

Jobs for America's Graduates





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THE WHITE HOUSE

WASHINGTON

May 19, 1995

The Honorable John R. McKernan, Jr.
Governor of Maine
Augusta, Maine 04333

Dear Jock:

Thank you again for your gracious remarks earlier this week. I was honored to receive the first annual national School-to-Work award from Jobs for America's Graduates.

Under your leadership, JAG has been one of the nation's most powerful forces in building school-to-work systems, which are already making a big difference in the lives of tens of thousands of young people in communities across the country. As you know, I have often relied on JAG's experience, expertise, and leadership in developing our school-to-work strategy, including the design and implementation of the School-to-Work Opportunities Act.

I look forward to working with you, your new Chair, Governor Voinovich, and your Board of Directors and affiliates to rapidly expand school-to-work systems in all states and localities.

I hope you'll let me know how I can be of help in achieving our shared goals. I value your advice and counsel, and that of Jobs for America's Graduates, on these vital issues.

Sincerely,

Bill Clinton

THE WHITE HOUSE

WASHINGTON

July 28, 1993

The Honorable John R. McKernan, Jr.
Chairman
Jobs for America's Graduates, Inc.
1729 King Street
Alexandria, Virginia 22314

Dear John:

School-to-work transition will be one of the centerpieces of this Administration's educational strategy. I am determined to support methods that have proven to help young people -- particularly the at-risk and the disadvantaged -- to complete high school and move on to a good job.

I extend my congratulations for the outstanding work of Jobs for America's Graduates. This program has demonstrated in many states and communities that we can achieve the national education goal of a 90 percent graduation rate -- even for our at-risk and disadvantaged youth. JAG has also shown that we can increase the rate at which these young people move into the job market.

Like you, I believe that it is important to convince governors and education, business, and community leaders of the virtues of a statewide school-to-work transition system. These new systems must be created through strong partnerships between our job training and educational systems and the private sector.

Please pass along my best wishes for the continued success of JAG to all those involved at the national, state, and local levels. Their efforts have made Jobs for America's Graduates one of America's genuine success stories.

Sincerely,

A handwritten signature in cursive script, reading "Bill Clinton". The signature is written in dark ink and is positioned at the bottom of the letter.



GEORGE V. VOINOVICH
GOVERNOR

STATE OF OHIO
OFFICE OF THE GOVERNOR
COLUMBUS 43266-0601

June 13, 1995

The Honorable John R. McKernan, Jr.
Chairman, JAG Board of Directors
1729 King Street, Suite 200
Alexandria, VA 22314

Dear Jock:

On the 15th anniversary of Jobs for America's Graduates I want to commend you and the JAG organization for such an outstanding record of success.

Ohio is proud to be the largest affiliate of Jobs for America's Graduates. The nearly 7,000 young people being served this year by Jobs for Ohio's Graduates reflects the joint commitment of my office, the state legislature and dozens of other funding sources across the state.

I have pressed for steadily increasing state funding during my first term in office, out of a belief that we should serve a minimum of 10,000 at-risk and disadvantaged high school seniors with this school-to-work system as part of our overall school-to-work strategy. We will do that by the end of the next school year.

In addition to its solid record of success, the cost effective nature of the JAG system is particularly welcome in this time of searching for ways to provide more effective services at less cost at every level of government.

In my judgment, every state would benefit from using the Jobs for America's Graduates Model as part of their school-to-work system. I stand ready to assist in any way that I can to help bring that message to other Governors, Chief State School Officers, legislators and local government officials.

Sincerely,

A handwritten signature in dark ink, appearing to read "George V. Voinovich".

George V. Voinovich
Governor



Support for Jobs for America's Graduates, Inc.

"JAG has been one of the nation's most powerful forces in building school-to-work systems, which are already making a big difference in the lives of tens of thousands of young people in communities across the country ... I have relied on JAG's experience, expertise and leadership in developing our school-to-work strategy, including the design and implementation of the School-to-Work Opportunities Act ..."

Bill Clinton
President of the United States

"I have talked to governors, business leaders, school administrators and so many others who have told me just how important JAG has been in helping our young people get and keep a good job."

George Bush
Former President of the United States

"Let me commit to being a partner with you. I am interested in pursuing the out-of-school youth movement. You have an existing network. We want to exploit you ..."

Robert Reich
Secretary, United States Department of Labor

"Ohio is proud to be the largest affiliate of Jobs for America's Graduates. That nearly 7,000 young people being served this year by Jobs for Ohio's Graduates reflects the joint commitment of my office, the state legislature and dozens of other funding sources across the state."

George V. Voinovich
Governor of Ohio
Chair, JAG Board of Directors

"Looking back over the 15 years - and thinking of the 175,000 young people who have been helped by this program - should give all of you associated with JAG a genuine sense of satisfaction. It remains to us to support building on the original model to make sure it is consistent with the real needs of young people and employers today. It must continue to drive change in the way our schools educate, support and transition at-risk and disadvantaged young people from school to work."

Pierre S. "Pete" du Pont
Former Governor of Delaware
Chair, JAG Board of Directors 1980-1985

We are longstanding supporters of Jobs for America's Graduates and have seen its value in many of the states that GE has operations. Given the many challenges facing at-risk and disadvantaged people ... and the need for more effective and cost-effective programs, consideration of this model is well worth your time.

Frank P. Doyle
Executive Vice President, General Electric Company

PETE DU PONT

Last week's District of Columbia appropriations bill contained a startling education innovation. It mandates the establishment of a non-profit corporation governed by the private sector to train and place non-college-bound students in jobs.

If, as President Reagan said, "The best social program devised is a job," then those without jobs or who lack skills that employers want need some help to acquire those skills to connect them to the workplace.

Both the House and the Senate have recently passed bills resulting in a sweeping reform of the federal job training system. Between 80 and 125 programs will be consolidated, depending on the final conference actions, and overall funding cuts will be between 15 percent and 25 percent.

If the conservative revolution in Washington is to succeed, no one must be left behind. One low-cost, high-return way to accomplish this is to implement well constructed, economical training in communities where jobs are available. That is the thrust of the two bills in Congress — devolving authority, flexibility, and decisions to the state and local level, and requiring important private-sector involvement in how the funds should be spent.

But the innovation in the District of Columbia may turn out to be the most significant step of all.

It is of particular interest to me, because it is based upon an idea I developed in my prior life as a governor. I used the powers states had then to devise a better way to train young people for work in the real world. Our idea worked then, and it can be a model for what will work now.

"Jobs for Delaware Graduates" (JDG) was created in 1978 as a non-profit partnership to prepare, counsel, and place high school seniors in career jobs. I committed myself to serve as chair, and challenged some of the state's most important business, government, education, community and labor leaders to join me in taking personal responsibility for the program. In turn, we hired a staff that would each be held personally accountable for helping a group of 35 to 40 of our state's most at-risk young people move successfully from school to work.

In the very first year, truly impressive results were achieved in the test high schools. Costs were less than one-third that of similar programs — including the provi-

A jobs program that does the job

sion of nine months' assistance after students left school to assure successful placement and performance in the private sector.

It was so successful that a number of foundations and government agencies helped test the program in four other states. "Jobs for America's Graduates" (JAG) was then created to help bring Delaware's success story throughout the country.

Today, I am pleased to report that a majority of states now have the JAG program — the largest organization of its kind.

What makes it work? Why do 90 percent of these at-risk young people graduate from school? Why is it that within nine months 80 percent are either on the job, in the military, or enrolled in postsecondary education or training? Why is it that JAG shows a 30 percent improvement in employment? Why is it so cost-effective — at \$1,200 per participant, less than one-third the cost of the national average of similar programs?

Because there is private sector oversight and responsibility, real accountability of people to achieve results, and the fact that young people themselves must meet the employability requirements of businesses and take responsibility for themselves and their lives. Governors like Chuck Robb of Virginia, Kit Bond in Missouri and Lamar Alexander of Tennessee joined me in testing and leading the organization. To date, the JAG organization has helped 175,000 young people.

JAG can demonstrate that young people more than repay the cost of their participation in the program in taxes paid alone. Heaven only knows how much they would have cost if they hadn't completed school, hadn't gotten a job, had gotten on welfare or into trouble with the law — or worse.

Training, counseling and job placement services can work, if they are run by the private sector, involve communities, and demand results.

That is why House Speaker Newt Gingrich is so enthusiastic about the value of training as part of the welfare reform bill the House has passed. That is why so many of us conservatives have found ourselves supporting bottom line, low-cost ways to make sure that we don't leave any of our young people behind — each gets a decent chance to complete school and get a good job upon graduating. And that is why the Speaker and Labor Secretary Robert Reich will keynote the organization's 14th anniversary celebration this month.

Supporting America's young people, conserving the cost of social programs and protecting the base of our taxpayers in the future are good, sound, conservative principles. In "Jobs for America's Graduates," they work in practice.

Pete du Pont is the former governor of Delaware and is policy chairman of the National Center for Policy Analysis.

**Comparisons of the March 1992 Labor Force and Employment
Status of JAG Program Participants with Those of Non-Enrolled
Young High School Graduates in the U.S.**

Prepared for:

**Jobs for America's Graduates
Alexandria, Virginia**

Prepared by:

**Andrew Sum
Joanna Heliotis**

**Center for Labor Market Studies
Northeastern University
Boston, Massachusetts**

March 1993

Introduction

In a recent research report of the authors, the early 1990's labor market experiences of young non-college bound high school graduates in the U.S. were tracked.¹ Over the past few years, these young high school graduates have faced increasing difficulties in making the transition from school to work, with Black and Hispanic graduates and those from economically disadvantaged backgrounds confronting the most serious labor market adjustment problems.

At times, outside observers and funders of JAG school-to-work transition programs have asked "how well" JAG participants have fared in the labor market in comparison to similar youth not enrolled in our programs. Providing a reliable answer to this rather straightforward question is quite difficult since there has been no systematic impact evaluation of JAG school-to-work transition programs involving comparison groups since the Class of 1984 was tracked over a two year period following graduation. This brief research paper is not intended to provide a simple, straightforward answer to the question "What difference does participation in a JAG school-to-work transition program make for their early labor market success?" A reliable answer would be dependent on the results of a carefully designed impact evaluation. Instead, this paper will describe and assess the March 1992 labor market experiences of those JAG high school graduates from the Class of 1991 who did not enroll in college and compare these findings with those for comparable young U.S. high school graduates who were not enrolled in college in the same month. Since JAG school-to-work transition program participants contain a considerably higher fraction of Black and poor/near

poor youth, we will adjust the national findings to more closely reflect the race/family income background characteristics of JAG program participants.

**Tracking the Labor Force and
Employment Status of Non-Enrolled
JAG Graduates from the Class of 1991**

Each month from June to March following graduation of that year's senior class, each JAG site prepares a Monthly Placement Report that summarizes the high school graduation status of that year's program participants and their employment/military service/schooling or training status at the end of the reporting period. These placement data are used by the JAG national office to calculate values for a set of performance measures for each program site and for the combined national network. The key performance measures are the high school graduation rate, positive outcome rate, employment rate, and the full-time employment share.²

Findings of our analysis of the March 1992 placement reports for the Class of 1991 are displayed in Table 1. Of the nearly 8,200 school-to-work program participants covered by this monthly report, 7,429 or 90.5% had graduated from high school by the end of March. To enable the labor market experiences of these JAG high school graduates to be compared with those for the nation's non-enrolled, civilian high school graduates, we must remove all JAG participants attending a college or university or serving in a branch of the military service from the graduate totals. After making these two adjustments and removing the additional 290 graduates for whom no recent follow-up contact had been made by the job specialist, we ended up with 4,602

high school graduates who met the matching criteria (See Table 1 and accompanying bar chart).

