



Louisiana Believes

**Jobs for America's Graduates-Louisiana
(JAG-LA)**

2018-2019 Grant Requirements

Multi-Year, Out-of-School

Middle School & AIM High! Programs

**JAG-LA 2018-2019
Grant Requirements
JAG-LA Multi-Year and Out of School Model Programs**

JAG-LA GOALS:

Jobs for America’s Graduates-Louisiana (JAG-LA) is a unique program that helps to ensure student success for both the **dropout prevention model** and the **school to career model**. As an affiliate of the national JAG program, JAG-LA and the Louisiana Department of Education work to ensure the integrity of the model through the local program sites. JAG-LA sites provide students with the following: Academic Training, Job Readiness, Instruction/Student Services, Leadership Development, Post-Graduate Assistance and Mentorship.

The **JAG-LA Program works** with students who have major obstacles in their lives that could disrupt school completion and/or hinder successful entry into the workforce or postsecondary educational programs. The Program also supports the efforts of the **Jump Start** initiatives by offering career to school model curriculum, mentoring and follow-up to seniors. However, any student accepted into the program must want to be a participant, need the services provided, be able to benefit by earning a high school diploma, career diploma, or high school equivalency diploma upon passage of the Louisiana High School Equivalency Test and be able to benefit by being placed in a competitive job or by entering higher education

PROGRAM REQUIREMENTS:

Minimum and Maximum Number of students enrolled:

The **minimum** number of students enrolled by Friday, September 21, 2018, is listed below:

Multi-Year Model Program: **45 students**

Out-of-School Model Program: **35 students**

The **maximum** number of students enrolled by Friday, September 21, 2018, is listed below:

Multi-Year Model Program: **55 students**

Out-of-School Model Program: **40 students**

**NOTE: The number of students cannot be less than or exceed the recommended model program numbers, unless LDOE is contacted and a reasonable request is approved.*

Population per site should reflect the areas of focus as described in the 2018-2019 grant application. Students from grades 9-12 should be included in the population of the Multi-Year Model Program. **There should be a minimum of 10 seniors on the program roster.** Louisiana does not offer the Senior Only JAG Model Program. **Programs should not be serving a majority of seniors, unless JAG-LA is used to support the Jump Start Pathway.**

Experiential-Based Learning

A variety of experiential-based learning techniques should be used to energize classroom sessions, anchor key learning, discover best practices, and demonstrate the power of activity-based and adventure-based learning. **JAG-LA Seniors are required to have twenty (20) hours of work-based learning recorded in ENDMS.**

Student Contact Hours

Multi-Year Model Programs: The number of contact hours per student per site should average **120 hours** by the end of the year.

Out-of-School Model Programs: The number of contact hours per student per site should average **80 hours** by the end of the year.

Number of Competencies Attained

Multi-Year Model Programs are required to obtain **37 competencies.**

Out-of-School Model Programs are required to obtain **20 competencies.**

Graduation Rate for In-School Students

Graduation rate for the In-School Model Program should average a minimum of **90%**.

Graduation rate for the Out-of-School Model Program, which includes receiving a high school equivalency diploma, should average a minimum of **50%**.

Placement rate for graduates in the Out-of-School Model Program

JAG-LA Specialists working with follow-up students who have completed the program should average a job placement rate of **60%**.

Electronic National Data Management System (ENDMS)

ENDMS is used to determine attainment of required benchmarks for the JAG-LA Programs. Daily data entry is required.

- Individual Development Plans (IDP's) documented
- Work Based Learning Hours (20 hours required for seniors)

JAG-LA Reports

Submit LDOE required reports/lesson plans, and Pre-ETS Reports (if applicable) by given due date.

