

Louisiana Believes

**Jobs for America's Graduates (JAG-LA)
Supervisor/Principal Meeting
June 8, 2017**



JAG



A Nation Without Dropouts



WELCOME

Jobs for America's Graduates

JAG-LA

Supervisor's Meeting

2017-2018

What is JAG ?

JAG-LA is a dropout prevention and recovery program that delivers a unique set of services for at-risk students. The program helps students earn a high school diploma and assists out-of-school youth earn a high school equivalency diploma.



JAG ?

Services are provided by a Job Specialist and are centered around the National JAG competencies which include:

- career development
- job attainment
- job survival
- communication skills
- work place skills
- life survival skills

DATA

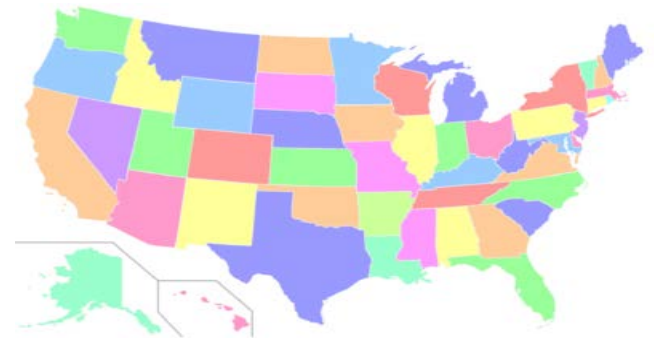
Information on JAG participants is entered daily in the JAG National Database System (ENDMS,) which provides an accurate measure of the success of the programs.

JAG ?

- The program provides 12 months of post-graduation follow-up services, with the graduate pursuing postsecondary education and/or entering the workforce in a quality job leading to a career.
- Louisiana currently has 113 programs in 40 districts:
 - 63 In-School Programs**
 - 12 Out-of-School Programs**
 - 19 Middle School Programs**
 - 19 AIM High Programs**

Jobs for America's Graduates and the JAG Model

- JAG is a national non-profit organization established to assist states in creating a dropout prevention program as well as a school-to-career transition system for at-risk youth.
- JAG is located in 34 states:
 - Middle schools
 - High schools
 - Community colleges
 - Alternative schools
 - Other locations



