



AMERICAN JOBS FOR AMERICA'S YOUTH



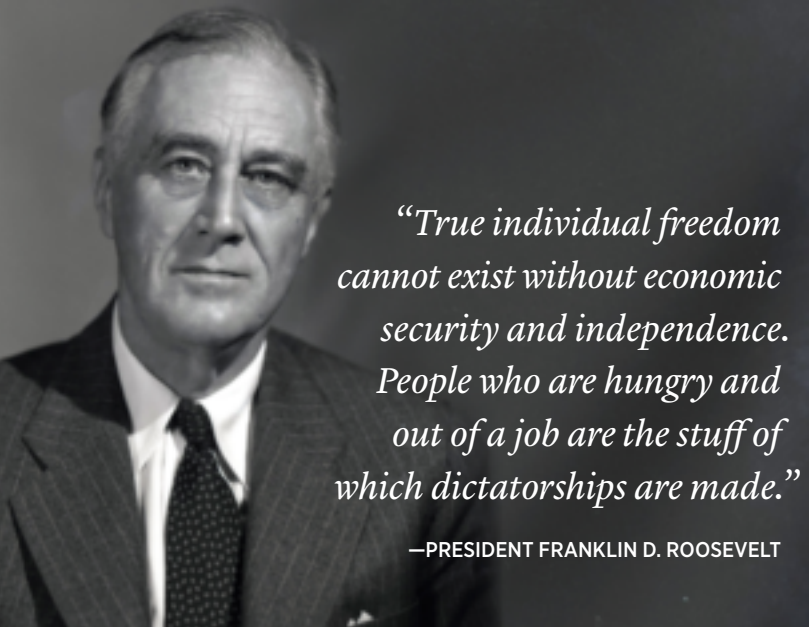
Community-Led Collaboration to Build
Life and Work Skills for the 21st Century



A MONTANA PROPOSAL TO THE NATION

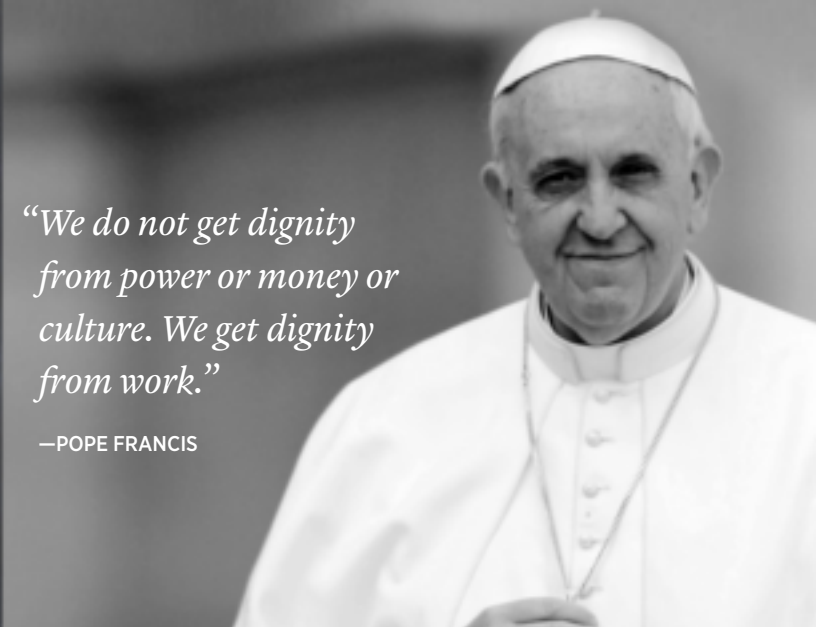
EXECUTIVE SUMMARY





“True individual freedom cannot exist without economic security and independence. People who are hungry and out of a job are the stuff of which dictatorships are made.”

—PRESIDENT FRANKLIN D. ROOSEVELT



“We do not get dignity from power or money or culture. We get dignity from work.”

—POPE FRANCIS

Despite our nation’s polarized politics, almost all of us agree on one thing:

Our kids must be able to find jobs upon completing their education.

Because without meaningful work, how does a young person build a foundation of experience, self-respect, and the ability to raise and support a family?

The alternative?

Another generation adrift and struggling in a rapidly changing, technology-driven world. The price is enormous. In Montana, headlines highlight heartbreaking stories of teen suicides, statistics document alarming regional high school dropout rates, surveys list tragic long-term effects of unemployment—homelessness and hunger, ever-growing costs of narcotics, crime, sex trafficking, violence, and incarceration.

We all lose, but most importantly, the opportunity to know the dignity of work escapes far too many young people.

