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Jobs for America's Graduates 12/12/90 [OA 8320] [2]

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JAG
Jobs for America's Graduates, Inc.

KENNETH M. SMITH
President

Suite 200
1729 King Street
Alexandria, Virginia 22314
703-684-9479

FAX 703-684-9489

December 7, 1990

Dear Peggy -

Enclosed please find a copy of the Press Kit for the Governors Leadership Awards Luncheon on December 12th. I thought it might be helpful to have ~~the~~ all the information. The winning letters from students are also enclosed. Please call with any questions.

Mary Walker
Jobs for America's Graduates



Jobs for America's Graduates, Inc.

Suite 200, 1729 King St., Alexandria, VA 22314

PRESS KIT

Jobs for America's Graduates, Inc.

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

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

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

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

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Carolyn Warner & Associates

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Mr. Ralph Barrow
Retired President
Jobs for Delaware Graduates

Mr. Linden S. Blue
CEO & Vice Chairman
General Atomics

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

The Honorable William E. Brock
The Brock Group

The Honorable James G. Collins
Attorney at Law

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

Mrs. Julie Nixon Eisenhower
Author

The Honorable William H. Gray, III
U.S. Congressman
State of Pennsylvania

The Honorable Judd Gregg
Governor
State of New Hampshire

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

The Honorable 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 Joe Tanner
Commissioner
Georgia Department of Labor

Mr. O.F. Wenzler
Vice President
Johnson & Johnson

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

FOR IMMEDIATE RELEASE
DECEMBER 4, 1990

CONTACT: ROXANNE CASSCELLS
202/638-1957

PRESIDENT BUSH TO GIVE KEYNOTE ADDRESS TO INNOVATIVE EDUCATION ORGANIZATION -- JOBS FOR AMERICA'S GRADUATES

(WASHINGTON, D.C.) -- Jobs for America's Graduates (JAG) announced today that President Bush will give the keynote address at their Inaugural Luncheon on Wednesday, December 12 at the National Press Club. President Bush will also present the "Governors Leadership Awards" at the JAG luncheon which will be held in the Main Ballroom at 12:00 Noon.

Jobs for America's Graduates is the nation's largest consistently applied model for school-to-work transition for at-risk young people. It presently operates in 19 states and territories, serving more than 21,000 at-risk young people annually in 175 communities and 300 high schools nationwide.

The JAG leadership, including Governor John R. McKernan, Jr. of Maine as Chairman and Senator Charles S. Robb serving as Chairman of the Executive Committee, will join JAG organizers; Delaware Governor Mike Castle, Virginia Governor Douglas Wilder, and former Delaware Governor Pete Dupont, at a press conference in the First Amendment Room at 11:00 AM, prior to President Bush's speech, to announce the beginning of a joint effort between JAG's Youth Engaged in Service ("YES") Program and the White House's Thousand Points of Light.

President Bush is a founding member of Jobs for Americas Graduates, and will also be honoring students from the 19 participating JAG programs who will be attending the meeting.

For more information contact Roxanne Casscells at 202/638-1957.

# # #

THE WHITE HOUSE
WASHINGTON

TO: Ann McGroarty

cc Peggy Dooley 111½

FROM: **LANNY GRIFFITH**
Special Assistant to the President for Intergovernmental Affairs
Room 160
Extension 7170

The attached is for:

☐ Information	☑ Review & Comment
☐ Direct Response	☐ Appropriate Action
☐ Draft Reply	☐ Per Request
☐ File	☐ Signature

Comments:

This is a rough cut at the restructuring principles. I wish I could have made it stronger. Rachel Dorcen could help on that.

Let me know if I can be of further assistance.

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.

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4TH STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1990

April 26, 1990, Thursday, BC cycle

SECTION: Regional News

LENGTH: 340 words

HEADLINE: Kentucky governor to speak at education meeting

DATELINE: FRANKFORT, Ky.

KEYWORD: EDUCATION

BODY:

The massive reform of Kentucky's educational system will be in the spotlight Friday at a meeting of the Education Commission of the States' Spring Steering Committee in Sante Fe, N.M.

Gov. Wallace Wilkinson will speak on Kentucky's recent experiences with education reform at the early morning meeting at the El Dorado Hotel and then take part in a panel discussion on the details of the reform.

''The Kentucky situation is unique,'' said ECS President Frank Newman. ''No other state has ever had the opportunity to start from scratch and restructure its schools.

''The members of the Education Commission are very interested in Gov. Wilkinson's insights regarding how the reform effort evolved and what it means to Kentucky. It is so important we have devoted virtually all of Friday to a discussion of education in Kentucky. ''

New Mexico Gov. Garrey Carruthers, chairman of ECS, is also scheduled to speak Friday on education reform in his state.

Wilkinson is also expected to address his newly-formed Cabinet for Workforce Development, which he has said is as important to education reform as the changes made in the school systems.

The new cabinet will emphasize adult education and job-training skills for those without a high school education. Kentucky has one of the highest percentages of adults without a high school diploma in the nation.

Kentucky will be pumping nearly $1 billion new dollars into elementary and secondary education over the next biennium as the result of a court-ordered reform of its current system.

In June 1989, the Kentucky Supreme Court upheld a lower court ruling that the state's education system was unconstitutional because of the funding inequities between districts.

Some of the major changes, which will be funded with part of a $1.3 billion tax increase, include eliminating grade levels below the fourth, implementing mandatory half-day kindergarten, allowing schools to make more of their own decisions and drastically reducing nepotism within each district.

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9TH STORY of Level 1 printed in FULL format.

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April 13, 1990, Friday, Late Edition - Final

SECTION: Section A; Page 10, Column 2; National Desk

LENGTH: 424 words

HEADLINE: Broad Revision Enacted for Kentucky Schools

BYLINE: By The Associated Press

BODY:

The Governor of Kentucky has signed a bill making sweeping changes in running the public schools, setting a minimum spending level for each of the state's 570,000 students and giving principals, parents and teachers more responsibility.

Mississippi has also moved ahead with its plans for improving its schools.

The Kentucky measure, signed Wednesday by Gov. Wallace G. Wilkinson, establishes a spending level of $2,900 per student. Previously, spending varied from $1,800 to $4,200 a year for each student, depending on a district's wealth.

Committees for Schools

Now ''geography is a subject to be taught, not a factor that determines the quality of a child's education,'' said Governor Wilkinson. He said he had been a victim of unequal educational opportunity as a child.

The measure raises taxes $1.3 billion over the next two years; about half the money goes to the school changes. It also eliminates grading for the youngest students and calls for committees of parents, teachers and principals to make day-to-day decisions on running the schools.

In Mississippi, Gov. Roy Mabus on Wednesday signed a bill committing $182 million in aid to the nation's lowest-rated school system to improve public school curriculums over the next three years. Another measure calls for nearly $800 million in bonds to replace aging school buildings and buses.

But there is a problem.

Legislature May Return

Lawmakers did not provide money for the program in their regular session, which ended last Friday, so Mr. Mabus said he would call a special session of the Legislature for June 18. ''All of us had a mandate from the people to significantly improve the way we educate our children,'' he said.

Mississippi students have consistently scored lowest in the nation on standardized achievement tests. But their performance has improved since a series of school changes were adopted in 1982.

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(c) 1990 The New York Times, April 13, 1990

The new package also provides for programs to fight illiteracy, teen-age pregnancy and dropouts among the 505,000 students of the Mississippi public school system.

The Kentucky program is an outgrowth of a ruling last June by the Kentucky Supreme Court that the public school system was inequitable and unconstitutional. Kentucky has the country's lowest percentage of high school graduates.

In recent years, courts have ordered 11 states, including Kentucky, to overhaul inequitable school finance systems. The others are Arkansas, California, Connecticut, Kansas, Montana, New Jersey, Washington, West Virginia, Wisconsin and Wyoming.

GRAPHIC: photo: Gov. Wallace G. Wilkinson of Kentucky, who signed a bill making sweeping changes in running the state's schools. (Paul Conklin)

SUBJECT: EDUCATION AND SCHOOLS; REFORM AND REORGANIZATION; LAW AND LEGISLATION; FINANCES; TEACHERS AND SCHOOL EMPLOYEES; SCHOOL ADMINISTRATION AND COMMUNITY ROLE

NAME: WILKINSON, WALLACE G (GOV); MABUS, ROY (GOV)

GEOGRAPHIC: KENTUCKY; MISSISSIPPI



PROPOSAL

JOBS FOR AMERICA'S GRADUATES

"YOUTH ENGAGED IN SERVICE" INITIATIVE

Background

President Bush and many members of Congress have called upon Americans in all sectors of our society to create or enhance current activities that involve thousands of young people to help improve America through voluntary service in local communities.

Jobs for America's Graduates is the nation's largest, most consistently applied model for school-to-work transition for at-risk young people. It presently operates in 19 states and territories, serving more than 20,000 at-risk young people annually in 180 communities and 300 high schools.

