32nd National Training Seminar
July 15-17, 2015
Pre-NTS Professional Development Workshops
July 13-15, 2015
Theme: “JAG—A Million Strong and Growing!”
“JAG—A Million Strong and Growing!”
32nd National Training Seminar

JAG National Network & Ad ................................................... 4
Hotel Map............................................................................... 5
“5-of-5” High Performance Club—Class of 2014 ....................... 6-8
Welcome Letters ..................................................................... 9-11

Wednesday, July 15
1:00 PM Opening Awards Session ..................................... 13
2015 Outstanding JAG Specialists ....................................... 14
Regions Ad............................................................................ 15
3:30 PM Best Practices Workshops—Series A ............. 16-17
Speaker Bios ........................................................................ 18
5:00 PM VIP Reception *(Invitation Only)* ......................... 19
6:00 PM Awards Dinner ..................................................... 19

Thursday, July 16
8:30 AM Best Practices Workshop—Series B ............. 20-21
10:30 AM Best Practices Workshops—Series C ............ 22-23
Speaker Bio .......................................................................... 24
12:00 noon Awards Luncheon ............................................ 25
2:00 PM Best Practices Workshops—Series D ............. 26-27
4:00 PM Best Practices Workshops—Series E ............. 28-29

Friday, July 17
8:30 AM Best Practices Workshops—Series F ............. 30-31
Speaker Bio .......................................................................... 32
10:15 AM Closing Awards Brunch ........................................ 33
2015 Smith Scholars Announced ......................................... 34
JAG Sponsors ...................................................................... 35
Speaker Bio .......................................................................... 37
Class of 2014 Follow-up Report ............................................ 38

JAG University—Pre-NTS

Monday, July 13
8:00 AM JAG University Courses................................. 40
12:00 NOON Lunch and JAG University Courses .......... 40

Tuesday, July 14
8:00 AM JAG University Courses................................. 41
12:00 NOON Lunch and JAG University Courses .......... 41

Wednesday, July 15
8:00 AM JAG University Courses................................. 42
10:45 AM Graduation Ceremony ........................................ 42

JAG University Library Holdings .......................................... 43-63

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Georgia
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Hampshire
New Jersey
New Mexico
Ohio
South Carolina
South Dakota
Tennessee
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin

Welcome to the 32nd Annual National Training Seminar!
Class of 2014 “5-of-5” States

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<thead>
<tr>
<th>Alabama</th>
<th>Indiana</th>
<th>Maine</th>
<th>South Carolina</th>
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“5-of-5” Regions

Indiana
- Indiana Region 1 Workforce Board, Inc.
- Indiana Region 2 Workforce Board, Inc.
- Indiana Region 3 Workforce Board, Inc.
- Indiana Region 4 Workforce Board, Inc.
- Indiana Region 5 Workforce Board, Inc.
- Indiana Region 6 Workforce Board, Inc.
- Indiana Region 7 Workforce Board, Inc.
- Indiana Region 8 Workforce Board, Inc.
- Indiana Region 9 Workforce Board, Inc.
- Indiana Region 10 Workforce Board, Inc.
- Indiana Region 12 Workforce Board, Inc.

Kansas
- North Central Region
- West Region

Ohio
- Jobs for Cincinnati Graduates
- JOG - Greater Canton
- JOG - East Central
- JOG - North Central
- JOG - Our Way

Tennessee
- North Central Region
- South Central Region

“5-of-5” High Performance Club

<table>
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<td>Paradise Valley High School</td>
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<td>Peoria High School</td>
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<td>Santa Cruz Valley Union HS</td>
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<td>Sunrise Mountain High School</td>
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<td>Tempe High School</td>
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Arkansas – 29 Programs

Arch Ford Career Academy
Bald Knob High School
Batesville High School
Booneville High School
Cabot High School #1
Cabot High School #3
Cedar Ridge High School
Clinton High School
Fordyce High School
Greenwood High School
Hall High School
Heber Springs High School
Jacksonville High School
Joe T. Robinson High School
Malvern High School
McClellan High School
Mena High School
Midland High School
Newport High School
North Little Rock High School
North Little Rock High School-West 1
Northside High School
Pine Bluff High School
Riverview High School
Sheridan High School

Arkansas (continued)
- Southside High School
- Springdale High School #1
- Springdale High School #2
- Sylvan Hills High School

Delaware – 4 Programs
- Concord High School
- Laurel High School
- Newark High School
- Smyrna High School

Florida – 1 Program
- Oak Ridge High School

Georgia – 3 Programs
- Classic City High School
- Cross Creek High School
- Dawson County High School

Indiana – 47 Programs
- AK Smith Career Center
- Anderson High School
- Anderson High School 2
- Bedford North Lawrence HS
- Blackford High School
- Calumet New Tech High School
- Clay High School
- Crawfordsville Senior High School
- Decatur Enrichment Center
- East Chicago High School 2
- East Noble High School
- Eastern Greene High School
- Elkhart Central High School
- Gary Lew Wallace High School
- Gibson Southern High School
- Impact Institute
Indiana (continued)
Indianapolis Arsenal Tech HS 1
Indianapolis Ben Davis HS
Indianapolis Ben Davis HS 2
Indianapolis Decatur Central High School JR
Indianapolis Northwest HS Jr.
Indianapolis Washington Community High School
Jay County High School
Jeffersonville High School
Jennings County High School
John Adams High School
Knightstown Community HS
Kokomo High School
Lafayette Oakland High School
Madison Consolidated HS
Marion High School
Martinsville High School
New Albany High School
Northrop High School
Owen Valley High School
Petersburg Pike Central HS
Rise Up Academy
Riverton Parke Junior-Senior HS
Rochester High School
Shelbyville High School 2
Sheridan High School
South Side High School
South Vermillion High School
Sullivan High School
Tippecanoe Valley High School
Vincennes Lincoln High School
YWI Alpha

Iowa – 8 Programs
Creston High School
Davenport Central High School
Davenport West High School
Decatur MacArthur High School
Des Moines Hoover
Mason City High School
Perry High School
Thomas Jefferson High School

Kansas – 10 Programs
Concordia High School
Garden City High School
Holcomb High School
Newton High School
Parsons High School

Kansas (continued)
Pittsburg High School
Salina Central High School

Kentucky – 3 Programs
Estill County
Paris High School
Sheldon Clark High School

Louisiana – 27 Programs
Barbe/Sam Houston School
Bastrop High School
Baton Rouge Community College
Brusly High School
Bunkie New Tech High School
Carenco High School
Donaldsonville High School
East Ascension/A.P.P.L.E.
Digital Academy
Ellender Memorial High School
Evangeline Central High School
Fontainebleau High School
H. L. Bourgeois High School
Jeanerette High School
Jena High School
John Ehret High School
Leesville High School
Livoria High School
Louisiana School for Agricultural Sciences
Mansfield High School
Marksville High School
New Iberia Senior High School
Pickering High School
Salman High School
Tioga High School
West St. Mary High School
Westgate High School
Wossman High School

Maine – 17 Programs
Brewer Area High School
Calais Area High School
Caribou High School
Erskine Academy
Gardiner Area High School
Houlton High School
Lisbon High School
Machias Memorial High School
Messalonskee High School
Mt. Blue High School
Oceanside High School East
Old Town High School
Shead High School
South Portland High School

Michigan – 2 Programs
Benton Harbor High School
Berrien Cass Van Buren

Mississippi – 9 Programs
Canton Public High School
Crystal Springs High School
Gentry High School
Humphreys Co. High School
Lanier High School
M.S. Palmer H.S. Quitman Co.
Murrah High School
Williams-Sullivan High School
Wingfield High School

Montana – 20 Programs
Bridger Career Center
Butte High School
Cascade High School
Dodson High School
Dutton/Brady High School
Eureka Lincoln County High School
Frenchtown High School
Fromberg High School
Granite High School
Helena PAL
Libby Central Alternative School
Malta High School
Nashua High School
North Star High School
Paris Gibson High School
Plains High School
Scobey High School
 Sidney High School
White Sulphur High School
Whitefish Independent High School

New Hampshire – 7 Programs
Kennett High School
Laconia High School
Manchester Memorial HS
Merrimack Valley High School

Washington Academy
Windham High School
Woodland Jr./Sr. High School

Notes: The list includes programs that have been recognized for their success in preparing students for the workforce. The programs range from high schools to community colleges and are located in various states across the United States. The recognition is based on the '5-of-5' Performance Outcomes, which include graduation rates, post-secondary education or employment, and more. These programs are part of the broader efforts of Jobs for America’s Graduates to help students achieve success after high school.
“JAG—A Million Strong and Growing!”

“5-of-5”
(Continued from page 7)

New Mexico (continued)
Raymond High School
Winnacunnet High School
Woodsville High School
New Mexico – 1 Program
Bernalillo High School
Nevada – 1 Program
White Pine High School

Ohio – 15 Programs
Aiken New Tech. HS
Brunswick High School
Elgin High School
Fairless High School
Finneytown High School
Lincoln-West HS
Medina Career Ctr. Voc.
Mogadore High School
North College Hill High
North High School
Northridge High
Purcell-Marian High #2
Robert A. Taft HS
Rutherford B. Hayes
Washington High Canton

South Carolina – 13
C.A. Johnson HS
Calhoun County HS
Colleton County HS 1
Darlington High School
Lancaster High School
Manning High School
Mullins High School
Rock Hill High School
South Florence HS
Swansea High School
Timmonsville HS
West Florence HS
Wilson High School

Ohio (continued)
Columbia Central High
Creek Wood High School
East Hickman High
Fairview High School
Gilles County High School
Hickman County HS
Houston County HS
Marshall County High
Morgan County Career and Technical Ctr.
Mt. Pleasant High School
Perry County HS
Wayne County Technology Ctr.
Virginia – 9 Programs
Carroll County Alternative Education Center
Grayson County HS
Manchester High School
Northampton County HS

Virginia (continued)
Petersburg High School
Smyth County Career and Technology Center
The Academy at Virginia Randolph
Thomas Jefferson Center
Washington County Career and Technology Center
Washington – 4 Programs
Crossroads Alternative High School
Puget Sound Skills Center
Stanwood High School
Vancouver-Skyview HS
Virginia – 9 Programs
Carroll County Alternative Education Center
Grayson County HS
Manchester High School
Northampton County HS

Virginia – 1 Program
Tennessee – 13 Programs
Centennial High School

Virginia – 9 Programs
Carroll County Alternative Education Center
Grayson County HS
Manchester High School
Northampton County HS

Virginia – 1 Program
Tomah High School

Ohio (continued)
Dear Leaders of the Jobs for America’s Graduates National Network:

Welcome to the 2015 JAG National Training Seminar! We are so pleased that you have joined us to contribute your knowledge and experience on how to help the young people of Jobs for America’s Graduates succeed – often against extraordinary odds – as well as to learn from and engage with others as they share their experiences.

You and your 1,000 colleagues around the country who provide supervision and management in the classrooms and to the program have, once again, delivered truly extraordinary results on behalf of nearly 48,000 young people in 33 states! Once again, you have delivered graduation rates in excess of 90%. Once again, you have helped our students to more than double the chances that they will find work and triple their chances of finding full-time jobs. And once again, you have made it possible for our students from this population to increase their chances of going to college by 50%.

NTS is that rare occasion to both learn from others who have faced the same challenges and opportunities that you have in the classroom and in working with young people on the job and in higher education. You will also be able to tell others at our events what you have learned and the techniques and approaches that you have found most effective for the young people we serve.

NTS is also a time to recognize truly superior performance results. This year we will recognize the results for the Class of 2014, as we completed our services on May 31. Well in excess of 100 of the staff from around the country will be personally recognized for meeting or exceeding our most demanding performance requirements, in addition to a sizeable number of our State Affiliates for their collective success.

You will also be hearing from highly engaged members of our Board of Directors and the Chairman of the Delta Regional Authority. You will meet with senior leaders from some of our most important corporate supporters, including JPMorgan Chase, McDonalds, Regions Bank, and many others.

We are excited to have you here, and anxious to ensure that you receive the full benefit of this event.

We hope that, in the course of the learning and exchange of opportunities, you will create new friendships and new “lifelines” to use when you run into unprecedented issues. We hope you will contribute to the knowledge and expertise of others as well.

This organization has been built on a remarkably close-knit family of committed leaders at every level who have been quick to share what they know and what they have experienced. NTS, by far, is one of the very best places where that occurs each year.

I look forward to talking with each of you, and I am truly honored to be a part of such a great team of people committed to the success of the youth of America.

With admiration,

Kenneth M. Smith
President
Welcome! On behalf of our entire National Board of Directors, we are pleased to have you at the 2015 Jobs for America’s Graduates National Training Seminar.

You have come to the right place to meet those who are the experts in delivering on the promise of Jobs for America’s Graduates – they are all around you.

I know that a significant number of our team from Mississippi will join you in the course of these three days as you work together in sharing best practices, learning new techniques, discovering new examples of “what works” for our young people, and learning more about the kinds of jobs available from a number of employers who support us.

The JAG National Training Seminar always receives extraordinarily favorable reviews from the staff precisely because of the chance to learn from each other as some of America’s top experts on how to support young people in their success in school and on the job. I am committed to bringing that success to 100 of our schools over the next year from our current 50, given the great results that we have seen in Mississippi. We are excited about the positive response we have received from a number of the new governors to whom I have spoken about establishing the JAG program in their states.

