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McGroarty/Dooley
December 10, 1990
6:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

Thank you, Governor [McKernan], for those kind words -- and let me commend you for your fine work as Chairman. // Let me recognize Senator Robb, Chairman of JAG's Executive Committee. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

One of my great pleasures as President is to **shine the spotlight on the success stories.** Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community **for one simple reason:** JAG works. //

Take a look at these statistics. 92% of the young people in this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG **made a successful transition** -- into the working world, the Armed

Services, or onto the next level of education. // And JAG accomplished all this at **half** the average cost of other youth employment programs. //

You've been especially effective in our **inner cities.** // Kids from low-income households, whose plans for the future **don't include college** -- and **may not even include finishing high-school.** JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I am especially pleased that JAG has joined the nationwide **Points of Light movement** with today's announcement that each participant will be expected to engage in community service activities. //

JAG's been especially effective in America's urban schools. I urge you to extend this inner-city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the **state and local level.** Last fall, as the Governors and I forged our historic partnership at the Education Summit, we

recognized that excellence in education required an effort that was not federal -- but national: one that **brought all levels of government together** in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are well underway. // At the Education Summit, the Governors also committed to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. **Corporate leaders** -- who know education is the key to competitiveness. **Governors** -- from Maine to California, along with **top education officials** from each state. **Teachers and principals** -- whose daily dedication and commitment will mold tomorrow's citizens. Finally, **students** -- young people for whom the word **education** means **hope -- and happiness; opportunity -- and achievement.** //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is a **set of prescriptions, a bureaucratic blueprint from on-high in Washington.** //

One of the keys to this approach is empowering people -- not bureaucracies. // Central to empowerment is the concept of

choice: **empowering parents to decide which school is best for their children.** // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. // Let me lay out five principles that should guide our efforts to restructure our schools -- **principles that empower parents, expand choice, and encourage excellence in education.** // High expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the **first:** high expectations. We've got to raise our sights -- for our students, for our schools. // We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a **C average** if we really mean to compete and get ahead. // America's schools must -- and will -- aspire to world-class standards. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to **ask more** of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. // After all, the secret to our schools' success **isn't** the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the **secret** is the **principal** who commands respect, and cares about each and every kid who walks into that school -- and that **special teacher,** who starts with the same tests and books and blackboard -- and **makes learning come alive.** //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's hold them accountable for the results. //

Third, we need responsive schools -- customer-driven. Schools that involve and engage students and their parents -- the real experts on what's best for their kids. That's central to the concept of choice. // Everywhere choice has been tried, choice has worked -- in large part, because it has brought parents into the process of shaping their children's education.

We need schools that are open to input from the business community -- real-world institutions that can work with our schools to educate the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-oriented. We know what **competition means** in the **business world.** It's time we recognize that competition can spur excellence in our schools. // Let them open their doors to **experts from outside the teaching profession** who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the

necessary attention to rules, regulations and procedure -- all the measures of dollars spent -- all the hardware and software, statistics and studies cannot be allowed to obscure the one measure that matters. What matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know: whether we've **taught** them **how to learn.** //

And one thing more while the subject is performance: we hold students **accountable for their own failure.** Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts, as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. **As we lead America forward to an educational renaissance -- a system that can compete with any in the world.** //

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a **first-class economy** if we settle for **second-rate schools**. And let me assure you: There is a role in this restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

Before I close, let me thank the companies, foundations and individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. // And to the students here

today: let me recognize your accomplishments -- but let me ask something as well. Just as you've been helped along the way, make it your mission to always reach out your hand -- to all the other kids like you, who have everything they need to succeed -- except encouragement. //

Once again, thank you all for this warm welcome -- and may God bless the United States of America.

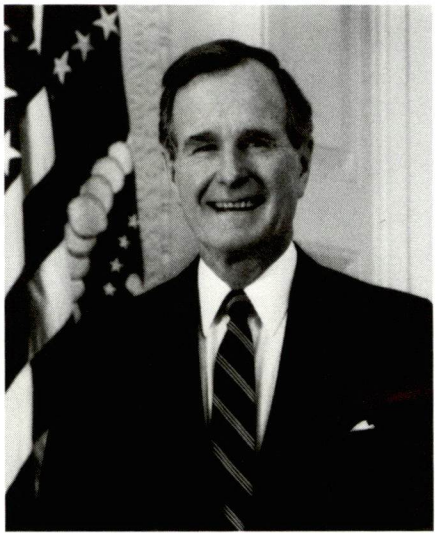
# # #

Dec. 12

CROSSROADS

JAG / Jobs for America's Graduates Publication • "From Classrooms to Careers" • Fall 1990

President Bush to Highlight First JAG National Event



President George Bush, a former member of the JAG National Board of Directors, has agreed to be the keynote speaker at the first national visibility and fund-raising event in JAG's history.

The "Governors Leadership Awards" luncheon will honor the 19 Governors who have facilitated the implementation of the JAG program in their states. The President has agreed to participate because of his long-standing support of JAG, the important successes that have been achieved by JAG in improving the outcomes of public education and the unique focus of the organization on creating state-wide school-to-work transition systems overseen by the public and private sectors to accomplish those goals. The White House has con-firmed December 12 as the date of this special event to be held in Washington D.C.

It is estimated that 250 to 400 people will attend. Young people will present the awards to their Governors and there will be participation by a broad spectrum of national leaders from business, government, education, labor and community organizations, who make up the public/private partnerships that initiated and have managed the growth of JAG to its current size of 19 states and territories serving more than 20,000 at-risk young people in 180 communities. Representatives from each state are being organized under the leadership of Governor John R. McKernan, Senator Charles S. Robb and Julie Nixon Eisenhower through the Presidential Event Steering Committee. If you are interested in participating in the event or contributing to its success, please contact the JAG national office. Additional information and tickets are available.

JAG Wins "Lift America" Award!

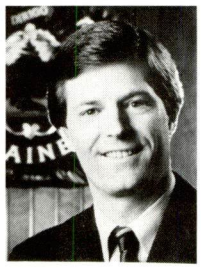
We are especially pleased to announce that Jobs for America's Graduates has been chosen by Secretary of Labor, Elizabeth Dole, and an executive committee of Department of Labor senior officials as a recipient of the first ever LIFT (Labor Investing for Tomorrow) America Award!

LIFT America is part of Secretary Dole's multifaceted agenda to enhance the quality of the American workforce which is "in a state of unreadiness and faces the challenges of being unprepared for the new jobs of the 1990s and beyond." According to Dole improving the state of the workforce requires the involvement and mobilization of a concerned American citizenry. LIFT America was established to encourage the discovery and application of creative solutions to alleviate the workforce crisis.

Four categories were created – Business-School Partnerships, School-To-Work Programs, Employee Training Programs and Employee Worklife Programs – and over 600 nominations were submitted for consideration. JAG senior staff completed the extensive nomination outline for the School-To-Work Programs which described the program, its significance, innovations, resources, results and replicability.

A formal press presentation was made on September 19th by Secretary Dole at the Department of Labor in Washington, D.C. A special thanks to the students, job specialists, program staff and management for a job well done. This award could not have been possible without your success!

Chairman's Report



Gov. John R. McKernan, Jr.

It was a great pleasure for me to meet so many of you at the National Training Seminar in Cincinnati.

The past year has been a good one for JAG. Two new states have joined the network – Mississippi and Montana. In addition, Arizona, which was forced to conclude services in 1989 because of budget cuts, will formally rejoin the national network this year. Three school districts will conduct this new test under the leadership of the Arizona School-To-Work Partnership. We also have an opportunity to join forces with our friends in the UK, where we have the highest hopes the program may become equal in size to – and perhaps even larger than – the JAG program. We achieved a 92% graduation/GED rate for the 20,000 plus members of the class of 1989 and an overall 83% success rate of on-the-job, in the military or post-secondary training!

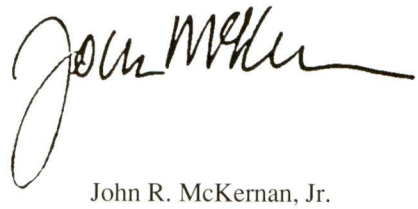
I am especially proud to announce that the President of the United States has agreed to lend his personal support as the keynote speaker at our first national fund-raising event in December.

I am also pleased to report, despite very tough budget problems in most states, our JAG Affiliates are generally receiving full funding and in some places we expect substantial expansion. After twelve years we now will serve over 20,000 young people annually in 180 communities in over 300 high schools in our 19 states and territories. A good year!

Yet we cannot rest on those laurels. Things are changing much too fast.

In my judgement, the urgent needs expressed by the education community and most especially by the business community presents a very special opportunity to bring this program throughout our nation – and perhaps throughout the United Kingdom – before the end of the 1990s. We have a program that works and that can intervene as late as the last year of high school and still dramatically improve the outcomes of public education. The good news is it takes no further study, discussion, task forces or working groups to know that.

I hope you all take a great deal of pride in an organization that has managed to grow, not just survive, each and every year of its existence while so many others have fallen by the wayside. It continues to grow because it continues to work, day in and day out, for America's most at-risk young people. Thank you all for your personal commitment to the young people of America.



John R. McKernan, Jr.
Chairman

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President's Report

Kenneth M. Smith, President

Jobs for America's Graduates in the National Arena.

The past six months has seen Jobs for America's Graduates catapulted into the frontlines of the nation's opinion leaders as they seek new solutions to improve the outcomes of public education, as well as to improve transition from school to work.

President Bush has agreed to serve as the keynote speaker at a national recognition program for the 19 Governors who have facilitated the implementation of the program in their states. The "Governors Leadership Awards" luncheon will take place in DC and will involve the governors, major private and public sector leaders, state and local program staff as well as the students themselves.

The "LIFT America" award, created and presented by Secretary Dole, recognizes the success of our young people, job specialists, program managers and boards of directors in the 19 states and territories.

President Bush, in his taped introduction of the new JAG video, also emphasizes the success of Jobs for America's Graduates in helping both public education and business to meet their work force goals. President Bush is a past member of the JAG National Board of Directors.

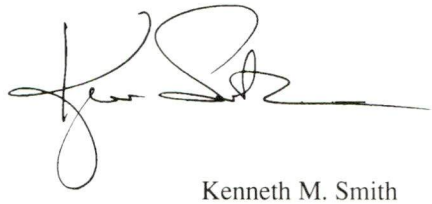
At the National Governors Association, Maine Governor, John McKernan, and Ohio Governor, Dick Celeste, presented the proven value of Jobs for America's Graduates in helping Governors achieve their objectives for education by the year 2000 – challenging goals in anybody's book!

The need for Jobs for America's Graduates by the public education system, the job training system and businesses has never been greater. The good news is that Jobs for America's Graduates has never been stronger, larger or in more diverse locations than it is today; ready, willing and able to meet those goals.

The national recognition and visibility is welcome for the spotlight it places on the outstanding job being done each day by the individual job specialists who work together with young people to fashion a better future. The national recognition also indicates, however, the seriousness and urgency of the challenge we face in so many arenas to bring Jobs for America's Graduates to hundreds more high schools in dozens more communities at the earliest possible opportunity.

The plan of work for 1991, which is being developed by the staff and Board of Directors of Jobs for America's Graduates in cooperation with the State Affiliates, will seek to substantially expand the size and scale of the efforts to bring new states into the Jobs for America's Graduates network and expand the program in our current states.

The staff, young people and members of the state and local boards of directors of Jobs for America's Graduates richly deserve the recognition that has come to our organization. That recognition makes it all the more important that we continue to maintain and enhance the high standards of performance and results that have been the hallmark of Jobs for America's Graduates.



Kenneth M. Smith
President

Siemens Commits $100,000 to JAG!

In one of the largest corporate contributions ever to JAG, Siemens Corporation has become the first $25,000 "Sponsor" of the "Governors Leadership Awards" luncheon. In addition, they have made a $75,000 cash contribution to the work of JAG. Timothy Leuliette, the CEO of Siemens Automotive and a new member of the JAG National Board of Directors, has made the commitment on behalf of the nearly 30,000 employees of Siemens/North America.

Siemens has been evaluating a wide range of strategies to improve public education in the US and has concluded that JAG offers one of the most effective strategies to accomplish that improvement.

Governor McKernan, JAG Chairman, called the contribution and the educational efforts of Siemens "an outstanding example of a corporation that does its homework on how to improve public education, make its decisions on what does the job and then puts its financial and corporate leadership resources fully behind the decision."

Largest National Training Seminar Ever

The 1990 National Training Seminar had a 20% increase in attendance as 200 program managers, supervisors, job specialists, principals, SDA Directors, school board members and members of the boards of directors of various Ohio sites gathered in Cincinnati, Ohio in August.

The event was highlighted by a speech, photography session and individual discussions with JAG Chairman, Governor John R. McKernan, Jr., of Maine. The 4 day event also featured special presentations by Brad Hurley, Tennessee State Department of Education, David Zach, a noted futurist, and Harvey Alston, a motivational speaker from Ritzy Restaurants. Gail Promboin, Vice President of Aetna Life & Casualty, gave a welcomed presentation on methods of local fund-raising, while Ron Huff, Professor at Ohio State University, presented a special view of the growth of youth gangs.

The seminar theme, "Perspectives on Innovation – Serving At-Risk Youth in the 1990's", was seen throughout the workshops and best practices sessions as the participants shared and evaluated ways to help young people complete school and transition into a quality job in the context of the future of America in the 1990s.

Delegations from Mississippi, Montana and the Virgin Islands attended for the first time, as well as a representative from Arizona, where the program is being reorganized under a public/private partnership financed jointly by the private sector and participating local schools.

The National Training Seminar benefited greatly from the participation of a delegation of eight representatives from the United Kingdom. These individuals will be directly involved in the testing of the JAG student organizations by Compacts in seven cities in the central and northern parts of the United Kingdom.

McKernan Elected Chairman of the Educational Commission of States

Governor John R. McKernan, Jr., JAG National Board Chairmen, has been elected as the 1991 Chairmen of the Educational Commission of States.

The Educational Commission of States (ECS) is one of the nation's leading organizations of public policy officials responsible for carrying out public education in the 57 states and territories. All governors, chief state school officers and key state legislators are members of the ECS. In his acceptance speech, the Governor emphasized the need for making dramatic improvements in the outcome of public education in order to meet the urgent requirements of the nation's young people, businesses, and America's international competitive position. The Governor also expressed his commitment to focusing on improving the range of opportunities available to a broader spectrum of America's population to participate in higher education, improve education opportunities and expand occupational skills which will be crucial to the workforce and economies of the 1990s and beyond.

Arizona: "Welcome Back to JAG"

Arizona, the only state to discontinue JAG operations, has rejoined the national organization. The "Arizona School-To-Work Partnership" is the result of a decision by the private sector and local schools that this program was of such value to the at-risk young people in the past that it should be put back in place. ASTWP, Inc., a new nonprofit, has organized and helped finance the start up this school year, without funding from government (which had fully funded the program in the past).

Motorola, American Express, Digital Equipment, Gannett and others have committed to match finances and oversee the new test of the JAG model. Three high schools have also committed 50% of the costs of operating the program despite enormous budget cuts and one of the tightest education budgets in the history of Arizona.

The Board recently adopted plans to seek additional financing for matching the commitments of other schools that have requested the program. Plans are already underway to add more schools by the end of the calendar year.

The restoration of the program in Arizona is a tribute to the strong leadership of the private sector and the sustained commitment of the schools which have seen the value of the program in the past. Jobs for America's Graduates is pleased to welcome Arizona back as the 19th State Affiliate.

The following Chaiman's and President's Awards are presented annually at the National Training Seminar to recognize the accomplishments and successes of the JAG State Affiliates. Congratulations to this year's award winners!

Chairman's Awards

Highest Graduation Rate for the Class of 1989
Jobs for Georgia Graduates

Highest Job Placement Rate for the Class of 1989
Jobs for Edmonds Graduates
Jobs for Vermont Graduates

Highest Percentage of Placements in Full-Time Jobs for the Class of 1989
Jobs for Vermont Graduates
Jobs for Tennessee
Graduates – Jackson

Highest Mean Weekly Earnings for the Class of 1989
Jobs for New Hampshire Graduates
Jobs for Ohio Graduates

Greatest Improvement in Hourly Wages for the Class of 1989
Jobs for Missouri Graduates
Jobs for Ohio
Graduates – Columbus

Greatest Improvement in Contact Hours for the Class of 1989
Jobs for Edmonds Graduates
Jobs for Ohio Graduates

President's Awards

Best Record of Submitting all Research Reports
Jobs for Edmonds Graduates
Jobs for Tennessee
Graduates – Chattanooga

Best OAP Site for Submitting Research Reports
Jobs for Tennessee
Graduates – Nashville

Best Overall Accreditation Report and Action Plan
Jobs for Delaware Graduates
Jobs for Georgia Graduates

Best Employer Marketing and Job Development Plan
Jobs for Georgia Graduates

Special Interview on Professional Development

Cynthia Davis is the Executive Director of The Partnership for Training and Employment Careers, a professional association for individuals in employment and training.

Q. The Partnership for Training and Employment Careers is relatively new – it was founded just a year ago by the National Job Training Partnership. Why was it important to form an individual member association for the profession?

A. Many people have felt for a long time that we need a professional association, but the time is especially ripe just now. The American labor force is undergoing major changes – in demographics, in types of jobs and skills, in technology and orientation. In this context of change and controversy, the profession of employment and training is central. Nothing could be more important to the future of the workforce than the programs and practitioners that prepare future workers.

But it is remarkable how little recognition is given to the employment and training professional. When the media discuss workforce issues, who is featured? Educational institutions . . . the corporate world . . . the welfare system . . . labor unions. But where is the employment and training system? It's almost never seen, except when it's under attack. The special expertise developed through decades of employment and training programs is not viewed or valued as the significant national resource that it is.

We need an organization that recognizes our skills and dedication, that speaks for the experience of the individual on the front lines of these programs, making a difference in people's lives. That is what a professional association can do.

Q. Why is it that the employment and training profession receives so little recognition?

A. One reason is the relative newness of the profession. As an emerging profession, we have grown in numbers and in knowledge. And we have developed public interest groups to provide networks and services. We have many local associations and groups for individuals in specialized occupations.

But we still haven't shaped all those resources into a mature profession – with recognition, standards and avenues of professional development.

Q. What does it mean to be a profession?

A. There are a number of characteristics that are usually considered to identify a profession. First, a "higher purpose' or public interest. Members of the profession serve clients or constituents whose needs are their central concern, and whose service is a public good. Their responsibility to the profession and the client goes beyond the demands of the daily job. Next, there is a common bond based on abilities and commitment. A profession is not just a fraternal club. Public recognition is another characteristic. Employment and training already meets those criteria. But there are others we're still developing. A mature profession has an organized and systematic body of knowledge. Its commitment to the advancement of knowledge means both minimum standards of education and experience, and continuing education in the profession. And finally, a developed profession has standards of excellence – peer developed standards, review and regulation through credentialing programs and codes of ethics.

Q. And is employment and training moving in those directions?

A. We're on our way. The devotion to a common purpose, the focus on service, the need for basic and continuing knowledge, all are part of our emerging identity. As we move beyond narrow programs to shared skills and common interest, we create a bond of knowledge and achievement that lay the groundwork for professional recognition. We need more systematic ways to learn and to measure competance. We need articulated standards and models. We need, above all, to take hold of our own profession and assert our right and ability to define and recognize professional excellence.

And quite frankly, if we don't take steps toward such consensus and self-regulation, it is increasingly clear that we will be subjected to more and more negative scrutiny and to the kinds of flawed regulation that result from incomplete understanding of the field.

Q. What does all this mean for the individual professional?

A. Professional development also means the development of the individual professional. To turn a vocation into a professional career means seeing the job in context of a larger whole, seeing links with others in the profession; and it means continual growth of capabilities and knowledge.

Many of us are building careers and the profession as a whole by contributing to the growing body of knowledge in the field. But communication and information are so spotty. We are struggling to serve new clients and meet new needs while our own workforce is changing. Systematic sharing of experience is the first step toward professionalization. It allows us to go beyond our own knowledge, to identify gaps for research, training and standard setting.

Q. How is The Partnership helping to close those gaps?

A. The Partnership for Training and Employment Careers was created because the support of a professional association is one of the distinguishing marks of a true profession. We want to serve as an information broker, convener of public discussions, and disseminator of standards. We have begun to communicate the emerging

Cynthis Davis Interview cont'd from page 6.

sense of commonality across programs and occupations, the need for professional standards, and the practices in the field that exemplify the highest standards.

We are continuing to move forward in these areas. The resolution passed by our members at the Miami Beach conference called for The Partnership to move forward on credentialing. We are working with states and seeking other collaborators for development of standards and curricula, institution building for staff development, and recognition programs in the profession. And, of course, we hope to work with the Labor Department's initiatives on credentialing and formation of a national training institute.

But we believe that these efforts must be based on real experience in the field. No successful professional organization can work top down; it must take its direction from the needs and wishes of grassroots members. We need help to be fully representative of the profession, to gain more members, more participants in our programs, and more information about the realities of employment and training today.

Q. How can individual professionals be part of these efforts?

A. First, of course, you can join The Partnership! We keep dues low – just $45 – to encourage members from all levels and all occupations. We invite suggestions for services, programs, and activities.

From within The Partnership, there are many ways to participate. We are working on development of more local chapters, to bring resources home to individuals in the field. We are developing a variety of committees – on credentialing, design of our national conference, and membership, for example – with member participation. The newsletter, "Partnership Advantage," has a "Viewpoint" column featuring individual opinions and suggestions. The national conference offers opportunities to learn but also to share knowledge by presenting papers or workshops; the next conference is April 1991 in Anaheim. Our Expert-Search service can help locate speakers or experts in needed areas.

The advantage of a new association is that it is still building and flexible. We want to serve professionals and meet their needs. If we haven't thought of it yet, we're open to the idea of some new service or resource.

It's an exciting time for employment and training professionals. The Partnership wants to be there to help us meet and manage the changes that are so important for all of us. To take our proper place in the public debate and to shape our programs effectively, we must go a step further . . . toward the knowledge base and articulated standards of a mature profession. With your help, we can do so.

The Partnership for Training and Employment Careers can be contacted at 1620 Eye Street NW, Washington, D.C.

United Kingdom Delegation Attends National Training Seminar

The United Kingdom (UK) is testing a key component of the JAG model this school year – the Career Association. The UK has among its business-education partnerships a program called "Compacts" in 63 metropolitan areas (fashioned after the Boston Compact concept). Students who are served by the Compacts set school performance and career oriented goals for themselves which, when achieved, guarantees training and a job or a job with training upon graduation from high school. Graduation usually occurs at age 16. Some of the students are having difficulty achieving some of their goals, so the "Compact Plus Clubs," modeled after the JAG Career Association, will be tested in 7 Compacts in at least 14 high schools this year.

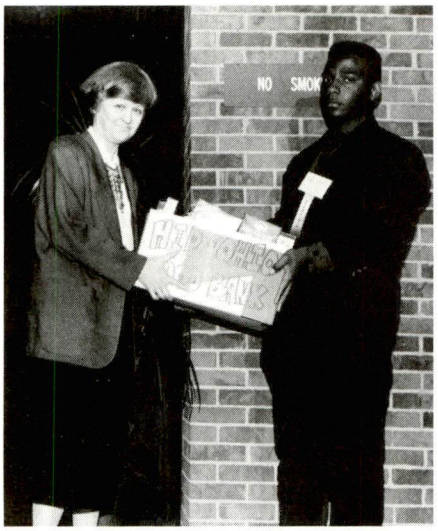
Since this whole concept of student-led, motivational in-school clubs is so totally new to the UK, a team of 8 individuals attended the National Training Seminar to learn firsthand how and why the Career Association is so successful. Eugene Bouldin and Becky Webb of JOG-Cincinnati presented a seminar sharing their ideas on "How to Motivate Students with Career Association Activities." The delegation toured Hughes Center's High School complex and then had an opportunity to speak with last year's JOG state officers. They were truly impressed with the students' frankness and their ability to verbally express the many ways the Career Association activities positively impacted their lives. The UK delegation consisted of four club advisors: Erica Thirlwell, Jane Haslewood, Lindsey Valrance and Cheryl Hodds, as well as Compact Director, Gloria Ward and three representatives from the Training Agency: Gill Moroeny, Alison Lockwood and Jim O'Kane.

Attending the NTS afforded them the opportunity to learn about JAG and the Career Association during their meetings and talks with job specialists, Career Association advisors and program managers who are responsible for making JAG work every day in America's high schools. This sharing will continue throughout this school year as each Compact Plus Club has been "twinned" with a JAG Career Association Chapter.

Network News

Ohio

"Setting Our Sights Toward New Heights" was the theme for the 1990 ***Jobs for Ohio Graduates*** State Career Development Conference in which 400 students and job specialists participated. Students donated over four hundred food items for the Mid-Ohio food bank following the event .



