

# REPORT SUMMARY SHEET

**BOARD MEETING DATE:** December 17, 2018

**TITLE AND BRIEF DESCRIPTION:** Pre-Apprenticeship/JAG Program

Our vision is to develop a Pre-Apprenticeship Program to help connect our students with local employers. Our program would use the Jobs for Americas Graduates (JAG) curriculum. We would work with several local employers including major partners Adient and Quaker Windows and Doors. Adient and Quaker have committed to employ over 700 people in the next five years in the Eldon area. We will engage these two businesses to provide our students with paid internships and apprenticeship programs. Our goal would be that our students would be part of the JAG program in grades 9-12 while also taking classes within their career emphasis. We believe we will be able to upskill our students and improve their overall career awareness.

**ACTION DESIRED:**

To accomplish this mission we need a dedicated Pre-Apprenticeship Coordinator that is able to build relationships with students through a classroom setting throughout the school year. The Pre-Apprenticeship Coordinator would improve the student's academic and work essential skills through classroom instruction and advising the student on what classes to take at the Eldon Career Center and high school academics. The coordinator would then also coordinate job placement of the students with business. The coordinator would then work with businesses and students to make sure the student is successful in the workplace.

**BACKGROUND:**

The following is from Workforce 2030 A Call to Action:

In today's fierce competition for jobs, workforce has emerged as the most effective weapon. The countries, states and regions that recognize that fact and wisely invest in strategic workforce development and retention initiatives will win the jobs war. The rest likely will be left behind. Through our strategic plan, Missouri 2030, our challenge is to improve our workforce. To accomplish that goal, we recommend Missourians work together to:

- A. Maximize Business Engagement: Worker shortages and skills gaps are limiting businesses' growth. Business leaders know what skills they need and are ready to engage. We should position the business community to lead the transition to a demand driven workforce.
- B. Focus on Improving Worker Skills: The imperative to "upskill" current workers and "right skill" those entering the workforce must be a top priority for education and workforce partners.
- C. Prioritize Regional Sector Strategies Missouri's creation of regional, industry-focused sector strategies is off to a good start, but we must meet the challenge of implementation and scale best practices statewide to extend opportunity to all Missourians. Regions — especially those with smaller and more rural communities — need sufficient funding and increased technical assistance.

- D. Increase Career Awareness There is a need for increased public awareness of skills gap issues and career opportunities, particularly for students, parents, teachers and counselors.
- E. Attract and Retain More Talent Even if Missouri develops the best education and training models in America, we will still need to attract more people to Missouri to fill some high-demand jobs.
- F. Improve Communications for All Stakeholders: To coalesce public and private urgency and resources around workforce issues, it is essential to provide clear information about current progress and future goals.

The Eldon School District has worked tremendously hard to prepare students for the future. The Eldon Career Center and Eldon High School have been working together to improve the quality of education for our students. Our academic scores are at an all-time high and our students' success in student organizations is consistently nationally recognized. However, we know that we must do a better job of connecting certain students with the right businesses in the central Missouri area in order for our students to improve their quality of life.

**Budget:**

Pre-Apprenticeship Coordinator Salary (12-month position based on teacher salary schedule)	\$55,000
Pre-Apprenticeship Coordinator Benefits	\$15,000
Travel	\$5,000
Office Materials	\$3,000
Marketing	\$3,000
Assessments	\$4,000
Tools	\$8,000
Professional work attire for students	\$4,500
Training for Coordinator	\$4,000
National Student Leadership Academy in Washington, D.C	\$5,000
JAG-Missouri Career Development Conference in Jefferson City	\$5,000
<b>Total Cost</b>	<b>\$111,500</b>

**GOALS:**

The director of the pre-apprenticeship program would teach five classes using the JAG curriculum. Here is a brief overview of the JAG Program.

- The JAG intervention in the Multi-Year Program lasts up to 60 months. Students are recruited in the 8<sup>th</sup> grade to attend JAG instructional classes during the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and/or 12<sup>th</sup> grade and they receive support services for one year following graduation.
- Specialists deliver an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a postsecondary education and training program.
- The 35-45 students served in the Multi-Year Program normally possess more barriers to success (on average). It is essential for specialists to identify barriers upon entry to the program, then, use the Barrier Tracking feature of e-NDMS to determine progress in overcoming those barriers which are not permanent.