JAG National

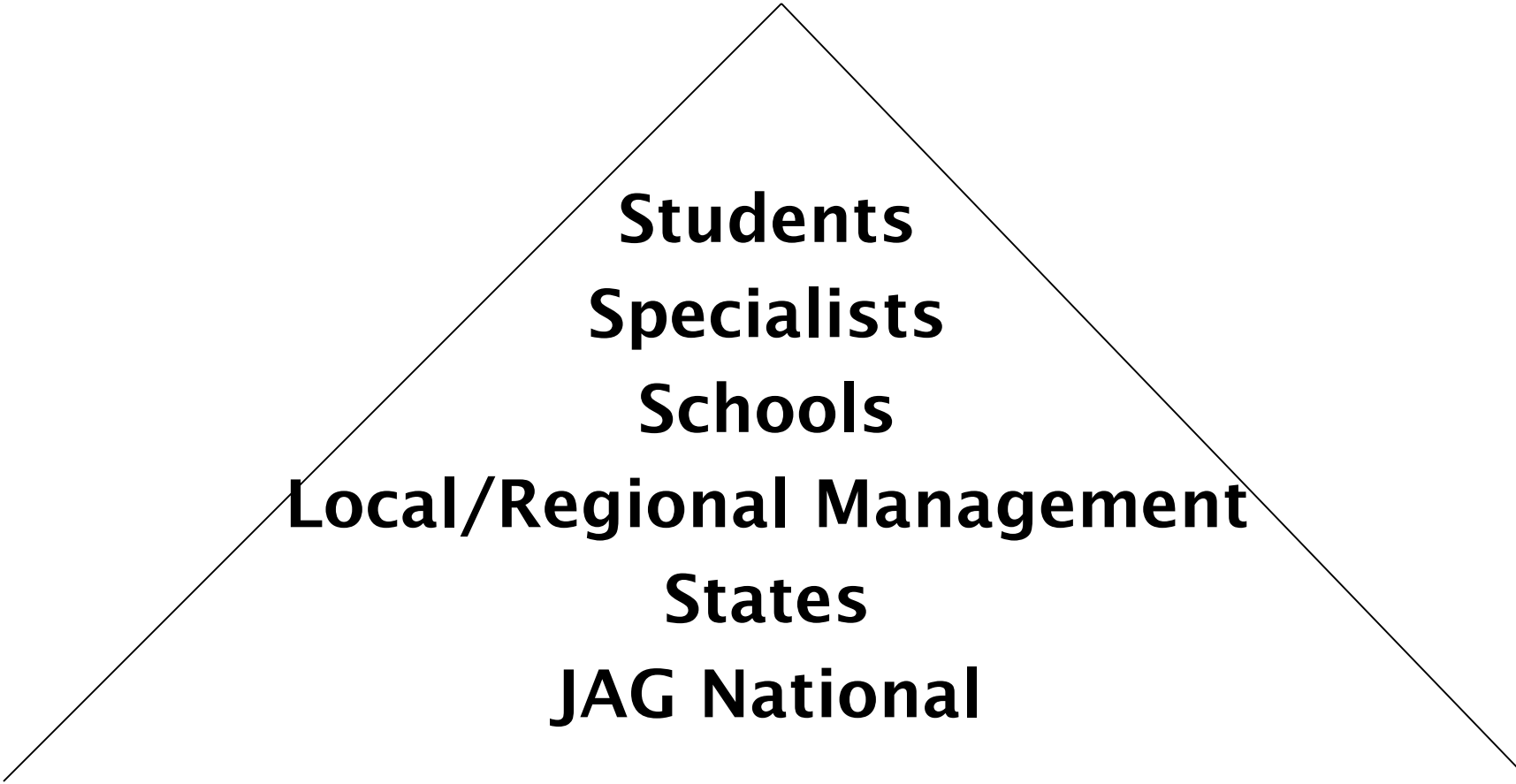
- After 34 years of operation, JAG has proven to be one of the most cost-effective and successful state-level strategies for targeting at risk youth regarding:
 - high dropout rates
 - low academic performance
 - youth unemployment
 - Other critical issues

Ultimate Goal

**The Participant WILL achieve
academic, career, and life success!**



Jobs for America's Graduates and the JAG Model



Students
Specialists
Schools
Local/Regional Management
States
JAG National

National JAG

- JAG has the numbers to validate its success.
- Contractual relationship between (state affiliate) and JAG. Affiliates “promise” to implement the model and “adhere” to standards established through extensive research and analysis.

Funding Sources

- **TANF** (Temporary Assistance for Needy Families)
- **Louisiana Workforce Commission**
 - Pre-ETS (Pre-Employment Transition Services)
- **IDEA** (Individuals with Disabilities Education Act)
- **Private Partnerships**
 - AT&T
 - Entergy
 - Delta Regional Authority



JAG - LA & Jump Start

- JAG supports/compliments Jump Start
- Numerous JAG Students are part of the Jump Start Initiative
- Extra support with job skills that JAG offers greatly benefits students on the Career Diploma Pathway
- JAG-LA Specialists develop partnerships and relationships with:
 - Private Industries
 - Community Leaders

JAG - LA & Jump Start

JAG Supports Jump Start:

- Career Readiness Course
- Competency-based Curriculum (Work Skills)
- School to Career Transition System
- Mentor
- 12 months of Follow-Up
- Job Opportunities/Internships
- Introductions to different career choices
- Career and Interest Inventory Testing
- Financial Aid Planning Support

JAG - LA & Jump Start

- Identify the purpose/focus of the JAG-LA Program in individual districts:
 - ✓ Jump Start
 - ✓ Dropout Prevention
 - ✓ Both Jump Start and Dropout Prevention
- 9th and 10th grade “higher risk” students may be targets for the dropout prevention model of JAG. These students may require more attention from the JAG-LA Specialist.
- 11th and 12th grade students participating in Jump Start could be targeted for the school to career model of the program.

