

VICE CHAIRMAN'S REPORT



Governor Mike Beebe

Vice Chairman

JAG Board of Directors

Dear Friends and Supporters:

As Vice Chairman of JAG, it is my pleasure to join with Governor Baldacci in presenting a report that offers remarkable hope for the future of our county—and for millions of America's young people.

As I came into the Governor's Office in Arkansas, our team did a thorough analysis of the range of programs we had in place to help young people succeed in school, on the job and in higher education. Jobs for Arkansas' Graduates came out on top of the performance list with remarkable consistency in all parts of our State.

As a result, we shifted resources in favor of the growth of the program and I am delighted that the program, as 2010 ended, operated in 75 of our schools with continued expansion planned.

In my role as Vice Chairman, I have learned about many other extraordinary successes across the JAG National Network. The consistency of success by JAG Model Programs and JAG State Organizations, from the most rural to the most urban and in a wide range of socioeconomic environments, is absolutely remarkable.

America faces extraordinary challenges because too many of our young people and their families face extraordinary economic challenges. JAG demonstrates, convincingly, that we have the means of meeting and overcoming many of those challenges if we have the political will and the determination to take to scale those programs "proven to work".

We are doing just that in Arkansas and in most JAG State Organizations across the country. Governor Baldacci and I, along with the seven other Governors who serve on our Board of Directors, are determined to reach out to other Governors, state legislatures, business, education, community-based organizations and labor with our message of success and hope that JAG offers our communities and our country.

Do take the time to read this report. I promise you that it will give you a genuine sense of hope and personal satisfaction that we are making a difference in keeping young people with barriers to success in school through graduation, then, stay with them for 12 months post-graduation to help them enter the workforce and/or pursue a postsecondary education.

Thank you for your confidence in Jobs for America's Graduates and if you are not already a member of the JAG National Network, please contact us at jag@jag.org.

Respectfully,

A handwritten signature in black ink, appearing to read "Mike Beebe".

Governor Mike Beebe (AR)
Vice Chairman, JAG Board of Directors

"The consistency of success by JAG Model Programs and JAG State Organizations, from the most rural to the most urban and in a wide range of socioeconomic environments, is absolutely remarkable."

VICE CHAIRMAN'S REPORT



Governor Mitch Daniels

*Vice Chairman
JAG Board of Directors*

Dear Friends:

In celebrating the 30th Anniversary of Jobs for America's Graduates, we recognize the young people, their families, the JAG specialists, their supporting teachers and principals, and the employers who have helped write one of America's great success stories.

For many years I've recognized JAG as an approach that can fundamentally change the way we work in education and job training. When I brought JAG to Indiana after becoming governor, we had very high expectations and hopes. Four years later, those hopes and expectations are being realized through the dedication of students, educators and members of the business community throughout the state. In offering a unique blend of mentoring, focus on skills beyond the academic, and follow-up after graduation, JAG sharply increases the likelihood of participants' success in the workplace and in college. Indiana's commitment to JAG is strong, and I am eager to see its expansion in my home state and across the country.

In its first 30 years, JAG has realized great accomplishments, and even greater promise lies ahead. This nation can and must assure that our high school students graduate and continue on the path to success either in the workforce or in post-secondary study. It is not just the numbers that count – as critically important as they are – it is the dedication of all concerned to set a new "gold standard" of what we can achieve for all young people, no matter what school they attend and no matter their circumstances.

Congratulations to JAG on this tremendous milestone. And thanks to all of you for your many contributions to its success and for your ongoing efforts on behalf of young people nationwide.

A handwritten signature in black ink that reads "Mitch Daniels". The signature is written in a cursive, flowing style.

Governor Mitch Daniels
Vice Chairman
JAG Board of Directors

"JAG sharply increases the likelihood of participants' success in the workplace and in college."

PRESIDENT'S REPORT



Kenneth M. Smith
President and Chief Executive Officer

"JAG's success is built one student at a time. Each success is vitally important."

Dear Friends of JAG:

It is a personal pleasure to present this Annual Report—a report that demonstrates the remarkable commitment to bottom-line accountability to achieve remarkable outcomes for young people who are challenged but with the promise that they will graduate from high school, enter the workforce immediately after graduation and/or pursue a postsecondary education with opportunities for career entry and advancement.

We are indebted to the remarkable success of our Specialists in the classroom and the community who deliver JAG Model in-school services to 35-45 students to assure their completion of a high school diploma, then, provide 12 months of follow-up services that lead to a postsecondary education and/or employment in a high wage career field.

JAG's success is built one student at a time. Each success is vitally important. Each challenge faced by JAG youth must be met and overcome whether at school, home, on the job or in pursuit of a postsecondary education. That is the hallmark of the work of the more than 900 Specialists and managers across the 32-state National Network resulting in the extraordinary outcomes for the Class of 2009 in particular.

Take time to read about some of our young people—they reflect the heart and the soul of Jobs for America's Graduates.

There are many lessons to be drawn from our 30 years of experience and our service to nearly 750,000 young people. We believe the lessons we have experienced offer great value to policymakers as they look ahead to improving the delivery of education and attachment to the workforce in the future. The lessons include but are not limited to the following:

First, America can have a much more effective education system. A system that can, in fact, achieve 90 percent graduation rates on average.

Second, we can do far better in assuring the successful transition of high school graduates into jobs and/or into higher education even those who are economically disadvantaged, or the first generation to pursue a higher education degree.

Third, young people with significant barriers to success will respond positively and with commitment and determination to succeed in school, in college and on the job if they are guided by a JAG Specialist or an educator with the training and best practices employed by JAG Specialists.

Finally, the Administration's Race to the Top initiative is aimed in the right direction—stay focused on those strategies that work and take them to scale.

In 2011, America will be urgently focused on finding ways to expand jobs and deliver the skills that are needed by entry-level workers and incumbent workers searching for high wage careers of the future.

Jobs for America's Graduates looks forward to the opportunity to take its results to greater scale as we celebrate our 30th Anniversary (1980-2010) by reaching out to policymakers at every level, along with concerned foundations, corporations and educators who make the case that America can and should be **a nation without dropouts**.

Let me add my words of deep personal appreciation to the many thousands of friends and supporters who have worked so hard to help our young people achieve. On behalf of the tens of thousands of JAG students and graduates that you may never have a chance to meet, a sincere, grateful and heartfelt "thank you".

With appreciation,

Kenneth M. Smith
President and Chief Executive Officer

RESEARCH FINDINGS

Since its inception in 1980, JAG has employed a data collection system designed to gather uniform data on the characteristics of participants in JAG programs, the types and intensity of the services that were delivered to participants, and the post-program employment and schooling outcomes of participants in the follow-up period of 12 months after they graduate from high school. In the initial years, JAG collected data through paper and pencil surveys from which the data were manually keyed to produce a national data base. As technology improved, the JAG data collection system evolved. In 2000, JAG introduced a web-based national data management system (e-NDMS). In 2010, JAG supported the development of separate data bases for the six program applications of the JAG Model—Middle School, Alternative Education, Multi-Year, Senior Year, Out-of-School, and Early College Success Program. The refinements in the e-NDMS provide aggregate data to improve decision-making in local JAG programs, JAG State Organizations, and the JAG National Network.

PERFORMANCE OUTCOMES—CLASSES OF 1990 TO 2009

The JAG Model is based on a series of program performance measures and standards. The Electronic National Data Management System (e-NDMS) is used by local programs, states, and the national organization to track, report, and measure the targeted outcomes on a local program by program basis. JAG Specialists and managers receive online and classroom training to learn to use e-NDMS and to gain the greatest value from using the system to aggregate data and for decisions to be made that improve the impact of the delivery of the JAG Model to the students with the greatest needs that are selected by an in-school advisory committee. The key performance outcomes are presented in the chart below for the Classes of 1990 to 2009. The 20-year average demonstrates the effectiveness of JAG Model Programs in:

- ▶ **Graduation Rate.** Staying in school through graduation from high school or completion of a GED. The goal is for a JAG Model Program to achieve a graduation rate of 90 percent or better even though serving those students with the greatest needs.
- ▶ **Positive Outcomes.** Achieving an 80 percent or better average outcome for JAG participants by the close of the 12-month follow-up period. The three JAG Model positive outcomes are: employed (full-time or part-time), enrolled in a postsecondary education institution, and/or serving in the U.S. military on a full-time basis.
- ▶ **Aggregate Employment.** Employing 60 percent or better in civilian jobs (full-time or part-time) or serving in a branch of the U.S. military.
- ▶ **Full-time Jobs.** Securing full-time employment for 60 percent or better of those employed in civilian jobs or the military.
- ▶ **Full-time Placement Rate.** Generating full-time placement for 80 percent or better of those employed full-time (civilian or military), pursuing a postsecondary education, or a combination of work and school to achieve the full-time status requirement.
- ▶ **Further Education Rate.** Preparing all students to be work and college ready upon graduation. Even though JAG has not established a further education goal, JAG Specialists encourage all students to pursue a postsecondary education and, if possible, to combine work and college.
- ▶ **Average Wage.** Helping students with jobs to receive the best possible salary and benefit package.

JAG RESEARCH TEAM



Professor Andrew Sum, Ph.D.
Director
National Center for Labor Market Studies
Northeastern University

Dr. Andrew Sum, the architect of the JAG data system, is a Full Professor in the Economics Department of Northeastern University (since 1971) and the founding Director of the Center for Labor Market Studies (1979). Professor Sum has directed program design and evaluation efforts for a number of employment and training programs including the JAG National Network. He has authored or co-authored dozens of evaluation reports of critical importance to the continuous improvement of the JAG Model. Professor Sum is a favorite keynote speaker at JAG national events.



Jimmy G. Koeninger, Ph.D.
Executive Vice President
National Center for Evidence-Based Practices
Jobs for America's Graduates, Inc.

Dr. Jim Koeninger is the JAG Executive Vice President having been involved with the national organization since the early 1980's. He is responsible for the day-to-day operation of the National Center for Evidence-Based Practices which includes the overall management of the JAG Electronic National Data Management System (e-NDMS), serving as the liaison to the Center for Labor Market Studies, developing internal data-based operational reports, and directing the diverse activities of the National Center.

Performance Outcomes—Classes of 1990 to 2009

JAG Classes	Graduation	Positive Outcomes	Job Placement	Full-time Jobs	Full-time Placement	Further Education Rate
	Goal—90%	Goal—80%	Goal—60%	Goal—60%	Goal—80%	
1990	90%	78%	59%	64%	NA	NA
1991	91%	80%	59%	59%	NA	NA
1992	91%	79%	57%	60%	NA	33%
1993	91%	80%	60%	62%	80%	35%
1994	88%	81%	61%	68%	84%	35%
1995	89%	82%	60%	55%	85%	38%
1996	90%	82%	60%	66%	86%	39%
1997	90%	82%	60%	66%	86%	39%
1998	91%	69%	50%	68%	89%	34%
1999	91%	66%	54%	76%	87%	21%
2000	88%	73%	54%	72%	90%	35%
2001	85%	72%	51%	68%	89%	21%
2002	85%	72%	52%	66%	88%	20%
2003	93%	72%	50%	67%	86%	36%
2004	91%	73%	50%	62%	87%	41%
2005	92%	73%	52%	67%	89%	39%
2006	94%	78%	57%	66%	88%	41%
2007	94%	83%	60%	67%	90%	46%
2008	94%	79%	57%	66%	89%	46%
2009	94%	81%	55%	66%	88%	48%
20-Year Average	91%	77%	56%	66%	87%	36%

STUDIES SHOW EMPLOYMENT IMPACTS ARE SIGNIFICANT

Impact Greatest for Low-Income Minority Youth. JAG has demonstrated repeatedly that JAG Model Programs have the greatest impact on youth with the greatest number of barriers and challenges—especially low income and minority youth.

Employment. There was a 7 percent difference in success in employment for participants in a JAG Model Program in recent studies. The more dramatic differences are among JAG minority youth:

- ▶ For African American youth, there was a 27 percent improvement in employment.
- ▶ For Hispanic American youth, there was a 38 percent improvement in employment compared to similar youth not enrolled in a JAG program.
- ▶ For low-income Hispanics, there was a 56 percent difference in employment.
- ▶ For African-Americans, there was a 24 percent difference in employment.

Full-time Employment. In comparison to similar youth, the differences are larger for JAG participants.

- ▶ For all JAG participants, there was a 22 percent difference in full-time employment.
- ▶ For African American youth, the full-time employment difference was 45 percent
- ▶ For low-income Hispanic youth, a 70 percent difference in full-time employment.
- ▶ For low-income African American youth, the impact of participation in a JAG Model Program rises to an extraordinary 88 percent difference in full-time employment.
- ▶ For low-income Hispanic American youth, an amazing 102 percent difference in full-time employment.

Hours Employed. JAG youth are more likely to be employed for more hours.

- ▶ There is an overall 31 percent difference in the mean number of hours worked for all JAG youth compared to the comparison group consisting of all youth.
- ▶ Among minority youth, the hours employed impact is 45 percent for African American youth.