I am delighted as well that Chris Masingill, the Federal Co-Chairman of the Delta Regional Authority, will be with you to highlight the renewed commitment of the Delta Regional Authority (whose Board I Chair) to the expansion of the JAG Model in six of the Delta Regional Authority states. We are grateful for the support of the DRA and for Chris’ personal enthusiasm for the program.

The 2015-16 school year promises to be a year of great opportunity. JAG will be expanding in many parts of the country with the support of governors, state legislatures, school districts, workforce boards, and companies. Those commitments, combined with the extraordinary support of USA Funds and the AT&T Foundation, will help guarantee that we bring the promise of Jobs for America’s Graduates to thousands more young people this year.

In the end, the success of the Jobs for America’s Graduates organization and the young people being served all comes down to you. You are the heart, soul, and the central ingredient in the success of the JAG Model. You have done extraordinary work for the 48,000+ young people enrolled in the JAG Model in the 2014-15 school year. The results for the Class of 2014 twelve months after graduation, once again, have set a new “Gold Standard” of just what can be accomplished with committed young people and highly trained, motivated, and committed staff.
June 12, 2015
Page 2

Next weekend, Ken, the other eight governors on the Board and I will be discussing your successes directly with the nation's governors at the Summer Meeting of the National Governors Association to tell them your story. You can be sure that they will hear about the extraordinary significance that you have brought and are bringing to our young people.

Please know you have my personal admiration and that of all the members of our Board of Directors for all that you have done, are doing, and will do on behalf of these young people of such extraordinary promise.

Thanks, and have a particularly wonderful time at the JAG 2015 National Training Seminar.

With warm regards,

[Signature]

Governor Phil Bryant
Chair, Jobs for America’s Graduates Board of Directors
32nd Annual National Training Seminar
Wednesday—July 15, 2015

All Day NTS Headquarters ................................................................. Estherwood
10:30 AM—1:00 PM Registration ......................................................... Napoleon Registration Desk
1:00 PM Opening Awards Session ...................................................... Napoleon AB Ballroom
3:00 Break

Opening Awards Session Highlights

- It’s All Right
- “Breaking Barriers… Building Leaders”
- Mardi Gras—The Experience!
- Welcome to NLC 2015
  Special Guests
  Kenneth M. Smith, President/CEO, JAG
- JAG-Louisiana—NLC 2015 Host Committee
- Student Speaker: Kohl Preston
  Fontainbleau High School
  JAG-Louisiana
- Theme: “JAG—A Million Strong and Growing!”
- Awards and Recognition
  Jim Koeninger, Ph.D., JAG Executive Vice President
  - Outstanding Specialists (p. 14)
  - Peak Performers
- Closing Remarks
- Announcements

3:30 Workshop Series A ................................................................. Pages 16-17
## 2015 Outstanding JAG Specialists

127 Specialists are receiving $26,300 in Monetary Awards provided by donations from JAG Board members and Strategic Partnerships LLC.

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<th>State</th>
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A BETTER BANKING EXPERIENCE.
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### A-1 Increasing Rigor in the JAG Classroom
This workshop will be interactive and designed to change the way you think about rigor in the classroom. Using the JAG Model framework, Specialists will benefit from this 5-step system: Recognition, Incentives, Guidance, Opportunity and Relationships. This workshop is for ALL levels and is designed to put that joy back into teaching, while building a successful JAG program. This will be the ultimate cheering session to help you “Succeed Like a Champion!”

**Presenters:** Nichole Childers  
JAG Specialist  
Wichita North HS  
JAG-Kansas

**Room:** Bayside A

### A-2 Authentic Engagement: Inquiry and Discovery Learning in the JAG Classroom
This workshop will emphasize how to implement role-play and discussion to move students from passive learners to engaged and active participants in classroom activities. All activities will link JAG competencies directly to Common Core Standards for College and Career Readiness, and ready-to-use lesson plans, videos and activities will be provided.

**Presenters:** Amy Perkerson,  
Head English Department  
Fairview HS  
JAG-Tennessee

**Room:** Bayside B

### A-3 JAG Middle School at Its Best!
Research shows an effective program for Middle School students has systems in place to support student achievement; processes to communicate and involve parents; methods to motivate students to care about their academic success; intervention strategies; and more. Let’s explore ways your JAG Middle School Program is effectively doing these things as we discuss best practices and strategies in running a JAG Middle School Program. Best Practices handout will be shared covering components of the JAG Model: recruitment and selection; student-led organization; delivery of competencies; transition strategies; summer time engagement; and follow-up.

**Presenters:** Julie Ray, Ed.D.  
JAG Senior Trainer

**Room:** Bayside C

### A-4 E’s Get you Hired - How JAG Students Can Be the E Person!
Today’s employment market is extremely competitive with employers holding the upper hand. The session will deal with the characteristics employers use to select the best candidates. The 9 Best Practices for On-Line Applicant Success will be covered. JAG Students can become the best candidate (E Person). This knowledge, when learned and applied, will make your JAG student the best choice for the employer. During the session participants will learn the E’s and practice their application.

**Presenters:** Paul Booden  
President, Prepare-Act-Become, LLC  
JAG Senior Trainer

**Room:** Borgne

### A-5 This workshop will speak to the exciting growing opportunities within ADM and how ADM is a great and enduring company. For more than a century, the people of ArcherDaniels Midland Company (NYSE: ADM) have transformed crops into products that serve the vital needs of a growing world. Today, we’re one of the world’s largest agricultural processors and food ingredient providers, with more than 33,000 employees serving customers in more than 140 countries. With a global value chain that includes more than 460 crop procurement locations, 300 ingredient manufacturing facilities, 40 innovation centers and the world’s premier crop transportation network, we connect the harvest to the home, making products for food, animal feed, chemical and energy uses.

**Presenters:** Stephanie York  
Manager, North American Staffing  
Archer Daniels Midland

**Room:** Maurepas

ADM guarantees an interview to any JAG graduate who applies for a job. This is not a guarantee of an offer, but all JAG graduates will be granted an interview.
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| A-6| **The Power of Partnerships—Bringing the Community into the Classroom!** This session will discuss how partnerships with large and small businesses, community colleges, and universities could enhance the classroom experience for both the Specialist and the students. The discussion will include how to identify the right partners and how to create a variety of programs that will provide the students with current career knowledge and an opportunity to establish relationships with key leaders. | Janet Parker  
Executive Vice President  
Corporate Human Resources  
Regions Financial Corporation | Napolean C1 |
| A-7| **The American Staffing Association (ASA) Cares Program**  
Staffing professionals are looking for talent to place with their clients in all industries. JAG students and graduates can be that talent. This session will provide a quick snapshot of the staffing industry, ways that staffing professionals and businesses can help your classroom, an overview of the upcoming JAG-ASA volunteer month, and a demo of the new online portal which will support your classroom goals and provide another way to help find students employment.  
ASA is the national trade association that represents the staffing, recruiting and workforce solutions industry. There are more than 10,000 staffing companies nationwide who place more than 3 million temporary and contract employees each week. | Joe Lindahl,  
Manager  
Chapter Relations  
American Staffing Assn.  
Jonathan Barnes  
Director, Corporate Communications  & Community Outreach  
Integrity Staffing Solutions | Napolean D3 |
| A-8| **Inform, Prevent and Reduce Bullying in the School.** This workshop is designed to inform, prevent and reduce bullying throughout the school setting. Information will be shared relative to the evidence of bullying and preventive measures as well as the various types of bullying. This workshop will also provide an outlook to identify and understand bullying, various bullying behaviors, the scope of the bullying problem, identify those who bully, the warning signs that a child is being bullied, strategies children can use to deal with bullying, steps Specialists can take to address and prevent bullying. | Carolyn Reed  
JAG Specialist  
Manning HS  
JAG-South Carolina | Napolean D2 |
| A-9| **JAG for Education Partners--Superintendents, Principals, Board Members, Legislators, and More! Come and Get It!** For many students life challenges follow them to school and distract them from learning. Their attendance and grades drop, discipline problems go up and they give up. Most lack positive role models, life skills, and hope. Today more than ever, school is often the only place that students have positive interactions with an adult. Have a role model for appropriate behavior. Come to this interactive workshop and learn how The JAG Model is being successful in creating those relationships and hear firsthand from students the academic advantages of being a JAG participant. Attendees will have the opportunity to talk about attracting students to JAG, enlisting the appropriate JAG Specialist and successfully integrating the JAG curriculum into your schools. | Laurie Phelan  
President & CEO  
Iowa JAG  
Sly Boskovich  
Director of College & Career Readiness  
Franklin Pierce SD  
JAG-Washington | Southdown |
| A-10| **Using the Career Association as a Tool to Prepare Students for the 21st Century Workforce.** Just because your students are elected officers to your Career Association doesn’t mean they know how or are ready to lead! In this workshop you will learn tools and techniques to prepare students to be ready for the 21st century world of work, and be accountable to their leadership position in your student organization. | Karey Webb  
JAG Senior Trainer | Edgewood AB |
Mr. Gabe Sonnier was an elementary school janitor for 27 Years….now, he's the Principal!

Joseph "Gabe" Sonnier used to clean up after everyone at Port Barre Elementary in Port Barre, Louisiana. Now, the former janitor is the principal at that school.

The journey to his promotion began in 1985 when Port Barre's then-principal pulled Sonnier aside and said, 'I'd rather see you grading papers than picking them up,'" Sonnier shared.

Sonnier had dropped out of Southern University in 1979, according to the Advocate. His mother, a housekeeper, was struggling to support his four siblings and pay for his education, so Sonnier began working to help.

But at the age of 39, while still working as a janitor at Port Barre, he decided to go back to school. "I would come to work at 5 in the morning and leave at 7 and go to school all day and then come back and finish up my eight hours of work here and then go home and do homework," Sonnier explains.

He earned his bachelor's degree, and in 2008, went from janitor to teacher at Port Barre Elementary, according to the Advocate. He later earned a master's degree in education through Arkansas State University. In November 2013, he was made Port Barre Elementary's principal. He's still a bit in awe of his accomplishments but knows hard work and perseverance made it all possible.

And yet despite all the degrees and the job as principal, Gabe Sonnier hasn’t forgotten where he came from. Believe it or not, he still cleans his own office. Obviously, you can take the janitor out of the mop room, but you can’t take the work ethic out of the janitor. And there’s a lesson in there for boys and girls and grown-ups everywhere. "Don’t let your situation that you’re in now define what you’re going to become later," Mr. Sonnier said. “I always tell them it’s not where you start, it’s how you finish.” And Mr. Sonnier isn’t finished yet. He confessed that he wouldn’t mind being superintendent someday. "I think I’d welcome it," he said. Does the superintendent know this?” No, we won’t tell him,” he smiled!

“Don’t let your situation that you’re in now define what you’re going to become later!”
—Mr. Gabe Sonnier
32nd Annual National Training Seminar
Wednesday—July 16, 2014

5:00 PM  VIP Reception—By Invitation ....................................................... Cornet, 8th Floor
Co-Hosts:  JAG-Louisiana and Jobs for America’s Graduates Board of Directors
Invitees:  Board Members—Local, State and National; Corporate Partners
Council of State Affiliate Representatives; Nationally Certified Trainers
School Administrators; JAG National Staff; and Special VIP Guests

6:00 PM  Awards Dinner ................................................................. Armstrong Ballroom, 8th Floor

- Welcome and Special Guests
  Kenneth M. Smith, President, JAG

- Student Speaker:  Jazymme Sylve
  John Ehret High School, JAG-Louisiana

- Student Singer:  Dylan McArthur
  Fontainbleau High School, JAG-Louisiana

- Speaker:  Joseph Gabe Sonnier
  Principal, Port Barre Elementary School
  Port Barre, Louisiana

- Awards and Recognition
  Jim Koeninger, Ph.D.
  JAG Executive Vice President

  “5-of-5” National Recognition
  - 263 JAG Model Programs (30%)
  - 20 State Regions
  - 14 States (44%)

  Peak Performers—States
  High Performer Awards

- Closing Remarks
- Announcements

“It’s not where you start, it’s how you finish!”
—Mr. Gabe Sonnier
**Thursday—July 16, 2015**  
8:30—10:00 AM  
**Workshop Series B**