JAG - LA PROGRAM MODELS

Multi-Year Model



*Serves 45-50 students
per site*

AIM High! Model



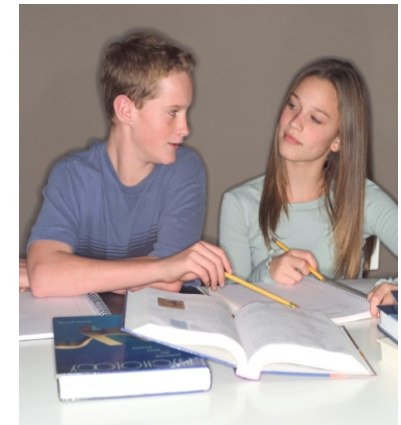
Serves 30-35 students per site

Out-of-School Model



Serves 30-35 students
per site

Middle School Model



*Serves 45-50 students
per site*

JAG - LA AIM High!

JAG-LA AIM High!

Accelerated Interventions
from Middle (AIM) to High School
Program

JAG - LA AIM High!

Overview

- Improve positive perceptions of students with disabilities for themselves as persons and students
- Assist students in their transition to high school
- Serve 50% of students receiving IEP services
- 120 contact hours
- 20% of contact hours on remediation
- 15 hours of community service
- 20 competencies obtained
- Serve 30-35 participants per specialist

Middle School Focus

- 80% competency attainment for 80% of students
- 66% of students will improve self perception by the end of 8th grade
- 15 hours of community service
- 120 hours of contact hours
- 15% of all contact hours will account for remediation

Middle School Transition/ Follow-up

- 92% minimum return to school
- Reduce suspension rate
- Improve attendance
- Improve GPA



Additional standards/required percentages are currently being approved by National JAG

In-School / Out-of-School Focus:

- 90% Graduation Rate (High School Diploma)
- 50% Graduation Rate (High School Equivalency)
- Postsecondary Education and/or entering the workforce in a quality job leading to a career
- 120 contact hours for MY
- 80 contact hours for OOS
- 15 hours of community service
- Attainment of required competencies (37 MY & 20 for OOS)



National JAG : 5 Standards

1). GRADUATION RATE:

The **goal** is for **90** percent of the program participants to complete requirements for a high school diploma or high school equivalency.

Louisiana: 94.14% In-School
52.94% Out-of-School

2). POSITIVE OUTCOMES RATE:

The **goal** is for **80** percent of the program participants to be employed, enrolled in a post-secondary education institution, or serving in the U.S. military on a full-time basis.

Louisiana: 88.35% In-School
64.44% Out-of-School

National JAG : 5 Standards

3). JOB PLACEMENT RATE:

The **goal** is for a minimum of **60** percent of the program participants to be employed in civilian jobs (full-time or part-time) or serving in a branch of the U.S. military.

Louisiana: 76.90% In-School
73.08% Out-of-School

4). FULL-TIME JOB(S) RATE:

The **goal** is for **60** percent of those employed to secure full-time jobs in the civilian labor market or in the U.S. military. A full-time job (or a set of jobs) is one that provides 35 or more hours of work per week.

Louisiana: 79.89% In-School
84.62 % Out-of-School

National JAG : 5 Standards

5). FULL-TIME PLACEMENT RATE:

The **goal** is for **80** percent of the graduates to be employed full-time, enrolled in a postsecondary education on a full-time basis, or to combine work and school to achieve a full-time status.