Hours per Week. While JAG youth made less per hour on average than the comparison group, JAG youth do make considerably more money each week because they are more likely to be employed full-time or to work more part-time hours than the comparison group. The reduction in hourly wages may be due to more than 45 percent of JAG grads are pursuing a postsecondary education and may be unable to pursue higher-skilled jobs while enrolled in a postsecondary institution.

JAG MODEL AND PROGRAM APPLICATIONS

The first JAG program was established 30 years ago as a school-to-work transition program for a subset of the nation's high school seniors who were identified by a school advisory committee (principal, assistant principal, counselors, teachers) and a JAG Specialist as being at above average risk of not graduating or able to secure a job upon graduation. Among the major objectives of the JAG Senior Year Program was that of facilitating the transition of high school graduates to the labor market and the postsecondary educational world in the first year following graduation from high school. A comprehensive array of services is provided by the professionally trained Specialists who work directly with the targeted youth selected for the program.

The JAG Model Program aimed to bolster the ability of program participants to graduate and secure and retain employment in the first year following graduation from high school and to enroll in postsecondary education and training programs. These goals were to be achieved by providing participants with a diverse array of services, including employability skills, personal and career counseling, academic remediation, opportunities to participate in career association, community service, work-based learning activities, job development and placement assistance, and personal follow-up support services for up to 12 months after graduation from high school.

Regular assessments of the early transitions of young high school graduates to college and the labor market was indispensable for the planning and operations of school-to-work programs and high school-to-college entry programs and are conducted by JAG's research team.

1. How successful have the nation's recent high school graduates been in making the transition to the labor market?
2. Which graduates (gender, race-ethnic, and family income) are more or less successful in making these transitions?
3. How do these transitions vary over time?

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.



Roland S. Martin, Journalist and television personality keynoted the 2nd Annual Leadership Summit sponsored by Corinthian Colleges and the Everest Institute in Atlanta, GA



Urban Adventure Event for JAG-Maine middle school students hosted at the Unum Headquarters in Portland, ME



Jim Buford, St. Louis Urban League Addresses JAG-Missouri Conference



JAG MODEL

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 750,000 young people have received JAG Model services from accredited JAG State Organizations and JAG 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.

Competency-Based Curriculums. There are three JAG competency-based curriculums designed to deliver competencies that will prepare 12th graders to pursue and perform well in a quality entry-level job and/or pursue a postsecondary education post-graduation (or GED). Multi-year participation in high school allows JAG Specialists to deliver as many as 88 competencies over a four-year period (9th to 12th grade). Middle School Specialists are provided with three years of competency-based curriculum modules (6th to 8th grades) to transition 8th graders to the 9th grade successfully. Out-of-School Specialists are provided a 20 competency-based curriculum to expedite the development of employability skills and the desire to pursue a postsecondary education.

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. Based on the individual needs of students, Specialists connect participants to professional counseling services if needed to address more serious barriers, including mental health problems, substance abuse or other barriers to success.

Summer Employment Training. Job placement services are provided high school students during the 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 - builds on the competency-based curriculum and provides opportunities for students to develop, practice, and refine their leadership and team membership skills.

Job and Postsecondary Education Placement Services. JAG Specialists are actively involved in intensive, one-on-one employer marketing and job development activities to identify entry-level job opportunities for students post-graduation (or GED completion). Likewise, Specialists assist graduates in the exploration of postsecondary education opportunities and help them navigate the financial aid process to enroll and pursue a degree.

Linkages to School and Community-Based Services. JAG programs serve as a school-based “one-stop center” for youth with barriers to success to deliver academic and social services using school and community resources.

12-Month Follow-up Services. JAG provides no less than twelve months of follow-up and support on-the-job or enrollment in a postsecondary education after graduation (or completion of a GED).

Accountability System. Computerized tracking of participants served, services delivered and performance outcomes (graduation rate, positive outcomes, rates, aggregate employment rate, full-time jobs rate, full-time placement rate, further education rate, wages, and return to school rate) is a critical component of accredited JAG Model Programs. JAG is an evidence-based organization that uses metrics to reward performance and identify best practices.

Professional Development. Continuous improvement through the professional development of managers, supervisors and Specialists is an ongoing service provided to State Organizations and local programs. JAG conducts an annual National Training Seminar designed to recognize exemplary performance using JAG’s Electronic National Data Management System (e-NDMS) and share best practices by high performers across the JAG National Network.



JAG-Ohio Award Recipients at 2010 National Training Seminar

PROGRAM APPLICATIONS

JAG provides its State Organizations and Local Program Affiliates with a set of six tested and proven program applications of the JAG Model to serve students in middle school, high school, community-based out-of-school programs, and colleges:

Middle School Program Application—6th to 8th Graders

The three (3) major goals of a JAG Middle School Program are:

- ▶ Students will stay in school and successfully transition from the 8th (Middle School) to the 9th grade (High School) 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 in the Multi-Year Program is dropout prevention, retention and graduation—essential outcomes of a JAG Model Program serving youth with significant barriers to success. The Multi-Year Program serves students who are likely to drop out of school before graduation. The young people served 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.

Alternative Education Program Application—9th to 12th Graders

Students served in the Alternative Education Program possess serious barriers to success compared to students in the Multi-Year or Senior Year High School Programs.

Senior Program Application—12th Graders

Students are targeted in the 12th grade who are believed to have major barriers to academic or economic success in their final year of high school. An in-school advisory committee is responsible for identifying barriers that are likely to jeopardize completion of a high school diploma even in the final year of high school or prohibit a successful transition from high school to the workplace. The Senior Program Application focuses on graduation (first), then, a positive destination (job, postsecondary education and/or military). Specialists are not allowed to take credit for performance outcomes until successful completion of requirements for a high school diploma or receipt of a GED certificate.

Early College Program Application—1st & 2nd Years

The Early College Success Program (ECSP) will help:

- ▶ connect students to a postsecondary education and careers after high-school
- ▶ enhance the collegiate experience of JAG graduates
- ▶ encourage persistence in achieving academic goals
- ▶ elevate career aspirations

The Early College Success Program is designed to increase the number of students attaining their academic and career goals and successfully transition from college into careers within their home state.

Out-of-School Program Application—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); attainment of the competency-based employability skills; occupational specific training (if available); and, a positive destination, i.e., a quality job leading to career advancement opportunities or the pursuit of a postsecondary education to enhance career advancement opportunities.

More information is available for each of the six program applications on the JAG web site—www.jag.org.



Louisiana-JAG students explore the U.S. Capitol



Takesa Owens (JAG-SC) sings "Never Would Have Made It"



NSLC Delegates singing at the Closing Session

PARTICIPANTS SERVED

CLASS OF 2010 PARTICIPANTS

Characteristics	Senior Programs	Multi-Year Programs	Alternative Education	Middle School Programs	Out-of-School Programs	Total Participants in Classroom
Number of Profiles	7,017	14,597	832	2,210	1,677	26,333*
Percentage	27%	56%	3%	8%	6%	100%

*The 26,333 participants in the classroom does not include grads/non-grads in follow-up

The Multi-Year Program serves 56 percent of the participants in the Class of 2010. The Multi-Year Program has grown significantly the past few years with the intent to keep students in high school through graduation then deliver 12 months of follow-up services to improve post-graduation destinations (employment and/or postsecondary enrollment). The Middle School Program has also expanded significantly given the need to intervene with students at earlier grades (6th and 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.

JAG Model Programs have evolved from a Senior Program to serving younger students in grades 6-11. Specialists serve a balanced number of males and females and minority participants as demonstrated in the chart below. In serving younger students, JAG participants are more likely to stay in school through graduation and be well-prepared for the workplace and/or a postsecondary education. Specialists are encouraged to recruit a diversity rich program roster with students from low income families because JAG Model programs have the greatest impact in serving low-income minority youth.

Demographic Characteristics	Senior Programs	Multi-Year Programs	Alternative Education	Middle School Programs	Out-of-School Programs
Males	44.11%	48.02%	55.41%	51.86%	49.85%
Minority Youth	56.35%	54.80%	51.44%	51.22%	57.48%

MANAGERS AND SPECIALISTS ARE TRAINED TO IMPLEMENT JAG MODEL PROGRAMS

Approximately 150 Specialists and Managers were the first students at JAG University, a three-day intensive staff development experience conducted prior to the annual National Training Seminar. Specialists and Managers participated in graduation exercises for the first classes at the 2010 JAG University conducted in Orlando, FL.



First grads of JAG University 101 for Specialists. Professor Ron Rider (OH)



First grads of JAG University 101 for Alternative Education Specialists. Professor Jean McLaurine (TN)



First grads of JAG University 101 for Specialists. Professor Jenny Powell (OH)



First grads of JAG University 101 for Middle School Specialists. Professor Julie Ray (FL)

Barriers to Success. Upon entry into a JAG Model Program, participants complete a Participant Profile that provides a considerable amount of demographic and barrier information for the Specialist to use in developing an Individualized Barrier Removal Plan to help each participant overcome and/or cope more effectively with each barrier identified upon entrance to the program. The Electronic National Data Management System tracks barrier removal for individual participants as well as providing management with an overall barrier removal percentage.

An analysis of research studies helped to identify the thirty-five barriers to success. The average number of barriers for participants differs by the JAG Model Program Application in which the participant receives services. For example, the average number of barriers for the Class of 2010 by program application of the JAG Model are as follows: Middle School participants (5.65 barriers); Alternative Education participants (8.65 barriers); Multi-Year participants (6.79 barriers); Senior Year (5.79 barriers); and Out-of-School participants (8.24 barriers). Considerable effort is expended by the program’s advisory committee to identify those students with multiple barriers to success. The chart below lists eleven (11) of the thirty-five (35) barriers to success which JAG Specialists use to recruit and select program participants that need, want and can profit from JAG Model services and experiences.

Selected Barriers to Success	Senior Programs	Multi-Year Programs	Alternative Education	Middle School Programs	Out-of-School Programs
Free or Subsidized Lunch	66.52%	68.71%	71.39%	70.95%	42.58%
Living with Both Parents	42.47%	44.33%	40.99%	50.72%	19.38%
Average Barriers	5.79	6.76	8.70	5.57	8.21
Low Academic Performance	32.98%	45.85%	75.72%	40.68%	47.64%
Past Record of Excessive Absences	41.21%	43.63%	55.29%	30.18%	41.98%
Needs Transportation	28.05%	37.62%	32.69%	8.60%	43.77%
Special Education Certified	11.49%	12.86%	17.67%	8.01%	6.26%
Lacks Motivation or Maturity	35.84%	51.10%	44.11%	55.38%	52.42%
Economically Disadvantaged	57.23%	56.15%	55.65%	51.81%	51.82%
Inadequate or No Work Experience	79.92%	84.39%	83.89%	65.84%	73.29%
Lacks Marketable Skills in Demand	79.18%	81.23%	83.77%	64.48%	74.00%



First grads of JAG University 300 for National Trainer Certification. Professor: Liz Cannell (CO)



First grads of JAG University 200 for New Managers. Professor: Jason Moore (AZ)

NATIONAL CENTER FOR EVIDENCE-BASED BEST PRACTICES

The National Center for Evidence-Based Best Practices is responsible for supplying the JAG National Network with the tools to implement the JAG Model. These tools include:



- Launch and Consulting Services
- Electronic National Data Management System (e-NDMS)
- National Competency-Based Curriculums
- Accreditation Reviews and Reports
- Meeting Management Services:
 - National Leadership Awards Events
 - National Student Leadership Conference
 - Thought Leader Events
 - National Training Seminar and JAG University
 - JAG Board Meetings
- Technical Assistance
- Staff Training and Development:
 - National Training Seminar
 - JAG University (Pre-NTS)
 - New Specialist Training
 - JAG Model Refresher Training
 - Management Development Institute
- Awards and Recognition Program
- Research Studies and Reports
- JAG Model Handbooks, Videos, E-Learning Courses
- JAG Website: www.jag.org

“JAG focuses on students’ desire to participate in the global economy and their future successes.”



Governor of the Virgin Islands receives Founders Award at the 2009 Leadership Awards Luncheon



JAG State Organizations Received “5-of-5” Award at 2010 NTS



U.S. Secretary of the Navy Ray Mabus met with JAG-Mississippi Delegation in DC



Chip Wheeler, ING Foundation, opens the March 2010 Thought Leader Event in DC

e-NDMS TRACKING AND REPORTING

JAG Model Programs record critical data and information using a customized tracking system—Electronic National Data Management System—referred to as e-NDMS. JAG Specialists are assigned a discrete user identification number and password allowing e-NDMS to track activity by Specialist. All program data can be aggregated to produce summary reports for Specialists, sites, states and the JAG National Network. Overall, e-NDMS is able to produce eleven reports based on three categories of program data and information:

- ▶ Students served
- ▶ Services delivered
- ▶ Outcomes achieved

The importance of a complete, accurate and reliable database cannot be overstated. The national database (e-NDMS) provides evidence as to the effectiveness of JAG Model Programs in targeting the right students, delivering the right services and achieving the best possible outcomes.

e-NDMS SUMMARY REPORTS

The e-NDMS In-School Summary Reports can quickly provide data and information allowing the recipient of the data to analyze progress in implementing the JAG Model and if the programs are on track to attain or exceed process indicators and performance outcomes. Critical questions can be answered in analyzing the data contained in the eight in-school reports.