JOG-Chillicothe is particularly proud of one of its students, Todd Shipley, Coordinator for Social Affairs, who spent his entire senior year meeting challenges in his local JOG program and CA chapter. Todd organized eight club activities, served as a voting delegate at Leadership Congress, competed in public speaking at the state competition, was elected Most Dedicated and Best Leader by a group of his peers, received the award for Most Outstanding JOG-Chillicothe Student of the Year and earned a total of 183.5 hours in the program!

JOG-Dayton students and job specialists are looking forward to the new school year with Trotwood-Madison and Xenia High Schools entering their second year and Eaton and Tecumseh High Schools adding the OAP component. This will be the first year for scheduled class time for JOG-Dayton.

JOG-Toledo has incorporated incentive programs in two high schools for their students. The Woodward Career Association recently completed the second year of its "Buy-in" where students monitor their classroom behavior by having "JOG money" added and deducted according to their performance. At the end of the academic year, students may use this "JOG money" to purchase items donated by area employers. The Libby High School Career Association has a similar program where students can earn "JOG Checks" every two weeks. Earnings depend on attendance, completion of career competencies, grades, career association activities, extra-curricular activities and community service. At the end of the year, students use their accumulated earnings to bid on merchandise donated by employers.

JOG-Columbus students participated in a 7 hour "High Ropes Trust" course designed to build confidence and teamwork. Student teams performed various activities on high wires

30 to 40 feet off the ground and worked together to overcome 12 obstacles. Afterwards, the JOG students took part in a debriefing session that helped them incorporate what they had learned into everyday life.

JOG-Ashtabula students and job specialists will become pen pals with delegates from California, Delaware, Florida, Mississippi and the Virgin Islands through their Career Association Chapters. Jane Hazelwood from Leicester, England, has requested Ashtabula as a "sister" organization in the coming year. JOG-Ashtabula will be expanding to include Ashtabula County Joint Vocational School.

Tennessee

Governor McWherter and Commissioner of Education, Charles E. Smith, have announced that ***Jobs for Tennessee Graduates*** will play an important role in the state's "21st Century Challenge: Plan for Excellence in Public Education."

JTG-Middle Tennessee/Nashville will focus on private sector involvement through human resources and funding this coming school year. In addition to the 37 JAG competencies, specialists will instruct students in life coping skills, attitudinal modification and the importance of facing the consequences of personal decisions. Professional development for staff will emphasize time management and personal growth in their career experiences.

JTG-Memphis will focus on "Quality Service Yields Quality Jobs," as evident through the relationship that has developed between JTG-Memphis and Mid-South Packaging Company. Eleven students were hired to work in a new packaging plant with the help of program coordinator Mildred Battle who coordinated the application and testing process with a representative of the company.

JTG-Chattanooga seniors at Kirkham Technical High School honored Chris McCray as the Outstanding Teacher of the Year for the 1989-90 school year.

Network News cont'd.

A plaque that reads "In appreciation and gratitude to Chris McCray for being an excellent leader, teacher and friend" was awarded during their annual Senior Day program. Chris worked with 32 of the 107 students during his first year with Jobs for Tennessee's Graduates!

JTG-Jackson received the National Chairman's Award for the "Highest Percentage in Placements in Full-time Jobs for the Class of 1989" at this year's National Training Seminar. In addition, approximately 250 students from 14 West Tennessee high schools showed off their job-seeking and leadership skills during the fifth annual Jobs for West Tennessee Graduates Career Development Conference in Jackson. JTG-Jackson will expand to a new county school system.

JTG-Dyersburg students and staff are looking forward to a productive and exciting year. The program has had a positive impact on the community and has increased the success rate of JTG youngsters, both in school and on-the-job.

Pennsylvania

Jobs for Pennsylvania Graduates held its first Career Development Conference in which over 90 JPG students competed in the areas of public speaking, career vocabulary, employment interviews, telephone techniques, and team challenge. State government and business personnel served as judges, keynote speakers, and workshop facilitators. The activities culminated in an awards banquet where gold, silver, and bronze medals were given to the winners in each category. Congratulations Pennsylvania on a successful Career Conference!

Georgia

Jobs for Georgia Graduates has caught the "Community Involvement" spirit as students at Cedar Shoals High School participated in the Amvet's Post 10 Halloween Carnival, 11-Alive's "Can-A-Thon" and gave gifts to the needy families in the community. Students and job specialists also participated in the Annual March of Dimes Walk America eight mile walk in Athens. JGG-Paulding County students worked with the Department of Family and Children Services to collect toys for needy families, while J.E. Brown High School JGG members collected clothing for the Salvation Army. Fulton High School JGG seniors put together food baskets.

JGG member Thomas Danielly was the second place winner in the state's Vocational Education Competition in job interviewing and, thanks to a recommendation by Job Specialist Dorothy Styles, for a full scholarship he received to a local technical school where he will be pursuing a career in printing.

JGG-Savannah held its First Annual Career Association Conference which included competitive events, career enhancement workshops and an awards luncheon. Mr. Preston Blackwelder, Director of Human Services of Gulfstream Aerospace, served as keynote speaker.

Mississippi

Jobs for Mississippi Graduates has a firm foundation thanks to the vision of Governor Ray Mabus. JMG is being pilot tested in six school districts across the state after a site selection committee, composed of members from the Mississippi State Department of Education and the Governor's office, evaluated thirty-seven school districts applying for the pilot program and submitted their recommendations to the Governor for final approval. Newly-hired Job Specialists Morris Stanton and Eric Johnson are pleased with the dedication the Governor has shown to the JMG program. All job specialists hired in the Jobs for Mississippi's Graduates program are certified teachers and each has experience in working with high school students.

Network News cont'd.

Bay State

Jobs for Bay State Graduates celebrated its Tenth Anniversary with 21 high schools from across the state coming together for the day-long extravaganza: "Jobs for Bay State Graduates . . . Celebrating a Decade of Opportunity." There was no shortage of winners as 180 trophies, medals and plaques were presented during the celebration, but more importantly, this year's conference was the largest ever attended. Over 450 individual success stories were brought forth by the encouragement and dedication of JBSG's job specialists! Highlights include the presentation of a check for $10,000 from Ervin Samsel, Vice President-New England Region and Michael Lehman, Director of Employee Relations, from American Express to JBSG, and the attendance of Board member Ronald Burton, Community Relations Consultant for John Hancock Life Insurance and former New England Patriots runningback and College Football Hall of Fame inductee, who served as guest speaker.

Virginia

Jobs for Virginia Graduates began to localize its activities this year by holding four regional Career Development Conferences. The Virginia Career Association's 1990 Development Conference for the Hampton Roads Region demonstrated the spirit of cooperation between the education and business communities. The event was hosted by Virginia Power's Chesapeake Energy Center and organized by the Center's volunteer team, led by Mrs. Carol Jackson. The eighty delegates and guests took part in a morning workshop entitled, "Success in a Competitive World," as participants competed in five scheduled events. Following lunch and a tour of the plant, Virginia Power's Vice President of the Eastern Division, T.L. Caviness, Jr., delivered an inspiring and informative presentation on "What One Should Expect in the Business World."

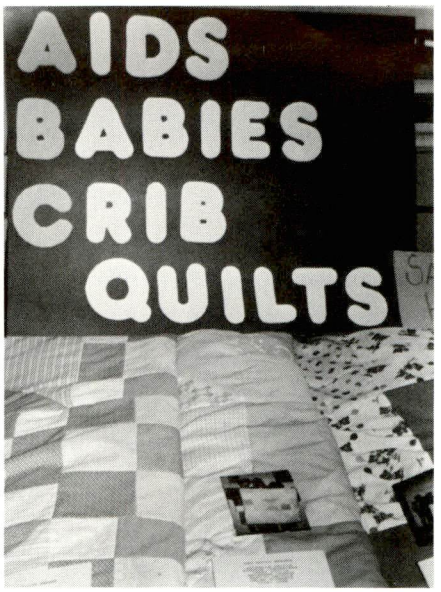
California

Jobs for California Graduates-Merced County raised $3,800 above expenses with "Lunch in the Park" at Merced's Applegate Park. The event was well attended by leaders from the Superior Court, the Juvenile Court, City Council, Congress, members of the Merced Community College Board, and the Board of Supervisors. Ken Smith and Jim Koeninger, representing JAG, also enjoyed the luncheon.

New Hampshire

Jobs for New Hampshire Graduates students at Salem High School took part in ABC Quilts (Aids Babies Crib Quilts), in their efforts to provide a bit of comfort to innocent babies inflicted with the AIDS virus. Students in the Opportunity Awareness Program received donations for fabric and sewing materials and worked together to make baby quilts. Each student had a role in the project including designing, cutting, and sewing.

The finished quilts were on display at the State Career Conference and in the school's main office before being sent to ABC Quilts, where they were distributed to babies with AIDS.



Missouri

Jobs for Missouri Graduates held their Ninth Annual Career Conference at Harris Stowe State College. Eighty-five students representing seven JMG schools participated in 6 competitive events. Twenty-five judges representing 18 companies selected Berkeley, Beaumont and University City High School's as the first, second and third place winners. Russ Mitchell, News Anchor from KMOV-TV News, served as guest speaker.

OAP Support Counselor Wanda Garner has developed a GED program to be included in the St. Louis metropolitan area school activities. The program includes helping students find part-time employment as a motivational incentive to attend and finish school.

Edmonds

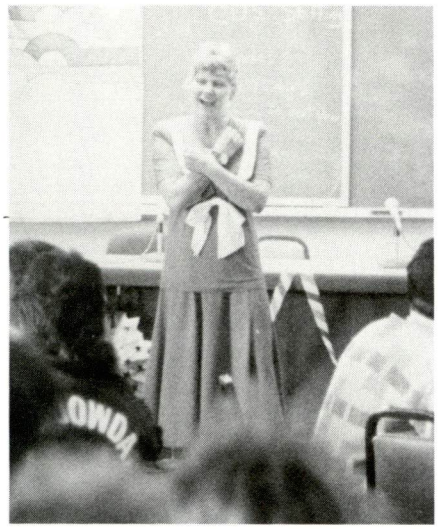
Jobs for Edmonds Graduates is proud to have completed a very successful third year. Starting out with a tremendously successful I and I ceremony featuring Commissioner of Employment Security, Isiah Turner, who commended the staff and students for a job well done and later in the year,

Network News cont'd.

cited the many successes of JEG in his opening address to the JTPA Conference.

JEG ended the year as strongly as they began with the Career Development Conference. After competitions including slogan writing, poster design, job interviewing and a house-rocking talent show, students were given a special presentation by Ms. Susan Willingham of Woodway High School. Ms. Willingham received a two minute standing ovation from the students for her sign language rendition of "I'll be Loving You Forever" by the New Kids on the Block.

JEG is one of only two youth programs (out of 15) to have received funding by the Private Industry Council of Snohomish County.



Montana

Jobs for Montana Graduates is off to a great start. Having held the first board meeting in May, co-hosted by Governor Stephens and Mike Micone, from the Department of Labor and Industry, four schools were selected and job specialists were hired. Lorelee Robinson, Executive Director, has been networking with the private sector and the school systems to secure firm support and participation by everyone.

Lorelee and the two Jobs Specialists attended the National Training Seminar before returning to Montana to prepare for their "Official Kick Off" event. Louis Tice and Lester Brown were the featured speakers. Lou Tice is the founder and chairman of The Pacific Institute, a Seattle-based corporation that concentrates on teaching others to succeed. The two will conduct a two-week session called "Changing Directions" as an added curriculum which teaches students how to change their attitudes, habits, beliefs and expectations about what they can achieve in their lives. "This additional session will be a great asset to the JAG Model," says Lorelee, "The kids are super-excited about working with Lester and Lou." The Governor presided over the entire day's events and it was an overall great day!

Delaware

Jobs for Delaware Graduates honored Vickie Aiken as "Job Specialist of the Month" in July as a result of her exceptional commitment to her role as a Job Specialist at William Penn High School. Mr. William Roberts, Interim Principal, says that Vickie has been a valuable addition to William Penn and has brought pride to the JDG program. Vickie has managed to provide quality services to students with a two-semester system and has met all the requirements of the School-To-Work Transition program. She has a positive attitude and enthusiasm as she carries out her duties. Congratulations, Vickie!

JAG 1990 Financial Supporters

We are pleased to highlight the support of the following companies and foundations. The success and continuous expansion of the work of Jobs for America's Graduates would not be possible without the confidence and support of these organizations.

Aetna Life and Casualty Foundation
American Express Foundation
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Pew Charitable Trusts
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Sears, Roebuck and Company
The Xerox Foundation

Spotlight

New Board Members

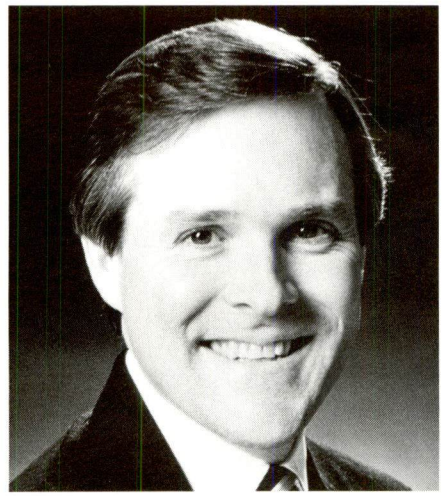
Timothy D. Leuliette, President & CEO of Siemens/North America

Siemens Automotive is the 16th largest industrial corporation in the world, serving the worldwide automobile industry which has as its goal the design, development and manufacture of electronic systems and components for vehicles. Mr. Leuliette was named

President & CEO of Siemens North America, a member of the Siemens Automotive Managing Board, and a Corporate Vice President of Siemens AG in 1988. He is the first non-German ever to hold these positions. He has also been named general chairman of "Convergence 1990," an automotive and electronics joint forum addressing current business and technical issues regarding worldwide vehicle emissions and safety precautions. We welcome Mr. Leuliette, who has been involved in many community and educational institutions, and who has expressed his deep interest in improving the outcomes of public education for the future.

Governor Ray Mabus, State of Mississippi

Ray Mabus, a native of Ackerman, Mississippi, is a Magna Cum Laude graduate of Harvard Law School at Johns Hopkins University. From 1980-1984, he served as chief assistant to then Mississippi Governor William Winter where he drafted the Education



Reform Act of 1982, the nation's first major state education reform measure of the 1980s. Mabus was elected Governor in 1987 and has since led the way in a major education reform plan called Mississippi's BEST (Better Education for Success Tomorrow). He was recently named one of America's Top Ten Education Governors by Fortune Magazine. We look forward to having him on our Board of Directors.

O.F. Wenzler, Vice President Government Affairs of Johnson & Johnson

As the current Chairman of the Greater Raritan Private Industry Council and Commissioner of the Public Employment Relations Commission of New Jersey, Mr. Wenzler has extensive experience in education and employment. He joined Johnson &

Johnson as Director of Labor Relations Worldwide in 1977 and in 1987 he became a part of the Government Affairs Department. Before assuming his current role as Vice President of Government Affairs, he served as Vice President of Federal Relations in the Washington Office. We value Mr. Wenzler's vast knowledge of government affairs and are very pleased that he has agreed to join the Board.

CROSSROADS Fall 1990

Crossroads is published by Jobs for America's Graduates; National Headquarters, 1729 King St., Suite 200, Alexandria, VA 22314 (703) 684-9479 Fax: (703) 684-9489

Jobs for America's Graduates, Inc. is a national nonprofit public service corporation designed to promote a comprehensive concept of motivation, dropout prevention, job preparation, job placement and retention in the private sector for all public high school graduates throughout the nation.

Staff

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Damian M. Singer	*Administrative Assistant*

FACT SHEET
"Governors Leadership Awards" Luncheon

DATE: December 12, 1990

TIME: 12:00 Noon

PLACE: National Press Club
14th and F Street, NW
Washington, DC 20045

TYPE OF EVENT: Press Conference and Luncheon

CHAIRMEN OF EVENT: Governor John R. McKernan, Jr., State of Maine
Senator Charles S. Robb, State of Virginia
Julie Nixon Eisenhower

GUEST OF HONOR: The President of the United States, George Bush

SPECIAL INVITEES: The following Governors will receive awards:

Rose Mofford	Douglas Wilder	Michael Castle
Bob Martinez	Joe Frank Harris	Michael Dukakis
James Blanchard	Ray Mabus	John Ashcroft
Stan Stevens	Judd Gregg	Richard Celeste
Ned McWherter	Madeleine Kunin	Booth Gardner
Robert Casey	Alexander Farrelly	

PRICE STRUCTURE: $25,000 -- Sponsor -- 16 seats at 2 tables
$10,000 -- Patron -- 8 seats at 1 table
$1,000 -- Donor -- 1 individual seat

Tickets for Sponsors and Patrons include a special reception hosted by Chairmen of the event, tickets to a VIP Kick-Off Breakfast, Photo opportunities with President Bush and opportunities for local, state and national press recognition.

PRESS: Event is open to the press. A press conference will be scheduled just prior to the event at the National Press Club.

DRESS: Business suit and daytime dress.

TAX STATUS: JAG is a national non-profit 501(c)(3) organization. Donations are tax deductible under Federal Tax codes.

Peggy
FYI

THE WHITE HOUSE

WASHINGTON

RESTARTING PRINCIPLES

In adopting the National Goals for Education we acknowledged that they could not be achieved by our education system as it is presently constituted. "Substantial, even radical, changes will have to be made."

As our country sets out to restructure our schools, I believe their are several principles that should guide the work.

Performance-based

The primary focus of a restructured education system should be results. Schools should be judged not on input but output. Teachers and administrators should be judged not on adherence to procedure but on how well students are learning.

Furthermore, a performance-based school system must recognize the difference between special needs and excuses for failure. I believe that every child can learn regardless of background or disability, and I also believe virtually every child can learn at advanced levels.

High Expectations

Secondly, restructured education must be driven by high expectations. In assessing performance, it is not enough to simply determine where we are. We know where we are. Our students are being out-performed by their counterparts in virtually every industrialized country in the world.

We have to set objective standards of performance which would give our students the knowledge and skills necessary to be internationally competitive. The fundamental belief underlying this principle is this: Students, teachers, and schools will rise to the level of expectations set for them.

Decentralized Authority

Restructured schools should move decision-making authority away from the education bureaucracies and to the teachers and principals. Schools should be given flexibility in the use of resources, technology, course material and teaching methods. Greater discretion should be given in determining the school calendar, class size, and the organization of the school day.

Good intentions can often produce deplorable results and that is the case in education. A restructured education imposed from the top will produce the same disappointing results as each of the last reform efforts. We have to encourage diversity and innovation in every school in America while holding them accountable for results.

Customer Driven

Education and training is not the sole province of the traditional education system. It's customers are parents, business, and the community in which the schools are located.

Parents should be empowered with more responsibility for their children's education, and every business in a community should be involved in strengthening the connection between school and work.

Finally, parents should have choice - the opportunity to choose among educational alternatives for their children and the information necessary to make appropriate choices.

Market-oriented

And that leads me to the fifth restructuring principle. Our education system should be unafraid of the diversity and competition found in the market place. Schools should compete for students and faculty and be free to develop special centers of competency.

Barriers to the teaching profession should be reduced and new avenues opened to increase the pool of available talent. And strong incentives should be established to attract and keep good teachers and principals while institutional protection for poor-quality teachers and principals should be eliminated.

Finally, our restructured education system should allow for winners and losers and provide powerful incentives for performance and real consequences for failure.

Academy Calls for a Panel To Oversee Efforts To Reform Science Education

By Peter West

WASHINGTON—Lasting improvements in the way science is taught in the schools will come about only if a national body of scientists and science educators is charged with monitoring and improving reform efforts, a report released last week by the National Academy of Sciences concludes.

The report on high-school biology, written by a 13-member committee of the academy's National Research Council, says that the teaching of biology and the other sciences is plagued by a host of problems documented by numerous studies over the past decade. It cites inadequate textbooks, poorly trained teachers, and ineffectual testing methods, among other deficiencies.

"Simply put," Timothy H. Goldsmith, the committee's chairman, said at a press conference here, "curricula and textbooks are typically exercises in memorization rather than an intellectual voyage of exploration—an unproductive system that is reinforced by efforts to measure success and accountability by pedantic standardized tests."

Changes in the system have not come about, the report contends, because "the scientific community is fragmented into many disciplines that rarely discuss with each other questions of either instruction or curriculum."

"We are certain . . . that the necessary changes cannot be made," the committee writes, "unless there is a permanent organization to monitor and organize them."

Although the committee began its work by studying the condition of biology education specifically, "the thrust of our analysis and most of our recommendations have importance for teaching and learning all of the sciences, and in some respects even non-scientific subjects as well," said Mr. Goldsmith, a professor of biology at Yale University.

'Pivotal Place'

The report, "Fulfilling the Promise: Biology Education in the Nation's Schools," notes that the panel initially focused on the teaching of biology because "in most schools, biology occupies a pivotal place in the curriculum at the start of the high-school sequence of courses."

It also suggests that, because the content of biology courses ought to be "intrinsically interesting" to children, the subject could reasonably be expected to be a popular and meaningful course of study that would elicit greater interest in the sciences.

The panel found that, although 75 percent to 80 percent of high-school students enroll in a biology course, only about 30 percent of them continue to study science by taking chemistry. Fewer than 15 percent of chemistry students go on to study physics.

The report also notes that, on a recent standardized test in biology, half the students who had never taken the subject scored as high or higher than 40 percent of those who had.

The panel moved beyond a strict emphasis on biology, the report says, because it "quickly recognized how interlocked are the practices that maintain the present unsatisfactory state of precollege science education."

Because the teaching of the sciences is cumulative, the report states, any effort to improve the poor quality of science instruction must begin at the elementary level.

"The elementary-school years present an opportunity for teaching about the natural world that the nation's schools have failed to grasp," it argues.

The report calls for an emphasis in the elementary grades on the teaching of natural history and the development of an "intuitive understanding" of science through such "hands-on" projects as raising plants or small animals.

In the middle grades, the report says, science curricula lack a cohesive focus and generally exist as an "anemic version" of high-school biology.

A new focus on human biology at the middle-school level, it says, "should raise the student's level of motivation and thereby generate a continuing incentive to learn."

The committee argues that the deficiencies in science instruction can be rectified in a number of ways, including increasing inservice and preservice training for science teachers, mandating "research experiences" under scientific experts for student teachers, giving authors—rather than publishers—control over the content of science texts, and increasing the level of review of texts by science practitioners.

The report emphasizes, however, that improving the state of science education depends not only on teachers and school administrators, but also on scientists and teacher educators.

And while some professional scientists have taken an interest in precollegiate education, it notes, "[t]he problem is that, like virtually every other effort at reform, they remain local and isolated contributions, unguided by any overarching plan, unaccompanied by any independent assessment, untouched by any means of propagation, and, hence, ephemeral."

The establishment of a standing body to provide "national leadership" on education in all the sciences would be an important first step toward reversing that trend, the panel maintains.

The National Research Council is setting up a similar group, expected to be in place by December, specifically for biology education, according to an N.R.C. spokesman.

Copies of the report are available, at a cost of $14.95 each, plus shipping, from the National Academy Press, 2101 Constitution Ave., N.W., Washington, D.C. 20418.

$2.7-Million Grant To Support Curriculum in Human Biology

WASHINGTON—The National Science Foundation has awarded a $2.7-million grant to Stanford University to develop a curriculum in human biology for the middle grades that will focus on the physical, social, and psychological development of adolescent students.

Researchers in the university's undergraduate program in human biology will spend the next two years developing a curriculum that addresses adolescent development and social psychology as well as physiology, genetics, and environmental sciences.

The new curriculum will be designed to reflect the interdisciplinary approach to the teaching of the biological and behavioral sciences that has been a "uniquely successful" feature of the 20-year-old human-biology program, a spokesman for the university said.

The aim of the new curriculum, university officials said, is to stimulate an interest in science while dealing with social, behavioral, and health problems facing middle-school students.

Several national reports indicate that interest in science—generally strong at the elementary-school level—drops dramatically among middle-school students.

And a newly released report by the Committee on High-School Biology Education of the National Academy of Sciences indicates that students may develop an aversion to high-school science courses in part because they are exposed to middle-school science curricula that are "adrift" and without a unifying purpose.

Twenty schools nationwide have been selected on the basis of demographic diversity to test the Stanford curriculum, a university spokesman said.

A special advisory board that includes representatives from the National Science Teachers Association, the National Middle Schools Association, and the American Medical Association, as well as a national sample of teachers and administrators, will oversee the curriculum's development. —P.W.

Buoyed by Newly Enacted School Reform, Kentucky Teachers Demand Salary Hikes

By Karen Diegmueller

Buoyed by the state's recently enacted package of radical education reforms, teachers in a number of Kentucky districts have begun to demand salary increases as high as 23 percent as well as a share in local decisionmaking.

Since school began two weeks ago, teachers have gone on strike in two Kentucky districts and threatened job actions in several others if officials did not yield to their demands. Striking teachers in Boyd and Floyd counties have gone back to work, while agreements have been reached in Pike and Owsley counties after strikes were threatened. Issues remained unresolved in several other districts as of late last week.

"It's really our first chance to say anything, and hope we won't pay for the rest of our lives," said Michal Adams, president of the Lawrence County Organization of Teachers.

