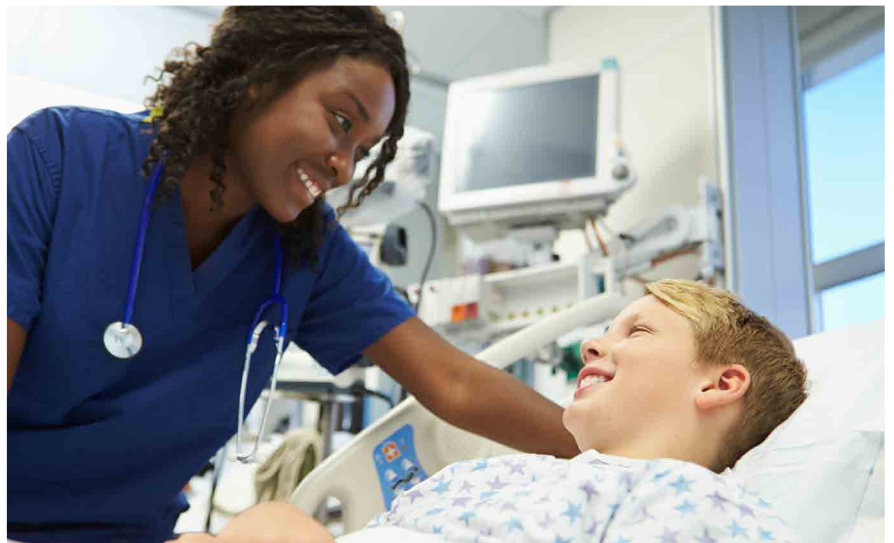
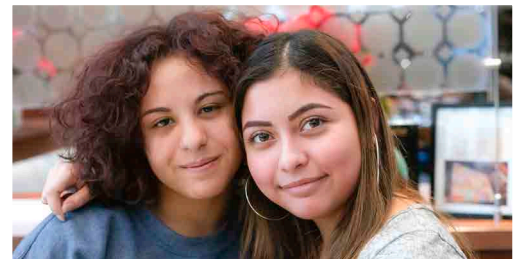


Delivering for
Young People in the Pandemic
—better than equal outcomes!





In March of 2020, COVID-19 disrupted the world of education and in particular, the lives of young people JAG serves. JAG responded by continuing services for those hit the earliest and the hardest, helping them achieve extraordinary results.

In January 2020, Jobs for America's Graduates (JAG) entered its 40th year of serving the nation's most vulnerable populations. Ahead of us, we thought, lay the possibility of major commitments from multiple states to bring JAG to its greatest scale yet. However, not far into the new year, COVID-19 began spreading across the United States, disrupting lives and immediately halting the delivery of education in schools across the country. JAG had to make an immediate transformation of its services to the youth and young adults they serve, which meant far-ranging changes in the way we delivered our model services.



Prior to the COVID-19 Pandemic, JAG students observe the "Changing of the Guard" at Arlington National Cemetery in December 2019.

We began the transformation to virtual delivery with the realization that, by design, JAG was *exactly* where it needed to be – at *precisely* the right time – to serve young people hit the earliest and the hardest by the effects of COVID-19. JAG has served the most vulnerable youth populations since our inception, always focused on achieving genuine equality of opportunity and outcomes. We continue to do so today. Two-thirds of our students receive public assistance. Fifty-six percent of JAG students identify as Students of Color. All were identified by their schools as the students most in need of help to complete school, secure a job, and/or pursue a post-secondary education.

One immediate challenge in March was to ensure the basic needs of our JAG participants were met. JAG Specialists on the frontlines of our 40-state organization went far above and beyond what is called for in their job descriptions. They assumed multiple responsibilities on behalf of their students and, often, their families as the nation's schools and employers closed down. Food was found for those who were hungry. New housing situations were secured for those who had lost their homes or were in difficult home situations. Staff picked up work uniforms at night, laundered them, and delivered them back to students in homes without washers and dryers, so that students would

have clean uniforms for their jobs to help their families with food and shelter. **Specialists stepped up, again and again, to meet the most urgent needs of students and their families.**

While JAG Specialists ensured their students were in stable situations, these frontline staff members across 1,450 locations in 40 states worked with their school districts and JAG State organizations supported by JAG National, to ensure they had the tools and techniques necessary to respond to and engage with JAG students in a 100% virtual setting. They continued to provide training and educational assistance to JAG participants, helping them master the 37 JAG Employability Skills Competencies so they had the skillsets employers continuously seek in their employees – skills that are essential in such a difficult labor market.