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| B-1 | **Maximizing the Career Association.** The National Career Association (NCA) is an excellent tool to develop, practice and refine the JAG competencies. By using NCA chapter time to conduct activities and events on leadership, commitment and other competencies, students will be able to practice their classroom learning. This workshop will provide practical ways to utilize the NCA to improve learning and teach valuable skills. Activities, events and partnerships will be presented to help make your NCA chapter the best at the state Career Development Conference. Be prepared to be active and involved in the multiple activities demonstrated. | Kristy Colbert  
Career Coordinator  
Chattooga HS  
Jobs for Georgia Graduates | Bayside A |
| B-2 | **JMG Goes Global.** Looking to diversify your Career Association activities and cross the cultural divide? Learn how one JMG program opened the door to social entrepreneurship through a pen pal project between students from mid coast Maine and orphaned boys in Zimbabwe. | Maria Morris  
JAG-Maine | Bayside B |
| B-3 | **The Power of Partnerships—Bringing the Community into the Classroom!** This session will discuss how partnerships with large and small businesses, community colleges, and universities could enhance the classroom experience for both the Specialist and the students. The discussion will include how to identify the right partners and how to create a variety of programs that will provide the students with current career knowledge and an opportunity to establish relationships with key leaders. | Janet Parker  
Executive Vice President  
Corporate Human Resources  
Regions Financial Corporation | Bayside C |
| B-4 | **Reaching the Rainbow: Engaging LGBTQ Youth through the Career Association.** This workshop will include the following:  
- Making the JAG classroom a safe zone for LGBTQ Youth  
- Understanding the barriers faced by LGBTQ youth and why they are at risk  
- Using community service as an opportunity for leadership development of LGBTQ youth  
- Inspiring achievement of LGBTQ youth through guest speakers  
- Resources for parents and other community stakeholders | Megan Murtha  
Youth Specialist  
New Hampshire-JAG | Borgne |
| B-5 | **Motivating and Engaging the RIGHT JAG Students.** In this interactive workshop Specialists will learn how to motivate and engage students in the classroom while focusing on positive interventions and strategies. Attendees will walk away with strategies and activity handouts that can be customized for their classrooms. In addition, participants will learn how the Franklin Pierce School District selects both high school and middle school students that best fit the JAG Model and what documents are used to streamline the selection process. | Melinda Peckham  
Special Education Teacher  
JAG Specialist  
JAG-Washington  
Jerry Fong, JAG Specialist  
JAG-Washington | Maurepas |
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| B-6 | **Walk into Philanthropy and Community Building.** This workshop will focus on how to inspire your school/program to raise money for charity and improve community relations within their school and community in the process. We will discuss the many marketing steps that will help you achieve a major walk for charity. Freeport's JMG Program helped promote three charity events this year that raised a total of $14,000 which got them a lot of positive publicity. These events brought in more school partners as well as business partners and it gave a great sense of pride to the JMG Career Association. This workshop will cover all steps. | Jay Harper  
Master Specialist  
JAG-Maine | Napolean C1 |
| B-7 | **Proven Strategies in Building Relationships with Employers.** Join us to learn effective strategies and best practices to build impactful relationships with employers to engage them in your JAG Program, create commitment, and employ your graduates. These proven strategies are a result of activities 19 JAG State Affiliates implemented through grant funds of the Walmart Foundation. | Julie Ray, Ed.D.  
JAG Senior Consultant | Napolean C2 |
| B-8 | **The American Staffing Association (ASA) Cares Program**  
Staffing professionals are looking for talent to place with their clients in all industries. JAG students and graduates can be that talent. This session will provide a quick snapshot of the staffing industry, ways that staffing professionals and businesses can help your classroom, an overview of the upcoming JAG-ASA volunteer month, and a demo of the new online portal which will support your classroom goals and provide another way to help find students employment.  
ASA is the national trade association that represents the staffing, recruiting and workforce solutions industry. There are more than 10,000 staffing companies nationwide who place more than 3 million temporary and contract employees each week. | Joe Lindahl  
Manager, Chapter Relations  
American Staffing Association  
Jonathan Barnes  
Director, Corporate Communications & Community Outreach  
Integrity Staffing Solutions | Napolean C3 |
| B-9 | **Circle the Wagons: Building a JAG Community with Restorative Practices.** Restorative practices are processes and strategies used to build and strengthen relationship. This approach focuses on methods that help people to cooperate, take personal responsibility for actions and behaviors, resolve conflict and communicate. The community building circle presented in this workshop through audience participation is one of those methods to give students a chance to safely discuss the diversity of their lives, breaking down social barriers and laying a foundation for avoiding and resolving future conflicts between students. Restorative practices allow students to develop JAG competencies with each other as they "Circle the Wagons." | Jeff Boren  
JAG Specialist  
Louisiana-JAG | Napolean D3 |
| B-10 | **Using the Career Association as a Tool to Prepare Students for the 21st Century Workforce.** Just because your students are elected officers to your Career Association doesn’t mean they know how or are ready to lead! In this workshop you will learn tools and techniques to prepare students to be ready for the 21st century world of work, and be accountable to their leadership position in your student organization. | Karey Webb  
JAG Senior Trainer | Southdown |
**Thursday—July 16, 2015**

**10:30—12:00 noon  Workshop Series C**

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| C-1   | **Site Reports that Tell and Sell.** Put together a site report that provides all the information your supervisor wants but you can use to sell your program to your school, local businesses and your community. This workshop will address report style and content. | Matthew A. Fearing  
President & CEO  
JAG-Kansas, Inc. | Bayside A |
| C-2   | **Identifying the Unidentifiable: Employability Skills that You Never Thought You Had.** Students are often intimidated when tasked with activities involving interviewing and resume building. They struggle to connect their life experiences to employability skills. This workshop focuses on teaching methods to develop a healthy self-image by fostering talents that already exist. Participants will partake in activities designed to enhance their personal brand, and learn how to teach these skills in a nontraditional alternative school setting. Attendees will leave with a packet of lesson plans designed to eliminate the anxiety that students feel when attempting to communicate the value they can bring to an organization. | Ebony Barrett Kennedy  
JAG Specialist  
JAG-Indiana, Region 4 | Bayside B |
| C-3   | **Engaging Learners in the JAG Classroom.** Learn strategies to engage all of your students in the learning process. This workshop provides teaching methods and lessons that enhance the JAG Curriculum. | Tammy Jones  
Senior Specialist  
JAG-South Carolina | Bayside C |
| C-4   | **AT&T’s Aspire Mentoring Academy and JAG Partnership—How Local JAG Programs can Partner with Employers to Make a Difference in Students’ Futures.** Over the past two school years, JAG has grown its long-standing partnership with the AT&T Foundation to include a mentoring component for JAG students through the Aspire Mentoring Academy. This has included students attending AT&T facilities for tours, interactive job-related activities with employees, soft skills development, and more. In addition, employees come to the classrooms for continued student support and mentoring on resumes, interviewing, goal setting (and more). Workshop participants will learn how to take this model of corporate partnership and student engagement and apply to businesses or other companies in your hometown. | Julie Ray, Ed.D.  
JAG Senior Consultant | Borgne |
| C-5   | **Introduction to ECMC’s College Access and Success Curriculum.** Seating is limited—check with your CSA representative for a ticket to this workshop. You will be introduced to and receive an electronic copy of three curricula:  
  - *Believing the College Dream* (for middle school students in grades 4-8 and their families)  
  - *Realizing the College Dream* (for high school students and returning adults)  
  - *PERSIST* (a retention curriculum for first-time college or postsecondary students)  
The manuals include lessons you can use with your students to increase postsecondary attendance and graduation. ECMC provides full-day trainings on each curriculum, where you will learn innovative ways to use the curriculum and return to your organizations energized and ready to share it with your colleagues. | March Kessler  
ECMC Executive Director  
Vicki Whebbe  
ECMC Student Success Program Director | Maurepas |
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| C-6 | **Motivating and Engaging the RIGHT JAG Students.** In this interactive workshop Specialists will learn how to motivate and engage students in the classroom while focusing on positive interventions and strategies. Attendees will walk away with strategies and activity handouts that can be customized for their classrooms. In addition, participants will learn how the Franklin Pierce School District selects both high school and middle school students that best fit the JAG Model and what documents are used to streamline the selection process. | Melinda Peckham  
Special Education Teacher  
JAG Specialist  
JAG-Washington  
Jerry Fong  
CTE Teacher  
JAG Specialist  
JAG-Washington | Napolean C1 |
| C-7 | **ADM Guarantees an Interview for JAG Graduates.** This workshop will speak to the exciting growing opportunities within ADM and how ADM is a great and enduring company. For more than a century, the people of Archer Daniels Midland Company (NYSE: ADM) have transformed crops into products that serve the vital needs of a growing world. Today, we’re one of the world’s largest agricultural processors and food ingredient providers, with more than 33,000 employees serving customers in more than 140 countries. With a global value chain that includes more than 460 crop procurement locations, 300 ingredient manufacturing facilities, 40 innovation centers and the world’s premier crop transportation network, we connect the harvest to the home, making products for food, animal feed, chemical and energy uses. | Stephanie York  
Manager, North American Staffing  
Archer Daniels Midland | Napolean C2 |
| C-8 | **Financial Fun in Middle School.** Making your classroom into a job like environment is engaging for students and ties what they are learning to the real world. Topics covered include: researching local apartment costs, rental and roommate agreements, costs associated with living independently, using a time clock, time cards for students to get paid for attendance, completing sick leave slips for absences, and utilizing technology for paying bills and calculating take home pay. | Janice Rorvik  
JAG Specialist  
JAG-Montana | Napolean C3 |
| C-9 | **Microsoft: Empowered Educators, Inspired Students.** There’s a TED Talk about motivation by Dan Pink who says “...that new operating system for our businesses revolves around three elements: autonomy, mastery and purpose. Autonomy: the urge to direct our own lives. Mastery: the desire to get better and better at something that matters. Purpose: the yearning to do what we do in the service of something larger than ourselves. These are the building blocks of an entirely new operating system for our businesses.” What motivates your students? What motivates you? | Tony Franklin  
Partner Sales Executive, US Education, Microsoft | Napolean D3 |
| C-10| **Follow-Up Best Practices.** Do you ever feel like there is not enough time in your day to connect with students outside of your classroom? Following up with students who have graduated or left your program can be an overwhelming task. This workshop will explore effective strategies to reach and engage your follow-up students that will save you time and effort, while reaching program goals and objectives. | Karey Webb  
JAG Senior Trainer | Southdown |

In this year’s session we’ll discover new ways that Microsoft’s latest innovations for Education provide equitable ways of reaching EVERY student anywhere in the world. We’ll rediscover how Office Online brings collaboration to every device, how new add-ins like Office Mix will change how you use PowerPoint forever and how OneNote continues to transform education every day. And last, but not least, a preview of Windows 10 and how Office 365 for Education can provide FREE Office for every student and faculty member in your districts.
The Honorable Christopher A. Masingill
Federal Co-Chairman, Delta Regional Authority

The Honorable Christopher A. Masingill serves as the Federal Co-Chairman of the Delta Regional Authority, a federal-state partnership whose mission is to help create jobs, build communities, and improves the lives in the 252 counties and parishes in the eight states of the Delta Region. Chairman Masingill has extensive experience in community and economic development and developing strategic connections between the public and private sectors. In just two and a half years with the Delta Regional Authority, Chairman Masingill has worked with the Governors of the Delta states to leverage $28.6 million into more than $586 million in private and other public sector investment. His priority to increase economic development in the business sector with a focus on entrepreneurship has increased investment from $100,000 to more than $6 million in two cycles. Chris and his wife, Melissa, have two daughters, Mia and Ava, and reside in Little Rock.
Opening Remarks and Introductions
Presiding: Kenneth M. Smith, JAG President

“USA National Anthem”
Singer: Moriah Banks
Riser Junior High School
JAG-Louisiana

Poetry
Student: Jamaira Promise
Riser Junior High School
JAG-Louisiana

Chris Masingill, Federal Co-Chairman
Delta Regional Authority

Awards and Recognition
Jim Koeninger, Ph.D., JAG Executive Vice President
- Top 10 State Scholarship Recognition
- High Performer Awards

Closing Remarks and Announcements

2:00 PM  Workshop Series D.................................................................................. Pages 26-27
3:30  Break
4:00  Workshop Series E.................................................................................. Pages 28-29
5:30  Adjourn

Dinner on Your Own

The Honorable Chris Masingill
Federal Co-Chairman
Delta Regional Authority
### Description

#### D-1 Enhancing the JAG Curriculum.
It is known that students learn in different ways. To be more effective, JAG Specialists must find ways to teach the curriculum in fun and innovative ways that will reach all students. This workshop will provide numerous ideas that have been tested to enhance the JAG Curriculum and ensure that all students are learning. Engaging activities and lesson ideas will be presented to help the JAG Specialist ensure that all students are gaining the most possible from participation in the JAG classroom.

**Presenters:**
Kristy Colbert  
Career Coordinator  
Chattooga HS  
Jobs for Georgia Graduates

**Room:** Bayside A

#### D-2 Authentic Engagement: Inquiry and Discovery Learning in the JAG Classroom.
This workshop will emphasize how to implement role-play and discussion to move students from passive learners to engaged and active participants in classroom activities. All activities will link JAG competencies directly to Common Core Standards for College and Career Readiness, and ready-to-use lesson plans, videos and activities will be provided.

**Presenters:**
Amy Perkerson  
Head, English Department  
Fairview HS  
JAG-Tennessee

**Room:** Bayside B

#### D-3 The Speaker's Art.
From a lifetime of public speaking – from a teen-age stump speaker for political candidates in her native Oklahoma, to a successful public servant, to a business owner and acclaimed author and speaker – Carolyn Warner has honed her craft in every imaginable venue. In this dialogue with Job Specialists, she shares her “tricks of the trade” – from mental, physical and research preparation to platform techniques and strategies, and even talks about the different challenges faced by women and men speakers. “Nobody is ever too well-prepared,” according to Carolyn. “If you look like you’re completely relaxed but focused, and everybody in your audience believes you know precisely what you’re doing and that you’re enjoying it as much as they are, that means you have done your job. No matter if it’s an audience of one, one hundred, or one thousand, they are giving you the most precious gift they have – their time – and you have the responsibility of making sure that they have invested wisely.”