Located in coal-mining territory in eastern Kentucky, the districts are among the poorest in the state. They also lag far behind in most indicators of educational quality. "They would be demographically some of the counties with the worst problems in the nation," said Robert F. Sexton, executive director of the Prichard Committee for Academic Excellence, a citizens' advocacy group.

With the passage of the landmark education-improvement and revenue package last spring, these half-dozen districts, along with several others, were guaranteed massive infusions of funding to help close the gap between them and wealthier districts. *(See Education Week, April 4, 1990.)*

Most are so-called "25 percent districts," meaning they will receive that much more money from the state this year than in previous years, according to Gordon Nichols, a spokesman for the state superintendent of public instruction.

In general, these districts this summer offered teachers raises of 10 percent to 12 percent for the current school year. By making such offers, school officials had sought to strike a balance between funding instructional programming, salaries, and other educational needs, said David L. Keller, executive director of the Kentucky School Boards Association.

But teachers there—among the lowest paid in the state—balked.

"In eastern Kentucky especially, for the first time there's money on the table over which to negotiate," said David Allen, president of the Kentucky Education Association.

In Boyd County, where the state will provide an additional $9.5 million this year, teachers mounted a two-day strike after the district initially offered only a 3 percent pay hike, said Mr. Allen.

Teachers and school officials in Pike County, which will get $34 million extra from the state this year, negotiated a 23 percent salary increase after teachers there threatened to strike when offered 18 percent.

Floyd County teachers ended a 10-day walkout after the district upped its 15 percent offer to 16.5 percent this year and 13.5 percent next year. Floyd County was one of two districts previously declared academically bankrupt by the state.

"There was much more at stake here than money," said Dolores Smith, secretary of the Floyd County Education Forum, a citizens' advocacy group.

A Role in Decisions

Teachers claim they have been shut out of decisionmaking for years, a situation that is supposed to change under a provision in the state reform package requiring local districts to include teachers in the process. But education and union officials say the distrust runs so deep that teachers want local officials to put their participatory rights in writing.

"Their frustrations are as much about implementation of the law as anything else," said Mr. Allen.

"The notion that teachers in these districts have been shut out has been by and large not true," said Mr. Keller, who portrays the unrest as an attempt by union officials to gain ground by exploiting genuine local disagreements.

Teachers' demands are unlikely to have a direct bearing on reform, said Mr. Sexton, but they potentially can provide ammunition to opponents who might try to undermine future reform measures.

Mr. Keller also noted the possibility of a backlash, particularly after taxpayers begin to notice hefty tax increases to pay for the reform package.

But in Floyd County at least, the community had aligned itself with the teachers, joining them on the picket line, bringing them food, and forming a new school-improvement group, said Mrs. Smith. "It was those people against the good-old-boy network," she said.

Elsewhere in the nation as the school year began, teachers walked off the job in districts in Illinois, Pennsylvania, New Jersey, Rhode Island, Michigan, California, and Washington State.

Fremont, Calif., with 1,200 teachers and 23,000 students, was the largest district to strike. That could change in the wake of a strike vote last week by teachers in New Orleans, who have given school officials until Sept. 17 to meet their demands.

Salary grievances are at the heart of most of the strikes. But 1,200 teachers in Lake Washington, Wash., went out Aug. 30 seeking relief for excessive workloads, and Yakima, Wash., teachers stayed out two days in a dispute over management issues. As of late last week, Lake Washington teachers remained out.

The Courier-Journal

Patricia Murphy, left, and Mary Frazer are among teachers in Floyd County, Ky., who ended a 10-day walkout late last month.

Photo Copy Preservation

To Dan

Date 12/12 Time 11:45

WHILE YOU WERE OUT

M. Doreen

of Policy Development

Phone

Area Code Number Extension

TELEPHONED	X	PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Drug Free School's grant appropriation $24.4 mill.

Operator

AMPAD EFFICIENCY®

23-023 CARBONLESS

October 1990

Education-related Statistics

Spending on Education

- In 1990-91, the U.S. is expected to spend $384 billion on education (local, state, federal, and private sources) -- more than 200% increase over 1980 spending level of $183 billion.

- Adjusted for inflation the U.S. is spending $53 billion in 1980 dollars or $79 billion in 1990 dollars more in 1990 than in 1980 on K-12 education.

- Adjusting for inflation, this represents a 34% increase in K-12 spending and a 41% increase in postsecondary spending since 1980-81.

- Per pupil spending is expected to reach over $5,638 in 1990-91 -- $354 more than last year and, adjusted for inflation, 33% since 1980-1981.

Student Enrollment

- Over the last decade, the number of students enrolled in elementary and secondary education has remained virtually unchanged. In fall 1980, there were over 46.3 million (46,318,000) -- in fall 1990, there will be 46.2 million.

- Almost 60 million (59.8) students at all levels (46.2 in elementary and secondary; 13.6 in postsecondary) will enroll this fall -- only slightly higher than 1980 enrollment of 58,414,000.

- K-8 enrollment is increasing (from 33.3 million in 1989-90 to 38.3 million in 1990-91); while secondary school enrollment is declining (from 12.7 in 1989-90 to 12.4 million in 1990-91).

- The U.S. has twice the number of young adults in postsecondary education as other countries. Of those who graduate from high school, 70% eventually enroll in a postsecondary institution; of those that enroll, 50 % receive a bachelors degree.

Student Performance and Courses They are Taking

PERFORMANCE

- After over 200 reports in eleven areas over 20 years, the National Assessment of Educational Progress (NAEP) reported last month that "the present education performance is low and not improving."

- Most 17-year-olds (81-96 %) have only basic interpretative skills allowing them to solve one-step problems and understand basic science.

- Only 5 to 8% have skills normally associated with college work or demanding jobs.

o In a 1988 Civics NAEP test, only 51 percent of high school seniors knew that religious freedom is guaranteed in the Constitution.

o In a 1986 NAEP test, over 25% of 13-year-olds could not demonstrate basic problem-solving skills in addition, substraction, multiplication, and division (1986 NAEP).

o According to the limited data available, U.S. 13-year old students place last in mathematics and near bottom in science compared to peers in 11 nations and 4 Canadian provinces (1985 data from International Assessment of Educational Progress).

o SAT scores have barely changed during the 1980s. In 1982, mean verbal SAT for public school students was 426; it was 426 in 1988. Mean mathematics SAT rose slightly from 470 in 1982 to 476 in 1988. There have been slight increases since 1983 in ACT scores.

COURSES

o The 1983 A Nation at Risk report recommended that gradation requirements include: 4 years of English, 3 years of math, 3 years of science, 3 years of social studies, 1/2 year of computer science, and 2 years of foreign language (for college bound).

- In 1987, 12 percent of high school graduates completed course requirements for college-bound students, up from 1.2 percent in 1982.

- In 1987, 28.6 percent of high school graduates completed non-college bound course requirements, up from 13.4 percent in 1982.

o The U.S. has twice the number of young adults in postsecondary education as other countries. Of those who graduate from high school, 70% eventually enroll in a postsecondary institution; of those that enroll, 50 % receive a bachelors degree.

o Almost 75% of fourth graders report spending an hour or less on writing in school each week -- less than 15 minutes a day (NAEP).

- Only 64% of high school seniors report having any type of geography in grades 9-12; 14 percent of high school seniors report they have never studied history related to the period from 1945 to the present (NAEP).

- In Japan, 11% of 17- and 18-year olds take physics compared with 1 percent of U.S. students; only 20% of advanced mathematics students take calculus compared to virtually all advanced students in Japan (IAEP).

Pupil-Student Ratio, Teachers' Salaries, Teachers/Other Staff

- Pupil-student ratios (public K-12) have declined steadily since 1955. In 1955, there were 26.9 students per teacher; in 1980, 18.8; in 1990 17.2.

- In 1986 (latest available date), in Japan's elementary schools there were 23.3 students per teacher compared with 19.1 in the U.S.

- In 1990-91, the average salary of public school K-12 teachers should rise to $33,300 -- 6% over last year. Purchasing power of teacher salaries has risen by 23 percent since 1980-81 (source: Department of Education).

- In 1959-60, teachers represented 65% of total K-12 school staff; in 1987-88, teachers represented 52.8% of total staff.

School Choice

- Nine states have enacted statewide school choice plans: Arkansas, Colorado, Idaho, Iowa, Minnesota, Nebraska, Ohio, Utah, and Washington. School choice legislation is being considered in at least eighteen states.

- In Milwaukee, up to 1,000 low-income families are receiving vouchers worth $2500 to choose a private school for their children.

- East Harlem, NY and Cambridge, MA are two examples of local school choice plans that have demonstrated success in improving schools and getting parents involved.

- A ballot initiative in Oregon which has a good chance of passing in November would provide the most comprehensive and far-reaching school choice measure to date.

- According to the 1990 Gallup poll on education, 62% of the public support the concept of school choice; 31% are opposed. Support is highest among non-whites (72%).

Alternative Certification

- Thirty-three states report having some type of alternate route to teaching certification, up from 23 states in 1988. However, most states only use these routes if facing a shortage of traditionally-certified teachers.

- New, Jersey, Texas, and Connecticut are the only states that have alternative certification for all fields, all grade levels, and open to individuals with a bachelor's degree in any subject.

- Only 12,000 of the 1 million teachers hired in the U.S. over the past 5 years have been hired through alternative certification programs of all types. 1%

- In New Jersey, 1,500 teachers have certified through its provisional teacher route since 1985. Of these, 21% are minorities, compared to 11% overall in New Jersey's teaching force.

Education at Home

- A 1984 Univ. of Michigan study of learning activities in the home found that parents read to their preschool children an average of 2 minutes/day on weekdays and 3 minutes/day on weekends.

- A 1989 study of 1,000 business people in North America and Australia reported that 42% do not read to their children.

- A Department of Education's National Longitudinal Study found that the typical 8th grader spends 4 times as much time watching TV -- 21.2 hours/week -- than doing homework -- 5.5 hours/week.

- NAEP's 1988 report shows that 71% of 12th graders spend one hour or less on homework each day. The results also show that time spent on homework is directly related to student achievement.

  -- Over half of high school seniors read 10 or fewer pages a day for homework or school.

  -- 25% of 4th graders and about one-third of 8th and 12th graders have fewer than 10 books of their own at home.

  -- A large percentage of students also report they never or rarely borrow books from school or the library (16% 4th graders; 37% 8th graders; 53% 12th graders).

Public Attitudes Toward Education

- The public gives higher marks to schools in their community than schools nationally. In the 1990 Gallup poll, 41% gave their local schools an "A" or "B," but only 21% gave these grades to schools nationally.

JOBS FOR AMERICA'S GRADUATES
SUITE 200, 1729 King Street
Alexandria, VA 22314
Tel: (703) 684:9479 FAX: (703) 684-9489

FACSIMILE TRANSMISSION SHEET

TO: Ms. Peggy Dolen
FROM: Mary Walker
FAX: (202) 456-6218
DATE: December 4, 1990

Total pages transmitted, including this cover page: 3

COMMENTS

Attached please find a summary of the JTPA. As was stated in the annual report, many of the States involved in JAG receive JTPA money.

Please call with any questions.

Mary

DATE SENT: _____
TIME SENT: _____

AUTHOR NOTIFIED _____

MACRO-JFAX

JOB TRAINING PARTNERSHIP ACT

The Job Training Partnership Act is the federal government's largest job training program, initially authorized in 1982. It is presently undergoing reauthorization and will, in general, track well the following key elements of JTPA:

- The bulk of the funding goes to provide job training, counselling and support services to disadvantaged youth and adults to assist them into successfully entering the job market.
- A significant element of JTPA, however, is directed to assisting laid-off workers without regard to economic background. This is known as Title III -- "or the "Worker Adjustment Act," or most recently as part of the "Economic Development and Worker Adjustment Act" of 1988.
- The funds are generally administered at the state and local levels through specially created units of government "Service Delivery Areas" overseen by a "Private Industry Council" which must, by law, have 51% of its members from the private sector. These units, in turn, contract out for job training services to local providers.

Under "EDWAA," besides the funding provided for assisting laid-off workers to gain new employment, EDWAA offers an individual training entitlement to each laid-off worker. If desired, the worker actually has the opportunity to receive a "certificate of continuing need" that allows them to work at some other facility and, up to two years later, go out and seek training to be paid for by government funds.

The broadest range of education, employment, counselling, job creation and job development activities, as well as support services, can be paid for under Title III of JTPA. All of the elements of the GE Model of Best Practices can be paid for in full or in part by these funds.

It is important to emphasize, once again, that there are no economic criteria for participation. Therefore, not only hourly but also exempt and nonexempt salaried employees can have services provided under this act.

The attached document discusses in more detail the rules and regulations of JTPA.

GE has had extensive experience at the local level with utilizing Title III and "EDWAA" funds. These funds have provided important new resources for carrying out lay-off strategies.

It is important to realize that the government will require appropriate accounting of the funds, regular monitoring of how the plan that was accepted is being carried out and that the goals -- the usual goal is to ensure at least 80% of the employees who participate actually receive new employment -- are met.

Finally, you should know that the history of Title III projects indicates that, in most cases, companies and organizations tend to underspend the budget. Therefore care should be taken to request those funds that are needed, but which are likely to actually be used.

The GE consultant is prepared to assist in further explanations and how to approach securing funding.

McGroarty/Dooley
December 7, 1990
11:30 am

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

[Introductory acknowledgements.] Let me recognize your outstanding Chairman, Governor John McKernan. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for American Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

One of my great pleasures as President is to **shine the spotlight on the success stories.** Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community **for one simple reason:** JAG works. //

Take a look at these statistics. 92% of the young people in this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG **made a successful transition** -- into the working world, into ~~college~~ or post-sec education or training

the Armed Services. // And JAG accomplished all this at **half** the average cost of other youth employment programs. //

You've been especially effective in our **inner cities.** // Kids from low-income households, whose plans for the future **don't include college** -- and **may not even include finishing high-school.** JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I urge you to extend this inner city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for American Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the **state and local level.** Last fall, as the Governors and I forged our historic partnership at the Education Summit, we recognized that excellence in education required an effort that was not federal -- but national: one that **brought all levels of government together** in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are

well underway. // At the Education Summit, we also promised to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. **Corporate leaders** -- who know education is the key to competitiveness. **Governors** -- from Maine to California, along with top education officials from each state. Finally, **students** -- young people for whom the word **education** means **hope -- and happiness; opportunity -- and achievement.** //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is another **set of prescriptions, another bureaucratic blueprint from on-high in Washington.** //

The cornerstone of this approach is to empower people -- not bureacracies. // In our schools, empowerment begins with the concept of choice -- the **most revolutionary idea in American education** since the days of Horace Mann: **empowering parents to decide which school is best for their children.** // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. //

Let me lay out five principles that should guide our efforts to restructure our schools -- **principles that empower parents, expand choice, and encourage excellence in education.** // High

expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the **first:** high expectations. We've got to raise our sights -- for our students, for our schools. Let's not send the signal, by the way we measure success, that what we're after is some sort of **minimum** competency. We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a **C average** if we really mean to compete and get ahead. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to **ask more** of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. It's time to free our schools to experiment with course material and teaching methods. Let **local school districts** determine class size, the length of the school day and school year.

After all, the secret to our schools' success **isn't** the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the **secret** is the **principal** who commands respect, and cares about each and every kid who walks into that school -- and that **special teacher,** who starts with the same tests and books and blackboard -- and **makes learning come alive.** //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's see what kind of job they do. //

Third, we need responsive schools -- customer-driven. Schools that take their direction from parents -- the real experts on what's best for their kids. That's central to the concept of choice. // We need schools that are open to input from the business community -- real-world institutions that can teach our schools a thing or two about the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-oriented. We know what **competition means** in the **business world.** It's time we recognize that competition can spur excellence in our schools. // Let schools compete for students and faculty. Let them open their doors to **experts from outside the teaching profession** who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the necessary attention to rules, regulations and procedure -- all the measures of dollars spent -- all the hardware and software, statistics and studies cannot be allowed to obscure the one measure that matters. What matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know: whether we've **taught** them **how to learn.** //

And one thing more while the subject is performance: we hold students **accountable for their own failure.** Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts, as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. ///

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a **first-class economy** if we settle for **second-rate schools**. And let me assure you: There is a role in this restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

Before I close, let me thank the companies, foundations and individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. // And to the students here today: let me recognize your accomplishments -- but let me ask something as well. Just as you've been helped along the way, make it your mission to always reach out your hand -- to all the other kids like you, who have everything they need to succeed -- except encouragement. //

Judith Boyle/SEN JAG 703/684-9479

Once again, thank you all for this warm welcome -- and may God bless the United States of America.

# # #

7:05 p.m. 12-10-90
to POTUS

McGroarty/Dooley
December 10, 1990
6:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

Thank you, Governor [McKernan], for those kind words -- and let me commend you for your fine work as Chairman. // Let me recognize Senator Robb, Chairman of JAG's Executive Committee. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. // Steering Comm through to JAG Nt'l sponsor patrons & donors

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

JAG Nt'l staff
GOVS (19) who led successful JAG prin their state

One of my great pleasures as President is to **shine the spotlight on the success stories.** Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community **for one simple reason:** JAG works. //

Take a look at these statistics. 92% of the young people in this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG **made a successful transition** -- into the working world, the Armed

Services, or onto the next level of education. // And JAG accomplished all this at half the average cost of other youth employment programs. //

You've been especially effective in our inner cities. // Kids from low-income households, whose plans for the future don't include college -- and may not even include finishing high-school. JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I am especially pleased that JAG has joined the nationwide Points of Light movement with today's announcement that each participant will be expected to engage in community service activities. //

JAG's been especially effective in America's urban schools. I urge you to extend this inner-city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we

recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are well underway. // At the Education Summit, the Governors also committed to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. Corporate leaders -- who know education is the key to competitiveness. Governors -- from Maine to California, along with top education officials from each state. Teachers and principals -- whose daily dedication and commitment will mold tomorrow's citizens. Finally, students -- young people for whom the word education means hope -- and happiness; opportunity -- and achievement. //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is a set of prescriptions, a bureaucratic blueprint from on-high in Washington. //

One of the keys to this approach is empowering people -- not bureaucracies. // Central to empowerment is the concept of

choice: empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. // Let me lay out five principles that should guide our efforts to restructure our schools -- principles that empower parents, expand choice, and encourage excellence in education. // High expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the first: high expectations. We've got to raise our sights -- for our students, for our schools. // We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a C average if we really mean to compete and get ahead. // America's schools must -- and will -- aspire to world-class standards. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to ask more of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. // After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the secret is the principal who commands respect, and cares about each and every kid who walks into that school -- and that special teacher, who starts with the same tests and books and blackboard -- and makes learning come alive. //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's hold them accountable for the results. //

Third, we need responsive schools -- customer-driven. Schools that involve and engage students and their parents -- the real experts on what's best for their kids. That's central to the concept of choice. // Everywhere choice has been tried, choice has worked -- in large part, because it has brought parents into the process of shaping their children's education.

We need schools that are open to input from the business community -- real-world institutions that can work with our schools to educate the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-oriented. We know what **competition means** in the **business world.** It's time we recognize that competition can spur excellence in our schools. // Let them open their doors to **experts from outside the teaching profession** who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the

necessary attention to rules, regulations and procedure -- all the measures of dollars spent -- all the hardware and software, statistics and studies cannot be allowed to obscure the one measure that matters. What matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know: whether we've taught them how to learn. //

And one thing more while the subject is performance: we hold students accountable for their own failure. Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts, as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. As we lead America forward to an educational renaissance -- a system that can compete with any in the world. //

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a first-class economy if we settle for second-rate schools. And let me assure you: There is a role in this restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

Before I close, let me thank the companies, foundations and individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. // And to the students here

today: let me recognize your accomplishments -- but let me ask something as well. Just as you've been helped along the way, make it your mission to always reach out your hand -- to all the other kids like you, who have everything they need to succeed -- except encouragement. //

Once again, thank you all for this warm welcome -- and may God bless the United States of America.

# # #

Event: Jobs For Graduates - Natl Press Bldg

Date: December 12, 1990.

OFFICE OF PRESIDENTIAL ADVANCE

IN-TOWN EVENT CONTACT SHEET

Name	Office	Phone Number
Presidential Advance Office		456-7565
Presidential Advance Fax Number		456-2820
Richard Thomas	WH Advance (Lead)	202-456-7565 OR (202) 245-752
Patricia Conrad	WH Advance (Trip Coordinator)	"
Penny Liles	WH National Service	202-456-6266
Molly Osborne	WH Communications-OPS	
Jay Haskell	Photowalks (JAG)	301-585-6454
Kim O'Brien	Pangburn & Assoc.	638-1957
Wendy Pangburn	Pangburn & Assoc.	638-1957
Ken Smith	Jobs For America's	703 684-9475
Steven Ross 1	Grads	
Steven Ross 2	W.H Press Advance	456-7565
~~RICHARD R. THOMAS~~		
LEVI MERLETTI	U.S. SECRET SERVICE	395-4112
DOUG WELLER	U.S.S.S. TECHNICAL SECURITY	395-4004
KURT DOUGLASS	USSS LEAD	395-4011
BILL LORD	WH COMM - OPS	395-4040
DEBORAH McGHEE	WH COMM - LEAD	395-6050
BOB SCHULTEN	USSS-WFO	634-5100
HARRY BOORAM	NPC GENERAL MANAGER	662-7510
RUDOLPH SERAPHAN	NPC ASST. MANAGER FHS	662-7113.
ROBBIE MELTON	JOBS FOR AMERICAS GRADUATES	703-684-9479
Judith Boylson	Jobs for America's Graduates	703 684-9479
Peggy Dooley	WH Speechwriting	456-7750
Lia Zaccagnino	WH Intergovernmental	456-7170
Roxanne Bell Cassell	Pangburn Assoc./JAG	638-1957
Diane Gillis	NPC	662-7515

To Carolyn

Date 12-11-90 Time 1:55

WHILE YOU WERE OUT

M Judy Boylsen

of

Phone 703 684 9479

Area Code Number Extension

TELEPHONED	✓	PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message

Operator

AMPAD EFFICIENCY®

23-020

JOBS FOR AMERICA'S GRADUATES
SUITE 200, 1729 King Street
Alexandria, VA 22314
Tel: (703) 684-9479 FAX: (703) 684-9489

90 OCT 6 P6:21

FACSIMILE TRANSMISSION SHEET

TO: Peggy Doley
FROM: Judy Boylston
FAX: 456-6218 (202)
DATE: 12/7/90

Total pages transmitted, including this cover page:

COMMENTS

It was good to meet you! Let me know what else you need!!

Best, Judy

DATE SENT:_____
TIME SENT:_____

AUTHOR NOTIFIED_____

MACRO:JFAX

MEMORANDUM

TO: Peggy Doley

FROM: Judith Boylson

DATE: December 7, 1990

RE: Job Training Partnership Act Summary

Per your request, the following is a brief summary of the Job Training Partnership Act. This law has been crucial to the financing of the JAG program around the country. Let me point out that Vice President Quayle played an important role in making that law supportive of the JAG strategy.

Summary of JTPA

JTPA was authorized by Congress in 1982. Then Senator Quayle chaired the Senate Committee on Labor and Human Resources during this time. The law represented a dramatic change from CETA which emphasized public sector employment. JTPA has the following key elements (which have proven dramatically more successful than CETA):

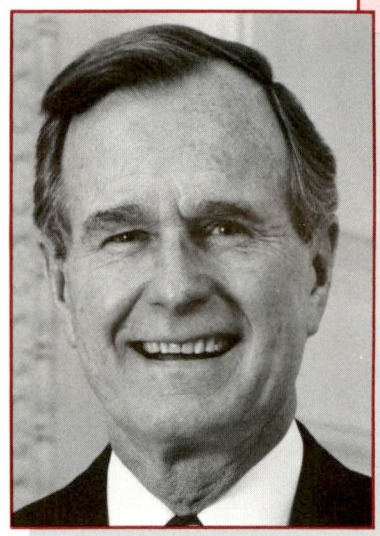
- no public sector employment;
- 70% of the funding must be spent on training;
- oversight and accountability by Private Industry Councils which, by the law, must have 51% private sector members (This may be the only large scale federal program where the private sector can actually exercise genuine control.);
- The law requires a genuine public/private partnership including leaders from business, state and local government, and, often, educational institutions.
- These following numbers are not precise, but JTPA has nearly doubled the number of people who have gained private sector employment while spending less than half of what CETA cost.

In the context of JAG, the law clearly encouraged the kinds of public/private partnerships that oversee the JAG program. It also targeted funding on high risk youth (40% of funds had to be spent on young people) -- the primary target of JAG.

Let me know if you have any questions or need further information.

1989 ANNUAL REPORT

PRESIDENT BUSH RECOGNIZES THE SUCCESS OF JAG



President George Bush made the following remarks in his introduction of the new JAG video...