In America, 3.29 million youths actively seeking work remain unemployed—more than twice the rate of older adults.¹

Pope Francis summed it up: *“These young people are being thrown away.”*²

The problem is world-wide. 45% of Spain’s youth are unemployed, 6% of Germany’s, 39% in Italy, and 24% in France.

Europe is taking action: The European Union’s (EU) European Commission has launched the Youth Guarantee program and a pilot project is underway. It offers a “good-quality, concrete offer...of a job, apprenticeship, traineeship, or continued education” within four months of leaving school or becoming unemployed.³

The American economy is innovative and produces vast wealth, qualities which enable key reforms:

Our goal: We propose that every graduate of high school—with at least a year of National Service, paid internship, apprenticeship or college—and every graduate of two-year or four-year college/university,⁴ who is ready and able to work, shall be assured of a full-time job opportunity at a living wage.⁵

In 1948 the United States of America signed the Universal Declaration of Human Rights, which includes the right of every person to a job at a living wage.⁶ A group of Montanans decided to see what it would take to make that proclaimed right a real-life reality—starting with our kids.

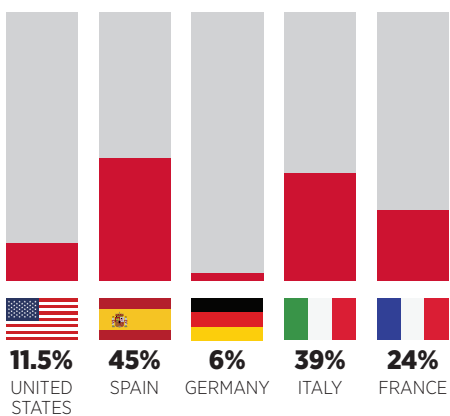
We began by assessing our strengths and weaknesses in preparing Montana’s youth for meaningful work. Educators, business-people, leaders of non-profits, religious, trade union and civic organizations, federal and state staff, and concerned citizens came together. We worked for months, asking questions and seeking answers.

Our plan: To raise the issue of youth employment, and share our experience and recom-

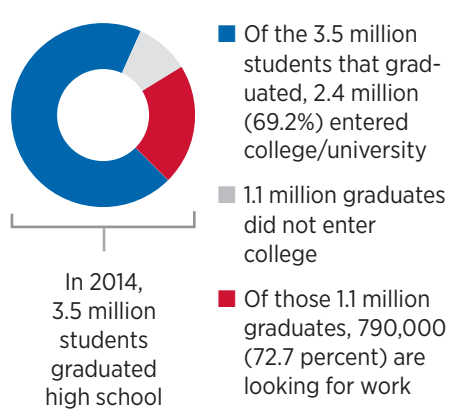
OUR GOAL:

We propose that every graduate of high school—with at least a year of National Service, paid internship, apprenticeship or college—and every graduate of two-year or four-year college/university,⁴ who is ready and able to work, shall be assured of a full-time job opportunity at a living wage.⁵

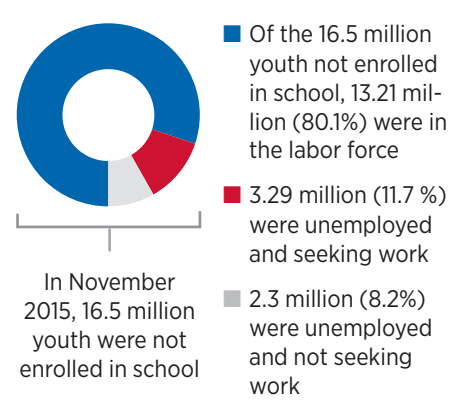
Youth Unemployment Rates



U.S. High School Graduates



U.S. Youth Labor Workforce





mendations, with the American people.

.....
We recognize Montana cannot “go it alone” as a single state. Youth unemployment is a national issue, and will require determined civic engagement across the nation.
.....

For AJAY to become reality, the people, businesses, labor unions, community- and faith-based organizations, and government at all levels must rally to the cause—making a fundamental commitment of time, energy and resources. By doing that, by working together to assure that all of America’s qualified young people have good jobs offered to them, we will replace polarizing politics with common purpose. We will reinvigorate the work ethic and community spirit that built this nation, take genuine pride in our children, and enable them to have deserved pride in themselves. We have named our proposal:

AMERICAN JOBS FOR AMERICA’S YOUTH (AJAY): A MONTANA PROPOSAL TO THE NATION.

In short, we will help our nation recapture its sense of positive, unifying purpose—moving forward together!



Core Recommendations:

- ▶ **Establish universal access to pre-school education and high quality childcare**

Recent science makes clear that age 0-3 is the most critical period in establishing the intellectual and social foundations of the human brain. Early education and family counseling are pivotal.