- ▶ Program Roster—provides the total number of students served and the advisory committee members that approved the program roster.
- ▶ Participant Profile Summary Report—provides demographic information that helps the Specialist develop an Individual Development Plan including the barriers that must be overcome or considered to achieve successful outcomes.
- ▶ Barrier Report—provides the ability to track the removal of barriers for JAG students.
- ▶ Contact Hour Summary Report—provides an accounting of the number of hours devoted to the nine categories of services including: Employability Skills Training; Career Association; Community Service; Guidance/Counseling; FieldTrips/Guest Speakers; Academic Remediation; Work-based Learning; Group/Social Recreation; and Other.
- ▶ Competency Report—the number of participants that attain the JAG competencies at each of the three levels: Level 1 (Basic Introduction), Level 2 (Detail Review) and Level 3 (Competency Attainment).
- ▶ Progress Report—provides progress in raising the GPA; improving attendance; and reducing tardies, expulsions or suspensions.
- ▶ Student Retention Report—provides tracking of students in returning to the school or JAG program from year to year.
- ▶ Special Group Reports—provides tracking of students listed in a special group, i.e., WIA funded participants; grade levels; number of years in the program; etc.



First grads of JAG University 201 for Experienced Managers



John McConnell, JAG e-NDMS National Director

FOLLOW-UP PHASE SUMMARY REPORTS

The e-NDMS Follow-up Summary Reports provide valuable insights into the progress being achieved in reaching JAG Model performance outcomes. These reports are:

- ▶ Job Placement and Follow-up Report—provides numeric and percentage data to determine attainment of the JAG performance outcomes, including: graduation rate, positive outcomes rate, employment rate, full-time jobs rate, full-time placement rate, education rate, unable to contact rate, and similar data for non-graduates.
- ▶ Placement Summary Report—provides detailed information (i.e., industry, hourly wage, occupational category, benefits, employer, etc.) regarding the placement of graduates in high-quality jobs leading to career advancement opportunities.
- ▶ School Placement Report—provides a list of the postsecondary institutions (two-year community colleges, four-year colleges and universities, short-term certification courses, etc.) attended by school, site, state and nationally.

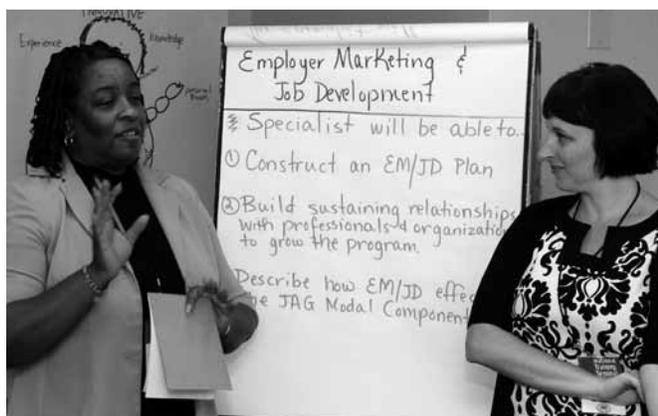
e-NDMS EVIDENCED-BASED REPORTS

e-NDMS produces a complete set of evidence-based reports including:

- ▶ JAG National Network—aggregate data for the 32-state JAG National Network
- ▶ JAG State Organization—aggregate data for each JAG state organization
- ▶ JAG School—aggregate data for the program applications conducted in a JAG affiliated school
- ▶ JAG Model Program—aggregate data for each program application of the JAG Model
- ▶ JAG Participants and Graduates—aggregate data for each individual JAG participant



JAG-Maine Delegation to the 2010 National Training Seminar



Best Practices Workshop--Employer Marketing and Job Development

TOP 50 EMPLOYERS

- | | | | |
|---------------------------|--------------------------|--------------------------|-----------------------------|
| 1. McDonald's | 14. Hardee's | 27. Boys & Girls Club | 40. Kohl's Department Store |
| 2. Walmart | 15. Dairy Queen | 28. Little Caesars | 41. Long John Silver |
| 3. Wendy's | 16. JCPenney | 29. Popeyes | 42. Publix |
| 4. Kroger | 17. Dollar General Store | 30. Winn Dixie | 43. Steak and Shake |
| 5. Burger King | 18. Dunkin Donuts | 31. Zaxby's | 44. Army National Guard |
| 6. Subway | 19. Sears | 32. U.S. Navy | 45. Cracker Barrel |
| 7. Sonic Drive-In | 20. YMCA | 33. Applebee's | 46. HyVee Food Store |
| 8. Taco Bell | 21. U.S. Marines | 34. Bob Evans Restaurant | 47. Meijer |
| 9. Kentucky Fried Chicken | 22. Kmart | 35. Family Dollar | 48. Quiznos |
| 10. Arby's | 23. Dollar Tree | 36. Lowe's | 49. Self-Employed |
| 11. U.S. Army | 24. Food Lion | 37. Home Depot | 50. United Parcel Service |
| 12. Pizza Hut | 25. Piggly Wiggly | 38. CVS Pharmacy | |
| 13. Target | 26. Walgreens | 39. Goodwill | |

COMPETENCY-BASED CURRICULUM RESOURCES

JAG 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 providing 880 hours of content, activities, reading and math exercises, competency-based tests, and methodology. The Senior Year Program focuses on the 37 core competencies (A.1 to F.37). The Multi-Year Program integrates the 88 core competencies (A.1 to I.88) throughout 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 (A.1 to I.88) as well as the 20 Out-of-School Program Competencies (OS-1 to OS-20). The 42 National Middle School Curriculum competencies (7th and 8th grades) have been reviewed by employers, principals, counselors and curriculum specialists and are being expanded to include 6th grade plus additional competencies in the 7th and 8th grades.

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
- F.37 Develop healthy self-concept for home, school and work

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.) www.practicalmoneyskills.com
- 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—7TH 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

NATIONAL MIDDLE SCHOOL—8TH GRADE CURRICULUM

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 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, post secondary education, etc.*)
- OS-20 Demonstrate effective independent living skills (*e.g. renting an apartment, purchasing a car, buying insurance, etc.*).

PARTNERS AND DONORS

JAG CORE DONORS

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 Archer Daniels Midland
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JAG LEADERSHIP AWARDS FUNDING

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 HCA
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Michael E. Hogrefe

JAG THOUGHT LEADER EVENT

TRUSTEES (\$25,000 plus)

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 General Electric
 JP Morgan Chase
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 Shell Oil Company
 Society for Human Resource Management (SHRM)
 Toys "R" Us

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 The Lumina Foundation

DONORS (\$2,500)

Sanderson Family Foundation



Larry Caruso, Member, JAG Board Smith Scholars Committee



Mike D'Ambrose, Chair, JAG Board Resource Development Committee



Tom Tauke, JAG Executive Committee Chair

NATIONAL EVENTS

JAG conducts a series of annual national events to gain visibility, secure funding, develop state and local program staff, as well as recognize high performers, sponsors, donors and stakeholders. These events include:



U.S. Secretary of Labor Hilda Solis Keynotes



NSLC Delegates Participate in Wreath-Laying Ceremony at Tomb of the Unknowns

National Thought Leader Event

The purpose of the National Thought Leader Event is to assemble proven experts and seasoned veterans to focus on national issues and take what works to scale through both public and private sector policies and funding. The invited delegates participate in general sessions and roundtable discussions and panels focused on legislative and funding strategies. The core question examined: "How do we take what works for high-risk minority youth to scale through policy and funding?"

National Student Leadership Conference

More than 500 JAG students, graduates and chaperones participate in the annual National Student Leadership Conference (NSLC). The three-day leadership conference includes dynamic general sessions and speakers, energizing and challenging leadership activities, touring the nation's capital, networking, shopping, social development and confidence-building. More than 60 students participate in the three competitive events for recognition as "Best in the Nation" in job interviewing, public speaking and cover design.



Verizon EVP Tom Tauke Presents Award



Chief Executives of JAG State Organizations

National Leadership Awards Events

The annual National Leadership Awards events provides an opportunity to recognize a select number of national, state and local supporters of the mission of Jobs for America's Graduates as well as JAG State Organizations and local program affiliates. The Awards Luncheon is attended by more than 500 JAG students and graduates and 250 Friends of JAG including leaders from more than 40 corporations, non-profit organizations, foundations and government agencies. Approximately 20 national honorees are presented awards by members of the JAG Board of Directors at the Recognition Reception or the Leadership Awards Luncheon.

National Training Seminar

The major goals of the annual National Training Seminar (NTS) are to celebrate achievements, share best practices and recognize extraordinary performance. More than 800 state, program and individual awards are presented to the JAG State Organizations, local program affiliates and staff members. The three-day NTS attracts more than 350 staff members across the 32-state national network and representatives from supportive corporations, foundations, non-profit organizations, government agencies and elected political leaders. Four dynamic general sessions and nearly 50 best practices workshops were well-attended by new and experienced JAG staff members.

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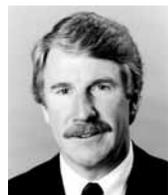
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Education Commission
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Georgia Department
of Labor



The Honorable
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State of Illinois

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(1983-2001)



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State of Ohio

*Vision--
A Nation
Without Dropouts*

NATIONAL THOUGHT LEADER

Washington, D.C. - March 4, 2010 and September 29, 2010

Two *National Thought Leader Events* were held in 2010, organized by Jobs for America's Graduates and co-hosted by five leadership organizations to answer the core question: "How do we take things that work for high-risk minority youth to scale through policy and funding?"

- ▶ The Congressional Black Caucus Foundation
- ▶ The Congressional Hispanic Caucus Institute

- ▶ The Asian Pacific American Institute for Congressional Studies
- ▶ The National Urban League
- ▶ The National Council of La Raza

The primary purpose of the Thought Leader Events was to assemble proven experts and seasoned veterans on how to take what works to scale at the local, state and national levels through both public and private sector policies and funding. Over 110 leaders participated in a series of roundtable discussions and panels focused on legislative and funding strategies at each Thought Leader Event.

THOUGHT LEADERS

March 4, 2010



The Honorable John Baldacci
Governor of Maine
JAG Board Chairman



The Honorable Hilda Solis
U.S. Secretary of Labor



The Honorable Tom Carper
U.S. Senator
State of Delaware



Marc Morial
President
National Urban League



Janet Murguía
President and CEO
National Council of La Raza



The Honorable Mike Honda
U.S. House of Representatives
Chair, Asian Pacific American Caucus



Dr. Elsie Scott
President
Congressional Black Caucus



STATE PANEL MEMBERS:

(l-r) **Dr. Glenn Cummings**, U.S. Department of Education; **Roger Sampson**, Education Commission of the States; **Martin Schultz**, Pinnacle West Capital Corporation; **Ken Smith**, JAG President; Governor of Maine **John Baldacci**; **Jim Applegate**, The Lumina Foundation; and **Kathy Payne**, State Farm



FEDERAL PANEL MEMBERS:

(l-r) **Roberto Rodriguez**, The White House; **Dr. Glenn Cummings**, U.S. Department of Education; **Ken Smith**, JAG President; **Mark Pelish**, Corinthian Colleges; **John Castellani**, PHARMA; and **Michael Layman**, SHRM

Findings

- The nation's minority youth continue to disproportionately drop out of school and too often fall behind their counterparts throughout their secondary and postsecondary education.
- The unemployment rate among teenagers is the highest in American history especially minority youth.
- Improved academic and economic success for the nation's minority teenagers and young adults would dramatically improve the nation's overall economic vitality and success.
- Collaboration is often discussed, but all too rarely well executed.
- By boosting the academic and economic achievement of minority young people, their outcomes can substantially exceed the outcomes of the "average teenager."
- In short, America can take to scale what works!

THOUGHT LEADERS

September 29, 2010



The Honorable Tom Vilsack
U.S. Secretary of Agriculture



The Honorable John Baldacci
Governor of Maine
JAG Board Chairman



Jason Chan
Program Director
Scholar and Alumni
Programs, Asian Pacific
Islander American
Scholarship Fund



Jim Reed
Vice President
Workforce Development
National Urban League



Ken Smith
President and CEO
Jobs for America's
Graduates



Group facilitators reported recommendations



FEDERAL PANEL MEMBERS

(l-r) **Martha Coven**, Special Assistant to the President for Mobility and Opportunity, Domestic Policy Council, The White House, Federal Panel Chair

Marguerite Kondracke, President and Chief Executive Officer, America's Promise

David Johns, Senior Education Advisor, Senate HELP Committee



Highly interactive discussion groups



PRIVATE SECTOR PANEL

(l-r) **Tom Tauke**, Executive Vice President, Public Affairs, Policy and Communications, Verizon Communications, Private Sector Chair
Carol Wilner, Vice President, Federal and National 3rd Party Public Affairs, AT&T
Stacey Stewart, Executive Vice President, Community Impact, United Way



Opportunities to seek solutions



STATE PANEL MEMBERS

(l-r) **The Honorable Bill Walker**, Director, Arkansas Department of Career Education, State Panel Chair

Charles Smith, Vice President and Head of the Washington DC Office, ACT

The Honorable Steve Wise, Florida State Senator

Recommendations

These core recommendations are offered for consideration by policymakers, philanthropies and service providers:

1. Take down the legislative silos of funding and re-prioritize the funding to focus on those strategies that have been proven to work, at scale and over time.
2. Set tough, demanding standards and criteria for success for public education and employment and training investments
3. Hold people, organizations, and agencies accountable for outcomes.
4. Invest, engage, and intervene as early as grade school and middle school.
5. Embed "what works" into core funding formulas employing metrics to assure consistency and sustainability.
6. Engage young people—is undervalued by decision-makers and offers one of the highest returns at the lowest cost.
7. The private sector can be highly influential and decisive by demanding increased accountability, improved outcomes and the setting of tough and demanding criteria.
8. The private sector can shift its philanthropic investments and concentrate on "what works."