**Presenters:**
Carolyn Warner  
Author & Speaker  
Founder & Chairman  
Corporate Education Consulting, Inc.  
JAG Board Treasurer

**Room:** Bayside C

#### D-4 Using an Active Learning Device (Carpet Maze) in the JAG Classroom or Career Association.
The maze is an action-learning device that requires a group to achieve a goal (getting everyone across the maze) within specific constraints (without talking, without setting off an alarm, and within a time limit). In the process, the group will be active learners in the maze experience. Performance can also be compared and observers are also active learners.

**Presenters:**
Jeff Koeninger  
JAG Director  
JAG-Texas (National)

**Room:** Borgne

#### D-5 CDC—From Inception to Awards: A Regional, State and Specialist’s Approach.
Is 2016 going to be your best CDC yet? You bet it is!!! Attend this session to learn best practices from JAG Indiana on running Regional and State CDC’s that provide the perfect venue for students to display their skills and talents while engaging in healthy competition with JAG students from across their region and state. In this interactive session you will learn about the variety of competitions offered, classroom activities that prepare students for the CDC, engaging community partners, lessons learned and an overview of planning Regional and Statewide Career Development Competitions. This session will offer perspective from a JAG Specialist, Regional Manager and State CDC planning team.

**Presenters:**
JAG-Indiana:  
Laura Phillips, Assistant Mgr.

**Room:** Maurepas
<table>
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<th>#</th>
<th>Description</th>
<th>Presenters</th>
<th>Room</th>
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</table>
| D-6  | **Favorite Best Practices: Improving Writing Skills and Showing Empathy.** In this workshop, you will learn to implement “The JAG Writers Diary” (adapted from the movie “The Freedom Writers Diary”) at the beginning of the school year when students feel uneasy about showing their emotions to others and this practice leads them to writing in their diary which they will maintain for the school year. The characters in “The Freedom Writers Diary” demonstrate that it’s ok to allow themselves to express their feelings in writing. This activity will help students become better writers and feel empathy towards others. The second best practice is from the movie “The Blindside” then introduce them to a poem, "The Charge of the Light Brigade.” Poetry is sometimes not understood, but, with the activities compiled, participants will have a better understanding of the poem. The poem can best be likened to the game between LSU and Ole’ Miss. Also I will use the poem and the movie to compare the two and show a short clip of the poem. | Nicole Estis  
JAG Specialist  
Middle School  
JAG-Louisiana | Napolean C1 |
| D-7  | **Walk into Philanthropy and Community Building.** This workshop will focus on how to inspire your school/program to raise money for charity and improve community relations within their school and community in the process. We will discuss the many marketing steps that will help you achieve a major walk for charity. Freeport’s JMG Program helped promote three charity events this year that raised a total of $14,000 which got them a lot of positive publicity. These events brought in more school partners as well as business partners and it gave a great sense of pride to the JMG Career Association. This workshop will cover all steps. | Jay Harper  
Master Specialist  
JAG-Maine | Napolean C2 |
| D-8  | **The ART of Leadership—Part I.** Leadership characteristics with universal application will be covered in this session. Leadership- is the ability to “influence” those with whom we interact. It is not about Title, Length of Service, Who You Know, or Being in the Right Place. Everyone who interacts with others, disregarding level, can apply these principles to guarantee their success. The ART of Leadership will be learned and applied during the session. Participants will be challenged to apply the principles while attending JAG-NTS 2015. You will see positive outcomes when you return home and put the principles in practice. | Paul Booden  
President,  
Prepare-Act-Become, LLC  
JAG Senior Trainer | Napolean C3 |
| D-9  | **E-NDMS in Review and Q & A: Specialists.** This workshop is a Question & Answer opportunity for Specialists who wish to improve their knowledge and proficiency in using JAG’s unique data management system to track students served, services delivered, and outcomes achieved. E-NDMS is an invaluable tool to implement JAG Model programs when used daily for 20-30 minutes. E-NDMS is your BFF! | Jenny Powell  
JAG e-NDMS National Trainer | Napolean D3 |
| D-10 | **Lights! Camera! JAG-tion!** From a student-produced video showing interview do's and don'ts, to a promo video for funders; we'll show you how to engage your audience and to enhance your curriculum with video. You’ll take part in a real-time Workshop Video Production—pre-production, production, editing; ending with a short video we’ll post on YouTube. Simple low cost/no cost hardware and software resources will be shared that will allow you to become the next Spike Lee. | Ron Whitmer  
Operations Mgr.  
Tri-County JOG  
JAG-Ohio | Southdown |
## Workshop Series E

**Thursday—July 17, 2014**

**4:00—5:30 PM**

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Presenters</th>
<th>Room</th>
</tr>
</thead>
</table>
| E-1 | **Lesson Planning for JAG.** This presentation is an updated repeat of last year’s well received presentation. Bring your laptop or flash drive to download a year’s worth of lesson plans. | **N. Eric DuBuisson**  
JAG Specialist  
JAG-Louisiana | Bayside A |
| E-2 | **Microsoft: Empowered Educators, Inspired Students.** There’s a TED Talk about motivation by Dan Pink who says “...that new operating system for our businesses revolves around three elements: autonomy, mastery and purpose. Autonomy: the urge to direct our own lives. Mastery: the desire to get better and better at something that matters. Purpose: the yearning to do what we do in the service of something larger than ourselves. These are the building blocks of an entirely new operating system for our businesses.” What motivates your students? What motivates you? In this year’s session we’ll discover new ways that Microsoft’s innovations for Education provide equitable ways of reaching EVERY student anywhere in the world. We’ll rediscover how Office Online brings collaboration to every device, how new add-ins like Office Mix will change how you use PowerPoint forever and how OneNote continues to transform education every day. And last, but not least, a preview of Windows 10 and how Office 365 for Education can provide FREE Office for every student and faculty member in your districts. | **Tony Franklin**  
Partner Sales Executive,  
US Education,  
Microsoft | Bayside B |
| E-3 | **Taking the Fear Out of Public Speaking.** Regardless of whom you are and what type of job you currently have or plan to have, there’s a good chance that one day you will be required to make a speech in public. Did you know that public speaking is the number one fear in North America? This session is based on simple classroom activities focused on easing the anxiety of public speaking. Participants will be given an opportunity to experience various tips and techniques to increase student confidence, make them more comfortable with other people, and fine tune communication skills while learning how to effectively speak in public. | **Christine Shaffer**  
Specialist  
JAG-Indiana | Bayside C |
| E-4 | **Inform, Prevent and Reduce Bullying in the School.** This workshop is designed to inform, prevent and reduce bullying in the school setting. Information will be shared relative to the evidence of bullying and preventive measures as well as the various types of bullying. This workshop will also provide an outlook to identify and understand bullying, various bullying behaviors, the scope of the bullying problem, identify those who bullies, the warning signs that a child is being bullied, strategies children can use to deal with bullying, steps Specialists can take to address and prevent bullying. | **Carolyn Reed**  
JAG Specialist  
Manning HS  
JAG-South Carolina | Borgne |
<table>
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<tr>
<th>#</th>
<th>Description</th>
<th>Presenters</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-5</td>
<td>Middle School Curriculum Feedback. Middle School Specialists and managers are encouraged to participate in this round table discussion to provide recommendations to enhance the Middle School Curriculum which is scheduled to be updated/developed and rolled out in 2016-2017.</td>
<td>Julie Ray, Ed.D. JAG Senior Consultant</td>
<td>Maurepas</td>
</tr>
<tr>
<td>E-6</td>
<td>High School Curriculum Feedback. High School Specialists and managers are encouraged to participate in this round table discussion to provide recommendations to enhance the High School Curriculum which is scheduled to be updated/developed and rolled out in 2016-2017.</td>
<td>Jenny Powell JAG e-NDMS National Trainer</td>
<td>Napolean C1</td>
</tr>
<tr>
<td>E-7</td>
<td>Out-of-School Curriculum Feedback. Out-of-School Specialists and managers are encouraged to participate in this round table discussion to provide recommendations to enhance the Out-of-School Curriculum which is scheduled to be updated/developed and rolled out in 2016-2017.</td>
<td>John McConnell JAG e-NDMS National Director</td>
<td>Napolean C2</td>
</tr>
<tr>
<td>E-8</td>
<td>The ART of Leadership—Part II. Leadership characteristics with universal application will be covered in this session. Leadership is the ability to “influence” those with whom we interact. It is not about Title, Length of Service, Who You Know, or Being in the Right Place. Everyone who interacts with others, disregarding level, can apply these principles to guarantee their success. The ART of Leadership will be learned and applied during the session. Participants will be challenged to apply the principles while attending JAG-NTS 2015. You will see positive outcomes when you return home and put the principles in practice.</td>
<td>Paul Booden President, Prepare-Act-Become, LLC &amp; JAG Senior Trainer</td>
<td>Napolean C3</td>
</tr>
<tr>
<td>E-9</td>
<td>Zumba® Fitness: Party yourself into shape! Reduce stress, have fun, get your workout in!!! JAG staff spend so much of their time taking care of other people (and do it so well)! It’s time to take care of YOU! Come dance away your stress and become refreshed and renewed for the upcoming school year. Zumba® is a Latin inspired, easy-to-follow dance fitness program that provides energy and a great cardio workout. Zumba® is for everyone. The goal is to have fun and keep moving! Bring water and a towel and wear your workout gear!</td>
<td>Cindy Kicinski, Manager JAG-Indiana</td>
<td>Napolean D1</td>
</tr>
</tbody>
</table>
### Workshop Series F

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Presenters</th>
<th>Room</th>
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</table>
| F-1 | **Game Plan for the Outdoors** is a non-profit organization that works with coaches, teachers and other educators to pair struggling students with mentors in their local community. Participants will explore the potential of using the Game Plan Curriculum with the JAG Model to gain the greatest value of the program design. The Game Plan approach uses the outdoors as a resource to reach and motivate teenagers to aspire to do more and become honest, productive members of our society. [http://gameplan4theoutdoors.com](http://gameplan4theoutdoors.com) | Mike Rogers  
JAG Middle School Program  
Paducah Middle School  
JAG-Kentucky | Bayside A |
| F-2 | **Building Leaders through a JAG Interview Workshop Community Service Project.** JAG students would present the process they completed when they brainstormed, planned, promoted, prepared materials and conducted an interview workshop for the general school population. This workshop describes a 2-hour program demonstrating good, bad and ugly interviews and attire, practicing interview skills with students, directing an interview contest using JAG partners as interviewing managers and evaluating how to improve the project once complete. Participants receive handouts that provide a turnkey service project completed during school hours that allowed JAG students to deliver JAG competencies to their classmates. | Jeff Boren  
JAG Specialist  
JAG-Louisiana | Bayside B |
| F-3 | **It’s Just My Nature: Understanding and Engaging Students’ Natural Tendencies.** True Nature is our natural quality of moving, thinking, feeling, and relating to the world. It is expressed outwardly in appearance, body language, tone of voice, and choice of words. This is not about personality—it is how we were born into this world. Based on Carol Tuttle’s work on Energy Profiling, you will learn about you and your students’ natural gifts and talents, strengths and weaknesses, communication and leadership style, thought and feeling processes, learning style, classroom behavior, and study habits. This information will assist you in creating a more harmonious, productive classroom environment, improved student-led committees, and enhance your relationships with those closest to you. | Julie Ray, Ed.D.  
JAG Senior Trainer | Bayside C |
| F-4 | **Developing College and Readiness for JAG Students** can be a barrier that may appear to be very challenging. The attendee will gain insight into the conversation starters and practices to begin to shift the mindset with regard attain college degree. Specific challenges that will be addressed: The “Student Loan” myth with regard to a population that in all likelihood that would be the recipient of Federal assistance, breaking down the “Glass Wall” of the potential first generation college attendee, and “Creating” the college and career ready mindset and utilizing resources that are available to the demographic we serve. The attendee will walk away with information that can be transferred throughout any of the 50 states. | Kelvin A. Carter  
JAG-Missouri Career Specialist | Borgne |
| F-5 | **Lesson Planning for JAG.** This presentation is an updated repeat of last year’s well received presentation. Delegates will be provided a flash drive rather than hard copy lesson plans. | N. Eric DuBuisson  
JAG Specialist  
JAG-Louisiana | Maurepas |
### Workshop Series F

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
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<th>Room</th>
</tr>
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<tbody>
<tr>
<td>F-6</td>
<td><strong>Using an Active Learning Device (Cycle Time) in the JAG Classroom or Career Association.</strong> Cycle Time is a group task to assemble a large puzzle consisting of short and long boards. The group will be shown a diagram and is expected to assemble the puzzle as quickly as possible. Once assembled, the task will be to strategize how best to beat their first assembly time as well as the competing group's time. Group performance can also be compared and observers are also active learners.</td>
<td><strong>Mark Thomas</strong>&lt;br&gt;JAG Specialist&lt;br&gt;JAG-Ohio</td>
<td>Napolean C3</td>
</tr>
<tr>
<td></td>
<td><strong>Jeff Koeninger</strong>&lt;br&gt;JAG Director&lt;br&gt;JAG-Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F-7</td>
<td><strong>Taking the Fear Out of Public Speaking.</strong> Regardless of whom you are and what type of job you currently have or plan to have, there's a good chance that one day you will be required to make a speech in public. Did you know that public speaking is the number one fear in North America? This session is based on simple classroom activities focused on easing the anxiety of public speaking. Participants will be given an opportunity to experience various tips and techniques to increase student confidence, make them more comfortable with other people, and fine tune communication skills while learning how to effectively speak in public.</td>
<td><strong>Christine Shaffer</strong>&lt;br&gt;Specialist&lt;br&gt;JAG-Indiana</td>
<td>Napolean D1</td>
</tr>
<tr>
<td>F-8</td>
<td><strong>e-NDMS in Review and Q &amp; A: Managers.</strong> This workshop is a Question &amp; Answer opportunity for State and Local Managers and Supervisors who wish to improve their knowledge and proficiency in taking full advantage of JAG's unique data management system to monitor the tracking of students served, services delivered, and outcomes achieved by programs, sites and the state overall. E-NDMS is an invaluable tool to implement JAG Model programs when used effectively. E-NDMS is like having a statewide monitoring team working 24-7 to collect, aggregate and report data that is invaluable in knowing how successfully the JAG Model has been implemented at the local, site and state levels.</td>
<td><strong>John McConnell</strong>&lt;br&gt;JAG e-NDMS National Director</td>
<td>Napolean D3</td>
</tr>
</tbody>
</table>
The Honorable Carolyn Warner  
Founder and Chairman, Corporate Education Consulting, Inc.  
Treasurer, JAG Board of Directors

Dr. Carolyn Warner is Founder and Chairman of Corporate Education Consulting, Inc. (CECi). Her firm offers advisement, speaking, seminar and training services focusing on workforce/workplace issues, education, leadership, women’s issues and public/private partnerships. Warner delivers over forty keynote presentations a year, both in the U.S. and abroad on education and skills training related topics.