The JAG Board of Directors, with Governor John R. McKernan, Jr. of Maine serving as Chairman and Senator Charles S. Robb serving as Chairman of the Executive Committee, is comprised of a broad spectrum of America's national leaders from government, education, business, labor and civil rights.

A critical component of the JAG program is a highly motivational student organization to help develop individual self-confidence, personal growth and career awareness for at-risk young people in their senior year who are about to make the transition into the workplace. An important feature of the student organization is the encouragement of community-based, volunteer activities as part of the effort to better understand and appreciate the roles and responsibilities of citizenship -- and of being a good employee.

The following is a proposal to expand our volunteer activities in order to coordinate and encourage the development of the roles and responsibilities among the young people from the 300 high schools involved in the JAG Affiliate network.

Current Activities

While the data has never been fully compiled, it is safe to say that over the course of the school year one or more volunteer service activity to improve the community is conducted by young people in most of the 180 communities where the JAG Affiliates operate.

A quick sampling from the Affiliates indicates the broad range of these activities, including organizing a national JAG sock drive to collect and ship 6,000 pairs of socks to the earthquake victims in Armenia, helping in local day care centers and senior citizen homes, participating in walk-a-thons to raise money for important community self-help efforts, building homes for the homeless, cleaning up the environment and many other activities.

The proposed "Youth Engaged in Service" initiative of Jobs for America's Graduates is intended to encourage, support and extend these activities on a national scale within the JAG Network. Further, it is intended to provide immediate support to the President and the Congress in their efforts to encourage in-depth and intensive efforts by young people to improve their communities.

Proposed Initiative

In order to expand, encourage and highlight the activities of Jobs for America's Graduates' young people, JAG will establish, effective December 12, 1990, a nationwide commitment to:

1. Guarantee that each youth will be offered a personal opportunity to participate in one or more community service activity during their involvement with JAG.
2. A new JAG Performance Standard establishing that each youth will participate for a minimum of two hours in one or more community service activity.
3. Create a series of competitive national events as part of the activities of the 19 state Career Associations and the local chapter activities in the 300 high schools that make up the JAG network. The competitive events will formally

recognize community activities undertaken by the local chapters of the JAG Career Association and will judge the detail of planning, execution and results that occurred in helping to improve the community. A group of locally selected judges will determine the first, second and third place winners for the activities that were of greatest value to the community. This will go into effect immediately (for the 1990-91 school year).

4. Create a JAG National Award and Recognition Program, sponsored by the Board of Directors of Jobs for America's Graduates, to recognize the chapters in each state that organized and implemented the most successful and valuable community activity during the course of the year. Each state would submit three choices to a committee of the National Board which would review and make a final decision. A special award would be provided to the local chapter by the Chairman or President. National recognition would be provided in the publications of Jobs for America's Graduates. The local press would be encouraged to provide recognition as well.

5. Encourage each state Affiliate to create a similar awards program to recognize chapter activities, preferably with the Governor and the Chief State School Officer, providing the awards for the activities in that state. JAG will provide technical assistance and guidance regarding a recommended strategy to collect, evaluate and judge these activities.

6. Develop a special "JAG Career Association Help America" handbook which will be distributed to all local Affiliates detailing a range of suggested activities to improve the community. The activities will be drawn from experiences in specific locations in JAG and the handbook will be a specific "How To" manual detailing how to organize and execute each of the recommended activities.

7. Provide a special training session at the 1991 JAG National Training Seminar during which the JAG staff from the local, state and national levels gather for staff development and training activities. In this session, the handbook of

activities will be presented and training will be provided to the staff on how to successfully organize and execute volunteer activities with young people in order to have maximum effect in the community and value to the participating young people.

SCHEDULE OF EVENTS

DECEMBER 11TH

4:00	Leave JW Marriott lobby for Robb's home
5:00 to 6:30	Reception. Senator Robb, Governor McKernan and Julie Nixon Eisenhower will be hosting this light fare event.

DECEMBER 12TH

8:00	White House Tour - Students only
9:30	Pennsylvania Ave. Visitor's entrance of Old Executive Office Building for all those attending the reception/photo op with Vice President Quayle.
10:00	Will Call desk opens at National Press Club
9:30 - 10:30	Vice President Quayle reception
10:30	Guests from OEB to walk/cab to National Press Club.
11:00 - 11:20	National Press conference.
11:30	All ticketed (General) guests to move into Main Ball room for reception.
11:30	VIP guests move to Private Reception, Photo Op. This will include Governors, VIPs, Sponsor and Patrons, and students whose awards are being presented.
11:55 - 12:00	Photo Op with President. Once picture is taken, each guest will be asked to move immediately to the Mail Ballroom.
12:00	Lunch program begins. Ken Smith, Governor McKernan and President Bush will speak. Senator Robb will also give a few remarks.
1:00	Lunch will be served.
1:20	Special Awards will be presented
1:35	Program Concludes
2:00	JAG National Board Meeting

MIKE MCMANUS

Column #666

How to Slash the Dropout Rate — Jobs For America's Graduates

WASHINGTON

One of the educational goals set by President George Bush and every governor is that "By the year 2000, the high school graduation rate will increase to at least 90 percent."

In other words, the dropout rate must be cut by two-thirds, from the current 28.5 percent to less than 10 percent.

That's a tall order. But it is not impossible. Minnesota's dropout rate in 1986 was 8.6 percent, and Connecticut's 11.2.

Frankly, however, they are not models for other states. Why?

One reason they are successful is that they have a small minority population. Minnesota is 2 percent black or Hispanic compared to 20 percent in New York, where the dropout rate is 36 percent.

Money is not the answer either. New York is a big spending state.

The answer, says Maine Gov. John McKernan, Jr., is that "We as a society really have to do a better job with the forgotten half of the high school class — the half that don't go on to any post secondary education.

"The Japanese will tell you their secret is they have the best bottom half of the work force in the world. We as a country have been able to lead the world economy with the top half of our high school class, and let everybody else fill in wherever they could find opportunity.

"That is one reason we are starting to see the rich get richer, and the poor, poorer — because there are not as many opportunities for the second half of the class, and those that exist have pay that doesn't rise anywhere near as fast as those with better education."

For that reason, Gov. McKernan began "Jobs for Maine's Graduates" patterned on a model begun in Delaware, now in 16 states called "Jobs For America's Graduates." It identifies kids as juniors who may well drop out, or will have a tough time when they get out even if they do graduate.

A "Job Specialist," someone with private sector experience is hired by a board of local employers to take personal responsibility for 35-50 "at risk" young people. They join a "Career Association" run like Future Farmers of America or Junior Achievement — to build self-confidence.

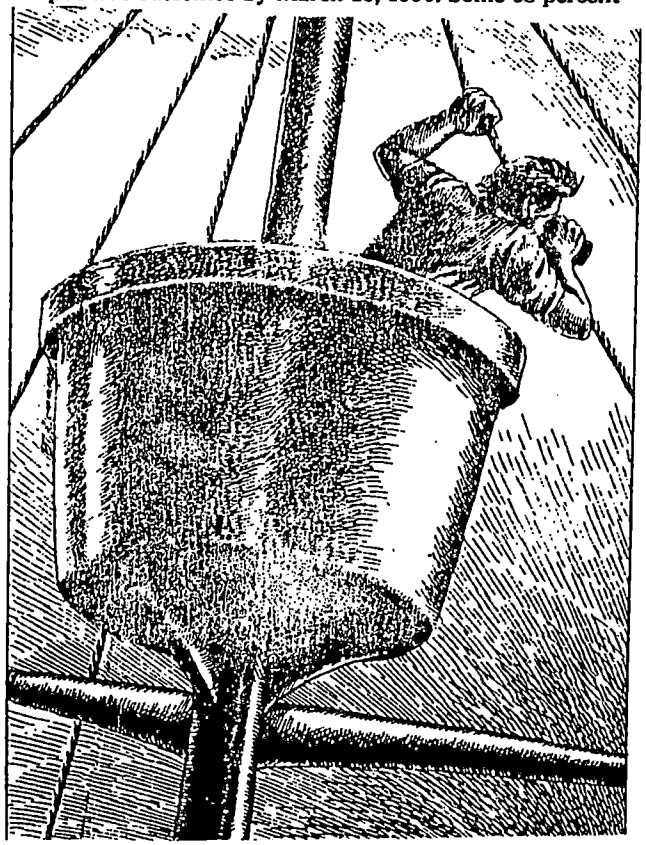
For example, they compete in conducting "job interviews," winning prizes from corporate personnel directors who serve as judges. They also get whatever remediation is needed to increase their basic skills.

The Job Specialist also identifies specific entry-level positions for the students who want to work part-time while in school, or full-time after graduation. The jobs pay about a dollar over the minimum wage.