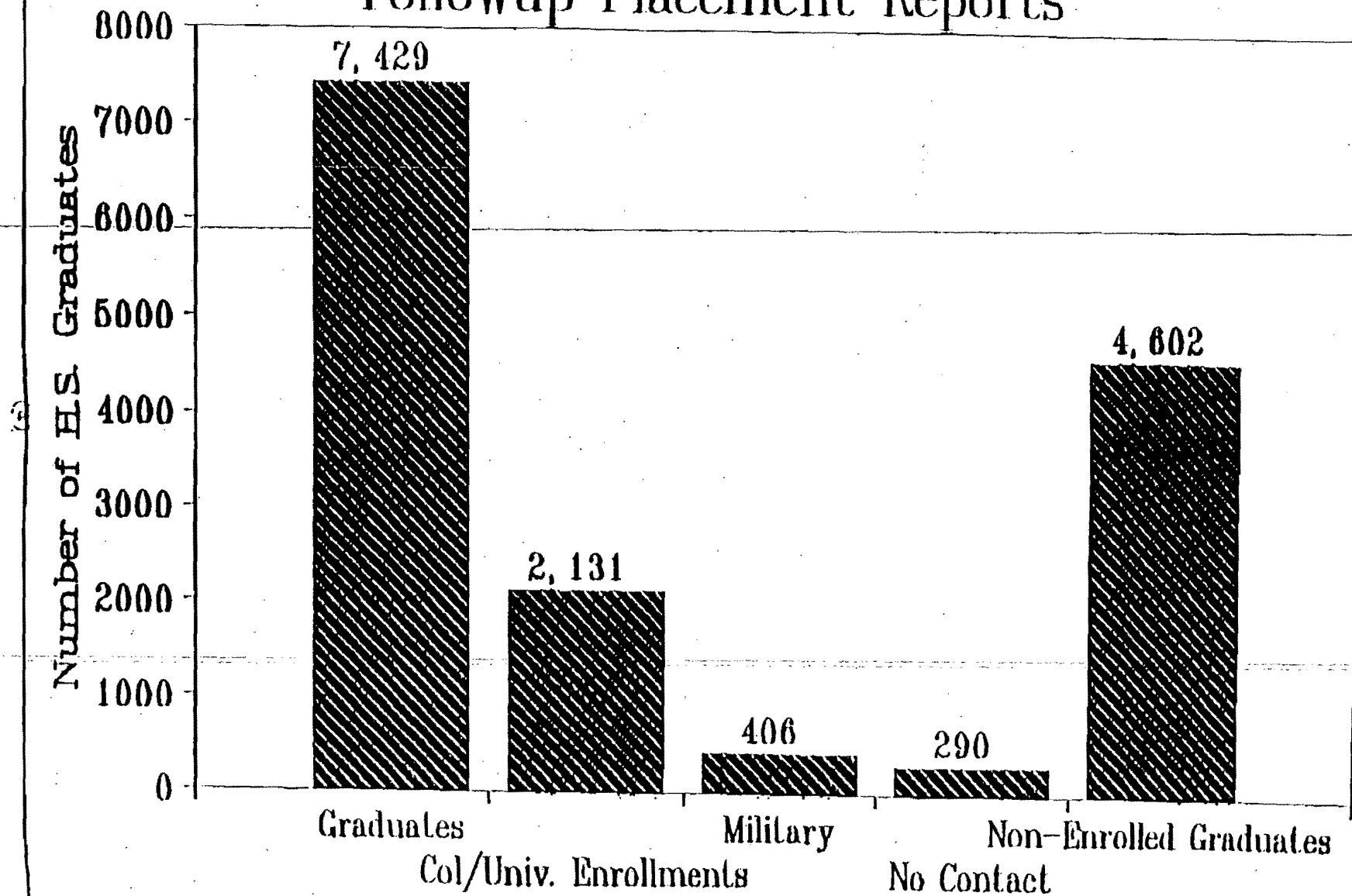
Table 1:

March 1992 Civilian Labor Force Status of JAG Class of 1991 High School
Graduates Not Enrolled in a College or University and Not Serving in a
Branch of the Nation's Armed Forces

Group	Number	Percent
All Participants	8,178	
- Non Graduates	749	
High School Graduates	7,429	
- University/College Students	2,131	
- Members of Armed Forces	406	
- No Contact	209	
Number of Non-Enrolled High School Graduates in Civilian Population	4,602	100.0
o In Civilian Labor Force	4,081	88.7
o Employed	3,161	68.7
o Unemployed	920	20.0
o Unemployment Rate	22.5%	

Of these 4,602 JAG participants, 4,081 or nearly 89% were either employed or available for work at the time of the March follow-up. The latter group of jobless but available participants will be classified as "unemployed" to match them to the CPS labor force definitions. In the monthly CPS household survey, conducted by the U.S. Census Bureau for the U.S. Bureau of Labor Statistics, a respondent must have sought work in the prior four weeks and been available for work in the reference week to be classified as unemployed.³ Since job specialists are expected to be engaged each month in

Outcome Status of JAG Class of 1991 Graduates at the Time of the March 1992 Followup Placement Reports



some jobseeking activity with each jobless participant, we will count all those jobless participants available for work as "unemployed". The number of "unemployed" JAG participants in March 1992 was 920. As a percent of the civilian labor force, these unemployed respondents were equal to 22.5%; thus, the unemployment rate among non-enrolled JAG high school graduates was 22.5%. There were 3,161 non-enrolled JAG high school graduates holding part-time or full-time jobs in March 1992, yielding an employment/population ratio of 68.7%. In other words, approximately 69 of every 100 of those JAG high school graduates who were neither enrolled in college nor serving in a branch of the armed services were working at the time of the March reporting period.

These three basic labor force measures for JAG participants can be compared to those for all non-enrolled, young high school graduates in the U.S. in March 1992 (See Table 2). The U.S. sample consists of those persons who were under the age of 20 in March 1992, who had completed exactly 12 years of formal schooling, and were not enrolled in a two or four year college or university during that month. The combined sample of JAG participants were somewhat more likely than the national sample to be in the civilian labor force in March (89% vs. 83%), but they had a slightly higher unemployment rate (23% vs. 21%). Combining these two findings yields an aggregate employment rate for JAG participants that was approximately three percentage points higher than that for the combined national sample (68.7% vs. 65.8%).

The direct comparisons of these two sets of labor force measures are inappropriate, however, for two sets of reasons. First, the pool of JAG participants differs markedly in a number of key respects from the national

sample of non-enrolled high school graduates. JAG participants are considerably more likely than their U.S. counterparts to be Black or members of poor/near poor families. Secondly, the subgroups over-represented in the ranks of JAG participants tend to fare considerably less well in the labor market than their respective counterparts. Thus, given the demographic and socioeconomic composition of JAG participants, one would expect their aggregate employment rate to be considerably less than the national sample of U.S. high school graduates.

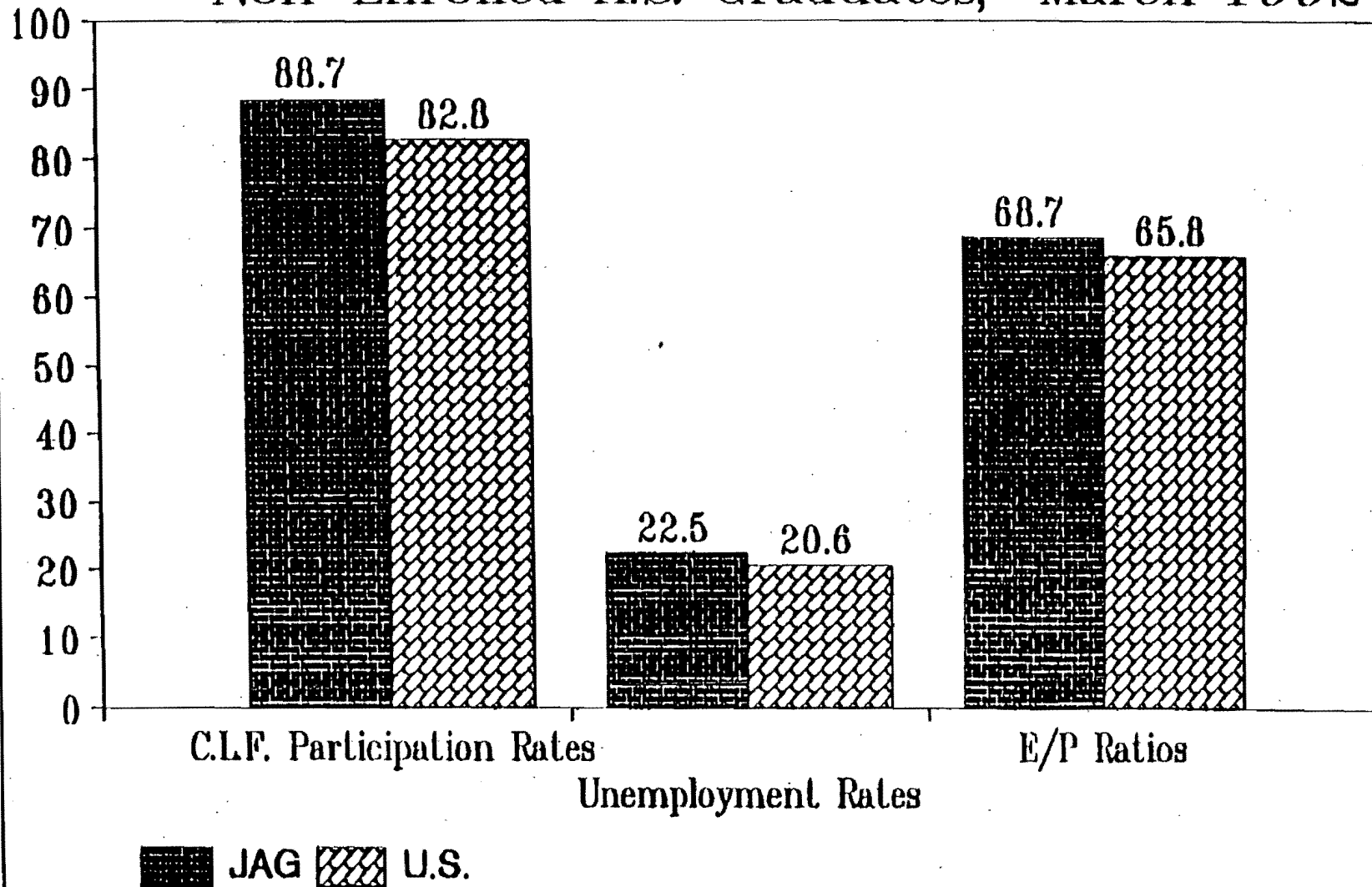
Table 2:

Civilian Labor Force Participation Rates, Unemployment Rates, and
Employment/Population Ratios of Key Subgroups of Young Non-Enrolled
High School Graduates, U.S.: March 1992

	(A)	(B)	(C)	(D)	(E)	(F)
Labor Force Measure	All	White	Black	Hispanic	Poor or Near Poor	Family Income Above 125% of Poverty Line
Civilian Labor Force Participation Rate	82.8	87.6	66.6	75.0	65.3	88.9
Unemployment Rate	20.6	16.8	40.1	24.3	34.3	17.5
Employment/Population Ratio	65.8	72.9	39.9	56.7	42.9	73.4

To illustrate these relationships, let us examine more closely available data on the combined race/ethnic and family income backgrounds of JAG

Labor Force Status of JAG Class of 1991 Graduates and the Nation's 17-19 Year Old Non-Enrolled H.S. Graduates, March 1992



participants in the early 1990s and those of young non-enrolled high school graduates in the U.S. in March 1992.⁴ A slight majority (50.2%) of JAG program participants were Black youth while only 14% of all young, non-enrolled high school graduates in the U.S. were Black (See Table 3 and accompanying bar chart). Slightly over 41% of the combined sample of JAG participants were members of poor/near poor families versus only 26% of all young high school graduates. Finally, while 23% of the JAG participants were both Black and poor/near poor, only 6% of the national sample of non-enrolled high school graduates had these combined traits.