- ▶ **Create a national mentoring effort to assure that every child/youth who needs a mentor has one**

Millions of childrens' families are stressed or dysfunctional—profoundly... A caring adult is essential for every young person.

- ▶ **Develop universal access to alternative education for high school students to greatly reduce dropout rates**

The 15-25% national dropout rate is catastrophic to those youths' future. Evidence-based alternative education works! It enables graduation and changes lives.

- ▶ **Expand high school summer employment opportunities, pathways and apprenticeship programs**

We don't grow up on farms anymore, where work was part of family life. So young people can learn a lot through the summer job experience.

- ▶ **Expand National Service opportunities—civilian or military—for all youth who seek it**

We believe this single initiative will change the lives of hundreds of thousands of young Americans—and change our nation.

- ▶ **Provide a full-time job opportunity at a living wage to every graduate of high school, with at least a year of National Service, paid internship, apprenticeship or college, who is ready and able to work**

A job opportunity at decent pay provides a key incentive to motivate our youth, and an essential requirement for success in life.

- ▶ **Build the AJAY City/County Collaborative Leadership Teams (CCLT), State Action Teams (SAT) and a National Policy Council (NPC)—each level representing all key community sectors and groups**

AJAY's role—to be a catalyst and facilitator to encourage creative collaboration to achieve evidence-based best practices and to mobilize untapped civic energy and heart at the grassroots.



Far and away the best prize that life has to offer is the chance to work hard at work worth doing.

—PRESIDENT THEODORE ROOSEVELT

★ ★ ★ ★ ★

AMERICAN JOBS FOR AMERICA'S YOUTH

Annual Benefits:
\$174 billion or more

Estimated Annual Cost:
\$39.2 billion

Please review Appendix A for a full Cost-Benefit analysis of American Jobs for America's Youth.

[CLICK HERE FOR LINK >>](#)



A Montana Proposal

Montana's traditions combine vitally engaged families, citizens and communities and exceptional individuals. Through determination and hard work, we supported our families, each other and our communities. And we always placed high value on education. During the hardest of times we committed scarce resources to one-room school houses and excellent teachers—to make sure our children would get a good education. They might ride horseback six miles each way in winter, but they got to school!

We honor our rural heritage by looking at a problem straight on, and doing our best to deal with it. Now, we face a potent combination of global forces that has generated a new, fundamental crisis for our state, nation, and the world: Young people need jobs, and jobs that pay a living wage.⁷

How can we meet that essential need?

We began by talking to private and public employers, large and small. We

In 2015, one in 15 of working Americans between the ages of 16 and 24 were paid at or below the federal minimum wage of \$7.25 and 38% received less than a living wage.

asked: “Do you like the idea of a living wage job for every graduate?” The response: “Great idea, but it’s not simple. Often, the traditional ethic of hard work that Montanans are known for is just not there. Most young people have no experience....” “Farming and ranching has changed—technology is replacing people. We contract out a lot of work—we no longer have bunkhouses.” The director of the Montana Contractors Association was interested, but added, “There are some provisions in the law that make hiring young people hard.”

Clearly we needed to face the “job-readiness” issue.

We found that far too many of our youth face major obstacles in life that,

if not addressed, prevent their success in school, work and life. We put together four volunteer Working Groups: Pre-Graduation Work Preparedness Enhancement, Mentoring, K-12 and Higher Education. Their charge was to develop the questions we need to address, and search out answers in Montana and beyond.

It took our volunteer effort a year and a half to get answers:

We talked with experts in early childhood development, educators in K-12, Alternative Education, plus 2-year and 4-year colleges, job-assistance efforts, public and private employers, and National Service staff, and were impressed. For example, faced with ever-increasing demands society is placing on our public schools—often to make up for serious problems at home—our state’s teachers, administrators and community-based organizations have taken the lead in developing a range of cutting-edge approaches. Despite low salaries and tight budgets, our state has made serious gains—with Montana’s



Montana ranks #2 in the nation in the rate of juvenile suicides.

2015 high school graduation rate at 86%, compared with the national average of 83%.

Still, we must do more:

Foster care experts told us that Montana has experienced a 54% increase in three and a half years in the number of children determined by courts to be “in imminent danger of abuse or neglect.”⁸ The causes? Chronic family financial stress (In 2014 Montana ranks 38th among states in median household income), undeveloped parenting skills, a surge in use of illegal drugs... As a result, more than 3,400 Montana children are eligible for foster care, a reflection of the stark condition of many families.

Montana ranks #2 in the nation in the rate of juvenile suicides.⁹ We spoke with specialists in emergency child care who treat severe psychological trauma. The specialists do amazing work—and given proper, timely care and structured encouragement, young people are wonderfully resilient.¹⁰ But as a community, we must deal with the origins of the trauma.