To most effectively fulfill our promise to our students, JAG immediately launched into emergency mode, accelerating the implementation of the JAG Model's critical components virtually. New training programs were developed so staff could be effective in virtual settings and new tools were shared on the JAG "Genius" learning platform, which had record-use across the country.

On another front, JAG reached out to state legislatures, governors, school boards, and others who were making very difficult budget decisions, emphasizing how JAG was so urgently needed to maintain critical services to the youth most affected by the pandemic. Affiliates and JAG National staff worked together to ensure every effort was made to keep current programs in place – and to find every opportunity to extend the reach of JAG during the pandemic crisis. As a result of the compelling success of the JAG Model across the country, as this is written, JAG today is in approximately the same number of locations in the 2020-21 school year as the previous school year, thanks to the support of policy makers.

As the economic, employment, social, and healthcare impacts of the pandemic deepened and broadened, the nation also faced a fresh reckoning on the issues of equity and equality, leading to civil unrest and great national anguish.



JAG Specialists went far above and beyond what is called for in their job descriptions!

Once again, JAG was exactly where it needed to be at just the right time. JAG was founded 40 years ago with a core mission to bring equality of opportunity and outcomes in education, employment, and post-secondary education to the most vulnerable, especially those who have been held back by discrimination or stranded in poverty.

Remarkably, at the height of the pandemic as outlined in the data, JAG continued to deliver truly compelling equality of outcomes and JAG participants achieved far better than equal outcomes.

As we do each year, on May 31, 2020, JAG collected results for the Class of 2019, months after most schools had closed. Each JAG high school graduate always receives 12 months of follow-up support services after graduation. The goal is to assure the successful transition from graduation to employment and/or post-secondary education for each graduate. The following were the results as of May 31, 2020 across our 1,450 locations on the depths of the pandemic:

- For the Class of 2019, the graduation rate was a remarkable **95.6%**, while the nation’s overall graduation rate for the same time period was 84%.
- The highest unemployment rates in the nation (over 30%) were among 18-19-year-olds. African-American unemployment rates nationally for youth the same age were 35%, and for Hispanic youth, just a little less than that. At the same time, JAG’s Class of 2019 had an unemployment rate of only 11.4% – **nearly three times lower** than the national average for all 18–19-year-olds, not just the most vulnerable and disadvantaged students served by JAG.
- As of May 31, about **90% of JAG students** were engaged full-time in work, post-secondary education, the military, or some combination, while tens of millions of other American youth were out of school, out of work and out of options.

The credit goes entirely to the truly inspiring JAG Specialists who work with students every day, the schools and supporting organizations and funders that make the program possible, and the 19,000 employers who appreciate the skillsets JAG participants have developed through the JAG program, and regularly hire JAG’s young people.

In short, **JAG delivered far greater outcomes during the depths of the pandemic** for the most vulnerable populations in our nation.

JAG STATISTICS

40	Number of States
1,451	Total Number of Local Programs
1,415	Total Number of Specialists
76,437	Total Participants Served
\$96,327,624	Total State Organization Revenue
\$1,260	Cost Per Participant

The JAG’s National Network Achieved the Highest Recognition, 5-of-5 Award, for the Class of 2019!