"We also require them to go and meet with the parents of each of the kids," said McKernan. "The intriguing thing is that when an adult knocks on the door of these parents, it is usually not good news. They're shocked to have someone tell them what a good kid they have. Kid are shocked too."

The approach is so effective that 92 percent of the 1989 class of 7,500 students in nine states graduated from high school or got their GED.

Equally important, 82 percent of the graduates had positive outcomes by March 15, 1990. Some 63 percent got jobs and the rest went to college. One reason for this high placement rate is that JAG counselors work with the high school grads for nine months after graduation. Of the 21,000 youth served last year, 11,500 are in school and 9,500 were graduates.



As President Bush, a former board member of Jobs for America's Graduates, puts it, "JAG is one of the most successful school-to-work transition programs for at-risk youth in this nation."

> "After 10 years, JAG is only in 300 high schools in 16 states, despite its impressive track record. Why?"

That's not just talk. The President has called for the creation of a 5 percent "set-aside" incentive grant program as part of the Job Training Partnership Act that will provide about $125 million for statewide school-to-work transition programs. Congressional action looks hopeful.

This is an important step. After 10 years, JAG is only in 300 high schools in 16 states, despite its impressive track record. Why?

"Most of the money in state government is committed to something else," says Kenneth Smith, creator and president of Jobs For America's Graduates. "To fund something new they have to stop doing something else."

His comment is kind. Sadly, state legislators have shown zero interest in those least likely to succeed. Things are quite different in England

They have picked up the JAG model, will test it in three cities of the "Midlands" of the United Kingdom, and will spend more than the U.S. They will create similar business-school partnerships, hire job specialists who know business, and create Career Associations to motivate kids.

If the idea is moving across the Atlantic, why not into every state of America? To learn more, write JAG, 1720 King St. Alexandria, VA, 22314.

Michael I. McManus is a nationally syndicated columnist.

November 29, 1990

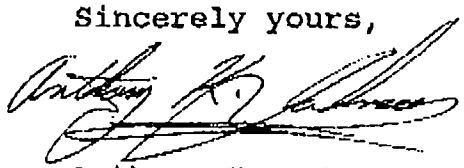
Jobs for Delaware Graduates
Attn: Governor Pierre S. DuPont
335 Martin Street
Dover, DE 19901

Dear Governor DuPont:

I am writing this letter to thank you for your leadership in initiating the Jobs for Delaware Graduates program in the State of Delaware. As a graduate of the program at Christiana High School in 1980 - 1981, I feel that I have benefited greatly due to the direction and guidance rendered to me by the program directors and coordinators. Upon graduation in 1981, JDG was instrumental in placing me at my first position as an office clerk at the American Heart Association of Delaware. This job enabled me to utilize my interpersonal relationship and communication skills to excel in the organization. After six years of service at the AHA, I realized that I wanted to increase my responsibility in community service and applied for a position in the Wilmington, Delaware Police Department. I have been so employed since April of 1988. I am assigned as a routine patrol officer in the Uniformed Patrol Division. One of the highlights of my career thus far was the privilege to sing the National Anthem during President Bush's visit to the Wilmington area.

I have also been involved as Lead Singer since May of 1989 in "The First State Force", an inter-departmental police band which attempts to educate young children about the perils of drug abuse through the medium of music. I feel that this project has been an extremely beneficial program for the education of our youth and feel that the strong values and examples which I received from the Jobs for Delaware Graduates Program has led me to my rewarding career. I thank you and hope that JDG continues to be such a success.

Sincerely yours,



Anthony K. Johnson, Patrolman
Wilmington Police Department

November 13, 1990

The Honorable Booth Gardner
Governor of the State of Washington
Olympia, Washington

Jobs for America's Graduates (JAG) has helped me become the person I am today by teaching me important decisions about my individual lifestyle. By taking JAG, my Job Specialist, Mrs. Betty Robertson, taught me many moral values, beliefs and responsibilities and has helped me experience many changes in my life.

When I first started with JAG, I was experiencing some problems much like some of the other students in the class. Mrs. Robertson and other Job Specialists helped us believe in ourselves and in others, and taught us to respect ourselves and others. We learned it was not who you are, but what you are, that matters and to always stand up for what we believe in. Most importantly, we learned that we should try our very best!

America is a career oriented country. Before I took JAG, there were many things I didn't understand about the working world. JAG helped me prepare for this and understand more. No other class in high school offers this kind of help and success. I feel very lucky to have been a part of it. It gave me self-motivation and made me move out of my childhood and prepared me for my adulthood. This is why I think every senior high school student should have Jobs for America's Graduates offered to them.

I am currently working for Ohio Casualty Life Insurance in Seattle. Within three months, I received my first promotion with full benefits.

When the 1990 Class of Jobs for America's Graduates went to our Initiation, we had a slogan writing contest. My group won by pulling together and thinking of the slogan: "JAG, if you can dream it, you can achieve it." Since then, I've thought about that slogan and I really believe in it. If the students of today can dream of good achievements for tomorrow, America would be a better place for everyone.

Sincerely,

Christy Richard

Chatham-Savannah Youth Futures Authority

Chair
Mr. William W. Sprague, Jr.

NEW FUTURES INITIATIVE

Executive Director
Otis S. Johnson, Ph.D.

November 19, 1990

Governor Joe Frank Harris
100 State Capitol
Atlanta, GA 30334

Dear Governor:

WHAT JOBS FOR GEORGIA GRADUATES MEANS TO ME

During high school I have been thinking about goals for myself and how to achieve them. Many times when I decide to accomplish a particular goal, barriers tend to arise to keep me from succeeding. As a member of Jobs for Georgia Graduates, I hope to gain the determination and will power to achieve any goal that life has to offer.

There are many skills which I hope to learn or improve through JGG, such as how to construct a resume, develop a letter of application, and complete a job interview. I also am looking forward to developing job survival skills by learning what employers expect of employees, to identify problems of new employees, how to follow directions, and practice effective human relations.

As an individual with some experience in the work force, I realize that communication skills are very important to developing team membership and leadership skills. Understanding both verbal and written communication is necessary in order to build a good relationship with one's employer and fellow employees. To me, verbal communication is not stressed enough in our school system today, so I feel JGG provides a good opportunity for me to improve how I express myself to others.

I feel JGG is like a television with many channels which I can flip to view the possible fortunes life has in store for me. One of the fortunes I desire, like most high school seniors, is a stable career in the future. Too many students however, find excuses to quit school and go directly into the work force. Some say this is a way of building themselves for a brighter tomorrow, but without a high school diploma there is no tomorrow.

As a JGG member, I respect the leaders of today who will give their time and expertise to teach myself and others who desire to become leaders, and I plan to take full advantage of all they have to offer. I believe the future generation should know what skills will be needed in the work place. I am looking forward to participating in JGG this last year of high school to prepare myself for a successful career and future.

Sincerely,

Kim E. Burns

Kim E. Burns
Jenkins Career Association
Savannah, Georgia

October 29,1990

Dear Governor Castle;

My name is Nicole Shuler and I am a 1990 graduate of Middletown High School, Middletown Delaware.

I am enrolled in JDG (Jobs for Delaware Graduates) which is a program designed to help students set goals and find an applicaple career.

I have had some major set backs in my life, such as coming from a broken family and living with drugs and violence. Of all people I realize how this sort of life can effect a young person; such as stripping them of confidence and self esteem. I personally never seemed to have either of these before JDG and Ms Bailey my Job Specialist from the program. It gave me the confidence and support I'd always wanted and needed to help me in the right direction.

I am currently enrolled at Delaware Technical and Community College for Criminal Justice, and I plan to pursue a career with the FBI. I recieved a scholarship from the William F. Davis Fund and a Pell Grant from the gover ment to help me pursue my goals and dreams.

A year ago people that I know and I myself would never think that I would be enrolled in college, employed by one of the largest insurance companies in the world and on my way to the top.

I believe that JDG is the best thing that has happend to me and if I were without it I hate to think of where I'd be now. It has prepared me for the best and worst to come; and inspite of any set backs with JDG I know that anything is possible if you put you mind to it.

Sincerely,

Nicole J Shuler

Nicole Shuler

October 30, 1990

Governor L. Douglas Wilder
Commonwealth of Virginia
State Capitol, Capitol Square
Richmond, Virginia 23219

Dear Governor Wilder:

I am Mary Dark, a 1983 graduate of Jefferson-Huguenot-Wythe High School, Jefferson Building, as well as an alumni of the Jobs for Virginia Graduates Program.

Jobs for Virginia Graduates has had a major impact on my life. While in JVG, I gained knowledge and experience in completing applications, constructing resumes, writing and making presentations, interviewing for jobs, and displaying professionalism in the job market and on the job. For those of us who decided not to attend college directly after high school, JVG not only gave us an edge on others seeking employment, but made facing the world less frightening.