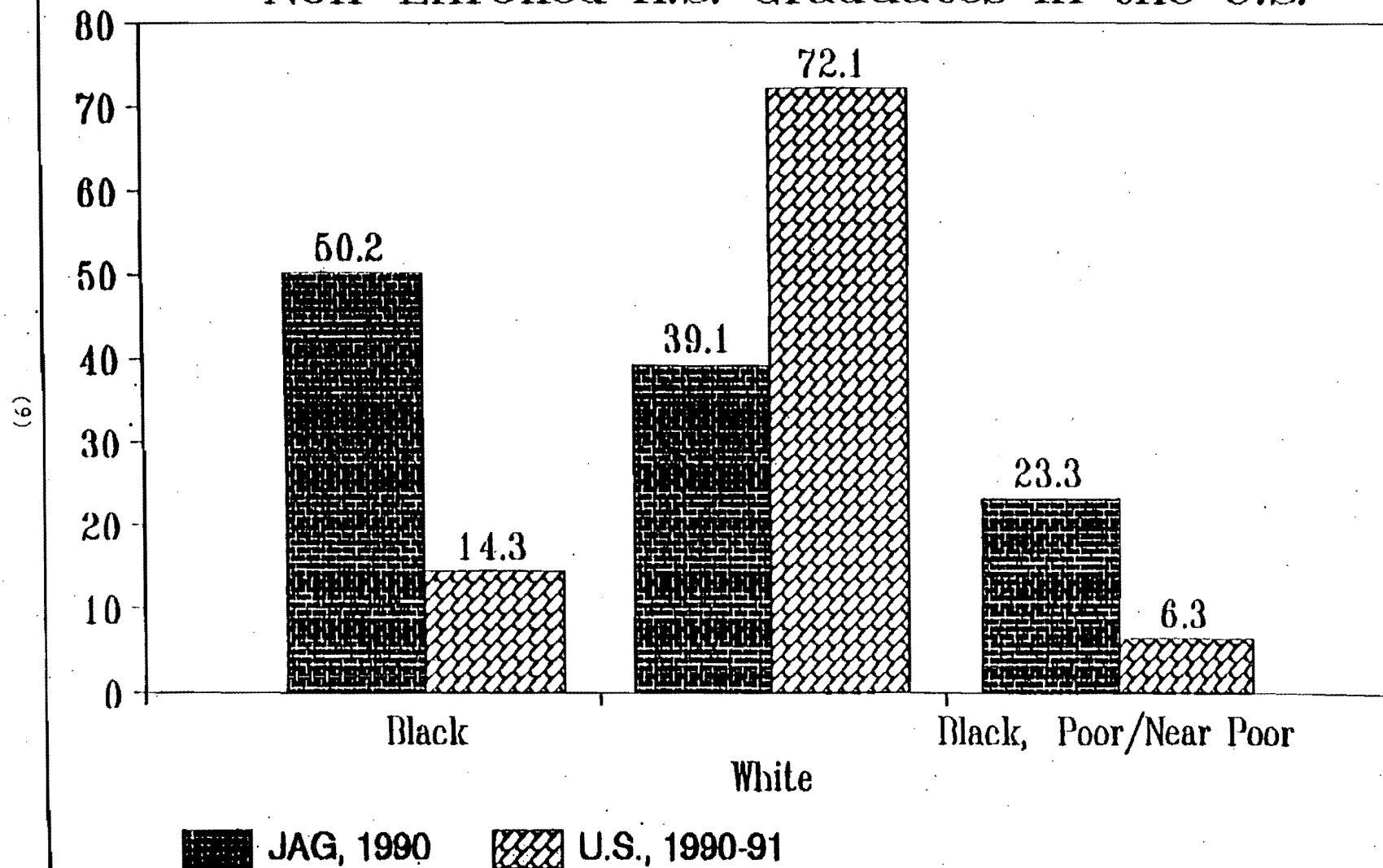
Table 3:

Comparisons of the Race and Family Income Characteristics of JAG School-to-Work Program Participants and Non-Enrolled High School Graduates in the U.S.
(Numbers in Percent)

	(A)	(B)	(C)
Race/Family Income Group	JAG STW Participants (Class of 1990)	U.S. Non-Enrolled High School Graduates Class of 1990 and 1991	Difference (A - B)
Black, poor or near poor	23.3	6.3	+17.0
Black, non-poor	26.9	8.0	+18.9
Hispanic and other, poor or near poor	7.6	5.8	+1.8
Hispanic and other, non- poor	3.2	7.8	-4.6
White, poor or near poor	10.3	13.5	-3.2
White, non-poor	28.8	58.6	-29.8

Black youth and those young graduates from poor or near poor families are considerably less likely than each of their respective counterparts to be

Comparisons of the Race and Family Income Characteristics of JAG Participants and Non-Enrolled H.S. Graduates in the U.S.



active in the labor force and more likely to be unemployed when they do seek work. As a consequence, both Blacks and poor/near poor graduates are characterized by below average employment/population ratios. During March 1992, only 40% of young Black high school graduates were employed versus 57% of Hispanics and 73% of White, non Hispanics. Similarly, only 43% of poor/near poor graduates of all races held a job in March 1992 versus 73% of the graduates from families with money incomes above 125% of the official poverty line.

To provide a more closely matched comparison of the March 1992 labor market outcomes for JAG participants with those of non-enrolled high school graduates, we calculated a hypothetical set of national labor market outcomes. These hypothetical outcomes were generated for our three core labor force measures: the civilian labor force participation rate, the unemployment rate, and the employment/population ratio. The procedure for generating these hypothetical labor market outcomes simply involved multiplying the percentages of JAG participants in each race/family income subgroup (Table 3) by the actual values of each labor market measure for these six subgroups within the national high school graduate population. The hypothetical outcome for each labor market measure, thus, represents the expected value of that measure if non-enrolled high school graduates in the U.S. were distributed by race and family income identically to JAG participants. By comparing the actual labor market outcomes for JAG participants with the hypothetical set of outcomes, we can identify whether JAG participants were faring better than their national counterparts in the labor market in March 1992. Findings of this analysis are displayed in Table 4 and the accompanying bar chart.

Comparisons of the Actual and Hypothetical Labor Force Status of JAG Participants, Class of 1991, March 1992 Reporting Period

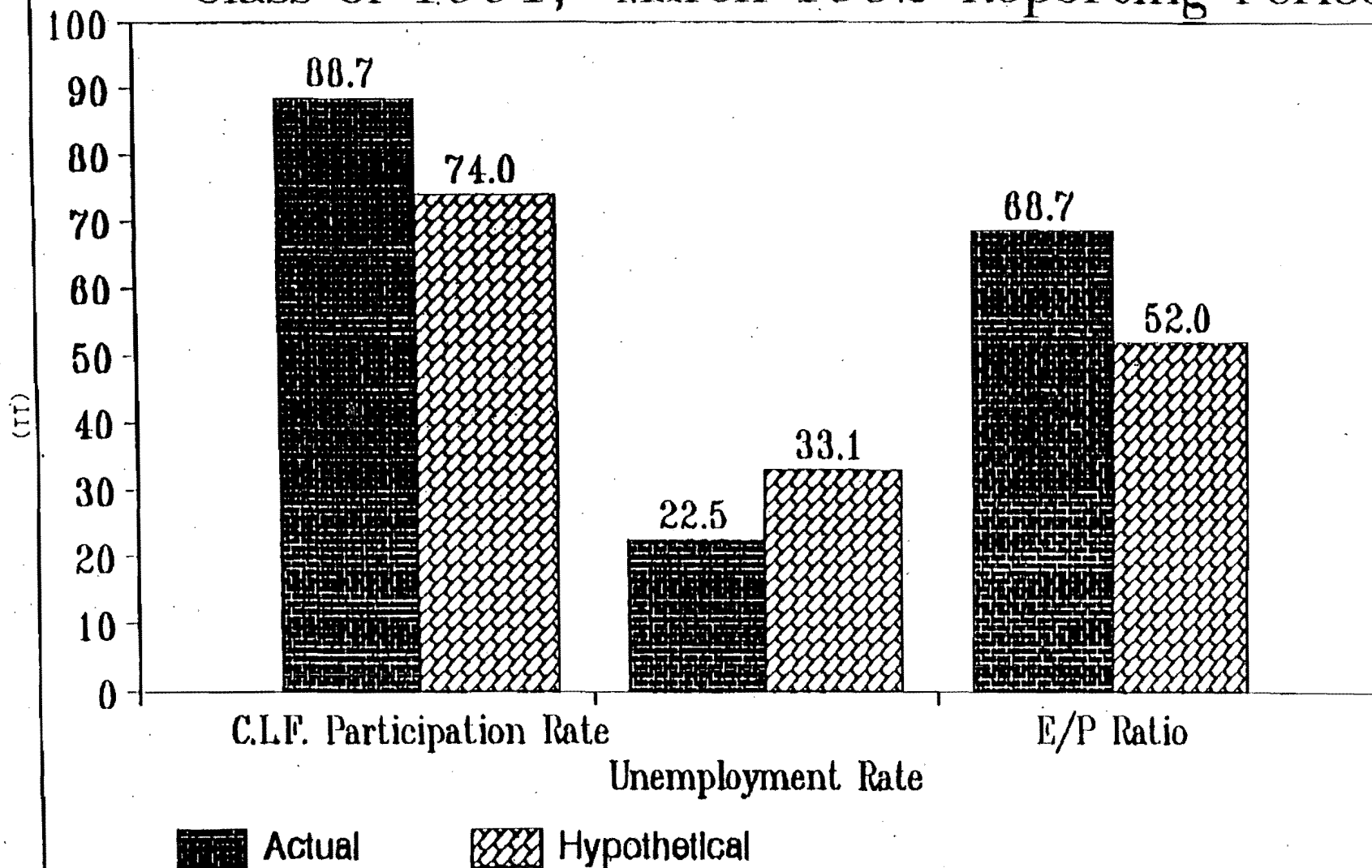


Table 4:

Comparison of the Actual and Hypothetical Labor Force Participation Rates,
Unemployment Rates, and Employment/Population Ratios of JAG Program Participants,
March 1992

	(A)	(B)	(C)
Labor Force Measure	Actual	Hypothetical	Absolute Difference (A-B)
Civilian Labor Force Participation Rate	88.7	74.0	+ 14.7
Unemployment Rate	22.5	33.1	-10.6
Employment/ Population Ratio	68.7	52.0	+ 16.7

On each of the three core labor market measures, JAG participants fared considerably better than their matched national counterparts. The actual civilian labor force participation rate of JAG participants (89%) exceeded the hypothetical estimate of 74% by nearly 15 percentage points, or 20% in relative terms. The actual unemployment rate for non-enrolled JAG high school graduates was nearly one-third less than the estimated hypothetical unemployment rate. Finally, while nearly 69 of every 100 JAG graduates were employed in March 1992, the hypothetical employment/population ratio was only 52%, yielding a near 17 percentage point employment advantage for JAG participants.

