The JAG Advantage
Taking JAG to the Next Level
The mission of Jobs for America’s Graduates (JAG) is to help young people of truly great promise succeed both in school and on the job, leading to a productive and rewarding career. Jobs for America’s Graduates is led by a public/private partnership at the national level, made up of leading Governors, C-Suite Executives of the Fortune 500 and national community leaders. It is organized to support State Affiliates in the high-impact delivery of the JAG Model across middle school, high school, and out-of-school young adult populations. The 2017-2018 Annual Report is dedicated to the 1.25 million young people, who despite the odds, have experienced and benefited from the JAG Advantage!

Research conducted by Drexel University comparing JAG students to the normal population has shown JAG graduates were 2.8 times more likely to be employed full-time. The full report from Drexel University and a wealth of information about JAG can be viewed at jag.org/annualreport.

JAG Model Programs are student-centered and data driven. To view the national network outcomes for the classes of 1990 to 2017, visit jag.org/annualreport.

JAG is proud of its bipartisanship, having support from both political parties. (L-R) Governor Chris Sununu (NH-R), Governor John Bel Edwards (LA-D), Governor Phil Bryant (MS-R), Kyle Pernell, JAG-MS, Governor Sam Brownback (KS-R), Governor Matt Bevin (KY-R), and JAG President Ken Smith

JAG Statistics

- Number of States: 35
- Total Number of Local Programs: 1,300
- Total Number of Specialists: 1,122
- Total Participants Served: 63,000
- Total State Organization Revenue: $70,400,895
- Cost Per Participant: $1,230
- Total Assets: $4,064,712

JAG Model Programs are student-centered and data driven. To view the national network outcomes for the classes of 1990 to 2017, visit jag.org/annualreport.
The JAG Advantage is based on a promise. That promise is that JAG will deliver student-centered programs to help young people achieve their fullest potential. JAG is about giving students an advantage that will set them apart for all other youth in today’s emerging workforce.

**PROJECT BASED LEARNING**

Project Based Learning (PBL) is a proven approach to prepare students for academic, personal and career success, where other strategies and traditional curriculum have failed. Research has identified the principles of PBL as a foundation to move toward more learner-centered, inquiry-based, active learning methods. JAG is collaborating with the Buck Institute for Education, a nationally recognized leader in PBL development and delivery. During the next two years, JAG will be shifting to a PBL instructional strategy as a vehicle to deliver JAG competencies. Each PBL will feature a multiple competency delivery strategy that is directly aligned to the current JAG competencies. Elevating our education practices to gold level standards will ensure learners gain the benefit of real-world relevance that is critical in today’s workforce.

**TRAUMA INFORMED CARE**

Unfortunately, an increasing number of JAG students have experienced trauma. In the book *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*, trauma is described as “an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope.” JAG is a resiliency model. It demonstrates how to build relationships, gives learners voice and choice (even more so through PBL), teaches life skills, and helps learners overcome adversity. As JAG strengthened its model, Trauma Informed Care was adopted as a significant instructional strategy. This shift will change the language of JAG in a profound way. JAG will no longer use deficit descriptors such as “at-risk” students; instead, JAG will embrace asset-based language such as “students who are overcoming barriers to reach their fullest potential.” To execute this strategy, JAG will have a team of certified Trauma Informed Care trainers that will deliver training at the national and state level.

**WORKFORCE DEVELOPMENT**

Employer engagement has been a cornerstone activity of the JAG program since its inception. In leveraging workforce development and work-based learning as an instructional strategy, it elevates the practice of employer engagement to an opportunity for meaningful connections between skills and ideas, and real-life situations. Imagine employers investing their resources, talent and knowledge to customize individual learning experiences for JAG students. Workforce development and work-based learning instructional strategies advance effective employer partnerships to provide learners with the inspiration, motivation, knowledge and skills needed to be successful in post-secondary education and career pathways. This strategy deepens career exploration, hands-on learning and first-hand experience in a work environment to optimize positive outcomes for learners.

PBL provides a natural vehicle to enhance workforce development practices and experiences through the JAG Model. Therefore, all sites will have received training through PBL by the beginning of the 2020-2021 school year.
Top Challenges JAG Students faced in 2017-2018

- **2.40** Average GPA
- **76%** Eligible for Free or Subsidized Lunch
- **60%** Lives in a single family house-hold
- **54%** Lacks motivation or maturity to pursue education or career goals
- **45%** Low academic performance
- **41%** Past record of excessive absences
- **64%** Economically disadvantaged
- **83%** Has inadequate or no work experience
- **80%** Lacks marketable occupational skills that are in demand of the workforce

JAG National Ethnicity

- 40% African American
- 2% American Indian
- 1% Asian
- 40% Caucasian
- 11% Hispanic
- 6% Multi-Racial

JAG’s data is tracked through its Electronic National Data Management System (e-NDMS) to guarantee performance measures and standards can be measured routinely on a school-by-school basis.