Louisiana: 92.59% In-School

84.62% Out-of-School

JAG Components

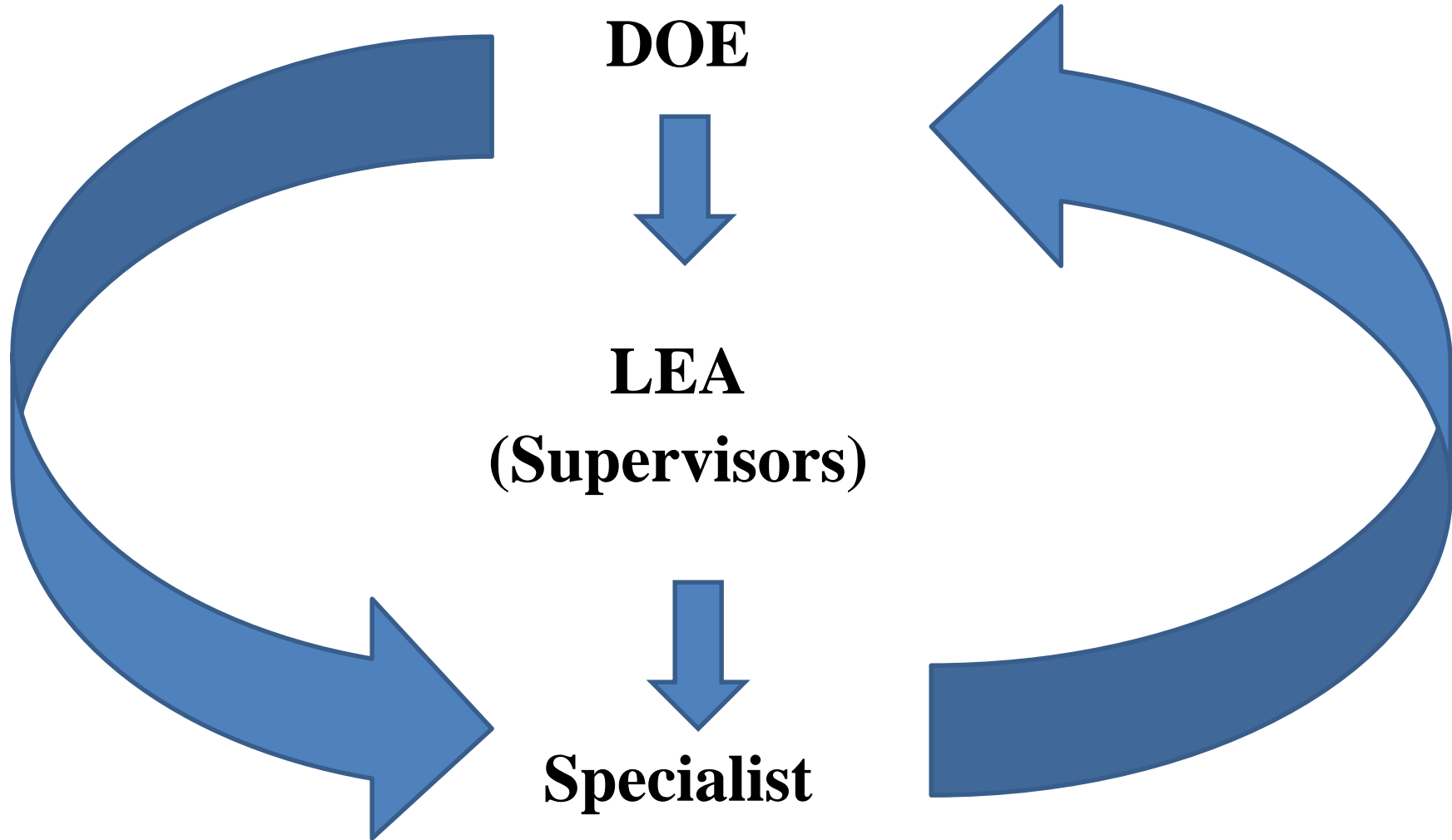
- #1 Oversight Body
- #2 Program Management
- #3 Program Staff
- #4 Student Selection
- #5 Student Load
- #6 Career Association/Professional Association
- #7 Competency Attainment
- #8 Employer Marketing and Job Development
- #9 Follow-up Services
- #10 National Data Base Participation