Given the fact that the two groups were far from perfectly matched (we could not control for geographic area of country, local labor market conditions, prior work experience, or high school performance and behavior), we cannot identify these differences as representing the "true impacts" of JAG

program participation. Previous research, however, has revealed that the average JAG participant had quite limited work experience in high school, was typically an average or below average academic achiever, and frequently had experienced behavioral problems in high school (high absenteeism). JAG participants are chosen for participation in the school-to-work program because they have been identified by the selection team as being "at risk" of joblessness upon graduation.

Thus, the findings in Table 4 and Chart 4 are rather promising about the likely short-term employment effects of JAG school-to-work transition programs. As noted in the introductory section, however, these findings are no substitute for a more rigorous impact evaluation using comparison or control groups. Finally, while JAG programs seem to be contributing in a positive manner to the early labor market experiences of non-college bound graduates, too many of our graduates remain either jobless or employed in part-time positions at the end of the March reporting period. There is considerable room for improving labor market outcomes for these young men and women as the national network moves through the 1990's.

Endnotes

1. See: Andrew M. Sum, Joanna Heliotis, and Sheila Palma, The Changing Labor Market Transition Experiences of Young High School Graduates in the U.S., 1989-92: Implications for Future School-to-Work Transition Policies and Programs, Center for Labor Market Studies, Northeastern University, Boston, March 1993.
2. The positive outcome ratio simply represents the sum of the civilian employed, those serving in the armed forces, college and university students, and other education/training program participants to the total number of high school graduates. At the time of the March placement reporting period, 80.2% of the combined sample of high school graduates were occupying a positive outcome status.
3. In the CPS household survey, two groups of individuals do not have to meet the job search test to be counted as unemployed. They are those persons on layoff and awaiting recall to their former jobs and those individuals waiting to report to a new job within the next 30 days.

See: U.S. Bureau of Labor Statistics, Employment and Earnings, February 1993, "Household Data", p. 253.
4. The JAG participant characteristics appearing in Table 3 are based on our analysis of the Student Profiles for the Class of 1990, the last graduating class for whom such a formal analysis was undertaken by the Center for Labor Market Studies

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

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

successful school-to-work transition programs for at-risk youth in this nation."

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?

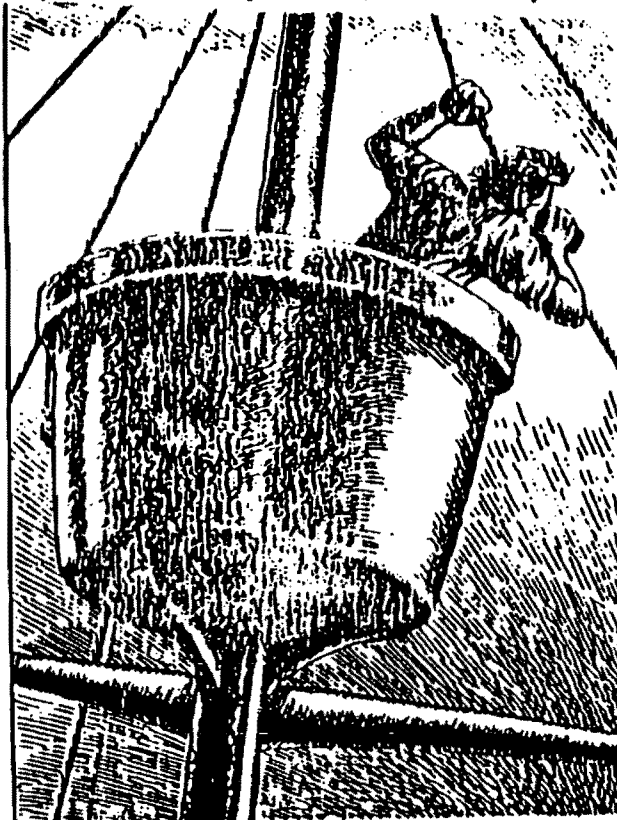
"Most of the money in state government is committed to something else," says Kenneth Smith, creator and president of Jobs For America's Graduates. "To fund something new they have to stop doing something else."

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 J. McManus is a nationally syndicated columnist.



**The Performance Outcomes of
Jobs for America's Graduates Participants
in School-to-Work Transition Programs,
Classes of 1989 to 1995: Findings of
the March 31 Placement Reports for a
Seven-Year Period**

Performance Outcome	1989	1990	1991	1992	1993	1994	1995	JAG Standard
Graduation Rate	*91.1	*90.0	*91.2	*91.4	*90.5	88.1	89.2	90.0
Positive Outcome Rate	*81.4	78.2	79.6	78.8	80.1	*81.4	*82.1	80.0
Job Placement Rate	*61.6	58.5	59.3	57.2	59.6	61.4	*60.2	60.0
Full-Time Jobs Rate	*66.4	*63.9	59.1	59.8	*62.0	*67.5	*64.7	60.0
Full-Time Placement Rate	NA	NA	NA	NA	*80.4	*84.0	*85.1	80.0
Further Education Rate	NA	NA	NA	32.8	35.0	34.5	38.0	NNS**
Average Wage	\$5.03	\$5.12	\$5.24	\$5.30	\$5.38	\$5.70	\$6.02	NNS**

* Exceeded JAG Performance Standard

** No National Standard

NA = Not Available

JAG NATIONAL NETWORK
S-9 Summary Report

Date: 7-2-1996

1. Total Number of Graduates	6768		
2. Total GED	31		
3. Total Participants	6799		
4. Initial job held during high school	46.2%		
5. Current Job - Industry Category			
Agriculture/Forestry/Fishing	1.2%		
Construction	1.8%		
Non-Durable Manufacturing	4.5%		
Durable Manufacturing	6.6%		
Transportation/Communication/Utilities	4.4%		
Wholesale	1.1%		
Retail Trade	42.4%		
Finance/Insurance/Real Estate	3.4%		
Personal Services	5.0%		
Entertainment/Recreation Services	3.2%		
Business and Repair Services	10.1%		
Professional Services	10.1%		
Public Administration	6.0%		
6. Current Job Title			
Managerial and Professional Specialty	1.3%		
Technical, Sales, and Administrative Support	16.5%		
Service Occupations	56.5%		
Farming, Forestry, and Fishing	0.5%		
Precision Production, Craft, and Repair	4.8%		
Operators, Fabricators, and Laborers	15.4%		
Military Occupations	5.0%		
7. Average number of jobs held (June - March 31)	1.7		
8. Average Hourly Wage	\$5.87		
9. Average Hours	33.3		
10. No school to work transition.	14.9%		
11. Job status change of those employed.			
Job Title	2.7%	Hourly Wage	15.9%
Hours of Work	8.9%	Health Insurance	1.6%
Training Provided	0.2%	Training Financed	0.2%

National Network Summary Report

Senior Student Profiles - Class of 1996

		Class of 1995	Class of 1996	Change
Data Base	Total States		19	
	Total Sites		41	
	Total Schools		462	
	Total Students	13,332	13,264	-68

Part I - Basic Information

		Class of 1995	Class of 1996	Change
Gender	Male	45.00%	46.70%	1.70%
	Female	55.00%	53.30%	-1.70%
Racial/Ethnic Group Status	American Indian	1.01%	3.09%	2.08%
	Asian	1.29%	1.00%	-0.29%
	Black, African-American	38.10%	30.40%	-7.70%
	Hispanic	5.83%	5.50%	-0.33%
	White, Caucasian	51.33%	57.35%	6.02%
	Other	1.70%	1.55%	-0.15%
	Multi-racial	0.17%	0.83%	0.66%
	No response	0.55%	0.29%	-0.26%
Currently Employed	Yes	47.01%	53.32%	6.31%
	No	51.91%	46.22%	-5.69%
	No response	1.04%	0.46%	-0.58%
Work Experience During Last School Year	Yes	57.82%	64.81%	6.99%
	No	38.41%	33.87%	-4.54%
	No response	3.74%	1.31%	-2.43%
Vocational Education Enrollment	Yes	30.95%	37.88%	6.93%
	No	67.07%	60.68%	-6.39%
	No response	1.94%	1.45%	-0.49%
Seniors With Children	Yes	7.27%	10.13%	2.86%
	No	89.66%	89.24%	-0.42%
	No response	3.01%	0.63%	-2.38%
Children Living With Seniors	Yes	80.80%	70.66%	-10.14%
	No	18.78%	18.76%	-0.02%
	No response	0.41%	10.57%	10.16%

Part III - Barriers to Achieve Goals

		Class of 1995	Class of 1996	Change
Barriers	Having limited/no work experience	75.47%	76.06%	0.59%
	Lacks vocational skills demanded in labor market	73.77%	75.77%	2.00%
	Weak academic performance	55.87%	54.12%	-1.75%
	Record of absenteeism/suspension	38.36%	43.34%	4.98%
	Has been suspended, expelled or on probation	22.14%	22.17%	0.03%
	Member of economically disadvantaged family	35.33%	32.58%	-2.75%
	Single parent with dependent child in home	8.52%	6.59%	-1.93%
	Member of race/ethnic minority group with low income	26.42%	23.57%	-2.85%
	Convicted of criminal offense other than traffic violation	3.00%	2.65%	-0.35%
	Alcohol and/or substance abuse	4.60%	4.74%	0.14%
	Has a disability	6.83%	6.33%	-0.50%
	Previously dropped out of school	2.49%	2.23%	-0.26%
	Repeated a grade in high school	7.24%	5.81%	-1.43%
	Is pregnant	2.21%	1.98%	-0.23%
	Failed state proficiency exam	0.00%	7.14%	7.14%
	Other	41.31%	35.09%	-6.22%
Total Barriers		4.04	4.00	-0.04
Grade Point Average		2.214	2.145	-0.07
Absences		15.07	10.10	-4.97

National Network Summary Report

Non-Senior Student Profiles - Class of 1996

		Class of 1995	Class of 1996	Change
Data Base	Total States		17	
	Total Sites		20	
	Total Schools		103	
	Total Students	1,972	1,980	8

Part I - Basic Information

		Class of 1995	Class of 1996	Change
Gender	Male	47.00%	48.13%	1.13%
	Female	53.00%	51.87%	-1.13%
Racial/Ethnic Group Status	American Indian	2.08%	4.75%	2.67%
	Asian	0.66%	0.51%	-0.15%
	Black, African-American	41.33%	14.29%	-27.04%
	Hispanic	6.95%	3.48%	-3.47%
	White, Caucasian	47.26%	74.29%	27.03%
	Other	0.71%	1.21%	0.50%
	Multi-racial	0.35%	0.45%	0.10%
	No response	0.66%	1.01%	0.35%
Currently Employed	Yes	20.74%	24.70%	3.96%
	No	77.89%	74.34%	-3.55%
	No response	1.37%	0.96%	-0.41%
Work Experience During Last School Year	Yes	36.97%	40.40%	3.43%
	No	60.60%	56.52%	-4.08%
	No response	2.43%	3.08%	0.65%
Vocational Education Enrollment	Yes	31.49%	33.33%	1.84%
	No	64.66%	64.14%	-0.52%
	No response	3.85%	2.53%	-1.32%
Non-Seniors With Children	Yes	5.12%	5.20%	0.08%
	No	90.62%	94.44%	3.82%
	No response	4.21%	0.35%	-3.86%
Children Living With Non-Seniors	Yes	84.16%	55.34%	-28.82%
	No	15.84%	41.75%	25.91%
	No response	0.00%	2.91%	2.91%