"As a former member of the Board of Directors of Jobs For America's Graduates, I am particularly pleased to introduce this presentation of the successes and opportunities offered by this fine program. JAG is one of the most successful school-to-work transition programs for at-risk youth in this nation, achieving an impressive 91% graduation rate. JAG has demonstrated that America has made major improvements in the outcome of public education.

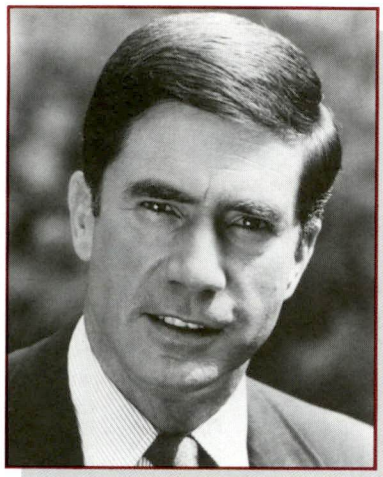
What makes JAG work is a joint commitment of business, government, education, labor, and community units all working together, taking on personal responsibilities for the success of each and every student in the program.

I have met some of the students from JAG in my travels across this great country. I have talked to Governors, business leaders, and school administrators and so many others who have told me just how important JAG has been in improving the chances of our at-risk young people to get and keep a good job upon leaving school."

1989 FINANCIAL SUPPORTERS

AMERICAN EXPRESS FOUNDATION
THE ANDREAS FOUNDATION
THE ANNENBERG FUND, INC.
CARNEGIE CORPORATION OF NEW YORK
DEWITT WALLACE-READER'S DIGEST FUND
FORD MOTOR COMPANY
THE FORD FOUNDATION
GTE FOUNDATION
IBM
J C PENNEY
JOHNSON & JOHNSON
KRAFT GENERAL FOODS
PEW CHARITABLE TRUSTS
THE XEROX FOUNDATION

JAG is not for profit exempt from taxes under Section 501-(c)-(3) of the Internal Revenue code.



CHAIRMAN'S REPORT

As I conclude my third year as Chairman of Jobs for America's Graduates, it is a very special pleasure for me to report that, for the tenth year in a row, JAG has continued to grow and serve even more at-risk young people.

We had the highest success rate ever for helping our young people finish school — a *91% graduation rate* as of March 1989 for the Class of 1988. Also, we exceeded our national goals of a more than 80% success rate for our young people — either on the job, in the military, or enrolled in postsecondary training. Finally, substantial improvements were made in the quality of jobs secured and the wages and benefits which were received by our young people.

In 1989 we were able to launch operations in two of America's largest and most challenging states: California and Florida. At the end of the year, we received commitments to establish the program in another of the nation's most difficult environments, the Virgin Islands, where the unemployment rate is among the highest in the nation — a situation which has been compounded by the devastation of Hurricane Hugo.

JAG continued to expand in several of our states, in particular in Ohio, New Hampshire, Maine, Delaware and in my home State of Virginia. These results were strongly supported by the private sector. We were able to raise the largest amount of money ever from our existing supporters and new sponsors. Nearly $700,000 was received which allowed us to fully fund our budget for the year.

Finally, what was potentially one of the most exciting events in our ten years of success occurred in 1989. The President and the Senate have adopted a JAG recommendation for the creation of a new "5% state set aside" incentive grant program as part of the proposed reauthorization of the Job Training Partnership Act. Assuming that the House concurs in the next Session, this will provide between $100 million and $150 million of funding for which states can apply. Such funding would allow states either to expand or to create statewide school-to-work transition systems — or other such programs for at-risk youth. We are convinced that such an investment will pay multiple dividends not only for increasing the number of states committed to statewide school-to-work transition strategies, but also in mobilizing additional resources from the public and private sectors behind such proven strategies.

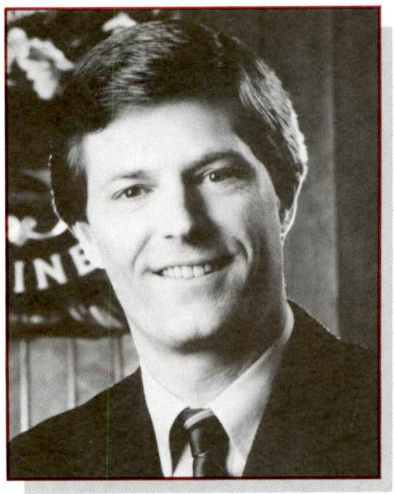
During the year, we dealt with multiple challenges as well. The remaining three schools in Arizona were unable to continue the program due to lack of funding. The enormous budget difficulties in Massachusetts continue to threaten the viability of one of our original and more successful programs. Nevertheless, we are impressed with the determination of the Board of Directors of Jobs for Bay State Graduates "to stay the course" and seek other sources of funding to maintain services for at-risk young people in Massachusetts.

It appears that 1990 will be one of the most challenging and potentially rewarding years in our history. I am, therefore, pleased that Governor McKernan of Maine, our Vice Chairman, has agreed to serve as our Chairman. In my judgment, his personal leadership on the implementation of the program in Maine, as well as his national leadership in developing statewide human resource strategies, makes him extremely well suited for meeting those challenges and opportunities. At Governor McKernan's request, I am pleased to accept the role of Chairman of the Executive Committee of the Board of Directors because of my deep belief in the value of JAG for meeting the needs of so many people, school districts, businesses and parents.

To all of those who have helped to make 1989 such a successful year for Jobs for America's Graduates — our 400 member staff at the national, state and local levels, our financial sponsors, the nearly 500 members of the state and local boards of directors of our affiliates and the more than 1,500 employers across America who have made job opportunities available to our young people — I offer my sincerest personal appreciation.

Together you have made possible opportunities for individual career success for so many of our 21,000 young people in 1989. We hope you can draw some measure of satisfaction from the fact that you have helped to make those successes possible.

Chuck Robb
Chairman



JAG BOARD OF DIRECTORS
Governor John R. McKernan, Jr., Vice Chairman

Governor John R. McKernan, Jr. was elected Vice Chairman of the Board of Directors of Jobs for America's Graduates in January 1989.

Governor McKernan, a longstanding supporter of JAG during his time in the Congress, has continued his personal leadership in the launching of "Jobs for Maine Graduates" in 1988.

As Vice Chairman, Governor McKernan has been extremely active this year in personally contacting more than 20 Governors to encourage their consideration of the JAG program. He has also responded immediately to a wide variety of requests for guidance, assistance and counsel from the JAG staff.

McKernan has had an extensive record of leadership in human resource development at the federal and state levels. Perhaps the best example was his decision to create a state human resource master plan for Maine against which future state actions, investments and policy decisions would be measured. In one of the most comprehensive approaches towards integrating the various state and federal investments and policy support for human resource development, this plan, including the creation of Jobs for Maine Graduates, is now in effect. It governs programs and policies which reach Maine's citizens of all ages and in every walk of life with new incentives for improvement and new opportunities for personal growth and achievement.

Governor McKernan previously served two terms in the United States Congress, two terms in the Maine State Legislature and will complete his first term as Governor of Maine at the end of 1990.

JAG BOARD OF DIRECTORS

CHAIRMAN
The Honorable Charles S. Robb
U.S. Senator
State of Virginia

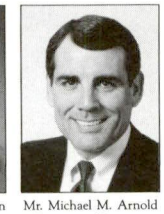
VICE CHAIRMAN
The Honorable John R. McKeman, Jr.
Governor
State of Maine

PRESIDENT
Mr. Kenneth M. Smith
Chairman and CEO
International Management and Development Group, Ltd.

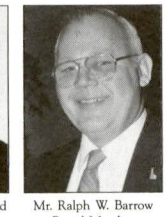
SECRETARY
Dr. William P. Pierce

TREASURER
Dr. James M. Howell
Senior Vice President
Bank of Boston

Dr. Bernard E. Anderson
Managing Partner
Urban Affairs Partnership



Mr. Michael M. Arnold
Director of Investor
Relations — AFL-CIO
Investment Trust



Mr. Ralph W. Barrow
Board Member
Jobs for Delaware
Graduates

The Honorable
Christopher S. Bond
U.S. Senator
State of Missouri

The Honorable
William E. Brock
Former Secretary
U.S. Department of Labor

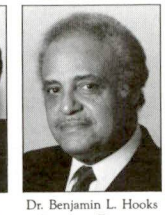
The Honorable
James G. Collins
Attorney At Law

Mr. Frank P. Doyle
Senior Vice President
General Electric Company

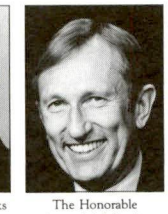
Mrs. Julie Nixon
Eisenhower
Author

Mrs. Ursula F. Fairbairn
Director of Education
IBM Corporation

The Honorable
William H. Gray, III
Majority Whip — U.S.
House of Representative



Dr. Benjamin L. Hooks
Executive Director
NAACP

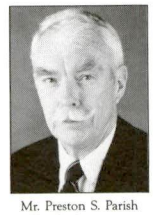


The Honorable
James M. Jeffords
U.S. Senator
State of Vermont

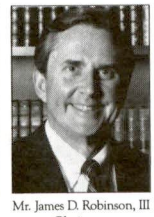
Dr. William B. Keene
Superintendent
Delaware Department of
Public — Instruction

The Honorable
Madeleine M. Kunin
Governor
State of Vermont

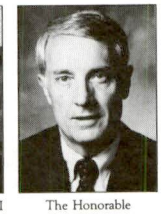
M. Peter McPherson
Executive Vice President
Bank of America



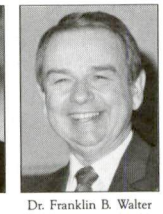
Mr. Preston S. Parish
Parish Associates



Mr. James D. Robinson, III
Chairman
American Express
Company



The Honorable
Joseph Tanner
Commissioner — Georgia
Department of Labor



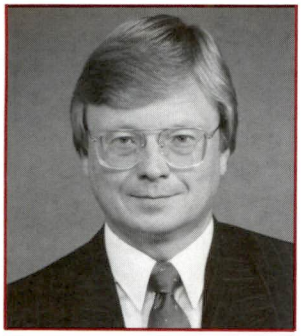
Dr. Franklin B. Walter
Superintendent of Public
Instruction — Ohio
Department of Education

Mrs. Carolyn Warner
Carolyn Warner &
Associates

The Honorable
Pete Wilson
U.S. Senator
State of California

Mr. Raul Yzaguirre
President
National Council
of La Raza

LEGAL COUNSEL
Mr. Stanton D. Anderson
Anderson, Hibey,
Nauheim & Blair



PRESIDENT'S REPORT

As the Chairman's Report described, 1989 not only continued the unbroken record growth of our organization, but also laid the groundwork, through the introduction of bills for the reauthorization of the Job Training Partnership Act, for reaching the ultimate goal of our Board of Directors: the establishment of a statewide school-to-work transition system for at-risk youth in each state across the country.

While JAG continues to grow in most of the existing states as well as into new states, an equal priority has been placed on the improvement of the *quality* of the jobs we are able to secure for our young people. New priority has also been placed on improving the rate of graduation for this very at-risk group.

The 91% graduation/GED rate for the Class of 1988 (by March of 1989) was achieved through the "recovery" of more than 80% of those youth who did not graduate at the normal time of May or June 1988. As a practical matter, the JAG local staff were able to recover most of that group during the months that followed through additional instruction, counseling and excellent working relationships with local schools.

JAG was able to demonstrate solid progress on improving the quality of jobs for our youth. There was a nearly 7% gain in hourly wages and a similar gain in the numbers of hours worked. However, we are by no means satisfied. A continuing priority for 1990 will be to improve *both* the quality of the jobs and the number of consistent hours on the job for our young people.

During this year we were able to offer a National Training Seminar for the national, state and local staff of our organization. For the first time, Job Specialists were able to participate, in part through JAG financial support, in the seminar in Nashville, Tennessee. Almost 50% of our 400 staff members were part of that experience.

The value of our program was amply demonstrated this year as several states increased their financial support of the program, despite difficult budget situations. Additional resources were committed from local Private Industry Councils, Service Delivery Areas and school districts which allowed for an increase of approximately 15% in the number of young people served as compared to 1988.

As the year drew to a close, preparations were made for the following major initiatives in 1990:

- an on-site, formal Accreditation of each of the state and local Affiliates of Jobs for America's Graduates during the first four months of 1990;
- negotiations with six additional states regarding the potential for implementation in those states in 1990 or 1991;
- the revisions and updating of our Curriculum Guides as well as the creation of a consistently applied curricula and program for our Opportunity Awareness Program (dropout prevention);
- the development of a new JAG video presentation to help expand the appreciation and understanding of the program at all levels (this video will contain a personal introduction by President Bush, a former member of our Board of Directors);
- a major fund-raising drive to expand the resources available to JAG in order: a) to meet the challenges and opportunities afforded by the expected reauthorization of JTPA, b) the need for assistance in expansion of the program in our existing states, and c) the interest of so many other states in implementing the program.

1989 was, indeed, a very good year. 1990 promises to be even better. However, it will offer us some of our toughest challenges to meet the opportunities of a revised Job Training Partnership Act as well as to meet the challenges of continually improving the quality of jobs available to our young people and the percentage who graduate from school.

After meeting with most of them personally over the last few months, I can say with confidence that the 400 members of the staff and management of Jobs for America's Graduates are ready to meet those challenges and opportunities with enthusiasm.

Kenneth M. Smith
President

JAG NATIONAL STAFF

Kenneth M. Smith
President

Dr. Jim Koeninger
Executive Vice President

Dr. Andrew Sum
Director of Research

Ted Buck
Director for Program Development

Judith Boylson
Director of Affiliate Services

Olivia Ann H. Hoffmann
Director of Administration

Karen Elias
Coordinator of Field Services

Maine's Governor, John McKernan (center) meets with JAG staff members left to right: Dr. Jimmy G. Koeninger; Karen Elias; Judith Boylson, Dr. Andy Sum.

JAG — THE PROGRAM

The overall objective of the JAG model is to reach an 80% positive outcome rate for our participants; either on the job, in the military or in full-time post-secondary training (as defined under the Job Training Partnership Act).

The comprehensive Jobs for America's Graduates model includes the dropout prevention activities in the 9th, 10th and 11th grades, along with the 12th grade school-to-work transition activities.

THE 12TH GRADE SCHOOL-TO-WORK TRANSITION PROGRAM

The model program which was the primary focus of the organization prior to 1988 (when the dropout prevention elements of the "Comprehensive Model" were introduced) includes the following key components:

- The employment of "Job Specialists" who take personal responsibility for 35-50 young people who are "at-risk" in their senior year of becoming unemployed and/or of not graduating.
- A highly motivational youth organization (based on the success of Junior Achievement, FFA, DECA, etc.). The purpose is to provide the personal motivation which JAG believes is a critical element in developing the self-confidence necessary to succeed in the workplace.
- A program of activity focused on 37 job-related competencies developed in cooperation with the private sector. These competencies are achieved through a variety of activity-based curricula drawn from both public and commercial materials. Based on evaluations by JAG staff at the national and local levels, these curricula materials have been revised and improved upon regularly. A December 1988 letter from the Dept. of Labor confirms that these 37 JAG competencies fulfill the requirements of JTPA "more than adequately."
- Provision of needed remediation and basic skills education drawn from available resources in the schools or the community.
- Provision of any necessary social services required to help youth overcome barriers to staying in school and getting a good job.
- Intensive job development activities in a specific geographic territory for which the Job Specialist has *personal* responsibility for contacting and persuading employers to accept JAG youth — at least on a trial basis — upon graduation or before.
- Nine full months of follow-up after graduation are also provided to ensure that the job has career potential, and to solve problems which may occur on the job. One objective is to help gain a raise or promotion for each of our young people.

LOCAL PROGRAM START UP

The procedure for the start-up of a local JAG program in a school includes:

1. A review of the school records focused on poor achievement, absenteeism, discipline problems or other problems in school, as well as economic disadvantagement.
2. Personal interviews with all youth in these categories during the September through early November period by the Job Specialist.
3. A final decision is made by a committee in the school — most often headed by the principal and including teachers and guidance counselors — as to which youth should be in the program. (This strategy helps to prevent "creaming." It also ensures that youth who are known by the school personnel as ones who need the program are not missed.)

Beginning at the end of November or in early December, the program goes into effect through participation by the youth in the statewide "Career Association." (Each Association is named for the state in which it operates.) Under the auspices of the Career Association, the students work with the Job Specialists in a structured learning environment to achieve the competencies required by JAG. Students are tested both before and after to determine the real achievement levels for each competency.

On average, the young people work in groups or individually with their Job Specialist a minimum of two hours per week. However, many sites offer as many as five hours per week. In addition, the Job Specialists often work with youth after school and, through the Career Association, selectively on weekends and evenings.

During the February to May period, the intensive job development strategy is implemented by the Job Specialist, most often after school hours. These efforts acquaint the business community with the program and the Job Specialist usually *before* placement is needed.

As the school year comes to a close, the Job Specialists work with the youth and the employers to create job opportunities for immediate placement in full-time jobs, to the maximum extent practical.

Over the summer, the Job Specialists work with our young people and the employers to ensure that the Job is performed well and that advancement is sought. (The Job Specialist is required to demonstrate that 60% of the youth with whom they work receive a raise or promotion during the nine month period after they leave school.)

Also during this period, the nearly 25% of our young people who do not graduate in June (usually for lack of credits or poor achievement) have the opportunity to participate in various educational programs which allow them to graduate by the fall, or to secure a GED. Approximately half of these youth receive either a diploma or a GED by the winter following their departure from school.

OPPORTUNITY AWARENESS PROGRAM (DROPOUT PREVENTION COMPONENT) ADDED

In 1988 the Board of Directors expanded the mission of JAG to offer a truly comprehensive program beginning as early as 9th grade by combining a dropout prevention approach with the 12th grade school-to-work transition model program. That decision was based on the expressed need of the nearly 300 schools where the program is now operating for assistance in helping at-risk youth in our state affiliates:

1. to keep them in school;
2. to help them to graduate and;
3. to assist in their placement in a *quality* job in the private sector.

JAG
Jobs for America's Graduates, Inc.

PARTICIPANT PROFILE

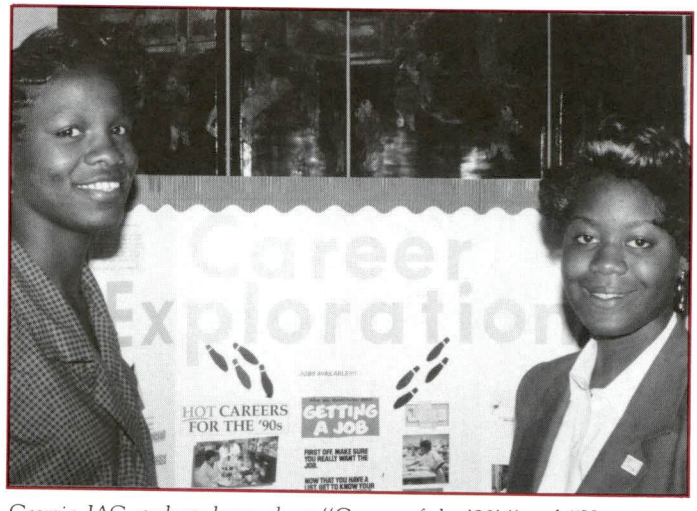
The typical JAG participant has a junior-year grade point average in the C range. Approximately one out of every four have been expelled, suspended or placed on academic/social probation prior to their enrollment in the program.

A majority (58%) of the high school seniors served by the JAG program in 1989 were female. Nearly 60% of the participants were members of racial/ethnic minority groups, with black youth accounting for the largest segment. While family income was not used as a selection criterion in some sites, nearly 50% of the participants were documented to be members of poor families.

While dramatic variations occur among our programs as a result of various concentrations of ethnic groups, the typical JAG participant:

- is a high school senior;
- comes from a low-income family;
- is a member of a racial or ethnic minority;
- is enrolled in a general academic program;
- has a below-average grade level or worse;
- has little or no work experience;
- plans to seek employment immediately upon graduation.

Based on an extensive array of past findings and the most recently conducted research, these characteristics typify those youth who are at-risk and expected to encounter severe problems in moving from high school to the labor market upon graduation.



Georgia JAG students learn about "Careers of the '90's" and "How to get and keep a job" at their state conference by making career posters.

Juan Gruz, a JAG student from Toledo Ohio, accepts the "1989 JTPA Outstanding Achievement Award." It was presented to Juan by President Bush and Secretary of Labor, Elizabeth Dole at a Rose Garden Ceremony at the White House in August.

Demographic, Socioeconomic and Schooling Background Characteristics of Participants in Jobs for America's Graduates Programs, Class of 1989

Characteristic	Percent of Participants with Characteristic
Sex	
• Male	41.8
• Female	58.2
Race/Ethnic Group	
• White, non-Hispanic	42.4
• American Indian, Asian, Black or Hispanic	57.5
Family Income	
• Poor or Near Poor (that can be proved)	43.6
High School Curriculum	
• College Prep	19.0
• General Academic	49.5
• Vocational or Special Education	28.0
Junior Year Grade Point Average	
• B– or above	32.9
• C– or C+	57.8
• D+ or below	9.3
Ever Expelled, Suspended or Placed on Probation	
• Yes	33.1
• No	66.9
Fall Job/Schooling/Military Service Plans	
• Work and school	53.7
• Work only	29.4
• Attend college only	1.3
• Military Service/Work	10.2
• Unsure	5.4
Working During Senior Year	
• Yes	45.5
• No	44.5

THE "PROVING" OF THE JAG MODEL

JAG was established by its Board of Directors to demonstrate, evaluate and then replicate a comprehensive school-to-work transition concept in diverse labor markets. For ten years JAG conducted extensive research and program operations to determine whether or not participation in this type of program significantly enhances the ability of "at-risk" high school graduates to make a successful transition from school-to-work, and to ascertain if the JAG Model was suitable for national replication. The results are positive and conclusive.

AFTER TEN YEARS...

- JAG has operated at an annual 83% "success" rate;
- JAG is in operation in 16 states and 300 high schools;
- JAG served 21,000 young people in 1989 (11,500 students in the in-school JAG program and 9,500 graduates in the nine-month follow-up phase);
- JAG has nearly 400 local staff and 500 local non-profit Board members;
- JAG has provided school-to-work transition services to nearly 80,000 young people;
- Over 60% of JAG participants have been minorities;
- All youth selected by participating school officials are those most "at-risk" for unemployment;
- The rate of youth unemployment was reduced as much as 40% for selected subgroups;
- Earnings were increased by 20% ($1,000 on average) in the first year following graduation;
- The program is most successful for youth with the greatest challenges: minorities, youth with the lowest academic achievement levels and youth from low income families who had not previously worked.

PARTICIPANTS ARE SELECTED BY THE SCHOOLS

They are usually those students:

- Who do not anticipate enrolling full-time in post-secondary education training;
- Whose academic performance in high school has been average or below-average;
- Whose employment experience is limited or non-existent;
- Who are enrolled in general academic programs; and
- Who are members of low income families.

JAG BOOSTS GRADUATION / GED RATES — 91%

At the end of the nine month follow-up period for the class of 1988 (March 30, 1989) — 91% of JAG's students had secured a diploma or General Equivalency Degree.

JAG REDUCES YOUTH UNEMPLOYMENT BY UP TO 40%

Employment problems for high school graduates have persisted throughout the nation since the early 1950s. In the 1980's, unemployment rates for youth remained tragically high despite a strong economy.

Research in the middle of the 1980's shows that the JAG school-to-work program can reduce the youth unemployment rate for "at-risk" seniors by 10%-40%, and dramatically improve the chances for the minority youth in JAG to get and keep a job and increase their earnings. JAG participants also increase earnings by over 20% — up to $1,000 per year in the first year following graduation in comparison with their counterparts in other schools who did not participate in the program.

Judges were absorbed in the presentation made by Richard Perez of the Jobs for Edmonds Graduates program. Another set of judges were busy evaluating the results of the employment application competition.

JAG
Jobs for America's Graduates, Inc.

WOMEN, MINORITIES AND LOW-INCOME PARTICIPANTS BENEFIT MOST

While active involvement in JAG programs increases employment prospects for all major subgroups of participants, the relative size of the employment impact does vary by subgroup. Females, black and other racial minorities, youths with lower academic performance and youths from low-income families tend to benefit the most from participation in JAG programs.

The employability skills instruction, the labor-market "brokering" function of the "Job Specialists" and the provision of follow-up support services are most effective in improving the employability of those participants most likely to experience labor market problems.

JAG HAS LONG TERM EARNINGS EFFECTS

Research results for the early demonstration phase of the program revealed that earnings advantages of participants tend to persist up to three years after high school graduation.

Results show:

- Participants who were employed at the time of the follow-up interview worked more hours per week and earned an hourly wage nearly $.70 higher than the comparison group;
- Weekly wages of employed participants were $25 higher than those of the comparison group.

By strengthening the labor force attachment of participants, reducing unemployment and increasing access to full-time jobs, JAG programs are able to generate strikingly higher earned incomes for participants as contrasted with those in comparison schools.

Findings show that:

- Annual earned income gains for participants range from $900-$1300 in the first year following graduation.
- Participants earn $1500-$1800 more than the comparison group during the first 18 months after graduation.