Warner served for twelve years as Arizona’s elected State Superintendent of Public Instruction, the first non-educator to hold that post. Increased accountability and the formation of business-education partnerships were hallmarks of her administration. Under her leadership, Arizona had the nation’s first sequential job skills identification initiative. She was then her party’s nominee for Governor, narrowly losing in an historic three-way general election. Warner serves as national Treasurer of Jobs for America’s Graduates, the nation’s most successful school-to-work transition program.

In 1998, Warner received an honorary Doctorate from Northern Arizona University in recognition of her service to education and the community. Among her numerous awards are Policy Leader of the Year by the National Association of State Boards of Education, the Racial Justice Award from the YWCA of the USA, and the Carl Perkins Humanitarian Award from the Association for Career and Technical Education. She is the author of four books, including the best-selling *The Last Word, A Treasury of Women’s Quotes*.

Today Carolyn is sharing her thoughts on “Thinking Anew”. Drawing her inspiration from Abraham Lincoln’s charge, “As our case is new, we must think anew and act anew,” Carolyn challenges Jobs for America’s leaders at every level, saying, “If we don’t ‘think anew’ about the challenges and opportunities to build greater support and understanding for our JAG students, their schools, and their needs, we are essentially applying 20th century answers to 21st century questions.”

Discussing what she calls the Three C’s of Opportunity - Crisis, Collaboration, and Convergence – Warner describes how events and decisions – legislative, judicial and social – have combined to create a historic climate for creating new allies for the work and the cause of Jobs for America’s Graduates. Welcome, Carolyn Warner!
31st Annual National Training Seminar
Friday—July 18, 2014

All Day  NTS Headquarters.................................................................Estherwood

7:00 AM  CSA Business Meeting and Breakfast......................................Edgewood AB
    Presiding: Kenneth M. Smith, JAG President

8:15  Best Practices Workshops—Series F ...........................................Pages 30-31

9:30  Break

10:00  Closing Awards Brunch ..............................................Napoleon AB Ballroom

12:00 n  Adjourn—"Safe Travels"
    Safe Travels and have a Supercalifragilisticexpialidocious 2015-2016 Program Year!

- Welcome and Special Guests
  Presiding: Kenneth M. Smith, JAG President

- Student Speaker: Devin Rodriguez
  Evangeline High School
  JAG-Louisiana

- The Honorable Carolyn Warner
  JAG Board Treasurer

- Awards and Recognition
  Jim Koeninger, Ph.D.,
  JAG Executive Vice President

- Closing Remarks

Remember: The Class of 2015 follow-up period concludes on May 31, 2016. We will gather again in mid-July of 2016 to recognize outstanding performance of those that achieve extraordinary outcomes for the Class of 2015.

Class of 2015 Goal: Be the first to achieve the “5-of-5”!

Recognition! A WIN-WIN for GRADUATES!
2015 Smith Scholars

The JAG Governance and Scholars Committees announced the 2015 Smith Scholars who were awarded $1,000 scholarships.

<table>
<thead>
<tr>
<th>Smith Scholar</th>
<th>State</th>
<th>Destination</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ballard</td>
<td>AR</td>
<td>University of Central Arkansas</td>
<td>Primary Education</td>
</tr>
<tr>
<td>Katherine Conlen</td>
<td>TN</td>
<td>University of Southern California</td>
<td>Medical Doctor</td>
</tr>
<tr>
<td>Alexius Dingle</td>
<td>SC</td>
<td>North Carolina A&amp;T State University</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>Mykala Dummar</td>
<td>NV</td>
<td>Grand Canyon University</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Merian Pena Guerrero</td>
<td>VI</td>
<td>University of the Virgin Islands</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Richard Hibbs</td>
<td>MT</td>
<td>Rocky Mountain College</td>
<td>Physician’s Assistant</td>
</tr>
<tr>
<td>Kei-Chelle Jordan</td>
<td>IN</td>
<td>University of Indianapolis</td>
<td>Network Specialist</td>
</tr>
<tr>
<td>Courtney Smith</td>
<td>LA</td>
<td>University of Louisiana-Monroe</td>
<td>Obstetrician Gynecologist</td>
</tr>
<tr>
<td>Grant Tavin</td>
<td>AR</td>
<td>Arkansas Tech University</td>
<td>Agriculture Loan Officer</td>
</tr>
<tr>
<td>Jessica Tedder</td>
<td>TN</td>
<td>University of Tennessee-Chattanooga</td>
<td>Neuroscientist</td>
</tr>
<tr>
<td>Brooklynn Timmerman</td>
<td>MT</td>
<td>Montana State University</td>
<td>Veterinary Medicine</td>
</tr>
<tr>
<td>Elijah White</td>
<td>IN</td>
<td>Indiana University</td>
<td>Business Management</td>
</tr>
<tr>
<td>Regan Williams</td>
<td>AR</td>
<td>Vanderbilt University</td>
<td>General Surgeon</td>
</tr>
<tr>
<td>Dillon Wyatt</td>
<td>VA</td>
<td>Northeast State Community College</td>
<td>Welding, Foreman</td>
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</table>

$2,000 scholarships were awarded:

| Sarah Covert        | AR    | University of Arkansas                  | Pharmacist                    |
| Brittany Horton     | GA    | University of West Georgia              | Nurse Anesthetist             |

A special thanks to the Board’s commitment to regularly donate to the Scholarship Fund as well as those who want to help JAG graduates overcome their challenging backgrounds and pursue their dream to be a collegiate graduate to achieve their career goals.
A special thanks to JAG-Financial Contributors!

JPMorgan Chase & Co.

Ford Motor Company Fund

Microsoft

i’m lovin’ it®

Western Union®

Strategic Partnerships LLC

Verizon

GE

Shell

University of Phoenix®

PhRMA

Research + Progress + Hope

Toys "R" Us®

Apollo Education Group™

AACTE

American Association of Colleges for Teacher Education

Serving Learners

UnitedHealth Group

Delta Regional Authority

Brownstein Hyatt Farber Schreck

You Above All

JetBlue

At&t

USA Funds

Zenith Education Group

Ford

McDonald’s

AG Careers.com

Microsoft

Apollo Education Group™

Strategic Partnerships LLC

Verizon

GE

Shell

University of Phoenix®

PhRMA

Research + Progress + Hope

Toys "R" Us®

Apollo Education Group™

Strategic Partnerships LLC

Verizon

GE

Shell

University of Phoenix®

PhRMA

Research + Progress + Hope

Toys "R" Us®
Dr. Joe A. Haynes, former Superintendent of Greenville Public School District, has worked with numerous school districts and universities in Mississippi, including Holmes County School District, Jackson Public Schools, and Jackson State University. Dr. Haynes served as the Associate Superintendent of Leadership and Operations at the Mississippi State Department of Education. He is the former Executive Director at Jobs for Mississippi Graduates, Inc.

Dr. Haynes also has a long history of working with the National Football Leagues as an Official – Line Judge, and he continues as an NFL College and University Talent Scout for Prospective NFL Game Officials. He is a member of the National Alliance Black School Educators (NASBE), American Association of School Administrators (AASA), Mississippi Association of School Administrators (MASA), and Association for Supervision and Curriculum Development (ASCD).

*Don’t Throw the Flag Too Soon* is about taking opportunities to correct poor decisions in a meaningful way—in the game of life or in any setting.

Dr. Haynes attributes his success in sports and in education to the many people who helped him along his journey. This book pays homage to those individuals that didn’t throw the flag on him due to any of his shortcomings, thereby, making it possible for him to achieve success.

Dr. Haynes is available for radio, print and television interviews. If you are interested in scheduling an interview, appearance or book signing, please contact publicist Shonna Pierce by phone at (601) 410-1974, or by email at shonnakaypierce@aol.com.
Special Appreciation

We are most appreciative of our corporate sponsors who are conducting best practices workshops. Demonstrate your support of our corporate sponsors by participating in their workshops and learning more about the career opportunities with their companies. Introduce yourself to our corporate sponsors during general sessions, meals, and breaks and express your appreciation for their investments in Jobs for America’s Graduates and the National Network!

**Archer Daniels Midland (A-5, C-7)**
Stephanie York, Manager, North American Staffing

**American Staffing Association (A-7, B-8)**
Joe Lindahl, Manager, Chapter Relations
Jonathan Barnes, Director, Corporate Communications & Community Outreach
Integrity Staffing Solutions

**ECMC Group (C-5)**
March Kessler, ECMC Executive Director
Vicki Whebbe, ECMC Student Success Program Director

**Microsoft (C-9, E-2)**
Tony Franklin, Partner Sales Executive, US Education

**Regions Financial Corporation (A-6, B-3)**
Janet Parker, Executive Vice President, Corporate Human Resources
Class of 2014 Follow-up Status Report

- Created on 7/5/2015
- Multi-Year, Senior
- 05/01/2015 to 05/31/2015

<table>
<thead>
<tr>
<th>Total Participants</th>
<th>Graduates Totals</th>
<th>Graduates Percentages</th>
<th>Non-Graduates Totals</th>
<th>Non-Graduates Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>10446</td>
<td>9701</td>
<td>92.97%</td>
<td>90%</td>
<td>2.97%</td>
</tr>
</tbody>
</table>

**POSITIVE OUTCOMES**

- Full-Time Job with no School/Training: 2739 (28.23%)
- Full-Time Job with School/Training: 1112 (11.46%)
- Part-Time Job with no School/Training: 654 (6.74%)
- Part-Time Job with School/Training: 966 (9.96%)
- Total Civilian Job Placements: 5471 (56.40%)
- Military Service: 279 (2.88%)

<table>
<thead>
<tr>
<th>Total Civilian Job Placements and Military Service</th>
<th>Total</th>
<th>Percentages</th>
<th>Standards Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5750</td>
<td>59.27%</td>
<td>60%</td>
<td>-0.73%</td>
</tr>
</tbody>
</table>

**NON-POSITIVE OUTCOMES**

- 4 Year College Enrollments (High School for NG): 1009 (10.40%)
- 2 Year College Enrollments (GED for NG): 946 (9.75%)
- Other Education or Training Program Enrollments (Includes C4/C2 for NG): 111 (1.14%)
- In School: 0 (0.00%)
- In School Connected: 0 (0.00%)

**Total Positive Outcomes:** 7837 (80.79%)

**PLACEMENT ANALYSIS**

- Total in Full-Time Jobs (FTN + FTW + MS): 4130 (71.83%)
- Total in Full-Time Outcomes (FTN + FTW + MS + PTW + C4 + C2 + OE / Graduates): 7162 (73.83%)
- Total in Full-Time Placement (FTN + FTW + MS + PTW / Employed Graduates): 5096 (88.63%)
- Further Education Rate (C4 + C2 + OE + HS + GED + PTW + FTW + IS + IC): 4171 (43.00%)
2015 Pre-NTS Courses and Faculty

- JAG 101  New Specialist Training—Professor Jean McLaurine
- JAG 101  New Specialist Training—Professor Jenny Powell
- JAG 110  Advanced Specialist Training—Professor Karey Webb
- JAG 200  Management Development Institute—Professor Jim Lambert
- JAG 300  Train-the-Trainer Workshop—Dr. Julie Ray, Professor
- JAG 400  JAG Out-of-School Training Academy—Professors Chris Canova and John McConnell
- JAG 520  JAG Council of State Affiliates Management Seminar and Business Meeting—Professors Paul Booden, Ken Smith and Dr. Jim Koeninger
JAG University Course Catalog
Monday—July 13, 2015

All Day  Headquarters .................................................................................................. Estherwood

8:00 AM  JAG 520 CSA Management Seminar and Business Meeting .................. Bayside A
Continental Breakfast Served
Faculty Members: Professors Paul Booden, JAG National Trainer; and Jim Koeninger, Ph.D., Executive Vice President, JAG

8:30  JAG University Courses

Breakfast  (On Your Own)

JAG 101 New Specialist Training ................................................................. Borgne
Participants: CT, IN, MS, NM, OH, SC, TN, VI
Faculty Member: Professor Jean McLaurine, JAG National Trainer