20TH ANNUAL NATIONAL LEADERSHIP AWARDS EVENTS

Washington, D.C. - November 18-19, 2009

More than 750 Friends of JAG and Guests attended the 20th Annual National Leadership Awards Events on November 18-19, 2009. The National Leadership Awards provide an opportunity to recognize a select number of national, state and local supporters of the mission of Jobs for America's Graduates as well as JAG state organizations and local programs. Special guests included 400 JAG students and graduates that represented the 40,000 plus young people served by the more than 800 JAG programs. Among the stakeholders were representatives of the 32-state organizations and local programs, the JAG National Board of Directors, state board members, and executives from more than 40 corporations, non-profit organizations and foundations.

The event featured extraordinary leaders including:

- ▶ Governor John Baldacci, Chair of the JAG Board of Directors
- ▶ Virgin Islands Governor John de Jongh, member of the JAG Board of Directors.
- ▶ Senator Tom Carper, a long-time advocate of the work of Jobs for America's Graduates as Governor of Delaware and as a U.S. Senator.

- ▶ U.S. Secretary of the Navy Ray Mabus, a former member of the JAG Board of Directors and while Governor of Mississippi launched the first pilot and demonstration program of JAG-Mississippi, Inc.
- ▶ Miss Katie Stam, reigning Miss America 2009, devoted a substantial part of her time at various events with JAG students and graduates who attended the Leadership Awards Luncheon and the National Student Leadership Conference.

The November 18th Special Recognition Reception at the Cosmos Club in the District of Columbia was hosted by U.S. Ambassador to Switzerland Don Beyer, former member of the JAG Board of Directors and the 14-year Chairman of Jobs for Virginia Graduates. On November 19, several events were conducted at The Capital Hilton in Washington, D.C. including a meeting of the JAG Board of Directors, a VIP Reception, and the Leadership Awards Luncheon. The 21 national honorees were presented their award by members of the JAG Board of Directors at either the Recognition Reception or the Leadership Awards Luncheon.



Governor Beebe presents plaque to JAG



Secretary of the Navy Ray Mabus receives JAG Founder's Award



Miss America 2009, Katie Stam



U.S. Senator Tom Carper, a long-standing JAG advocate



Virgin Islands' Governor John de Jongh receives Founder's Award



Jobs for America's Graduates' Board Meeting

2009 AWARD HONOREES

Corporate Leader of the Year



Accepting for **Walmart President/CEO Mike Duke** was **Maggie Sans**, VP of Public Affairs and Government Relations

Founder's Award



The Honorable John de Jongh
Governor of U.S. Virgin Islands
JAG-Virgin Islands



The Honorable Tom Deadrick
South Dakota Speaker of the House
JAG-South Dakota



Randy Dorn
Superintendent of Public Instruction
State of Washington
JAG-Washington



The Honorable John Hoeven
Governor of North Dakota
JAG-North Dakota

National Educational Leadership Award



The Honorable Paul Pastorek
State Superintendent of Louisiana
JAG-Louisiana



The Honorable Susan Gendron
Maine Commissioner of Education
JAG-Maine

Legislative Leader of the Year



The Honorable Raul Grijalva
U.S. Representative
District 7, Tucson, Arizona
JAG-Arizona

Government Leader Award



The Honorable Keith Kelly
Montana Commissioner of Labor & Industry
JAG-Montana



The Honorable Joe Taylor
Secretary, South Carolina Department of Commerce
JAG-South Carolina



The Honorable James G. Neeley
Commissioner
TN Department of Labor & Workforce Development
JAG-Tennessee

2009 AWARD HONOREES

National Network Leadership Award



Ryan Ford
Senior Human Resources Generalist, Cargill
Iowa-JAG Board Member



David Whitwam
Chairman
Consortium for
Community
Development
Harbor Shores, Inc.
JAG-Michigan

Jobs for Delaware Graduates' 30th Anniversary Award



Samuel Shipley
Chairman Emeritus
JDG Board of Directors

Stephen E. Herrmann, Esq.
Director
JDG Board of Directors

National Above and Beyond Award



Jenny DiJames
Partner
Williams and Jensen



Gloria Johnson
Director, Customer Service
Entergy
JAG-Mississippi

Special Recognition



Donna Nola-Ganey
Assistant Superintendent
Louisiana Department of Education
JAG-Louisiana

National Workforce Development Leadership Award



Dwight Davis
Chair
NH Workforce Opportunity Youth Council
JAG-New Hampshire



Julie Gibson
Director
Missouri Dept of
Economic Development
Division of Workforce
Development
JAG-Missouri



Katie Stam
Miss America 2009

NATIONAL STUDENT LEADERSHIP CONFERENCE

Washington, D.C. - November 19-21, 2009

More than 500 JAG students and graduates to the National Student Leadership Conference (NSLC) were chaperoned by local and state JAG staff. The NSLC was headquartered at the Gaylord National Hotel for the three-day leadership development experience conducted by JAG national staff, group facilitators (selected from among outstanding local JAG Specialists) and representatives of Tri-Leadership. The three days of leadership development, touring, competitive events participants, team building and social development are challenging to those fortunately selected as delegates by their local programs.



JAG-SC Delegates at 2010 NSLC

November 19 started early with registration, then, followed by a special briefing session with Miss America 2009 and a Q&A. The Leadership Awards Luncheon was attended by 650 Friends of JAG and guests including the 400 plus students, graduates and chaperones. At the conclusion of the awe-inspiring luncheon, the NSLC buses returned to the Gaylord National Hotel in time for the 62 delegates competing in the Public Speaking and Employability Skills events to demonstrate their skills to judges recruited from JAG Board members and supportive corporations and non-profit organizations.

At the Opening Session and Dinner, the delegates appreciated the remarks by JAG President Kenneth M. Smith and a Q&A opportunity. The initial leadership sessions were conducted following dinner and the 500 plus JAG students and graduates are divided among the ten leadership teams. Following the two-hour leadership session, a social development opportunity was provided to help delegates become better acquainted with those who attended NSLC.

The NSLC delegates toured impressive monuments and government buildings including—U.S. Capitol, World War II Monument, Lincoln Memorial, Air and Space Smithsonian Museum, National



2010 NSLC Delegates at U.S. Capitol



Miss America 2009 Meets with NSLC Delegates

History Smithsonian Museum, Arlington National Cemetery, and more. The 500 plus NSLC delegates and chaperones were most impressed by the inspirational and solemn event once they walked up the hill to Arlington House and participated in the laying of the wreath at the Tomb of the Unknowns." Two JAG representatives participated in the laying of the wreath ceremony while the NSLC delegates were impressed with the respect shown the Unknowns who died in service to their country.



On November 20-21, the days were filled with bus tours and leadership sessions. The days were long, however, the NSLC delegates were enthusiastic about what they learned, observed and experienced. On one of the tours, the buses dropped the delegates at the U.S. Capitol steps for a group photo. The final event was a talent show in which each of the ten leadership groups determined what talent their leadership team would share at the Talent Show that would be entertaining for the NSLC delegates. As a team building event, everyone on each leadership team had to participate in the Talent Show.

The NSLC delegates returned home to share what they learned, observed and experienced with members of their local JAG Career Association chapter and encouragement to earn funds to send more delegates to the 2010 NSLC.



NSLC Delegates Tour Arlington Cemetery

27TH ANNUAL NATIONAL TRAINING SEMINAR

Orlando, Florida

July 12-14 (Pre-NTS Workshops) and July 14-16 (2010 NTS)

The major goals of the annual National Training Seminar are to celebrate achievements, share best practices and recognize extraordinary performance. More than 800 state and individual awards were presented to JAG National Network State Organizations, JAG local programs and individual JAG staff members.

The 27th Annual National Training Seminar (NTS), sponsored by Corinthian Colleges, attracted delegates from 28 of the 32-state National Network plus representatives from supportive corporations including Verizon, McDonald's USA, Worldwide Interactive Network and Toys "R" Us and non-profit organizations like Goodwill Industries and AGCareers.com. More than 400 delegates and Friends of JAG attended the National Training Seminar (July 14-16, 2010) and/or the Pre-NTS Professional Development Workshops (July 12-14, 2010). Attendance was remarkable given the economic impact on state budgets and fundraising initiatives. The four states unable to attend Pre-NTS or NTS faced budget deficits that kept staff from attending the four dynamic general sessions and the forty-four best practices workshops.

President Ken Smith welcomed delegates and Friends of JAG to the Opening Awards Session of the 27th Annual National Training Seminar. Keynote for the session was Florida State Senator Gary Siplin, Vice Chair of Education Pre-K-12 Appropriations. Senator Siplin delivered a stirring message to the attendees and also introduced his wife, Victoria, and their two sons, Joshua and Jacob. President Smith presented Senator Siplin with the "Doing Things Right" Award for making Jobs for Florida's Graduates one of his priorities.



FL State Senator Gary Siplin Received Doing Things Right Award

At dinner, a special welcome was extended by Mark Pelesh, Executive Vice President for Legislative and Regulatory Affairs, for Corinthian Colleges, Inc. (CCi), a financial supporter of the annual National Training Seminar for the fifth consecutive year and a longstanding friend of Jobs for America's Graduates. During the Awards Dinner, Mr. Pelesh presented a full scholarship to Ivanna Hubbard to pursue a degree in Business Administration at Everest University located at Pompano Beach. Ivanna has lived



with her grandmother since a very young age. She struggled with school on and off but raised her GPA from 1.6 last year to a 2.2 in 2010. Ivanna works at Famous Footwear and is a "star" Sales Associate. Amanda Hoch, JAG-Florida Career Coach, at Matanzas High School, shared that "Amanda's goal is to establish her own business once she completes a degree program at Everest University".

The keynote for the Awards Dinner was Florida State Senator Steve Wise and a long-time member of the JAG National Board of Directors. Senator Wise has influenced others to join him in a pilgrimage to implement a highly accountable model that results in young people learning by example, staying the course and graduating with a high school diploma, attaining competencies that provide a foundation for achieving personal, academic and career advancement goals, being work ready upon graduation and/or pursuing a postsecondary education. Senator Wise was presented the Servant Leadership Award to the applause of an appreciative JAG National Network.



FL State Senator Steve Wise Received Servant Leadership Award

The keynote for the Awards Luncheon was Lowell Doringo, Learning and Development Manager for The Walt Disney World® Resort. In 2007, Lowell was selected among the 62,000 employees as one of two Walt Disney World® Ambassadors serving as the official Disney spokesperson and goodwill emissary to all nations. In 2009, he received the Partners in Excellence Award, Disney's highest honor. Lowell was also selected as Project Consultant to develop the Emerging Leaders Program, an intensive leadership training program for all newly promoted operations managers.

The keynote for the Awards Brunch was Paul Booden, Chief Executive of Prepare, Act, Become LLC. Paul is a professional speaker and facilitator who with extensive credentials in educating and training young people and adults. His storytelling style captivated the NTS delegates and reminded everyone that “JAG Has Heart!”

The awards are performance- and evidence-based using the data contained in the JAG Electronic National Data Management System (e-NDMS). For the Class of 2009, the awards are based on the accumulation of data during the 12-month follow-up period of a JAG Model Program. The e-NDMS provides easy access to data captured through daily inputs into the system.

The Top 10 high performer metrics for which recognition is provided at NTS are:

1. Graduation Rate
2. Positive Outcomes Rate
3. Aggregate Job Rate
4. Full-time Job Rate
5. Full-time Placement Rate
6. Postsecondary Education Rate
7. Unable to Contact Rate
8. Grade Point Average
9. Barrier Reduction
10. Competency Attainment

The Top 10 Award Winning JAG State Organizations recognized at the 2010 National Training Seminar were:

Rank Order	State Organization	# of Awards
1	Louisiana	90
2	Arkansas	80
3	Ohio	67
4	Tennessee	65
5	Florida	51
6	Georgia	47
7	Maine	42
8	Montana	41
10	Mississippi	29



“JAG ensures that all participants experience high school as a launching pad to their postsecondary education and career successes.”

SMITH SCHOLARS

Successes in the Making....

The JAG Board of Directors established the Kenneth M. Smith Scholarship Fund as recognition of the many contributions and commitment of the President and Chief Executive Officer of Jobs for America's Graduates, Inc. (1980 to 2010) For years to follow, deserving high school graduates will be selected and recognized as Smith Scholars in their pursuit of a postsecondary education leading to career advancement opportunities. The goal is to increase the number and the amount of the scholarships as funds are provided by the JAG Board of Directors, Friends of JAG, and the JAG National Network. Future donors and applicants are encouraged to visit the JAG website at www.jag.org for donor information and Smith Scholar applications.