- The JAG National In-School Curriculum, consisting of 87 competency-based modules, provides 870 hours of classroom instruction for those students that stay for the four years of a Multi-Year Program.
- The JAG Program services also include a capstone 12-month follow-up period during which Specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for students after graduation.
- Specialists assist graduates in the exploration of postsecondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Specialists track the labor market and schooling/training activities of these JAG participants on a monthly basis.
- Specialists are expected to maintain contact with students that are not able to stay enrolled in the Multi-Year Program to determine if they graduated from high school. In addition, it is of value to determine their plans to seek employment and/or pursue a postsecondary education.

### **Outcome Goals**

JAG Specialists are held accountable for the following process and performance outcomes:

- 90 percent GED and/or high school graduation rate
- 80 percent experiencing a positive outcome, including: employment, postsecondary education enrollment, or military
- 60 percent employed in a job in the public or private sectors
- 60 percent employed in a full-time job
- 80 percent in a full-time placement, including: full-time job; full-time postsecondary enrollment; or, a combination of work and school
- 80 percent improvement in attendance rate
- 80 percent improvement in self-esteem index
- 80 percent improvement in GPA
- 90 percent participation in JAG Career Association meetings and activities
- 80 percent increase using pre- and post-test knowledge assessment
- 90 percent participation in service learning projects
- 80 percent decline in discipline referrals
- Students are selected with no less than a 5.0 average number of barriers
- 90 percent of participants with reduction in one or more barriers
- Average number of contact hours per participant: 120 contact hours
- Average number of JAG competencies attained: 60 over a four-year period
- 100 percent of participants are being tracked accurately and in a timely manner using the Electronic National Data Management System (e-NDMS)
- 5 percent or less of graduates in the unable to contact rate category
- 30 percent pursuit of a postsecondary education

Business partners would be expected to offer work for our students that they could perform during the school year by possibly working a 4-hour shift every day and getting paid \$10.00 per hour or more. We would also expect the business partners to hire our students during the summer for \$10.00 per hour or more. Both business partners and our pre-apprenticeship coordinator would supervise the summer work experience. After supervising the summer work experience, our pre-apprenticeship coordinator would

know what skills our students need to improve upon. We could then focus on those skills during our classroom instruction time.

Our expectation is that upon graduation from high school our students would be hired at these businesses at a sustainable living wage with opportunities for advancement.

**FUNDING:** The school district has applied for grant funds through the Division of Workforce Development to approve this for \$111,500. If denied through DWD, the school district will then apply for \$30,000 through the JAG program.

If not fully funded the district could reduce the proposed budget amount.

**RECOMMENDATION:** Approve the Pre Apprenticeship Program through the Division of Workforce Development or through Jobs for America's Graduates.

**RESPONSIBLE PERSONS:** Matt Davis

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_  
For the purpose of submitting report

# MEMORANDUM OF UNDERSTANDING

\_\_\_\_\_ SCHOOL DISTRICT and

## Jobs for America's Graduates – Missouri, Inc.

**WHEREAS**, this Memorandum of Understanding, entered into between Jobs for America's Graduates – Missouri (JAG-Missouri) and \_\_\_\_\_ School District outlines the elements of a partnership to successfully implement and sustain JAG-Missouri Multi-Year Dropout Prevention Programs.

**WHEREAS**, JAG-Missouri is financed using federal Community Development Block Grant funds, corporate and foundation contributions, state funds and participating school funds and/or in-kind contributions. JAG-Missouri creates business, industry and education partnerships committed to achieve the mission of JAG to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve (12) months of follow-up services by the JAG Specialist. In the follow-up period, JAG participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance career entry and advancement.

**WHEREAS**, the JAG-Missouri Program is based on the JAG Model, the Multi-Year Dropout Prevention Program Application serves high school students during one or more years in high school (9<sup>th</sup> through 12<sup>th</sup> grades) and for an additional twelve (12) months of post-graduation follow-up services.

**WHEREAS**, the five (5) primary performance goals of the JAG Model in serving students are results-oriented and measurable at the conclusion of the 12-month follow-up period:

- a 90% graduation/GED rate;
- an 80% overall success rate at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;
- 60% of graduates are employed;
- 60% of employed graduates are in full-time jobs leading to careers; and
- 80% of the graduates are employed full-time and/or are combining work and school.