JAG Components 1,2,& 3

The JAG system of accountability includes:

- Relationships between oversight body
- Program management
- Program staff

Organizational Chart



4 Student Selection

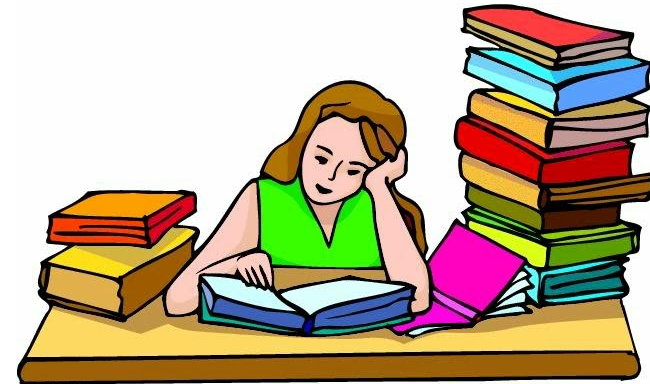
Who do we target?

STUDENTS WHO:


- **Need it!**
- **Want it!**
- **Can benefit from it!**



Barriers to Success



Recruitment



Specialist develops a strategy to recruit students

Advisory Board helps with identifying students that are most in need of assistance.

Specialist conducts an interview with potential JAG students

Specialist examines the appropriate student assessment and documentation forms

4 Student Selection

Program Roster

- signed and kept in Specialist Portfolio
- signed by the Advisory Committee Members

Roster Roll-Up

- contains Supervisor's signature
- submitted to the Louisiana Department of Education (LDOE) - twice a year

Services should not be rendered to students that are NOT listed on the Program Roster.

4 Student Selection

- Advisory committee will accept ultimate responsibility for targeting students for JAG.
- Advisory committee should be comprised of representatives from:
 - Administration
 - Counseling
 - Basic Skills Faculty
 - Vocational Faculty

5 Student Load

Student load is a critical consideration when reviewing a program's ability to deliver quality services and to achieve program performance goals at a reasonable cost per placement.

- 45-55 participants for Multi-Year (MY)
- 45-55 participants for Middle School
- 35-45 participants for Out-of-School
- 30-35 Middle School (AIM High)

6 JAG Associations

A student-led organization that motivates program participants using:

- **pride of membership (belonging)**
- **encourage participation in chapter activities (for the purpose of reinforcing JAG competencies)**
- **Achieve program outcomes**

6 JAG - LA Associations

- Installation Ceremonies
- Guest Speakers
- Field Trips (individual and group)
- Mentoring
- Internships (students and teachers)
- Support at local board meetings
- Training for competitive events
- Training for job resume, application, interview
- Leadership Skills Development

6 Career/Professional Association Multi-Year & Out-of-School

Election of Officers

- President
- Coordinator (or VP) for Leadership Development
- Coordinator (or VP) for Career Preparation
- Coordinator (or VP) for Social Activities
- Coordinator (or VP) for Civic Activities
- Coordinator (or VP) for Community Service
- Other officers—Treasurer, Historian, Secretary, Reporter, Parliamentarian, others?

Student Development Association Middle School Officers

- **President**
 - **Secretary**
 - **Historian**
 - **Treasurer**
 - **Vice President**
 - **Representative**
- ✓ You can design the association to meet the needs of your program.

6 JAG - LA Officers

Officer elections—various approaches

- Campaign throughout the school or classroom
- Speeches (in person, video-taped or posted on bulletin board)
- Popularity an issue?

Post type-written speeches without people's names and vote

- Want everyone to have the experience to some degree?

Everyone writes a speech. This may help them choose to run!