JAG National Network


For individual State Profiles please visit jag.org/annualreport
JAG CORE INVESTORS
American Staffing Association: $30,000
Archer Daniels Midland: $150,000
AT&T: $300,000
Bank of America Foundation: $25,000
CIT: $25,000
GE Foundation: $100,000
Entergy: $25,000
Microsoft: $25,000
Society for Human Resource Management: $70,000
Tyson Foods: $35,000

JAG LEADERSHIP AWARDS SPONSORS
Trustees—$25,000 plus
Archer Daniels Midland
American Staffing Association
AT&T
Entergy
McDonald’s
Microsoft
Society for Human Resource Management
Strada Education
Synchrony
Sponsors—$10,000 plus
Abbott Laboratories
Aetna Foundation
ECMC Foundation
Gallup
GE Transportation
HCA
Sanderson Family Foundation
Strategic Partnerships
The Thomas M. and Jeri A. Tippett Foundation
Donors—$5,000 plus
Amazon
Education Testing Services
Pearson

JAG THOUGHT LEADER SPONSORS
Amazon: $5,000
Archer Daniels Midland: $25,000
AT&T: $25,000
Educational Testing Service: $5,000
Gallup: $25,000
HCA: $12,500
McDonalds: $25,000
Microsoft: $25,000
Pearson: $5,000
Regions Bank: $2,500
Society for Human Resource Management: $5,000
Synchrony: $25,000
2017-2018 JAG Board Officers and Members

Board Officers

The Honorable Don Beyer
United States Representative
State of Virginia

The Honorable Mark Butler
Commissioner
Georgia Department of Labor

The Honorable Anna Tovar
Mayor of Tolleson,
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Dr. Sharon Robinson
Board Secretary, Retired, President & CEO, American Association of Colleges for Teacher Education

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Governor of Iowa

The Honorable Chris Sununu
Governor of New Hampshire

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.

Government Leaders

The Honorable Don Beyer
United States Representative
State of Virginia

The Honorable Mark Butler
Georgia Department of Labor

The Honorable Marty Jackley
Attorney General
State of South Dakota

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Governor of Delaware (2010-2018)

The Honorable Dave Heineman
Governor of Nebraska (2001-2011)

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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

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The Honorable Doug Ducey
Governor of Arizona
The 2017-2018 year was not only JAG’s most exciting school year, it was also the most successful in its 38-year history!

The 2017 National Student Leadership Academy was a “life changing” experience for all who attended November 28 through December 2. Over 650 students and 250 Specialists and Chaperones participated in leadership development activities, toured the Nation’s Capital, competed in one of JAG’s four competitive events, and networked with members of the JAG family.

1,000 JAG students, Specialists, Board Members, Sponsors, family, and friends attended the 2017 Leadership Awards Events that were held November 28-29.

The 2018 National Training Seminar and Pre-NTS Professional Development Workshops is the largest gathering of JAG staff and management each year, with this year being the largest in the organization’s history with 450 delegates attending. The theme was borrowed from the organization’s Chair, Governor Holcomb – Taking JAG to the Next Level!

JAG Specialists participating in one of the Best Practices Workshops held at the 2018 National Training Seminar.

For videos, photos, and more information on the exciting events from 2017-2018, please visit jag.org/annualreport.
The annual JAG National Thought Leader Event was held on October 11, 2017 and was hosted by Governor Phil Bryant. This highly interactive working session had 125 leading experts from the public and private sectors share their experience and knowledge regarding policy and programmatic strategies. Co-Hosts included: America’s Promise Alliance, The Asian & Pacific Islander American Scholarship Fund, The Hispanic Heritage Foundation, The National Urban League, The Rural School and Community Trust, the Society for Human Resource Management, and the Council of Chief State School Officers.

The largest number of scholarships in one year awarded by JAG

$33,000

In Memoriam
Carolyn Warner

Just a month ago, we lost one of the “patron saints” of Jobs for America’s Graduates, Carolyn Warner.

In her role as Arizona’s elected State Superintendent of Education, Carolyn led the effort to bring JAG to Arizona, and it became the second state after Delaware to implement JAG. She called Delaware Governor du Pont and said, “We need this program – and we need it now!”

Carolyn was also one of the Founders of Jobs for America’s Graduates and a member of the JAG Board of Directors for 38 years, serving for more than 20 years as Treasurer and Chair of the Investment Committee. She was also the most traveled JAG Board member, over the years speaking at dozens of JAG events and taking the JAG message to other groups and organizations. An especially gifted public speaker, she spoke with an unrelenting passion about JAG and all that it has accomplished to all who would listen.