President
Kenneth M. Smith

The 2010 Smith Scholars are:

Scholars	High School	State	Career Goal	College
Courtney Brown	Hickman Mills HS	GA	Accountant, Pediatrician	Clark Atlanta University, Atlanta, GA
Delan Fulgham	Lewiston HS	ME	Business Administration	Central Maine Community College, Lewiston, ME
DaNadia Nicole Johnson	Cedar Shoals HS	GA	Pediatric Physician Asst.	Valdosta State University, Valdosta, GA
Juliet Jones	Marietta HS	GA	Addiction Counselor	Valdosta State University, Valdosta, GA
Jessica Laundry	Woodsville HS	NH	Elementary Ed. Special Ed.	Keene State College, Keene, NH
De'Angelo McGregor	East HS	IA	Mechanical Engineering	Iowa State University, Ames, IA
Maria Mosqueda	Chattooga HS	GA	Physician Asst.	Young Harris College, Young Harris, GA
Darius Parker	East Chicago Central HS	IN	Athletic Trainer, Physical Therapist	University of Indianapolis, IN
Lauren Roberts	Clarksburg HS	TN	Registered Nurse	Jackson State Community College, Jackson, TN
Macy Ropp	Roberts HS	MT	Pediatric Nurse	Montana State University, Bozeman, MT



DaNadia Nicole Johnson
State: Georgia
Career Goal: Pediatric Physician Assistant

"I am from a single-parent household. I have watched my mother struggle to just barely manage to get me through public high school. I want to be able to get the financial assistance that I will need to further my education without

my mother continuing to struggle. My mother has medical conditions that also keep us from being able to have all that I would need to pay for college. Not only would I love to help develop a cure for these medical conditions, I would truly love to take the load and stress off my Mom which contribute to these ailments."



De'Angelo McGregor
State: Iowa
Career Goal: Mechanical Engineering

"Our family suffered financial hardship this year with my mother losing her job at Qwest Communications and my stepfather losing his job at UPS because of the economy. Due to these losses, we experienced a significant

decrease in our household income. To help my parents, I dealt with these challenges by picking up more hours at work to purchase my own school supplies, clothes, and pay for a household bill. This experience has helped me to become much more independent and dedicated to achieving my academic goals."

"JAG students promote a postsecondary going culture among their peers."

SMITH SCHOLARS

Delan Fulgham

State: Maine

Career Goal: Business Administration

“At the age of 12, I knew I was interested in business. For several years I had my own lemonade stand outside of my grandparent’s home. My little brother and I would stay out in front of the house for hours, flagging cars down and asking people to buy our lemonade. It worked! Car after car would stop for a nice, cold glass of our summer special. The thrill of making money excited me and I often sought opportunities to make that happen. I’m also a lover of music and helped my uncle disc jockey at local functions in my early teens. He taught me all the tricks I needed to be a great DJ. Now, I have my own business and disc jockey at private and public events. In realizing my strengths, I landed a position at CVS Pharmacy and have been there for the past two years. I knew that in order to stand out I would need to show that I didn’t have to ask what to do next. I was always dusting shelves, straightening things out and helping customers. Through demonstrated hard work and initiative, that did not go unnoticed, my manager promoted me to a shift supervisor position this past year. If I am chosen for this scholarship I will show that I can and will continue to do the right thing, maintain my grades and attendance, and continue to be an active member of my community.”

Jessica Laundry

State: New Hampshire

Career Goal: Elementary Education/Special Education

“My biggest fear in life is not being able to finance my post-secondary education. A college degree would pave the road to a successful life, completely different from the one I have lived. Growing up on welfare and disability checks was a great burden. There was never enough money for school supplies or other basic needs. We were continuously evicted and moved within the same few towns. I grew up without a television, phone, computer or a vehicle. My lifestyle motivated me to do my best, set high goals and take steps to achieve them. Education became important to me at a young age. I loved to learn and quickly grasped the concept that good grades got recognition. I had a younger brother who had behavioral problems and an older sister who was mentally disabled. I taught my sister her times tables and continue to work with her on spelling and grammar. The feeling I get when I have successfully taught something to another person is incomparable with anything else. I cannot stand to see someone fail due to poor study habits or simply not understanding the material. So I always offer to help them study or find ways to make them look at the material in different perspectives. I have dreams that I will never give up on. Nobody should have to put a price on their education. Going to college is the key to changing my life forever.”

Darius Parker

State: Indiana

Career Goal: Physical Therapist

“As a life-long resident of East Chicago, I have overcome obstacles and did not succumb to the negative life style of many other young men in my community. I grew up in a single-parent home with only two strong male figures in my life—my uncle and grandfather, which I lost early in my life due to untimely deaths. This left my mother to raise two young men in a drug infested, gang banging, and violent neighborhood. Although my mother did all she could to keep her sons out of the grasp of our surroundings, she fell short and became addicted to drugs. Due to her addiction, my brother and I became wards of the state for a time. At a very young tender age, I had to make some concrete decisions for my life. It was then that I proclaimed to make sure that I do the best I can in school, go to college to assure that I do not fall into the same circumstances as my mother. During the time of my mother’s addiction, my brother and I had to grow up fast. We became the parent and had to take care of ourselves. I had to make sure I woke myself for school, fixed my own food, and washed my school uniform. My sixth grade teacher insisted that I had a learning disability and I refused to accept that as truth. I worked even harder and developed study skills that have allowed me to achieve a 3.26 GPA. As I grew older, I became interested in sports and that was my outlet to deal with my life. I developed a career interest in Athletic Training. It is very important for me to continue my education to make a better life for my mother. Through my life I have watched my mother break her back to try to make sure I am taken care of and have the necessary things I needed for my basic survival. I would use this opportunity to serve as a positive role model to inspire the youth in various communities; to let them know that anything is possible when you work hard, have faith in yourself and allow obstacles to strengthen you and not deter you from what you can accomplish. I believe no child should have to live their life experience without knowing there are so many other choices in life.”

Lauren Roberts

State: Tennessee

Career Goal: Registered Nurse

“My dad was disabled by Multiple Sclerosis when I was in the 5th grade and I have helped with his many needs. Being exposed to both my mom’s work and to my dad’s hospital stays, I am sure I want to help others by being a nurse. The nursing field offers endless possibilities which I discovered through my JTG class. JTG has given me the opportunity to excel above and beyond my greatest expectations. I have had the privilege of setting career goals, challenging others at officer elections and the statewide career development conference, experiencing and succeeding through public speaking, and most importantly networking with amazing leaders from across the state of Tennessee. This scholarship will allow me the opportunity to pursue a career in nursing while continuing to implement the leadership skills attained through my JTG experiences. The prospect to become a registered nurse and care for others would be a dream come true.”

THREE DECADES OF JAG GRADUATES

Nearly 750,000 young people have been served by a JAG Model Program across the country. The vast majority of JAG graduates have similar backgrounds and experiences to those shared in this 30th Anniversary Annual Report. If you are a JAG Alumnus, please send a message to jag@jag.org and let us know what you are doing and how much you benefitted from your JAG classroom, employment and postsecondary education experiences.



1981

Rosalyn (Lyn) Inez Winder, a graduate of Laurel Senior High School (DE), participated in Jobs for Delaware Graduates. She attended Wilmington College and earned a Bachelor of Science in Human Resource Management (1991) and a Master's in Secondary School Counseling (2001). Lyn was a customer service representative for

First Omni Bank in Millsboro (DE) for 12 years. She served as a JAG Specialist at Seaford Senior High from 1995-1999. She is currently a program developer for the Max Teen Program at Delaware Technical & Community College, in Georgetown (DE).

degree in Human Resource Management from Tiffin University. Tracey has worked ten years with CBI providing and managing administrative support to in-house and partner clients. She is President/CEO of Simply Perfect, a small home-based gift and party supply retailer.



1986

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



1982

Anthony M. Powell, a graduate of Concord High School in Wilmington (DE), participated in Jobs for Delaware Graduates during his senior year. With the help of his Specialist, he obtained part-time employment with the DuPont Company as a mail clerk/carrier. Upon graduation, DuPont hired him full-time and

he was soon promoted to teletype operator. Anthony holds a Master's degree from Lincoln University. He recently served as Vice President of Field Operations and Development with Opportunities Industrialization Centers of America (OICA) and is the newly appointed President and CEO of Jobs for Pennsylvania Graduates, Inc. (JAG Pennsylvania). Anthony has worked for over 20 years with coalitions of community and religious groups seeking to address the needs of low to moderate-income families, especially those living in or near poverty. Anthony is highly committed to launching Jobs for Pennsylvania Graduates, Inc., a non-profit corporation, and was instrumental in laying the foundation for JAG PA where he initially served as Chair of the JAG Pennsylvania State Planning Advisory Board.



1987

Ann M. Brinkley, a graduate of Jobs for Cincinnati Graduates, attributes the foundation of her success to the JAG program. Jobs for Cincinnati Graduates provided Ann with information she needed to be successful. She was given instruction on how to dress for success to apply for a job, how to complete an application correctly, how to interview for a job, and

how to keep the job once obtained. JCG helped Ann get over her fear of public speaking and increased her confidence. She attributes the foundation of her success to JCG! Ann is the Principal of North College Hill Junior-Senior High School in Cincinnati (OH).



1983

Elisa Garcia graduated from Tolleson Union High School and is a patient coordinator for general surgeon where she has worked for 17 years. Elisa said that she felt the program had been extremely helpful to her when setting her goals and in the interviewing skills training especially for her first job.



1988

Amylynn Kukler dropped out of high school, ran away from home and lived in an elevator shaft in Lowell (MA) one summer and also became a teen mom. She was almost too old to return to high school, but with the help of the superintendent in Franklin (NH) in 1988, she was able to continue her education and was recruited

to the JAG program. Amylynn credits JAG for turning her life around. "I learned to be a vibrant worker and a valuable employee" she explained. Upon graduation from high school, she was offered a job with AT&T and worked for almost two years, presently working as a service manger. Amylynn says, "I have used the skills I learned in JAG almost every day of my life". She completed an Associate Degree in Human Services, and recently completed her bachelor's degree in social work.



1984

Terri Dominguez graduated from Tolleson Union High School and is a lab technician living in Phoenix (AZ). Terri benefitted greatly from the job attainment and survival skills she developed as a member of JAG-Arizona.



1985

Tracey Hayes, a graduate of Purcell Marian High School, is the Associate Director for the Cincinnati Business Incubator (CBI) in Cincinnati (OH). Tracey attributes JAG-Cincinnati as the launch pad for her life plan and feels that her JAG Specialist was an indispensable asset to the organization. She completed a Bachelor's degree in



1989

Jeffery S. Talbert, a graduate from Canton Timken Senior High School, participated in varsity sports, clubs and activities which included Jobs for Ohio's Graduates. He attended Muskingum College in New Concord (OH) and played football for four years earning a Bachelor of Arts in Business Management, Marketing and

Business Education. After brief employment in the Kmart Fashion's Management Training Program, he accepted a

position as a JAG Specialist at Timken High School. He served as a JAG Specialist for JOG-Greater Canton program for a total of three years, working at both Timken and Glen Oak High Schools. In 1996, he was hired as a special education teacher at Glen Oak High School where he spent the next four years teaching and coaching, as well as pursuing a Master's in School Administration. In 2001, Woodridge Middle School in Peninsula (OH) hired him as an assistant principal. Following Woodridge, Jeffery served as a principal for seven years in several schools. Jeffrey was the Superintendent of the Osnaburg School District located in East Canton, Ohio, until recently when he was selected to be the Assistant Superintendent of Cleveland Heights/ University Heights, a much larger school district. He and his wife, Kelly, and their three children reside in Cleveland, Ohio." Jeffrey reported, "I believe that the skills I acquired from the JAG program as a student and a JAG Specialist have helped me reach all of the goals that I set for myself, both personally and professionally."

1992



Mark Black, a graduate of Jobs for Ohio's Graduates in Canton, received his Bachelor of Science in Education from Mount Union College, a Master's of Education from The University of Akron, and his Administrative Licensure from Ashland University. At Mount Union College, Mark was an All-American football player, co-captain, and played on two

National Championship teams. He also maintained exemplary grades and was honored as one of the top African-American Males. Mark is the principal of Glen Oak High School in Canton (OH) where he leads and daily encourages 2,000 students to "Soar beyond Excellence". Mark has been an educator for twelve years—six as a teacher and high school football coach plus six as a high school administrator. As an administrator, he raised student achievement and increased community involvement and continued preparing and counseling students for college as an instructional leader and mentor. He has developed and implemented programs that place emphasis on student academic, social and character development.

1989



Nicole Pritchett. The JAG Specialist at Jobs for Ohio's Graduates at Dayton recognized Nicole's abilities and provided positive opportunities for her to demonstrate her potential. Today, Psalmist Nicole Pritchett is a singer, songwriter and pulpit preacher. She has authored three books—"November Prophecy", "Child of God" and "It Wouldn't

Kill You to Smile Every Once in a While" and has written and performed an album titled "Be Set Free". Nichole can be contacted at www.nicolepritchett.net.