Part III - Targeting Checklist

			Class of 1995	Class of 1996	Change
Years Behind Model Grade	One		29.56%	28.69%	-0.87%
	Two		8.52%	12.17%	3.65%
	Three		1.72%	3.18%	1.46%
	Four		1.57%	2.17%	0.60%
Grade Point Average			2.107	2.000	-0.107
Class Standing	Top 25%		6.95%	8.94%	1.99%
	Middle 50%		36.66%	38.79%	2.13%
	Bottom 25%		35.50%	43.54%	8.04%
Absences			10.96	14.19	3.23
Average Absences in High School Class			7.00	9.31	2.31
Probationary Status (Past Two Years)			0.18	1.33	1.15
Suspended Past Two Years			0.95	2.10	1.15
Family Income	Below \$10,000		25.71%	29.39%	3.68%
	\$10,000-14,000		19.17%	24.70%	5.53%
	14,001-20,000		16.99%	16.87%	-0.12%
	20,001-30,000		11.16%	11.31%	0.15%
	30,000 or over		7.56%	9.09%	1.53%
	No response		19.12%	0.00%	-19.12%
Closest Friends	Expect to graduate		78.80%	75.56%	-3.24%
	Do not expect to graduate		7.40%	13.33%	5.93%
	Have dropped out		2.99%	6.11%	3.12%
	No response		10.80%	0.00%	-10.80%
Additional Barriers	Alcohol/substance abuse		11.31%	14.24%	2.93%
	Family environment		39.20%	35.96%	-3.24%
	Criminal justice system		8.06%	7.02%	-1.04%
	Pregnancy		5.22%	6.11%	0.89%
	Failed proficiency exam		0.00%	1.36%	1.36%
	Other		32.61%	32.63%	0.02%

Achieving Compact goals in self-help Clubs

THE SECOND Compact Plus Club Conference took place at the National Exhibition Centre in Birmingham in March 1992. (It is reported in full on the centre pages).

The conference marked the successful culmination of a two year pilot project which has demonstrated that Compact Plus Clubs can add a major new dimension to the Compact concept.

The aim of Compact Plus is to increase the success rates of Compact students by focusing on those of them who are failing to meet some or all of their Compact Goals.

Compact Goals

Compacts are a component of education business partnership activity and already operate in 62 inner city areas. The key feature of a Compact is the bargain struck between pupils, schools and employers. As their part of the deal pupils in years 10 and 11 (ages 14-16) work towards personally agreed goals such as:

- to improve attendance and punctuality
- to complete all course and project work
- to undertake two weeks work experience
- to produce a Record of Achievement
- to achieve an agreed level of attainment in maths and English

- to conform to the school code of behaviour.

In return, local employers collectively agree to provide a job with training or training leading to a job for those Compact students who achieve their goals.

Compact Plus Clubs

At the centre of Compact Plus is the Club, the main features of which are:

- It is student led and organised
- Its officers are elected by the student members
- Its activities are designed to support the achievement of Compact goals, providing opportunities for career preparation, leadership and social development, and community involvement
- There are local and national competitions with awards for recognition of achievement.

The Compact appoints a Club Adviser to guide and encourage the Club members and where necessary to initiate activity, but not to run it. A key factor is the pupils' sense of ownership and pride

Compact
Plus club



Members of the audience at the opening session of the Conference in March.

in the Club. This leads to the members helping and encouraging each other to achieve their goals.

The Club Advisers

The success of the Clubs relies heavily on the quality of the Club Adviser, and the fact that he or she is not normally a member of the teaching staff is another important factor.

Advisers must be able to relate to the students, let them take responsibility and have a high level of enthusiasm and commitment.

Successful Advisers have come from a variety of backgrounds including the careers service, youth workers, Compact staff, YT trainers and employer secondees. On average they need to give some ten hours a week to support club activities.

The Pilot Clubs

Twenty-eight Clubs with over 400 student members are now flourishing in ten Compacts - Birmingham, Blackburn, Cleveland, Leeds, Leicester, Liverpool, Renfrew, the Wrekin, Rotherham and Salford. All except Birmingham, Rotherham and Salford have been supported with a two year grant of £5000 per annum per Compact from the Employment Department and are determined to continue with their Clubs when the pilot funding ends. The other three have set up Clubs from their own resources.

Participation in Compact Plus Clubs has transformed the motivation and achievement of pupils who in many cases had been written off as heading for certain failure.

To take this winning formula forward Compacts will in future have to look to their TECs/LECs and to the local private sector for resourcing.



Cockburn High School's Club, Leeds, on a visit to West Yorkshire Police's operational headquarters, to find out about their role.

U.S. Department of Labor

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



JAN 13 1989

Mr. Kenneth M. Smith
President
Jobs for America's Graduates, Inc.
1250 Eye Street, N.W.
Suite 303
Washington, D.C. 20005

Dear Ken:

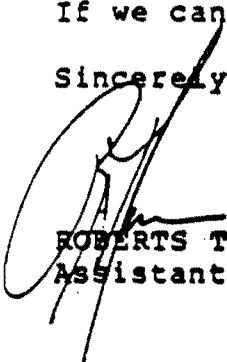
Thank you for your letter of December 14, 1988, and accompanying Jobs for America's Graduates, Inc. (JAG) core competencies listing.

As you know, the March 7, 1988, Federal Register contained requirements for the reporting of Youth Employment Competencies. Specifically, Section IV, Appendix B, defines the minimal structural and procedural elements of a sufficiently developed youth competency system and lists the minimum core competencies required in the pre-employment/work maturity skill area.

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 Councils across the nation, and applaud your efforts in preparing youth for today's more demanding labor market.

If we can be of further assistance please let us know.

Sincerely,



ROBERTS T. JONES
Assistant Secretary of Labor

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. There are 37 competencies. Seniors enrolled in the 12th grade school-to-work transition program achieve 30, while multi-year program (OAP) participants achieve 37.

A. CAREER DEVELOPMENT COMPETENCIES

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

B. JOB ATTAINMENT COMPETENCIES

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

C. JOB SURVIVAL COMPETENCIES

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

D. BASIC SKILLS COMPETENCIES

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

E. LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

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

F. PERSONAL SKILLS COMPETENCIES

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

THE PERFORMANCE OUTCOMES OF JAG SCHOOL-TO-WORK TRANSITION PROGRAMS FOR THE CLASS OF 1994 AS OF SEPTEMBER 30, 1994

Introduction

The school-to-work transition programs operated by affiliates of the JAG National Network are expected to achieve a number of positive outcomes (employment or schooling) for participants in a follow-up period which begins with the date of graduation and concludes the following March 31. During this 9 to 10 month follow-up period, each job specialist prepares a monthly placement report (S-12) as a means of monitoring the progress being made to achieve the targeted performance outcomes. The success of the JAG program model is directly related to the outcomes which are achieved during the follow-up period. The expected performance outcomes include:

● Graduation rate	90%
● Positive outcome ratio	80%
● Aggregate employment rate	60%
● Full-time jobs rate	60%
● Full-time placement rate	80%

Major Findings

An analysis of the combined placement data for the state affiliates for the September 30, 1994 reporting period, has produced the following major findings based upon tracking of 12,055 participants in the Class of 1994:

- 86.4% of the 10,410 participants graduated from high school
- 78.9% of all graduates occupied a positive outcome status
- The aggregate employment rate was 58.0% among graduates
- The full-time jobs rate was 62.0% for JAG graduates
- The full-time placement rate for JAG graduates was 78.1%
- The further education rate for JAG graduates was 33.2%.

At this stage in the follow-up period, the National Network exceeded the minimum national performance standards in one of five areas only. Table I provides an accounting of graduates and non-graduates which were tracked by local and state affiliates. Table II provides an overview of the performance outcomes for the Class of 1994.

Findings of the September 30 Placement Reports

State affiliates submitted S-12 Placement Reports for the September 30 reporting period. Reports will be provided to all state affiliates that include individual school reports and aggregate site reports for selected states (Ohio, Tennessee, Massachusetts, Georgia, California, Pennsylvania, Maine).

Graduation Rate. The number of students tracked in the follow-up period was 12,055. At the time of the September 30 report, 10,410 had graduated from high school, yielding an overall graduation rate of 86.4%, which falls short of the minimum national performance standard (90%) by 3.6 percentage points. It should be noted that many of the 1,637 non-graduates are attending high school or are enrolled in a GED or alternative education program. JAG expects for no less than 50% of the non-graduates to receive a high school diploma or a GED before the end of the reporting period on March 31, 1995. By achieving the 50% recovery rate of non-graduates, the graduation rate would be 96.5%. Eight (8) students have died during the reporting period to date.

Positive Outcome Rate. The JAG Model defines a positive outcome to be civilian job placement, military service enlistment, college/university enrollment or enrollment in other postsecondary training or education programs not leading to an Associate's or Bachelor's degree. The total number of graduates occupying a positive outcome status at the end of the September 30 reporting period was 8,213, yielding an aggregate positive outcome rate of 78.9%. This positive outcome rate was 1.1 percentage points below the 80% minimum national standard for this placement performance measure.

Aggregate Employment Rate. Of the 10,410 JAG participants who had graduated from high school by September 30, 1994, a total of 5,664 were occupying jobs in the civilian sector of the labor market and another 373 were serving in a branch of the nation's armed forces. The combined number of civilian job placements and military enlistees was 6,037, yielding a national aggregate employment rate of 58.0%. This aggregate employment rate fell short of the minimum national performance standard of 60% by only 2.0 percentage points.

Full-Time Jobs Rate. At the time of the September 30 report, there were 3,367 JAG graduates occupying full-time jobs in the civilian sector, and another 373 graduates serving in the armed forces. The total number of full-time job placements (civilian and military) was 3,740, accounting for 62.0% of all job placements (6,037). The full-time jobs rate exceeded the minimum national standard by 2.0 percentage points. Considerable emphasis is placed on connecting graduates with quality full-time jobs.

Total Full-Time Placement Rate. At the time of the September 30 report, 3,740 participants were employed in full-time jobs with an additional 972 participants combining work and school. The total number of participants in a full-time status was,

thus, 4,712, yielding a total full-time placement rate of 78.1%. This overall full-time placement rate fell below the minimum national performance standard of 80% by 1.9 percentage points.

Non-Positive Outcomes. There were 2,197 graduates (21.1%) from the Class of 1994 who were neither employed nor enrolled in an education or training program at the end of September 1994. Approximately 4.7% of the graduates (492) were unable to be contacted by the job specialist for follow-up during the month of September and another 1.9% of the graduates (198) were not available for employment. Nearly 14.5% of the graduates (1,507) occupying a non-positive outcome status were classified as available for immediate job placement.

Further Education Rate. There were 3,455 graduates enrolled in further education at the time of the September 30 report. Of those combining work and school, 307 were enrolled full-time (2.9%) and 972 were employed part-time (9.3%). The total number of graduates enrolled in a two-year institution (732), 4-year institution (1,288) and other education and training programs (156) was 2,176.