6 Initiation and Installation Ceremony

- A celebration—a new beginning
- What do you need to have a successful Initiation and Installation Ceremony?
- Competencies addressed

6 Association Meetings

- Meet no less than once per month or as often as needed (or as schedules permit). Meetings can take place before school, during JAG class, home room, activity period, lunch, or after school
- Secretary is required to take notes/record in specialist's binder (in student's handwriting)

6 Plan of Work

- Leadership development activities
- Career development activities
- Social activities
- Civic activities
- Fundraising
- Community service

7 Competency Attainment

- Develop a competency plan (lesson plan)
- System to track contact hours
- Appropriately assess “Attainment”
- Use of the JAG curriculum

JAG National Competency-Based Curriculum



7 Competency Attainment

JAG Curriculum - Each Module

- A pre/post assessment to document competency attainment
- Instructor-led content
- Applied academics (Reading and Math)
- Activity-based classroom experiences, including individual activities, role plays, small/large group activities

7 Competency Attainment

How to use the curriculum...

- As a guide
- A resource
- Add to it--personalize it
- Monthly counseling sessions will be held to determine progress toward achieving Individual Development Plan(IDP)

8 Employer Marketing

- All Jobs for America's Graduates-Louisiana sites participate in activities that are professional, civic-minded, career based, and leadership driven.
- Working with businesses and civic organizations provides learning experiences for students that cannot be measured.



8 Employer Marketing and Job Development

Partner with:

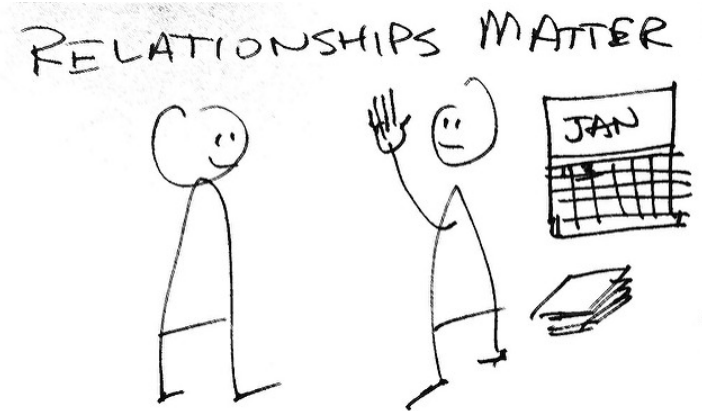
- Job development agencies
- Work force development boards
- State employment office
- Chamber of Commerce



8 Employer Marketing and Job Development

Relationships are the foundation

It's not about asking the employer in your community to hire your students when they graduate--it is about developing a relationship, a partnership



9 Follow-up Services:

- **Monthly** contact with participants for a 12 month period.
- All employers are contacted monthly during the 1st six months, and then every other month for the 12 month duration.
- All data for follow-up participants is entered in e-NDMS, including job and school placement information.

9 Follow-up Services Provided

- Guidance in making plans for additional education
- Counseling to improve personal and job performance
- Feedback from employer to employee
- Encouragement to improve graduate's potential
- Assistance in achieving a positive change of status on the job
- Placement in a "quality job"