I developed some valuable tools that can be used throughout my life. I learned what to expect on the job and how to approach job situations, which make me a better employee and ensure longer employment.

Today's students have many obstacles facing them, which sometimes lead to an increase in the dropout rate. JVG gives high school students the choice of making a living or having others pay their way.

I hope that future high school students will get the opportunity to take advantage of all that JVG has to offer.

Sincerely,

Mary Dark

Mary Dark

October 30, 1990

Governor L. Douglas Wilder
Commonwealth of Virginia
State Capitol, Capitol Square
Richmond, Virginia 23219

Dear Governor Wilder:

I am Mary Dark, a 1983 graduate of Jefferson-Huguenot-Wythe High School, Jefferson Building, as well as an alumni of the Jobs for Virginia Graduates Program.

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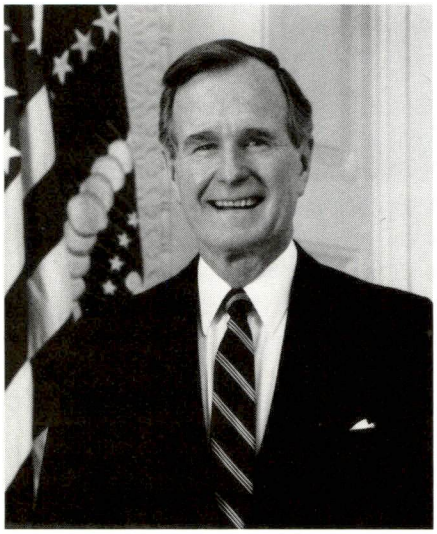
Mary Dark

Mary Dark

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!

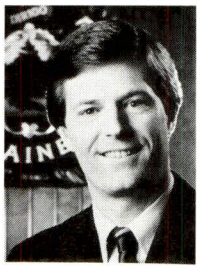
We are especially pleased to announce that Jobs for America's Graduates has been chosen by Secretary of Labor, Elizabeth Dole, and an executive committee of Department of Labor senior officials as a recipient of the first ever LIFT (Labor Investing for Tomorrow) America Award!

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!

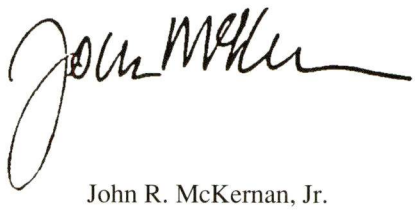
I am especially proud to announce that the President of the United States has agreed to lend his personal support as the keynote speaker at our first national fund-raising event in December.

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

JAG Board of Directors

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The Honorable John R. McKernan, Jr.
Governor, State of Maine

President
Kenneth M. Smith, Chairman and CEO
International Management & Development Group, Ltd.

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The Honorable Charles S. Robb
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Georgia Department of Labor

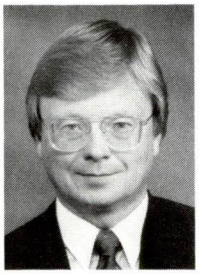
O.F. Wenzler, Vice President
Johnson & Johnson

The Honorable Pete Wilson
United States Senator, State of California

Raul Yzaguirre, President
National Council of La Raza

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

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.

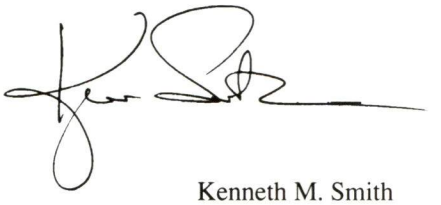
At the National Governors Association, Maine Governor, John McKernan, and Ohio Governor, Dick Celeste, presented the proven value of Jobs for America's Graduates in helping Governors achieve their objectives for education by the year 2000 – challenging goals in anybody's book!

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.

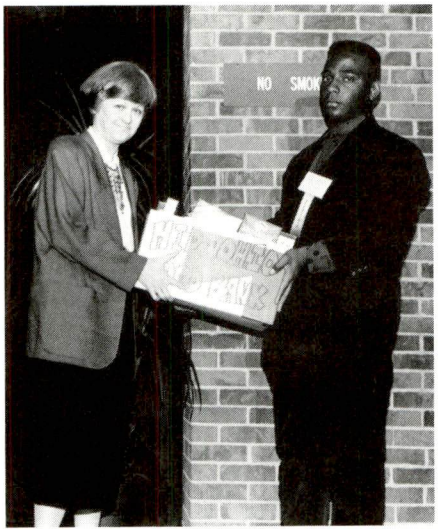
Since this whole concept of student-led, motivational in-school clubs is so totally new to the UK, a team of 8 individuals attended the National Training Seminar to learn firsthand how and why the Career Association is so successful. Eugene Bouldin and Becky Webb of JOG-Cincinnati presented a seminar 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."

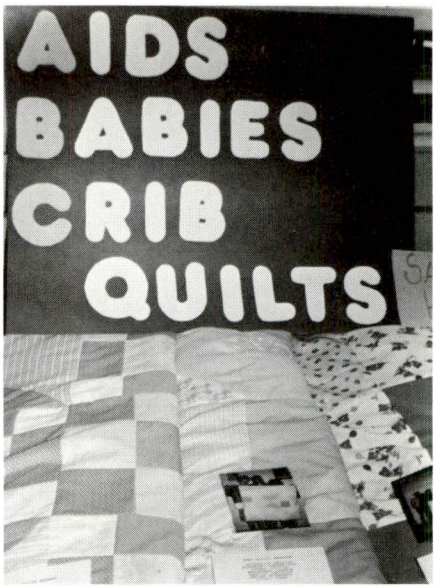
California

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

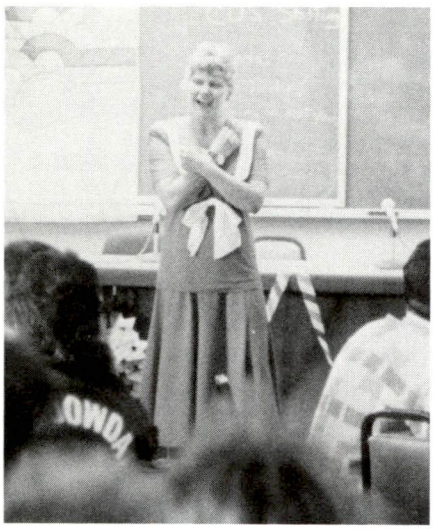
Jobs for Edmonds Graduates is proud to have completed a very successful third year. Starting out with a tremendously successful I and I ceremony featuring Commissioner of Employment Security, Isiah Turner, who commended the staff and students for a job well done and later in the year,

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

The Andreas Foundation

The Annenberg Fund, Inc.

Carnegie Corporation of New York

Chrysler Corporation Fund

DeWitt Wallace-Readers Digest Fund

Forbes Foundation

Ford Motor Company Fund

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Pew Charitable Trusts

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The Xerox Foundation

Spotlight

New Board Members

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

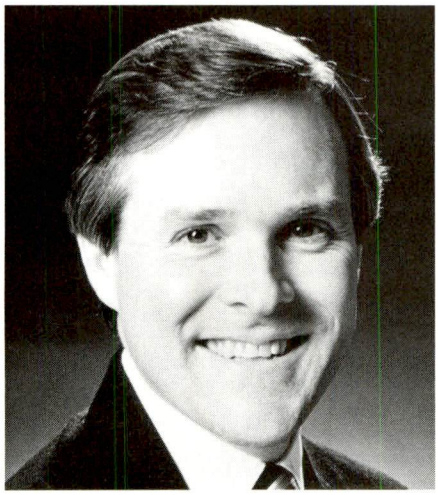
Siemens Automotive is the 16th largest industrial corporation in the world, serving the worldwide automobile industry which has as its goal the design, development and manufacture of electronic systems and components for vehicles. Mr. Leuliette was named



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

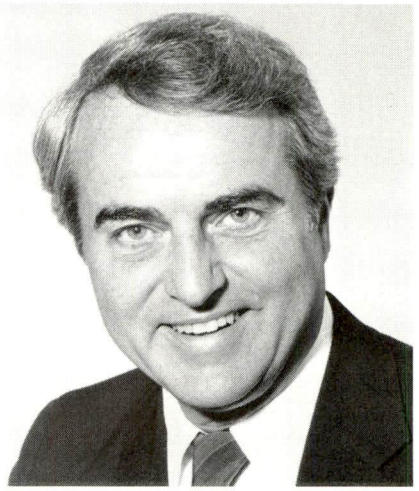
Ray Mabus, a native of Ackerman, Mississippi, is a Magna Cum Laude graduate of Harvard Law School at Johns Hopkins University. From 1980-1984, he served as chief assistant to then Mississippi Governor William Winter where he drafted the Education



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.

