THE JAG EDGE:

GRADUATION & JOBS...
Second to None!

JAG 2016-2017 ANNUAL REPORT
Jobs for America’s Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing educational dropouts and helping secure a good job and/or go on to higher education serving young people who possess a multitude of barriers to success upon acceptance into a JAG Model Program. Since 1980, JAG has delivered consistent, compelling results – helping over 1.2 million middle school, high school and out-of-school students to graduate and pursue a quality entry-level employment leading to career advancement opportunities. The 2016-2017 Annual Report is dedicated to the 1.2 million young people who had significant barriers to academic, personal, and/or career success when selected to JAG Model Services. Since 1980 highly professional and well-trained JAG Specialists kept their students in school through graduation (or completion of a high school equivalency exam), then, stayed with the graduates for the 12-month post-graduation follow-up period to help secure jobs leading to career advancement opportunities, pursue a certificate, credential or a degree at a postsecondary institution, or military service. Throughout the JAG Model experience, JAG Specialists use the Electronic National Data Management System to track students served, services delivered, and outcomes achieved, that are...second to none!

Governor Bryant and JAG Students present award to Governor Edwards at the JAG Leadership Awards Luncheon

Students at the National Student Leadership Academy

JAG Specialists attending a Best Practices Workshop at the JAG National Training Seminar

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2016-2017 was a phenomenal school year for Jobs for America’s Graduates. It marked the second year that the JAG National Network achieved the “5-of-5” Performance Outcomes Award for the Class of 2016 and the best results in thirty-eight year history of JAG. This award is the ultimate goal of JAG Model programs serving participants in the senior only or multi-year programs. The outcomes include: Graduation Rate (95%), Positive Outcomes Rate (84%), Job Placement Rate (63%), Full-time Jobs Rate (75%), and Full-time Placement Rate (90%). In its thirty-eight year history, JAG came close to achieving this remarkable goal several times, but exceeded each of the five standards for the Class of 2016. Congratulations to the National Network for reaching this milestone!

Dr. Paul Harrington, Director, Labor Markets & Policy and Professor at Drexel University, conducted a research study comparing JAG’s Class of 2015 data with the 18 to 20-year old population in the states where JAG Affiliates operate. The results were extremely impressive and complete data is outlined in the Research section (page 13) of this Annual Report.

Some key statistics include:

- JAG graduates were 2.3 times more likely to be employed full-time compared to the average 18 to 20-year old population.

- Female JAG graduates were 2.6 times more likely to be employed full-time.

- Black JAG graduates were 2.9 times more likely to be employed full-time.

- White JAG graduates were 2.1 times more likely to be employed full-time.

- Hispanic and Asian JAG graduates were (respectively) 1.8 and 1.7 times more likely to be employed full-time than the comparison population.

“The data between JAG students and those in the comparison groups were some of the greatest in the youth labor market,” stated Dr. Harrington.

For thirty-eight years, the JAG Model has been held to strict standards. JAG provides extensive training to the true heroes of the organization, the JAG Specialists. Specialists work tirelessly to help students recognize that they are capable of extraordinary accomplishments once they realize the future relevance of what they are learning. As shown in the data, JAG gives these students the EDGE that positions them SECOND TO NONE to be more successful in high school, the workforce, or in pursuit of a postsecondary education and career advancement opportunities!
36 YEARS OF MAJOR MILESTONES AND VISIONARY LEADERSHIP

CHAIRS OF THE JAG BOARD OF DIRECTORS

Founder
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

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 - 2014

The Honorable Phil Bryant
Governor of Mississippi
2014 - Current

State Charter Years

1979 - Delaware (The First State)
1980 - Arizona
1981 - Massachusetts
1982 - Tennessee
1986 - Virginia
1987 - Ohio
1988 - Georgia
1989 - New Hampshire
1990 - Maine
1993 - California
1996 - Mississippi
1997 - Montana
1998 - Kentucky
1999 - Alabama
2000 - Arkansas
2001 - Connecticut
2002 - Illinois
2003 - New Hampshire
2004 - Montana
2005 - West Virginia
2006 - Florida
2007 - Wisconsin
2008 - Iowa
2009 - Louisiana
2010 - Maine
2011 - Minnesota
2012 - New Mexico
2013 - Missouri
2014 - South Carolina
2015 - Michigan
2016 - California
2017 - North Dakota
2018 - South Dakota
2019 - U.S. Virgin Islands
2020 - Wisconsin
2021 - Pennsylvania
2022 - Washington (State)
2023 - New Jersey
2024 - Nevada
2025 - Kansas
2026 - Connecticut
2027 - Minnesota
2028 - Alaska
2029 - North Carolina
2030 - Texas

36 YEARS OF MAJOR MILESTONES AND VISIONARY LEADERSHIP
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 evolved into the JAG Model.

A non-profit corporation, Jobs for Delaware Graduates, was organized to manage the test of the Model. To signal the importance of the non-profit to Delaware, a group of policymakers, educators, employers, and senior public and private leaders were invited to serve on the board by Governor Pete du Pont who was elected Chairman of the Jobs for Delaware Graduates (JAG) Board of Directors. The success of the 8-high school pilot prompted the eventual expansion of JAG to all high schools and a number of middle schools in Delaware.

1980 – 1984
In 1980, Jobs for America’s Graduates, Inc. (JAG) was established to test the JAG Model in additional states. JAG’s founding Board of Directors was comprised of senior public officials and top corporate executives, including then-Vice President George H.W. Bush, former Vice-President Walter Mondale and five state governors.

The Board’s first decision was to approve a 5-year research and demonstration project supported with funds from the U.S. Department of Labor and three national foundations—Rockefeller, Ford and Mott. The Board set out to determine whether, in fact, the JAG Model would reduce 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 Program Application of the JAG Model to include a proactive, dropout prevention initiative serving non-senior students in grades 9 to 11. That decision was based on the need to deliver services at an earlier age to prevent students from dropping out of school before graduation.

JAG also launched the first test of the JAG Model in the United Kingdom called Compact Plus Clubs. In 2013, “x clubs” provided a personal development program aimed at young people aged 13-19 at-risk of underachievement or exclusion from school. Prince’s Trust x clubs were led by an existing member of staff in the school or center, called an Adviser. There were over 900 clubs in over 600 schools and centers across the UK.

1990 – 1998
In 1990, JAG formalized the Multi-Year Program Application of the JAG Model to serve those who were at-risk of leaving the education system before graduation. Multi-Year has been applied as a dropout prevention program in comprehensive high schools and alternative education schools. Major expansion occurred within existing and new states.

2000
In 2000, JAG programs were viewed as a policy strategy. JAG sought not only to help at-risk students secure a quality educational experience and job leading to a career, but to positively influence public policy by changing the way schools work with youth facing multiple social, academic and economic barriers to success, and as a result, improve their educational and employment outcomes.

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

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

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

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

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

2011 - 2013
In 2012, the Class of 2011 achieved a 94 percent graduation rate and a 22-year graduation rate average of 91 percent.
In 2012, Nevada joined the JAG National Network by piloting the JAG Model in seven schools in Nevada.
In 2012, JAG built on current partnerships and built new ones in areas of highest priority with the Walmart Foundation, McDonald’s, HR Policy Association, Archer Daniels Midland Company, Maximus, AT&T Foundation, Delta Regional Authority, Regions Bank, Bureau of Indian Education, National Urban League and the Asian Pacific American Institute for Congressional Studies.
In 2013, Kansas used TANF funding to launch JAG for the first time in 25 schools; Indiana doubled from 80 to 150 schools with $2.5 million of new funding; Mississippi asked the state legislature for largest request in JMG’s history to expand from 32 to 50 schools.

2014 - 2015
In 2014, JAG launched the JAG Model in two new states—Connecticut and Minnesota.
In 2014, the Class of 2014 achieved a 93 percent graduation rate and a 25-year graduation rate of 91 percent.
At the 2015 National Leadership Awards Luncheon, Governor Jack Markell welcomed the 900 guests to the luncheon to celebrate the enrollment of the one-millionth student in one of the 1,000 classrooms in the 32-state JAG National Network.

2016
In 2016, the National Network received the “S-of-S” performance outcome award for the first time. This occurred at the conclusion of the 12-month follow-up period for the Class of 2015. The performance outcomes were:
• Graduation Rate 94% (90% standard)
• Positive Outcomes Rate – 82% (80% standard)
• Job Placement Rate – 61% (60% standard)
• Full-time Jobs Rate – 73% (60% standard)
• Full-time Placement Rate – 89% (80% standard)

2017
In 2017, JAG launched JAG Model programs in North Carolina and Massachusetts.
Dear Friends of Jobs for America’s Graduates:

What a terrific year it has been – the very best year in our history of delivering extraordinary opportunity and results for the young people who have participated in the JAG organization.

As Ken outlines in his report, this has been the best year for delivering high school graduation, employment, and higher education opportunities. Even more remarkable are that the results are consistent across time and changing economic conditions of rural, urban, and suburban areas. The JAG Model keeps delivering for the young people of the nation – second to none.

Simply stated, no program is delivering more results, more cost-effectively or more consistently than Jobs for America’s Graduates, and I am enthusiastic about bringing this great success story to tens of thousands more young Americans in the years ahead.

Over the past three years, we have grown the organization by over 20% in the number of schools and students served, while delivering those results. Each year has been the best ever and each consecutive year, we beat the last!

As I complete my final year as Board Chair, I am even more enthusiastic than I was when I became Chair. As a continuing member of the Board of Directors, I look forward to working with Governor Holcomb as our incoming Chair and Governor John Bel Edwards as our incoming Vice Chair. Both are great leaders and have achieved remarkable growth of JAG in their states.

My commendation to Governor Holcomb of Indiana for leading the way in the expansion of the program by boosting their appropriation to $8 million each year for the next two years – setting a “gold standard” for the rest of us to search for resources so that we, too, can one day serve 140+ schools and many thousands of young people each year. So, too, with Governor Edwards, who is leading the way in pulling together a wide variety of public and private sector funding in one of the most difficult state budgets in the country, and has brought the program to 115 schools from 69 in the past year. You can see why we are so excited to have them as our new Chair and Vice Chair. They know how to lead and how to bring together a variety of resources to bring JAG to scale.

We have been delighted to see the launch of JAG in North Carolina this year with the support of Governor Cooper, the schools, and the business community in the state. JAG now serves 1.2 million of our nation’s young people of extraordinary promise and some of the most impressive and inspiring staff members I have seen in my 35 years of public service.

In 2018, we will have our work cut out for us. Thirty states have reduced projected revenues, which will make the effort to maintain and increase appropriations even harder. The ever-increasing requirements for high school graduation and the extremely competitive nature of the job market means that we will all need to stay completely focused on our core goal: making the experience young people have in JAG decisive to their ability to succeed in high school, employment, and higher education, and helping them define a career strategy that will lead to even better jobs.

You can be sure in Mississippi that we will reach the goal of at least 100 schools. We will then set the goal to reach 150 schools and beyond, as this program contributes dramatically to the economic and individual economic success in our state.

In closing, let me convey my deep and abiding appreciation to the extraordinary members of the JAG Board of Directors who are genuine leaders from both the public and private sectors. The JAG Board is easily among the most impressive boards in the country because of their experience, standing, and passionate commitment to the success of Jobs for America’s Graduates.

Finally, thank you to all of you who have invested your time, talent, and treasure in our work at the national, state, and local levels. We would not be here without you, and we would not be doubling our size and scale in the years ahead without you either.

Congratulations to all for the best year in the history of Jobs for America’s Graduates!

GOVERNOR PHIL BRYANT
Chair, Jobs for America’s Graduates Board of Directors

Governor Phil Bryant
Chair

Simply stated, no program is delivering more results, more cost-effectively or more consistently than Jobs for America’s Graduates . . .