Staff members from all programs attended the National Training Seminar in Nashville in August.

JAG WORKS...AT LOW COST

Research findings over the ten year period clearly illustrate that the JAG model is one of the more effective ever in obtaining positive outcomes at a low cost. The cost of one student *placement* (including nine months of follow-up) averages less than $1,400. JAG participants earn almost that amount *more* than students in the comparison group during the first 18 months of employment. These young people are thus returning back to the government (via taxes paid and foregone public benefits) much of the cost of the program.

JAG 1989 RESEARCH RESULTS

- **83% successful "Positive Termination."**
- **91% graduation/GED rate by March 30, 1989.**
- The *median wage was $4.25 per hour,* and the *mean wage was $4.65 per hour.* That is up approximately 6.7% over the previous year.
- The *median hours worked was 34.5,* which was better than expected.
- The *New England states were far and away the winners* both in terms of wages and the number of hours worked, reflecting, no doubt, the tight labor market there.
- *Contact Hours.* All of our research over the past decade has indicated that we must work with our young people a minimum of 40 hours during the school year in order to have any real effect. Our national average is over 60, which is up compared to last year. We are quite pleased with this gain since it occurred at a time when schools were being squeezed hard to have students meet more requirements.
- *JAG has 30 occupational competencies* which we seek to have our seniors achieve prior to going to work. JAG uses a pre- and post-testing system to determine whether progress is made by the training offered by our Job Specialists.
- The results from our 25% sample of JAG students are impressive. *Our average increase from pre-to post-testing was recorded at 17.4 points or an average of more than a 25% gain (from 69.1 to 86.4)!*

Dr. Andrew Sum, our Director of National Research, indicates that, based on a review of similar youth in similar programs, the JAG 1989 results are indeed "impressive." These results are consistent with last year's class, too. Nearly eight out of every nine JAG students gained ground in their test scores.

1989 RESULTS

21,000 at-risk young people served, the most ever... Florida, California, and the Virgin Islands, opened... Expansion in Ohio, Delaware, Maine, Virginia, Pennsylvania, New Hampshire and Georgia... Significant improvements in the quality of jobs obtained by our young people... An impressive 91% graduation rate for the Class of 1988 from among the most "at-risk" young people who are part of the JAG program... An overall 83% success rate using national government criteria for "Positive Termination."

JAG is proud of these accomplishments. 1989 was a year of continued growth and expansion of the program in *both* the quality and quantity of activities.

JAG mounted a major effort to launch the program in California, which now enrolls nearly 700 young people in 11 high schools between the Los Angeles and Merced County areas. The far-flung activities of JAG in 1989 included a similar effort in the Virgin Islands and in Florida, as well as a major commitment of resources to support the expansion of the program in the several states described above.

A major focus of the year was on improving the "quality of jobs" for our young people. A seven percent increase in wages was recorded over the Class of 1987; a substantial increase in the number of "contact hours" was made, so that JAG exceeded its goal of an average of 60 hours of contact time, on average, for our youth.

One of the most important initiatives in the year was in working with Members of Congress and the Administration in the development of a major new "state incentive grant" program proposed as part of the reauthorization of the Job Training Partnership Act. Based, in part, on the success of Jobs for America's Graduates, that state incentive grant (assuming it is passed by the Congress in 1990) can provide a major new source of financing for the creation and/or expansion of JAG programs in many states. This Congressional and Administration recognition of the success of JAG and the potential it offers for substantially improving the outcomes of public education for at-risk youth was an especially exciting development.

Also, during the year JAG conducted group and individual training for over 300 local staff. Extensive technical and consulting assistance was rendered in the presentations required to secure expanded funding in a number of states and localities in addition to pursuing interest in new states. (As the year ended, six additional states were seriously considering the implementation of the program for the 1990-91 school year.)

Finally, in 1989 substantial effort was initiated to expand the knowledge and awareness of Jobs for America's Graduates through wider distribution of the JAG national newsletter, the Annual Report, the creation of a new audio-visual presentation that will be introduced by President Bush, a former JAG Board member, and the development of a set of initiatives to raise the national visibility of the program to attract additional support.

James Collins — Chairman of JBSG (and Member of JAG Board of Directors) addresses students, staff and invited guests at the awards ceremony of the J.B.S.G. Career Development Conference as members of the State Leadership Team look on.

The first Officer Leadership Conference of the Jobs for Pennsylvania Graduates. Local officers of 8 chapters statewide participated.

JAG COMPETENCIES

The JAG core competencies are the result of considerable experience by Career/Job Specialists, employers' views on desired worker traits and skills and job research reviews. The thirty-seven (37) competencies are grouped into six (6) clusters.

*CAREER DEVELOPMENT COMPETENCIES

1. Identify occupational interests, aptitudes and abilities
2. Relate interests, aptitudes and abilities to appropriate occupations
3. Identify desired life style and relate to selected occupations
4. Develop a career path for a selected occupation
5. Select an immediate job goal
6. Describe the conditions and specifications of the job goal

JOB ATTAINMENT COMPETENCIES

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

JOB SURVIVAL COMPETENCIES

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

BASIC COMPETENCIES

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

LEADERSHIP AND SELF DEVELOPMENT COMPETENCIES

26. Demonstrate team membership
27. Demonstrate team leadership
28. Deliver presentations to a group
29. Compete successfully with peers
30. Demonstrate commitment to an organization

**PERSONAL SKILLS COMPETENCIES

31. Understand types of maturity
32. Identify a self-value system and how it affects life
33. Base decisions on values and goals
34. Identify process of decision making
35. Demonstrate ability to assume responsibility for actions and decisions
36. Demonstrate a positive attitude
37. Develop healthy self-concept for home, school and work

*Competencies 1-30 are for JAG's school-to-work transition program.
**Competencies 1-37 are for JAG's dropout prevention program.

U.S. Department of Labor

Employment and Training Administration
200 Constitution Avenue, N.W.
Washington, D.C. 20210

DEPARTMENT OF LABOR APPROVES JAG COMPETENCIES

"...Our review of your thirty-seven core competencies indicates that your program more than adequately covers the eleven core competencies and, therefore, meets the minimal requirements outlined in the *Federal Register*. Your training appears to be quite comprehensive reaffirming our belief that many programs would take the lead in providing training beyond our minimal requirements. We wish you success in working with Private Industry Council's across the nation, and applaud your efforts in preparing youth for today's more demanding labor market...."

ROBERTS T. JONES
Assistant Secretary of Labor

JAG HISTORICAL HIGHLIGHTS

Jobs for America's Graduates established its model program in the State of Delaware in 1979 under the leadership of Governor Pete du Pont and the senior levels of government and the private sector.

Once the model had been designed, a separate nonprofit corporation was organized (chaired by the Governor) with the senior public and private leaders of the state on the Board to manage the test of the program.

The program was sufficiently successful in the eight high schools where it was implemented for the class of 1980 that the decision was made to extend the program to nearly all of the high schools in the state by the end of 1981.

Based on the success of this statewide effort, Jobs for America's Graduates, Inc., was created for the purpose of testing Delaware's successful model on a national scale. The decision to organize JAG was made on the basis of the conviction of those in Delaware — and the national leaders from across the country — that a more *comprehensive* state-level approach was needed to help at-risk youth stay in school and get a job. This conviction was based on the employment problems arising from the recession and the long-term problem of youth unemployment.

This conclusion was supported by the staffs of the Rockefeller and Ford Foundations which, in concert with the United States Department of Labor, provided necessary funding to underwrite the establishment of Jobs for America's Graduates and the implementation of the JAG model in four other states: Massachusetts, Arizona, Missouri and Tennessee. (No government funds came to JAG nationally).

The Board of Directors of Jobs for America's Graduates was comprised of the same key constituencies from which the Delaware Board had been organized — but at a national level. It included five governors, previous Vice Presidents of the United States, (including now President George Bush) several chief state school officers, members of Congress, chief executive officers of major corporations, the presidents of three of the major civil rights and minority organizations and senior representatives of the labor movement.

The first meeting of the Board of Jobs for America's Graduates was convened in January 1980 and a decision was made to conduct a five-year "research and demonstration" program.

The most important question addressed during this R & D stage was, "Is this an approach which could provide a *national* strategy for substantially reducing youth unemployment and the dropout rate while increasing the graduation rate among the nation's most "at-risk" young people?"

The research and demonstration program proceeded with the support of funds from the U.S. Department of Labor, the support of government agencies at the state and local levels and major support from the private sector. Over time, financial support at the state level expanded with the decision by state legislatures to carry out this research and development effort.

By the conclusion of the five-year R & D effort in the first quarter of 1986, eight states had participated and more than 40,000 young people had been served. Nearly 70% of these young people were minorities and 60% could be proven to be "poor."

Based on that outcome, the Board elected to undertake a long-term strategy to work with all 50 states in the creation of statewide school-to-work transition systems utilizing the proven and successful JAG model.

Today the program has doubled in size to 16 states and territories serving 21,000 young people in 170 communities.

LARGEST NATIONAL TRAINING SEMINAR EVER

JAG made arrangements to provide partial financial support for Job Specialists as well as supervisors and managers to attend the annual National Training Seminar. The Seminar, which was conducted in Nashville, Tennessee, was hosted with strong support from the Tennessee State Departments of Labor and Education and the Jobs for Tennessee Graduates program.

174 staff members from 14 states participated in the 4 day event. Governor McKernan, the JAG Vice Chairman from Maine, Catherine Bertini, Director of the Office of Family Assistance and Deputy Assistant Secretary of Labor, Carolyn Golding, took part.

1989 JAG AFFILIATE ACTIVITIES

JAG AFFILIATES

Typically, the JAG Affiliate is a state nonprofit corporation with the title Jobs for (state name) Graduates. However, there are other examples such as in *Vermont* and *Pennsylvania* where the State Board of Education serves in that role with an advisory body made up of the kinds of leaders that JAG recommends be drawn from the private and public sectors.

Delaware, *New Hampshire*, *Georgia*, *Virginia* and *Massachusetts* all utilize a single state Board which employs all of the staff and deploys them into the various communities where the program operates. In *Ohio*, a State "Governing Board" sets policy while local nonprofit Boards (such as "Jobs for Ohio's Graduates-Canton") actually serve as the employing agency and meet the requirements of both Jobs for Ohio's Graduates and Jobs for America's Graduates. In other communities, such as Kalamazoo, *Michigan* and St. Louis, *Missouri*, the program is operated by an existing nonprofit (the Upjohn Institute and the Urban League of Greater St. Louis, respectively) which affiliate with JAG and carry out the program to our performance requirements. This is a means of conducting a test of our program in states which appear to be receptive but require a pilot or test period before a final decision is made to create a statewide Board.

Over 500 individuals serve on the Boards of Directors of the nonprofit organizations affiliated with JAG. These include governors, state superintendents of education, state commissioners of labor, state-level officials of the AFL-CIO, the presidents of the state chambers of commerce, chief executive officers of major corporations and business organizations, community leaders from the civil rights field, the United Way and other important community groups.

The relationship between JAG and the Affiliates has been further cemented by the implementation of the "Affiliation Fee." Effective July 1, 1988, *all* sites began paying JAG an annual fee approximately 50% of the total costs required to service that state.

ACCREDITATION OF AFFILIATES

JAG annually conducts an extensive and intensive Accreditation process of each Affiliate. This Accreditation process includes mail surveys and personal interviews with all the key constituencies in the program and evaluations of adherence to the JAG performance standards. The Accreditation process is in compliance both with the application of JAG techniques and adherence to JAG performance requirements. An "Action Plan" is then prepared by the local program to respond to any areas of weakness. As necessary, additional technical assistance and support is rendered by JAG.

FUNDING OF JAG

NATIONAL LEVEL FUNDING

During a time when contributions to worthy causes by U.S. corporations continue to level off, JAG is pleased to express appreciation to its continuing contributors as well as to welcome several new JAG supporters for 1989. Such support is fundamental to JAG's success since the national non-profit corporation has never received government funding.

Jobs for America's Graduates, Inc. (the national office) operated on a 1989 budget of less than $600,000. Expansion of the JAG Network as well as the scope of the program was accomplished while maintaining a similar level of spending as the previous year. The range of JAG activities include expanded state and local training, development in the five new states, curriculum refinement, on-going technical assistance, formal on-site evaluation/accreditation, publications, resource development, etc. All of this was made possible through the generous financial support of corporate and foundation donors.

STATE AFFILIATE FUNDING

Over $14 million dollars was committed to the local JAG Network programs nationwide. This includes public funds from state legislative appropriations and JTPA funds at the local and state levels. This does not include several million dollars more in various in-kind contributions from schools, state agencies, local businesses, and community organizations.

Jobs for Edmonds (Washington) Graduates students take their tasks seriously. Shown are students participating in the employment application competition during JEG's May 17, 1989 Career Development Conference.

JOBS FOR VIRGINIA GRADUATES

- **Year affiliated with JAG: 1982**
- **Number of students served 1989: 1126 (406 Class of '88-'89); (720 Class of '89-'90)**
- **18 schools were served in 18 communities**
- **1989 funding at $790,000 Sources: State Legislature & Private Sector.**

JVG had its largest expansion ever for the 1989-90 school year. Beginning July 1, 1989, JVG increased to 18 sites across the Commonwealth. The sites are divided into four regions and encompass over five hundred miles from the Atlantic Ocean to the Blue Ridge Mountains (truly a state wide program!)

The Virginia Career Association held its Seventh Annual Career Development Conference during May. Chapter Competitive Event winners participated in a variety of activities with each student returning home as a "winner."

The Jobs for Virginia Graduates Board of Directors, comprised of state and business leaders (including the new Governor of Virginia, Douglas Wilder) approved major expansion of the program and established a policy that will encourage school district funding of its program by 1992. This plan will allow JVG to use it's financial resources to initiate the program in new sites, allowing the program to expand at a more rapid rate in the future.

JOBS FOR MISSOURI GRADUATES

- **Year affiliated with JAG: 1981**
- **Number of students served 1989: 421 (212 Class of '88-'89); (209 Class of '89-'90)**
- **8 schools were served in St. Louis (City and County)**
- **1989 funding at $221,500 Sources: JTPA & Private Contributions (Citicorp, General Dynamics, Ford Motor Co., Aetna Foundation, Brown Group, Inc.)**

JMG is operated by the Urban League of Metropolitan St. Louis and provides services to eight schools in the metropolitan St. Louis area. The program plays a key role in the Urban League's mission to improve the social and economic conditions and opportunities for Blacks and other disadvantaged groups. James H. Buford, President of the Urban League said, "The value of this school-to-work transition program cannot be over stated. The program is essential to providing long-term solutions to the economic woes of our constituency."

On March 23, 1990, JMG held it's Ninth Annual Career Conference. Eighty students participated in five competitive events, a poster contest, and workshops. Individuals from the following companies volunteered their time to serve as judges for events: McDonnell Douglas; Southwestern Bell Telephone; American Red Cross; General Motors; Mercantile Bank; Schnucks Markets; Jobs Partnership of St. Louis; Trans World Airlines; the Black Nurses Association, the Metropolitan St. Louis Police Department, KMOV-TV, and Venture Stores.

Jobs for Michigan's Graduates Career Conference in May. Students Yolanda Abbott and John Williams present awards to Clifford Brown, Personnel Director of Buick, Oldsmobile, Cadillac Group; General Motors Corporation, Kalamazoo Manufacturing Plant (Sponsors of the Conference).

JOBS FOR BAY STATE GRADUATES (Massachusetts)

- **Year affiliated with JAG: 1981**
- **Number of students served 1989: 2131 (1126 Class of '88-'89); (1005 Class of '89-'90)**
- **25 schools were served in 17 communities**
- **1989 funding at $1,400,000 Sources: State Legislature, Local Community Support, Private Sector**

JBSG continued to deliver a quality youth employment program throughout the Commonwealth for its ninth year of operation. The JBSG record of success continues with support from local and state business, education and government leaders.

Two highly successful Career Development Conferences, one for the eastern and one for the western areas of the state, were held for participants of Jobs for Bay State Graduates. Many area business administrators, local elected officials and school administrators attended the awards banquet to applaud the students as they were presented trophies and ribbons recognizing their accomplishments. The students competed in events related to the curriculum used in their daily employability skills sessions. As part of the awards ceremony at this year's conferences, area companies or individuals who have shown outstanding support for the Jobs for Bay State Graduates program throughout the year were honored by having the company or individual name attached to specific competitive event awards, i.e., The Bank of Boston Finalists Medals. The positive results of the day-long special event were realized as the Job Specialists and management analyzed evaluation forms completed by each of the students. Most of the participants expressed in varying words that the conference was the highlight of their high school years.

A civic project introduced to the national network by Mary C. Connelly, President of Jobs for Bay State Graduates, was recognized by the Massachusetts State Legislature on January 18, 1989. Speaker of the House George Keverian met with Jobs for Bay State Graduates participants from across the state who, along with students from JAG affiliates from across the country, collected socks to be sent to the Armenian earthquake survivors as a means to express hope. Speaker Keverian acknowledged the success of the effort.

JOBS FOR MICHIGAN'S GRADUATES

- **Year affiliated with JAG: 1982**
- **Number of students served 1989: 226**
  (113 Class of '88-'89); (113 Class of '89-'90)
- **3 schools were served in 2 communities**
- **1989 funding at $222,000 Source: JTPA; Foundations**

JMG, again operating on a very tight budget, was able to serve over two hundred at-risk youth in Kalamazoo and Three Rivers. The program continues to be supported by the business community and the local JTPA, city government and local school systems. The special support from Youth Opportunities Unlimited keeps the JMG youth employment program a vital part of the community.

A Career Association Conference was held this year. This was an all day event involving 93 JMG students in touring the Buick, Oldsmobile, & Cadillac plants in Kalamazoo, sponsors of the Conference. Several presentations were made by guest speakers on motivation and career options. Each student was presented with a Certificate at the end of the day and the GM Plant Manager was presented a JMG award for his support of the program. This was a very special day for all the students with many excellent speakers.

JOBS FOR WASHINGTON GRADUATES (Edmonds School District)

- **Year affiliated with JAG: 1986**
- **Number of students served 1989: 165**
  (83 Class of '88-'89); (82 Class of '89-'90)
- **5 schools served in 5 communities**
- **1989 funding at $177,587 Source: JTPA**

As JEG completed its third year, it was pleased to be the recipient of two awards at the JAG National Training Seminar — the President's Award for the New Site Overall Research Performance and the Chairman's Award for Most Improved Job Placement Performance for August 30, 1988 to September 30, 1989.

The Second Annual Career Development Conference was held on May 17th. JEG students participated in a variety of learning activities including competitive events, workshops, and an auction. Competitive events included Employment Interviewing, Decision Making, Public Speaking, and Life Skills Math. The auction was unique in that the "money" students used to bid on items (that were donated by employers and local stores) was received by the students in the form of "paychecks" throughout the year as compensation for their school performance and attendance.

In October, The Third Annual Initiation and Installation Ceremony was held to initiate all new members and install the newly elected officers of the JEG Career Association.

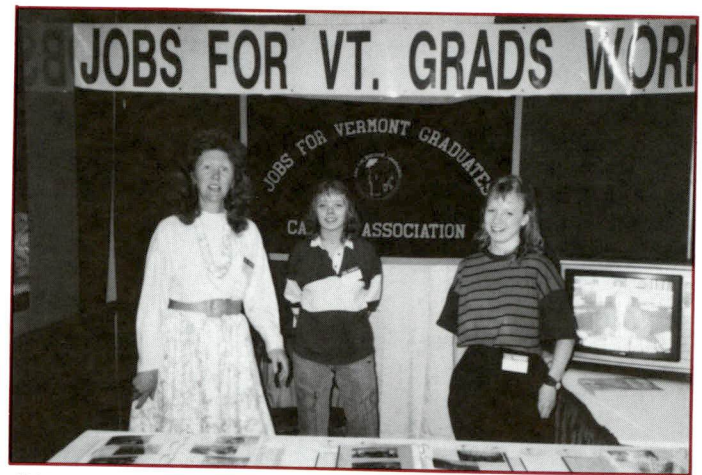
JOBS FOR VERMONT GRADUATES

- **Year fffiliated with JAG: 1986**
- **Number of students served 1989: 358**
  (158 Class '88-'89); (170 Class '89-'90)
- **10 schools were served in 10 communities**
- **1989 funding $195,795 Sources: JTPA; Vocational Ed; Local School Districts; State Dept. of Ed.; & Corporate Contributions**

JVG has taken several important steps forward during 1989. JVG's partnership with the Vermont business community grew, resulting in several significant financial contributions to the state program and local sites. General Electric Company, which has supported JVG for several years, was joined by; New England Telephone Company, the Gannett Foundation/Burlington Free Press, Digital Equipment, Cabot Cooperative Creamery, Central Vermont Public Service, and the Merchants Bank Foundation.

JVG '89 graduates are doing very well in the labor market with 83% employed on September 30. Another 10% are also either in training programs or attending college. JVG was awarded the Chairman's Award for "highest full-time job placement rate for the class of '88 graduates" at the JAG National Training Seminar.

Five events highlighted an active statewide Career Association agenda. In October, a statewide student Orientation Day was held to motivate students to participate and to begin building relationships among the local chapters. In November a Leadership Training Conference was conducted for all elected student officers. A meeting with Governor Madeleine M. Kunin, and U.S. Senator James Jeffords was held in Montpelier for JVG student representatives from each of the ten schools. They also had the opportunity to view the Vermont Legislature in action. On May 5th, the JVG State Career Development Conference was held providing an opportunity for many students to participate in five competitive events, workshops and motivational general sessions. In late May, JVG students and staff represented the program at the Vermont Business and Industry Exposition in Burlington.



JVG students and staff present the program to the business community at the VT Business & Industry Exposition in Burlington.

JOBS FOR PENNSYLVANIA GRADUATES

- **Year affiliated with JAG: 1988**
- **Number of students served 1989: 357**
  (143 Class of '88-'89); (214 Class of '89-'90)
- **10 schools were served in 5 communities**
- **1989 funding at $442,044 Sources: JTPA - State Educational (8%) Grant**

JPG completed its second year of operation and has experienced very positive results. In 1989, 94% of JPG students graduated and the Positive Outcome Rate was 84%. Representative leaders from business, education, and government were invited to serve on the JPG Advisory Board. A state-wide student competition was held for the design of the JPG logo. The winning design (shown above) is a combination of the top three entries.

The first JPG Officer Leadership Conference was held in December. Student Officers of JPG's nine Career Association Chapters attended and participated in various leadership development activities. JPG State Officers were also elected.

JPG expanded by the addition of two high schools to the program serving fifty more students in 1989-90.

JOBS FOR CALIFORNIA GRADUATES

- **Year affiliated with JAG: 1989**
- **Number of students served 1989: 726**
  (Merced 276); (Centinela 450)
- **JCG serves 15 schools in 10 communities**
  - **Merced County serves 8 comprehensive high schools & 5 alternative schools.**
  - **Centinela County serves 2 high schools in 2 communities**
- **1989 funding at $574,000**
  - **$310,000 Merced Source: 78% local, state 8% JTPA & private sector**
  - **$264,000 Centinela Source: JTPA**

JCG presently is currently comprised of two program entities serving Merced County and Centinela (near Los Angeles) respectively. JCG has the support of the State Superintendent of Education, Bill Honig, and the State Board of Education.

U.S. Senator Pete Wilson represents California on the JAG Board of Directors. He has had a long-standing interest in JAG and its potential value to California.

JCG-Merced County program includes all eight of the comprehensive high schools in the County with 276 students including students from alternative high schools. A kick-off reception was attended by over 100 people in August to celebrate the official incorporation of the Board of Directors.

JCG-Centinela, under the leadership of Dr. McKinley Nash, was launched in both of the large comprehensive high schools near the Los Angeles Airport as part of a comprehensive school-to-work strategy of the Superintendent and the local school board. A Board of Directors composed of individuals from the private sector will be established in early 1990.

JOBS FOR NEW HAMPSHIRE GRADUATES

- **Year affiliated with JAG: 1987**
- **Number of students served 1989: 1309**
  (487 Class of '88-'89); (612 Class of '89-'90); (210 OAP Class of '89-'90)
- **17 schools were served in 17 communities**
- **1989 funding at $557,515 Sources: JTPA**

The "First Anniversary Celebration" of JNHG was hosted by former Governor John Sununu at the State House in December 1988. Also, the Second Annual JNHG Career Conference held in the Spring, gave the opportunity to 250 New Hampshire high school students to gather together and display their talents and understanding of techniques and skills acquired during the school year. One of the main events of the JNHG Career Association involved students in career related competitive events, mock interview sessions and public speaking. Several workshops and a dinner dance were also held.

JAG'S Opportunity Awareness Program was piloted in four schools during the 1988-89 school year and was expanded to seven schools in 1989-90. This expansion is helping to reach 100 additional potential high school drop-outs before their senior year.

As a result of the annual Accredidation process conducted by national staff of Jobs for America's Graduates, JNHG was selected as a "Model Affiliate using JTPA Funds" in 1989.