The goals are measurable in grades 9-12:

- daily recording of information and data using e-NDMS to assure accuracy;
- reduction in the number of absences compared to prior year;
- improvement in GPA compared to prior year;
- reduction in the number of suspensions and expulsions compared to prior year;
- reduction in disciplinary actions;
- participation in the student-led Career Association;
- achieve gain scores in comparing JAG knowledge pre-tests and post-tests;
- involvement in no less than ten (10) hours of community service per month;
- enrollment in summer school to overcome any deficiencies;
- a return to school rate of 80% (as measured in September of each year);
- reduction in the number of barriers while enrolled in the Multi-Year Program;
- achieve the minimal number of contact hours per school year; and,
- satisfactory scores on any high stakes tests.

**WHEREAS**, the Electronic National Data Management System (e-NDMS) provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's National Accreditation Process. JAG-State Organizations and JAG-Local Affiliates must receive standard accreditation to remain in good standing. It is understood that JAG may conduct a pre-accreditation visit prior to the actual accreditation to assist with an informal analysis of progress. The formal Accreditation visit may be at the end of the first year and again in the third year of operation before performance goals are achieved.

**WHEREAS**, the partners are totally committed to providing world-class school-to-career and/or dropout prevention programs, a process of continuous improvement will be implemented and maintained throughout the existence of the JAG-Missouri accredited program.

**WHEREAS**, the responsibilities of the state organization, JAG-Missouri, include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited Multi-Year Dropout Prevention Program at the high school through a mutually beneficial partnership between JAG-Missouri and the school district and high school committed to achieving the performance goals previously stated.
2. Maintain an active, involved oversight body to provide leadership in the implementation, operation, accountability, and continuous improvement of programs which satisfy the JAG accreditation standards.
3. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the JAG Program Model.
4. Provide technical assistance and training to the JAG Specialist and other key staff of the participating school on the successful implementation and operation of a JAG accredited program. Initially and as needed, training and supports will be provided in partnership with the JAG National Organization.
5. Provide access to electronic JAG Model Books (including a SPECIALIST HANDBOOK, CAREER ASSOCIATION HANDBOOK, and NATIONAL CURRICULUM MODULES) and other program materials, publications and national communications to the participating school.
6. Provide staff development experiences for the JAG Specialist to assure understanding of the JAG Model Multi-Year Program Application. Share best practices through planned local and state staff development activities and by attending the annual JAG National Training Seminar and Pre-NTS Workshops held annually in July.
7. Provide staff support and conduct periodic school quality assurance reviews and consulting visits to give encouragement, support, and feedback to the Specialist. Provide a periodic review of documentation required of a JAG accredited program committed to tracking students, services, and outcomes throughout one to four years and 12-month follow-up period. JAG will conduct a site review and prepare an accreditation report for review by the JAG-Missouri oversight body, funding sources, management team and participating schools and Specialists.

8. Sponsor the annual JAG-Missouri State Career Development Conference, utilizing input from students, Specialists and members of the JAG-Missouri oversight body.
9. Conduct periodic school visits and reviews and assist JAG in its accreditation process to ensure conformity with the performance standards as promulgated by JAG-Missouri and JAG.
10. Provide a level of financial support to the local school district for the quality implementation and delivery of the JAG Model.

**WHEREAS**, the responsibilities of \_\_\_\_\_ School District and \_\_\_\_\_ High School include:

1. Employ a full-time, mutually acceptable, certified teacher qualified to fulfill the responsibilities of the JAG Specialist. The JAG Specialist takes personal responsibility for students with a goal of no less than 35 and no more than 45 students who are most at-risk of leaving school before graduation and/or becoming unemployed or underemployed after graduation.
2. Provide any funding and support necessary to make this program successful. Provide direct or in-kind contributions such as contribute support services including the use of appropriate classroom space, furnished office space, computer with internet connectivity, utilities, telephone, fax machine, printer, copier, etc.
3. Provide the JAG Model Program in a regularly scheduled class or classes for credit. Follow-up services will be provided each graduate including employer marketing, job development and placement services for twelve (12) months post-graduation. Non-graduates will receive follow-up services that will result in completion of requirements for a high school diploma or a GED certificate.
4. Establish an in-school Advisory Committee to assist the JAG Specialist in recruiting, screening and selecting students most in need of services delivered in Multi-Year Dropout Prevention Programs and provide on-going support for students and the JAG-Missouri program.