—Governor Phil Bryant
Chair
VICE CHAIRMAN’S REPORT

I have had opportunities to visit many of the schools where JMG operates. Each time I come away inspired by the enthusiasm of the students, the “never give up” attitude of the Specialists, and the full support of the schools and local employers.

—Governor Steve Bullock
Vice Chair

To all of those who have helped to make JAG such a success:

I join Governor Phil Bryant in recognizing the 2016-17 school year as one of special success for Jobs for America’s Graduates – the results in the history of JAG. The program saw even better outcomes this year than last, which were also the best in our history.

We have certainly seen great results here in Montana. In our rural and sparsely populated state, we have brought the program to more than 60 schools, including several schools in Indian Country, providing access to students with unique challenges to get to graduation. The results here in Montana are consistent with the national results, and sometimes exceed them, including a graduation rate of 95% and similar employment results.

I am pleased the Montana Legislature agreed with my recommendation this year to enhance the state’s investment in Jobs for Montana’s Graduates. We are also deeply grateful to our friends at the Strada Education Network, who provided a grant to help JMG extend its reach to American Indian students. The American Indian students who participate in JAG achieve a graduation rate of 90%, which is approximately twice the graduation rate of those students who do not participate in the JAG program.

I have had opportunities to visit many of the schools where JMG operates. Each time I come away inspired by the enthusiasm of the students, the “never give up” attitude of the Specialists, and the full support of the schools and local employers.

In short, this is one of Montana’s – and America’s – great success stories. The results also demonstrate that we do know what it takes to help young people succeed, even under the most challenging of circumstances.

Let me add my personal appreciation to all of you for your support and commitment to making this success story possible. We could not achieve what we have without thousands of school leaders, employers, volunteers, and Board members, who together have helped to create the opportunity and success reflected in this Annual Report for more than 1.2 million young people over the past 30+ years.

Finally, I want to thank the Board of Directors of Jobs for America’s Graduates for their show of confidence in electing me Vice Chair. You can be sure that as my term as Vice Chair ends, I will have just as much energy and enthusiasm as a member of the Board, supporting our new Chair and Vice Chair as we work to bring the success of JAG to many more states and young people across the country.

Many thanks,

STEVE BULLOCK
Governor of Montana
Vice Chair, JAG Board of Directors
Dear friends and supporters of Jobs for America’s Graduates:

What a great year for Jobs for America’s Graduates – and a year of even greater personal success for the 58,000+ young people who were served so well during the past school year.

As highlighted in Ken’s report, the statistical record of success this year is truly extraordinary. As someone who has been part of the nation’s business community for more than two decades and has served in the Congress, I can safely say that this year’s results in increasing graduation rates and job placements are the best I have ever seen.

No doubt, these outcomes are the reason more than 5,000 employers hire JAG students each year. They do so because the young people of JAG come to them well prepared, customer service-oriented, enthusiastic, eager to grow on the job, and ready to take on additional studies and training.

Independent surveys of those 5,000 businesses who employ JAG students consistently show “customer satisfaction” ratings of 90% or higher. The best possible endorsement is when an employer decides to hire JAG students because they bring more to the company and more to their jobs.

The bottom line is that if a student participates in JAG, he or she is 2.3 times more likely to get a full-time job than the average young person who is not in a JAG program.

—Tom Tauke
Chair, Executive Committee

This has also been a year of growth despite very difficult fiscal challenges in many state governments. As our results become more widely known, we have also brought new leaders to JAG from every level of the public and private sectors.

As we plan the regular transition of Board leadership, in my role as Chair of the Executive Committee and on behalf of our Board of Directors, I offer our deepest and most heartfelt appreciation to both Governor Phil Bryant as Chair of the JAG Board, and Governor Steve Bullock as Vice Chair. Their leadership has gone far above and beyond the call of duty. These two men are genuine leaders. They have led JAG to success in their own states, have been relentless in their outreach to and engagement with other Governors and private sector supporters, and have been insightful and commanding leaders of JAG’s national organization. These are leaders of opposite parties from very different parts of the country and, together, they represent the best of American bipartisan leadership.

When it comes to role models from our public servants and office holders, you need look no further than Governor Phil Bryant and Governor Steve Bullock to find public service leaders who are thoughtful, compassionate, yet tough-minded, and who know how best to use the limited resources available to their states to help meet the needs of their people. For JAG, this means tens of thousands of young people are being served each year.

Let me urge all who read this report to become involved with JAG. Don’t wait or hesitate. JAG’s 38 years of experience and the 10 Governors serving on the Board of Directors, 5,000 employers who hire our young people, thousands of schools who have the program, and dozens of public and private sector funding sources are compelling testimony to the value this program brings to students and communities.

After you read the report in detail, you will feel much better about the future of America.

Thank you,

TOM TAUKE
Chair, Executive Committee
JAG Board of Directors
To all our friends and supporters, and to those who will be learning about JAG for the first time:

Thank you for taking time to read this Annual Report. It will provide you with a new appreciation of one of America’s great success stories: Jobs for America’s Graduates, which, since its inception has served more than 1.2 million of the nation’s most challenged young people, with consistent and compelling success.

This Annual Report is primarily a story of individual perseverance, persistence, and determination by the young people who participate in the JAG program in order to ensure their future success. It tells the story of the inspired leadership and commitment of the front line staff of the JAG National Network, who take personal responsibility for the academic and the economic success of the young people they serve.

It is also a story of meeting – and exceeding – employer expectations, while simultaneously meeting – and exceeding – the ever-increasing requirements for high school graduation. Finally, it is a story of accountability: in meeting and exceeding the goals of young people, schools, and employers – for 38 consecutive years!

As highlighted by other leaders of our organization, this was the most successful year JAG has ever had in delivering for the young people who participate in our program. Even more exciting, we said the same thing last year – and the students and Specialists beat those numbers this year!

Please savor these numbers for the Class of 2016 with us:

- **Our highest graduation rate ever** – **95%** in 1,200 locations across 34 states, while serving the most challenged students in our history.
- **Our highest employment rate ever**, while serving the part of the American workforce with the highest unemployment rate.
- **The best results in our history** for serving out-of-school and “system-involved” young adults (child welfare, foster care, and criminal justice), with an employment rate of 81% for youth who are often viewed as the most difficult to serve.
- **Maintaining a higher education enrollment rate** of 43%, while the rates of enrollment across the country have declined by more than 1.5 million students over the past three years.

In addition to those numbers, JAG engaged the Center for Labor Markets and Policy at Drexel University (widely regarded as one the top experts in youth employment data) to analyze the “Employment Impact” on students who participated in JAG, compared to all youth. The results:

- **JAG graduates were 2.3 times more likely** to be employed full-time, compared to the average 18- to 20-year-old population.
- **Female JAG graduates were 2.6 times more likely** to be employed full-time.
- **Black JAG graduates were 2.9 times more likely** to be employed full-time.

We take special pride in the fact that there are many examples of elected officials who were students in the JAG program in previous years, including members of state legislatures and school boards. This commitment to public service is highlighted by Anna Tovar, who was a student leader in the JAG program in the 1990s and now serves as Mayor of Tolleson, Arizona.

The overall success story of Jobs for America’s Graduates comprises many of these individual stories of success – achieved one student at a time. In this report, you will find that, in fact, the “American dream” is becoming reality for tens of thousands of young people.

My admiration to **all** the students, staff members, schools, employers, and public and private sector funders who have made these results possible.

Thank you.

KENNETH M. SMITH
President, Jobs for America’s Graduates
1. Alabama 14. Louisiana 27. South Carolina
10. Indiana 23. New Jersey
11. Iowa 24. New Mexico

JAG Network Factoids
2016-2017 School Year

Number of States

Total Number of Local Programs 1,165 Total Participants Served 57,262

Middle School Programs 120 Middle School Programs 4,880
Multi-Year Programs 742 Multi-Year Programs 27,427
Alternative Education Programs 119 Alternative Education Programs 2,408
Senior Programs 98 Senior Programs 3,653
Out-of-School Programs 67 Out-of-School Programs 1,985
College Success Programs 9 College Success Programs 390
Other Programs 10 Other Programs 2,312
Participants in Follow-up after Graduation 14,027

REVENUE
Total State Affiliate Revenue: $71,054,495
Total JAG National Revenue: $4,000,000
Total National Network Revenue: $75,054,495
Average Cost per Participant: $1,241

In 2016, JAG served 57,262 Participants with Significant Barriers to Academic and Employability Success

DOWN 5% 2015-2016
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. The JAG Model is the platform on which six program applications have been tested and continuously improved for thirty-six years: Middle School; Alternative Education; Multi-Year; Senior Only; Out-of-School; and, College Success (being tested).

The ultimate goal is for participants to receive a high school diploma (or high school equivalency), secure a quality entry-level job in the workforce, pursue a postsecondary education, enlist in the military, and/or seek career advancement opportunities.

The JAG Model is cost-effective with a National Network average cost of approximately $1,311 per participant that can be recovered in taxes paid in only 12 months of full-time employment.
JAG Program Applications

JAG offers a JAG Model to states and school districts with a battery of six tested and proven program applications to serve students in middle school, high school, out-of-school programs, or college.

- **SENIOR PROGRAM—12th Grade Only**
  The original JAG program was a school-to-career transition program for 35-45 high school seniors. The primary mission of this classic JAG Model program is to keep young people in high school through graduation and to provide an array of coaching, mentoring, employability skills development, career association membership, and follow-up services including job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education or training program. Project based learning is an instructional methodology that enhances the development of 21st century skills and deepens personal, career and leadership learning.

- **MULTI-YEAR PROGRAM—9th to 12th Grades**
  The Multi-Year dropout prevention program has rapidly become the most popular of the high school programs in hopes of keeping students in school through graduation. There is considerable interest in recruiting students in the 9th grade and deliver support services for four years prior to graduation from high school. Due to graduation requirements, 100 percent of the graduates will not be enrolled in the program for the entire four years. However, the early intervention has resulted in similar graduation outcomes for those with or without four years of support services. The benefits of the Senior Program are provided to 12th graders in the Multi-Year Program including project based learning.

- **ALTERNATIVE EDUCATION PROGRAM—9th to 12th Grades**
  The Alternative Education Program operates similarly to the Multi-Year Program except students served are unable to be successful in a traditional high school program. The JAG Specialist works with only 25-35 students due to the individual counseling and support services required of the alternative education student. Barrier identification and tracking are especially important so that additional support services can be identified to help students overcome and/or cope more effectively with barriers to staying in school through graduation or transitioning into the workplace and/or pursuing a postsecondary education. Specialists use the 87 competency-based JAG modules as well as individualized instructional tools to achieve the core competencies and as many additional competencies as time permits. The benefits of the Senior Program are provided 12th graders in the Alternative Education Program including project based learning.

- **MIDDLE SCHOOL PROGRAM—6th to 8th Grades**
  The Middle School Program is to help 6th to 8th graders to transition more successfully from middle to high school. Specialists will provide an array of counseling, skills development, career association membership, and experiential learning experiences that will improve their academic performance, school behavior, attendance, confidence, participation and self-esteem. Middle School participants will improve their skills in leading and being an effective member of a team. The benefits of the Senior Program are provided 12th graders in the Alternative Education Program including project based learning.

- **OUT-OF-SCHOOL PROGRAM—serving dropouts and system involved youth**
  The Out-of-School (OOS) program serves youth (ages 16-24) who left the traditional school system and are interested in completing requirements for a high school diploma or attain a high school equivalency certificate. The primary mission is to recover dropouts and to provide an array of counseling, employability and technical skills development, professional association membership, and follow-up services including job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education or training program.