1993



Lars Allestad first heard about Jobs for Montana's Graduates (JMG) as a sophomore at Plains High School. He had previously left home and quit school, but his grandparents insisted he move in with them and told him he must enroll in school. Lars shared, "I came with a 2" thick file from my previous school for disciplinary actions, I had 3 F's and 3D's

and really needed a fresh start. Mrs. Taylor mentioned a new program called JMG and told me if I were willing to start over, I may have the opportunity to be in this class. One year later, I had 3 A's and 3 B's and was elected Student Body President of my high school." After graduating in 1993, Lars joined the U.S. Navy and was honorably discharged then employed as a Montana Department of Transportation Officer. In 2002, Lars took a position as the Safety and Loss Control Officer for two Cooperatives. He has spoken to Montana Legislators on two separate occasions on behalf of JMG. "Without the training I received in JMG I know I would not be where I am today. The training JMG instills in young adults is something they will carry with them for the rest of their lives," shared Lars.

1990

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

1997



LaCurtis Kelly, a graduate of Wossman High School (LA), used the skills he learned from the JAG-Louisiana program to secure his first job with a fast food restaurant. In the banking industry, he moved from teller to loan officer where he is the manager for twenty-five employees in Atlanta (GA).

1991



Ernie Flynn, an enrolled Assiniboine Sioux of Fort Peck attended the Project for Alternative Learning (PAL) in Helena, Montana. He was introduced to Jobs for Montana's Graduates in his senior year. Following graduation, Ernie enrolled at the University of Montana-Missoula where he worked as a Research Assistant in the School of Pharmacy. He

also worked as an administrative assistant with the Disabled American Veterans then attended Montana State University-Billings and completed a Bachelor of Science in 1996. He embarked on a career as a youth counselor for emotionally disturbed youth. After his son was born, Ernie pursued employment with Crown Bolt, a Southern California fastener company that supplies hardware to Home Depot. He was promoted to Senior Merchandiser and finds himself on the road to merchandise his assigned Home Depot stores.

1997



Lisa Hisle serves as Executive Assistant at Strategic Partnerships LLC assisting with the everyday operations in the Dallas office including Jobs for America's Graduates. Lisa is a graduate of Big Walnut High School in Sunbury, Ohio. She is a proud, former student of the Jobs for Ohio's Graduates Program at the Delaware JVS South Campus where her focus

was Administrative Office Technology. Lisa, her husband Brian, and daughter Natalia reside in Frisco, Texas.

THREE DECADES OF JAG GRADUATES

1998 **Cora Kelly**, a graduate of Wossman High School (LA), worked hard to accomplish her dream. She worked full-time while taking Medical Records classes. Cora received her certification and is employed at Primary Health Care in the Medical Records Department.

1999 **Telisha Burke**, a graduate of Dougherty Comprehensive High School, graduated from Grambling State University in 2004 with a Bachelor of Arts in Sociology. She graduated from Columbia Southern University in 2009 with an MBA in Human Resource Management and is employed with Fulton County Superior Court as a Pretrial Release Officer II. Telisha is the owner of Prima Donna Boutique in Albany, GA and is a member of the Alpha Kappa Alpha Sorority.

2000 **Shenequia Williams-Trice**, a graduate of Albany High School in Georgia, accepted employment at Old Navy and has advanced over the past ten years. She is the General Manager of the five million dollar store in Albany, GA. Shenequia was the youngest general manager with the company when she was promoted.

2001 **Erika Cutts** graduated from Dougherty Comprehensive High School. Attending Armstrong Atlantic State University she earned a Bachelor of Health Science in 2005 and a Master's in Public Health in 2007. Her education led to Public Health Training Specialist with the Centers for Disease Control and Prevention and SRA International. As a Public Health Training Specialist, Erika provides training to employees of the U.S. Department of Homeland Security. Erika is a Certified Health Education Specialist. She served as president of the Tau Alpha Chapter of Delta Sigma Theta, Inc. and vice-president of the Ebony Coalition at Armstrong Atlantic State University.

2001 **Monica Mead** graduated from West High in Sioux City, Iowa. She was elected Iowa-JAG President in her senior year. Monica received her Bachelor's Degree in Business Management. She serves in the National Guard as a Water Purification Specialist. In 2003, Monica attended the National Student Leadership Conference in Washington, D.C. Monica says, "The impact I-JAG has had in my life started after graduation with follow-up calls and support from I-JAG staff. I was fortunate to be able to speak at several engagements using my life as an example of the benefits of being in the I-JAG program."

2002 **Athena Greenhouse**, a graduate of Marksville High School, was WIA eligible and overcame seven of ten barriers to success using her JAG skills. Athena graduated from Illinois State University with a Bachelor of Science in Art and is employed full-time at a Sonic Drive-In while seeking employment as an Art Teacher.

2003 **Iris Hernandez**, a graduate of Storm Lake High School (Iowa), completed an Associate of Arts at Iowa Central then transferred to Buena Vista University and completed a Bachelors in Secondary Spanish and K-12 English Language Learner (ELL) certificate. Iris teaches ELL at Storm Lake High School. Before she graduated from high school, she won first place in presenting a paper and was able to present her winning paper to the Governor of Iowa. Iris shared, "I-JAG taught me to overcome my fear of speaking in public."

2004 **Jesse Cassen** was 16 when he dropped out of high school. He had recently returned home to live with his mother after a year in foster care. Despite his writing skills and a passion for math, he found himself far behind his peers in credits and graduation seemed too far in the distance. In the summer of 2004, he enrolled in NH-JAG Out-of-School program in Stratham (NH). He was one of the first in his class to attain a GED, receiving near perfect scores in several subject areas. After completing his JAG competencies and graduating from the program, Jesse spent a few years working with a paving company. Early in 2009, Jesse experienced fatherhood. Soon afterward, Jesse signed up to become a wheeled vehicle mechanic in the U.S. Army. In preparation for his January, 2010 departure, Jesse completed two semesters of course work at Northern Essex Community College. He worked with his former Specialist to recruit his younger brother to the NH-JAG program at Winnacunnet High School in Hampton. Jesse credits the JAG program with helping him get to where he is today. "I never would have made it without JAG," he said recently. He continued, "I never would have gotten my GED and who knows where I might have ended up in my life. Now I love being a dad and being able to provide a good life for my family."

"JAG Specialists focus on students'

desire to participate in the global

economy and their future successes."

2005



James Courville, a Confederated Salish-Kootenai tribal member and 2005 JMG graduate of St. Ignatius, dropped out of school in his junior year. "I wanted to be a Marine, but didn't qualify due to the mistakes made in life. I lived in such a small town, everyone knew my failures. I had to get out, isolate myself from everyone who cared for

me. I made plans to go to another school in another town, but my habits had something else in mind and it certainly wasn't school," said Jesse. "I had no job. I lived in a smoky, alcoholic haze for months, sleeping in the basements of friends and sometimes not eating. I needed to graduate from high school." Jesse made a life-changing decision to go back to school, joined Jobs for Montana's Graduates, and got his life on track. He attended the Montana Career Development Conference and was awarded third place in the Public Speaking Competition, where he shared his story of struggle and triumph. Today, Jesse is proud to serve in the "the most feared and respected fighting force in the world," he claims as a United States Marine. "I would not have been able to succeed had I not gone back to school and been involved with JMG."

2006



Amber Collum, a graduate of E.S. Aiken Optional School in Alexandria, LA, is a single mother with a three-year old son. Amber works at St. Francis Cabrini Hospital as a supply tech while attending her second year of nursing school at LSU-Alexandria.

2007

Summer Kinney, a JAG-Missouri graduate, attempted suicide in the 10th grade following a myriad of events that involved drugs, alcohol, and the law. She hit rock bottom when her house was totally destroyed by fire. According to her testimony, she turned to God and good habits. Summer was recruited into the first JMG class at the beginning of her junior year. Her Specialist said, "She made it one of the best classes I've had due to her insights on life and advice she was able to offer her peers." Summer was elected president of the Career Association in her senior year. Summer won the Public Speaking Event at the Career Development Conference in Jefferson City, Missouri. She received a standing ovation at the end of her speech." Summer attended Mineral Area College and maintained a 3.0 or better GPA. She has recently married and was employed by Accent Communications. Each year, she speaks at her former high school. Summer was invited to speak at the 2010 Career Development Conference and received a standing ovation.

2008



Jonathan Dennard, a Rutland High School graduate from Macon (GA) entered the U.S. Army as a Private First Class. Due to his training and accomplishments, Jonathan was promoted to Human Resources Specialist. He is the proud father of a one year-old son.

2008



Grant Monroe, a member of Jobs for Tennessee Graduates at Perry County High School in Linden (TN), was elected President of the local TN Career Association Chapter. Grant competed and placed second in Public Speaking at the Regional CDC and placed first in Public Speaking at the State Career Development Conference. He is a junior at

the University of Tennessee-Martin. Grant is pursuing Political Science and History majors and plans to go to the University of Memphis' School of Law and pursue a Master's in Political Science and a law degree concurrently. He was selected to serve on the Freshman Council and the SGA Procedures Committee. In his sophomore year, Grant became a Senator for the College of Humanities and Fine Arts and served a second year on the Procedures Committee. As a result of his SGA service, Grant was selected, along with three other Student Government representatives, to serve on Chancellor Tom Rakes' Special Committee on Registration, which reviews priority registration for the UT-Martin campus. Grant is also involved with UT-Martin's delegation to the Tennessee Intercollegiate State Legislature. Through an interview process, Grant was selected as UT-Martin's youngest delegate and went on to be elected to serve as UT- Martin's Treasurer.

2009



Danielle Roberts enrolled in Jobs for Montana's Graduates (JMG) in her junior year in high school. She shared, "I didn't care about anything or anyone. While taking JMG, I realized there is more to life than me. I learned a sense of responsibility, how to manage my life, and most importantly, how to successfully manage my business!"

Danielle has been successful despite real barriers to success. She dropped out of high school in the second semester of her senior year and got pregnant. Once her son was no longer an infant, she went back to school and earned her GED. Just a few months later, she and a partner opened a business. Danielle is a mom and a successful business partner in a small and growing company. "JMG showed me you can do anything you want to do and that your life is what you make it. I thank God everyday that I met that wonderful man who taught a wonderful class!"



JAG-EVP Jim Koeninger meets with JAG-Maine Alumni and Staff

JAG NATIONAL NETWORK

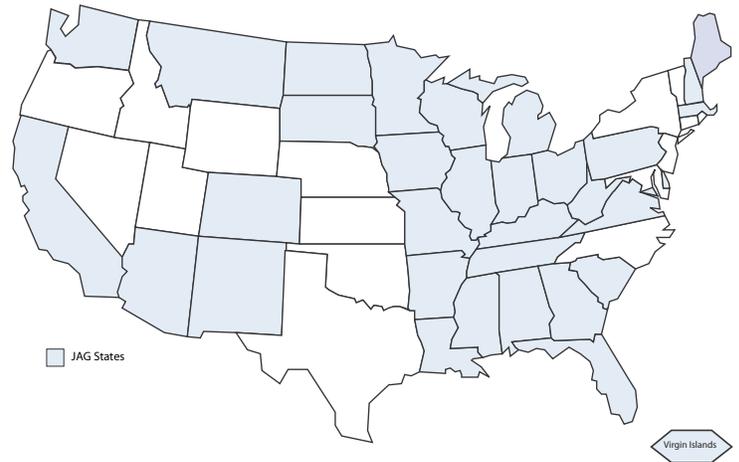
NETWORK FACTS

Total JAG Model Programs	819
• Middle School Programs	73
• Alternative Education Programs	51
• Multi-Year Programs	473
• Senior Programs	165
• Out-of-School Programs	55
• Early College Success Programs	2

Total Students Served	38,849
• Class of 2009-2010	26,946
• Class of 2009 (Follow-up)	11,678

Total 2009-2010 Funding	\$43,951,312
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Average Cost per Participant	\$1,143
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- | | |
|-------------------------|--------------------|
| 1. Alabama | 18. Minnesota |
| 2. Arizona | 19. Mississippi |
| 3. Arkansas | 20. Missouri |
| 4. California | 21. Montana |
| 5. Colorado | 22. New Hampshire |
| 6. Delaware | 23. New Mexico |
| 7. District of Columbia | 24. North Dakota |
| 8. Florida | 25. Ohio |
| 9. Georgia | 26. Pennsylvania |
| 10. Illinois | 27. South Carolina |
| 11. Indiana | 28. South Dakota |
| 12. Iowa | 29. Tennessee |
| 13. Kentucky | 30. Virgin Islands |
| 14. Louisiana | 31. Virginia |
| 15. Maine | 32. Washington |
| 16. Massachusetts | 33. West Virginia |
| 17. Michigan | 34. Wisconsin |



U.S. Senator Tom Carper and JAG President Ken Smith

“Young people with significant barriers to success will respond positively and with commitment and determination to succeed in school, in college and on the job if they are guided by a JAG Specialist or an educator with the training and best practices employed by JAG Specialists.”