Additional Requirements

- Supervisor signed and dated Roster Roll-Up due twice a year.
- Employee Marketing Plan
- Plan of Work (Career Association Plan)
- **15 hours** of community service per student
- Students should receive no less than 50 minutes a day of scheduled JAG-LA class and additional time should be allotted for remediation and guidance
- Attendance at annual student conferences
- Attendance at Specialist required meetings, phone conferences and JAG National Conference
- JAG-LA Seniors are required to have twenty (20) hours of work-based learning recorded in ENDMS.
- FAFSA Requirement
- Pre-ETS Reports (If applicable)

Required Field Trips and Guest Speakers:

A minimum of three (3) **field trips** per school year with (1) **one field trip** at a post-secondary facility and a minimum of eight (8) **guest speakers** per school year. **Specialists should host (1) one Financial Aid Planning Day for seniors.**

Student Led Association

Students are automatically members of the JAG-LA Career Association, a student-led chapter designed to develop, practice and refine critical thinking skills delivered in the classroom. The chapter members elect officers, serve on committees, develop and execute a plan of work, participate in skill-based competitions, and seek recognition for chapter projects and accomplishments. Major Association Chapter activities include the following: Initiation and Installation Ceremony and JAG-LA Statewide Conference (a one-day skills-based competition).

Follow-up Services

The JAG-LA Multi-Year Model Follow-Up Phase begins at graduation (June) and concludes at the close of a 12 month period. The Out-of-School Model for Follow-Up begins the month after graduation with the Louisiana High School Equivalency Test. Multi-Year and Out-of-School Specialists are responsible for providing follow-up services to both participants and employers for a period of 12 months. Monthly follow-up services are provided and documented in ENDMS each month. JAG-LA Specialists should receive mandatory release time to go off campus to perform required follow-up services and also for building partnerships with businesses in the community. Employers should be contacted at least six times during the follow-up phase. Possible methods used to achieve the follow-up goals may include face-to-face or telephone contact with the student, family members, or employers. JAG requires no more than 5% unable to contact each month. It is critical that the JAG-LA Specialist establishes a strong alliance with the students to be successful in the follow-up phase of the program.

Outcome Goals

The JAG-LA Specialists for the **Multi-Year Model** and **Out-of-School Model** programs are held accountable for achieving the following positive outcomes:

Multi-Year Model Program Standards

- Graduates-90%
- Civilian Job Placements-60%
- Positive Outcomes-80%
- Full-Time Placement-80%
- Full-Time Jobs-60%

Out-of-School Model Programs Standards

- Graduates- 50%
- Civilian Job Placements-60%
- Positive Outcomes-80%
- Full-Time Placement-80%
- Full-Time Jobs-60 %

**JAG-LA 2018-2019
Grant Requirements
JAG-LA Middle School and AIM High! Model Programs**

JAG-LA Middle School

The JAG-LA Middle School Model Program's primary goal is to help students stay in school and assist them in their transition into high school. The programs objectives are to increase student's academic performance, attendance, behavior, participation, and improve their skills in leading and being an effective member of a team. Students enrolled in JAG-LA Middle School Program can receive Carnegie Units. Competencies from the JAG National Multi-Year Model must be incorporated into the middle school curriculum in order for students to receive Carnegie Units.

JAG-LA AIM High! (Accelerated Interventions from Middle to High School Program)

The JAG-LA AIM High! Model Program's primary goals are to improve the positive perceptions of students with disabilities for themselves as persons and students, and to assist them in their successful transition into high school. Primary objectives of the JAG-LA AIM High! Program is to improve a student's self-esteem, attendance, behavior and academic performance.

PROGRAM REQUIREMENTS:

Minimum and Maximum Student Enrollment

The **minimum** number of students enrolled by Friday, September 21, 2018, is listed below:

JAG-LA AIM High! - **30 students**

***NOTE:** JAG-LA AIM High! Programs require that **50%** of the total population served is students with disabilities, as identified with an IEP.

JAG-LA Middle School – **45 students**

***NOTE:** Population per site should reflect the areas of focus as described in the 2018-2019 grant application.

The **maximum** number of students enrolled by, Friday, September 21, 2018, is listed below:

JAG-LA AIM High! - **35 students**

JAG-LA Middle School – **55 students**

Student Contact Hours

JAG-LA AIM High! Programs: The number of contact hours per student per site should average **120** contact hours by the end of the year. It is required that **20%** of all contact hours be identified as academic remediation.

NOTE: Common planning time with students' Special Education teacher on academic remediation must be included.

Middle School Model Programs: The number of contact hours per student per site should average **120** contact hours by the end of the year. It is required that **15%** of all contact hours be identified as academic remediation.

Number of Competencies Attained

JAG-LA AIM High! Programs are required to obtain **20 competencies**.