- **COLLEGE SUCCESS PROGRAM—13th to 16th Grades (in Testing Model)**
  The College Success Program is a comprehensive college preparation, bridging, and retention program that starts in high school and continues seamlessly through college. The goals are to help students with barriers to educational success obtain a postsecondary credential and secure meaningful and financially secure careers. In partnership with colleges and business community, the College Success Program plans a critical role in students’ success and can mean the difference between a student completing college or dropping out. The three categories of services to help students stay in college are: Academic Support—prepare for and successfully complete college level courses; College and Career Culture—helping students find success within the college community; and, Intensive Supports—“whatever it takes” personal support to help students prepare for and complete their college degree. CSP is student-centered and supports college retention and persistence. College Success is being tested to assess its potential to be added to the JAG Model.

More information is available about the program application that is of interest at www.jag.org or by emailing jag@jag.org with your specific request.
Class of 2015 Research Findings

A fundamental mission of the Jobs for America’s Graduates (JAG) program model is to help high school students who are disadvantaged and do not have the academic performance records likely to make a successful transition from high school to employment, postsecondary education, or enlistment in the military. JAG subscribes to the principle espoused by Dr. Andrew Sum, “The more work experience a person has at an earlier age, the better their chances of future labor market success.” JAG Specialists are committed to helping JAG graduates secure career advancing employment even if they elect to pursue a postsecondary education.

Drexel Report: An Assessment of the Post High School Employment Outcomes of the JAG Class of 2015

Lead Researcher: Dr. Paul Harrington
Director, Center for Labor Markets and Policy, Drexel University

Assessment Design: The study assessed JAG’s efforts to help young people transition from high school to work by examining the employment status of JAG high school graduates from the Class of 2015 with a reference population derived from the Current Population Survey consisting of young adults from ages 18 to 20 who reside in the same states as the Class of 2015 graduates. Logistic regression models predict the probability of employment for the CPS reference groups after adjusting for difference in traits known to affect the chances of employment for young people.

Employment Findings: The differences between JAG graduates and the referent population were some of the greatest that the youth labor market researchers have seen.

- Two-thirds of all JAG graduates (both in college and out-of-school, combined) were employed during the spring of 2016, one year after high school graduation.
- JAG graduates were 2.3 times more likely to be employed full-time compared to the average 18- to 20-year-old population.
- Female JAG graduates were 2.6 times more likely to be employed full-time.
- Black JAG graduates were 2.9 times more likely to be employed full-time.
- White JAG graduates were 2.1 times more likely to be employed full-time.
- Hispanic JAG graduates were 1.8 times more likely to be employed full-time.
- Asian JAG graduates were 1.7 times more likely to be employed full-time.

Full-time Employment Findings:
- There were significant gains in weekly earnings, gains in higher hourly wages and better non-wage compensation including health insurance and retirement benefits.
- JAG graduates in full-time jobs use basic skills including reading, writing and math at much higher rates than those employed in part-time jobs.

Not Enrolled in College Findings:
- JAG graduates were 1.4 times more likely to be employed than the referent population.
- Male and Female JAG graduates were 1.4 times more likely to be employed.
- Black JAG graduates were 1.5 times more likely to be employed.
- Asian and Hispanic graduates were 1.4 times more likely to be employed.

Enrolled in College Findings:
- JAG graduates were 1.2 times more likely to be employed than the referent population.
- Male and Female JAG graduates were 1.2 and 1.3 times more likely to be employed respectively.
- Black JAG graduates were 1.1 times more likely to be employed.
- White JAG graduates were 1.4 times more likely to be employed.
- Asian JAG graduates were 1.6 times more likely to be employed.
- Hispanic JAG graduates were 1.3 times more likely to be employed.

JAG Specialists are committed to helping graduates secure career advancing employment even if they elect to pursue a postsecondary education.
Class of 2016 Research Findings

RESEARCH STUDY: The Graduation Effect—Jobs for America’s Graduates

Lead Researcher: Donique Reid
Policy and Research Associate for Policy to Practice, Alliance for Excellent Education, Washington, DC

Research Questions: The Graduation Effect Project explains the potential short- and long-term benefits that a state or local economy can realize by increasing the number of students who earn a high school diploma. As a part of this work, Jobs for America’s Graduates has requested that the Alliance run an analysis of its programmatic outcome data to address the following research questions:

1. How many additional high school seniors graduated from high school across JAG program sites between 2013 and 2014?
2. What is the projected economic impact of the total number of new graduates produced?

Calculating the Change in Graduates

The year to year difference in graduates is produced using the following methodology: the beginning (year x) and ending year (year y) graduation rates are applied to the ending year (year x) cohort count. This approach accounts for the changing enrollment from year to year to produce a more accurate estimation of the number of graduates produced within a given period. Across 26 states, there were fifteen states increasing the number of graduates from 2013 to 2014 who earned a diploma. For the purposes of this brief, the analysis will focus on the 382 additional graduates produced. The predicted economic impact of additional graduates between 2013 and 2014 is calculated using a range of economic indicators provided by the Bureau of Labor Statistics, Census Bureau, and the Alliance’s customized Input-Output economic model.

Value Add of JAG Model Programs:

Based on the 2014 data, the JAG National Network graduated 10,072 program completers in JAG Model programs. The average economic benefits of a JAG graduate calculated using the aggregate economic benefits above ($50,859,245) were $133,139 per graduate. Although not authorized by the AEE Model, the aggregate economic benefits of the 10,072 graduates in 2014 are estimated to be $1,340,976,008. The economic value of JAG graduates is significant since the JAG Model focuses on youth who had significant barriers to educational, career and postsecondary success. JAG has demonstrated its consistency in helping students with promise to achieve a 25-year graduation rate of 91% with a JAG National Network high in 2016 of 95%. (refer to page 15).

Economic Benefits of Additional Graduates:

The 382 additional graduates produced between 2013 and 2014 (see methodology above) were likely to result in $50,859,245 in economic benefits:

- $6.9 million in increased earnings annually by the midpoint of their careers, which is assumed to be at age 39. In 2015, a high school drop out in the United States earned about $36,000 annually.
- $5.2 million in increased spending annually, based on regional consumption patterns estimated across JAG states.
- $210,000 in increased state and local tax revenue annually by the midpoint of their careers.
- $16 million increase in home sales to provide increased property taxes and support per pupil spending and other school district expenditures.
- $900,000 in increased auto sales, which reflects the additional dollars likely to be spent on vehicle purchases – new or used – by new graduates in the average year.
- $11.4 million increase to the gross regional product (GRP) which represents the total value of goods and services generated across JAG states.
JAG Performance Outcomes  
Classes of 1991 to 2016

JAG Model Programs are student-centered and data-driven. JAG Specialists take full advantage of the Electronic National Data Management System (e-NDMS) to answer three critical questions: (1) Who do we serve? (2) What services do we deliver? (3) What outcomes are achieved? The data collected provides Specialists with sufficient information to develop individualized and cohort strategies to overcome barriers to success, track classroom, follow-up services, and outcomes achieved. The National Network outcomes for the Classes of 1991 to 2016 are presented in the chart below.

### Classes of 1991 to 2016 National Network Outcomes

<table>
<thead>
<tr>
<th>JAG Classes</th>
<th>Graduation Goal-90%</th>
<th>Positive Outcomes Goal-80%</th>
<th>Job Placement Goal-60%</th>
<th>Full-time Jobs Goal-60%</th>
<th>Full-time Placement Goal-80%</th>
<th>Unable to Contact Goal &lt;5%</th>
<th>Further Education Rate</th>
<th>Average Wage</th>
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<tbody>
<tr>
<td>1991</td>
<td>91%</td>
<td>80%</td>
<td>59%</td>
<td>59%</td>
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<td>NA</td>
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<tr>
<td>1992</td>
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<td>57%</td>
<td>60%</td>
<td>NA</td>
<td>NA</td>
<td>33%</td>
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<td>60%</td>
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<td>76%</td>
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<td>25%</td>
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<td>54%</td>
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<td>72%</td>
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<td>20%</td>
<td>21%</td>
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<td>85%</td>
<td>72%</td>
<td>52%</td>
<td>66%</td>
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<td>19%</td>
<td>20%</td>
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<td>2003</td>
<td>93%</td>
<td>72%</td>
<td>50%</td>
<td>67%</td>
<td>86%</td>
<td>17%</td>
<td>36%</td>
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<td>2004</td>
<td>91%</td>
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<td>50%</td>
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<td>17%</td>
<td>41%</td>
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<td>2005</td>
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<td>73%</td>
<td>52%</td>
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<td>89%</td>
<td>18%</td>
<td>39%</td>
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<td>2006</td>
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<td>57%</td>
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<td>88%</td>
<td>16%</td>
<td>41%</td>
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<tr>
<td>2007</td>
<td>94%</td>
<td>83%</td>
<td>60%</td>
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<td>90%</td>
<td>9%</td>
<td>46%</td>
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<td>2008</td>
<td>94%</td>
<td>79%</td>
<td>57%</td>
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<td>46%</td>
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<td>2009</td>
<td>94%</td>
<td>81%</td>
<td>55%</td>
<td>66%</td>
<td>88%</td>
<td>9%</td>
<td>48%</td>
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<td>2010</td>
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<td>79%</td>
<td>54%</td>
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<td>88%</td>
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<td>47%</td>
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<tr>
<td>2012</td>
<td>93%</td>
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<tr>
<td>2013</td>
<td>91%</td>
<td>79%</td>
<td>59%</td>
<td>71%</td>
<td>90%</td>
<td>14%</td>
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<tr>
<td>2014</td>
<td>93%</td>
<td>81%</td>
<td>59%</td>
<td>72%</td>
<td>89%</td>
<td>10%</td>
<td>43%</td>
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<tr>
<td>2015</td>
<td>94%</td>
<td>82%</td>
<td>61%</td>
<td>73%</td>
<td>89%</td>
<td>8%</td>
<td>43%</td>
<td>$9.20</td>
</tr>
<tr>
<td>2016</td>
<td>95%</td>
<td>84%</td>
<td>63%</td>
<td>75%</td>
<td>90%</td>
<td>13%</td>
<td>44%</td>
<td>$9.35</td>
</tr>
<tr>
<td>25-Year Average</td>
<td>91%</td>
<td>78%</td>
<td>56%</td>
<td>67%</td>
<td>88%</td>
<td>15%</td>
<td>38%</td>
<td>$7.25</td>
</tr>
<tr>
<td>High Average</td>
<td>95%</td>
<td>84%</td>
<td>61%</td>
<td>76%</td>
<td>90%</td>
<td>Low 8%</td>
<td>48%</td>
<td>$9.35</td>
</tr>
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</table>

### CLASS OF 2016 PROGRAMS AND STUDENTS SERVED

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Senior Programs</th>
<th>Multi-Year Programs</th>
<th>Alternative Education Programs</th>
<th>Middle School Programs</th>
<th>Out-of-School Programs</th>
<th>College Success Program</th>
<th>Total Programs (Classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>98</td>
<td>742</td>
<td>119</td>
<td>120</td>
<td>67</td>
<td>9</td>
<td>1,155</td>
</tr>
<tr>
<td>Percentage</td>
<td>8%</td>
<td>64%</td>
<td>10%</td>
<td>10%</td>
<td>6%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Average # of Participants</td>
<td>37</td>
<td>37</td>
<td>20</td>
<td>41</td>
<td>30</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>Number of Participants</td>
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<td>27,427</td>
<td>2,408</td>
<td>2,408</td>
<td>1,985</td>
<td>390</td>
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<tr>
<td>Percentage</td>
<td>9%</td>
<td>67%</td>
<td>6%</td>
<td>12%</td>
<td>5%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
<td>49%</td>
<td>60%</td>
<td>54%</td>
<td>55%</td>
<td>43%</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>54%</td>
<td>51%</td>
<td>40%</td>
<td>46%</td>
<td>45%</td>
<td>57%</td>
<td>50%</td>
</tr>
<tr>
<td>2016 Average Barriers</td>
<td>5.54</td>
<td>8.35</td>
<td>8.51</td>
<td>7.73</td>
<td>7.66</td>
<td>8.10</td>
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</tr>
<tr>
<td>2015 Average Barriers</td>
<td>5.58</td>
<td>6.95</td>
<td>8.67</td>
<td>6.69</td>
<td>8.91</td>
<td>6.98</td>
<td>6.98</td>
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</table>
The National High School Curriculum for the In-School Program Applications (Senior Year, Multi-Year, and Alternative Education) is comprised of 81 competency-based modules. The 81 competency-based modules provide 810 hours of content, activities, reading and math exercises, competency-based tests, and methodology. The Senior Year Program focuses on 37 core competencies (A.1 to F.37). The Multi-Year Program accesses the 81 core competencies (A.1 to I.81) in the 9th, 10th, 11th and 12th grades. Employers were asked to validate the core competencies (A.1 to F.37) for the Senior Program and the 81 competencies (A.1 to H.81) 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.