—Kenneth M. Smith, JAG President/CEO

JAG STATE ORGANIZATIONS

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 are expected to establish and 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 (serves dropouts)
- ▶ Early College Success Program (Postsecondary students)

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
- ▶ Technical Assistance
- ▶ 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 inspections. 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 are mobilized to assist state organizations to receive standard accreditation by the national organization.

Jobs for Alabama's Graduates

50 North Ripley Street
Montgomery, AL 36104

Contact: Mandy Nichols
Phone: 334.353.1545
Fax: 334.242.0234
Email: mnichols@alsde.edu
Website: www.alsde.edu.html
www.alcareertech.org

Charter Year: 1996
Program Applications: 34
Senior 3
Multi-Year 23
Middle School 8
Specialists: 34
Students Served: 1,788
Class of 2009-10 1,168
Class of 2009 (Follow-up) 620
2009-10 Funding: \$844,838

NTS 2010 Awards and Recognition: State Awards (11); Outstanding Specialist (3); Individual Awards (7); Total Awards: 21



Jobs for Arizona's Graduates, Inc.

2501 West Dunlap, Suite 200
Phoenix, AZ 85021

Contact: Graciela Garcia Candia
Phone: 602.216.9507
Fax: 602.216.9508
Email: graciela.candia@jagaz.org

Charter Year: 1980
Program Applications: 31
Senior 1
Multi-Year 23
WIA Programs 2
Middle School 5
Specialists: 31
Students Served: 1,527
Class of 2009-10 1,134
Class of 2009 (Follow-up) 393
2009-10 Budget: \$1,223,278

NTS 2010 Awards and Recognition: "5-of-5" National High Performance Club; "5-of-5" High Performance Programs (7); State Awards (9); Outstanding Specialists (3); Individual Awards (6); Total Awards: 26

Jobs for Arkansas Graduates

#3 Capitol Mall, Room 402
Little Rock, AR 72201

Contact: Marylene Tate
Phone: 501.682.1535
Fax: 501.682.1805
Email: marylene.tate@arkansas.gov
Website: http://dwe.arkansas.gov

Charter Year: 1996
Program Applications: 74
Senior 11
Multi-Year 38
Alternative 25
Specialists: 74
Students Served: 2,460
Class of 2009-10 1,415
Class of 2009 (Follow-up) 1,045
2009-10 Budget: \$600,000

NTS 2010 Awards and Recognition: 5-of-5" National High Performance Club; "5-of-5" High Performance Programs (32); State Awards (20); Outstanding Specialists (16); Individual Awards (11); Total Awards: 80; #2 Award Recipient at NTS 2010



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: 2
Multi-Year 2
Specialists: 2
Students Served: 75
Class of 2009-10 45
Class of 2009 (Follow-up) 30
2009-10 Budget: \$500,000

NTS 2010 Awards and Recognition:
State Awards (4); Outstanding Specialists (2); Individual Awards (2); Total Awards: 8

JAG-Colorado

Charter Year: 2005
Program Application: 3
Multi-Year 3
Specialists: 3
Students Served: 140
Class of 2009-10 120
Class of 2009 (Follow-up) 20
2009-10 Budget: \$315,000



JAG-District of Columbia, Inc.

1701 Pennsylvania, NW, Suite 300
Washington, DC 20006
Contact: Frances Hughes Glendening
Phone: 202.580.6550
Fax: 202.580.6551
Email: fglendening@jag-dc.org
Website: www.jag-dc.org

Charter Year: 2006
Program Application: 4
Middle School 2
Multi-Year 2
Specialists: 4
Students Served: 228
Class of 2009-10 160
Class of 2009 (Follow-up) 68
2009-10 Budget: \$528,500

NTS 2010 Awards and Recognition: Outstanding Specialists (2); Total Awards (2)

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: 28
Multi-Year 22
Alternative 3
Out-of-School/Dropout Recovery 3
Specialists: 33
Students Served: 2,252
Class of 2009-10 1,956
Class of 2009 (Follow-up) 296
2009-10 Budget: \$3,214,977

NTS 2010 Awards and Recognition: State Awards (5); Outstanding Specialists (12); Individual Awards (4); Total Awards: 15



Jobs for Florida's Graduates, Inc.

306 S. Ocean Shore Blvd.
Flagler Beach, FL 32136
Contact: Colleen Conklin
Phone: 386.439.5730
Fax: 386.439.5731
Email: cconklin@flgraduates.org
Website: www.flgraduates.org

Charter Year: 1989
Program Application: 18
Senior 1
Multi-Year 4
Out-of-School/Dropout Recovery 9
Middle 4
Specialists: 18
Students Served: 884
Class of 2009-10 621
Class of 2009 (Follow-up) 263
2009-10 Budget: \$855,000

NTS 2010 Awards and Recognition: "5-of-5" High Performance Programs (2); State Awards (24); Outstanding Specialists (5); Individual Awards (20); Total Awards: 51; #5 Award Recipient at NTS 2010

Jobs for Georgia's Graduates

151 Ellis Street, Suite 100
Atlanta, GA 30305
Contact: Nedra M. Wakefield
Phone: 404.656.5567
Fax: 404.463.0596
Email: Nedra.wakefield@dol.state.ga.us
Website: www.dol.state.ga.us

Charter Year: 1987
Program Applications: 35
Senior 20
Multi-Year 15
Specialists: 35
Students Served: 2,168
Class of 2009-10 1,300
Class of 2009 (Follow-up) 868
2009-10 Budget: \$4,605,338

NTS 2010 Awards and Recognition: "5-of-5" High Performance Programs (9); State Awards (12); Outstanding Specialists (9); Individual Awards (17); Total Awards: 47



Jobs for Illinois Graduates, Inc.

3501 Mayflower Blvd.
Springfield, IL 62701
Contact: Michelle Trueblood
Phone: 217.725.1255
Fax: 217.523.6998
Email: mtrueblood@jilginc.org
Website: www.jilginc.com

Charter Year: 1996
Program Application: 10
Senior 8
Multi-Year 2
Specialists: 10
Students Served: 360
Class of 2009-10 360
Class of 2009 (Follow-up) NA
2009-10 Budget: NA



iJAG, Inc.

(Iowa-Jobs for America's Graduates, Inc.)
Grimes State Office Building, 3rd Floor
400 E. 14th Street
Des Moines, IA 50319

Contact: Laurie C. Phelan
President and Chief Executive Officer
Phone: 515.242.5611
Fax: 515.242.5618
Email: laurie.phelan@iowa.gov
Website: www.ijag.org

Charter Year: 1999

Program Application: 30
Multi-Year 24
Out-of-School 1
Middle School 4
Early College Success 1

Specialists: 30

Students Served: 1,244
Class of 2009-10 902
Class of 2009 (Follow-up) 342

2009-10 Budget: \$2,193,686

NTS 2010 Awards and Recognition:

"5-of-5" High Performance Programs (1);
State Awards (6); Outstanding Specialists
(2); Individual Awards (5); Total Awards: 14;
Founder and Pilot State for Early College
Success Program

JAG-Indiana

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: 53
Senior 2
Multi-Year 49
Out-of-School/Drop Out Recovery 2

Specialists: 53

Students Served: 1,598
Class of 2009-10 1,202
Class of 2009 (Follow-up) 396

2009-10 Budget: \$3,304,737

NTS 2010 Awards and Recognition:

State Awards (2); Outstanding Specialists
(7); Individual Awards (3); Total Awards: 12



Jobs for Kentucky's Graduates

Multi-Year Programs
Kentucky Department of Education
Career & Technical Education
500 Mero Street
2109 Capitol Plaza Tower, 21st Floor
Frankfort, KY 40601

Contact: Dave Clusky
Phone: 502.564.3472
Fax: 502.564.7371
Email: dclusky@education.ky.gov
Website: www.education.ky.gov

Out-of-School Programs

Kentucky Department of Training and
Re-employment
275 East Main Street, MS 2CA
Frankfort, KY 40601

Contact: Patricia O. Dudgeon
DOR-Youth Coordinator
Phone: 502.564.5360
Fax: 502.564.8974

Email: PatriciaO.Dudgeon@ky.gov

Multi-Year and Out-of-School Programs

Charter Year: 1996

Program Applications: 32
Multi-Year 28
Out-of-School 4

Specialists: 32

Students Served: 2,164
Class of 2009-10 1,939
Class of 2009 (Follow-up) 225

2009-10 Budget: \$1,337,496

NTS 2010 Awards and Recognition:

State Awards (9); Outstanding Specialists
(4); Individual Awards (5); Total Awards: 18

JAG-Louisiana

Louisiana Department of Education
1201 N. Third Street, Suite 4-272
Baton Rouge, LA 70804

Contact: Dianna Keller
Phone: 225.219.0368
Fax: 225.219.4439
Email: Dianna.Keller@LA.GOV
Website: www.louisianaschools.net

Charter Year: 1995

Program Applications: 74
Senior 7
Multi-Year 41
Alternative 16
Out-of-School 8
Middle School 9

Specialists: 74

Students Served: 2,786
Class of 2009-10 2,304
Class of 2009 (Follow-up) 1,178

2009-10 Budget: \$ 3,950,000

NTS 2010 Awards and Recognition: 5-of-5" National High Performance Club; "5-of-5" High Performance Programs (22); State Awards (37); Outstanding Specialists (9); Individual Awards (21); Total Awards: 90; #1 Award Recipient at NTS 2010



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: 64
Senior 2
Multi-Year 41
Homeless 1
Adjudicated Youth 2
Middle School 18

Specialists: 64

Students Served: 3,298
Class of 2009-10: 2,550
Class of 2009 (Follow-up): 748

2009-10 Budget: \$4,632,514

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club
(16th consecutive year); "5-of-5" High Performance Programs (8); State Awards (19);
Outstanding Specialists (8); Individual Awards (6); Total Awards: 42

Jobs for Bay State Graduates, Inc.

(Massachusetts)
141 Tremont Street, 4th Floor
Boston, MA 02111

Contact: Mary Connelly
Phone: 617.574.7300
Fax: 617.574.7305
Email: jbsg@verizon.net
Website: www.JBSG.org

Charter Year: 1981

Program Application: 11
Senior 9
Multi-Year 2

Specialists: 11

Students Served: 1,322
Class of 2009-10: 981
Class of 2009 (Follow-up): 341

2009-10 Budget: \$519,000

NTS 2010 Awards and Recognition:

State Awards (4); Outstanding Specialists
(1); Individual Awards (5); Total Awards: 10

Jobs for Michigan's Graduates

499 West Main Street
Beton Harbor, MI 49022

Contact: Chris Fielding
Phone: 269.927.1064
Fax: 269.927.1399
Email: fieldingc@miworks.org
Charter Year: 2008
Program Application: 6
Multi-Year 6
Specialists: 6
Students Served: 184
Class of 2009-10 184
Class of 2009 (Follow-up) 0
2009-10 Budget: \$447,000

NTS 2010 Awards and Recognition:

State Awards (2); Outstanding Specialists (2); Individual Awards (3); Total Awards: 7

Jobs for Minnesota's Graduates

6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55340

Contact: Elia Bruggeman
Phone: 763.450.1307
Fax: 763.450.1354
Email: ebruggeman@nws.k12.mn.us
Website:
www.nws.k12.mn.us/jobsmn.html
Charter Year: 2000
Program Application: 9
Senior 9
Specialists: 9
Students Served: 669
Class of 2009-10 508
Class of 2009 (Follow-up) 161
2009-10 Budget: \$623,547

NTS 2010 Awards and Recognition:

"5-of-5" High Performance Programs (1); State Awards (5); Outstanding Specialists (2); Individual Awards (1); Total Awards: 9

*"JAG Model Programs
help participants
experience high school
as a launch pad to
college and career
success."*

Jobs for Mississippi Graduates, Inc.

6055 Ridgewood Road, Suite A
Jackson, MS 39211

Contact: Joe A. Haynes, Ed.D.
Phone: 601.978.1711
Fax: 601.678.3232
Email: jmgcentral@aol.com
Website: www.jmgms.org
Charter Year: 1990
Program Application: 56
Senior 10
Multi-Year 39
Out-of-School 1
Middle 6
Specialists: 56
Students Served: 2,777
Class of 2009-10 1,951
Class of 2009 (Follow-up) 826
2009-10 Budget: \$3,944,243

NTS 2010 Awards and Recognition:

State Awards (16); Outstanding Specialists (4); Individual Awards (9); Total Awards: 29

**Jobs for Missouri Graduates**

Division of Workforce Development
421 East Dunkin

Jefferson City, MO 65102
Contact: Pat Thompson-McBride
Phone: 572.526.8250
Fax: 572.751.6765
Email:
pat.thompson-mcbride@ded.mo.gov
Website: www.mo.gov
Charter Year: 2005
Program Application: 16
Senior 2
Multi-Year 14
Specialists: 16
Students Served: 1,004
Class of 2009-10 566
Class of 2009 (Follow-up) 438
2009-10 Budget: \$665,000

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club; "5-of-5" High Performance Regions (3); "5-of-5" High Performance Programs (12); State Awards (17); Outstanding Specialists (3); Individual Awards (8); Total Awards: 41

**Jobs for Montana's Graduates**

1327 Lockey, P.O. Box 1728
Helena, MT 59624

Contact: Drea Brown
Phone: 406.444.0978
Fax: 406.444.3037
Email: dbrown@mt.gov
Website:
http://jsd.dli.state.mt.us/service/jmg.asp
Charter Year: 1990
Program Applications: 48
Senior 6
Multi-Year 30
Out-of-School/Dropout Recovery 1
Middle 11
Specialists: 57
Students Served: 1,517
Class of 2009-10 1,079
Class of 2009 (Follow-up) 438
2009-10 Budget: \$612,805

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club; "5-of-5" High Performance Programs (12); State Awards (17); Outstanding Specialists (3); Individual Awards (8); Total Awards: 41

Jobs for New Hampshire's Graduates, Inc.