At St. Paul’s Cathedral, an inscription to architect Sir Christopher Wren reads in part: “If you seek his monument, look around you.” Likewise, if you seek Carolyn’s monument, just look around you here today – at the remarkable groups of young people, staff, friends, Board, and investors in Jobs for America’s Graduates, which she helped to build from day one.

The organization awarded the largest number of scholarships in one year - $33,000. This included $21,000 going to 21 Kenneth M. Smith Scholars, $10,000 going to ten individuals in a one-time Jim and Karen Koeninger Scholarship, and $2,000 going to two JAG students in a special scholarship.
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-eight years: Middle School; Alternative Education; Multi-Year; Senior Only; Out-of-School; and, College Success.

1,250,000
Over one million young people have received JAG Model services from accredited JAG State Affiliates and JAG local programs across the JAG National Network since 1980.

**JAG Model**

**JAG MODEL COMPONENTS**

1. **Classroom Instruction.**
   A trained “JAG Specialist” provides individual and group instruction to 35-45 students carefully selected by an in-school advisory committee, comprised of faculty, administrators and counselors.

2. **Competency-Based Curriculum.**
   The JAG National Employability Skills Curriculum equips students with no less than 37 employability competencies and intensive career exploration and developmental opportunities. As many as 81 competencies may be completed for students enrolled in high school (grades 9-12).

3. **Project Based Learning.**
   PBL methodology provides a realistic learning experience for JAG students who engage in projects that assist in developing 21st century workplace skills.

4. **Caring Adults.**
   JAG Specialists provide individual attention to students to help them overcome challenges that prevent them from graduating and/or securing employment.

5. **Advice and Support.**
   JAG Specialists provide advice and support as students make significant career and life decisions.

6. **Summer Employment Training.**
   Job placement is provided during summer months to support year-long learning.

7. **Student-Led Leadership Development and Experience.**
   The JAG National Career Association provides opportunities for students to develop, practice, and refine their leadership and team membership skills.

8. **Job and Postsecondary Education Placement Services.**
   Specialists help graduates identify entry level job opportunities and assist in the exploration of postsecondary education.

9. **12-Month Follow-up Services.**
   JAG provides no less than twelve months of follow-up services and support to graduates in the advancement of their career and educational opportunities.

10. **Accountability System.**
    A comprehensive tracking and reporting system (e-NDMS) tracks vital information in these three categories – students served, services delivered, and outcomes achieved.
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, or college.

SENIOR PROGRAM—12th Grade Only
This original JAG program was a school-to-career transition program. Its primary mission is to keep young people in high school through graduation.

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.

ALTERNATIVE EDUCATION PROGRAM—9th to 12th Grades
The Alternative Education Program is designed to serve students who are unable to be successful in a traditional high school.

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.

OUT-OF-SCHOOL PROGRAM—Dropouts and System Involved Youth
The Out-of-School program serves youth (ages 16-24) who left the traditional school system and are interested in completing requirements for a high school diploma or certificate.

TESTING AND DEMONSTRATION OF COLLEGE SUCCESS PROGRAM—13th to 16th Grades
The College Success Program is a comprehensive college preparation, bridging, and retention program that starts in high school and transitions seamlessly into college.

Participants by Program Application

- Multi-Year: 29,739
- Senior Year: 3,769
- Out-of-School: 2,629
- Alternative Education: 2,524
- College Success: 840

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. A complete list of the 81 competency-based modules can be found here - jag.org/annualreport.
JAG taught me the things that I overlooked in life. Aside from the academics, JAG made me whole. I knew that when I walked into the classroom I had a family and I had a place to be. I knew that I didn’t have to feel ashamed at what I was going through because our goal was to build each other up. JAG taught me how to behave with the upmost mannerisms, JAG taught me how to speak with reverence, and JAG taught me how to be a lady and be ready for the real world!

— Sha’Qualyn John Lewis, JAG-Louisiana Graduate

Jobs for America’s Graduates made me change my perspective. Having a positive environment to practice functional skills for the workplace and use these skills day-to-day changed how I saw school and made it easier to get through the day. The program worked for me and many others around me. I learned skills that I would not have been able to otherwise. I am now able to put on a suit and thrive. JAG taught me that I am not a product of my environment, I impact it.

— Wyatt Huddleston, JAG-Missouri Graduate

JAG has taught me to be respectful and have integrity – that is when you do the right thing when nobody is looking. JAG has shown me that it does not matter where you are from or what you are born into, you can always be successful.

— Skylar Delaney – JAG-Louisiana Middle School Student