Clearly, the family is the foundational unit of society. During the 20th century it has faced unrelenting pressure. Modern transportation

created unprecedented mobility, shattering the ages-old extended family. Erosion of middle and working class wages forces both parents into the workforce. Mass media advertising relentlessly promotes an appetite for “happiness through things,” unhealthy foods and perversely violent programming.

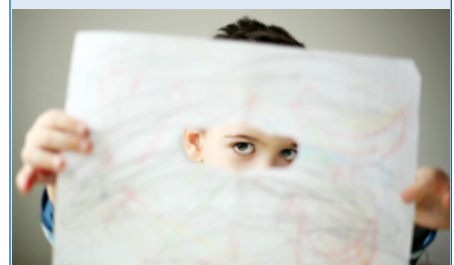
In pursuing our work, we decided that we needed to maintain focus on targeting troubled kids for special help; reducing the student drop-out rate through increased family counseling, curriculum enhancements, pre-graduation employment opportunities, enhanced preparedness for the workplace and development of entrepreneurial skills.

Most crucially, a vital truth emerged: Every young person—from his/her earliest years through college—needs direct, serious contact with a trusted adult. That “mentor” can be inside or outside the family, but it must be someone who cares.” In our proposal, we discuss some of the truly outstanding programs providing precisely this kind of mentoring. They provide replicable models for what we can do to meet this fundamental need—as a state, and nation.

The need is so basic, so vital, that mentoring is a guiding principle imbedded within each section of this report.

Adverse Childhood Experiences (ACE’s)

are 10 interpersonal stressors occurring in childhood, including physical, sexual or psychological abuse; emotional or physical neglect; witnessing domestic violence; mental illness in family; divorce of parent; imprisonment of parent; substance abuse by parent—that have been demonstrated to increase the risk of physical illness, emotional illness and premature death in adulthood. The experiences are common—about 16% of a normal population has at least one ACE. They are cumulative—the greater the number of ACE’s in childhood, the higher the risk for illness in adulthood, with four ACE’s being a “tipping point” toward illness. However, “adversity is not destiny” and resilience factors such as important relationships, success in school, and a sense of efficacy and purpose can mitigate against the deleterious impact of ACE’s.





Section 1: Mentoring

Extremely cost-effective, implemented through multiple formats, often organized by exceptionally creative, community-based non-profit and public school partnerships such as THRIVE, of Bozeman.¹² Mentors may be other students, community volunteers, teachers' aides, employers and retired people; the mentoring, itself, can take place in or out of school, on the job...

Mentoring helps kids: Big Brothers Big Sisters (BBBS) is one such well-known program. According to BBBS, "national and local research has shown that positive relationships between Littles and their Bigs have a direct and measurable impact on children's lives." By participating in BBBS programs, Little Brothers and Sisters are:

- ▶ More confident in their schoolwork performance
- ▶ Able to get along better with their families
- ▶ 46% less likely to begin using illegal drugs
- ▶ 27% less likely to begin using alcohol
- ▶ 52% less likely to skip school

In addition to providing vital emotional and psychological support for young people, mentoring can offers millions of adults the opportunity to re-engage with their communities in a direct, personal and intensely rewarding way.¹³

KEY RECOMMENDATIONS:

- ▶ Ensure that every young person who needs a mentor has one, in-school and out.
- ▶ Promote mentoring of all kinds on national, state, local and social media.



Contact AJAY at:
AJAY4TheGood@gmail.com



Section 2: Early Childhood Development and Education



Discusses new knowledge of brain development and essential child-adult interaction. Birth through age 3 is the most pivotal period in development of the human brain, both structurally and socially (the ability to relate positively to family members and others). According to Harvard's Center for Development of the Child, universal application of current best practices and research into breakthrough approaches represent the most important investments we can make as a society.¹⁴

KEY RECOMMENDATIONS:

- ▶ Establish access to quality childcare and pre-schools for all children.
- ▶ Strengthen families with young children through community-based parent counseling programs.¹⁵
- ▶ Invest in breakthrough-aimed research.¹⁶



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Section 3: K-12

Documents proven practices that enhance academic performance, with a detailed analysis of the techniques used, and progress made by Helena School District. Provides a summary of the Montana Heritage Project and the Youth Forest Monitoring Program, an exemplary Forest Service-high school partnership.¹⁷ Discusses areas needing improvement, including counseling and summer job outreach.