2019-2020 PROGRAM YEAR

JAG Performance Outcomes for the Class of 2019

96%

GRADUATION RATE

60%

EMPLOYMENT RATE

80%

POSITIVE OUTCOMES RATE

89%

FULL-TIME PLACEMENT RATE

(WORK, COLLEGE, OR THE MILITARY)

77%

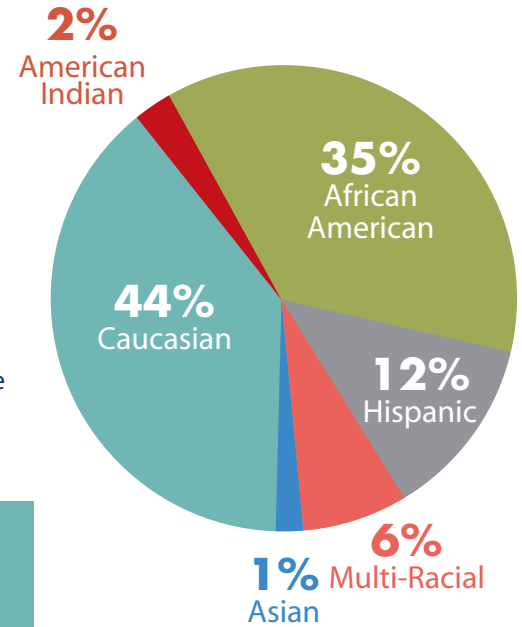
FULL-TIME JOBS RATE

On May 31, the highest rate of unemployment in the US was among youth 18–19 years old, at 30%, while JAG’s unemployment rate was only 11.4% – nearly three times lower than the national average.

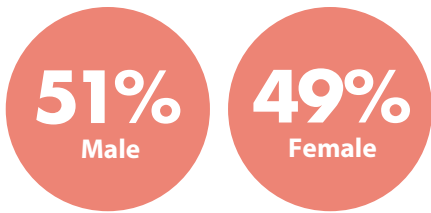
Top Challenges JAG Students Experienced in 2019-2020

JAG National Ethnicity

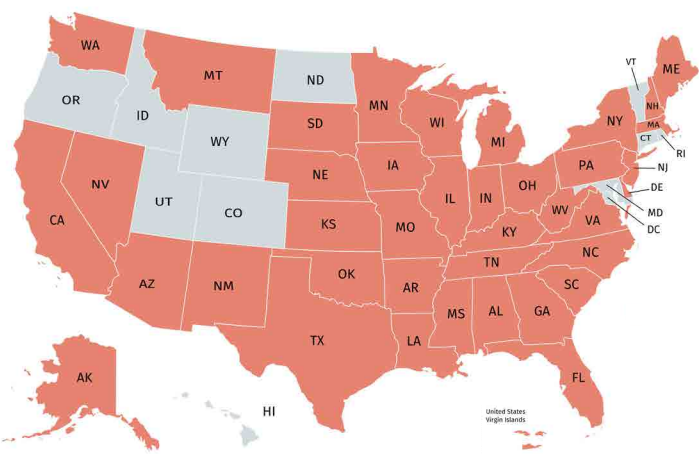
- 75%** Eligible for Free or Subsidized Lunch
- 57%** Lives in a single family household
- 44%** Low academic performance (average GPA of 2.42)
- 42%** Past record of excessive absences
- 58%** Has been suspended, expelled, or put on probation during high school
- 64%** Economically disadvantaged
- 81%** Has inadequate or no work experience
- 82%** Lacks marketable occupational skills that are in demand of the workforce



JAG's data is tracked through its National Data Management System to guarantee performance measures and standards can be measured routinely by individual, by program, by state, and by the JAG National Network.



40 STATES ARE IN THE JAG NATIONAL NETWORK



JAG National Network

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Delaware
7. Florida
8. Georgia
9. Illinois
10. Indiana
11. Iowa
12. Kansas
13. Kentucky
14. Louisiana
15. Maine
16. Massachusetts
17. Michigan
18. Minnesota
19. Mississippi
20. Missouri
21. Montana
22. Nebraska
23. Nevada
24. New Hampshire
25. New Jersey
26. New Mexico
27. New York
28. North Carolina
29. Ohio
30. Oklahoma
31. Pennsylvania
32. South Carolina
33. South Dakota
34. Tennessee
35. Texas
36. U.S. Virgin Islands
37. Virginia
38. Washington
39. West Virginia
40. Wisconsin