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

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. Communication 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. Lifestyle 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, postsecondary education)
OS-20 Demonstrate effective independent living skills (e.g., renting an apartment, shipping, insurance)

Project Based Learning Plans
The PBL Project Plan Bank can be accessed through the JAG Library (jag.org/ pbl). The Project Plans are presented in 12 categories. High quality PBL Plans will be added to the JAG PBL Bank on a continuous basis.

1. Career Association
   - Career Association Officer Campaigns
   - JAG Public Service Announcements
   - Prepare for your Future in 3 Steps

2. Career Exploration
   - Career Cluster
     - I Need a Summer Job Now
     - Reverse Career Fair

3. Character Development
   - CD Cover Design
   - Conflict & Compromise
     - This Is Me

4. College Readiness

5. Employability Skills
   - Mock Interviews
     - You’re Hired

6. Entrepreneurial
   - Build a Business
   - Shark Tank
   - Thanks-a-Latte

7. Goal Setting
   - Create a Game
   - Dream Team

8. Healthy Lifestyles
   - Dishes
     - Get a Move On

9. Job Survival
   - A Leader for Today

10. Money Management
    - Budget
    - Money Makes the World Go Around

11. Service Learning
    - Legacy Project
    - Special Needs Prom

12. 21st Century Skills
    - Lead Me in the Right Direction
    - Work Ethics
No one knows the life-changing potential of the JAG program better than someone with first-hand experience. That’s what Kaleigh Young brings to her classroom as a Job Specialist at Lynn Classical High School, home of one of two new JAG New England programs in Massachusetts supported by a grant from the GE Foundation.

As a student at Lynn Classical High School, Kaleigh was part of the Jobs for Bay State Graduates program in her high school years. "It was the best class – everyone wanted to take it. It was about gaining those life skills. I know my students will get as much out of it as I did," Kaleigh said. "It’s so important for students to have someone believe in them, and someone who will provide them with learning experiences that directly connect them with relevant career pathways. It was disappointing when Bay State Graduates had to close. I am thrilled the program is being brought back by JAG New England and that I can be a part of it as a Specialist."

JAG New England was introduced this fall at Lynn Classical High School in Lynn and B.M.C. Durfee High School in Fall River. The programs are being managed under the leadership of Jobs for Maine’s Graduates (JMG).

“For more than 30 years, JAG has delivered consistent, compelling results, enabling 1.2 million students across the U.S. to reach their personal and academic potential,” said JMG CEO & President Craig Larrabee. “And the GE Foundation has been a long-time supporter and investor in its communities to ensure all students have a chance to compete successfully in the global economy.”

Before Kaleigh graduated in 2009, she created a resume in her JAG class, and she uses it as the template for her current students. Taking a break from crafting her resume during a recent class, senior Yidelgis Torres said, “This is the best class I’m taking. I want to go into Criminal Justice, and I’ve already learned so much from Ms. Young about making sure I’m ready for the next step. She’s making sure I’m prepared.”

Kaleigh is anxious to connect her students to the Lynn community. Planning is already underway for their first community service project, a fundraising walk for a local anti-hunger group. Career Association officers are in the process of planning field trips to local technical institutes and classroom visits from employees at the GE Aviation facility, also based in Lynn. They are also researching other employers in the area to determine which might be a good match for the JAG New England students.

Kaleigh is confident that her students are on the right track. She says their pathways are becoming clear, and their futures are bright. “I see them all being successful – graduating, getting a post-secondary credential, moving into a rewarding career as I have done. They are all going to succeed. I just know it.”
Alumni Spotlight

Desiree Steinkamp
JAG-Indiana

“I left the JAG program ready to take on the world with a well-developed foundation defined by skill sets that would benefit me both in college and the workforce.”

I was reluctant to join JAG at first because I knew that to be involved in the organization it meant I would have to potentially give up another class or elective. At the time, I was very “college driven” and wanted to pack my schedule with every advanced class possible. After being approached numerous times by the JAG instructor, I finally said “yes” my senior year because I thought that if she was so invested into getting me into her classroom it was for good reason and I knew I wanted to participate in the public speaking competition at the regional and hopefully state level because I knew there was some money on the line. But what I took away from JAG was much more than a regional and state title and some money. I left the JAG program ready to take on the world with a well-developed foundation defined by skill sets that would benefit me both in college and the workforce as well as creating lasting personal and professional relationships with members, instructors, and state staff around the state. I graduated from Seymour High School and the JAG program in 2013.

I attended Ivy Tech Community College and studied an Associates of Applied Science in Agriculture. I became the Agricultural Ambassadors President, devoting time to informing fellow students, faculty, and community members about agriculture. I also participated in a Leadership Ambassadors Program where I met fellow students from around the state who took on roles of leadership within their own schools and programs. I am currently working towards my Bachelors Degree with Trine University to obtain a degree in Applied Business Management.

I have always remained involved in JAG whether it be judging the Public Speaking contest at both the regional and state level, speaking to students at various conferences, and even talking about the overall importance of JAG at the State House for the 10-year JAG Celebration. I always feel incredible excitement when someone from the JAG family asks me to come back and share my experience and growth because of the organization and class experience to which I reluctantly said “Yes”.

My involvement in JAG has truly come full circle as I am now pursuing a JAG Specialist role at Jennings County High School and I look forward to giving back to the organization that gave me so much in such a direct and daily manner. JAG, while at the time of commitment seemed like a “filler class” and a chance for some extra cash has since become a huge part of my life and something I hope to continue to remain involved in for many years to come.
Reaching Potential through Manufacturing

A public-private partnership has been established in Augusta, Georgia that offers manufacturing jobs and education to students who need an alternate route in obtaining their high school diploma. This partnership exists between Textron Specialized Vehicles Inc. and the Richmond County School System. The program is referred to as Reaching Potential through Manufacturing (RPM). It combines an instructional day with a four-hour shift at a manufacturing facility. Besides the manufacturing floor, the facility includes classroom and educational space to allow students to make progress toward their high-school diploma and earn valuable work experience and income. Students currently enrolled in a Richmond County High School can apply for acceptance to the RPM. Acceptance is based upon financial need and students who are behind academically and have a high number of absences. The students work a four-hour shift and earn $8 per hour with pay incentives based upon attendance and work performance. Textron has provided an Operations Manager and shift supervisors to work with the students. Each student is enrolled in the Jobs for Georgia Graduates Program which allows the Job Specialist to teach a competency and then watch the students demonstrate the competency throughout their shift. Upon graduating from their home school, follow-up services will be provided to include transitioning into full-time employment (potentially Textron), post-secondary education or the military.

What sets the JAG program apart from other education programs is the relationship it builds between students and their Specialists (teachers)!
The Year-End Board of Directors Meeting was held on the morning of November 10, 2016 at the Omni Shoreham Hotel.

President, Ken Smith, opened the meeting and welcomed the Board and introduced Tom Tauke, Chair of the Executive Committee, as active Chair of the meeting until Governor Phil Bryant’s arrival. A count of the Board members in attendance by phone and in person confirmed a quorum by the Secretary. Governor John Bel Edwards was welcomed to the Board who, then, invited the Board to Baton Rouge for the 2017 JAG Spring Board Meeting. It was noted that the Board had much to celebrate, including JAG’s highest outcomes in its history with the Class of 2015.

The following actions were taken by the Board of Directors:

• The Chair sought and received a motion that was approved, the re-election of the current Officers of the Board, the Chair, and Vice Chair to one-year terms through January 2018.

• Governor Bryant joined the meeting and assumed Chair of the meeting and asked the President to provide his report. The President highlighted that the organization achieved the highest results in its history for the Class of 2015. For the first time since its inception, the JAG National Network achieved the National “5-of-5” Performance Award!

• JAG-Nevada Chair Frank Woodbeck and JAG-Nevada President Dr. Rene Cantu updated the Board on the “Going Deep” Strategy suggested by Board Member Governor John Engler and approved for implementation by the Board at the April 1, 2016 Board Meeting in Jackson, MS.

• President Ken Smith reported on the growth of the Out-of-School Program Application of the JAG Model which included the partnership with the Annie E. Casey Foundation, a recipient of a Social Innovation Fund grant in 2016. JAG, one of two partners, received funds to support Out-of-School and Alternative Education programming in seven sites, including three new sites—Anchorage, AK; South Los Angeles; and, New York City.

• An update was provided on closing out AT&T’s $2.55 million grant over 2015 and 2016; the 10th Annual Thought Leader Event; and the Delta Regional Authority Grant.

• The 2017 Plan of Work and Budget were unanimously approved.
Board Officers

The Honorable Phil Bryant
Governor of Mississippi

The Honorable Steve Bullock
Vice Chair
Governor of Montana

The Honorable Thomas J. Tauke
Chair
Executive Committee

Mr. Kenneth M. Smith
Board President
Strategic Partnerships, LLC.

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

Ms. China Gorman
Managing Director
Unleash

Governors

The Honorable Matt Bevin
Governor of Kentucky

The Honorable Sam Brownback
Governor of Kansas

The Honorable Doug Ducey
Governor of Arizona

The Honorable John Bel Edwards
Governor of Louisiana

The Honorable Eric Holcomb
Governor of Indiana

The Honorable Asa Hutchinson
Governor of Arkansas

The Honorable Ken Mapp
Governor of U.S. Virgin Islands

The Honorable Terry McAuliffe
Governor of Virginia

The Honorable Kim Reynolds
Governor of Iowa

The Honorable Chris Sununu
Governor of New Hampshire

Government Leaders

The Honorable Don Beyer
United States Representative
State of Virginia

The Honorable Chris Broadwater
Louisiana State Representative

The Honorable Mark Butler
Georgia Department of Labor

The Honorable Bradiey Byrne
United States Representative
State of Alabama

The Honorable Terry McAuliffe
Vice President of the United States

The Honorable Mike Pence
Vice President of the United States

The Honorable Cliff Rosenberger
Speaker
Ohio House of Representatives

The Honorable Bill Galvano
Florida State Senator

Honorary Members

The Honorable John E. Baldacci
Senior Advisor
Pierce Atwood LLP

The Honorable Thomas R. Carper
United States Senator
State of Delaware
(2001-current)

The Honorable Chet Culver
Founder
Chet Culver Group

Ms. Julie Nixon Eisenhower
Author

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

The Honorable Eric Holcomb
Governor of Indiana

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

Ms. Margo Day
Vice President
U.S. Education
Microsoft

Mr. Mark Nicholls
Senior Vice President
HRG Search

Mr. Siegfried Behrens
President & Co-Founder
Kenner Technologies

Mr. Lawrence Caruso
Retired General Electric

Mr. John Castellani
Retired President/CEO Pharmaceutical Research and Manufacturers of America

DJ Casto
Senior Vice President of Human Resources
Synchrony Financial

Mr. Tim Daly
Senior Vice President of Global Public Policy
Western Union

Mr. Les P. Derault
Chairman of the Board and CEO
Entergy

Mr. Michael D’Ambrose
Senior Vice President Human Resources
Archer Daniels Midland

Mr. James J. Duffy
Executive Vice President, CIT

Ms. Adriane Brown
Consultant
Kohler & Company

The Honorable John Engler
Former Michigan Governor and Retired President of The Business Roundtable

Mr. Leo P. Denault
Chairman of the Board and CEO
Entergy

Mr. Richard Nordstrom
CEO, Nordstrom Communications, LLC

Ms. Anna Marie Dunlap
Vice Chairman
General Atomics

Mr. Richard Wahlquist
President and CEO
American Staffing Association

Mr. Linden S. Blue
Vice Chairman
Intellectual Ventures

Mr. Scott Nelson
Senior Vice President of Strategy, Marketing & Growth
ETS

Mr. Edward J. Hoff
Retired HR Vice President, Global Sales and Services Incentive
IBM Corporation

Ms. Anna Marie Dunlap
Consultant
Kohler & Company

Ms. Catherine McKee Olesen
Retired
General Dynamics C4 Systems

Ms. Stephanie Tyler
Executive Director of External Affairs
AT&T Western Region

Ms. Janet Parker
Executive Vice President Human Resources
Regions Financial Corporation International, Inc.