At a minimum, the committee will include one representative from administration, counseling staff, the faculty and the JAG Specialist. The Advisory Committee and Specialist are mutually responsible for recruiting, screening and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.

5. Provide scheduled time access to students during the school year as well as cumulative records for the purpose of identifying, screening, selecting and enrolling qualified students in the JAG Model accredited program.
6. Provide for the scheduling of students and adequate contact time.

7. Provide classroom space for specialist-led competency-based instruction and appropriate facilities for the student-led Career Association activities. The school will also provide the use of other school facilities and equipment necessary to deliver the services of a JAG Model accredited program.
8. Provide for the coordination of the JAG-Missouri program and Career Association with other school programs and services where appropriate.
9. Enable students to attend statewide Leadership and Career Development Conferences held in the State of Missouri and provide transportation for students to attend these events.
10. Provide academic credit toward graduation to those students who successfully complete the JAG program that includes no less than nine (9) months of in-school and twelve (12) months of follow-up services. The Multi-Year Dropout Prevention Program may serve students in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades plus 12 months of follow-up services.
11. Support JAG-Missouri's efforts to involve parents, family, employers, and community to meet the needs of JAG-Missouri students that will keep them in school through graduation and ensure full cooperation and participation during the post-graduation follow-up period.
12. Work with JAG-Missouri to provide performance evaluations of the Specialist and assistance to achieve full compliance to the JAG Program Model standards.
13. Provide **mandatory** release time for the JAG Specialist to perform mandatory off campus employer marketing, job development, and placement responsibilities. Active face-to-face contacts with employers are essential to a successful Multi-Year Dropout Prevention Programs. The school will also facilitate attendance at mandatory staff meetings, the annual JAG National Training Seminar and Pre-NTS Workshops and the National Student Leadership Conference. Make transportation available (or reimbursement for travel) to the Specialist for mandatory attendance at staff meetings, training and off-campus employer marketing, job development and placement activities.
14. Provide adequate school-based supervision to ensure that the JAG Specialist fulfills the responsibilities of this Memorandum of Understanding and achieves the performance standards of the JAG Program Model and requirements of any funding sources.
15. Provide feedback to JAG-Missouri that will result in the continuous improvement of the program to maintain accreditation by Jobs for America's Graduates.



**WHEREAS**, the responsibilities of **Jobs for America's Graduates (JAG)** include:

1. Provide technical assistance and training to the JAG State Director upon request.
2. Provide full access to copyrighted JAG model books and curriculum modules, operational guides, administrative manuals, Electronic National Data Management System (e-NDMS), etc. Network members can access electronic files of all JAG documents through the Private Documentation System behind the firewall at the JAG web site— [www.jag.org](http://www.jag.org).
3. Provide JAG Specialists with staff development opportunities through attendance at the annual JAG National Training Seminar and Pre-NTS Workshops at a reasonable registration fee.
4. Assist the JAG-Missouri management team and JAG Specialists with full implementation of JAG's Electronic National Data Management System (e-NDMS) designed to track students, services and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. JAG-State Organizations and JAG-Local Affiliates have access to the Electronic National Database that produces management information for decision-making and program and staff evaluation purposes.
5. Conduct accreditation of the JAG-Missouri State Organization to ensure conformity with process and performance standards as promulgated by JAG.
6. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

## PARTNERSHIP COMMITMENT

This Memorandum of Understanding is for the 2019-20 school year.

The partners mutually agree that the JAG Model program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, JAG-Missouri, and Jobs for America's Graduates.

It is a mutually agreed that efforts will be made to continue the JAG accredited program in subsequent school years based on:

- the availability of funding
- an adequate number of students to make the program cost-effective
- attainment of JAG Model performance goals
- mutual satisfaction with the program based on this Memorandum of Understanding.

In agreement with the provisions of the Memorandum of Understanding, the partners affix their signatures in the spaces provided.

\_\_\_\_\_ **School District**

\_\_\_\_\_  
Superintendent

Date \_\_\_\_\_

\_\_\_\_\_ **High School**

\_\_\_\_\_  
Principal

Date \_\_\_\_\_

**JAG-Missouri**

\_\_\_\_\_  
Representative

Date \_\_\_\_\_