Student winners from the JNHG Spring Career Conference.

New Hampshire OAP students receive awards at the spring JNHG Career Conference.

JOBS FOR TENNESSEE GRADUATES

- **Year affiliated with JAG: 1981**
- **Number of students served 1989: 5,815 (2,526 Class '88-'89); (2,287 Class '89-'90)**
- **85 schools served in over 40 communities**
- **1989 funding at $4,500,000 Source: JTPA & State Education (Legislative appropriation)**

JTG began in 1981 with three schools in Memphis and has grown into one of JAG's largest affiliates. JTG is divided into regions that all report to a statewide Board of Directors under the leadership of Commissioner of Education, Charles Smith. The Board is comprised of leaders from business, government, and education.

Two key events were held at the state level in 1989 — an Officers Training Conference in the fall and the Career Development Conference in the spring which was attended by over 650 JTG students. JTG also hosted the Tenth Anniversary JAG National Training Seminar in Nashville in August.

JTG-Nashville received a pledge of $75,000 to initiate the Opportunities Awareness Program from the Rogers Group, a local contractor and buildings supplier. Rogers Group employees are also serving as role models to OAP participants.

JTG programs combined many inspiring learning experiences such as field trips, guest speakers, and civic activities to enhance the curriculum. JTG-Middle Tennessee hosted a major fundraiser called "Star Search" which involved six high schools and raised over $2,000. It was an exciting and successful year for JTG!

Bill Donnell and Bill Johnston of JTG - Nashville accept the Chairman's Award at the National Training Seminar in August.

JOBS FOR OHIO GRADUATES

- **Year affiliated with JAG: 1985**
- **Number of students served 1989: 5,483 (2,483 Class '88-'89); (3,047 Class '89-'90)**
- **60 schools were served in 32 communities (statewide)**
- **1989 funding at $3,110,396 Source: State Education Budget (42%) and JPTA (40%) Schools (7%) Corporate & Foundations (9%)**

JOG greatly expanded upon its success adding five new programs in Lorain, Sandusky, Delaware, Ashtabula, and Chillicothe. New sites added are in Xenia, Cleveland Heights/University Heights, Trotwood-Madison, Worthington, Holland, Conneaut, Geneva, and Tiffin. The program serves 60 high schools in 29 school districts.

The two major statewide events for the Ohio Career Association were the 2nd Annual Leadership Congress and the 3rd Annual Career Development Conference. Over 200 JOG students participated in the Leadership Congress held November 10, 1988 at the Fawcett Center for Tomorrow. A release of 3,500 red and gold balloons was held in conjunction with the congress — representing the 3,543 students who have benefited from JOG since its inception in 1986-87.

Almost 400 JOG students and local staff participated in the Career Development Conference held May 3, 1989 at the Fawcett Center for Tomorrow. Competition included Public Speaking, Decision Making, Employment Interviews, Posters, Telephone Techniques, and Employment Testing. The top two place winners in regional competition competed at the state conference. The theme of the conference was "Take the Time To Use Your Mind." Mr. Robert Sposito, the first Chairman of the Jobs for Ohio's Graduates State Board, was presented with a Life Membership by the state officers of the Ohio Career Association.

On June 27-29, 1989 almost 100 Job Specialists and program managers came together in Dayton for a Job Specialists retreat. The retreat, sponsored by JOG and hosted by Jobs for Cincinnati Graduates, was focused on the theme "Invest In Me." Keynote speakers included Glenn Sample, Cincinnati Red's Official Scorer, and Michael Adler, CEO of MotoFoto and a member of the JOG Board. The retreat provided an informal setting for Job Specialists from across the state to share ideas and successes.

The State JOG Board met in January 1989 to develop a five year growth and funding plan for Jobs for Ohio's Graduates. A planning facilitator was provided by IBM to assist the board to develop long range goals and strategies. A goal of 7000 students for the 1993 school year was established. Funding will be provided through a public/private, state/local partnership.

Jobs for Tennessee Graduates competive event winners from Hillsboro, TN. Awards were presented at the State Career Association Conference which was attended by over 650 JTG students.

JOBS FOR MAINE GRADUATES

- **Year affiliated with JAG: 1988**
- **Number of students served 1989: 193**
  (52 Class of '88-'89); (141 Class of '89-'90)
- **7 schools were served in 24 communities**
- **1989 funding at $280,000 Sources: JTPA; Job Training Fund & Vocational Ed.**

Jobs for Maine Graduates had it's first year of full operation in 1989. A kick-off press conference was held on June 19, 1989 at the State House with Governor John McKernan announcing the program's expansion into seven schools. Senator Charles Robb, Chairman of the Jobs for America's Graduates Board and Kenneth M. Smith, President of JAG, also participated in the press conference.

Extensive training of JMG's twenty member staff was conducted at a three day conference in the fall by the national JAG field service staff. JMG's staff were busy at the schools throughout the year implementing what they learned at the training session. Local schools conducted many of the JAG Career Association activities such as an "Orientation Day" and an Initiation and Installation Ceremony at South Portland High School. This school also conducted a fundraising event at holiday time, the proceeds of which were given to help homeless people.

JOBS FOR GEORGIA GRADUATES

- **Year affiliated with JAG: 1987**
- **Number of Students Served 1989: 901**
  (410 Class of '88-'89); (491 Class of '89-'90)
- **11 schools were served in 6 communities**
- **1989 funding at $632,943 Source: Wagner-Peyser "7-B"**

JGG completed a very successful second year of operation and expansion particularly in the central and southern regions of the state. Jobs for Savannah Graduates added two schools building the entire Georgia network to 11 schools.

Jobs for Georgia Graduates hosted its Second Annual Career Association Conference on May 12th in Atlanta. Over 200 JGG students attended along with staff and guests. The Career Association Competitive Events were expanded and intensified from last year. Judges for each event were selected individuals from business and education. The following competitive events were featured: Decision Making (the focus was on "Drug Testing in the Workplace"); Public Speaking (the topic was "How to make Positive First Impressions"); Team Challenge Event (similar to College Bowl) and Outstanding Chapter Manual and Chapter Exhibit.

Certificates, trophies and plaques for each competitive event excluding team events who received other recognition. The Conference was highly acclaimed by all who attended and a true cohesive spirit emerged giving added strength to the entire state network.

Governor McKernan and Senator Robb at the State House with co-chairs of the 12-county PIC and two JMG students and their Job Specialist (June 1989 Press Conference in Maine).

JOBS FOR DELAWARE GRADUATES

- **Year affiliated with JAG: 1980**
- **Number of students served 1989: 1662**
  (782 Class of '88-'89); (880 Class of '89-'90)
- **27 schools were served statewide**
- **1989 funding at $1,100,000 Sources: JTPA; State Legislature & Vocational Ed.**

JDG conducted a four day staff training conference in August focusing on using a new computerized Management Information System, Quality Enrollment Program, Quality Job Placement Program, and an Alternative Schools Program. The Alternative Schools Program was initiated in 1989 as a program to re-enroll drop-outs and potential drop-outs in an evening school with various options available to the student to earn their degree.

JDG also established a "Quality Jobs Placement Program" in 1989. JDG staff visited every business in Kent and Sussex Counties enlisting the potential employers in this program to assure JDG students placed in their firms would work towards appropriate advancement and salary opportunities.

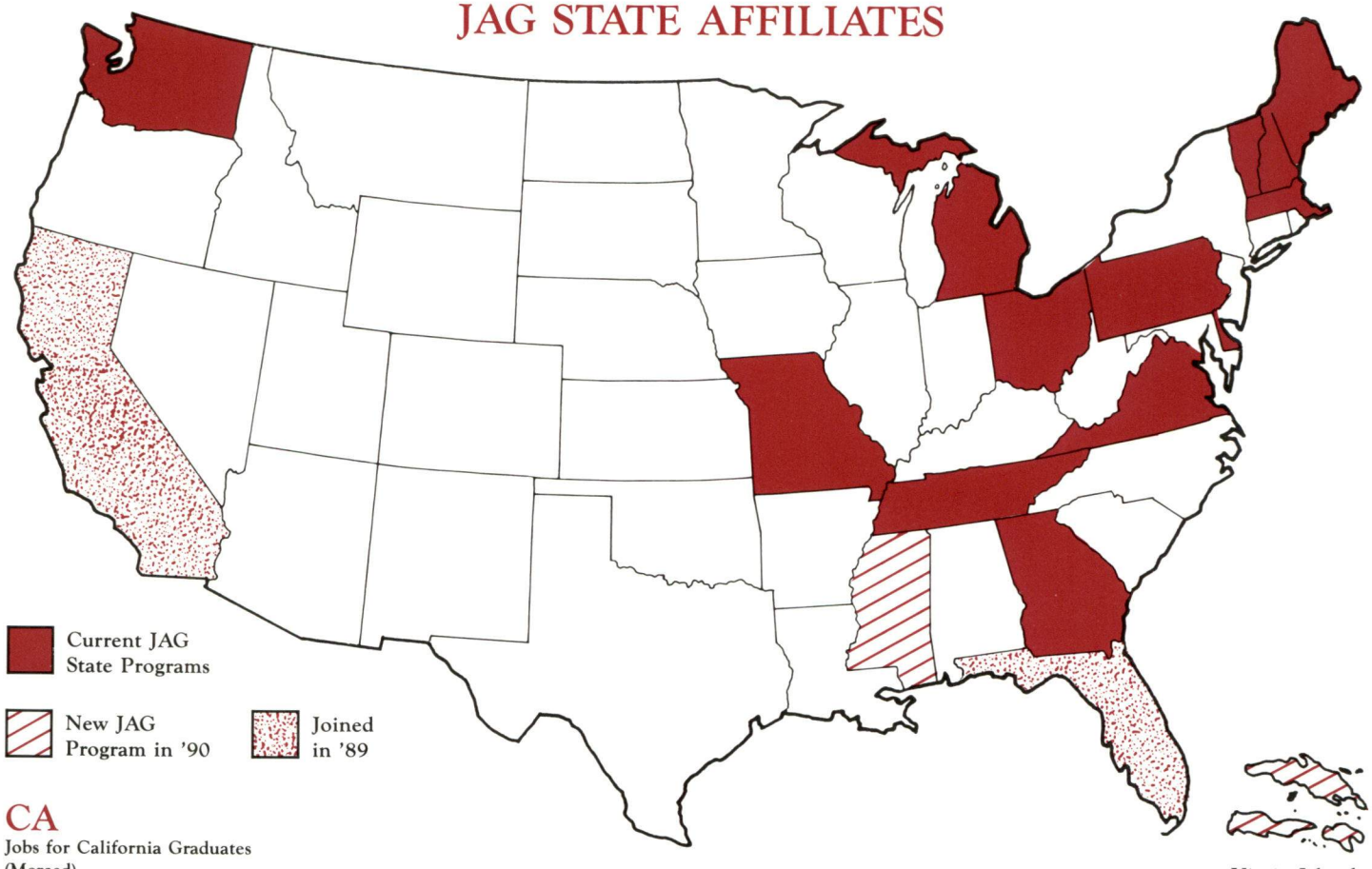
A "Quality Enrollment Program" was expanded to include identifying with five criteria the at-risk components of each students' application. This program assures that JDG continues to work with the most at-risk students.

A menu-driven computer Management Information System was initiated in 1989. All JDG staff were trained over the summer on the system and five Teacher Resource Centers were established at which the Job Specialists can input their data.

JDG is planning to add three regular programs and one additional alternative school program for a projected increased enrollment of 160 students in 1990.

JAG
Jobs for America's Graduates, Inc.

JAG STATE AFFILIATES



CA
Jobs for California Graduates (Merced)
JCG-Merced County
P.O. Box 3976
Merced, CA 95344
(209) 385-8466

Jobs for California Graduates (Centinela)
Centinela Union Valley School District
14901 Inglewood Avenue
Lawndale, CA 90260
(213) 970-7018

DE
Jobs for Delaware Graduates
335 Martin Street
Dover, DE 19901
(302) 734-9341

FL
Jobs for Florida Graduates
421 W. Church Street, Suite 201
Jacksonville, Florida 32202
(904) 630-3646

GA
Jobs for Georgia Graduates
148 International Boulevard, NE
Sussex Place, Suite 492
Atlanta, GA 30303
(404) 656-5567

MA
Jobs for Bay State Graduates
100 Federal Street, 17th Floor
Boston, MA 02110
(617) 434-5122

ME
Jobs for Maine Graduates
State House Station #55
Augusta, ME 04333
(207) 289-5854

MI
Jobs for Michigan's Graduates
515 East South Street
Kalamazoo, MI 49007
(616) 349-9676

MO
Jobs for Missouri Graduates
3701 Grandel Square
St. Louis, MO 63108
(314) 371-0040

NH
Jobs for New Hampshire Graduates
64B Old Suncook Road
Concord, NH 03301
(603) 228-9500

OH
Jobs for Ohio's Graduates
65 South Front Street, 9th Floor
Columbus, OH 43266-0308
(614) 466-3900

PA
Jobs for Pennsylvania Graduates
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333
(717) 783-6629

TN
Jobs for Tennessee Graduates
State Department of Education
100 Cordell Hull
Nashville, TN 37219
(615) 741-5158

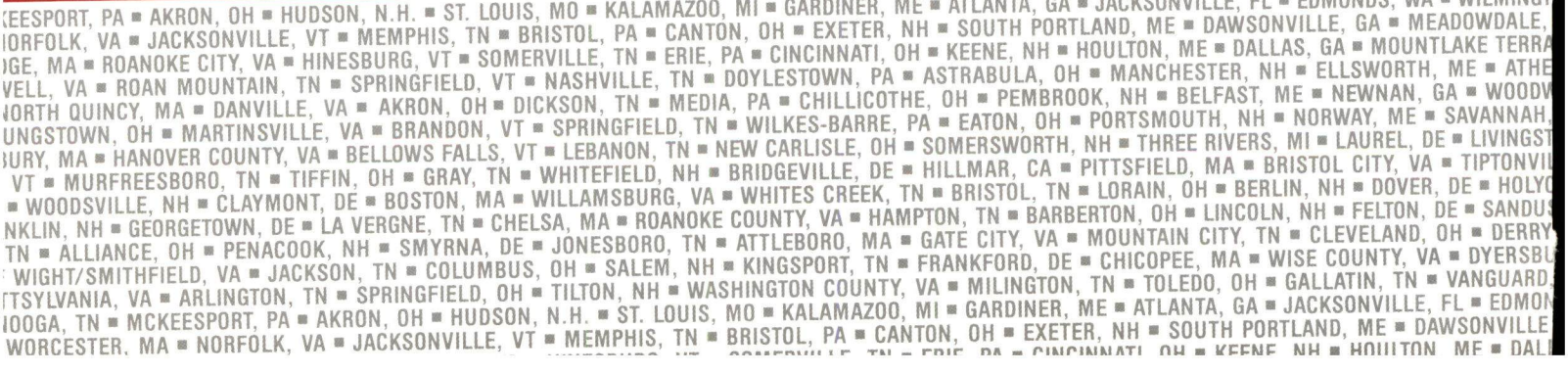
VI
Jobs for Virgin Islands Graduates
Department of Education
No. 44-46 Kongens Gade
Charlotte Amalie,
St. Thomas V.I. 00802
(809) 774-6505

VT
Jobs for Vermont Graduates
120 State Street
Montpelier, VT 05602
(802) 828-3131

VA
Jobs for Virginia Graduates
1501 Santa Rosa Road
Suite A-12
Richmond, VA 23229
(804) 285-0501

WA
Jobs for Washington Graduates (Edmonds School District)
3800 196th Street, SW
Lynnwood, WA 98036
(206) 670-7300

SUITE 200, 1729 KING STREET, ALEXANDRIA, VA 22314
(703) 684-9479 • FAX (703) 684-9489



ONE ON ONE

A Guide for Establishing Mentor Programs

ONE ON ONE

A Guide for Establishing Mentor Programs

U. S. Department of Education
Washington, DC

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President Bush has called on all Americans to help our fellow citizens who are poor and disadvantaged. He wants to let "a thousand points of light" shine forth in service to meet many of the social needs of our citizens. Describing the essence of the "thousand points of light" initiative, President Bush has said:

> *Our challenge, then, is to (engage) each citizen, school and business, church and synagogue, service organization and civic group. For this is what I mean when I talk of a 'thousand points of light'—that vast galaxy of people and institutions working together to solve problems in their own back yard.*
>
> *(White House—6/22/89)*

As an educator, I am touched by the needs of our less fortunate children. Nationally, one out of four students will drop out of high school. Of those who graduate, many leave deficient in basic reading, writing, and math skills. This situation translates into a lifetime of low-paying, low-status, dead-end jobs for these children. They desperately need the help of caring and kind adults to change their direction from failure to success. No more important answer to the President's call for service can be found.

It is for all the children who need additional support that I am asking for the development and expansion of programs that provide them with one-on-one attention. These programs are known as mentor programs.

Mentors are adults who take the time to participate in the lives of the children around them. A mentor relationship calls for a sustained personal commitment to a young person needing the guidance, moral support, and approval of a warm-hearted adult.

Many good mentor programs are already operating in schools, universities, community organizations, churches, small businesses, and large corporations, but we need more programs. We need to reach more children.

This book is a guide to developing and implementing mentor programs in your community. The first section of the book examines why we need mentor programs and what being a mentor involves. The second section is a "how to" section that includes guidelines for developing and implementing mentor programs. The last section lists model programs and organizations that can help with the actual program planning and development.

I appeal to school and university administrators, business leaders, teachers, parents, community leaders, retired persons, and clergy to read this book and accept the challenge of sponsoring mentor programs in every community.

Lauro Cavazos
Secretary of Education

SECTION 1

SOME QUESTIONS AND ANSWERS ABOUT MENTOR PROGRAMS

WHY HAVE MENTOR PROGRAMS?

In the United States, parents are the central source of emotional, financial, and social support for their children. Many children are also fortunate to be part of larger networks including grandparents, other relatives, neighbors, and community and church organizations. Adults in these networks can offer children extra attention, affection, and guidance—and a sense of direction.

Unfortunately, many children have no such resources. They live in families that are under tremendous pressure because of poverty, divorce, teen pregnancy, drug abuse, violence, or stress. Many troubled families are isolated from the larger community. As a result, the children in greatest need of help from outside the family are often the least likely to get it.

Neighborhood schools have tried to help such children, but many are already overburdened. In most urban schools, each guidance counselor has a caseload of more than 600 students. In many cases, mentor programs are the best means for bringing into the lives of children a person who can represent the concern and support of the larger community. The one-on-one relationship with a mentor can help a child with many problems that affect life at home and at school—alienation, loneliness, low self-esteem, poor work habits, lack of basic skills, and lack of information about the community and the world of work.

The complexity of today's society demands that the responsibility for the well-being of our children extend beyond the home and school. Our children are a national responsibility; they deserve our care and guidance. Our survival as a nation depends on how well we nurture and challenge them.

Although mentor programs are not a panacea for all the problems children have, they can certainly improve the lives of many children. By offering to a child friendship, guidance, and a positive perspective on life, mentor programs clearly show that someone cares—because all mentor programs are established directly to support children.

WHAT IS A MENTOR?

Mentors are kind, concerned adults who offer their protégés support and guidance while providing them with some type of assistance. To be able to help a child, a good mentor must do two things: make a connection with that child and use that connection to convey a message.

To make a connection means to gain the trust of the child and to foster mutual respect. The important factor involved in making the connection is a mentor who likes and respects children and is willing to make a sustained personal commitment.

The message the mentors provide is twofold: You are worth my time and effort because you are a valuable human being. And I can offer you—by my word or deed, or by the example of my life—ways to expand your horizons and to increase the likelihood that you will achieve success.

There are a thousand ways to express these messages. Whether the mentor program focuses on increasing academic skills, or career preparation, or reaches out to a teen mother to provide encouragement and support, or takes a young girl to her first play or a boy to his first museum—the message is the same.

WHAT DO MENTORS DO?

The type of assistance that mentors provide to children is determined by the program's focus, which is directed at the specific needs of a certain population of children. Most programs focus on one of three areas: school-based tutoring, career education, and role modeling.

- *School-based tutoring*. In this kind of program, mentors work with school-age children to provide extra instructional help in a specific subject where improvement is needed. The mentors' role is not only to help the children raise their grades but also to improve the children's attitude and increase their self-confidence and pride in achievement.
- *Career education*. Mentors in programs that focus on career education try to prepare their protégés for entry into the work force by helping them understand the expectations of employers about attitude, preparedness, and skills. They offer the children a chance to see the practical application of the subjects they study in school. Other support includes bringing the child to the mentor's place of work, teaching a career- related skill, and helping the child to get a summer job or to obtain employment after graduation.
- *Role modeling*. In role-modeling programs, mentors serve as a positive example to children by virtue of their productive lives, which usually are attributed to the choices the mentors have made. Role-modeling programs tend to match mentors and protégés on a same-sex basis. This is especially beneficial to males from female-led households, pregnant teens and teenage mothers, disabled children, and youths in trouble with the law. This type of program works to increase self-esteem, improve academic skills, provide cultural enrichment, and expand each student's horizons regarding career opportunities.

WHO ARE MENTORS?

Mentor programs attract people from every conceivable background, representing every socioeconomic level: blue-collar workers, white-collar professionals, school volunteers, professionals from the community, college students, and retired people, to name a few. Volunteers come from large corporations, small businesses, church groups, utility companies, hospitals, charitable institutions, and mom and pop stores.

These people can work with the equally diverse population of children who need mentors. Consider Eugene Lang, the multimillionaire who started the "I Have A Dream" program in East Harlem. In 1981, Lang was delivering the

Teaching-Learning Communities (T-LC), Ann Arbor, Michigan

commencement address at his old elementary school in East Harlem when, out of the blue, he offered to pay the college costs at a state university or community college for all 61 sixth-graders if they graduated from high school. By 1987, 48 of the 51 students (10 had moved away) had received their high school diplomas and 24 were enrolled in college.

According to Lang, the secret of his program's success is not just the money but the sustained personal commitment made by the sponsor. Lang and a social worker met every week with the students. Lang spent Saturdays with the children. He met the children's parents and relatives. The children always had access to Lang or the social worker to discuss any problems. When the "I Have A Dream Foundation" was established, Lang turned down potential sponsors who wanted only to offer money and not to provide the personal mentor commitment. Reflecting on the success of his program Lang said, "This is what a little bit of caring can do" (Freedman, 1988).

Research on mentor programs has found that many retired people make excellent mentors. A recent study conducted by Public/Private Ventures, *Partners in Growth: Elder Mentors and At-Risk Youth* (Freedman, 1988), found that many older people easily formed friendships with their protégés because of their patience and empathy and their eagerness to share with the children their wealth of accumulated knowledge and experience.

The study also revealed that elderly mentors from less advantaged backgrounds were very effective in working with hard-to-reach youth. The mentors could relate to the children on a personal level because the mentors themselves

> had endured strained family relationships, struggled at low-paying jobs, and battled personal problems, such as alcohol abuse. Partly as a result of surviving—and surmounting—such difficulties, these elders seemed to

> understand the youth, were able to communicate with them from their own experience, and established strong, constructive bonds (Freedman, 1988, p. v).

What good mentors share is the ability to reach out to children who need support and guidance and to provide them with one-on-one attention for a sustained period of time. The mentors' personal investment in the lives of children allows each child to look beyond the present to envision a future full of promise.

Teaching-Learning Communities (T-LC) Mentor Program—*Ann Arbor, Michigan*

In 1971, the T-LC Mentor Program was established to surround potential dropouts with older volunteers who could offer students the guidance and motivation they need to stay in school. The program proved so successful that today T-LC is operating in 12 elementary schools, 5 middle schools, and 2 high schools in Ann Arbor. In 1990, more than 150 mentors are working with the students on a one-on-one basis from one to five times every week.

The majority of mentors serving in the T-LC program are senior citizens recruited from the community. Many of these people are recruited to the program by their church organizations and by enthusiastic friends who are already mentors.

All the mentors selected for participation in T-LC are asked to begin by working with their young protégés on an art-oriented project for six weeks. The project gives each mentor and child time to get to know each other by working on something of mutual interest and thus allows them to ease into their new roles.

Meetings between mentors and their protégés take place in a special room called the Mentor Center, located in the school. The center is stocked with instructional materials selected to appeal to the students. Teachers at the center work with the mentors as partners. According to one teacher, "T-LC provides an arena of support, gentleness, and solid learning."

Besides helping with academic tutoring, the mentors talk with the students about the importance of remaining drug and alcohol free, taking responsibility for the choices that they make, and respecting the law and the rights of other people. These discussions are never one-sided; the children are encouraged to say what they think. And there is a still more personal side. The mentors spend time with their protégés outside the center. A favorite outing for many of the mentors is taking their students to eat in a nice restaurant. For children

who have been only to fast-food places and never pictured themselves going to a fancy restaurant, this outing is a particularly rich and rewarding experience.