Average Wage. The average wage for the JAG National Network on September 30 was \$5.70.

Multi-Year Comparison (Classes of 1989 - 1994)

A multi-year comparison of the performance outcomes (as reported on September 30) for the JAG National Network is provided in Table III.

Performance Outcomes by State (Class of 1994)

In Table IV, performance outcomes for the Class of 1994 are reported by state affiliate.

Top Ten Findings

The following conclusions are drawn from a review of the performance outcomes reported by the state affiliates and presented in Table IV.

1. The graduation rate of six (6) state affiliates exceeded the 90% performance standard. In reviewing the Student Profiles, it appears that JAG affiliates are targeting a much greater at-risk population compared to prior years, therefore, states must make a concerted effort to implement action plans that will improve program outcomes.
2. Eight (8) state affiliates exceeded the 60% performance standard (Employment Rate). Specific corrective action plans are needed in those

states to improve job placement performance. Being a school-to-work transition program, it is important that JAG participants have a successful school-to-work transition before they leave the program.

3. Seven (7) state affiliates exceeded the 80% performance standard (Positive Outcome Rate). State affiliates which fell below the 80% standard should prepare a narrative citing actions that will be taken to improve the positive outcome status of future classes.
4. Seven (7) state affiliates exceeded the 80% performance standard (Full-Time Placement Rate). Those state affiliates falling below the 80% standard should prepare an action plan that specifies how best to improve the full-time placement rate for subsequent classes.
5. Eleven (11) state affiliates exceeded the 60% performance standard (Full-Time Jobs Rate). A corrective action plan should be developed by each state falling below the performance standard.
6. Jobs for America's Graduates is willing to conduct staff development activities that will result in the development of action plans and strategies for overcoming performance deficiencies.
7. The annual National Training Seminar and Management Development Institute provides opportunities for state affiliates to identify and share "best practices" for achieving JAG's minimum national performance standards.
8. JAG training should highlight the benefits of exceeding JAG's minimum performance standards to students, specialists, managers, funding sources, and the community/state.
9. National recognition will be given to those state affiliates that exceed JAG's minimum performance standards.
10. The JAG National Network must commit itself to continuous improvement and the outcomes of a high performance organization, like Jobs for America's Graduates.

JAG NATIONAL NETWORK DATA BASE

S-12 Placement Reports (Class of 1994)

Reporting as of September 30, 1994

Table I

State	Total Students	Total Graduates	Deceased	Total Non-Graduates
Arizona	107	92	1	14
California	562	443		119
Delaware	550	428		122
District of Columbia	NA	NA		NA
Florida	84	83		1
Georgia	755	666		89
Kentucky	NA	NA		NA
Maine	548	500	1	47
Massachusetts	495	448		47
Michigan	NA	NA		NA
Mississippi	843	711	3	129
Missouri	NA	NA		NA
Montana	117	96		21
New Hampshire	225	192		33
Ohio	5949	5092	3	854
Pennsylvania	NA	NA		NA
South Carolina	NA	NA		NA
Tennessee	1499	1374		125
Vermont	67	59		8
Virginia	35	35		0
Virgin Islands	110	107		3
Washington	109	84		25
Total	12,055	10,410	8	1,637

JAG NATIONAL NETWORK

Placement Summary Report Class of 1994 September 30, 1994

Table II

	Total	Percentage	JAG	Deviation
Number of Students	12,055			
• Non-Graduates • Deceased	1,637 8	13.6% 0.1%		
Total Graduates	10,410	86.4%	90%	-3.6%
Civilian Job Placements	5,664	54.4%		
• Full-time Job with no S/T • Full-time Job with S/T • Part-time Job with no S/T • Part-time Job with S/T	3,060 307 1,325 972	29.4% 2.9% 12.7% 9.3%		
Military Service	373	3.6%		
Total Civilian JP and MS	6,037	58.0%	60%	-2.0%
• 4-Year College Enrollments • 2-Year College Enrollments • Other Education/Training	1,288 732 156	12.4% 7.0% 1.5%		
Total Positive Outcomes	8,213	78.9%	80%	-1.1%
• Unavailable for Employment • Unable to Contact • Available/Unemployed	198 492 1,507	1.9% 4.7% 14.5%		
Total Non-Positive Outcomes	2,197	21.1%		
Total in Full-time Jobs	3,740	62.0%	60%	+2.0%
Further Education Rates	3,455	33.2%		
Total in Full-time Placement	4,712	78.1%	80%	-1.9%
Average Wage	\$5.70			

JOBS FOR AMERICA'S GRADUATES, INC.

The Performance Outcomes of Jobs for America's Graduates Participants in School-to-Work Transition Programs, Classes of 1989 to 1994: Findings of the September 30, 1994, Placement Reports

Table III

Per- formance Outcome	1989	1990	1991	1992	1993	9/30 1994	JAG Stand- ard	Deviation (1994)
Graduation Rate	91.1	90.0	91.2	91.4	90.5	86.4	90.0	-3.6
Job Placement Rate	61.6	58.5	59.3	57.2	59.6	58.0	60.0	-2.0
Full-Time Jobs Rate	66.4	63.9	59.1	59.8	62.0	62.0	60.0	+2.0
Positive Outcome Rate	81.4	78.2	79.6	78.6	80.1	78.9	80.0	-1.1
Further Education Rate	NA	NA	NA	32.8	35.0	33.2	NA	NA
Full-time Placement Rate	NA	NA	NA	NA	80.4	78.1	80.0	-1.9

- Reported in percentage points
- NA = Not Applicable or Available

**The Performance Outcomes of Jobs for America's Graduates
Participants in School-to-Work Transition Programs by State,
Class of 1994: Status as of September 30, 1994
Table IV**

States	Graduation Rate	Employment Rate	Positive Outcome Rate	Full-Time Placement Rate	Full-Time Jobs Rate	Further Education Rate
Arizona	86.0	78.3	88.0	87.5	62.5	33.7
California	78.8	49.9	70.4	80.1	55.7	41.3
Delaware	77.8	62.9	71.0	80.3	78.4	10.7
District of Columbia	NA	NA	NA	NA	NA	NA
Florida	98.8	56.6	84.3	78.7	78.7	31.3
Georgia	88.2	56.9	83.6	76.3	50.9	42.2
Kentucky	NA	NA	NA	NA	NA	NA
Maine	91.2	61.0	83.2	78.7	73.1	32.4
Massachusetts	90.5	50.9	71.4	57.9	29.8	35.3
Michigan	NA	NA	NA	NA	NA	NA
Mississippi	84.3	42.6	76.8	85.5	72.6	41.5
Missouri	NA	NA	NA	NA	NA	NA
Montana	82.1	53.1	77.1	84.3	70.6	32.3
New Hampshire	85.3	62.5	74.0	82.5	68.3	23.4
Ohio	85.6	59.6	79.9	78.6	61.3	33.5
Pennsylvania	NA	NA	NA	NA	NA	NA
South Carolina	NA	NA	NA	NA	NA	NA
Tennessee	91.7	62.2	80.2	78.1	66.9	27.9
Vermont	88.1	66.1	83.1	48.7	48.7	16.9
Virginia	100.0	97.1	97.1	61.8	60.0	45.7
Virgin Islands	97.3	22.4	66.4	87.5	33.3	57.0
Washington	77.1	65.5	78.6	76.4	70.9	23.8
All States	86.4%	58.0%	78.9%	78.1%	62.0%	33.2
JAG Standard	90%	60%	80%	80%	60%	NA
Differential	-3.6%	-2.0%	-1.1%	-1.9%	+2.8%	NA

Reported in percentage points
NA = Not Available

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	Total	Percentage	JAG	Deviation
1. Number of Students	12055			
2. a. Non-graduates	1637	13.6		
b. Deceased	8	0.1		
3. Total Graduates	10410	86.4	90%	-3.6

Civilian Job Placements				
4. Full-Time Job with no S/T	3060	29.4		
5. Full-Time Job with S/T	307	2.9		
6. Part-Time Job with no S/T	1325	12.7		
7. Part-Time Job with S/T	972	9.3		
8. Total Civilian Job Placement	5664	54.4		
9. Military Service	373	3.6		
10. Total Civilian JP & MS	6037	58.0	60%	-2.0
11. a. 4 Year College Enrollments	1288	12.4		
b. 2 Year College Enrollments	732	7.0		
12. Other Education/Training	156	1.5		
13. Total Positive Outcomes	8213	78.9	80%	-1.1
14. Unavailable for Employment	198	1.9		
15. Unable to Contact	492	4.7		
16. Available/Unemployed	1507	14.5		
17. Total Non-Positive Outcomes	2197	21.1		

Placement Analysis				
18. Total in Full-time Placement	4712	78.1	80%	-1.9
19. Total in Full-Time Jobs	3740	62.0	60%	2.0
20. Further Education Rate	3455	33.2		
21. Average Wage	\$ 5.70	57.6		

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State: Arizona

	Total	Percentage	JAG	Deviation
1. Number of Students	107			
2. a. Non-graduates	14	13.1		
b. Deceased	1	0.9		
3. Total Graduates	92	86.0	90%	-4.0

Civilian Job Placements				
4. Full-Time Job with no S/T	38	41.3		
5. Full-Time Job with S/T	4	4.3		
6. Part-Time Job with no S/T	9	9.8		
7. Part-Time Job with S/T	18	19.6		
8. Total Civilian Job Placement	69	75.0		
9. Military Service	3	3.3		
10. Total Civilian JP & MS	72	78.3	60%	18.3
11. a. 4 Year College Enrollments	3	3.3		
b. 2 Year College Enrollments	5	5.4		
12. Other Education/Training	1	1.1		
13. Total Positive Outcomes	81	88.0	80%	8.0
14. Unavailable for Employment	2	2.2		
15. Unable to Contact	1	1.1		
16. Available/Unemployed	8	8.7		
17. Total Non-Positive Outcomes	11	12.0		

Placement Analysis				
18. Total in Full-time Placement	63	87.5	80%	7.5
19. Total in Full-Time Jobs	45	62.5	60%	2.5
20. Further Education Rate	31	33.7		
21. Average Wage	\$ 5.43	78.3		

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State: California

	Total	Percentage	JAG	Deviation
1. Number of Students	562			
2. a. Non-graduates	119	21.2		
b. Deceased	0	0.0		
3. Total Graduates	443	78.8	90%	-11.2

Civilian Job Placements				
4. Full-Time Job with no S/T	76	17.2		
5. Full-Time Job with S/T	38	8.6		
6. Part-Time Job with no S/T	44	9.9		
7. Part-Time Job with S/T	54	12.2		
8. Total Civilian Job Placement	212	47.9		
9. Military Service	9	2.0		
10. Total Civilian JP & MS	221	49.9	60%	-10.1
11. a. 4 Year College Enrollments	42	9.5		
b. 2 Year College Enrollments	40	9.0		
12. Other Education/Training	9	2.0		
13. Total Positive Outcomes	312	70.4	80%	-9.6
14. Unavailable for Employment	7	1.6		
15. Unable to Contact	44	9.9		
16. Available/Unemployed	80	18.1		
17. Total Non-Positive Outcomes	131	29.6		

Placement Analysis				
18. Total in Full-time Placement	177	80.1	80%	0.1
19. Total in Full-Time Jobs	123	55.7	60%	-4.3
20. Further Education Rate	183	41.3		
21. Average Wage	\$ 5.20	49.9		