PARTNERS IN THE PANDEMIC / INVESTORS IN JAG

AT&T	\$1,000,000
Entergy	\$290,000
Boeing	\$250,000
Regions Bank & Regions Foundation	\$245,000
Strada Education Network	\$240,000
Principal Foundation	\$200,000
T-Mobile	\$200,000
Synchrony	\$170,000
Walton Family Foundation	\$150,000
Archer Daniels Midland	\$125,000
McDonald's	\$125,000
Bank of American Foundation	\$100,000
Honeywell	\$100,000
InterContinental Hotels Group	\$100,000
WestRock Foundation	\$100,000
Society for Human Resource Management	\$85,000
GE Foundation	\$75,000
Annie E. Casey Foundation	\$65,000
Hilton	\$50,000
JAG National Board of Directors	\$50,000
Microsoft	\$50,000
Doyle Family Foundation	\$40,000
K12	\$40,000
Larry Caruso	\$40,000
American Staffing Association & ASA Foundation	\$36,235
CIT	\$25,000
Governor Matt Bevin	\$25,000
HCA	\$25,000
Leo Denault	\$25,000
Strategic Partnerships	\$20,000
American Hotel & Lodging Association	\$15,000
Kohl's	\$15,000
Abbott	\$10,000
GE Aviation	\$10,000
Taco Bell Foundation	\$10,000
Tom and Jeri Tippett Foundation	\$10,000
Educational Testing Service	\$5,000
Nike	\$5,000
Sanderson Family Foundation	\$5,000
Wabtec Foundation	\$5,000





2019-2020 JAG Board Officers and Members

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Chair
Governor of Louisiana



Kim Reynolds
Vice Chair
Governor of Iowa



Kenneth M. Smith
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Thomas J. Tauke
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Executive Vice
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Montana



Doug Ducey
Governor of Arizona



Eric Holcomb
Governor of Indiana



Asa Hutchinson
Governor of Arkansas



Mike Parson
Governor of Missouri



Kevin Stitt
Governor of Oklahoma



Steve Sisolak
Governor of Nevada



Chris Sununu
Governor of
New Hampshire

Government Leaders



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Former Governor of
Mississippi



Don Beyer
United States
Representative
State of Virginia



Mark Butler
Commissioner
Georgia Department
of Labor



Jack Markell
Former Governor
of Delaware



Nicole Poore
State Senator
State of Delaware



Lloyd Smucker
United States
Representative
State of Pennsylvania



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Mayor of
Tolleson, Arizona
JAG Alumna



Eileen Filler-Corn,
Speaker of Virginia
House of Delegates

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State of Delaware



Jeff Colyer
Former Governor
of Kansas



Chet Culver
Former Governor
of Iowa



Julie Nixon
Eisenhower
Author



John Hoeven
United States Senator
State of
North Dakota



Marc Racicot
Former Governor
of Montana

Corporate Leaders



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Senior Executive
Human Resources GE
Aviation



Myrna Bell
Senior Director,
Global Diversity, and
Strategic Development
McDonald's



Linden S. Blue
Vice Chairman
General Atomics



Adriane Brown
Retired
President & COO
Intellectual Ventures



Larry Caruso
Retired
General Electric



DJ Casto
Synchrony, Senior
Vice President of
Human Resources,
Synchrony Financial



Tim Daly
Senior Vice President
of Global Public Policy
Western Union



Michael D'Ambrose
Executive Vice
President and Chief
Human Resource
Officer, Boeing



Leo Denault
Chairman of the
Board and CEO
Entergy



Danny Hughes
Executive Vice
President and President
of the Americas
Hilton Corporation



Athena Kaviris
Vice President
Human Resources
GE Aviation



Karen Kocher
Global General
Manager, Talent &
Learning, Microsoft



Clarence Mingo
VP of ESG and
Corporate Affairs, T.
Marzetti Company



Mark Nicholls
Senior Vice President
HRG Search



Catherine McKee
Olesen
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General Dynamics
C4 Systems



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Strada Education
Network



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Retired
Senior Vice President
HCA



Richard A. Stoff
Retired, President
Ohio Business
Roundtable



Johnny C. Taylor
President and CEO
Society for
Human Resource
Management



Stephanie Tyler
President of the
Pacific States for
AT&T



Richard Wahlquist
President and CEO
American Staffing
Association

The JAG Board Officers and Members include those from America's most conscientious companies who support the young people of JAG.