T-LC is magnetic, drawing parents into the center, even though many of them have their own problems, such as unemployment, alcoholism, and drug abuse. The main reason parents become involved with T-LC is that their children are so enthusiastic about the program. One surprised principal of a middle school recalled, "At the end of the year, when parents whom I haven't seen in this school in three years came in to participate in the T-LC open house, I knew we had hold of something important here."

Some typical comments by students about the mentors are these: "I can come to T-LC whenever I am having troubles or I need some extra help with my work." And "T-LC mentors try to help you understand. You see, T-LC is fun and the mentors make the work interesting."

There is no shortage of success stories at the center. One girl hated school so much that she became a problem in the regular classroom and was about to drop out. Then she was referred to the T-LC program. By the end of that school year, the girl's reading level had increased by three grades and her attitude had completely turned around. She no longer wanted to drop out, and she was able to return to the regular classroom.

The mentors also reap rewards. The best proof of this is the amount of time they serve; the majority of mentors in the T-LC program participate for an average of 15 years. Comments such as "I feel I've taught students that the older generation has something to offer them" only hint at their satisfaction. When a man who had been a mentor at T-LC for six years died, the nursing home asked the center to pick up his belongings, which consisted of one large black trunk at the foot of his bed. Half the trunk was packed with letters of appreciation from his protégés in the program.

SECTION 2

GUIDELINES FOR MENTOR PROGRAMS

BEGINNING: THE FIRST STAGES OF PROGRAM DEVELOPMENT

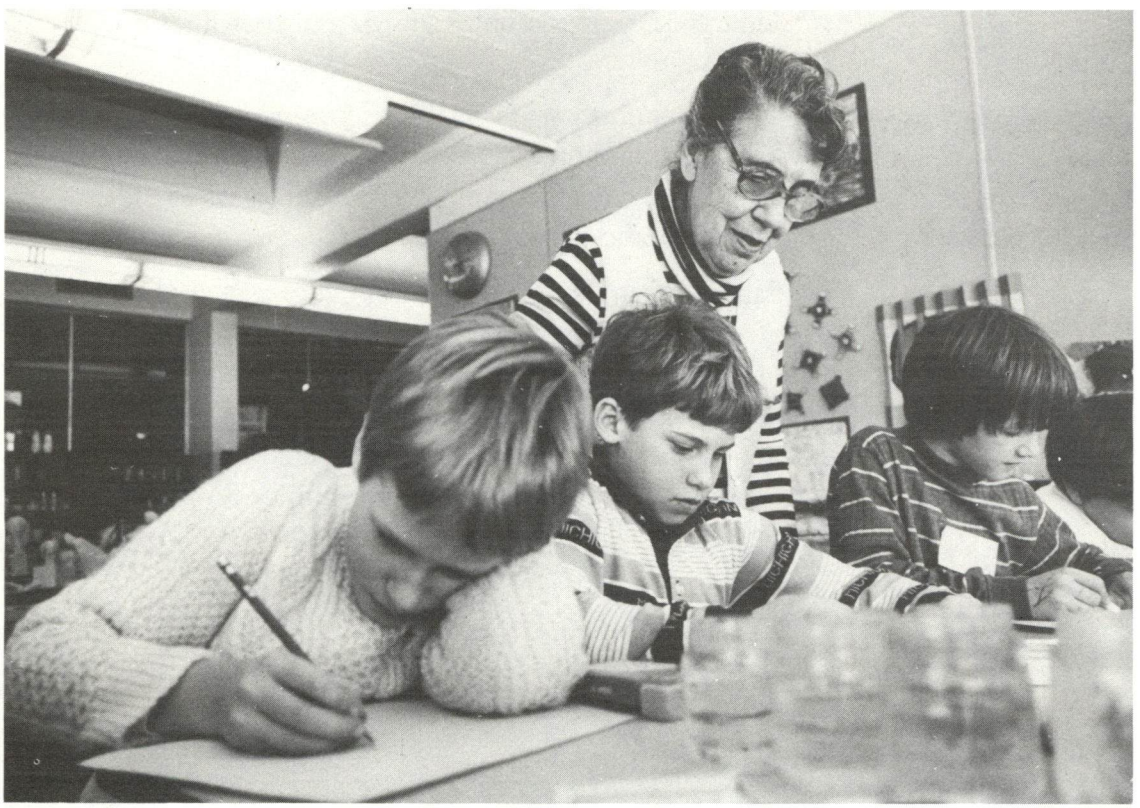
Mentor programs, like any successful partnership, are designed to achieve the goals and objectives of the people involved, the schools, and the community. Because mentor programs are built on shared trust and respect, they require careful planning and time to develop, implement, and evaluate.

The following points should be considered in the beginning of program development:

- *What specific problems need to be addressed*? Before a mentor program can be established, it is important to know what problems the program will seek to deal with. For example, Does the school have a high dropout rate? Is there a high teenage pregnancy rate?
- *Which children—and how many—will take part in the program*? For example, does a particular elementary or secondary class need help? Or do special populations—learning disabled, handicapped, or pregnant teens? Once the target population has been selected, the number of mentors that will be required and the type of commitment that will be needed from the sponsors will become obvious.
- *How will the program be led and coordinated*? Mentor programs need leaders to help plan and coordinate the program. *Any mentor program that lacks good leadership and coordination will fail.*
- *Which existing mentor programs have a similar focus*? It is useful to examine exemplary districtwide programs; college-based mentor/tutoring programs; and programs designed for special populations such as teenage mothers, handicapped children, and boys from female-headed households. The resource section in this guide (section 3) provides examples of model programs.

After a school, business, or community organization has considered the need for the program, the population to be served, the contact person or organization that will initiate the program, and the requirements of a good planning team, the next step is to design and establish a mentor program.

The following procedures are based on guidelines developed by the National Association of Partners in Education, a nonprofit organization in Alexandria, Virginia, which has had extensive expertise in all facets of school-community and school-business partnership programs.



Teaching-Learning Communities (T-LC), Ann Arbor, Michigan

COORDINATING THE PROGRAM PLANNING

Large mentor programs may have planning teams with members selected by the superintendent of schools, chief executive officers (CEOs) of corporations, and presidents of civic organizations. Small programs also should have a team in place. Experts in partnership organization have found that the most successful teams have leaders who—

—are well respected in the community and have an established base of support;

—understand the bureaucratic intricacies of dealing with schools, businesses, and civic organizations;

—are sensitive to the needs of the program participants and have superior organizational and coordinating skills; and

—have the authority to make decisions on behalf of their school, community organization, or corporation. This authority means that they can commit funds to the program (Otterbourg, 1986).

The planning team is responsible for every aspect of the program, from its inception to its evaluation. The team gets the needed support from the community and schools; decides the purpose of the program; formulates the goals and objectives; allocates the funds; writes the mentor role descriptions; appoints program staff; and takes responsibility for recruiting, training, retaining, and rewarding the mentors.

ASSESSING THE NEEDS AND RESOURCES

Any school or organization that wants to develop a mentor program should conduct an assessment to determine why the program is needed, which population will be served, how many and what kind of mentors will be required, and what resources will be available from the community.

Assessments can be made by using questionnaires, conducting interviews, or by talking and observing. The questions used in an assessment should reflect both the needs of the school or organization wishing to have a mentor program and the needs of the sponsor. For example:

A school should ask the following questions:

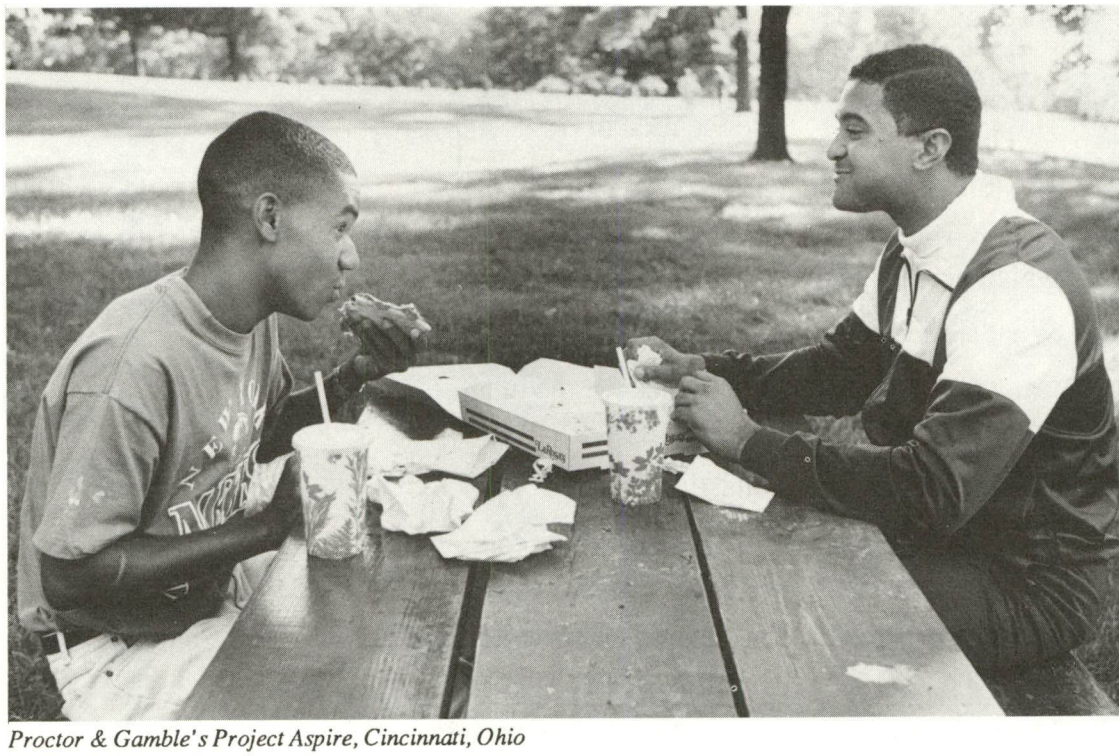
- ❒ Why are mentors needed?
- ❒ How will the school use the mentors?
- ❒ How many mentors are needed?
- ❒ Which teachers need mentors for their students? For which academic areas?
- ❒ What skills should the mentors have?
- ❒ Can we provide a meeting place for the mentors and protégés?

A sponsor should ask these questions:

- ❒ How many mentors can the business or community organization provide?
- ❒ Has this organization sponsored any previous mentor programs?
- ❒ How will a mentor program benefit the organization—through increased morale, favorable publicity, better-educated and better-adjusted young people?
- ❒ Who in the organization will be mentors—employees, spouses, retired employees?
- ❒ Are our employee mentors available for a long-term commitment?

- What costs are involved in sponsoring a mentor program— release time for employees, travel, phone, stipend, trips for mentors and protégés, awards ceremonies, and dinners?

The information collected from the assessment determines why the program is to be established, what the sponsors hope to gain by participating, and what the school or organization hopes to gain for its students. Once the overall purpose has been decided, the next step is to develop the program's goals and objectives.



Proctor & Gamble's Project Aspire, Cincinnati, Ohio

DEVELOPING THE PROGRAM'S GOALS AND OBJECTIVES

For a mentor program to be successful, it must have well-defined goals and measurable objectives. Members of the planning team use the information from the needs assessment to set realistic program goals that reflect the purposes of the program. Once the goals are set, measurable objectives are formulated so that the program can be evaluated.

Clear goals should be agreed on by the school, business, or community organization participating in the program. A goal or mission statement should be written by the planning team. Although each party may have a different reason for participating in a program, all should agree on the overall purpose. Here are some examples of different program goals:

- To provide male children at risk for dropping out of school with male mentors who will increase the children's motivation to finish school;
- To enrich disadvantaged children's educational experience by giving them one-on-one tutoring;
- To provide children with summer employment; and
- To provide encouragement to teenage mothers in order to reduce the likelihood that they may, through lack of training or experience in parenthood, abuse or neglect their children.

Objectives should be concrete and specific to the purpose of the program, stating what the program will accomplish, how much time is involved, and how many mentors will be needed for how many young people. It is important that objectives be designed so that they can be met early on, in the middle, and at the end of the program. Here are some sample objectives:

- By the end of one year, students in grades 1-6, with the help of their mentors, will increase their reading level by one grade level.

- After seven weeks of participating in the program, the male students working with the male mentors will submit at least three of their five homework assignments each week.
- After four weeks in the program, the teenagers in the career education program will learn how to fill out an employment application form successfully.

By keeping goals clear and having measurable objectives, program planners can tell very early in the program whether any of the goals or objectives should be modified in order for the program to achieve success.

The Teen Moms program in Portland, Maine, provides a good example of how clear goals and measurable objectives can be set.

Teen Moms—*Portland, Maine*

Teen Moms was started in 1986 in Portland, Maine, to provide practical support to female teenagers who need help during pregnancy and after the birth of the child. A special effort is made to recruit low-income teens who are under the age of 17 and whose lack of parental skills may put their babies at risk for neglect and abuse.

Teen Moms is funded by the United Way and was developed around two successful program models, Foster Grandparents and Parent Aide, used by the National Center on Child Abuse and Neglect. A long-term mentor program, Teen Moms is staffed by 12 low-income Foster Grandmothers who work with 36 teen mothers for a total of 20 hours per week. The mentors are paid $44 a week, plus transportation costs.

The young women participants are generally recruited into the program by the social service agency, through schools, and by referrals from the Child Protective Service.

The mentors are recruited from the Foster Grandparents program and participate in a series of 10 preservice training sessions, lasting a total of 40 hours. The topics that are covered include the mentor's role, prenatal and infant care, effective communication, child development, and stresses associated with motherhood. The professional staff, which includes a social worker, conducts the training sessions. Additional training sessions are conducted throughout the course of the program.

Once the mentors and teens are matched, they meet with the program's social worker and develop a "family care plan." The plan consists of mutually agreed upon goals and objectives, selected in accordance with the needs of the teenage mothers and the ability of the mentors to respond to those needs. A typical care plan may contain the following goals and objectives:

- The mentor will help the pregnant teen keep her prenatal doctor appointments. In addition, the mentor will help the young mother prepare her home for the baby's arrival.
- The mentor will care for the baby while the mother attends an Alcoholics Anonymous or drug rehabilitation meeting.
- The mentor will work with the mother to help her establish routine feeding times for the baby. At the same time the mentor will offer advice and guidance on proper nutrition and cooking.
- The mentor will work with the mother to promote healthy parent-child interactions. The objective is to help the mother understand the bonding process and know why her baby needs to be held.
- The mentor will try to help the mother develop a support network that includes family, friends, and service providers.
- The mentor will try to help the young mother continue her education so that she will be able to find worthwhile employment.

To keep motivation high, mentors receive support from one another and from staff members. Mentors, the program director, and the social worker meet every two weeks in one another's home to discuss any problems that have come up and to exchange success stories about their protégés.

This program has fostered many warm relationships between the teens and the elder mentors. Cindy, a young mother, said about her mentor, "Mary comes over every week and no matter what I say to her she's right there still. . . . She's like my best friend, my mom, the whole works" (Freedman, 1988, p. 26).

RECRUITING VOLUNTEERS FOR THE MENTOR PROGRAM

The success of a mentor program will be determined to a large extent on how well mentors are recruited. Good programs use a number of recruitment strategies and follow specific guidelines for choosing mentors for a particular program. The focus of the program should determine who should be recruited.

Written role descriptions for the mentors can facilitate recruitment of people with skills that are needed to make the program a success.

Generally, good mentors are—

—highly regarded in their community and well respected in their places of business,

—experienced in some type of volunteer service, and

—known for their kindness and concern.

Potential mentors can often be recruited through a school's volunteer office, a company's director of public relations, and community organizations that sponsor volunteer programs.

Senior citizens who have volunteer experience are generally considered to be exemplary mentors. Known for their intense capability to care for their children, older mentors tend to stay involved in programs for a much longer time than other volunteers. For example, women in the Foster Grandmothers program spend an average of seven years with one child.

Older volunteers can be solicited through contacts with groups such as the Retired Senior Volunteer Programs (RSVP), American Association of Retired Persons (AARP), and the National Retired Teachers' Association (NRTA). Mentors can also be solicited through magazine and radio announcements and through posters in senior citizen centers, churches, and hospitals.

Effective Ways to Recruit Volunteers

- ❒ Hold an open house in a central place in the community to publicize your program. Top people from the schools and organizations should be there to discuss the program with potential mentors.
- ❒ Advertise the program in local newspapers and on local TV and radio stations. Provide success stories to the local newspaper for publication.
- ❒ Advertise the program in local university and college newspapers and on bulletin boards of different departments. Most fraternities and sororities are required to participate in community service projects, and their members may be interested in becoming mentors.
- ❒ Enlist the aid of the religious community. Program planners should discuss the program with members of the clergy and request their help in seeking mentors.

General Recruitment Tips

- ❒ Bring an experienced and enthusiastic mentor to recruitment functions.
- ❒ Arrange for program planners to meet with small groups of potential mentors and sponsors to discuss the program.
- ❒ Gain the support of volunteers who will be able to recruit their colleagues.
- ❒ Design an attractive and informative program description for display on bulletin boards throughout the company or organization.
- ❒ Provide the company, organization, or school newspaper with a press release about the program.
- ❒ Arrange to have special displays in the company or school cafeteria.

- ❒ Plan promotional activities such as luncheons, ballgames, and picnics.

After the activities are held, program planners should collect the names of the potential mentors and call each one within a week.

The Importance of Support from the Top

- ❒ Mentor programs receive an added boost when top people are directly involved. The superintendent of schools who sets aside two hours every week for a troubled student, a principal who never misses a mentor session, the CEO of a large corporation who makes a commitment to a year-long mentor relationship—each sends a powerful message to potential mentors that the program matters. Similarly, when the superintendent, CEO, or principal speaks at a recruitment session on the merits of the program and the personal rewards gained from mentoring, potential mentors will know that the program is valued by the top people in the school, organization, or business.

HOSTS (Help One Student To Succeed)—*Harlingen Public Schools, Harlingen, Texas*

The Harlingen School District has more than 14,000 students, of which 78 percent are Hispanic. HOSTS (Help One Student To Succeed) was begun in the district in 1976 as a literacy program to provide the students with one-on-one attention to increase their reading ability and, as a result, their self-esteem.

The program has more than 900 mentors/tutors who come from the community and are matched with 900 students. The students participating in HOSTS are in grades 1-10 and have scored at the 35th percentile or lower on a standardized reading achievement test.

Support for the program comes from the top. In each of the 15 elementary schools in the district with a HOSTS program, the principal takes on a mentor role, working one-on-one with a student. The mentors meet with their students at the HOSTS center located within the school. The center is staffed by community volunteers, a teacher, and an aide. The teachers who participate in HOSTS are selected because of their reading expertise and public relations skills. They oversee the center's activities and work closely with the mentors.

HOSTS aggressively recruits mentors. Volunteer recruiters go to corporations, visit local community organizations, send letters to churches, post notices at schools with a parent sign-up sheet, leave handbills in doctors' offices, attend senior citizens' lunch programs and other functions, advertise the program in radio and TV public service announcements, and hold a HOSTS open house to show off the center.

Mentors who are selected for participation in HOSTS receive a written description of their duties. Orientation and training sessions are held to discuss topics such as how to praise and encourage a child, how to listen to a child, and how to identify different learning styles. The program's goals and objectives are discussed.

The school designs a customized learning plan for each student in line with the student's needs and learning style. Mentors receive a folder containing daily lesson plans and a daily progress sheet. Then the mentors meet with their protégés for 30 minutes each morning and follow the learning plan.

Students succeed in HOSTS. The mentors' personal investment of time and attention to their protégés enables the protégés to achieve a measure of success. Program evaluation using the California Achievement Test results in 1985-86 showed that 98 percent of the students improved their reading level. Eighty-eight percent showed at least six months' growth, 66 percent showed at least one year's growth, and 26 percent showed more than 18 months' growth.

HOSTS (Help One Student To Succeed), Harlingen, Texas

SELECTING MENTORS FROM VOLUNTEERS

More than one member of the program staff should personally interview each potential mentor. This section is intended to help interviewers with the selection process.

Questions To Be Asked

The interviewer should discuss the following questions with potential mentors:

- ❒ Why do you want to be a mentor?
- ❒ What special skills and interests do you have?
- ❒ What do you especially like about young people?
- ❒ What type of help would you like to give a young person?
- ❒ What benefits do you expect to receive by participating in the program?
- ❒ How much time will you be able to devote to the program?
- ❒ What difficulties are involved in working with preteens and teenagers?
- ❒ Have you ever worked with preteens and teenagers before?
- ❒ What experiences in your background will help you to communicate with an at-risk child?

If the interviewers are satisfied with the applicants' responses, the next step is to discuss the role description.

The Role Description

Applicants should receive and discuss with the interviewer a written role description, clearly defining the mentor's duties in relation to the purpose and objectives of the program. The role description should address the following issues:

- ❒ The particular skills that the mentor can share with a child;

- ❒ The need for confidentiality;
- ❒ The age and type of child with whom the mentor will be working;
- ❒ The people in charge of the program and the mentor's supervisor;
- ❒ The person to whom the mentor goes for guidance during the relationship;
- ❒ Occasions when the mentor is required to report to the supervisor;
- ❒ Number of hours per week or month that the mentor should meet with the child;
- ❒ Places where the mentor and child may meet;
- ❒ Details of any stipend that may be provided to cover transportation and other incidentals; and
- ❒ Length of time the mentor is expected to participate—one year, two years, three years, or more.

After the role description has been discussed, the interviewer should discuss with the applicant the types of problems that can arise when working with at-risk young people. Mentors who are not adequately warned about potential problems in the initial stages are very likely to drop out of the program. The discussion should be tempered with a description of the numerous benefits that mentors and sponsors derive from participating in a program.

TRAINING MENTORS

Before mentors can participate in the program, they should attend two or more orientation and training sessions. The sessions will clarify the program's goals and help the mentors focus on the short-term objectives toward which each will be working with an assigned child.

Training Tips

The following tips are designed to make training sessions more successful:

- ❒ Sessions should take place in one day or over a two-day period.
- ❒ The training site should be pleasant, conducive to learning, and centrally located; refreshments should be provided.
- ❒ Experienced, enthusiastic mentors make excellent trainers. Consider bringing experienced mentors together in a "mentor panel" to share their experiences with the trainees and stimulate discussion.
- ❒ Potential mentors should be organized into small working groups of about five persons each, including a trainer. Small groups generally facilitate the active participation of all the trainees.
- ❒ To keep the program interesting, trainers should not lecture at length but should use a variety of learning techniques such as role playing, slides and films, and training manuals.
- ❒ The training sessions should help the mentors enhance their skills as well as learn new ones.
- ❒ During the practice sessions, new mentors should receive feedback on how they are doing.
- ❒ At the end of the sessions, the mentors should complete a course evaluation form.

Material to Be Covered in a Training Session

Mentors need to be prepared for their roles before they are paired with their protégés. Training sessions should be designed to sharpen the mentors' insight into the way young people behave and communicate and to provide the mentors with effective strategies to use with their protégés.

Programs should use materials and have practice exercises that provide a preview of what a mentor relationship entails. Suggested topics include the developmental stages of adolescence, stereotyping of and misconceptions about young people, skills involved in effective communication, and strategies for building trust and establishing a bond of friendship. Useful strategies include the following:

- *Discuss the nature of a mentor relationship.* Potential mentors may wonder exactly "how close" these relationships should be. Are they expected to give the child their home phone number and to bring the child to their home? Are they expected to go to the child's home and meet the parents? Are they expected to pay the cost for entertaining the child? What if they don't hit it off? At what point does the relationship end?

  These questions need to be addressed because there are varying degrees of closeness, as well as different expectations, in a mentor relationship. Experienced mentors can provide some answers about the variety of relationships, and the stated program goals and objectives should be able to put some of these questions in context.

- *Review effective ways to work with parents.* Mentor programs should always make an effort to work with parents. The mentors need parental support for the relationship. Program staff can invite parents to attend training sessions and ask for their input. A mentor may have frequent phone contact with the child's

home. The mentor may wish to send notes home to a parent, to share news of the child's success. The mentor may suggest meeting both parent and child at a particular event given by the school or a community organization.

- ❒ *Learn from experienced mentors.* Have members of the "mentor panel" discuss how they overcame obstacles in their mentor relationship. In the initial stage of a mentor relationship, the young people may appear to be sullen, unmotivated, alienated, and hostile. It is important for new mentors to learn how experienced mentors overcame these attitudinal problems. An excellent strategy is to let the members of the working group engage in role-playing exercises with the experienced mentors.
- ❒ *Compare communication styles.* Point out the differences between adult communication and adolescent communication, and provide mentors with a fact sheet on some specific differences in communication style. Have mentors participate in role-playing exercises that reveal the differences between good and bad listening habits.

The sessions should be regarded as only the initial phase of training. Successful mentor programs continue to provide training as needed, meeting with the mentors regularly to sharpen skills and to discuss problems as they arise. For example, in the Teen Moms program, the mentors meet with the social workers and other mentors every two weeks. Formal workshops are held quarterly.