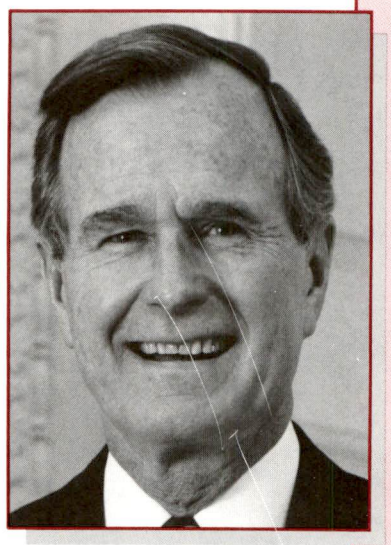
Staff

Kenneth M. Smith	*President*
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Olivia Ann H. Hoffmann	*Director of Administration*
Damian M. Singer	*Administrative Assistant*



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.

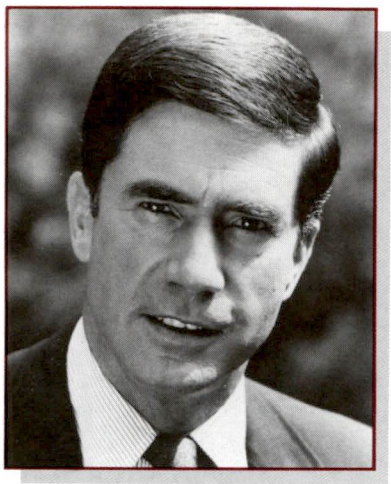
What makes JAG work is a joint commitment of business, government, education, labor, and community units all working together, taking on personal responsibilities for the success of each and every student in the program.

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
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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.

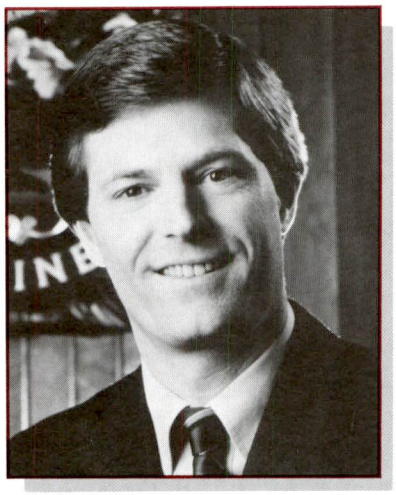
It appears that 1990 will be one of the most challenging and potentially rewarding years in our history. I am, therefore, pleased that Governor McKernan of Maine, our Vice Chairman, has agreed to serve as our Chairman. In my judgment, his personal leadership on the implementation of the program in Maine, 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

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U.S. Senator
State of Virginia

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

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International Management and Development Group, Ltd.

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TREASURER
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Bank of Boston



Dr. Bernard E. Anderson
Managing Partner
Urban Affairs Partnership



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



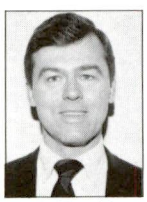
Mr. Ralph W. Barrow
Board Member
Jobs for Delaware
Graduates



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



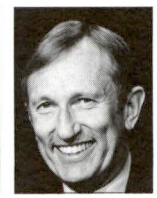
Mrs. Ursula F. Fairbairn
Director of Education
IBM Corporation



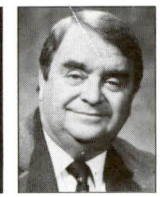
The Honorable
William H. Gray, III
Majority Whip — U.S.
House of Representative



Dr. Benjamin L. Hooks
Executive Director
NAACP



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



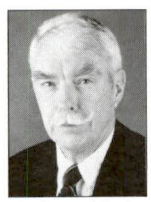
Dr. William B. Keene
Superintendent
Delaware Department of
Public — Instruction



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



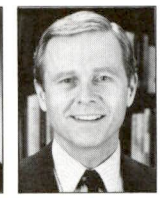
The Honorable
Joseph Tanner
Commissioner — Georgia
Department of Labor



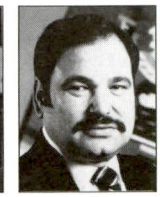
Dr. Franklin B. Walter
Superintendent of Public
Instruction — Ohio
Department of Education



Mrs. Carolyn Warner
Carolyn Warner &
Associates



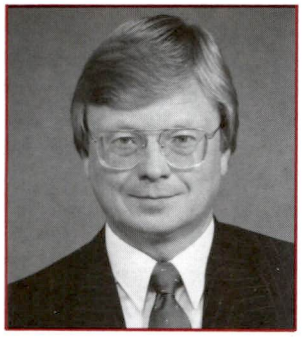
The Honorable
Pete Wilson
U.S. Senator
State of California



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.

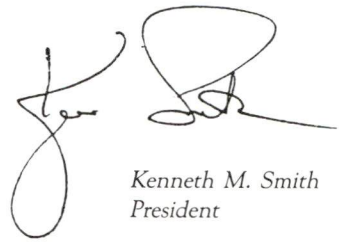
The value of our program was amply demonstrated this year as several states increased their financial support of the program, despite difficult budget situations. Additional resources were committed from local Private Industry Councils, Service Delivery Areas and school districts which allowed for an 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.

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.



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.



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.

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.

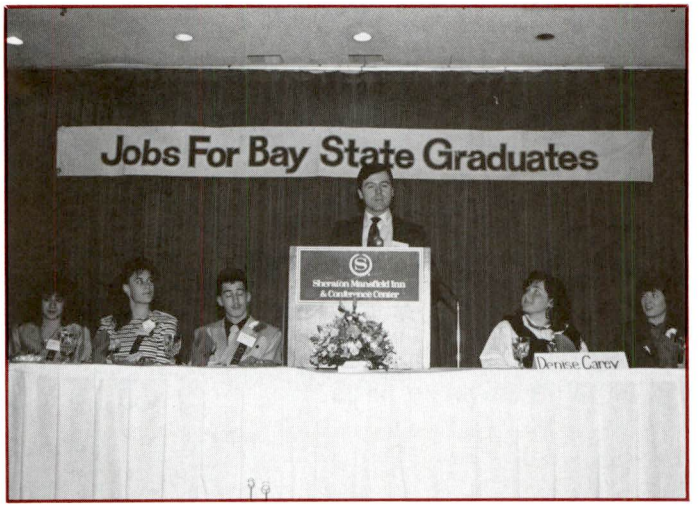
JAG mounted a major effort to launch the program in California, which now enrolls nearly 700 young people in 11 high schools between the Los Angeles and Merced County areas. The far-flung activities of JAG in 1989 included a similar effort in the Virgin Islands and in Florida, as well as a major commitment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

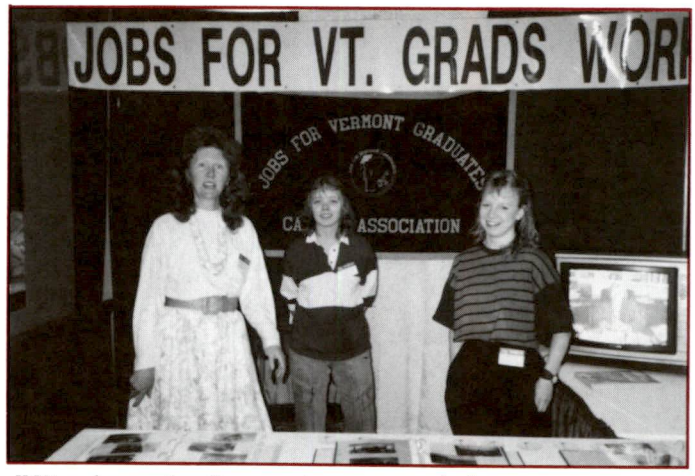
JOBS FOR VERMONT GRADUATES

- **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.