KEY RECOMMENDATIONS:

- ▶ Enhance high schools' capacity to increase and promote summer job opportunities. Engage the community in providing good quality jobs to more students.
- ▶ Assess federal/state statutes to assure appropriate protections for young employees and elimination of unnecessary hurdles for businesses wanting to hire.
- ▶ Develop community-based parent liaison programs to help parents engage with schools and their children's education. Assess THRIVE, of Bozeman Montana parent liaison program for replicability.¹⁸
- ▶ Consider establishing a public service requirement for high school graduation. [Working with community partners offers opportunities to enhance student community engagement in our hi-technology age.](#)



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Section 4: Alternative Education

Assesses high-quality programs that produce excellent results in changing the direction of at-risk high school dropouts' lives. Common elements include:

- ▶ Customized learning based on each student's abilities and needs.
- ▶ Low teacher-student ratio, enabling personal interaction/dialogue.
- ▶ Consistent program excellence.

KEY RECOMMENDATIONS:

- ▶ Support use of evidence-based curricula in all alternative schools and adequate staff support to address mental health, substance abuse prevention, trauma, risky sexual behavior, life skills, resiliency, and general health.
- ▶ Assess outstanding programs for replicability/modification as suited to local settings. Examples:

[Access to Success \(Helena\)](#)

[Montana Youth ChalleNGe Academy \(Dillon\)](#)

[Paris Gibson Square Museum of Art \(Great Falls\)](#)

[Bridger Academy \(Bozeman\)](#)



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Section 5: The Work Ethic

Calls for consideration of a formal curriculum to instill the values and ethics necessary to productive, satisfying work.

KEY RECOMMENDATION:

- ▶ Consider establishing as a stand-alone high school course or a formal component of an existing course, an in-depth curriculum on the “Work Ethic”— that combination of principles, values, attitudes and actions which result in high-quality, emotionally fulfilling work.



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Section 6: Higher Education

Documents the need for post-high school education and/or training to obtain long-term living wage jobs. Outlines tuition containment and job-related “pathway” efforts taking place in selected Montana’s two and four-year higher education institutions, as well as potential enhancements.



KEY RECOMMENDATIONS:

- ▶ Assure that family income is not a bar to higher education.
- ▶ Assess exceptional results and potential replicability of four diverse higher education institutions:

[Montana State University at Bozeman](#)

[Carroll College](#)

[Helena College University of Montana \(2-year\)](#)

[University of Montana Western and its unique Experience One \(bloc study/experiential learning\) curriculum](#)

- ▶ Organize creative, partnership-based ‘pathways’ programs.
- ▶ Consider an expanded role for 2-year colleges, to include both vocational training and cost-effective pathways to 4-year degrees.
- ▶ Maximize cooperation/coordination between high schools and higher educational institutions, private and public.



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Section 7: Expanded National Service

A tangible, meaningful way each young person can say “Thank You!” to the local, state, and national communities which paid for her/his education. A full year or more of National Service, civilian or military, to earn modest pay, funds for college, and learn the realities of full-time work, discipline and proud purpose.

KEY RECOMMENDATION:

- ▶ Provide universal post-high school National Service opportunities for all youth who want to participate.

Those who serve currently receive a modest stipend, and financial assistance for college. Under our proposal, one year of National Service will qualify the participant for AJAY’s living wage job opportunity—either immediately, or after pursuing further education.



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Section 8: Current Montana Job Connection Programs

Summarizes what Montana is doing now in public and private job placement efforts.



KEY RECOMMENDATIONS:

- ▶ Increase coordination between job placement programs to avoid duplication.
- ▶ Increase quality and uniformity of data collection in federally-funded programs, including age classes served, to insure accurate measurement and analysis of results and success.
- ▶ Assess potential/replicability of exceptional apprenticeship and employment placement programs, such as:
 - JATC, a partnership of IBEW (electricians union) and the National Electrical Contractors Association.
 - Jobs for Montana's Graduates is a program connecting students to their communities by providing them employability skills, leadership development, social and civic responsibility, and career awareness.
 - MasterLube, a Billings-based chain of auto service stores which has a pioneering employer/employee mentoring/career goal support program.
 - Livingston Food Resource Center, which seeks to link food recipients with community employment, trains chefs, and provides a commercial kitchen for food entrepreneurs.



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Section 9: Reaching the Goal: Living Wage Private and Public Sector Jobs

Every graduate of high school—with at least a year of National Service, paid internship, apprenticeship or college—and every graduate of two-year or four-year college/university,¹⁹ who is ready and able to work, shall be assured a full-time job opportunity at a living wage. AJAY is not proposing a new, large federal implementation bureaucracy, but a collaborative strategy that emphasizes local leadership, programs, and decision-making:

KEY RECOMMENDATIONS:

- ▶ Establish the AJAY City/County Collaborative Leadership Teams (CCLT), State Action Teams (SAT) and a National Policy Council (NPC), all to include representatives of trade unions, large and small business, religious and charitable organizations, regulated utilities, medical services, and appropriate government officials. The NPC will develop recommendations for national incentives to motivate and facilitate development and implementation of creative, effective SAT and CCLT Action Plans.
- ▶ Use collaborative partnerships at all levels—local, state, and federal—to maximize energy and cost-effectiveness of existing exemplary programs.
- ▶ Monitor the EU’s “Youth Guarantee” jobs initiative—follow unfolding developments and lessons learned.²⁰
- ▶ Develop and implement effective communications outreach about AJAY priorities to inform and engage the American people.