Community Leader



Mr. Marc Morial
President
National Urban League



Randy Dorn
Former Superintendent
of Public Instruction
Washington



Pat Skorkowsky
Former Superintendent
Clark County School District
Nevada



2020: The Virtualization of the JAG Model

2020 was the year of many “firsts” for JAG as we responded to the impacts of COVID-19. The JAG Network was able to leverage resources to support Specialists as they were forced to provide virtual instruction. The pandemic allowed us to take a step back and think of how we will continue to provide virtual support in the future, as the trajectory of education will be forever impacted. We are thankful for our JAG Affiliate staff and students for continuing to learn new skills and work so hard to assure their students achieve high outcomes. Highlights from 2020 include:

JAG’S LEARNING MANAGEMENT SYSTEM, THE JAG GENIUS

The JAG Genius proved to be an invaluable resource for Specialists and Affiliate Staff to receive ongoing training, share instructional strategies, and communicate with peers from across the network. Even when we were required to “shelter in place” the Genius helped us to stay connected through ongoing webinars, resource sharing, and networking.



NATIONAL TRAINER ACADEMY

Twenty of the most talented Specialists and Managers from across the JAG National Network were identified to serve in the first-ever National Trainer Academy. They played a critical role in delivering workshops during our Virtual National Training Seminar, as well as providing training during state and local professional development seminars.

VIRTUAL NATIONAL TRAINING SEMINAR

The National Network was able to provide an engaging professional development experience to over 1300 participants, nearly 3 times more than ever before! Through interactive keynote sessions and organized “training tracks,” conference attendees were able to “choose their own training adventure” and select workshops that fit their skill level and interests. Panel discussions, daily networking events, and after-hour social activities helped to make the virtual experience like we were together in person.

DEVELOPMENT OF COMPUTER-BASED TRAINING

The JAG learning solutions team developed two computer-based courses; Foundations of JAG and Foundations of Trauma-Informed Care. These courses are intended to “go at your own pace” and provide an introduction to the JAG Model and Trauma-Informed Care. Once completed, face-to-face training is provided to incorporate practical applications for Specialists to incorporate into their role.

“RETURN TO LEARN” WEBINAR SERIES

Many Specialists expressed concern as uncertainty loomed about returning to school after the mandated stay at home orders. A strategy to support Specialists was to provide a webinar series on various “return to learn” instructional strategies. No matter if students went back to school virtually, face-to-face with restrictions, or a hybrid of the two approaches, the learning solutions team provided JAG Specialists with learning and instructional strategies to adapt their classroom content to whatever obstacles were thrown their way and connect with their participants.

FLEXIBLE PROJECT-BASED LEARNING

Resources to support Specialists in the delivery of project-based learning in a FLEXIBLE format were created in response to the various return-to-learn methods. The intent of these projects is to meet Specialists and students where they are at and be adaptable to whatever learning method is used. The projects cover all the JAG competencies and incorporate virtual tools and resources to engage JAG participants.

SOCIAL MEDIA

Social media played an important role in keeping the JAG National Network connected through the pandemic. Both JAG National, the JAG Genius, and many State Affiliates used social media to highlight volunteerism, promote employer partnerships and feature JAG participants who were employed as essential workers in communities across the country. The posts kept us in touch with our #JAGFam even when we were unable to see each other in person. #JAGisEssential #JAGAdvantage



@JAGNational



@GeniusJAG

TOP 10 LESSONS LEARNED

released January 2020

1 **We know what it takes for the most challenged students to succeed in high school, employment, and post-secondary education consistently, at scale, and over time.**

Over the past four decades Jobs for America's Graduates has served more than 1.4 million young people. In that time, the organization has proven that great outcomes can be consistently achieved at scale, with a properly designed and executed strategy that includes clear accountability, affordability, and well-defined outcome metrics.