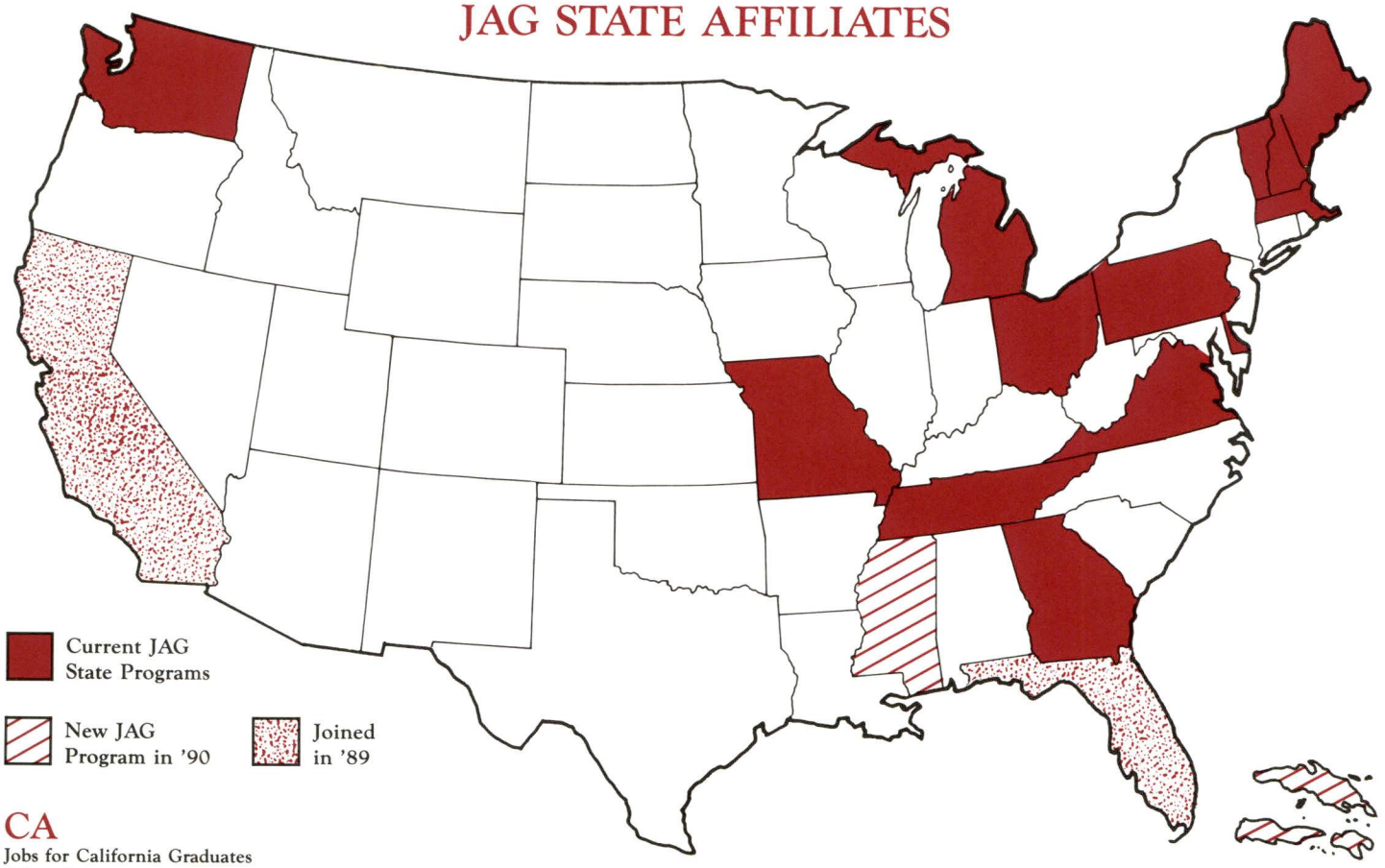
A "Quality Enrollment Program" was expanded to include identifying with five criteria the at-risk components of each students' application. This program assures that JDG continues to work with the most at-risk students.

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.

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OH
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PA
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State Department of Education
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Department of Education
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Charlotte Amalie,
St. Thomas V.I. 00802
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VT
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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
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The National Education Goals

A Report to the Nation's Governors

Executive Summary

July 29, 1990

THE WHITE HOUSE

WASHINGTON

To the Governors of the United States:

One year ago, I invited you to join with me and my Cabinet at a Summit Conference to discuss an issue of vital national importance -- education. The path from Charlottesville led to the development of the national education goals announced early this year.

These goals are ambitious, yet realistic. They provide, for the first time, a sense of direction for individual and collective efforts to improve the quality of education for all Americans. We must now turn our attention to the formidable task of ensuring that these national goals are attained.

First, achieving the national education goals will require fundamental changes in the way we educate our citizens, in our attitudes toward teaching and learning, and in our very culture. Our Nation must make education a priority and emphasize the value of learning. We must respect and honor educators. We must replace complacency with a sense of constructive urgency and action to reform our schools.

Second, the vision and energy necessary to revitalize American education cannot be provided by a few national or State leaders alone. This effort must engage concerned citizens throughout our land with shared beliefs and principles working toward common goals.

Third, there are inherently American principles which can provide the foundation for this educational renaissance. A belief in freedom, a commitment to hard work, a love of fair competition, a sense of responsibility, a concern for community -- these traditional American values are suddenly being embraced by peoples all over the world, while here in the United States we have often taken them for granted. We must remind ourselves that such principles have provided the foundation for our most successful institutions -- for our free-market economy, our decentralized form of government, our participatory democracy -- and that they must likewise undergird our efforts to rebuild our educational system. To accomplish this restoration we must have principled leadership in our homes, in our schools, and in our communities.

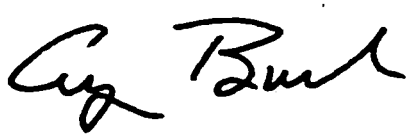
Fourth, we must proceed on the bold but realistic assumption that every child and every citizen can learn. Having made such an assumption, we must develop strategies that recognize and complement individual talents, while at the same time defining an accepted standard of excellence to which all can aspire. We cannot allow any child to feel unappreciated or unworthy. Parents, teachers, and other responsible adults must instill in our young people an expectation of success and a commitment to high standards and values that will last a lifetime.

Finally, our restructured education system must reflect the values and traditions which have served America well for over two centuries. Education in America will always be about opening doors of opportunity for the individual.

As the Nation looks ahead to the next century, education must remain at the top of our national agenda and become a lifelong quest for all our citizens. Our great democracy can remain vital only if our people continue to grow in knowledge and wisdom, facing each new choice with an increased understanding of the world in which we live. Given the growing complexity and competitiveness of that world, we must recognize that education has never been more vital to our future.

As an elected chief executive, each of us will be held accountable for progress in meeting our national goals -- and we expect to hold others accountable as well. It is our responsibility to let the Nation know again and again why we have made this pledge and why educational excellence is of vital importance. As we remain committed to the national-State partnership that has begun, we must build bridges and welcome partnerships at all levels throughout our society. Achieving our goals will require hard, active work and involvement on the part of students, parents, and educators. It will require the constructive involvement of business, school boards, community-based groups, media, and all sectors which reach our children and workers.

I am appreciative of the partnership which has begun over the past year and reiterate my long-term commitment to working with you in the months and years ahead. In the words of Thomas Jefferson, "no experiment can be more interesting than that we are now trying." Nothing could be more important to current and future generations and to the future of our Nation.



FOREWORD

The President believes America can and will have a restructured and revitalized education system by the year 2000. Reforming our system will enable America to compete successfully in the 21st century and empower each citizen to achieve his or her fullest potential. The President, his Cabinet, and his entire Administration are committed to the national education goals for the year 2000, to sustaining the partnership with the Nation's Governors, and to building new partnerships at all levels with all sectors of society to move the Nation toward educational excellence.

Achieving the goals will require cultural changes throughout our society and fundamental structural reform of our education and related systems. These systemic changes must occur at the State and local levels. The President encourages all Americans to support State and local initiatives which will ultimately improve the education system as a whole. Although the Administration recognizes and will maintain the traditional limited Federal role in education, it is committed to an appropriate, coordinated, and effective response to the significant challenges presented by the national education goals. In support of the necessary changes which must take place, the President, his Secretary of Education, and his Cabinet are working to provide strategic, sustained leadership at the national level.

This report reflects many of the activities undertaken by Federal departments and agencies in support of the national education goals. Following the Education Summit, several Cabinet secretaries and agency heads made supporting the President's commitment to education a departmental and agency priority. Many innovative initiatives have been introduced and unprecedented interagency collaboration is underway related to the goals.

Several departments have been working with the States since the Summit to follow-up on the commitment to obtain and review recommendations for statutory and regulatory changes related to education. The Office of Management Budget has prepared an interim report on this effort. A final report will be issued later this year. Federal agencies have benefited from the process of reviewing their operations in light of the perspective of the States. It is clear that the States share the frustration expressed at the Education Summit with rules governing duplicative, overlapping Federal programs and look forward to a time when greater flexibility is granted in law to combine funds to meet and overcome State and local problems, allow innovative approaches, and remove current barriers to improving student performance.

The steps which have occurred to date should be recognized as the beginning of a long-term effort on the part of the Administration. At the request of the President, the office

of the Assistant to the President for Economic and Domestic Policy provides coordination for a sustained, high-level focus on Administration efforts specifically related to the national education goals and other commitments made at Charlottesville and Administration actions related to the goals. The President's Domestic Policy Council's Working Group on Education Policy, chaired by Secretary of Education Lauro Cavazos, continues to develop Administration policy on issues related to the national education goals. In the months ahead, the President's Education Policy Advisory Committee, comprised of representatives from labor, business, media, and all levels of education will continue to recommend ways to disseminate the national education goals and mobilize national efforts to realize them.

The President and his Administration look forward to working with the Nation's Governors in this quest.

POST-EDUCATION SUMMIT INITIATIVES

Highlights of the Administration's initiatives undertaken since the Education Summit in Charlottesville.