What kinds of job opportunities will be offered?

We anticipate that the mixture of job opportunities—public and private—will vary by region and community. The moral commitment of employers, unions, non-profits, civic and religious organizations will be pivotal. So will tax incentives, and targeted revenue streams at all levels of government. In our view, local, regional and state communities are best able to assess and implement what works. Key to success will be for all sectors to step beyond ideology to focus on the goal—meaningful job opportunities at a living wage for every young American who is ready, able and willing to work!

* The process proposed to establish the AJAY collaborative structure can be found in the AJAY Full Report, Section 9.

AJAY FULL REPORT APPENDICES

AJAY’s full report discusses each of AJAY’s nine Sections in depth, and along with our extensive appendices, can be accessed at: www.americanjobs4youth.org

Living Wage

The MIT living wage model is a measure of basic needs. It is a market-based approach that draws upon geographically specific expenditure data related to a family’s likely costs for minimum food, child care, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) Detailed description of the data used in the tool can be found on the landing page of each state: <http://livingwage.mit.edu/>

Footnotes

1. At least as many are working part-time but seeking full-time work, or are not pursuing jobs or education. In July, 2016, 124.73 million adults were employed full time. Of that number, 23.1 million were aged 16-24 (“youth”). <https://www.bls.gov/news.release/youth.nr0.htm> Overall adult unemployment was 4.9%. <https://data.bls.gov/timeseries/LNS14000000> accessed 2-15-17
2. Link to Apostolic Letter: https://w2.vatican.va/.../francesco/...exhortations/.../papa-francesco_esortazione-ap_20
3. European Commission: Employment, Social Affairs & Inclusion—Youth Guarantee: <http://ec.europa.eu/social/main.jsp?catId=1079&langId=en>
4. In 2014, 3.5 million students graduated high school. In the same year, Approximately 4 million people retired. <https://www.insidehighered.com/news/2016/12/06/high-school-graduates-drop-number-and-be-increasingly-diverse>. <https://www.reference.com/business.../many-people-retire-year-e8550816b2d3b2e7>
5. MIT’s Living Wage Calculator, June, 2017 indicates that for a single person in Billings, Montana, a living wage is \$10.19; for 1 adult, with 1 child, \$22.33. In Chicago, the equivalent figures are \$12.33 and \$24.67 (The Calculator has precise figures for every state and county in the nation.) <http://livingwage.mit.edu/> See Section 6 for a discussion of educational requirements for today’s and tomorrow’s Living Wage jobs.
6. The Universal Declaration of Human Rights was drafted under the supervision of Eleanor Roosevelt and adopted unanimously by the United Nations on June 18, 1948. www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
7. Bureau of Labor Statistics, “Household Data Annual Averages,” 2015
8. MT Department of Public Health and Human Services April 6, 2107
9. Suicides per 100,000 people: 20.5 <http://www.cb-snews.com/pictures/suicide-20-states-with-highest-rates/21/>
10. HOME GROUND RADIO, Shodair Children’s Hospital, September 14, 2014, *ibid*.
11. In 2014, 14% of all MT students “did not have a trusted adult to talk about their problems” and 40% “felt sad or depressed on most days.” Kids Count Data Center, A.E. Cassie Foundation (date).
12. <https://allthrive.org/>
13. HOME GROUND RADIO, “THRIVE 2,” 2016. www.homegroundradio.org.
14. Harvard Center on the Developing Child, “From Best Practices to Breakthrough Impacts,” www.developingchild.harvard.edu
15. Virginia-based Resource Mothers links pregnant teenagers with experienced mothers. *It Takes A Village*, pg 78, H.R. Clinton (Simon & Schuster, N.Y., 1996.)
16. “From Best Practices to Breakthrough Impacts,” Center on the Developing Child, Harvard University www.developingchild.harvard.edu
17. <https://www.fs.usda.gov/detail/helena/workingtogether/volunteering/?cid=stelprdb5356661>
18. See THRIVE’S Parent Liaison Program. <https://allthrive.org/programs/parent-liaison/>.
19. In 2014, 3.5 million students graduated high school. In the same year, Approximately 4 million people retired. <https://www.insidehighered.com/news/2016/12/06/high-school-graduates-drop-number-and-be-increasingly-diverse>. <https://www.reference.com/business.../many-people-retire-year-e8550816b2d3b2e7>
20. The “Youth Guarantee” of the European Commission: Its mission is to assure that “all young people under 25—whether registered with employment services or not—get a good-quality, concrete offer within 4 months of leaving formal education or becoming unemployed”. Such an offer may be a job, apprenticeship, traineeship or continued education, depending on the individual’s situation and need. See Section 9 for more full description.