JAG-LA Middle School Programs are required to obtain **27 competencies**.

Transition to High School Rate

Middle school programs should average a **90%** high school transition rate (promotion to 9th grade)

JAG-LA Reports

Submit LDOE required reports/lesson plans, and Pre-ETS Reports (if applicable) by given due date.

Electronic National Data Management System (ENDMS)

ENDMS is used to determine attainment of required benchmarks for the JAG-LA Programs. Daily data entry is required.

➤ Individual Development Plans (IDP's) documented

Additional Requirements

- 15 hours of community service per student.
- No more than **16 students** will be scheduled for a JAG-LA class at a time. Students should receive no less than 50 minutes a day of a scheduled JAG-LA class and additional time should be allowed for remediation.
- Evidence of at least four (**4**) parent contacts initiated by JAG-LA Specialist.
- Supervisor signed and dated Roster Roll-Up submitted twice a year (October and January).
- Plan of Work (Career Association Plan).
- Attendance at annual student conferences.
- Attendance at Specialist required meetings, phone conferences and JAG National Conference.
- **Three (3) field trips** and **one (1) field trip** must be educational.
- A minimum of **eight (8) guest speakers**.
- Pre-ETS Reports (If applicable)

Required Field Trips and Guest Speakers:

A minimum of three (**3**) **field trips** per school year with (**1**) **one field trip** at a post-secondary facility and a minimum of eight (**8**) **guest speakers** per school year.

Curriculum

Middle School Specialists deliver the JAG Curriculum components which include the following:

6th & 7th Grade

- Communication
- Organizational Skills
- Study Skills
- Decision-Making
- Character Development
- Team Building

8th Grade

- Lifestyles
- Negotiations
- Career-Based Learning
- Leadership Development
- High School Transition

Programs offering Carnegie Units for the JAG-LA AIM High! or Middle School Program must also incorporate six (6) additional Multi-Year Model competencies, and the JA-LA Specialists must be secondary certified or have a CTTIE certification. Additionally, qualifications for AIM High! Specialist should include Special Education certification and/or 2 + years working with students with disabilities. Programs offering Carnegie Units will receive necessary curriculum and requirements for completion.

Experiential-Based Learning

A variety of experiential-based learning techniques should be used to energize classroom sessions, anchor key learning, discover best practices, and demonstrate the power of activity-based and adventure-based learning.

Student Development Association

Middle School students are automatically members of the JAG-LA Student Development Association, a student-led chapter designed to develop, practice and refine critical thinking skills delivered in the classroom. The chapter members elect officers, serve on committees, develop and execute a plan of work, participate in skill-based competitions, and seek recognition for chapter projects and accomplishments. Major Career Association Chapter activities include the following: Initiation and Installation Ceremony, Officers' Leadership Conference, and Student Development Conference (one-day skills-based competition).

High School Transition

The JAG-LA AIM High! and JAG-LA Middle School Model Programs are committed to increasing the potential for success in high school by preparing middle school students a successful transition into high school. Possible suggestions for meeting this requirement include visits to their respective high school, sporting events, high school shadowing days, and guest speakers from the high school such as counselors, teachers, students, etc.

Follow-up Services

Middle School Specialists maintain contact with students who transition into the 9th grade for the entire school year. There should be mandatory release time for the JAG-LA Specialist to go off campus to perform required follow-up services and also for building partnerships with businesses in the community. Specialists are held accountable for their students to be connected and engaged in the high school. Possible methods used to achieve the follow-up goals may include face-to-face or telephone contact with the student, parental or high school source contact, attendance clerk contact and/or review of daily attendance report, and review of academic transcript and/or registrar contact.

Community-Based Learning

Middle School Specialist design community-based learning activities to encourage involvement and attachment to the community to emphasize citizenship and responsibility. Middle School students participate in the following activities: volunteerism, fundraising, job shadowing, and Service Learning Projects where students are responsible for selecting a project, organizing the details and executing successful project.

Outcome Goals

Middle School Specialists are held accountable for the following outcomes:

- 90 percent high school transition rate (promotion to 9th grade)
- 60 percent decline in discipline referrals
- 50 percent improvement in attendance rate
- 25 percent improvement in self-esteem index
- 25 percent improvement in GPA