JAG 101 New Specialist Training .......................................................... Maurepas
Participants: FL, KY, LA, MO, SD, VA, WA, WI, WV
Faculty Member: Professor Jenny Powell, JAG-OH and JAG National Trainer

JAG 110  Advanced Specialist Training .............................................. Bayside C
Faculty Member: Professor Karey Webb, JAG National Trainer

JAG 200 Management Development Institute ..................................... Bayside B
Faculty Member: Professor Jim Lambert, iJAG and JAG National Trainer

JAG 300 Train-the-Trainer Workshop I .............................................. Napoleon D1
Faculty Member: Dr. Julie Ray, Professor and JAG National Trainer

JAG 400 JAG Out-of-School Training Academy .............................. Napoleon D3
Faculty Member: Professors Chris Canova and John McConnell, JAG-Ohio and JAG National Trainers

10:00  Break

10:15  JAG University Courses  (continued)

12:00  Luncheon................................................................................................. Napoleon C1-3

1:00 PM  JAG University Courses  (continued)

3:00  Break

3:15  JAG University Courses  (continued)

5:30  Adjourn and Dinner on Your Own

"JAG—A Million Strong and Growing!"
## JAG University Course Catalog
### Tuesday—July 14, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>All Day</td>
<td>Headquarters ......................................................................................... Estherwood</td>
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</table>
| 7:00 AM | **JAG 520 CSA Management Seminar and Business Meeting** ....................... Bayside A  
Continental Breakfast Served  
Faculty Members: Professors Paul Booden, JAG National Trainer; Kenneth M. Smith, President & CEO, JAG; and Jim Koeninger, Ph.D., Executive Vice President, JAG |
| 8:30  | **JAG University Courses**                                             |
|       | Breakfast (On Your Own)                                                |
|       | **JAG 101 New Specialist Training** .................................................. Borgne  
Participants: CT, IN, MS, NM, OH, SC, TN, VI  
Faculty Member: Professor Jean McLaurine, JAG National Trainer |
|       | **JAG 101 New Specialist Training** .................................................. Maurepas  
Participants: FL, KY, LA, MO, SD, VA, WA, WI, WV  
Faculty Member: Professor Jenny Powell, JAG-OH and JAG National Trainer |
|       | **JAG 110 Advanced Specialist Training** ............................................. Bayside C  
Faculty Member: Professor Karey Webb, JAG National Trainer |
|       | **JAG 200 Management Development Institute** ...................................... Bayside B  
Faculty Member: Professor Jim Lambert, iJAG and JAG National Trainer |
|       | **JAG 300 Train-the-Trainer Workshop I** ........................................... Napoleon D1  
Faculty Member: Dr. Julie Ray, Professor and JAG National Trainer |
|       | **JAG 400 JAG Out-of-School Training Academy** ................................... Napoleon D3  
Faculty Member: Professors Chris Canova and John McConnell, JAG-Ohio and JAG National Trainers |
| 10:00 | Break                                                                  |
| 10:15 | **JAG University Courses** (continued)                                 |
| 12:00 | Luncheon ................................................................................................. Napoleon C1-3 |
| 1:00 PM | **JAG University Courses** (continued)                                 |
| 3:00  | Break                                                                  |
| 3:15  | **JAG University Courses** (continued)                                 |
| 5:30  | Adjourn and Dinner on Your Own                                        |
JAG University Course Catalog
Wednesday—July 15, 2015

All Day
Headquarters ........................................................................................................ Estherwood

7:00 AM
Council of State Affiliates Business Meeting ............................................... Bayside A
Continental Breakfast
Presiding: Kenneth M. Smith, JAG President

8:30 AM
JAG University Courses

Breakfast (On Your Own)

JAG 101 New Specialist Training ................................................................. Borgne
Participants: CT, IN, MS, NM, OH, SC, TN, VI
Faculty Member: Professor Jean McLaurine, JAG National Trainer

JAG 101 New Specialist Training ................................................................. Maurepas
Participants: FL, KY, LA, MO, SD, VA, WA, WI, WV
Faculty Member: Professor Jenny Powell, JAG-OH and JAG National Trainer

JAG 110 Advanced Specialist Training ..................................................... Bayside C
Faculty Member: Professor Karey Webb, JAG National Trainer

JAG 200 Management Development Institute ........................................... Bayside B
Faculty Member: Professor Jim Lambert, iJAG and JAG National Trainer

JAG 300 Train-the-Trainer Workshop I ....................................................... Napoleon D1
Faculty Member: Dr. Julie Ray, Professor and JAG National Trainer

JAG 400 JAG Out-of-School Training Academy ........................................ Napoleon D3
Faculty Member: Professors Chris Canova and John McConnell, JAG-Ohio and JAG National Trainers

9:45 AM
Break

10:00 AM
JAG University Graduation Ceremony Breakfast ................................... Napoleon C1-C3
Recognition of Workshop Participants and Facilitators
Presiding: Kenneth M. Smith, JAG President

- JAG 101 New Specialist Training—Professors Jean McLaurine and Jenny Powell
- JAG 110 Advanced Specialist Training—Professor Karey Webb
- JAG 200 Management Development Institute—Professor Jim Lambert
- JAG 300 Train-the-Trainer Workshop I—Dr. Julie Ray, Professor
- JAG 400 JAG Out-of-School Training Academy—Professors Chris Canova and John McConnell
- JAG 520 JAG CSA Management Seminar—Ken Smith, Janelle Duray and Dr. Jim Koeninger
We Can’t Afford to Let Latino Students Fall Behind

http://www.huffingtonpost.com/paul-j-luna/we-cant-afford-to-let-lat_b_7647118.html

Paul J. Luria
President and CEO of the Helios Education Foundation and a board member of America’s Promise Alliance.

Posted: 06/24/2015 2:45 pm EDT

Across the country, American public schools are experiencing a major demographic shift. Latino students are our fastest growing student population, projected to account for 30 percent of public school students by 2023.

Furthermore, current projections expect the U.S. to become a majority-minority country by 2044. With Latino youth today poised to become the leaders of our workforce tomorrow, why aren’t we doing more to prevent them from falling behind?

Last month, the annual Building a Grad Nation report analyzed the data behind the increasing national on-time high school graduation rates, and it laid out both some very good news, and some news that has me concerned.

First, the good news: We, as a country, have hit a record high of graduating 81.4 percent of high school students on time, and we are on pace to reach the national goal of 90 percent on-time graduation rate by 2020. Furthermore, these national gains have been driven, in large part, by the increased numbers of minority students graduating on time. The Latino population has made the greatest gains of all, and is also on track to hit the 90 percent mark by 2020.

And yet, despite this progress, the Latino graduation rate is currently 75.2 percent, compared to 86.6 percent for white students. And of the six states that collectively educate more than 70 percent of the nation’s Hispanic/Latino students -- California, Texas, Florida, New York, Illinois and Arizona -- only three have graduation rates above the national average for these students.

In Arizona, one of the states that Helios Education Foundation serves, the graduation rate for Hispanic/Latino students is 88.9 percent -- roughly 12 percentage points below the national average for all students.

We know that minority students continue to face barriers to their academic success that push them off track for graduation. Some students face language barriers and lack of access to rigorous coursework that will enable them to be successful in college and career.

The U.S. Department of Education found that 25 percent of high schools with the highest percentages of Black and Latino students don’t offer Algebra II, and a third of them don’t offer chemistry – key academic coursework for college and career preparation.
We must pay attention to the data that is before us. We must celebrate the progress that is being made while also accepting the fact that there is more work to do. We also must change the conversation and engage our community leaders — both civic and private sector — to embrace the concept that all students deserve access to a high quality education.

Simply put, if Latino students in this country don't succeed, then we as a country won't succeed. The student population in American public schools is changing dramatically; it's time that the systems we put in place to support them adapt with them.

Follow Paul J. Luna on Twitter: www.twitter.com/HeiliosEdFnd

Graduation Graduation Rate Grad Rate Latinos & Hispanics Student Latinos & Hispanics BACK to SCHOOL Fr eEducation Heilios Paul Luna Youth Majority Minority Academic Community Coursework College Careers
Employers Have Greater Leeway on Unpaid Internships, Court Rules

By NOAM SCHIEBER
JULY 2, 2015

Natalie Portman in a scene from "Black Swan." Two unpaid interns working on the movie filed a complaint in federal court in 2011 to receive compensation for their labor.

WASHINGTON — Employers have considerable leeway to use unpaid interns legally when the work serves an educational purpose, a federal appeals court ruled on Thursday, setting aside a lower court decision that the movie studio Fox Searchlight Pictures had improperly classified former workers as unpaid interns rather than employees.

The decision, which sends the case back to the lower court, could have broad ramifications for the way employers rely on unpaid labor. It erects large barriers to further class-action lawsuits by unpaid interns against companies where they had worked.

Two of the plaintiffs, Eric Glatt and Alexander Footman, had done work as unpaid interns connected to the movie "Black Swan" between 2009 and 2010, where their duties included copying documents, maintaining takeout menus, assembling furniture, taking out trash and, in one case, procuring a nonallergenic pillow for the movie’s director, Darren Aronofsky.

In 2011, Mr. Glatt and Mr. Footman filed a complaint in federal court alleging that Fox Searchlight had violated minimum wage laws and seeking to receive compensation for their labor. A third former Fox intern, Eden Antalik, eventually joined them to pursue a class-action claim.

In 2013, Judge William H. Pauley III of Federal District Court ruled that Mr. Glatt and Mr. Footman should have been classified as employees, citing a set of six criteria put forth by the Labor Department in 2010.

The department’s criteria indicate that, in order to qualify as an unpaid internship, the work must, among other things, be similar to training offered in a school setting, be performed for the benefit of the intern rather than the employer and not nudge aside that of existing employees.
Judge Pauley also certified Ms. Antalik’s class-action claim.

The ruling led to a flood of claims by interns against the companies for whom they had performed uncompensated work. Many large employers, including NBCUniversal and Viacom, settled such claims for millions of dollars rather than litigating them at length in court.

The appeals court vacated Judge Pauley’s decision, arguing that he had applied an incorrect standard for determining whether a worker should be classified as an employee rather than an unpaid intern.

Writing for a three-judge panel of the United States Court of Appeals for the Second Circuit, Judge John M. Walker Jr. held that the Labor Department’s criteria were both out of date and not binding on federal courts.

He argued that the proper way to determine workers’ status was to apply a “primary beneficiary test” — a concept proposed by Fox in which the worker can be considered an employee only if the employer benefits more from the relationship than the intern.

Judge Walker wrote that he and his fellow judges on the panel “agree with defendants that the proper question is whether the intern or the employer is the primary beneficiary of the relationship.”

“We are very pleased with the court’s ruling, but the real winners are students,” said a Fox spokesman in a statement. “Fox has always been very proud of its internship programs and continues to believe they offer tremendous benefits to those who participate in them.”

The appeals court sent the case back to the lower court, which may be asked to rule again on the underlying facts of the case. But the lower court would have to rely on the standard that the appeals court laid out, rather than the Labor Department’s.

As a practical matter, Mr. Glatt and Mr. Footman are still likely to prevail in their case since neither was enrolled in an educational institution at the time of their internship. But the opinion raises the bar much higher for future interns who may seek to bring claims against their employers.

“On the positive side, the court was clearly focusing on ensuring that internships provide robust training programs,” said Rachel Bien, the lawyer representing Mr. Glatt and Mr. Footman. “But my concern is that the factors the court cites are divorced from the Fair Labor Standards Act’s broad definition of an employee,” as well as the standards laid out in the existing Supreme Court precedent on the issue.

The ruling also dims the prospects of Ms. Antalik’s class-action suit considerably. A test of whether the worker benefits more from a relationship than the employer, or vice versa, is much more likely to be applied individual by individual, appearing to undermine most class-action claims involving unpaid interns.

“Instead of using the clear standards of the Department of Labor, it leaves it on a case-by-case basis,” said Mr. Glatt, who has just completed law school. “Every intern who thinks something is questionable has to litigate it. It’s a terrible, terrible burden. Why burden the most vulnerable possible employee with all the heavy work?”
My High School Experience, the Second Time Around  
Tony Franklin, a Microsoft employee who wrote about his experience with School of the Future in a guest writer blog for the Philadelphia School of the Future.

I graduated from a Harrisburg high school in 1991. Like many graduates before me, I walked out the doors for the final time, thankful to be out of there. So, imagine my surprise when, 15 years later, I’m asked by my employer, Microsoft to go back to high school.

In 2003, Microsoft and the Philadelphia School District entered into a partnership to design a public high school in West Philadelphia, the heart of one of Philadelphia’s most impoverished areas. This partnership was to bring forward some of the best thinking from the education and business communities to design a learner-centered environment supported by technology. The School of the Future, as it is called, opened in September 2006. I want to reiterate: it is a public, not private, not charter school nor special admit school. Learners are selected via lottery, with no academic prerequisites, to attend.

That same year the school opened, USA Today published a list of the top 50 largest school districts in America and their dropout percentages to highlight the challenges facing large districts. Philadelphia was number eight, with a drop-out rate of 55.5 percent. Another article, posted on the World Socialist Website, revealed differences in graduation rates between urban and suburban schools in several major cities. Philadelphia’s statistics showed a 49.2 percent graduation rate in urban schools vs. 82.4 percent in suburban schools. If one wanted to impact change, Philadelphia was certainly a district to be in. For me, the School of the Future was definitely the right choice, which was confirmed the day I arrived and saw the abandoned buildings surrounding the pristine new school.