AMERICAN JOBS FOR AMERICA’S YOUTH



A MONTANA PROPOSAL TO THE NATION

If you agree with AJAY’s goal of offering living wage job opportunities for all American youth who are ready, willing and able to work—and want to help make that goal a reality—JOIN US!!



“We can do this!”

—Major General John E. (Gene) Prendergast U.S. Army (ret)



A MONTANA PROPOSAL TO THE NATION: **AMERICAN JOBS FOR AMERICA'S YOUTH**

OUR GOAL:

We propose that every graduate of high school—with at least a year of National Service, paid internship, apprenticeship or college—and every graduate of two-year or four-year college/university, who is ready and able to work, shall be assured of a full-time job opportunity at a living wage.

We are proposing a collaborative leadership structure to mobilize and utilize the expertise and focused energy at the community, city/county, state and federal levels. To achieve our goal, our schools, colleges and universities, businesses, trade unions, faith-based and secular not-for-profits and, and most fundamentally, the American people, must rally to the cause. We have tremendous resources: knowledge, public and private institutions, finances, technology, professional expertise, terrific community-based programs, and the developed and natural landscape of the nation.

And most important: We, the people of the United States.

Can we actually achieve our goal? After reviewing AJAY's full proposal, Waded Cruzado, Ph.D., President of Montana State University in Bozeman said, **“This is the right project for the right time.”**

In the words of Major General John E. (Gene) Prendergast U.S. Army (ret), former head of the Montana National Guard, **“We can do this!”**
Dillon rancher Jim Hagenbarth said, **“It's a heavy lift. Count me in.”**

And in the doing we will help our nation rediscover its Founding sense of positive, unifying purpose—**moving forward together!**

MONTANA ENDORSEMENTS (As of January 1, 2018)

A list of leading Montanans who support AJAY:

(Endorsements are personal and do not necessarily reflect the views of any entity.)

Code: **C** =Steering Committee

A =Author/Contributor

E =Endorser

Jan and Kirby Alton, Ranchers, Ennis **E**

Duane Ankney, Montana State Senator (R) **E**

Ed Beall, Father, Grandfather, Owner/
President Capital Sports and Western **C**

Daniel Bingham, Ph.D., Dean and CEO, Helena
College, University of Montana **C A E**

Samir Bitar, Professor of Arabic, University of
Montana **E**

John Bohlinger, former State Senator (R) and
Lt. Governor **C E**

Dale Bosworth, Chief, U.S. Forest Service,
retired **C A E**

Sara Bradford, Director of Development,
THRIVE **A C**

Gordon Brittan, Development Officer, Cat
Creek Energy, Former Executive Director, Bur-
ton K. Wheeler Center **E**

Vanessa Brittan, Rancher, Livingston **E**

The Right Rev. C. Franklin Brookhart, Jr., D.Min.,
Bishop of Montana, The Episcopal Church **E**

Bob Brown, Secretary of State (2000-2004)
State Senator (1974 -1996) Candidate for Gov-
ernor (R) 2004 **E**

Taylor Brown, CEO, Northern Ag Broadcasting
Network, Former State Senator, (R) **C E**

Zach Brown, Montana State Representative
(D), 2014-present **E**

Tim Burton, Executive Director, Montana
League of Cities and Towns **E**

Mary Caferro, Montana State Senator (D) **E**

Sarah Calhoun, Founder/Owner Red Ants
Pants and RAP Foundation **E**

Victoria Cech, Director, Montana Hospital
Association Foundation **C E**

Jan Clinard, College Readiness Program Director,
Helena College, University of Montana **A**

Mike Cotter, United States Attorney for the
District of Montana (2009-March 10, 2017) **E**

Patricia Cotter, Montana Supreme Court
Justice, 2001-2016 **E**

Waded Cruzado, Ph.D., President, Montana
State University, Bozeman **C A E**

Sandra Dal Poggetto, Artist **E**

Robert Dayton, Merrill Lynch, MT, Resident
Director, Vice President (1982 to 2007) **E**