Mr. Richard A. Stoff
President of The Ohio Business Roundtable

Mr. Stephen Heyman
Vice President and Head of State Government Affairs
UnitedHealth Group

Mr. John Steele
Senior Vice President Human Resources
HCA

Mr. Edward J. Hoff
Retired HR Vice President, Global Sales and Services Incentive
IBM Corporation

Ms. Athena Kaviris
Senior Human Resources Manager
G4 Systems

Mr. Scott Nelson
Senior Vice President of Strategy, Marketing & Growth
ETS

Mr. Lawrence Caruso
Retired General Electric

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

Mr. Richard Nordstrom
CEO, Nordstrom Communications, LLC

Ms. Myrna Bell
SR Director, Global Diversity, Inclusion and Strategic Engagement
McDonald’s

Mr. Atena Kaviris
Senior Human Resources Manager
GE Transportation

Ms. Margo Day
Vice President U.S. Education
Microsoft

Mr. Rod Nagel
Senior Vice President Human Resource Operations
Tyson Foods

Ms. Anna Marie Dunlap
Consultant
Kohler & Company

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Senior Vice President of Global Public Policy
Western Union

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Mr. Mark Nicholls
Senior Vice President HRG Search

Ms. Catherine McKee Olesen
Retired General Dynamics C4 Systems

Ms. Stephanie Tyler
Executive Director of External Affairs
AT&T Western Region

Mr. Richard Wahlquist
President and CEO
American Staffing Association

Ms. Stacey Stewart
President
March of Dimes

Mr. Marc Morial
President National Urban League

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

Archer Daniels Midland: (ADM) guarantees every JAG student who applies at jag@adm.com a job interview.

This is not a guarantee of an offer, but all JAG graduates will be granted an in-person interview to showcase their employability skills they’ve mastered through JAG Model Program.


American Staffing Association (ASA) has worked closely with JAG to identify several ASA member companies interested in partnering with local JAG Affiliate programs. Eight staffing firms have established hiring partnerships, participated in classroom and site visits and committed to mentoring JAG students across the country.

ASA provided $90,000 to JAG National in 2016-2017.

AT&T committed $3.5M to JAG National to support JAG program growth in 2017 and 2018.

JAG’s 34 State Affiliates apply for AT&T “incentive” grants that must be matched at the state and local level to launch new JAG programs or expand existing programs, allowing for more students to benefit from JAG. In addition to supporting JAG expansion, the grant both supports the national organization, JAG National sponsorships and local mentoring events between JAG students and AT&T employees through the AT&T Aspire program. Aspire provides students the opportunity to learn about career pathways and employability skills while visiting AT&T facilities and/or through JAG classroom visits by AT&T employees. Since 2008, AT&T and the AT&T Foundation have provided over $8 million in funding to JAG National and JAG Affiliates.
McDonald’s. JAG National has been working closely with the McDonald’s National Talent Acquisition Team to broaden engagement, employment and advancement opportunities for JAG students at McDonald’s restaurants across the country.

**McDonald’s commitment reached $125,000 to the JAG National organization in 2016-2017.**

[JAG Students in Newark, NJ experienced McDonald’s 1st Brand Reputation]

Strada Education Network (formerly USA Funds) continued its support of JAG growth in many locations, including statewide support in Delaware, Missouri and Mississippi; support to grow JAG in the majority of Native American schools in Montana; and in the Clark County School District in Las Vegas, Nevada and Detroit Public Schools in Michigan. In addition, Strada Education Network provided a grant to launch the JAG College Success Program Application in Indiana in partnership with Ivy Tech Community Colleges.

**Strada’s investment has surpassed $4M since the partnership began in 2014.**

Strada Education Network (formerly USA Funds) continued its support of JAG growth in many locations, including statewide support in Delaware, Missouri and Mississippi; support to grow JAG in the majority of Native American schools in Montana; and in the Clark County School District in Las Vegas, Nevada and Detroit Public Schools in Michigan. In addition, Strada Education Network provided a grant to launch the JAG College Success Program Application in Indiana in partnership with Ivy Tech Community Colleges.

The Delta Regional Authority has invested $1.25M to JAG over five school years.

In the 2016-2017 school year, JAG received $250,000 to support the JAG National Training Seminar as well as “incentive” grants that launched 10 new JAG programs in the Delta Region as part of the DRA’s Economic Development Investment program.
2017 JAG Investors

JAG CORE INVESTORS

Amazon: $10,000
American Staffing Association: $30,000
Archer Daniels Midland: $150,000
AT&T: $300,000
Bank of America Foundation: $25,000
CIT: $25,000
Delta Regional Authority: $40,000
Entergy: $25,000
Microsoft: $25,000
Tyson Foods: $35,000

JAG THOUGHT LEADER EVENT SPONSORS

Trustees–$25,000 plus
AT&T
Archer Daniels Midland
McDonald’s
Strada Education

Sponsors–$10,000 plus
Aliy Financial
Amazon
Gallup
HCA

Donors–$5,000 plus
American Association of Colleges for Teacher Education
ETS
Regions Bank
Society for Human Resource Management

JAG LEADERSHIP AWARDS SPONSORS

Trustees–$25,000 plus
American Staffing Association
Archer Daniels Midland
AT&T
Entergy
McDonald’s
Microsoft
Synchrony
Tyson Foods

Sponsors–$10,000 plus
Abbott Laboratories
Adriane & Darryl Brown
Aetna Foundation
Aliy
ECMC Foundation
GE
HCA
PhRMA
Sanderson Family Foundation
Strategic Partnerships
The Thomas M. and Jeri A. Tippett Foundation
Western Union Foundation

Associates–$5,000 plus
AACTE
The Doyle Family Foundation
Educational Testing Services
King & Spalding
Michael Hogrefe
Society for Human Resource Management

INNER CIRCLE CLUB

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

Inner Circle Club Members
Lee Alcott
Adriane & Darryl Brown
Larry Caruso
Mike D’Ambrose
Doyle Family Foundation
James Duffy
Ted Hoff
Cathy and Doug Olesen
Ken and Nora Smith
Tom Tauke
Tom and Jeri Tippett
Dan Walker
Marna Whittington

In Kind Support
JetBlue
Kuder
The 2016 National Leadership Awards events began with a Special Recognition Reception hosted at the Business Roundtable by Governor John Engler and Governor Jack Markell. Senator Tom Carper joined us during the reception. Yetzibel Santos, JAG graduate from Jobs for South Carolina Graduates, expressed her appreciation to the JAG Board Members and partners for their support of Jobs for America’s Graduates. She described her journey through the program and made a thoughtful analogy between JAG students and lost pennies that captivated the audience. Her testimony as well as all of JAG’s videos can be viewed at – www.youtube.com/nationaljag

The following morning the JAG Board of Directors met and adopted the 2016 Plan of Work. This was the regular end-of-year Board of Directors’ Meeting.

The National Leadership Awards Luncheon hosted by Governor Phil Bryant, began at noon. The National Network celebrated achieving the 5-of-5 National Performance Award for the first time in its 36-year history. The event welcomed 900 attendees, including 800 students and Specialists from across the nation. Joining in this remarkable event were: Chair of the JAG Board of Directors Governor Phil Bryant of Mississippi; Governor John Bel Edwards of Louisiana; and several distinguished Board members.
National Leadership Award Recipients

The National Leadership Award Recipients were submitted by the JAG State Organizations to recognize local and state leaders who have demonstrated a high level of commitment and involvement in the support of JAG Model Programs. The following award recipients were recognized at the 2016 Special Recognition Reception and the 2016 Leadership Awards Luncheon. Appreciation and recognition were given to students who spoke at both events.

5-of-5 Award
JAG National Network

Government Leader of the Year Award
The Honorable John Bel Edwards
Governor of Louisiana

National Workforce Development Leadership Award
Mary jo Schmick
South Carolina Department of Employment and Workforce

National Above and Beyond Award
Sean Montgomery
Co-Founder & Chief Financial Officer
Integrity Staffing Solutions, Inc.

National Workforce Development Leadership Award
Dr. Susan Lockwood
Director of Juvenile Education
Indiana Department of Correction
Division of Youth Services

National Above and Beyond Award
Belen Gonzalez, Program Director
Nina Mason Pulliam Charitable Trust
Thank you for your high level of commitment and involvement in the support of JAG Model Programs.
Over 800 delegates from 27 states attended the 20th Annual National Student Leadership Academy (NSLA) at the Hilton Alexandria Mark Center, in Arlington, Virginia. The NSLA attracted a large number of states and the largest number of delegates ever to three days of leadership development, teaming, problem-solving, recognition, patriotic values, and touring of our nation’s capital.

On Thursday morning, the delegates registered and loaded on sixteen (16) buses for a 30-minute ride to the Omni Shoreham Hotel to attend the 2016 JAG National Leadership Awards Luncheon with more than 900 guests in attendance. Immediately following the luncheon, the students and chaperones returned to the Hilton Alexandria Mark Center to begin the National Student Leadership Academy. This year’s NSLA attracted 207 student competitors in one of the three national events: Employability Skills, Public Speaking, and JAG’s newest competitive event – Math Skills. The competitors were judged by JAG partners and the winners announced at the Saturday luncheon.

The NSLA delegates were able to experience extraordinary leadership development activities during the conference. The students showed a great deal of enthusiasm, energy, and excitement for the variety of leadership experiences, exploring the Nation’s Capital, competing in three competitive events, participating in the Talent Show, networking with JAG students from across the country, and being away from home for the first time and experiencing Washington, D.C.
NSLA Factoids

819 Total number of delegates
631 Total students attending
188 Total chaperones
27 Total states sponsoring delegates

Employability Skills Winners
1st Place Olga Garcia, Nevada
2nd Place Cindy Pulley, Ohio
3rd Place Dawson Murphy, Tennessee

Math Skills Event
1st Place Lyleigh Lay, Indiana
2nd Place Shawnee Laney, Georgia
3rd Place Rachel Burns, South Carolina

Public Speaking Winners
1st Place Miavliag Lee, Iowa
2nd Place Elana Floyd, Indiana
3rd Place Christabella Vasquez, Washington

State delegates from: Arizona, Arkansas, Delaware, Georgia, Iowa, Indiana, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, Nevada, Ohio, South Carolina, South Dakota, Tennessee, Virginia, Washington, Wisconsin, and West Virginia

NSLA Leadership Group Facilitators (L-R)
Cyrus Birch (SC), Cara Rypka (IA), James Schulte (DE), Mario Hernandez (AZ), Kristy Colbert (GA), Tonya Miller (IN), Shaun Brames (IN), Deikeya Greer (IA), Mikki Williams (TN), Brian Frick (MI)
The 2016 National Thought Leader Event was led by Governor Phil Bryant, Chairman of the JAG Board of Directors. Jobs for America’s Graduates was grateful to the National Urban League, the Hispanic Heritage Foundation, the American Asian and Pacific Islander Scholarship Fund, and the Society for Human Resource Management for co-hosting the event. Key speakers included: Governor Phil Bryant (MS), Governor John Bel Edwards (LA), U.S. Congressman Don Beyer (VA), and U.S. Congressman Cresent Hardy (NV).