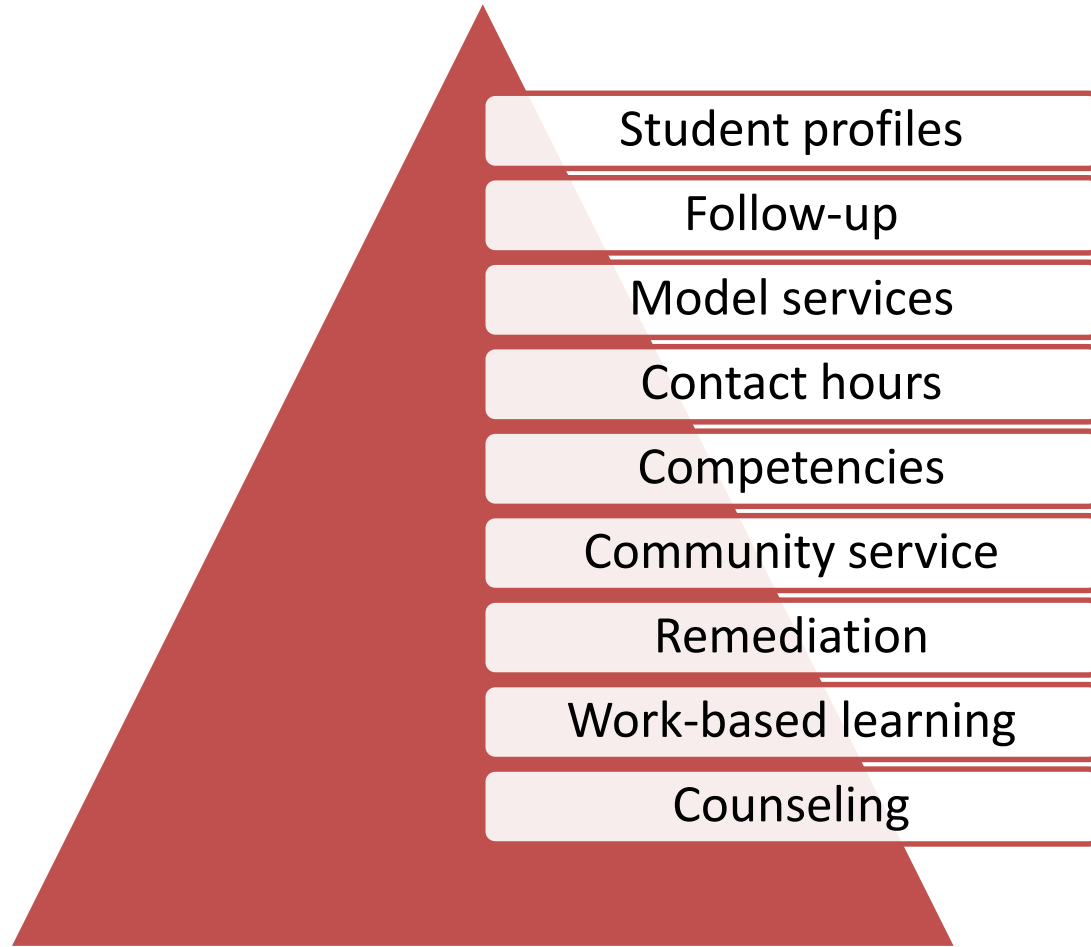
9 Follow-Up Middle School

- Specialist will provide follow-up to all middle school 8th graders for 12 months
- Only exception is if the student enters a high school JAG program or moves out of district

10 National Data Base Participation

- To collect and report data to JAG as a means of tracking and evaluating program success in keeping students in high school through graduation, helping non-graduates receive a high school diploma (or HiSET), and transitioning graduates and DOR participants into quality jobs.
- The National Database will supply periodic reports to monitor compliance to the JAG Model, to monitor quality assurance, and to improve the model. All data submitted to the NDMS should be documented and verified to ensure the **Integrity** of the JAG National Network.

Electronic-National Data Management System (e-NDMS)



Grant Assurances

Requirements:

- Specialists:
 - ❖ Teach only JAG Classes
 - ❖ Teach no more than 4 class periods per day
- Student Conferences are Mandatory
- Specialist Meetings/Conference Calls are Mandatory
- Supplies
- Phone
- Access to Fax Machine



2017-2018 JAG - LA Grant Requirements

No more than 16 students will be scheduled for a JAG class at a time. Students should receive no less than 50 minutes a day of a scheduled JAG class and additional time should be allowed for remediation

Evidence of at least **4 parent contacts** initiated by JAG-LA Specialist

Supervisor Signed Roll-Up Roster twice a year (October and January)

Specialists are required to work with all JAG Seniors to complete their FAFSA's

Plan of Work (all programs must submit)

Marketing Plan (all programs must submit)