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State: Delaware

	Total	Percentage	JAG	Deviation
1. Number of Students	550			
2. a. Non-graduates	122	22.2		
b. Deceased	0	0.0		
3. Total Graduates	428	77.8	90%	-12.2

Civilian Job Placements				
4. Full-Time Job with no S/T	199	46.5		
5. Full-Time Job with S/T	6	1.4		
6. Part-Time Job with no S/T	53	12.4		
7. Part-Time Job with S/T	5	1.2		
8. Total Civilian Job Placement	263	61.4		
9. Military Service	6	1.4		
10. Total Civilian JP & MS	269	62.9	60%	2.9
11. a. 4 Year College Enrollments	19	4.4		
b. 2 Year College Enrollments	14	3.3		
12. Other Education/Training	2	0.5		
13. Total Positive Outcomes	304	71.0	80%	-9.0
14. Unavailable for Employment	11	2.6		
15. Unable to Contact	0	0.0		
16. Available/Unemployed	113	26.4		
17. Total Non-Positive Outcomes	124	29.0		

Placement Analysis				
18. Total in Full-time Placement	216	80.3	80%	0.3
19. Total in Full-Time Jobs	211	78.4	60%	18.4
20. Further Education Rate	46	10.7		
21. Average Wage	\$ 5.48	62.9		

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State: Florida

	Total	Percentage	JAG	Deviation
1. Number of Students	84			
2. a. Non-graduates	1	1.2		
b. Deceased	0	0.0		
3. Total Graduates	83	98.8	90%	8.8
Civilian Job Placements				
4. Full-Time Job with no S/T	29	34.9		
5. Full-Time Job with S/T	3	3.6		
6. Part-Time Job with no S/T	10	12.0		
7. Part-Time Job with S/T	0	0.0		
8. Total Civilian Job Placement	42	50.6		
9. Military Service	5	6.0		
10. Total Civilian JP & MS	47	56.6	60%	-3.4
11. a. 4 Year College Enrollments	17	20.5		
b. 2 Year College Enrollments	6	7.2		
12. Other Education/Training	0	0.0		
13. Total Positive Outcomes	70	84.3	80%	4.3
14. Unavailable for Employment	0	0.0		
15. Unable to Contact	5	6.0		
16. Available/Unemployed	8	9.6		
17. Total Non-Positive Outcomes	13	15.7		
Placement Analysis				
18. Total in Full-time Placement	37	78.7	80%	-1.3
19. Total in Full-Time Jobs	37	78.7	60%	18.7
20. Further Education Rate	26	31.3		
21. Average Wage	\$ 4.62	56.6		

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State: Georgia

	Total	Percentage	JAG	Deviation
1. Number of Students	755			
2. a. Non-graduates	89	11.8		
b. Deceased	0	0.0		
3. Total Graduates	666	88.2	90%	-1.8

Civilian Job Placements				
4. Full-Time Job with no S/T	162	24.3		
5. Full-Time Job with S/T	7	1.1		
6. Part-Time Job with no S/T	90	13.5		
7. Part-Time Job with S/T	96	14.4		
8. Total Civilian Job Placement	355	53.3		
9. Military Service	24	3.6		
10. Total Civilian JP & MS	379	56.9	60%	-3.1
11. a. 4 Year College Enrollments	143	21.5		
b. 2 Year College Enrollments	20	3.0		
12. Other Education/Training	15	2.3		
13. Total Positive Outcomes	557	83.6	80%	3.6
14. Unavailable for Employment	3	0.5		
15. Unable to Contact	25	3.8		
16. Available/Unemployed	81	12.2		
17. Total Non-Positive Outcomes	109	16.4		

Placement Analysis				
18. Total in Full-time Placement	289	76.3	80%	-3.7
19. Total in Full-Time Jobs	193	50.9	60%	-9.1
20. Further Education Rate	281	42.2		
21. Average Wage	\$ 5.19	56.9		

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State: Maine

	Total	Percentage	JAG	Deviation
1. Number of Students	548			
2. a. Non-graduates	47	8.6		
b. Deceased	1	0.2		
3. Total Graduates	500	91.2	90%	1.2

Civilian Job Placements				
4. Full-Time Job with no S/T	156	31.2		
5. Full-Time Job with S/T	34	6.8		
6. Part-Time Job with no S/T	65	13.0		
7. Part-Time Job with S/T	17	3.4		
8. Total Civilian Job Placement	272	54.4		
9. Military Service	33	6.6		
10. Total Civilian JP & MS	305	61.0	60%	1.0
11. a. 4 Year College Enrollments	36	7.2		
b. 2 Year College Enrollments	54	10.8		
12. Other Education/Training	21	4.2		
13. Total Positive Outcomes	416	83.2	80%	3.2
14. Unavailable for Employment	10	2.0		
15. Unable to Contact	8	1.6		
16. Available/Unemployed	66	13.2		
17. Total Non-Positive Outcomes	84	16.8		

Placement Analysis				
18. Total in Full-time Placement	240	78.7	80%	-1.3
19. Total in Full-Time Jobs	223	73.1	60%	13.1
20. Further Education Rate	162	32.4		
21. Average Wage	\$ 5.41	61.0		

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State: Massachusetts

	Total	Percentage	JAG	Deviation
1. Number of Students	495			
2. a. Non-graduates	47	9.5		
b. Deceased	0	0.0		
3. Total Graduates	448	90.5	90%	0.5

Civilian Job Placements				
4. Full-Time Job with no S/T	53	11.8		
5. Full-Time Job with S/T	2	0.4		
6. Part-Time Job with no S/T	96	21.4		
7. Part-Time Job with S/T	64	14.3		
8. Total Civilian Job Placement	215	48.0		
9. Military Service	13	2.9		
10. Total Civilian JP & MS	228	50.9	60%	-9.1
11. a. 4 Year College Enrollments	31	6.9		
b. 2 Year College Enrollments	55	12.3		
12. Other Education/Training	6	1.3		
13. Total Positive Outcomes	320	71.4	80%	-8.6
14. Unavailable for Employment	7	1.6		
15. Unable to Contact	43	9.6		
16. Available/Unemployed	78	17.4		
17. Total Non-Positive Outcomes	128	28.6		

Placement Analysis				
18. Total in Full-time Placement	132	57.9	80%	-22.1
19. Total in Full-Time Jobs	68	29.8	60%	-30.2
20. Further Education Rate	158	35.3		
21. Average Wage	\$ 5.41	50.9		

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State: Mississippi

	Total	Percentage	JAG	Deviation
1. Number of Students	843			
2. a. Non-graduates	129	15.3		
b. Deceased	3	0.4		
3. Total Graduates	711	84.3	90%	-5.7

Civilian Job Placements				
4. Full-Time Job with no S/T	180	25.3		
5. Full-Time Job with S/T	13	1.8		
6. Part-Time Job with no S/T	44	6.2		
7. Part-Time Job with S/T	39	5.5		
8. Total Civilian Job Placement	276	38.8		
9. Military Service	27	3.8		
10. Total Civilian JP & MS	303	42.6	60%	-17.4
11. a. 4 Year College Enrollments	77	10.8		
b. 2 Year College Enrollments	158	22.2		
12. Other Education/Training	8	1.1		
13. Total Positive Outcomes	546	76.8	80%	-3.2
14. Unavailable for Employment	16	2.3		
15. Unable to Contact	30	4.2		
16. Available/Unemployed	119	16.7		
17. Total Non-Positive Outcomes	165	23.2		

Placement Analysis				
18. Total in Full-time Placement	259	85.5	80%	5.5
19. Total in Full-Time Jobs	220	72.6	60%	12.6
20. Further Education Rate	295	41.5		
21. Average Wage	\$ 4.98	42.6		

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State: Montana

	Total	Percentage	JAG	Deviation
1. Number of Students	117			
2. a. Non-graduates	21	17.9		
b. Deceased	0	0.0		
3. Total Graduates	96	82.1	90%	-7.9

Civilian Job Placements				
4. Full-Time Job with no S/T	27	28.1		
5. Full-Time Job with S/T	1	1.0		
6. Part-Time Job with no S/T	8	8.3		
7. Part-Time Job with S/T	7	7.3		
8. Total Civilian Job Placement	43	44.8		
9. Military Service	8	8.3		
10. Total Civilian JP & MS	51	53.1	60%	-6.9
11. a. 4 Year College Enrollments	8	8.3		
b. 2 Year College Enrollments	10	10.4		
12. Other Education/Training	5	5.2		
13. Total Positive Outcomes	74	77.1	80%	-2.9
14. Unavailable for Employment	1	1.0		
15. Unable to Contact	5	5.2		
16. Available/Unemployed	16	16.7		
17. Total Non-Positive Outcomes	22	22.9		

Placement Analysis				
18. Total in Full-time Placement	43	84.3	80%	4.3
19. Total in Full-Time Jobs	36	70.6	60%	10.6
20. Further Education Rate	31	32.3		
21. Average Wage	\$ 5.42	53.1		

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State: New Hampshire

	Total	Percentage	JAG	Deviation
1. Number of Students	225			
2. a. Non-graduates	33	14.7		
b. Deceased	0	0.0		
3. Total Graduates	192	85.3	90%	-4.7

Civilian Job Placements				
4. Full-Time Job with no S/T	71	37.0		
5. Full-Time Job with S/T	6	3.1		
6. Part-Time Job with no S/T	21	10.9		
7. Part-Time Job with S/T	17	8.9		
8. Total Civilian Job Placement	115	59.9		
9. Military Service	5	2.6		
10. Total Civilian JP & MS	120	62.5	60%	2.5
11. a. 4 Year College Enrollments	6	3.1		
b. 2 Year College Enrollments	8	4.2		
12. Other Education/Training	8	4.2		
13. Total Positive Outcomes	142	74.0	80%	-6.0
14. Unavailable for Employment	2	1.0		
15. Unable to Contact	20	10.4		
16. Available/Unemployed	28	14.6		
17. Total Non-Positive Outcomes	50	26.0		

Placement Analysis				
18. Total in Full-time Placement	99	82.5	80%	2.5
19. Total in Full-Time Jobs	82	68.3	60%	8.3
20. Further Education Rate	45	23.4		
21. Average Wage	\$ 6.14	61.5		

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State: Ohio

	Total	Percentage	JAG	Deviation
1. Number of Students	5949			
2. a. Non-graduates	854	14.4		
b. Deceased	3	0.1		
3. Total Graduates	5092	85.6	90%	-4.4

Civilian Job Placements				
4. Full-Time Job with no S/T	1513	29.7		
5. Full-Time Job with S/T	146	2.9		
6. Part-Time Job with no S/T	649	12.7		
7. Part-Time Job with S/T	527	10.3		
8. Total Civilian Job Placement	2835	55.7		
9. Military Service	200	3.9		
10. Total Civilian JP & MS	3035	59.6	60%	-0.4
11. a. 4 Year College Enrollments	755	14.8		
b. 2 Year College Enrollments	234	4.6		
12. Other Education/Training	45	0.9		
13. Total Positive Outcomes	4069	79.9	80%	-0.1
14. Unavailable for Employment	111	2.2		
15. Unable to Contact	248	4.9		
16. Available/Unemployed	664	13.0		
17. Total Non-Positive Outcomes	1023	20.1		

Placement Analysis				
18. Total in Full-time Placement	2386	78.6	80%	-1.4
19. Total in Full-Time Jobs	1859	61.3	60%	1.3
20. Further Education Rate	1707	33.5		
21. Average Wage	\$ 5.36	59.6		