KEEPING TRACK OF THE RELATIONSHIP

It is important for mentors to maintain a record of progress in their relationship with their protégés. The record can be in the form of a diary, a log book, or notes. The information should include—

—the length of each meeting;

—a note about any meeting that was canceled, whether by the mentor or protégé;

—subjects discussed at each meeting;

—location of the meeting;

—anything significant that happened at the meeting; and

—changes in behavior and attitude, if any.

This information is useful to the mentor, especially in a long-term relationship, to check on the progress made. Information of this type will also help the mentor discuss the protégé's progress when meeting with the supervisor. In addition, at the end of the program, the information can be used to evaluate how successful the program was in meeting its goals and objectives.

RECRUITING AND ORIENTING PROTÉGÉS

The type of program will dictate which young people are recruited. If the program is school-based, members of the planning team may wish to contact guidance counselors, teachers, outreach workers, and coaches. If the program is community-based, it is best to contact the head of the civic group or organization, the director of social services, and local clergy.

Recruiters should make an effort to involve the neediest young people in the program. Many times, isolated and troubled children are excluded from traditional school-community partnership programs because they are not perceived to be good candidates for success. Yet these are the very children who could benefit most from a partnership relationship, so it is important for mentor programs to seek out these children.

Recruitment Strategies

A decision should be made about how the program will be publicized. Care should be taken to ensure that the program is not perceived as being exclusively for poor or troubled youth. This is especially true for a school-based program, where students may run the risk of being ridiculed if they participate. Program names such as *Youth Opportunity*, *Each One Reach One*, *I Have A Dream*, and *Operation Graduation* sound positive and do not suggest any particular population.

Recruitment strategies should include using peers who have participated in a mentor program as recruiters, advertising on popular radio stations and television shows, having the school mail out flyers, and putting posters in places where the teens congregate. If the program is for a specific population such as teen mothers, posters could be posted in the welfare office or be given to social workers to pass on to the young women. Youths in trouble with the law may be recruited by contacting the juvenile courts and probation officers for referrals.

Orientation

Once the youths have been recruited, they need to know what their role will be. Program staff should hold an orientation session that covers the following subjects:

- The purpose of the program and the reasons the students should wish to participate.
- The potential benefits of participation: making a friend, improving in a subject, and eventually gaining worthwhile employment.
- The limits of a mentor relationship. It is important for students to understand that the mentors cannot do everything for the students, nor can they be surrogate parents.
- The students' part in making the program a success: behaving courteously, keeping appointments, and showing respect for the mentors.

Some programs hold regular training sessions for the protégés, which may include instruction in general problem-solving techniques and effective communication skills. Other programs include the young people in the planning process, asking for and using their input. The more prepared the young participants are, the better the chances are of making the program a success.

WORKING WITH PARENTS

Parental support is an important ingredient in mentor programs, and successful programs make an effort to get parents involved early on. Parents of minors should be required to sign a consent form in order for their children to participate. In addition, parents of minors must have the opportunity to disapprove any mentor they believe would not be good for their children.

Some parents do not want their children involved in an exclusive relationship with an adult other than themselves. And some parents are afraid that the mentors will try to take the parents' place or usurp their authority. It is important that parents understand the limitations of the mentor role.

Good programs are aware of the concerns that parents may have and try to allay those fears by explaining the program to them in training or orientation sessions. At the sessions:

- ❒ Program staff should discuss the nature of the program and review the major goals. Short- and long-term objectives should be discussed, so that parents may see how the program will benefit their children.
- ❒ Parents should receive materials and handouts similar to those the mentors receive at their training sessions.
- ❒ Program staff should tell the parents how important their participation is to the success of the program. Parents should be asked to make sure that their children keep their appointments with the mentors, review projects that have been done, and generally encourage their children to stay in the program.
- ❒ Mentors should attend the sessions for parents so that they can meet parents and discuss what they hope to accomplish. These sessions provide an excellent opportunity for the mentors to reassure parents that they are not trying to take the parents' place or to impose

values on the children, but are providing a specific service.

- A staff person should give the parents the name and phone number of the mentor's supervisor or another contact person.

Here are some other ways to get parents involved:

- Form a parent advisory council to let parents help the program staff make decisions and establish policies affecting the program.
- Schedule activities during the course of the program. These can be in the form of informal get-togethers at a local restaurant, recognition dinners for the mentors, and lunches or dinners sponsored by the program staff for the children participating in the program.
- Sponsor informal workshops on a specific problem common to young people.
- Keep parents informed about the program by sending out newsletters or by having the mentor or staff member call to share the child's accomplishments.

Each One Reach One—*Milwaukee, Wisconsin*

The Hillside Housing Project in Milwaukee is home to the Each One Reach One program. Developed nine years ago by June Perry, this mentor program carefully chose a location that would make it easy for the young black children living in the housing project to participate.

The program's purpose is to provide the boys and girls (ages 7 to 14) with role models. The mentors, professional black men and women, work one on one with the children to supplement what many of the single-parent families are trying to teach their children. The topics that are discussed at each two-hour weekly meeting include the importance of staying in school and finding worthwhile employment after graduation, the dangers of drug and alcohol use, the reasons why children should not have babies, and the importance of self-esteem.

For the program to work, trust between the mentors and the parents needs to be established—especially because the mentors are recruited from outside the project. Program staff actively work to establish that bond by including the parents in program development, by establishing a Parent Advisory Council, and by having the parents accompany the mentors and the children on outings.

In addition, parents must refer their children to the program and approve the choice of mentor for their child. Families in the project are visited by a staff member, who talks with the parent about the program and gives the parent a form to list each child's strengths and interests.

Many of the mentors are recruited to the program by experienced mentors. Program staff also recruit through various civic clubs and at volunteer recruitment sessions at corporations. The mentors participate in a six-hour training session and continue training each quarter.

Since its inception in 1981, Each One Reach One has helped some 350 children and their parents. Evaluations of the program indicate a decrease in the teen pregnancy rate and in the high school dropout rate.

MATCHING MENTORS AND YOUNG PEOPLE

After the mentors have been prepared for their roles, each is matched with a young person. The program staff who conducted the interviews commonly meet and decide who should be paired with whom. Decisions tend to based on the similarities between the mentor and child, such as—

—gender and race;

—shared experiences;

—a relationship between the mentor's area of expertise and the child's interests and needs;

—the likelihood that the pair will be personally compatible;

—approval of the parents, especially for school-age children; and

—the similarity of schedules, so the pair can meet regularly.

Each One Reach One, Milwaukee, Wisconsin

Although the majority of programs do match on similarities, a number of programs do not. Many such programs have reported successful outcomes even when the mentors and protégés are of different backgrounds and races. These relationships allow for a growth experience, letting each participant share something from another culture and background. Program staff found that healthy relationships were formed as long as the mentors were prepared for the cultural differences; genuinely liked and respected children; and were stable, empathetic, and nonjudgmental persons.

Although most programs match mentors and young people on the basis of gender, there is no research-based evidence to support this practice. Only when the program serves a special population—such as pregnant teens, teenage mothers, disabled children, or males from female-led households—is a same-sex mentor preferred.

Some programs let the protégés select their own mentors. Matching usually occurs after about four weeks into the program. Programs that use this approach report that it appears to work very well for both the mentors and the protégés. Other programs, however, have found this practice difficult and time-consuming and prefer to let the staff do the matching.

KEEPING MENTORS IN THE PROGRAM

The best programs are aware of the difficulties involved in a one-on-one mentor relationship. For the relationship to grow, the mentor must win the trust and respect of the young person. The mentor's dedication, patience, understanding, and empathy have to be apparent to the child for a bond to form. And as is true of any friendship, time is required for two persons to get to know, trust, and like each other.

But forming these bonds is not always easy. Many mentors who work with troubled children endure many meetings characterized by hostility and mistrust. Without an adequate support system, including meetings with program staff and other mentors, the mentors may become frustrated and leave the program.

Good programs work hard to retain their mentors. Carefully planned, these programs are designed to give mentors the support and recognition they deserve. Here are some strategies that can be used to reward mentors and to help prevent them from dropping out:

- *Hold regular meetings between mentors and supervisors.* These meetings can be especially rewarding when the supervisor can show how the mentors have helped the children—improvement in test scores and attendance and a noticeable change of attitude. Also, mentors should discuss any problems they may have in dealing with a child and any misgivings about the relationship with the supervisor and other staff members.
- *Conduct ongoing training.* As the relationship develops, there is always a need for additional training. Programs staff should conduct workshops and provide books, magazine articles, and documentaries about mentor programs. Problems that have developed and possible remedies should be discussed as necessary.

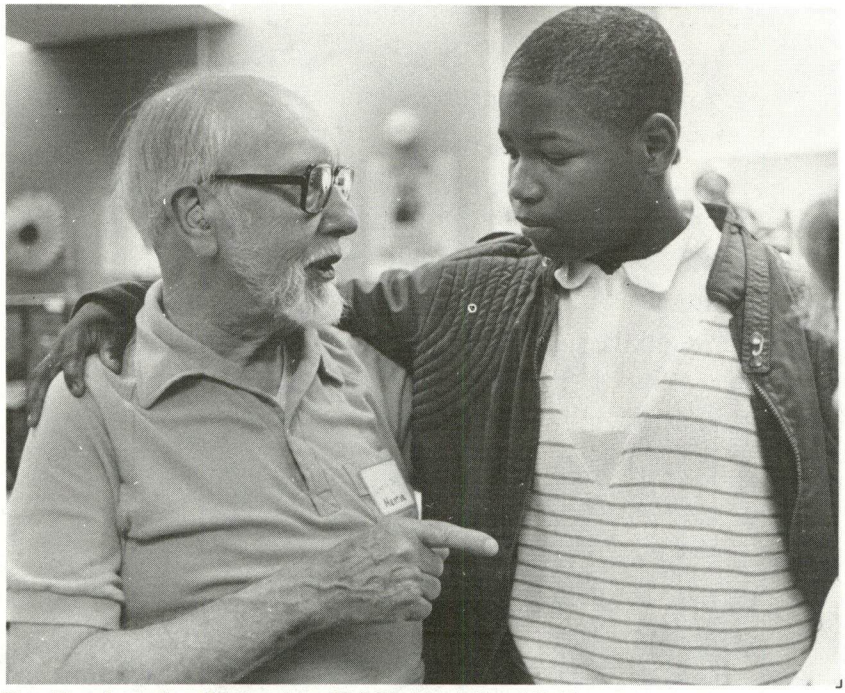
- *Sponsor mentor panels.* It is important for all the mentors to meet together a few times a year to exchange information and discuss how they have handled problems that have come up in their relationships. Many programs arrange for their mentors to meet bimonthly.
- *Hold public recognition ceremonies.* Ceremonies can be in the form of testimonial dinners, to which local dignitaries are invited, along with the sponsors of the program. Local TV and radio stations can interview mentors, and schools can hold an awards assembly in their honor.
- *Publish a monthly or bimonthly newsletter.* Many large mentor programs publish their own newsletters. Profiles of mentors and protégés appear, as well as the success stories of the protégés. For example, the CUNY (City University of New York) Mentor Program publishes a newsletter called *Mentoring Matters* every other month. The protégés' accomplishments are documented throughout the newsletter and may serve as an inspiration to keep the mentors in the program.
- *Gain the support of parents.* When parents actively support the mentor relationship, their children are more likely to be motivated to participate and excited about being in the program. Mentors may become discouraged if the parents are not on their side. Good programs try to get as much parental support as possible.

DEALING WITH OBSTACLES TO SUCCESS

In any one-on-one personal relationship, things do not always go as planned or expected, and mentor relationships are no exception. Personality clashes, misunderstandings, crossed signals, and lack of direction are all factors that may make for a less-than-satisfactory relationship. Even in the most carefully planned programs, obstacles to success occur. But many mentor programs have found solutions through trial and error. *The main thing is for mentors and their supervisors to be aware that a problem exists, so that it can be remedied quickly.* The following list of obstacles to success is based on anecdotal accounts from existing mentor programs:

- *A bad match.* No matter how carefully planned and screened, bad matches occur. Some relationships are just not meant to be. Many programs have found that if, after three to four weeks, a good relationship has not begun to form, the mentor should ask the supervisor for reassignment.
- *Communication problems.* Mentors who do not receive adequate training on effective ways to listen and communicate with young people can become confused and misinterpret signals provided by the young person. Mentors must be aware of how young people use body language, make eye contact, and provide feedback. Timing is important; mentors should know when it is their turn to *listen.* One program with a mentor component found that many of their teenage girls quit the program because they perceived that their mentors were "either too distant" or "unduly prying" (Polit et al.,1988, p. 9).
- *Serious problems requiring immediate help from a supervisor.* Program planners should warn mentors about problems for which they should seek immediate help—for example, violent behavior, drug use, extreme depression, or suicide threats by the young person.

- *Unrealistic expectations by each person.* Unrealistic expectations can be avoided if both the mentor and the protégé are thoroughly briefed before entering into a relationship. It is important for the young person to understand the limits of the mentor relationship. At the same time, the mentor must be aware that building a solid relationship takes a long time.
- *Problems in taking the initiative.* Sometimes mentors are not sure who should take the initiative in making appointments and calling on the telephone. In one mentor program, the young people were initially expected to contact the mentors, but program planners later realized that it was too much to expect the young people to take the initiative. The participants were shy and uncertain about contacting an adult, especially early in the program. In the beginning at least, it is best for the mentor to take the initiative in setting up meetings and arranging activities.



Teaching-Learning Communities (T-LC), Ann Arbor, Michigan

- *Problems in selecting the right meeting place.* Some places are not conducive to meeting with children. A program that focused on career education discovered that some young participants were intimidated by meeting their mentors in their regular offices. As a result, program planners decided to set aside a special meeting room in the workplace. The "mentor center" is a comfortable, informal room with couches and chairs, which proved much more inviting to the children.
- *Problems in ending the relationship.* Even though mentor programs can be very long term, eventually they come to an end. It is important that the protégé be prepared to have the relationship end. The mentor should give careful thought to the best way of ending the relationship. The supervisor and other mentors can provide guidance.

EVALUATING THE PROGRAM

To know whether a mentor program is successful, it should be evaluated. Evaluation will show whether the program has met its objectives and served the needs of the children.

Evaluation plans should be designed in the very beginning of program development. Incorporating evaluation plans into the program design causes planners to think about the proposed activities and the ways in which the activity could be assessed as successful or not. Evaluation can be used as positive reinforcement for mentors, because evaluation provides direct feedback to program staff. In addition, evaluation can alert program directors and program staff to any problems with program implementation.

Evaluations use two types of information—"process" and "outcome"—to decide whether a program is successful. Process information lets the program planners know whether the program was doing what it was intended to do. Process information includes answers to the following questions:

- How many mentors and protégés were matched?
- For how long were they paired?
- What was the length of each meeting?
- How many mentors left before the program ended?
- How many protégés left before the program ended?
- What kind of relationships were formed between the mentor and protégé?

Outcome information lets planners know how well the protégés have achieved the short- and long-term objectives. Examples of outcome data are these:

- Completion of homework,
- Increase in school attendance,
- Positive change in attitude,
- Reduction in the dropout rate,

- ❒ Reduction in the number of subsequent teen pregnancies,
- ❒ Enrollment in a general equivalency diploma (GED) program, and
- ❒ Return to school.

Many successful mentor programs use persons from outside the program to conduct the evaluations. The evaluation information is important not only to assess the progress the programs have made but also to assure the sponsors that the program really is meeting its goals and objectives and that it merits continued funding.

SECTION 3

RESOURCES

MENTOR PROGRAMS

Mentor programs are operating in schools, universities, corporations, churches, and community organizations throughout the United States. The following program descriptions contain information that may be useful for schools, businesses, or organizations wishing to develop a mentor program:

Career Beginnings is a college, business, and community initiative operating in more than 25 cities throughout the United States. The program is designed to build a career and educational support system for high school students from disadvantaged backgrounds. The program encourages disadvantaged high school students to enter college or a training program or to seek full-time employment. Career Beginnings is operated locally by two- and four-year colleges and universities. Each site serves a class of 100 students. In the past four years, some 10,000 students and 10,000 mentors have participated.

Contact: William Bloomfield, Director
Brandeis University
The Center for Human Resources
The Heller School
Waltham, MA 02254
(617) 736-3770

CUNY/BOE (City University of New York/ Board of Education) Student Mentor Program is a mentor program that matches college student mentors with 10th-grade students at risk for dropping out of school. The mentors work with the high school students to help them develop attitudes and behavior that will keep them in school. Protégés meet with their mentors for at least two hours a week for a minimum of one semester. In addition, they meet for two hours with the program coordinator at their high school. Both the mentors and students receive academic credit for participating in the program.

Contact: Barry Kwalick, Director
CUNY/BOE Student Mentor Program
351 W. 18th St., Room 236
New York, NY 10011
(212) 645-4141

Each One Reach One (See profile on page 36.)

Contact: June Martin Perry, Executive Director
New Concept Self-Development Center, Inc.
636 W. Kneeland St.
Milwaukee, WI 53212
(414) 271-7496

HOSTS (Help One Student To Succeed) is a mentor/tutoring program in which mentors work with protégés to increase their reading or math skills. Programs use teaching materials that match each student's particular learning style. (See page 24 for Harlingen HOSTS, which also focuses on literacy.)

Contact: Jerry Wilbur and Bill Gibbons
HOSTS
1801 D St., Suite 2
Vancouver, WA 98663
1-800-833-4678

The *I Have A Dream Foundation* program matches students with adults who try to encourage the young people to stay in school. The mentors work with their protégés for 12 to 18 months. (See description on page 5.)

Contact: Tony Lopez
Director of Support Services
I Have A Dream Foundation
330 7th Avenue
New York, NY 10001
(212) 736-1730

The *Kiwanis Mentorship Program* publishes the "Youth Service Bulletin," which contains detailed guidelines for setting up a mentor program. This bulletin has been distributed to more than 6,000 local clubs nationwide. At present, some 400 clubs have established mentor programs. The programs focus on career preparation. The mentors are encouraged to meet weekly with their protégés and to commit themselves to a long-term relationship.

Contact: Chris Rice
Kiwanis International
Department of Program Development
3636 Woodview Trace
Indianapolis, IN 46268
(317) 875-8755

Mantalk is a program for males between the ages of 13 and 19 to prevent them from becoming fathers. Working with male mentors, the youths explore career options, try to build up their self-esteem, learn about the responsibilities associated with parenthood, and discuss the importance of academic achievement.

Contact: Lisa Davis, Mantalk Coordinator
Health Education Division
Forsyth County Health Department
P.O. Box 2975
Winston-Salem, NC 27102
(919) 727-8172

MENTOR is a law-related education partnership program in which law firms or other law-related organizations are paired with high school classes for citizenship education. The purpose of the program is to increase students' understanding of our legal system. Thomas W. Evans founded MENTOR in New York City in 1982, and the program has been replicated by lawyers in over 300 law firms in 20 states. MENTOR is a five-part program that includes orientation (lawyers visit the school), law as a profession (including related professions), a visit to Federal court (with emphasis on civil litigation), a visit to a State court (with emphasis on criminal litigation), and electives (for example, an event derived from a special resource of the law firm, legal writing, visit to a Family Court judge's chambers, and a citywide moot court competition). The opportunity to observe role models and to exchange information in a relaxed atmosphere are key to the program.

Contact: Jo Rosner
National Director of MENTOR
Washington State Bar Association
2001 Sixth Ave.
Seattle, WA 98121
(206) 448-0441

The *Mentors, Inc.,* program operates in public schools in the Washington, DC, area. Some 500 sophomores are matched with mentors who work with them until the students graduate. The mentors agree to meet with their protégés monthly and to maintain weekly telephone contact.

Contact: Shayne Schneider, President
Mentors, Inc.
1003 K St., N.W., Suite 406
Washington, DC 20001
(202) 463-6867

The *Orita Program* in Washington, DC, provides young black children with adult mentors from the Union Temple Baptist Church. A mentor begins to work with a protégé when the child is 13 years old and continues the relationship until the protégé reaches age 19. This program helps children achieve by encouraging their total development: spiritual, social, emotional, and academic.

Contact: David Arnette and Janice Crouch
Orita Program
Union Temple Baptist Church
2002 14th St., N.W.
Washington, DC 20009
(202) 889-1888

Procter & Gamble's *Project Aspire* is a mentor program that served as the basis for a comprehensive education enrichment program in Woodward High School in Cincinnati, Ohio. The program works with three groups: students who are in danger of dropping out of school, students who are planning to seek jobs after graduation from high school, and students who have the potential to go on to college. The mentors try to keep potential dropouts in school until graduation. The mentors help students who plan to work after graduation get on a career track and provide tutoring and other assistance as needed. The mentors help potential college students select the right college preparatory course, obtain information about appropriate colleges and universities, and receive financial counseling.

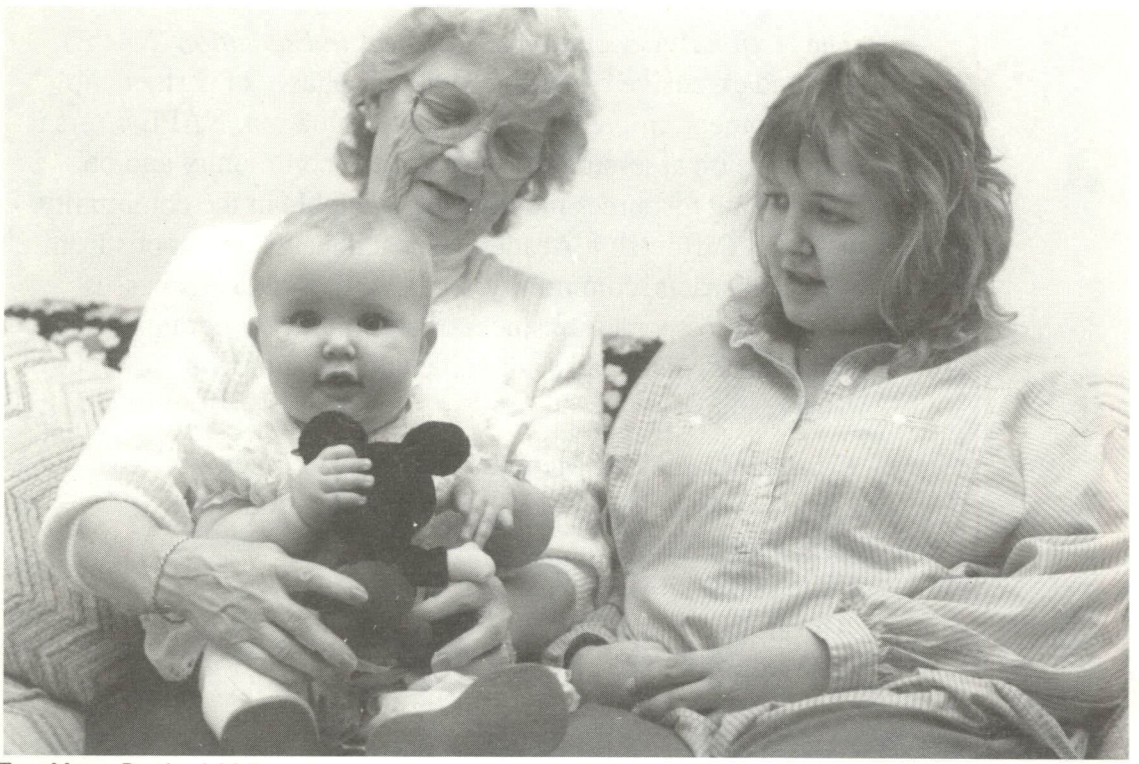
Contact: Paula Shaye Long
Manager, Community Affairs
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, OH 45202
(513) 983-3663

Teaching-Learning Communities (T-LC) Mentors Program
(See profile on page 8.)

Contact: Carol H. Tice
Lifespan Resources, T-LC Mentors
1212 Roosevelt St.
Ann Arbor, MI 48104
(313) 994-4715

Teen Moms (See profile on page 19.)

Contact: Martha Elkus, Director
Portland Neighborhood Foster Grandparent Program
Harbor Terrace
284 Danforth St.
Portland, ME 04102
(207) 773-0202



Teen Moms, Portland, Maine

SOURCES OF HELP IN SETTING UP THE PROGRAM

Some organizations help schools, communities, corporations, and small businesses develop and implement their mentor programs. Two examples of such organization are these:

New York Mentoring helps schools and other organizations design mentor programs for young people, and it conducts training and orientation sessions for social workers, supervisors, and potential mentors. The organization, which was established in January 1989, is already working with 10 schools and organizations.

Contact: Frederick L. Gilbert, Executive Director
New York Mentoring
267 Fifth Ave., Suite 1003
New York, NY 10016
(212) 779-3630

The National Association of Partners in Education (NAPE) has had extensive experience with all phases of partnership development, implementation, and evaluation. NAPE offers guidance on assessing the needs of the community and on identifying resources that may be available in the community. NAPE's Partnership Academies teach teams of persons from school districts, community organizations, and businesses that want to sponsor business or community programs how to organize, manage, expand, and evaluate education partnerships.

Contact: Daniel W. Merenda, Executive Director
National Association of Partners in Education, Inc.
601 Wythe St.
Suite 200
Alexandria, VA 22314
(703) 836-4880

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