Now looking back three years, I was so naïve to think that graduating kids in a public high school full of great educators, a supportive community, and a vibrant, new, safe environment, the likes that West Philadelphia has never seen, would be easy. I’m here to affirm and confirm that it has been one of the hardest things I’ve ever done.

This year, on June 15, 2010, we graduated our first senior class. I say we, because through my interactions with every learner and educator in this school I have become part of its culture, part of the community here, who day after day face the many challenges that these learners bring to school with them, none of them being technology-related challenges.

To the many critics who ask “where is your success at School of the Future, are kids learning?” I say this: we graduated 117 kids out of the original 156, and 100 percent of the 117 have gained acceptance to at least one postsecondary institution. That is 117 successes.

My high school education the second time around has come from repeated interactions with the students.

They taught me that getting to school is often the first of many daily challenges students face. They taught me that positive interactions with adults and having a sense of belonging in the school have a stronger impact on staying in school than cool technology. And they taught me time and again that to reach one’s goals you can never give up. As I contemplate walking through those doors one final time, the greatest lesson learned is to know what is worth caring about.
What I learned:

- I learned we must care enough to recognize that every learner doesn’t come from a two parent home, if they even have a place to call home.
- I learned we must care enough to recognize that a learner hasn’t eaten a decent meal in a week because their parents can’t afford to keep the lights on, let alone put food on the table.
- I learned we must care enough to know that the reason a learner stays late after school is because he or she may be too afraid to go home to abusive foster parents.
- I learned we must care enough to not start school at 7:30 or 8:00 a.m. for the "convenience of adults."
- I learned we must care enough to not dismiss research that says starting school later yields positive results.
- I learned we must care enough to recognize a learner who isn’t raising their hand in class isn’t doing so because they don’t want to participate, it’s because they can only read at a 3rd grade reading level.
- I learned we must care enough to know that learners do care what their peers think of them.
- I learned we must care enough to not just pass learners along grade to grade because they’re nice.
- I learned we must care enough to identify learners with learning disabilities and to provide real support services not just doctored paperwork.
- I learned we must care enough to not punish behavior, but to also understand the factors that led to the behavior.
- I learned we must care enough to change old policies that were written a long time ago for a different type of learner.
- I learned we must care enough to embrace new ways of teaching.
- I learned we must care enough to embrace technology, not shut it out.
- I learned we must care enough to understand the power of social networking and that it is here to stay and not just a passing fad.
- I learned we must care enough to praise good educators and remove bad ones.
- I learned we must care enough to challenge irrelevant curriculum that doesn’t excite and motivate students.
- I learned we must care enough to call, page, email, or text a parent, and if that doesn’t work care enough to drive to a scary neighborhood and to knock on their door.
- I learned we must care enough to embrace sexual, racial, and social differences, even in high school.
- I learned we must care enough to provide a safe and healthy environment for them to flourish.
- I learned we must care enough to change.

When I took this challenge three years ago I asked what should I do to be successful at this job, and I’ll never forget what my director said to me. She said, “whatever you do, as long as it benefits these kids, you won’t be wrong.”

I’ve personally visited colleges with these learners, worked with parents, helped fill out college applications, sat through reading tests, and oh yeah, taught them a little about technology. So, I have to apologize if you thought this post would be about how Microsoft technology changed the School of the Future, when in fact it’s more about how the School of the Future changed a Microsoft person. When someone asks me what success have you had at the School of the Future? What have you learned? I can proudly say, I’ve done everything in this job with these kids in mind, and because of that, I’ve helped them succeed, but I’ve also learned that we can do so much more.
Youth Hold the Key
Building Your Workforce Today and in the Future

by Abigail Carlton, Michael Ciccarone, Willa Seldon, and Vikki Tam
Try this thought experiment: What would happen if all the workers in your company under age 25 suddenly vanished?

"Without youth, our stores would close," said one employer at a 2014 roundtable on youth employment, expressing the views of many firms that rely heavily on young workers to fill entry-level jobs. "We wouldn't be able to keep up with the times technologically, with social media, and so on. Youth keep us current and keep us connected to the public."

Across employers and industries, we have heard similar stories about the value young people bring to the workplace. Employers in manufacturing cited the need for serious hand-eye coordination and reported positive experiences with young people filling these roles. David L. Casey, CVS Health's vice president of workforce strategies and chief diversity officer emphasized that, "We have and will need youth within the company who know how to relate to future generations and use evolving technology."

In the tremendously diverse American economy, some firms rely only marginally on these younger workers. For others, especially firms that need a lot of entry-level employees, young workers are their lifeblood.

This paper focuses on the role that youth can play in helping employers meet some of their current and looming workforce challenges, and how companies can improve how they hire and retain youth. The data and research findings are based on a recent survey of 350 employers, more than 80 interviews with employers and workforce experts conducted during 2014 by The Bridgespan Group and Bain & Company, as well as a review of published literature. Much of this work focused specifically on the potential of the millions of young people—referred to here as "opportunity youth"—who are disconnected from both work and school and lack a college degree, to address the needs of employers.

This paper highlights:

- The current and potential demand for workers under age 25 and the business rationales for hiring youth, including opportunity youth;
- Challenges experienced by employers in hiring and retaining the young workers they need;
- Current employer efforts to address their youth employment challenges and increase the pipeline of youth who can effectively fill job openings;
- The gaps between employer demand for talent and the supply of young workers; and
- The potential for addressing youth employment challenges through changing practices and establishing broad-based partnerships among employers and others focused on systems change.

1 Roundtable of employers conducted July, 2014, with research team from Penn Schoen Berland.
Any discussion of youth employment must acknowledge that there are currently too few jobs for young people, and even where actual or potential demand exists, there are real obstacles to matching young people to jobs. Despite an array of efforts by individual employers to hire young people, whether because of business need or corporate social responsibility, these efforts are not reaching the scale needed to significantly reduce youth unemployment nor meet the workforce needs of employers today.

**Many companies need and want young workers**

When we asked employers what drove their current youth hiring and what might cause them to hire even more young people, by far the biggest reason was **filling entry-level positions**. “Of the 27,000 positions we have, almost 25,000 are hourly and entry-level positions,” said Nancy Mailhot, chief people officer at P.F. Chang’s. “The average age for all those positions is under 30.”

Employers, like P.F. Chang’s, that have large volumes of entry-level positions and who experience high turnover in them are looking for work-ready youth. In a 2014 survey of 350 employers, over 80 percent of respondents were favorable towards hiring youth for entry-level positions **whether or not they had college degrees**.2

Employers also were motivated to hire young people for other business reasons, including:

- **Supporting a shift to a tech-intensive strategy**: “Youth are comfortable with technology and anxious to have more digital experiences, and that’s the technology direction our business is going,” explained Scott Smith, senior vice president, HR operations at AT&T.

- **Strengthening the current and future customer base**: Having young employees, especially where they are visible to customers, can help retail and consumer products companies engage younger customers. And a few employers mentioned that employing more youth means more disposable income for their current and future customers.

- **Building internal and external brand image and loyalty**: Companies with a strong local community presence seek out both positive impact on reputation and engagement in that community. Some companies also see benefits for attracting and retaining talent when they demonstrate social commitment and provide employees with opportunities to have positive impact on the community. Said CVS Health’s Casey, “These initiatives mean people turn over less, are fired up, and work harder.”

Employers cited several other attributes that make young workers especially desirable to their companies. Some believe that it is easier to train younger

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2 Based on a 2014 survey of 350 employers nationwide (representing companies with at least 2,500 employees) conducted by Penn Schoen Berland.
workers and to employ them in flexible staffing environments. Others noted that youth are often seen as being capable of higher levels of productivity by the very nature of their age, physical skill, and stamina.

Between 2012 and 2022, 8.2 million entry-level jobs are expected to be created across a wide range of industries. Of these, approximately 5.6 million are expected to be low-skilled—the kind that have typically been well suited to younger workers without college degrees. The nearly 14 million youth facing employment challenges could help meet this employer demand.

As seen in the following chart, the largest number of new, low-skilled, entry-level jobs are likely to be in healthcare (1.3 million), retail (1 million), food services (800,000), and construction (500,000). These four industries are expected to fill many of these new jobs with young workers.  

Meanwhile, the workforce is aging. By 2020, workers age 55 and up will account for 25 percent of the US labor force, up from 13 percent in 2000. However, as they leave the workforce, many companies will need to look towards a younger cohort to refill their talent pipelines.

The Stanford Center on Longevity reports: “As employers seek to fill new positions or replace existing workers, they will face the boom and bust labor cycle and will need to consider how the age mix of the labor pool has changed. Recruiting and training less-experienced younger workers may be an option when older workers leave the workforce.”  

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3 Analysis of Bureau of Labor Statistics data.
4 Adele Hayutin, Michaela Beals, and Elizabeth Borges, The Aging US Workforce. (Stanford Center on Longevity, 2013)
Despite employers’ clear and growing need for entry-level staff, as of January 2015, the unemployment rate for 20–24-year-olds was 9.8 percent. For working-age teenagers, the situation is even worse, with one in five 16–19-year-olds who want to find a job unable to obtain one. And the consequences of unemployment can be dire for these young people. Even one year without a job takes a heavy toll on a young person’s economic future. Consider two males with the same education, place of residence, and family background. If one spends a year unemployed before the age of 23, 10 years later he can expect to earn 23 percent less than the other. For females, the gap 10 years out is 16 percent.

Despite the benefits of hiring youth for entry-level jobs, there are real and perceived challenges

So what is getting in the way of employers hiring youth? For some, the challenges in entry-level hiring can outweigh the positives by imposing short-term costs or risks. The employer survey responses below highlight employers’ leading concerns.

**Difficulty finding the right match for the position**: The most commonly cited challenge was difficulty finding the right match for the position, with 56 percent of respondents listing it as one of their firm’s top three challenges (see figure above).

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Soft skills and professionalism: Employers rated this the second greatest challenge in entry-level hiring. In interviews, they noted several concerns about younger workers: showing up on time, dressing appropriately, knowing how to work as part of a team, and interacting in a professional manner with customers. Multiple employers noted that sometimes young people can have a hard time adjusting to work environments and eight-hour shifts. An executive with California Pizza Kitchen told us that the company "looks for personalities more than skills" because job-specific skills are "100 percent trainable." So rather than formal credentials, the company looks for an orientation toward service, speed, and detail.

Job-specific skills: Many employers are looking for workers who already have some foundation in the skills they'll need. Indeed, a lack of role-related qualifications was the third-greatest challenge cited in our employer survey. "We need strategies to make sure we have qualified applicants for our entry-level positions," explained Michael Scannell, State Street's senior vice president for corporate citizenship and global human resources. "Our company needs a consistent pipeline of talented and trainable candidates." However, employers noted that it is much easier to train for job-specific skills than to instill the soft skills, professionalism, and foundational traits of customer service.

Turnover: The entry-level positions that may be best matched to young workers are also those with the highest turnover, making retention another big challenge cited by the employers we surveyed. Annual turnover rates for entry level positions at companies we spoke with ranged from 45 percent to 130 percent for hourly workers, with rates exacerbated for minimum-wage employees. High turnover is especially frustrating—and expensive—for firms that have invested in training their new workers. Whether fairly or not, youth may be perceived as a higher attrition risk. A common refrain among employers was that youth are often harder to retain than older workers who are more likely to have families and financial obligations that tie them to the job.

Grumbling about "the kids today" is as American as apple pie. But there is no getting around the fact that for many employers, the perceived risks of hiring young workers are more prominent and tangible than the benefits. Negative employer perceptions are only intensified for the 5.6 million "opportunity youth" without a college degree and with little or no work experience.

There are leading companies, however, that are successfully building youth talent pipelines. These businesses are proving that youth talent enables their companies to boost financial performance, increase workforce diversity, and advance their preparedness for succeeding in an age of technology.

Employer-led initiatives demonstrate companies can realize value hiring youth

In industries like retail and food services, many companies already hire entry-level youth in large numbers. Over the next 10 years, as the composition of the labor force changes and new business needs arise, companies in other industries may also need to do more to find young workers. Both types of companies will need to pursue a wider range of workforce strategies to get the young workers they’ll need. Here are companies that are demonstrating some of these strategies.

State Street and Gap Inc. are working with nonprofit partners to strengthen the capacity of underserved youth to successfully fill jobs at their companies.

The State Street/Year Up Partnership

State Street, a global financial services company, partners with the nonprofit Year Up to increase the long-term success of youth placed in State Street internships. Year Up is a one-year intensive training program that provides low-income young adults with a combination of hands-on job training, internships, and support. Each year, State Street hosts a significant number of Year Up interns with the intention of transitioning most of them into full-time entry-level positions. The partnership model enables State Street to influence the content of the training program, while Year Up provides the students with rigorous onsite coaching support on the requirements for entry-level roles. This strategy has proven to maximize the chances that participants will succeed in their jobs. State Street has seen higher retention rates for Year Up students in entry-level finance and IT jobs compared with their overall population in those same roles.

State Street has found that these youth employment efforts also benefit current employees. "It’s clear that our employees are highly engaged in mentoring our Year Up interns, whether or not they go on to become full-time employees at State Street," said Senior Vice President Michael Scannell. The Year Up partnership is part of a long-term effort by the company to include low-income youth in its talent strategy. Out of the 1,000 interns the firm brings into its Boston offices each year, 40 percent are from community-based programs.