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State: Tennessee

	Total	Percentage	JAG	Deviation
1. Number of Students	1499			
2. a. Non-graduates	125	8.3		
b. Deceased	0	0.0		
3. Total Graduates	1374	91.7	90%	1.7

Civilian Job Placements				
4. Full-Time Job with no S/T	501	36.5		
5. Full-Time Job with S/T	40	2.9		
6. Part-Time Job with no S/T	187	13.6		
7. Part-Time Job with S/T	96	7.0		
8. Total Civilian Job Placement	824	60.0		
9. Military Service	31	2.3		
10. Total Civilian JP & MS	855	62.2	60%	2.2
11. a. 4 Year College Enrollments	121	8.8		
b. 2 Year College Enrollments	104	7.6		
12. Other Education/Training	22	1.6		
13. Total Positive Outcomes	1102	80.2	80%	0.2
14. Unavailable for Employment	17	1.2		
15. Unable to Contact	51	3.7		
16. Available/Unemployed	204	14.8		
17. Total Non-Positive Outcomes	272	19.8		

Placement Analysis				
18. Total in Full-time Placement	668	78.1	80%	-1.9
19. Total in Full-Time Jobs	572	66.9	60%	6.9
20. Further Education Rate	383	27.9		
21. Average Wage	\$ 7.79	61.9		

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State: Vermont

	Total	Percentage	JAG	Deviation
1. Number of Students	67			
2. a. Non-graduates	8	11.9		
b. Deceased	0	0.0		
3. Total Graduates	59	88.1	90%	-1.9

Civilian Job Placements

4. Full-Time Job with no S/T	19	32.2		
5. Full-Time Job with S/T	0	0.0		
6. Part-Time Job with no S/T	20	33.9		
7. Part-Time Job with S/T	0	0.0		
8. Total Civilian Job Placement	39	66.1		
9. Military Service	0	0.0		
10. Total Civilian JP & MS	39	66.1	60%	6.1
11. a. 4 Year College Enrollments	3	5.1		
b. 2 Year College Enrollments	4	6.8		
12. Other Education/Training	3	5.1		
13. Total Positive Outcomes	49	83.1	80%	3.1
14. Unavailable for Employment	1	1.7		
15. Unable to Contact	0	0.0		
16. Available/Unemployed	9	15.3		
17. Total Non-Positive Outcomes	10	16.9		

Placement Analysis

18. Total in Full-time Placement	19	48.7	80%	-31.3
19. Total in Full-Time Jobs	19	48.7	60%	-11.3
20. Further Education Rate	10	16.9		
21. Average Wage	\$ 5.90	8.5		

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State: Virgin Islands

	Total	Percentage	JAG	Deviation
1. Number of Students	110			
2. a. Non-graduates	3	2.7		
b. Deceased	0	0.0		
3. Total Graduates	107	97.3	90%	7.3
Civilian Job Placements				
4. Full-Time Job with no S/T	2	1.9		
5. Full-Time Job with S/T	1	0.9		
6. Part-Time Job with no S/T	3	2.8		
7. Part-Time Job with S/T	13	12.1		
8. Total Civilian Job Placement	19	17.8		
9. Military Service	5	4.7		
10. Total Civilian JP & MS	24	22.4	60%	-37.6
11. a. 4 Year College Enrollments	26	24.3		
b. 2 Year College Enrollments	14	13.1		
12. Other Education/Training	7	6.5		
13. Total Positive Outcomes	71	66.4	80%	-13.6
14. Unavailable for Employment	10	9.3		
15. Unable to Contact	7	6.5		
16. Available/Unemployed	19	17.8		
17. Total Non-Positive Outcomes	36	33.6		
Placement Analysis				
18. Total in Full-time Placement	21	87.5	80%	7.5
19. Total in Full-Time Jobs	8	33.3	60%	-26.7
20. Further Education Rate	61	57.0		
21. Average Wage	\$ 5.18	22.4		

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State: Virginia

	Total	Percentage	JAG	Deviation
1. Number of Students	35			
2. a. Non-graduates	0	0.0		
b. Deceased	0	0.0		
3. Total Graduates	35	100.0	90%	10.0

Civilian Job Placements				
4. Full-Time Job with no S/T	4	11.4		
5. Full-Time Job with S/T	0	0.0		
6. Part-Time Job with no S/T	13	37.1		
7. Part-Time Job with S/T	16	45.7		
8. Total Civilian Job Placement	33	94.3		
9. Military Service	1	2.9		
10. Total Civilian JP & MS	34	97.1	60%	37.1
11. a. 4 Year College Enrollments	0	0.0		
b. 2 Year College Enrollments	0	0.0		
12. Other Education/Training	0	0.0		
13. Total Positive Outcomes	34	97.1	80%	17.1
14. Unavailable for Employment	0	0.0		
15. Unable to Contact	1	2.9		
16. Available/Unemployed	0	0.0		
17. Total Non-Positive Outcomes	1	2.9		

Placement Analysis				
18. Total in Full-time Placement	21	61.8	80%	-18.2
19. Total in Full-Time Jobs	5	14.7	60%	-45.3
20. Further Education Rate	16	45.7		
21. Average Wage	\$ 4.88	97.1		

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State: Washington

	Total	Percentage	JAG	Deviation
1. Number of Students	109			
2. a. Non-graduates	25	22.9		
b. Deceased	0	0.0		
3. Total Graduates	84	77.1	90%	-12.9
Civilian Job Placements				
4. Full-Time Job with no S/T	30	35.7		
5. Full-Time Job with S/T	6	7.1		
6. Part-Time Job with no S/T	13	15.5		
7. Part-Time Job with S/T	3	3.6		
8. Total Civilian Job Placement	52	61.9		
9. Military Service	3	3.6		
10. Total Civilian JP & MS	55	65.5	60%	5.5
11. a. 4 Year College Enrollments	1	1.2		
b. 2 Year College Enrollments	6	7.1		
12. Other Education/Training	4	4.8		
13. Total Positive Outcomes	66	78.6	80%	-1.4
14. Unavailable for Employment	0	0.0		
15. Unable to Contact	4	4.8		
16. Available/Unemployed	14	16.7		
17. Total Non-Positive Outcomes	18	21.4		
Placement Analysis				
18. Total in Full-time Placement	42	76.4	80%	-3.6
19. Total in Full-Time Jobs	39	70.9	60%	10.9
20. Further Education Rate	20	23.8		
21. Average Wage	\$ 6.23	65.5		



Jobs for America's Graduates, Inc.

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August 6, 1996

Michael Cohen
Education Advisor to the President
The White House
1600 Pennsylvania Avenue
Washington, DC

Dear Mr. Cohen:

Congratulations on your new assignment—clearly one that offers enormous opportunity to help influence the future course of America's education policy.

I learned recently from Paul Dimond and Hillary Pennington that you are aware of Jobs for America's Graduates (JAG). You may also know that the President has been most supportive of our work—I am enclosing copies of letters he has sent to our Chairman in the past two years.

The enclosed materials are intended to provide some background for what, I hope, will be an early opportunity for us to get together so that I can present a briefing on JAG and so that we can discuss how JAG might help further the education goals of the President.

Let me make four points about Jobs for America's Graduates that I hope will help to underline some of JAG's values to the President's overall education agenda:

- JAG is the nation's largest school-to-work system for at-risk and disadvantaged young people.* In September we will be opening the program in four new states, bringing the total of JAG states to 28. Nearly 37,000 young people will be enrolled in the next few weeks in 600 high schools in 450 communities.
- We believe that JAG is also one of the most successful school-to-work systems—and demonstrates that the President's education goals can be met even before the year 2000. JAG has achieved:*
 - an overall 90 percent graduation rate within nine months after the normal school leaving time (for students considered by the schools as some of those most at-risk)
 - an overall 80 percent success rate at the end of nine months, with youth on the job, in the military or in postsecondary training

Jobs for America's Graduates, Inc.

August 6, 1996

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- **a 30 percent improvement in employment** for this at-risk group—one of the largest consistent impacts of any program tracked by the Department of Labor
 - **accomplishing this** at a cost of less than **one-half** the national average of similar (JTPA) programs: approximately \$12,000 per participant for 18 months of services
 - the enviable state in which JAG students **more than repay the cost of the program within 14 months**—in taxes paid alone.
3. JAG's success played an important role in the basis of the School-to-Work Opportunities Act. We believe that JAG has one of the largest and most successful school-to-work systems—and that it is effective even for some of America's most at-risk young people.

As you can tell from our letterhead we have strong bipartisan, public and private leadership support. More than 1,000 private and public sector leaders manage the program at the state and local level, generally through nonprofit corporations committed to meeting our process and outcome standards.

Assistant Secretaries Patricia McNeil and Tim Barnicle, in addition to Paul and Hillary know us well and would certainly be happy to talk with you as well.

I look forward to meeting you soon.

Sincerely,


Kenneth M. Smith
President

Enclosures

CROSSROADS NEWSLETTER

JAG / JOBS FOR AMERICA'S GRADUATES PUBLICATION

"FROM CLASSROOMS TO CAREERS" SPECIAL EDITION 1996

1995 JAG LEADERSHIP AWARDS

The first annual JAG LEADERSHIP AWARDS ceremony on November 8, 1995, was the most successful visibility and fund-raising event in JAG's history.

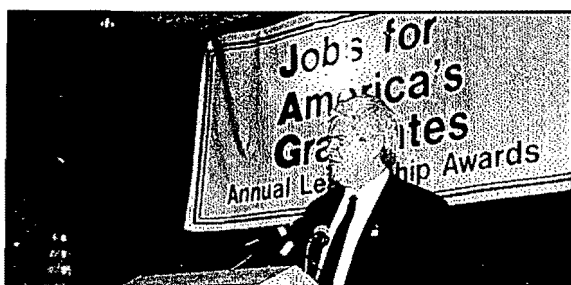
Featured guests were Speaker of the House of Representatives Newt Gingrich and Secretary of Labor Robert Reich. Both spoke eloquently of the importance of Jobs for America's Graduates and the value it brings to young people, employers and to the country. They also called for larger scale use of the program in the years ahead.

Nearly 500 people gathered at the luncheon, including Miss America 1996, Shawntel Smith; Ohio Governor George Voinovich, the Chair of Jobs for America's Graduates; 17 members of Congress; three chief state school officers; four state commissioners of labor and nearly 150 students, staff and board members from JAG's state affiliates. Also present were representatives from nearly 30 corporations and foundations that support JAG financially.



JAG was honored to have as featured speakers at the 1995 JAG LEADERSHIP AWARDS luncheon (left to right) Ohio Governor George Voinovich, the Chair of Jobs for America's Graduates; Secretary of Labor Robert Reich; Miss America 1996, Shawntel Smith; and Speaker of the House Newt Gingrich.

Speaker of the House and Secretary of Labor Endorse JAG



"...We have had more than enough studies, we have had more than enough commissions; you have here today an example of a model that we know works. And we ought to insist that this kind of model be replicated in every school district in this country...."

"...I commend each of you who has been involved with Jobs for



"...The linkage of the classroom to the real world is something that many young people need. They need to understand that the private sector does need to be actively involved in the classroom, and this organization, JAG, has led the way."

"...There is no reason—absolutely no reason—that every place in the country should not have a school-to-work pro-

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Jobs for America's Graduates Inc.

1979 - 1994

175,000 Students Served



*15th Anniversary
and
1994 Annual Report*

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