2 **Policy matters – a lot.**

With the right policies and metrics, state-level policy makers and local school board decision makers can make a decisive difference in improving outcomes for the most challenged K-12 students and other populations. Creating incentives or requirements to ensure that this population has the benefit of proven strategies that effectively address their challenges can produce dramatic improvements in school and state graduation and post-secondary completion rates and meet critical employer workforce needs.

3 **By focusing effective solutions on the most challenged high school students, JAG has proven it can boost, at reasonable scale, any state's overall graduation rate to a much higher level.**

Simply stated, participation in JAG results in an average graduation rate of 90%+, with a specific focus on serving the lowest-performing 25% of students graduating from high school. Results such as this can enhance a state's overall graduation rate, in keeping with the goals of the state and ESEA (Elementary and Secondary Education Act).

4 **A once-in-a-generation opportunity exists for students who have faced major challenges in entering and succeeding in the American economy.**

Since statistics have been kept, there has never been a time when employers needed youth who are prepared for work as much as they do now. Employers are ready to be aggressive in creating employment opportunities and accelerated career pathways leading to quality jobs through enhanced education, training, and mentoring opportunities. They are ready to do so for young people who need it most if these youth have mastered the critical employability skills necessary to succeed from day one on the job. Therefore, now is the time to bring to scale proven solutions to capitalize on the remarkable combination of economics and demographics that has created this opportunity. In effect, a proven program can actually expand a state's labor force by bringing those at the margins effectively into the economy.

5 **States can braid multiple funding sources to increase efficiency and effectiveness to achieve better, more cost-effective results.**

Under the leadership of Governors, JAG has proven that states can bring coherence out of the confusion of myriad state and federal funding streams for education, employment, college and career readiness, and job training. What is required is mobilizing state and federal funding around a single, coherent, consistent statewide strategy focused on the lowest-performing youth in the K-12 and out-of-school systems.

6 **The right programs bring both consistent and compelling success and help achieve equity in youth success.**

Not only can the right programs serving the most challenged youth greatly increase graduation, post-secondary education, and job success rates, young people in programs like JAG can also exceed the success rates of students in general. Since its inception, JAG has consistently brought equity of outcomes to the full range of America's young people, as reported in the Drexel University research:

- JAG students' graduation rate is 94% vs. the national "Aggregate Graduation Rate" of 85% used by most states.
- JAG students are **230%** more likely to secure full-time jobs, compared to all 18-20-year-olds.
- Female JAG students are **260%** more likely to get full-time jobs, and African-American JAG students are **290%** more likely to secure full-time employment than all 18-20-year-olds.

In short, a proven approach like JAG results in better outcomes for students compared to all 18-20-year-olds.

7 **Long-term success requires well-defined metrics that incorporate accountability for delivery, sustained financial support, and organizational stability.**

Among the key lessons JAG has learned, one of the most crucial is the importance of consistent, sustained commitments to helping challenged students succeed. Long-term commitments are one of the major reasons JAG has been so successful. Most JAG states have 10-30 consistent years of achieving dramatic improvements in high school graduation, employment, post-secondary education, and personal success at scale. The keys are clear metrics, accountability for results, and sustained funding and state public and private sector leadership commitments.

8 **JAG students have proven responsible for their own success. Almost all young people are determined to succeed in school and on the job and they will, if they gain the skills and receive the support they need.**

The students JAG serves are talented. They are resilient and determined to succeed. With the guidance and resources JAG provides, our students become excellent workers, leaders, and citizens. Necessary to their success is the support of a highly motivated, determined, yet caring Job Specialist/ staff member. That powerful combination has been the heart and soul of the success of Jobs for America's Graduates since it began.