POST-EDUCATION SUMMIT INITIATIVES

Education is our most enduring legacy, vital to everything that we are and can become. And come the next century — just ten years away — what will we be? Will we be the children of the enlightenment, or its orphans?

President George Bush, September 28, 1989

The President and his Administration have begun work to develop a coordinated, Administration-wide effort to support the significant changes which must occur at the State and local levels in order for the Nation to reach the national education goals by the year 2000. Efforts currently underway include those to identify and strengthen effective programs related to the six goals, address issues of coordination among departments and agencies in the goal areas, assist State and local efforts, and enhance research and statistical development and disseminate "what works." The Administration remains committed to the President's four educational principles as the foundation of its efforts: recognizing and rewarding excellence; encouraging flexibility and choice; strengthening accountability; and targeting those most in need.

The following highlights reflect some of the initial efforts and initiatives underway across the Administration since the Education Summit in Charlottesville in support of the national education goals.

GOAL 1 - READINESS FOR SCHOOL

By the year 2000, all children in America will start school ready to learn.

A number of departments and agencies are involved in efforts to increase the potential that all children will enter school ready to learn. Programs, partnerships, and research and dissemination activities are focussing on the role of parents as first teachers, the effectiveness of early childhood experiences for disadvantaged and disabled children, the health and nutrition status of preschoolers, and how schools can better build on the foundation of a child's early experiences. The President remains committed to ensuring that all disadvantaged children have access to a quality preschool experience before entering school as reflected in his request for an unprecedented increase of $500 million for Head Start in fiscal year 1991.

- Through the leadership of Secretary of Education Lauro Cavazos and Secretary of Health and Human Services Louis Sullivan, ED and HHS have joined efforts to help strengthen the transition from Head Start to school and examine ways schools can help guarantee that the gains made in the preschool years are sustained through the early school years. The departments will convene a meeting in the Fall of 1990 with urban school officials and Head Start directors to explore relevant issues and to provide technical assistance for implementing promising strategies. An interagency task force also is working on coordination between Head Start and Even Start, Chapter 1 and other compensatory education programs.

- To assist States in implementing effective strategies for ensuring every child starts school ready to learn, a new Head Start State coordination demonstration has been initiated this year. Up to ten States will be awarded three-year grants to establish an office, within the Governor's office or other high-level State office, to help States coordinate and integrate Head Start programs with other early childhood programs, related services for children and their families, and schools.

- Following the Education Summit, Secretary of the Interior Manuel Lujan held a series of regional conferences related to Indian education. Interior's Bureau of Indian Affairs (BIA) is implementing a new program for Native American preschool children and their parents to increase parenting skills and participation in early childhood experiences. The BIA program will use Missouri's "Parents as Teachers" program as a model for parents and their children from the prenatal stage to age three. The second component of the program will be modeled after Kentucky's "Parent and Child Education" program serving three- and four-year olds.

- The Department of Agriculture is working with a consortium of 1890 Land-Grant Institutions in 16 States to address the needs of families at risk with young children. This partnership is focusing on helping parents become more effective as first teachers and strengthening the capacity of community agencies and organizations in providing support to needy families of preschool children.

- Within the Department of Defense's own unique school system, Secretary of Defense Dick Cheney is responding to the commitment to reach the national education goals by the year 2000. As part of Secretary Cheney's national education goals implementation plan, the Department of Defense will implement a parental participation program in all child development programs to encourage parental involvement in child development activities. A parent education guide to all parents who have children in overseas child development centers and pre-kindergarten programs will be disseminated.

GOAL 2 - HIGH SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Activities across the Bush Administration are assisting States in their efforts to increase high school completion, prevent students from dropping out, and encourage former dropouts to complete their formal education. Many departments are mobilizing their own employees and constituencies to become personally involved with helping youth stay in school and keeping them motivated to learn.

- As one of a series of post-Summit initiatives, Secretary of Labor Elizabeth Dole launched a National Mentoring Campaign to mobilize business and labor to reach out to youth at risk of failing in school and, ultimately, the labor market. This campaign, established in cooperation with the National Media Outreach Center, is recruiting business and labor volunteers to serve as mentors and tutors to youth at risk of failing in school.

- The Department of Labor recently announced recipients of its new Youth Opportunities Unlimited (YOU) demonstration grants. Six cities and the State of Mississippi have been awarded multi-year grants for implementing model community or neighborhood projects that emphasize integration of youth services and collaboration among institutions and organizations to increase high school completion rates among youth in high-poverty areas.

- Secretary of Education Lauro Cavazos has formed and chairs the President's Hispanic Task Force on Education. This year, the Task Force convened regional meetings to identify issues and particular circumstances related to Hispanic youth and their families. Recommendations to help reverse high dropout rates among Hispanic youth will be considered by the White House Domestic Policy Council and the President.

- The Department of Agriculture's Youth At Risk Initiative will target sixty high-risk communities nationwide to help address the education-related needs of youth at risk and encourage school completion by building coalitions of public and private support and coordinated strategies that replicate successful model programs. The initiative will be conducted in cooperation with several foundations and corporations, and other Federal departments and agencies.

GOAL 3 - STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and

every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Many departments and agencies are involved in developing instructional material in particular subject areas, enhancing the quality of teaching, and increasing opportunities for informal educational experiences outside the classroom and in the home that contribute to what students learn and their ability to demonstrate competency in critical subjects. These activities complement Department of Education programs that help States and localities improve education for all students, particularly the disadvantaged. In the spirit of President Bush's Points of Light Initiative, education partnership programs throughout the Administration encourage employees to serve as volunteers in education to help foster excellence in school programs and increase individual student achievement.

- In May, Attorney General Dick Thornburgh announced a department-wide mentoring initiative that exemplifies how America's employers can encourage employees to be actively engaged with the education of youth in their communities. The "Legal Advocates in Education" program grants Department of Justice employees up to eight hours of administrative leave per month to work with students in the District of Columbia public schools. As tutors and mentors, Department of Justice employees are reaching out to area students to help increase competency in academic subjects and motivate learning in classrooms throughout the city.

- At the Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS), chaired by former Labor Secretary William Brock, is bringing together top business, labor, and education leaders. The commission will consider and define guidelines for what fundamental skills American students need to fulfill basic workplace requirements of entry-level workers, with respect to traditional academic disciplines as well as critical thinking, problem-solving, and communicating skills.

- Under the Department of Education's Chapter 1 program improvement effort, some 6,000 schools whose students are not showing adequate progress are now undergoing activities to improve their programs.

- The Environmental Protection Agency recently sponsored a Youth Environmental Action Forum with the National Governors' Association that brought together 300 high school students, teachers, and environmental education coordinators from around the world. To help foster good citizenship and stewardship among youth, students developed proposals for environmental projects that they could lead in their communities. The Forum is one component of Administrator Reilly's efforts to focus and enhance EPA's ongoing education activities.

- The Department of Agriculture's 4-H program, the Nation's largest organization and non-formal education program for youth with 5.1 million youth and adult volunteers, is developing new international curriculum materials as part of 4-H's International Youth Exchange that will help acquaint students across the Nation with knowledge of America's cultural heritage and the world community.

- A new National Endowment for the Humanities (NEH) initiative seeks to enhance foreign language education. Starting this Fall, NEH will sponsor projects that seek to increase language proficiency and cultural knowledge among language teachers and undergraduates, and establish foreign language magnet schools.

GOAL 4 - SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

The goal to be first in the world in mathematics and science achievement by the year 2000 poses an ambitious and imperative challenge for the nation.

- Ten days after the Charlottesville Summit Secretary of Energy James D. Watkins co-chaired with Nobel laureate Dr. Glenn Seaborg a Math/Science Education Action Conference in California. As a result, DOE is mobilizing its National Laboratories and other research facilities to bring cutting-edge science to America's teachers and students. Thirteen new initiatives involve partnerships between DOE labs and rural, urban, minority, or disadvantaged schools. Examples include: Oak Ridge National Laboratory's alternative certification initiative with the University of Tennessee; Los Alamos National Laboratory's teacher enhancement program for rural New Mexico middle school teachers; and Brookhaven National Laboratory's science research program for students attending Gallaudet University.

- Through the President's science advisor, Dr. D. Allan Bromley, a Federal coordinating committee has been established to promote more efficient use of the expertise that exists in agencies, avoid needless duplication, identify areas of new program opportunities, and make more efficient use of limited resources in efforts related to science, mathematics, and engineering education across the Administration. Sixteen Federal departments and agencies are involved in this major effort dedicated to helping the Nation achieve the science and mathematics goal.

- Admiral Richard H. Truly has announced the National Aeronautics and Space Administration's plan, "Science and Technology Literacy for the 21st Century,"

a decade-long commitment to furthering excellence in science and mathematics education, workforce competency, and lifelong learning. Initially, NASA will use segments of non-mission time on NASA's satellite communications system for broadcasting educational and informational videotapes to teachers and students in all fifty States. NASA also has begun work on designing a model "Classroom of the Future." The classroom will take advantage of the latest technologies and learning strategies in teaching science, mathematics, and technology.