Gap Inc.’s This Way Ahead

Started in 2006, This Way Ahead is a program that works with nonprofits to provide career exploration, job readiness training, and competitive internship opportunities for young adults in New York, Boston, Houston, Chicago, and San Francisco. The program focuses on underserved youth ages 16–21. Employees take an active role in training and mentoring interns. This Way Ahead serves approximately 500 young people a year.

After completing the career exploration and job readiness phases of the program, any participant who is 16 or older is invited to interview for a three-month paid internship with participating Gap, Old Navy, or Banana Republic stores.
Approximately 50 percent of the youth who complete the job readiness training are hired. Before they begin their new roles, interns complete a 26-hour training course. Interns work 13 hours per week and along the way they receive monthly coaching sessions from store managers and support from the nonprofit’s career coaches. For a full year after the youth complete their internships, they are given follow-up support from their career coaches to help them advance their educational and career goals, and to assist them with any other challenges. To date, 75 percent of This Way Ahead interns have been hired as permanent store associates, and their average tenure is longer than that of their peers.

Gap Inc. also looked at how involvement in This Way Ahead impacts the employees who volunteer by leading workshops, mentoring youth, and providing on-the-job coaching to the interns. “Our teams find tremendous personal and professional value in being involved in This Way Ahead, and we view it as a great development opportunity,” said Dan Henkle, senior vice president for Gap Inc. human resources. “Our most recent evaluation showed that 74 percent of employee volunteers improved their leadership skills, and 100 percent said This Way Ahead makes them ‘extremely proud to work at Gap Inc.’ This is a win-win program for us.”

Some companies are taking steps to move beyond pilot initiatives and systemically incorporate the development of young workers into their overall workforce strategy.

**CVS Health is developing best practices and spreading them across the company.**

CVS, the country’s largest pharmacy services provider, hires an average of 20,000-25,000 young people per year (internships, part-time, and full-time positions) across a wide spectrum of positions (including clerks, pharmacy technicians, and warehouse jobs). The company typically pilots youth employment models, then spreads best practices across business units. For example, store managers can use “tryout dollars” to test a successful youth hiring program. The “tryout dollars” cover added payroll costs for a trial period while local managers determine a candidate’s fit.

Workforce development programs also make CVS an attractive employment option. The Pathways to Pharmacy program engages young people from elementary school to college age in exploring careers in pharmacy. In addition, entry-level employees can get guidance on opportunities to advance within the company through numerous career path options. CVS considers employee development a crucial piece of its workforce strategy. “We’re somewhat unique,” said Casey, the vice president of workforce strategies. “We have a full-time team focused on workforce initiatives across the country, and we’ve done it for 20 years.”

**Starbucks is engaging its supply chain.**

In partnership with LeadersUp, a new workforce intermediary founded with support from Starbucks and some of its largest US suppliers, Starbucks is seeking to engage its supply chain in increasing the hiring of opportunity youth. LeadersUp plays multiple supportive roles: identifying barriers to youth employment across
the supply chain, designing employer-led interventions (training, on-the-job mentoring, and organization redesign to create career pathways for opportunity youth), and measuring the return on investment of youth hiring activities.

LeadersUp is currently conducting a year-long pilot in Columbus, OH, with SK Food Group, a major supplier of Starbucks. It has partnered with a coalition of workforce training organizations to develop a pipeline of employees for positions as food packagers, production clerks, and team leads for a new plant in Columbus that has committed to filling 10-15 percent of the entry-level positions with opportunity youth. LeadersUp is helping the company track outcomes of the pilot initiative. The organization’s goals for the pilot are to “provide real-world lessons and relevant data about how a ready-to-hire business can meaningfully connect with ready-to-work youth to meet their talent needs,” while at the same time addressing the major social challenge of youth unemployment. Between June and December of 2014, SK Food Group hired 76 young people at the Columbus plant, and it has already seen measureable bottom-line improvements. For example, the company has improved its ability to identify talent, decreasing its interview-to-hire ratio from 18:1 to 2:1. These new hires have reached on-the-job proficiency three times as fast as those hired through traditional means. Retention for these young employees has been twice as high as for employees in similar facilities.

Jeffery Wallace, executive director of LeadersUp, credits these successes to the fact that they built the program with employer needs in mind: “All of this success is because the employer has signaled what training is necessary for young people to be successful from the beginning. Repositioning the employer as the end customer of these efforts has really transformed the process, from recruiting to hiring.”

The City of Albuquerque is changing its hiring practices to build its talent pipeline.

Like many companies, Albuquerque screened applications for entry-level jobs using criteria such as a high school degree that did not necessarily match the actual skills required. City leaders partnered with Innovate + Educate, an industry-led nonprofit focused on the employment challenges of typically under-employed populations, to develop a skills-based hiring model for multiple entry-level positions across the municipal government, from sanitation workers to lab technicians. Skills-based hiring classifies jobs according to cognitive skills requirements and administers cognitive skills testing to select applicants. This approach is considered more effective tool for matching young people and available jobs. The tests predict on-the-job performance five times better than educational degree attainment. Since adopting skills-based hiring, Albuquerque has expanded the talent pool from which the city can hire. For instance, while 1 percent of unemployed youth are eligible for jobs that require a college degree, 33 percent are qualified if their aptitude is measured by skills.8

8 Innovate + Educate; http://www.innovate-educate.org/
Best practices in employer-led youth employment initiatives

In looking at employers that are successfully hiring youth talent, we have identified four practices that appear to be associated with their success:

1. **Youth employment is considered a CEO/executive-level priority and important to the company’s workforce strategy:** Gap Inc. founder Don Fisher instilled the company with his own passion for youth and education, which influences its work today. The board of directors of LeadersUp is a diverse group of C-Suite executives, composed of 11 Starbucks suppliers and Starbucks’ chief community officer and president of the Starbucks Foundation. Starbucks CEO Howard Schultz has been a champion of this effort. And State Street’s work in this area has been championed by senior leadership as far back as 1979, when then-Chairman of the Board William Edgerly cofounded, in partnership with the City of Boston, the Boston Private Industry Council, which has a keen focus on youth employment. Other efforts to broaden talent pipelines, such as diversity hiring, have similarly found that executive-level sponsorship is critical.

2. **Youth employment efforts are clearly tied to business needs:** Said Les Biller, former chief operating officer of Wells Fargo, “making the business case is the most important thing” when launching an employment initiative. Indeed, Biller’s family foundation is supporting BankWork$, a program currently underway in two cities and expanding further, that trains participants (including youth) for entry-level financial services jobs, typically as bank tellers. Johnny Montes, senior vice president at Bank of America, has praised BankWork$ in Los Angeles, which over eight years has placed 500 participants at partnering banks, for “helping us find the skilled people we need for the jobs that we have open.”

3. **Efforts must go beyond the corporate social responsibility function:** State Street Senior Vice President Michael Scannell oversees the company’s overall talent acquisition and retention strategies, as well as community investments in workforce readiness. The decision to have these areas reporting to the same senior leader ensures these functions are integrated. At CVS Health, the teams that direct youth employment initiatives are highly integrated within the human resources function.

4. **The company pursues multiple avenues to embed the new practices:** CVS Health didn’t simply announce a new corporate initiative. It used multiple levers to spread its youth employment effort throughout the company: communications, training, and incentives like “tryout dollars,” and highlighting the availability of tax credits. CVS has a position devoted to marketing and communications for its workforce initiatives, with internal communications a key element of that position’s duties.
Our current approaches to addressing the needs of employers for work-ready talent and the needs of youth for jobs need to aim for scale, which would be a win for both companies and young people.

More than half those responding to our employer survey reported difficulty in finding the right matches for their entry-level positions. And a 2012 ManpowerGroup survey similarly found that 45–50 percent of large US employers reported that they could not fill entry-level positions. Our research showed that employer practices can get in the way.

Nonprofits and government have long sought to help young people overcome employment challenges and help business find the young workers they need. But these efforts have often been at too small a scale to address employers need for entry-level staff or to make a dent in youth unemployment. As State Street’s Scannell put it, “The question is, are there organizations at scale to provide the supply to meet our level of demand?” A firm seeking to hire hundreds or thousands of youth may not get much value from working with programs that can only help it find a handful of the qualified young workers it’s looking for.

For example, the highly acclaimed Year Up, which works with low-income young adults in 11 states and Washington, DC, and has grown 20 percent annually since its inception, serves 2,000 young people nationwide a year. YouthBuild, which provides education and training opportunities in 46 states, reaches 10,000 young people a year. And the federal Job Corps program—providing free technical education and training to low-income young people—reaches 45,000 young adults. Most other local and regional efforts are much smaller. While they may do meaningful work with their beneficiaries, they don’t always prepare them for success in the workforce.

Federal funding has focused primarily on building youth skills or on creating jobs for youth—often temporary summer jobs. These include out-of-school interventions like Job Corps and in-school interventions that support career and technical education. These interventions are sometimes disconnected from the needs of employers. And though some programs track youth success beyond training and job placement, few explicitly support career advancement and retention.

Philanthropy also needs to play a larger role in addressing the youth employment challenge. While philanthropy contributes over $2 billion per year towards education and youth development, annual grant making for youth employment is still a fraction of this amount. While funding specifically for opportunity youth

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10. Based on analysis of Foundation Center data. Philanthropic grants totaled $593 million for youth initiatives with some connection to employment between 2008 and 2011, or an average of about $150 million annually.
has increased significantly in the last few years, many efforts are not focused on what it will take to actually address youth employment concerns at scale.

**Boosting youth employment will require systemic efforts that are oriented towards meeting business needs**

Companies acting on their own can make a difference when it comes to filling existing and new jobs with youth—especially if they seek to improve practices across whole divisions or the entire company. However, the scale of the problem suggests that more is needed. Partnerships that bring together businesses, philanthropy, nonprofits, and government may go even further than individual action in addressing the systemic gaps that can make it hard for employers to hire and retain youth in jobs.

Employers with a stake in finding the young workers—and in strengthening their communities—should consider at least three kinds of activities.

**Adding employer voices to the conversation on youth employment**

There are ample opportunities for corporate leaders to engage with peers and those from other sectors in pursuit of solutions—whether at business-sponsored efforts like those of the US Chamber of Commerce, or national convenings by nonprofits or government, or local or regional initiatives. Employers ready to commit to changing their youth hiring practices can engage with foundations focused on youth employment, such as The Rockefeller Foundation’s efforts to explore opportunities and scalable solutions to hiring disadvantaged youth. The Clinton Foundation’s Job One initiative is encouraging corporate efforts to expand training, mentoring, and hiring opportunities for youth and to build an evidence-based business case for youth employment. There are other opportunities for partnership as well: the Grads of Life campaign offers employers tools and opportunities to partner with youth-serving nonprofits to strengthen their youth employment efforts, and Small Business Majority is engaging business owners and policy makers in support of solutions that promote small-business growth and opportunities for youth.

**Examining and improving corporate practices around youth hiring**

For many young people, navigating employers’ hiring processes can be daunting. Some companies, when they have examined their own youth employment practices, have found that their policies inadvertently make it harder for them to employ young people. Youth may be screened out because of formal requirements that don’t always reflect the skills needed on the job, or because of past life experiences, such as drug use or brushes with the law. They may also be screened out because the interview processes and questions might disadvantage youth, and company culture may make it hard for young people to fit into the workforce. Assessing practices and making some adjustments can help companies better realize the value young employees bring to the table, as illustrated by both the CVS and the City of Albuquerque.
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Taking part in cross-sector collaborations

Employers are increasingly partnering with K-12 and post-secondary institutions to help increase the number of youth who are prepared for work and careers. For example, Brooklyn’s Pathways in Technology Early College High School has brought together the New York City Department of Education, The City University of New York, New York City College of Technology, and the IBM Corporation to create a single campus where students earn both a high school diploma and an associate’s degree in applied sciences that have direct connections to entry-level jobs with a career ladder. Corporate partners who helped shape the curriculum and interacted with these students for years will be comfortable putting them “at the head of the line” when they apply for entry-level jobs after graduation. IBM guarantees job interviews for qualified graduates of the school.

Another example of cross-sector collaboration is the Automotive Manufacturing Technical Education Collaborative (AMTEC), which seeks to develop a standardized curriculum and flexible career pathways based on industry skills and competencies. AMTEC is led by the Kentucky Community & Technical College System and supported by the National Science Foundation. Today, 35 community colleges and 21 industry partners in 12 states—including Ford, Nissan, Toyota, and UAW-General Motors—participate in the initiative. Key elements include innovative programming that provides wraparound supports to community college students as they learn applicable skills that position them to address employer hiring needs.

Conclusion

Young people, including opportunity youth, are valuable sources of talent as employers look to fill millions of jobs today and in years to come. Yet our research shows that employer practices often make the task of hiring young people more difficult. Those practices, however, can be changed, as a number of major employers have demonstrated. These companies’ innovative approaches to hiring and training young people have boosted their financial performance, increased their workforce diversity, and advanced their ability to keep pace with changing technology. What’s needed now is for others—employers, nonprofits, and governments—to build on those successful models to significantly reduce youth unemployment while meeting the workforce needs of employers today and in years to come.
Make plans to send a delegation to the National Student Leadership Academy
Hyatt Crystal City • December 3-5, 2015 • Washington, DC