Carl Davis, Ph.D., Author and USFS
Anthropologist, retired **E**

Ron J. Davis, President, Butte Broadcasting, Inc. **E**

Catherine Day, Associate V.P. for Academic
Affairs, Carroll College **C A E**

Katherine Dayton, Director, Visions Service
Adventures **E**

Luke Duran, Art Director, Montana Fish,
Wildlife & Parks; Owner, Element L Design **A E**

Jenny Eck, Minority Leader, Montana House
of Representatives (D) **E**

Rick Edwards, Northwestern Energy **C E**

Brent Everson, Montana Electrical Joint
Apprentice and Training Committee **E**

Diane Fladmo, Director of Research,
Montana MEA-MFT **C E**

Terry Gauthier, Montana State Senator (R) **E**

Matt Gibson, Publisher, *Missoula Independent* **E**

John W. Green, Ph.D., Retired Sr. Research Sci-
entist, Chevron Research & Technology Co. **E**

Carol L. H. Green, Trustee Emerita, Yellowstone
Art Museum, Billings, Montana **E**

Dan Gruber, Certified Public Accountant **E**

Jim Hagenbarth, Rancher, Dillon **E**

Cary Hegreberg, Executive Director,
Montana Contractors Association **E**

Jack Horner, Paleontologist **E**

Andy Hunthausen, Lewis and Clark County
Commissioner (D) **E**

Brian Kahn, Host, Home Ground Radio,
Chairman, Friends of Francis **C A**

Chris King, Petroleum County Commissioner,
King Ranch, Winnett **E**

Gari King, King Ranch, Winnett School
educator **C A**

Bonnie Lahey, M.A., Linguistics **A**

Jay Larson, M.D., Internist **E**

Sean Logan, Chief, Helena Fire Department,
Helena (ret) **E**

Greg Lemon, Montana Fish, Wildlife & Parks,
Communications **C A**

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Blue Ribbon Flies **E**

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Livingston Food Resource Center **E**

Jono McKinney, President and CEO,
Montana Conservation Corps **C A**

Joan Meyer, Testing Analyst, Helena
Public Schools **C A**

Rich Miltenberger, CEO, President/CEO
InterWest Health **C E**

Toni and Martin Molinario, Molinario Farm,
Fort Benton **E**

Lynda Moss, Montana State Senator (D) (2005-
11), Co-Chair AJAY Working Groups. **C A**

Alan and Nancy Nicholson, Great Northern
Development **E**

Grant Parker, Attorney at Law **E**

Mike Penfold, Bureau of Land Management,
Montana State Director (1980-85),
BLM Assistant Director (1990-95) **E**

**Major General John E. (Gene) Prendergast
U.S. Army (ret)** **A E**

Jim Regnier, Montana Supreme Court
Justice, 1997-2005. **E**

Lee Robison, Indian Health Service, retired **E**

Loren Rose, COO, Pyramid Lumber Company,
Seeley Lake. Chair of State Workforce
Innovation Board **E**

Dawn Rowling, Administrator, Access to
Success, Helena College **A**

Barbara Sample, Founder and retired Exec.
Director Family Support Network **E**

Dr. Joseph S. Sample, former President, Mon-
tana Television Network **E**

Debbie Schmidt, Minister, United Methodist
Church **E**

Sara Scott, Ph.D., Anthropologist, Montana
Fish, Wildlife and Parks **E**

Billie Sheppard, Owner, PanHandlerPlus
retail store **C E**

Bill Simmons, Founder, MasterLube **E**

Peter Strauss, Vice President of Operations
Support, Montana State Fund **A E**

Erica Swanson, Jobs for Montana Graduates,
Montana Dept. of Labor and Industry **E**

Land Tawney, Executive Director,
Backcountry Hunters **E**

Most Reverend George L. Thomas, Ph.D.
Bishop of Helena **E**

Greg Upham, Assistant Superintendent
Helena Public Schools **C**

Most Reverend Michael W. Warfel
Bishop of Great Falls-Billings **E**

Beth Weatherby, Chancellor, University
of Montana Western SC, **A E**

Jim Weber, Capital High School Capital High
School machining and welding instructor **A E**

Jeffrey Welborn, Montana State Senator (R) **E**

Carol Williams, State House, 1999-2001,
State Senate Minority and Majority Leader (D)
(2005-2012) **E**

Williams, M.J. Musician **E**

Pat Williams, U.S. Congressman (1978-1996) **E**

Julie L. Wood, Legal Assistant,
Founding Member, Friends of Francis **E**

“This is the right project for the right time.”

— Waded Cruzado, Ph.D., President, Montana State University, Bozeman

“This is a heavy lift. Count me in.”

— Dillon Rancher Jim Hagenbarth

“We can do this!”

— Major General John E. (Gene) Prendergast, U.S. Army (Ret)

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Artemis Common Ground

Good for People.
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