The goal of the event was to create a new Youth Employment Strategy for each of the most challenging areas in the nation—one urban and one rural: North Las Vegas, Nevada—the city in the nation that was hardest hit by the recent recession—and The Mississippi River Delta Region. The hope was to bring both the recommendations developed over the past nine years of Thought Leader Events and the expertise of those in the room and combine them into a “real time” actionable strategy that leaders from the public and private sectors in both locations could put to use. The two locations were selected because they have been among the most challenging locations, despite multiple public policy and programmatic initiatives for improving youth employment. There were over 100 delegates in attendance.

At the 2016 Thought Leader Event, specific recommendations were developed in interactive working sessions that included panels and roundtable discussions. Governors, Senators (who are honorary JAG board members), and private sector leaders on the JAG Board will take the recommendations to the nation’s Governors, the Congress, the Administration, and other private sector leaders who are committed to building “pipelines” of future young workers in the economy.

Panel: North Las Vegas Youth Employment Situation: Frank Woodbeck, Executive Director of the Nevada College Collaborative and JAG-Nevada Chair, Dr. Rene Cantu, Executive Director of JAG-Nevada, Steve Chartrand, President and CEO of Goodwill of Southern Nevada, and Brian Knudsen, Principal at BP2 Solutions

Panel: Mississippi River Delta Region Youth Employment Situation: The Honorable Chris Masingill, Dr. Charisee Childers, Director of the Arkansas Department of Career Education, Ava Dejoie, Executive Director of the Louisiana Workforce Commission, Representative Sonya Williams-Barnes, Chair of the Mississippi Black Caucus, and Blake Wilson, President and CEO of the Mississippi Economic Council
The 33rd Annual JAG National Training Seminar was held at Disney’s Coronado Springs Resort. There were over 500 delegates, speakers, presenters, and JAG advocates in attendance at the annual professional development event. This is not only the largest gathering of staff and management annually, it is the highest rated of our professional development activities by staff and management because of the awards and recognition of high performing states and individuals in the four general sessions, the sixty (60) interactive workshops, and the sharing of best practices to deliver the JAG Model in high school, middle school, and out-of-school programs.

Opening Session

The highlight of the 2016 National Training Seminar was the introduction to Project Based Learning. The Opening Session began with a riveting talk by Brian Schoch, a National Faculty Member from the Buck Institute for Education (BIE), describing his PBL journey. Dr. Vince Bertram, President and Chief Executive Officer of Project Lead the Way and best-selling author was also a speaker at the event. The group was enthused to be joined by Executive Producer, Author, and Philanthropist Ted Dintersmith, who provided a special screening of his Project Based Learning documentary: “Most Likely to Succeed.” A Question-and-Answer segment followed this presentation.

Best Practices Workshops

Delegates were provided sixty (60) intensive 90-minute best practices workshops that included the launch of Project Based Learning (PBL) content and systems support to enhance the impact and value of the JAG Model to the young people served. A special thanks to workshop presenters who received the highest ratings by NTS delegates:

- Gerald Meggett, Jr., MYQVO
- Megan Cherry, Tyson Foods
- Brittany Ferguson, EverFi
- Chris Stewart, McDonald’s USA LLC
- N. Eric DuBuisson, Louisiana-JAG
- Carolyn Warner, JAG National Board Member
- Ted Dintersmith, Author, “Most Likely to Succeed”
- Brian Schoch, Presenter, Buck Institute for Education
- Carolyn Warner, “The Speaker’s Art,” with Jim Koeninger, Executive Vice President
- Chris Stewart, Presenter, McDonald’s
- Evan Oglesby, Presenter, “Global Teen Wealth”
VIP Reception

Jobs for Florida’s Graduates and the Jobs for America’s Graduates Board of Directors hosted a reception prior to the Awards Dinner. The reception, attended by state and national leaders and partners, provided the right venue to celebrate the accomplishments of the 2015-2016 program year and prepared delegates for a memorable Awards Dinner.

Dinner and Award Session

Seventeen (17) states received JAG’s highest recognition – the “5-of-5” National Performance Outcomes Award. The states included: Arizona, Arkansas, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Montana, New Hampshire, New Mexico, Ohio, South Carolina, Tennessee, Virginia, and West Virginia. The audience was surprised and overwhelmed to learn that the JAG National Network had also received the “5-of-5” National Performance Outcomes Award! 287 JAG Specialists were recognized for meeting or exceeding JAG’s five national performance measures. 145 JAG Specialists were recognized as 2016 Outstanding JAG Specialists for the quality of services delivered to the young people served in their programs and shared $24,300 in cash awards. The cash awards were provided by donations by JAG Board Members and Strategic Partnerships LLC.

Dr. Joe Leonard, Assistant Secretary for Civil Rights at the U.S. Department of Agriculture, was the keynote speaker during the Awards Dinner. He provided a wonderful perspective to the delegates.
Pre-NTS Professional Development Courses, July 11-13, 2016

Nearly 300 managers and Specialists enrolled in one of eight (8) JAG National University courses that began on Monday, July 11, and concluded with a Recognition Brunch on Wednesday, July 13, in time for the Opening Session of the 33rd National Training Seminar. The professors conducting the courses were JAG national trainers who possess considerable expertise and experience in implementing JAG Model programs that achieve high performance outcomes.

THURSDAY LUNCHEON

Byron Garrett, Educational Leadership and Policy Director at Microsoft, motivated the 500 delegates as the keynote speaker. Mr. Garrett’s inspirational presentation provided the audience with helpful hints to make it through life; and therefore, as a great specialist, his ABC’s of Life reminded each person to take ownership of their lives and work to achieve excellence! Fabrice Homidas, Jobs for Florida’s Graduates gave a memorable presentation that had significant meaning to all specialists as he shared his JAG story.

CLOSING SESSION

The NTS delegates were thrilled as they listened to Imani Brutus and Kerby Collins speak on issues that they believe would make a difference in policy. These young men were exactly what the network needed to remind them what their students are capable of achieving.

The keynote speaker for the Closing Session was long-time JAG Board Member, Carolyn Warner, who inspired everyone in the room with her thought-provoking anecdotes and stories. Her lovely rendition of “Sermons We See,” was a wonderful way to conclude a productive and fun training week!

Pre-NTS Professional Development Courses, July 11-13, 2016

Nearly 300 managers and Specialists enrolled in one of eight (8) JAG National University courses that began on Monday, July 11, and concluded with a Recognition Brunch on Wednesday, July 13, in time for the Opening Session of the 33rd National Training Seminar. The professors conducting the courses were JAG national trainers who possess considerable expertise and experience in implementing JAG Model programs that achieve high performance outcomes.
Scholarships were funded originally through the generosity of JAG Board members and staff and these sources continue to be the major funding investors in the Kenneth M. Scholarship Program. The JAG Board is most appreciative of significant donations from the Western Union Foundation, Lillian Goldman Trust, Strategic Partnerships and Corporate Education Resources, Inc. through the years.

The Kenneth M. Smith Scholarship Fund and the Smith Scholars Program were established by the JAG Board of Directors to recognize the extraordinary leadership and service of the President and Chief Executive Officer of Jobs for America’s Graduates, Inc., Kenneth M. Smith. The number of scholarships that are awarded annually are dependent on the donations to the fund.

For 2017, the initial screeners selected 40 finalists out of 129 applicants, for consideration by the Scholars Committee which, in turn, selected 25 finalists for review by the Governance Committee, which narrowed the list to 21. The total amount that each Scholar received was $1,000 and one JAG Alumnus received $2,000.

**2017 Smith Scholars’ National Profile**

- GPA Average: 3.68
- GPA High: 4.00
- GPA Low: 2.64

Stated Career Goals:
- Health Career (62%)
- Law/Criminal Justice (19%)
- Business (19%)
- Education (5%)
- Engineering (5%)

Postsecondary 21:
- 2-Year: 3
- 4-Year: 18

Grand Total: $78,501,719.45

JAG Specialists were extremely successful in assisting students in finding scholarship dollars in 2016. Nineteen JAG states reported $78,501,719.45 in scholarships that were earned by deserving JAG graduates.
<table>
<thead>
<tr>
<th>Name</th>
<th>High School</th>
<th>College Acceptance</th>
<th>Career Goal</th>
<th>JAG Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tierra Cooper</td>
<td>Kiowa County High School, KS</td>
<td>Fort Hays State University</td>
<td>Nurse Practitioner</td>
<td>Marcus Mitchell</td>
</tr>
<tr>
<td>Evelynn Duncan</td>
<td>Terre Haute North Vigo High School, IN</td>
<td>Indiana State University</td>
<td>Registered Nurse</td>
<td>Audrey Harbison</td>
</tr>
<tr>
<td>Rosa Figueroa</td>
<td>Eastern Greene High School, IN</td>
<td>IvyTech Community College</td>
<td>Child Advocate/Family Law</td>
<td>Jayme Bellman</td>
</tr>
<tr>
<td>Alanna Gomoll</td>
<td>Paris Gibson Education Center, MT</td>
<td>Great Falls College Montana State University</td>
<td>Elementary Level Educator</td>
<td>Yenta Jaques</td>
</tr>
<tr>
<td>Shyann Harvey</td>
<td>Ellet High School, OH</td>
<td>The University of Akron</td>
<td>Pediatric Neurologist</td>
<td>Shelley Sparhawk</td>
</tr>
<tr>
<td>Kaitlyn Hellman</td>
<td>Bennett County High School, SD</td>
<td>Augustana University</td>
<td>Criminal Defense Lawyer</td>
<td>Kim Claussen</td>
</tr>
<tr>
<td>La'Brittany Hill</td>
<td>Fair Park High School, LA</td>
<td>Bossier Parish Community College</td>
<td>Doctor</td>
<td>Chandra Phillips</td>
</tr>
<tr>
<td>Tyra Honomichl</td>
<td>Wagner, SD</td>
<td>University of Nebraska-Omaha</td>
<td>International Nurse</td>
<td>Renee Vanderwerff</td>
</tr>
<tr>
<td>Samatar Hussen</td>
<td>Wellstone International High School, MN</td>
<td>St. Paul College</td>
<td>Physician</td>
<td>Raqiya Mohamed</td>
</tr>
<tr>
<td>David Kelleher</td>
<td>Shelby High School, MT</td>
<td>Montana Tech of the University of Montana</td>
<td>Bachelor of Science in Nursing</td>
<td>Kathje Griffis</td>
</tr>
<tr>
<td>Hailey Lancour</td>
<td>Marquette Senior High School, MI</td>
<td>Northern Michigan University</td>
<td>Nursing</td>
<td>Megan Staton</td>
</tr>
<tr>
<td>Ilse Lopez</td>
<td>Coronado High School, AZ</td>
<td>Arizona State University</td>
<td>International Business</td>
<td>Wendy Paez</td>
</tr>
<tr>
<td>Quiannah Potter</td>
<td>Ivanna Eudora Kean High School, VI</td>
<td>University of the Virgin Islands</td>
<td>Diagnostic Imaging Specialist</td>
<td>Josette Illis</td>
</tr>
<tr>
<td>Jasmin Soriano</td>
<td>West Wendover High School, NV</td>
<td>Dixie State University, St. George UT</td>
<td>Physical Therapy</td>
<td>Lysette Perez</td>
</tr>
<tr>
<td>Anika Sutter</td>
<td>Fairview High School, TN</td>
<td>University of Tennessee at Chattanooga</td>
<td>Event Coordinator (Weddings)</td>
<td>Vickie Parsons</td>
</tr>
<tr>
<td>Destinee Swearingen</td>
<td>Houston County High School, TN</td>
<td>Austin Peay State University</td>
<td>Nurse Practitioner, Doctor</td>
<td>Scott Charlesworth</td>
</tr>
<tr>
<td>Brycen Zephier</td>
<td>Wagner High School, SD</td>
<td>South Dakota School of Mines and Technology</td>
<td>Mechanical Engineer</td>
<td>Renee Van Der Werff</td>
</tr>
<tr>
<td>Candance Smith</td>
<td>Leesville High School, LA</td>
<td>Louisiana State University at Shreveport</td>
<td>Pediatrician- Biology Major</td>
<td>Alice Guess</td>
</tr>
</tbody>
</table>

$2,000 Scholarship Recipient

Candance Smith
High School: Leesville High School, LA  
College Acceptance: Louisiana State University at Shreveport  
Career Goal: Pediatrician- Biology Major  
JAG Specialist: Alice Guess  

Total Community Service Hours: 2,953
JAG State Affiliates

JAG State Affiliates, whether organized as a non-profit with 501(c)(3) tax exemption or as a subset of a state or local public agency, sign a national affiliation agreement with Jobs for America’s Graduates for the purpose of delivering JAG Model services through local programs. Sixty-six percent (66%) of the JAG State Affiliates operate as a non-profit corporation and are led by a public-private board of directors. Thirty-four percent (34%) of JAG State Affiliates are sponsored by state or local agencies, i.e. Department of Education, Department of Workforce Education, Education Service Center, Department of Labor, Workforce Development Board, Office of the Superintendent of Instruction, etc.