9 **JAG's Job Specialists, therefore, are key to the program's impact. The Specialists are the local, on-the-ground teachers, coaches, and mentors who are accountable for school and work success and who dedicate themselves to helping students succeed.**

JAG students often lack relationships with mentors or caring adults, and Specialists may be the first trusted adults in our students' lives. They work with the students to help them overcome the many barriers at school and in their personal lives that can prevent the students from graduating and reaching their full potential.

10 **With our experience, we believe a \$1 billion federal investment to match state funding would result in one million more youth succeeding in the labor market.**

A one-time, \$1 billion federal investment, to be matched by the states and focused on rigorous employment metrics, could help one million new young people who are currently at the margins of the economy secure jobs, allowing them to enter the labor market when they are needed the most.



JAG Model

The JAG Model consists of a comprehensive set of services designed to keep young people in school through graduation and improve the rate of success in achieving education and career goals. The JAG Model is the platform on which five program applications have been tested and continuously improved for forty years: Middle School; Alternative Education; MultiYear; Senior Only; and, Out-of-School.

JAG Model Components

CLASSROOM INSTRUCTION

A trained JAG Specialist provides individual and group instruction to 35-50 students carefully selected by an advisory committee comprised of faculty, administrators, counselors and support personnel.

COMPETENCY-BASED CURRICULUM

The JAG National Employability Skills Curriculum equips students with no less than 37 employability competencies and intensive career exploration and developmental opportunities. As many as 81 competencies may be completed for students enrolled in High School (grades 9-12), 42 for Middle School (grades 6-8), and 20 for Out-of-School.

PROJECT-BASED LEARNING

PBL provides a student-centered instructional approach to realistic learning experiences for JAG participants that assist in the development of 21st century workplace skills.

CARING ADULTS

JAG Specialists provide trauma-informed attention to participants to help them overcome challenges that may prevent them from graduating and/or securing employment.

ADVICE AND SUPPORT

JAG Specialists provide advice and support as students make significant career and life decisions.

SUMMER EMPLOYMENT TRAINING

Job placement is provided during summer months and throughout the year to support year-long learning.

STUDENT-LED LEADERSHIP DEVELOPMENT

The JAG National Career Association provides opportunities for students to develop, practice, and refine their leadership and team membership skills.

JOB AND POSTSECONDARY EDUCATION PLACEMENT SERVICES

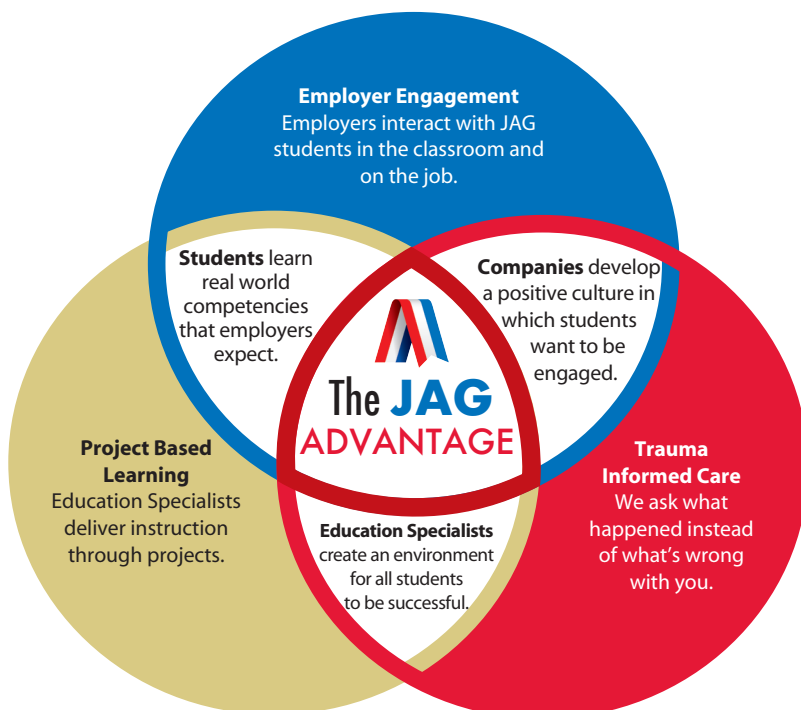
Specialists help graduates identify and secure entry-level job opportunities and assist in the exploration of, and then enrollment in, postsecondary education.