- In conjunction with the National Governors' Association, NSF and ED recently launched a Statewide Systemic Initiative to actively encourage and support proposals which seek broad-based, fundamental changes at the State and local levels to improve science and mathematics education. Forty States, the District of Columbia, and Puerto Rico have submitted preliminary proposals. ED's Dwight D. Eisenhower Mathematics and Science program will provide collaborative support for the initiative. The President's fiscal year 1991 budget includes significant increases for the Eisenhower program and other mathematics and science education programs in key departments and agencies.

- As a result of an Administration-wide emphasis on collaboration and coordination in education, the Department of Education and the National Science Foundation have formalized their partnership on mathematics and science education. Activities will include distribution of NSF curricula through ED dissemination networks funding research on national and international assessment of student achievement, and joint research and development activities on the use of technology in education.

- As part of the Department of Defense's goals implementation plan, Defense's overseas high schools will increase enrollment in advanced mathematics and science (algebra 2, trigonometry, chemistry, and physics) each year for the next five years over the enrollment in school year 1989-90.

- The National Science Foundation's Regional Centers for Minorities in Science and Engineering will operate through new regionally-based alliances of school districts, community colleges, universities, local businesses, and science and engineering industries.

GOAL 5 - ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Numerous activities and initiatives across the Administration support the national goal related to literacy and lifelong learning. The President and his Cabinet are committed

to improving literacy for all Americans. Many departments are active in outreach activities and partnership efforts with States, communities, schools, universities, and other entities. As a major employer, the Administration is concerned about the future of the Nation's workforce and working to help strengthen the connection between school and work.

- The Administration's Task Force on Literacy, co-chaired by the Department of Education and the Department of Labor, is preparing recommendations designed to strengthen leadership and direction, coordinate existing programs and services, improve effectiveness of literacy programs, and improve literacy skills for consideration by the White House Domestic Policy Council and the President.

- The Department of Labor's Initiative on School-to-Work Transition aims to help students attain skills needed to successfully complete school and begin their careers. The Department will conduct a series of research and demonstration projects, through business and education partnerships, that will produce "work-based learning" models for schools and employers. The Departments of Labor and Education collaborated on a national school-to-work conference this spring.

- The Department of Education has launched the most extensive survey of literacy skills since the 1970's. The National Adult Literacy Survey (NALS) will offer vital information about literacy levels and the extent of illiteracy among Americans ages sixteen to sixty-four. States were recently informed of a new option to participate in a State-level assessment of literacy skills among their citizens.

- The Department of HHS, Labor, and Education are cooperating on a multi-year training and technical assistance effort to implement the Job Opportunities and Basic Skills (JOBS) program for welfare recipients. The effort will focus on helping States integrate literacy and basic skills programs and services to effectively serve JOBS participants.

- Under the leadership of Secretary Jack Kemp, the Department of Housing and Urban Development has launched a joint initiative with the Department of Agriculture and the Kraft/General Foods Foundation to develop model consumer education programs in public housing communities to help residents develop lifelong learning skills and move toward economic self-sufficiency. Eight major cities have been selected as test sites this year.

- To help advance the role of technology in educational instruction and information, the Department of Commerce's National Telecommunications and Information Administration recently installed six satellite uplink earth stations for the American Association of Community and Junior Colleges that will transmit

instructional programming in collaboration with the Community College Satellite Network.

- Furthering the important objectives of the Even Start program, the Head Start Family Literacy Initiative will encourage every Head Start grantee to implement a family literacy project by 1993 to enhance intergenerational literacy and encourage family reading activities. To assist in this effort, HHS is encouraging partnerships between local grantees and Literacy Volunteers of America, funding fifteen model Head Start Family Service Centers, and working with ED's Even Start program.

GOAL 6 - SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Drug-free, safe, disciplined schools are vital if we are to improve the quality of education. The Administration believes that the Nation cannot wait a decade to realize this essential goal. Drug-free, safe schools are a major focus of the National Drug Control Strategies developed under the leadership of Office of National Drug Control Policy Director William Bennett.

- The Office of National Drug Control Policy hosted in early 1990 a national conference for States and localities to identify promising strategies in anti-drug efforts, including those to ensure our children and schools are drug-free. Secretary of Education Lauro Cavazos, Secretary of Housing and Urban Development Jack Kemp, Secretary of Health and Human Services Louis Sullivan, and Attorney General Dick Thornburgh were among Administration officials who participated in the conference.

- Since the Summit, the Department of Education has developed and disseminated a model drug curriculum, Learning to Live Drug Free: A Curriculum Model for Prevention, to every school in the country. The Department of Education has also distributed anti-drug videos to every school district in the country and developed and distributed anti-drug materials in Spanish as well as English.

- The President proposed and Congress has passed legislation which requires schools, colleges, and universities to implement and enforce firm drug prevention programs and policies as a condition of eligibility to receive Federal assistance. Legislation also has been enacted authorizing emergency grants to local education agencies facing a concentration of drug problems.

- The Department of Justice has added a school crime supplement to the National Crime Survey to provide survey data on the extent of school-related victimizations, the availability of drugs and alcohol in schools, efforts to maintain security in schools, and the effects of the fear of crime on behavior.

PROMOTING RESEARCH AND DISSEMINATION OF "WHAT WORKS"

The Administration can play an appropriate and important role in assisting States and localities in reform efforts through improving education-related research and statistics and identifying and disseminating "what works." The President's fiscal year 1991 budget includes substantial increases for Department of Education initiatives to help improve these efforts, including funds specifically targeted for initial Education Summit follow-up activities.

Many efforts are underway to help identify and disseminate "what works" in goal areas. For example, the Departments of Education, Labor and HHS have completed an interagency agreement to jointly fund a Center for Adult Literacy beginning in January 1991. This five-year collaborative effort will support research into the problems of adult literacy, the effectiveness of basic skills instruction programs, and it will develop ways to improve the dissemination of literacy information to schools, job training programs, business, labor, community organizations, and government. Among other efforts, the Barbara Bush Foundation for Family Literacy recently produced First Teachers, a family literacy handbook that documents ten of the most promising and innovative literacy programs nationwide. The White House Office of National Service has made literacy and drug prevention a priority in its activities.

Promising research currently is being conducted in the goal areas. For example, the Department of Education is conducting five studies related to early childhood education designed to survey providers, describe promising practices, and strengthen the relationship between preschool and kindergarten program practices. Several departments are working together to identify existing national statistical efforts related to the goal areas. The Administration also is working with national organizations and associations on strategies to empower their constituencies to become actively involved in working toward the national education goals at the local level.

The Departments of Education and Health and Human Services are jointly supporting a new Research and Development Center on Families, Communities, and Children's Learning. Other National Education Research Centers in the Department of Education will conduct research related to the goals, including: Education in the Inner Cities; Cultural Diversity and Second Language Learning; and Research on Dissemination and Knowledge Utilization. ED's National Diffusion Network (NDN) is being strengthened, and with the cooperation of the National Science Foundation, the number of effective programs in mathematics and science disseminated by NDN will be increased.

The Department also is using electronic technologies to enhance dissemination and collaboration among the research programs it supports and is collaborating with the Department of Commerce and other Federal agencies on ways to use technologies in education more effectively.

APPENDIX

NATIONAL GOALS FOR EDUCATION

INTRODUCTION

At the historic education summit in Charlottesville five months ago, the President and the Governors declared that "the time has come, for the first time in U.S. history, to establish clear national performance goals, goals that will make us internationally competitive." The six national education goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure — for the failure of these students will become the failure of our nation. Achieving these changes depends in large part on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher

expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

The first step is to establish ambitious national education goals — performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

National Education Goals

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

High School Completion

GOAL 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate and seventy-five percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Student Achievement and Citizenship

GOAL 3: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.

- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Science and Mathematics

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

GOAL 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Safe, Disciplined, and Drug-Free Schools

GOAL 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Necessary Changes and Restructuring

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, Governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The President and the Governors will work to support these state efforts, and to recommend steps that the federal government, business, and community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood

development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems for prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken to better prepare children for schools, we must also better prepare schools for children.

This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles. Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues, and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality educational programs for all students regardless of race, national origin, sex, or handicapping condition. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The

federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups. Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate workforce.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and educational opportunities to prepare employees for the twenty-first century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a

college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present, and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

ASSESSMENT

National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council on Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment for Education Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-seven states. Work is underway to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally-

directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The President and the Governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A Challenge

These national education goals are not the President's goals or the Governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review, and to expand upon national goals where appropriate. The President and the Governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the twenty-first century.

Adopted by the President and the Nation's Governors
February 1990