JAG State Affiliates conduct one or more of the six program applications of the JAG Model, including:

- Middle School Programs (Grades 6-8)
- Alternative Education Programs (Grades 6-12 for students with low academic skills)
- Multi-Year Programs (Grades 9-12)
- Senior Programs (Grade 12)
- Out-of-School Programs (Dropouts)
- College Success Programs (Postsecondary/Collegiate Enrollees)

JAG provides start-up and on-going technical assistance to JAG State Affiliates and local programs to ensure the successful implementation of JAG Model programs. The basic package of technical assistance includes the following categories of services:

- Launch Services and On-site Assistance
- Resource Development and Fundraising
- Training and Staff Development Services
- JAG Model Publications—handbooks, videos, PowerPoint presentations, annual report, newsletter, research reports, e-learning courses, fact sheets, PSAs, etc.
- Electronic National Data Management System (e-NDMS 2.0)
- National Leadership Development

JAG conducts accreditation reviews including monitoring of the e-NDMS 2.0 database for each state and on-site reviews. The purpose of the accreditation review process is to determine the extent to which the state affiliates and local programs have fully implemented the program applications of the JAG Model. The full range of services is mobilized to assist state affiliates to receive standard accreditation by the national organization.

Jobs for Alabama’s Graduates
50 North Ripley Street
Montgomery, AL 36130
Contact: Mandy Nichols
Phone: 334.353.1545
Fax: 334.353.8861
Email: mnichols@alsde.edu
Website: www.alsde.edu
Charter Year: 1996
Program Applications: 25
- Senior 2
- Multi-Year 23
Specialists: 24
Students Served: 1,306
- Class of 2016-2017 985
- Class of 2016 (Follow-up) 321
2016-2017 Budget: $800,742
2017-2018 Budget: $800,742

Alaska-JAG
Covenant House Alaska
775 A. Street
Anchorage, AK 99501
Contact: Alison Kear
Phone: 907.272.1255
Email: akear@covenanthouseak.org
Chartered Year: 2016
Program Applications: 3
- Out-of-School 3
Specialists: 3
Students Served: 95
- Class of 2016-2017 75
- Class of 2016 (Follow-up) 20
2017-2018 Budget: NA

Jobs for Arizona’s Graduates, Inc.
3320 W. Cheryl Drive, Suite B220
Phoenix, AZ 85051
Contact: Graciela Garcia Candia
Phone: 602.216.9503
Fax: 602.368.8168
Email: graciela.candia@jagaz.org
Website: www.jagaz.org
Charter Year: 1980
Program Applications: 15
- Senior 1
- Multi-Year 6
- Out-of-School 3
- Alternative 1
- Middle School 3
- College Retention 1
Specialists: 15
Students Served: 907
- Class of 2016-2017 766
- Class of 2016 (Follow-up) 141
2016-2017 Budget: $978,923
2017-2018 Budget: $1,172,973
Jobs for Arkansas Graduates

#3 Capitol Mall, Room 402
Little Rock, AR 72201
Contact: Shannon Buckner
Phone: 501.682.5056
Fax: 501.682.1509
Email: shannon.buckner@arkansas.gov
Website: http://dwe.arkansas.gov
Charter Year: 1996
Program Applications: 111
-Senior 24
-Multi-Year 42
-Alternative 40
-Middle School 5
Specialists: 137
Students Served: 3,565
-Class of 2016-2017 1,966
-Class of 2016 (Follow-up) 1,599
2016-2017 Budget: $1,057,000
2017-2018 Budget: $ 795,935

Jobs for America’s Graduates—Connecticut

31 Pratt St., 5th Floor
Hartford, CT 06103
Contact: Billie C. Scruse
Phone: 860.702.3810
Fax: 860.241.1130
Website: jagct.org
Charter Year: 2014
Program Application: 5
-Senior 5
Specialists: 5
Students Served: 290
- Class of 2016-2017 190
- Class of 2016 (Follow-up) 100
2016-2017 Budget: $454,560

Jobs for California’s Graduates

Access, Inc.
2612 Daniel Ave
San Diego, CA 92111
Contact: Dan Radojevic
Phone: 619.417.7399
Email: dan@workforce.org
Charter Year: 2008
Program Application: 1
-Senior 1
Specialists: 1
Students Served: 110
-Class of 2016-2017 110
-Class of 2012 (Follow-up) 0
2016-2017 Budget: $500,000
2017-2018 Budget: $500,000

Jobs for America’s Graduates—Florida

306 South Ocean Shore Boulevard
Flagler Beach, FL 32136
Contact: Heather Beaven
Phone: 386.439.5730
Fax: 386.439.5731
Email: hbeaven@flgraduates.org
Website: www.flgraduates.org
Charter Year: 1998
Program Applications: 19
-Senior 7
-Multi-Year 1
-Alternative Education 11
Specialists: 16
Students Served: 845
-Class of 2016-2017 624
-Class of 2016 (Follow-up) 221
2016-2017 Budget: $1,530,000
2017-2018 Budget: $ 950,000

Jobs for Georgia’s Graduates

Georgia Department of Labor
148 Andrew Young International Blvd.
Suite 472
Atlanta, GA 30303
Contact: Nedra Wakefield
Phone: 404.232.3598
Fax: 404.232.3720
Email: nedra.wakefield@gdol.ga.gov
Website: www.dol.state.ga.us
Charter Year: 1987
Program Applications: 22
-Senior 9
-Multi-Year 13
Specialists: 21
Students Served: 1,297
-Class of 2016-2017 800
-Class of 2016 (Follow-up) 497
2016-2017 Budget: $120,000
2017-2018 Budget: $1,838,844
**Jobs for Kansas Graduates, Inc.**
515 S. Kansas Ave., Suite 201
Topeka, KS 66603
Contact: Chuck Knapp
Phone: 785.478.5650
Email: chuck.knapp@jagkansas.org
Website: www.jagkansas.org
Charter Year: 2013

**Program Applications:** 62
- Multi-Year 47
- Alternative Education 5
- Middle School 10

**Specialists:** 57

**Students Served:** 2,726
- Class of 2016-2017 2,065
- Class of 2016 (Follow-up) 661

**2016-2017 Budget:** $4,035,500
**2017-2018 Budget:** $4,754,500

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**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
Phone: 515.242.5611
Fax: 515.242.5618
Email: laurie.phelan@iowa.gov
Website: www.ijag.org
Charter Year: 1999

**Program Applications:** 45
- Multi-Year 39
- Alternative 3
- Middle School 3

**Specialists:** 45

**Students Served:** 2,506
- Class of 2016-2017 1,957
- Class of 2016 (Follow-up) 549

**2016-2017 Budget:** $3,572,130
**2017-2018 Budget:** $3,432,727

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**Louisiana Jobs for America’s Graduates**
Louisiana Department of Education
1201 N. Third Street, Suite 4-272
Baton Rouge, LA 70804
Contact: Dianna Keller
Phone: 225.342.3412
Fax: 225.342.2011
Email: Dianna.Keller@LA.GOV
Website: www.louisianschools.net
Charter Year: 1995

**Program Applications:** 114
- Multi-Year 64
- Out-of-School 12
- Middle School 38

**Specialists:** 114

**Students Served:** 5,680
- Class of 2016-2017 5,080
- Class of 2016 (Follow-up) 600

**2016-2017 Budget:** $6,050,000
**2017-2018 Budget:** $6,260,000

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**Jobs for Kentucky’s Graduates, Inc.**
269 Meadow Valley Road
Lexington, KY 40511
Contact: Lisa Handziak
Phone: 859.490.9977
Email: l.handziak@jkg.org
Website: www.jobsforkygraduates.org
Charter Year: 1993

**Program Applications:** 13
- Multi-Year 11
- Middle School 1
- Out-of-School 1

**Specialists:** 11

**Students Served:** 697
- Class of 2016-2017 582
- Class of 2016 (Follow-up) 97

**2016-2017 Budget:** $265,700
**2017-2018 Budget:** $1,799,495

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**Jobs for Maine’s Graduates, Inc.**
65 Stone Street
Augusta, ME 04330
Contact: Craig Larrabee
Phone: 207.620.7180, ext. 213
Fax: 207.620.7185
Email: clar@jmg.org
Website: www.jmg.org
Charter Year: 1988

**Program Applications:** 90
- Senior 1
- Multi-Year 57
- Out of School 1
- Middle School 14
- College Success 8
- Other 9

**Specialists:** 80

**Students Served:** 6,700
- Class of 2016-2017 5,879
- Class of 2016 (Follow-up) 821

**2016-2017 Budget:** $8,054,319
**2017-2018 Budget:** $8,999,592
Jobs for Michigan's Graduates, Inc.
330 W. Main Street, Suite 110
Benton Harbor, MI 49022
Contact: Kristin Harrington
Phone: 269.927.1064, ext. 149
Fax: 269.927.1399
Email: harringtonnk@kinexus.org
Website: www.ouryouthsolutions.org
Charter Year: 2008

Program Applications: 46
- Multi-Year 18
- Alternative 5
- Out-of-School 22
- College Success 1

Specialists: 46
Students Served: 1,945
- Class of 2016-2017 1,618
- Class of 2016 (Follow-up) 327
2016-2017 Budget: $4,368,000
2017-2018 Budget: $5,016,500

Jobs for Minnesota’s Graduates
1250 West Broadway
Minneapolis, MN 55411
Contact: Terry Henry
Phone: 612.668.0549
Fax: 612.668.5299
Email: terry.henry@mpls.k12.mn.us
Website: www.mpls.k12.mn.us
Charter Year: 2014

Program Applications: 18
- Multi-Year 9
- Alternative 8
Out-of-School 1

Specialists: 12
Students Served: 622
- Class of 2016-2017 494
- Class of 2016 (Follow-up) 98
2016-2017 Budget: $898,700
2017-2018 Budget: $200,000

Jobs for Mississippi Graduates, Inc.
6055 Ridgewood Road, Suite A
Jackson, MS 39211
Contact: Ramona Seabron-Williams
Phone: 601.978.1711
Fax: 601.678.3232
Email: rwilliamsjmg@aol.com
Website: www.jmgms.org
Charter Year: 1990