12-MONTH FOLLOW-UP SERVICES

JAG provides no less than twelve months of follow-up services and support to graduates in the advancement of their career and educational goal.

ACCOUNTABILITY SYSTEM

A comprehensive tracking and reporting system tracks vital information in these three categories: students served, services delivered, and outcomes achieved.



The JAG Advantage

The JAG Advantage is based on a promise. That promise is that JAG will deliver student-centered programs to help young people achieve their fullest potential. JAG is all about giving students an advantage that will set them apart from other youth in today's emerging workforce.

The JAG Model blends these approaches and when delivered effectively, Specialists are able to deliver JAG competencies, engage the Career Association, and work with employers in strategies that are healthy and supportive to our students.

This is how JAG helps to shape the success of America's future!

JAG Program Applications



JAG offers a JAG Model to states and school districts with a battery of five tested and proven program applications to serve students in middle school, high school, or out-of-school settings.

SENIOR PROGRAM

12th Grade Only.

The original JAG program was a school-to-career transition program. Its primary mission is to keep young people in high school through graduation.

MULTI-YEAR PROGRAM

9th to 12 Grades.

The Multi-Year dropout prevention program has rapidly become the most popular of the high school programs in hopes of keeping students in school through graduation.

ALTERNATIVE EDUCATION PROGRAM

9th to 12th Grades.

The Alternative Education Program is designed to serve students who have left the traditional high school and are enrolled in an alternative education program.

MIDDLE SCHOOL PROGRAM

6th to 8th Grades.

The Middle School Program is to help 6th to 8th graders to build confidence and develop strong character that will help them transition more successfully from middle to high school.

OUT-OF-SCHOOL PROGRAM

Non-Traditional Learners and System Involved Young Adults. The Out-of-School program serves youth (ages 16-24) who left the traditional school system and are interested in completing requirements for a high school diploma or equivalency.

Participants by Program Application

2,608

SENIOR YEAR

2,679 ALTERNATIVE EDUCATION

3,276

OUT-OF-SCHOOL

7,008

MIDDLE SCHOOL

37,859

MULTI-YEAR (9-12)



Delivering for Young People in the Pandemic —*better* than equal outcomes!



What is the JAG Advantage? The question is a hard one. A program that taught me how to gently touch the lives of others. A program that cleared gray skies and painted a future filled with warm suns. A program capable of pulling me from the shallow depths of depression and ultimately carrying me towards the mainland of hope.

To express that JAG became the lifesaver that saved me from drowning. Before JAG I was the fragile, porcelain doll who tugged on her mother's skirt asking, "Do I belong?" The world had often shown me that I had not. Family members drew double edged words towards me; I was fat, stupid, ugly, and even worthless. I had bullies at home and bullies at school. In middle school thoughts of death turned over in my head. Anxiety was my best friend. I was tired and had little reason to go on in life.

It was my freshman year that my JAG Specialist appeared in the picture. She was sitting down with a scrapbook close to her heart that had the letters J A and G on the front cover. Like the Beatles once said, "It seemed that all my life, I was only waiting for this moment to arise." I didn't know at that moment, but my life would change forever.

JAG says that we are capable of carrying others into the future. It says we need to take action. It says that we need to make our dreams and goals a reality. By being in this program, we become the face of change.

What is the JAG Advantage? It's learning how to take action, to make an impact and how you can make a difference. It's becoming a better student and a better person. It's finding a home, having someone you can count on, knowing that you belong, and you are enough. It is realizing that your light can help a flower bloom, even through its darkest adversary. It is entering the room, see hope shine in their eyes of their future success, and then watching them wave their diploma!

—Arelly Silverio, JAG-South Carolina
Speaker at the 2019 Leadership Awards Special Reception



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