175 Ammon Drive, Suite 208
Manchester, NH 03103

Contact: Priscilla Parisien
Phone: 603.647.2300
Fax: 603.668.1627
Email: pparisien@nh-jag.org
Website: www.nh-jag.org
Charter Year: 1987
Program Applications: 15
Multi-Year 12
Out-of-School 1
Middle 2
Specialists: 15
Students Served: 534
Class of 2009-10 434
Class of 2009 (Follow-up) 100
2009-10 Budget: \$1,846,122

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club; "5-of-5" High Performance Programs (3); State Awards (13); Outstanding Specialists (4); Individual Awards (2); Total Awards: 23

JAG-New Mexico

2908 Calle Pino NE
 Albuquerque, NM 87111
Contact: Kay Provolt
Phone: 505.239.9270
Email: kandgp@comcast.net

Charter Year: 2003
Program Applications: 5
 Multi-Year 4
 Alternative 1
Specialists: 5
Students Served: 213
 Class of 2009-10 167
 Class of 2009 (Follow-up) 46
2009-10 Budget: \$215,000

NTS 2010 Awards and Recognition:

"5-of-5" High Performance Programs (3);
 State Awards (5); Outstanding Specialists
 (2); Individual Awards (3); Total Awards: 11

**JAG-North Dakota**

P.O. Box 2057
 1600 East Century Avenue, Suite 2
 Bismarck, ND 58502-2057
Contact: Jerry Houn
Phone: 702.328.726
Email: jhoun@nd.gov

Charter Year: 2008
Program Applications: 3
 Multi-Year 1
 Alternative 1
 Early College 1
Specialists: 3
Students Served: 25
 Class of 2009-10 25
 Class of 2009 (Follow-up) 0
2009-10 Budget: \$150,000

NTS 2010 Awards and Recognition: State
 Awards (1); Total Awards: 1; Pilot State for
 Early College Success Program

**Jobs for Ohio's Graduates, Inc.**

21 East State Street, Suite 320
 Columbus, OH 43215
Contact: Lee Blanton
Phone: 614.224.7955
Fax: 614.224.7966
Email: lee.blanton.jog@sbcglobal.net
Website: http://ohio.jag.org

Charter Year: 1986
Program Applications: 76
 Senior 9
 Multi-Year 44
 Alternative 1
 Out-of-School 21
 Middle 1
Specialists: 76
Students Served: 3,108
 Class of 2009-10 1,935
 Class of 2009 (Follow-up) 1,173
2009-10 Budget: \$3,025,000

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club
 (15th consecutive year); "5-of-5" High
 Performance Regions (4); "5-of-5" High
 Performance Programs (10); State Awards
 (27); Outstanding Specialists (9); Individual
 Awards (16); Total Awards: 67; #3 Award
 Recipient at NTS 2010

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: 20
 Multi-Year 20
Specialists: 20
Students Served: 1,193
 Class of 2009-10 800
 Class of 2009 (Follow-up) 393
2009-10 Budget: \$1,350,500

NTS 2010 Awards and Recognition:

State Awards (8); Outstanding Specialists
 (3); Individual Awards (4); Total Awards: 15

Jobs for Pennsylvania Graduates, Inc.

Two Penn Center, Suite 200
 Philadelphia, PA 19102
 P.O. Box 13220
 Philadelphia, PA 19101
Contact: Anthony Powell
Phone: 215.854.6359
Email: apowell.jagpa@gmail.com
Charter Year: 2010
 JAG-Pennsylvania launching in 2011 as
 funding is available

**JAG-South Dakota**

610 E. Hwy 46
 Wagner, SD 57380
Contact: Susan Smit
Phone: 605.384.5713
Email: susan.smit@k12.sd.us

Charter Year: 2009
Program Applications: 4
 Multi-Year 2
 Middle 2
Specialists: 4
Students Served: 57
 Class of 2009-10 57
 Class of 2009 (Follow-up) 0
2009-10 Budget: NA

NTS 2010 Awards and Recognition:

State Awards (1); Outstanding Specialists
 (1); Total Awards: 2



Jobs for Tennessee's Graduates

Tennessee Department of Education
Career and Workforce Services
Division of Career-Tech Education
599 Oak Ridge Turnpike, Suite B
Oak Ridge, TN 37830

Contact: Betsy Houston
Phone: 865-483-7474 x107
Fax: 865-483-9209
Email: betsy.houston@tn.gov
Website:

www.tennessee.gov/education/vetjghm.htm

Charter Year: 1981
Program Application: 48
Senior 48
Specialists: 41
Students Served: 2,476
Class of 2009-10 1,300
Class of 2009 (Follow-up) 1,176
2009-10 Budget: \$2,046,327

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club);
"5-of-5" High Performance Regions (6);
"5-of-5" High Performance Programs
(25); State Awards (15); Outstanding Spe-
cialists (6); Individual Awards (11); Total
Awards: 65; #4 Award Recipient at NTS
2010

**Jobs for Virginia Graduates, Inc.**

Center for Public Policy, Virginia
Commonwealth University
P.O. Box 843061, 919 West Franklin Street
Richmond, VA 23284-3061

Contact: R. Barry Glenn
Phone: 804.513.1931
Email: rbarryglenn@gmail.com
Website: www.jobsvagrads.org

Charter Year: 1996
Program Applications: 23
Senior 8
Multi-Year 15
Middle 1
Specialists: 23
Students Served: 1,405
Class of 2009-10 705
Class of 2009 (Follow-up) 700
2009-10 Budget: \$1,417,270

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club;
"5-of-5" High Performance Programs
(8); State Awards (12); Outstanding Spe-
cialists (2); Individual Awards (4); Total
Awards: 27

JAG-Virgin Islands

2203 Church Street
Christiansted, VI 00820

Charter Year: 2009
Program Applications: 4
Multi-Year 4
Specialists: 4
Students Served: 100
Class of 2009-10 100
Class of 2009 (Follow-up) NA
2009-10 Budget: \$376,198

Jobs for Washington Graduates

Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

Contact: Kathleen Lopp
Phone: 360.725.6256
Email: kathleen.lopp@k12.wa.us
Contact: Betty Klattenhoff
Phone: 360.725.6243
Email: betty.klattenhoff@k12.wa.us

Charter Year: 2010
JAG-Washington launching in 2010-11

Jobs for West Virginia's Graduates, Inc.

25 Tressel Street
White Sulphur Springs, WV 24986

Contact: W. Brent Sturm
Phone: 304.536.1291
Fax: 304.536.8021
Email: brent.sturm@gmail.com
Website: www.jwvvg.org

Charter Year: 1997
Program Applications: 3
Multi-Year 3
Specialists: 3
Students Served: 162
Class of 2009-10 114
Class of 2009 (Follow-up) 48
2009-10 Budget: \$171,500

NTS 2010 Awards and Recognition:

5-of-5" National High Performance Club;
"5-of-5" High Performance Programs (2);
State Awards (7); Outstanding Specialists
(2); Total Awards: 12

**JAG-Wisconsin**

Forward Service Corporation
1402 Pankratz Street, Suite 101
Madison, WI 53704

Contact: Sandy Sobek Leslie
Phone: 608.244.3526
Fax: 608.244.6273
Email: sleslie@fsc-corp.org
Website: www.fsc-corp.org

Charter Year: 2009
Program Application: 1
Multi-Year: 1
Specialists: 1
Students Served: 35
Class of 2009-10: 35
Class of 2009 (Follow-up): NA
2009-10 Budget: \$125,000

NTS 2010 Awards and Recognition:

State Award (1); Outstanding Specialist (1);
Marketplace Award (1); Total Awards: 3

JAG-Milwaukee

Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, WI 53208

Contact: Eric Radomski
Phone: 414.475.8391
Fax: 414.475.8250

Email: radomsej@milwaukee.k12.wi.us
Charter Year: 1998
Program Application: 3
Out-of-School: 2
Multi-Year: 1
Students Served: 171
Class of 2009-10: 124
Class of 2009 Follow-up: 47
2009-10 Budget: \$285,000

State Award (2); Individual Award (1);
Total Awards: 3



IN MEMORIAM



Cassie LeAnne Finlay, 15, died on Friday, May 8, 2009, at the Riverland Medical Center in Ferriday, Louisiana, from injuries sustained in a boating accident. She was born May 11, 1993, to Richard Lawrence and Melissa Annette Finlay. Cassie was a student at Jena High School. Cassie was in the JAG program and loved her JAG class. She loved hunting, fishing, and spending time with her family.

She loved all people and making new friends. Cassie is missed by her family and friends, especially her 4th hour JAG class.



Amanda Cassie Elizabeth Elliott, age 17, died on August 27, 2009. She was a senior at Winton Woods High School in Cincinnati, OH. Amanda was among six Winton Woods High School Jobs for Cincinnati Graduates

(JCG) students came back from the Jobs for Ohio's Graduates (JOG) State Career Development Conference competition on May 4, 2009. In her Junior Year, Amanda Elliott and a fellow student earned a first-place trophy in Visual Display.



David Parker was in the Iowa-JAG program at West High School in Sioux City, Iowa, and graduated in 2007. David was an active participant in his Iowa-JAG Career Association and attended the Iowa Career Development Conference. David's JAG Specialist Margarite Reinert said, "David was very artistic and we called on him often. He was our go to guy for artistic vision. David was friendly and had a

great sense of humor." David was taking classes at Western Iowa Tech and was majoring in Police Science at the time of his death.



Louis Amadio, Ed.D., age 72, died with his family by his side on August 3, 2009. Dr. Amadio had a long and outstanding career in public education, most notably as Superintendent of Schools in the City of Leominster for eleven years. He served as a Senior Policy Analyst for Jobs for Bay State Graduates, Inc. He was described as "very friendly to everyone. He was always a gentleman, the type of guy you liked being around." He

received many awards for his accomplishments, such as Citizen of the Year in Leominster, and the prestigious Professional Development Award from the Massachusetts Association of School Superintendents. Most meaningful to him was the naming of the Dr. Louis R. Amadio Playground located on the grounds of the Johnny Appleseed Elementary School.



Sophie A. August died on November 9, 2009, at Iberia Medical Center. She was a 1965 graduate of Francis Boley High School where she was valedictorian of her class. She attended Grambling State University and the University of Louisiana completing her Master's +30 degree. She taught Home Economics at Franklin Senior High School

for many years then moved into administration. After retiring, she taught at B.E. Boudreaux/West St. Mary High School in the Louisiana-JAG program. Sophie was a loving wife, mother, sister and grandmother. She will be missed by her Louisiana-JAG students and colleagues.



Diane Warren, died in April 2009 having served as a Career Specialist at Purcell Marian High School in Cincinnati, Ohio, for seven years. Diane was extremely devoted to her students and helped them understand the need to give back. Her annual community service project was to take students to the Ronald McDonald House to cook Thanksgiving dinner for the patients

and their families. The Jobs for Cincinnati Graduates' students at Purcell Marian wish to continue the commitment as they have in past Thanksgiving seasons.



Antonio Jamison (1990-2008)

Antonio "Tony" Jamison, age 18, of Lake Marion, SC, was a senior at Lake Marion High School. Tony was also a JAG-SC participant; active and engaged in all Career Association activities. Tony loved being a part of the JAG family. On November 5, 2008, Tony and his friend Miguel were in a terrible car accident on their way to school, in which Tony tragically lost his life. His Specialist, Sonya Allen, shares that Tony was a joy to have as a student. He was a smile maker and a heart lifter. Tony brought laughter in the worst and best of times. He got along with everyone and was a helping hand to anyone in need. The entire JAG-SC family extends their deepest sympathy to Tony's parents, family and friends. He is sorely missed.



Cody Wanken (1988-2008)

Cody Wanken graduated from Hampton-Dumont High School in 2006 and is an alumnus of the iJAG program. Cody was on active duty for the United States Marine Corps when he lost his life from battling the war in Iraq on April 2, 2006. In 2005, Cody served as the iJAG Career Association President. As President, Cody was quoted as

saying, "It is not easy to lead a group, especially when they don't want to cooperate. But I say get your courage up, grab the bull by the horns, and lead them to success. The only big problem you might have is not trying to lead. So...lead, follow, or get out of the way." To honor Cody, iJAG established an Education Fund in his name. In 2009 the iJAG Cody Wanken Education Fund awarded four recipients with financial awards for the pursuit of continued education.



JAG NATIONAL NETWORK

Alabama
Arizona
Arkansas
California
Colorado
Delaware
District of Columbia
Florida
Georgia
Illinois
Indiana
Iowa
Kentucky
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Mississippi
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Wisconsin

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