Program Applications: 62
- Senior 1
- Multi-Year 55
- Out-of-School 1
- Middle School 5

Specialists: 62
Students Served: 2,492
- Class of 2016-2017 1,735
- Class of 2016 (Follow-up) 757
2016-2017 Budget: $3,063,500
2017-2018 Budget: $3,104,000

Jobs for Montana’s Graduates
P.O. Box 1728
Helena, MT 59624
Contact: Erica Swanson
Phone: 406.444.0978
Fax: 406.444.3037
Email: eswanson@mt.gov
Website: http://wsd.dil.mt.gov/jmg/jmg.asp
Charter Year: 1990

Program Applications: 53
- Senior 6
- Multi-Year 27
- Alternative 4
- Out-of-School 3
- Middle School 15

Specialists: 55
Students Served: 1,390
- Class of 2016-2017 929
- Class of 2016 (Follow-up) 461
2016-2017 Budget: $966,105
2017-2018 Budget: $1,039,973

Jobs for Missouri Graduates
P.O. Box 2386
Springfield, MO 65807
Contact: Paul Kincaid
Phone: 417.425.5139
Email: paul@kincaidcommunications.com
Charter Year: 2005

Program Applications: 21
- Senior 3
- Multi-Year 14
- Alternative Education 3
- Middle School 1

Specialists: 6
Students Served: 1,055
- Class of 2016-2017 711
- Class of 2016 (Follow-up) 344
2016-2017 Budget: $520,000
2017-2018 Budget: $1,150,000

Jobs for Nevada’s Graduates, Inc.
4045 South Buffalo Drive
Suite A101-128
Las Vegas, NV 89147
Contact: Rene Cantu Ph.D.
Phone: 702.425.5384
Fax: 702.410.8067
Email: rcantu@jagnv.org
Website: www.jagnv.org
Charter Year: 2012

Program Applications: 54
- Multi-Year 52
- Alternative 1
- Middle School 1

Specialists: 54
Students Served: 3,058
- Class of 2016-2017 2,522
- Class of 2016 (Follow-up) 536
2016-2017 Budget: $4,684,000
2017-2018 Budget: $4,056,000
New Hampshire-Jobs for America’s Graduates, Inc.
175 Ammon Drive, Suite 212
Manchester, NH 03103
Contact: Janet Arnett
Phone: 603.647.2300
Fax: 603.668.1627
Email: jarnett@nh-jag.org
Website: www.nh-jag.org
Charter Year: 1987
Program Applications: 11
- Multi-Year: 9
- Out-of-School: 1
- Middle School: 1
Specialists: 11
Students Served: 438
- Class of 2016-2017: 356
- Class of 2016 (Follow-up): 82
2016-2017 Budget: $1,197,750
2017-2018 Budget: $747,063

Jobs for New Mexico Graduates
3908 Calle Pino NE
Albuquerque, NM 87111
Contact: Kay Provolt
Phone: 505.239.9270
Fax: 505.293.8126
Email: kprovolt.jagnm@gmail.com
Charter Year: 2003
Program Applications: 7
- Multi-Year: 6
- Alternative: 1
Specialists: 6
Students Served: 276
- Class of 2016-2017: 227
- Class of 2016 (Follow-up): 49
2016-2017 Budget: $276,764
2017-2018 Budget: $276,764

Jobs for New Jersey Graduates
New Jersey Chamber of Commerce Foundation
216 West State Street, Third Floor
Trenton, NJ 08608
Contact: Donna Custard
Phone: 609.989.7888
Email: donna.custard@njchamber.org
Charter Year: 2011
Program Applications: 10
- Senior: 2
- Multi-Year: 6
- Alternative: 1
- Middle School: 1
Specialists: 10
Students Served: 267
- Class of 2016-2017: 223
- Class of 2016 (Follow-up): 44
2016-2017 Budget: $209,500
2017-2018 Budget: $590,531

Jobs for North Carolina’s Graduates
Communities in Schools of North Carolina
222 North Person Street, Suite 203
Raleigh, NC 27601
Contacts: Stacia S. Solomon
Phone: 919.832.2700
Fax: 984.664.9406
Email: ssolomon@cisnc.org
lallen@cisnc.org
Charter Year: 2011
2017-2018 Budget: $661,300

Jobs for Ohio’s Graduates, Inc.
55 East Cuyahoga Falls Ave
Akron, OH 44310
Contact: Chris Canova
Phone: 330.374.9445
Fax: 330.374.9448
Email: ccanova@jogstop.org
Website: www.jogworks.org
Charter Year: 1986
Program Applications: 67
- Senior: 2
- Multi-Year: 51
- Alternative: 3
- Out-of-School: 10
- Middle School: 1
Specialists: 69
Students Served: 3,505
- Class of 2016-2017: 2,405
- Class of 2016 (Follow-up): 1,100
2016-2017 Budget: $3,995,360
2017-2018 Budget: $3,500,000

JAG-South Carolina
South Carolina Department of Employment and Workforce
1550 Gadsden Street
Columbia, SC 29202
Contact: Elaine Midkiff
Phone: 803.737.0214
Fax: 803.737.2119
Email: emidkiff@dew.sc.gov
Website: http://dew.sc.gov
Charter Year: 2005
Program Applications: 25
- Multi-Year: 25
Specialists: 25
Students Served: 1,361
- Class of 2016-2017: 1,100
- Class of 2016 (Follow-up): 261
2016-2017 Budget: $1,879,405
2017-2018 Budget: $1,744,659
Jobs for Texas Graduates
548 Silicon Drive, Suite 101
Southlake, TX 76092
Contact:
Phone:
Email:
Charter Year: 2017
Program Applications: 2
-Multi-Year: 1
-Out-of-School: 1
Specialists: 2
Students Served: 1,151
-Class of 2016-2017: 890
-Class of 2016 (Follow-up): 265
2016-2017 Budget: $166,500
2017-2018 Budget: $1,370,717

Jobs for Virginia Graduates, Inc.
P.O. Box 519
16333 Pouncey Tract Road
Rockville, VA 20850-0519
Contact: R.Barry Glenn
Phone: 804.513.1931
Email: rbarryeglenn@gmail.com
Website: www.jobsforvgrads.org
Charter Year: 1982
Program Applications: 25
-Senior: 7
-Multi-Year: 17
-Middle School: 1
Specialists: 29
Students Served: 1,114
-Class of 2016-2017: 541
-Class of 2016 (Follow-up): 573
2016-2017 Budget: $404,000
2017-2018 Budget: $732,500

Jobs for Virgin Islands Graduates, Inc.
PO Box 7881
St. Croix, VI 00823
Contact: Lizette Llanos-Popo
Phone: 340.773.1994
Email: llanos@vidol.gov
Charter Year: 2009
Program Applications: 3
-Multi-Year: 3
Specialists: 3
Students Served: 139
-Class of 2016-2017: 85
-Class of 2016 (Follow-up): 54
2016-2017 Budget: $250,000
2017-2018 Budget: $135,000

Jobs for Washington Graduates, Inc.
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200
Contact: Mary Kanikeberg
Phone: 360.725.4964
Email: mary.kanikeberg@k12.wa.us
Charter Year: 2010
Program Applications: 41
-Senior: 5
-Multi-Year: 8
-Alternative: 25
-Out-of-School: 2
-Middle School: 1
Specialists: 41
Students Served: 1,306
-Class of 2016-2017: 955
-Class of 2016 (Follow-up): 351
2016-2017 Budget: $1,297,000
2017-2018 Budget: $440,000

Jobs for West Virginia Graduates, Inc.
P.O. Box 635
Barboursville, WV 25504-0635
Contact: W. Brent Sturm
Phone: 304.667.8278
Email: ed.jwvg@live.com
Charter Year: 1997
Program Applications: 10
-Multi-Year: 2
Specialists: 10
Students Served: 500
-Class of 2016-2017: 400
-Class of 2016 (Follow-up): 100
2016-2017 Budget: $544,000
2017-2018 Budget: $578,333

Jobs for Wisconsin Graduates
Forward Service Corporation, Inc.
4600 American Parkway, Suite 301
Madison, WI 53718
Contact: Sarah Jo Dahlstrom
Phone: 715.299.9417
Fax: 920.787.5938
Email: sdahlstrom@fsc-corp.org
Website: www.fsc-corp.org
Charter Year: 2009
Program Applications: 2
-Multi-Year: 1
-Alternative: 1
Specialists: 2
Students Served: 63
-Class of 2016-2017: 63
-Class of 2016 (Follow-up): 20
2016-2017 Budget: $217,000
2017-2018 Budget: $305,000

JAG-South Dakota
PO Box 5
Pierre, SD 57555
Contact: Kim Clausen
Phone: 605.685.6330
Email: kim.clausen@k12.sd.us
Website: www.doe.sd.gov
Charter Year: 2009
Program Applications: 13
-Multi-Year: 10
-Middle School: 3
Specialists: 16
Students Served: 291
-Class of 2016-2017: 245
-Class of 2016 (Follow-up): 46
2016-2017 Budget: NA
2017-2018 Budget: NA

Jobs for Tennessee Graduates, Inc.
6 S. 14th Street
Nashville, TN 37206
Contact: John Dwyer
Phone: 615.289.1703
Email: johnndwyerhammes@comcast.net
Charter Year: 1981
Program Applications: 19
-Senior: 18
-Out-of-School: 1
Specialists: 19
Students Served: 1,114
-Class of 2016-2017: 541
-Class of 2016 (Follow-up): 573
2016-2017 Budget: $404,000
2017-2018 Budget: $732,500

Jobs for South Carolina's Graduates
5730 American Parkway, Suite 301
Madison, WI 53718
Contact: John Dwyer
Phone: 615.289.1703
Email: johnndwyerhammes@comcast.net
Charter Year: 1981
Program Applications: 19
-Senior: 18
-Out-of-School: 1
Specialists: 19
Students Served: 1,114
-Class of 2016-2017: 541
-Class of 2016 (Follow-up): 573
2016-2017 Budget: $404,000
2017-2018 Budget: $732,500

Jobs for South Dakota Graduates
548 Silicon Drive, Suite 101
Southlake, TX 76092
Contact:
Phone:
Email:
Charter Year: 2017
Program Applications: 2
-Multi-Year: 1
-Out-of-School: 1
Specialists: 2
Students Served: 1,151
-Class of 2016-2017: 890
-Class of 2016 (Follow-up): 265
2016-2017 Budget: $166,500
2017-2018 Budget: $1,370,717

Jobs for South Dakota Graduates
548 Silicon Drive, Suite 101
Southlake, TX 76092
Contact:
Phone:
Email:
Charter Year: 2017
Program Applications: 2
-Multi-Year: 1
-Out-of-School: 1
Specialists: 2
Students Served: 1,151
-Class of 2016-2017: 890
-Class of 2016 (Follow-up): 265
2016-2017 Budget: $166,500
2017-2018 Budget: $1,370,717
I gave up on high school, I was going to drop out. I didn’t do my homework, my GPA dropped.

—Kameron Houston
JAG Graduate and Speaker at the 2016 National Leadership Awards Luncheon

The next semester I set a goal to pass all of my classes. That semester I got all F’s. I knew that I had to make a change. I met my JAG Specialist in a credit recovery class. I did not know what to think of JAG at first. My Specialist started taking us on these field trips. I did not realize what they were at first, I thought it was an excuse to get out of school. We went on these field trips and started seeing different careers and meeting different kinds of people. I wasn’t interested in any of the careers that we saw. One day we had a police officer come to class and, back then, I was not comfortable with police officers. He told me about the impact a police officer could have on their community. I found out that is really what I wanted to do after high school. JAG has really changed my life. It has helped me realize that I know I can be successful. It has shown me what I want to do when I graduate and provided me with the skills that I need.