2017-2018 JAG - LA Grant Requirements

- Attendance at annual student conferences
- Attendance at all required meetings/officer meetings
- **Three** (3) field trips per school year (1) One must be to a post-secondary institution
- **Eight** (8) Guest Speakers (Why is this important?)
- **Fifteen** (15) hours of Community Service
- No **additional** classes can be taught by a JAG-LA Specialist
- Program adheres to the **minimum and maximum** number of students per program model. (Written in the grant)
- Initiation and Installation Ceremony must be held prior to **October 14, 2017**

2017-2018 JAG - LA Grant Requirements

Tri-Yearly Reports and Monthly Lesson Plans 2017-2018:

- Tri-Yearly Reports and Monthly Lesson Plans are due by the dates specified on the JAG-LA Calendar.

Additional required forms:

Supervisor/Principal Report

Roster Roll-Up

FAFSA information ([Federal Application for Federal Student Aid](#))

Any grant requested information

Pre-Ets Progress Reports (If applicable)

Required Record Keeping

Specialists are required to complete and maintain the following:

1. Student Folders
2. Student Portfolios
3. Specialist Portfolios



Student Folder

A folder should be prepared for every student enrolled in the JAG-LA Program. Folders must include the following information:

- Participant Profile (*with student signature*)
- Commitment Form (*signed and dated*)
- Authorization for Release of Information (*as required*)
- Alternate Contact Form
- Resume if applicable
- Assessment scores if available

****Folder should be locked safely in a cabinet!***



Student Portfolio

A binder or folder must be prepared and updated by each JAG-LA participant while the student is actively enrolled in the JAG-LA program. ***Each individual JAG-LA site specialist is to decide the most effective method.***

The binder/folder should showcase the student's work throughout the school year

Included in the portfolio should be evidence of:

- **student work**
- **competency introduction**
- **community services projects**
- **information relevant to the student's success in the JAG-LA program**

****The student can take the folder home at the end of the school year.***

Specialist Portfolio

Specialist Portfolio:

A binder or folder must be prepared and updated throughout the year by each specialist. The specialist portfolio should include all reports submitted to the Louisiana Department of Education, newspaper articles/flyers about the individual program, certificates, as well as any other information that is pertinent to the local JAG-LA site or specialist.

The portfolio must also include **monthly reports** from ENDMS. Monthly reports are to be run by the 30th of each month and include the following reports:

- ✓ **Participant Profile**
- ✓ **Model Service Report**
- ✓ **Follow-Up Status Report (MY/OOS only)**
- ✓ **Management Report**



JAG - LA Supervisor's Report

JAG-LA District Supervisors are asked to complete a site visit prior to Tuesday, May 2, 2018.

Supervisors will use the monitoring review form provided which requires review of all folders for appropriate information and signatures.

State On-Site Monitoring includes all first year programs and first year specialists. Programs are put on a three year rotation for monitoring. Desk reviews are completed by LDOE staff one time a year for all programs.

Supervisor's Reports are not required for JAG sites that receive an on-site monitoring visit for the current school year!

Monitoring

Monitoring Instrument

- Desk Review
- Site Review



Interesting!

- In **fifteen** months, employed JAG students repay the cost of the program through their taxes alone!



JAG - LA Specialists Responsibilities!!!

- Participant Folders
- Student Portfolios
- Specialist Portfolios
- Monthly Reports
- Developing Chapter Plan of Work
- Employer Marketing and Job Development Plan
- Monitoring
- Database
- Community Partnerships
- Competencies
- ~~~ SUCCESS OF THE PROGRAM~~~

Review...the JAG - LA Specialists Responsibilities

- Career Association
- Progress Reports (twice a year)
- Providing Follow-up Services
- Individual Development Plan (3x's a year)
- Putting together an advisory committee
- Provide Remediation
- Oversee work based-learning
- Assist with Dual Enrollment
- Help student with Financial Aid



JAG - LA Contacts

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Questions