

JAG



National Accreditation Report

for

Jobs for Montana's Graduates

Prepared by

Jobs for America's Graduates

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Overview

The purpose of the National Accreditation Process is to evaluate a state's progress in implementing and/or maintaining the JAG Model. The Comprehensive Site Review is the initial step in the National Accreditation Process that concludes with the awarding of standard, provisional or probationary accreditation.

A. Overview

This site review achieves the following objectives:

1. Determines the extent to which the JAG Model has been fully implemented with whatever applications are being used.
2. Determines the extent to which JAG's stated performance standards are being achieved.
3. Determines how efficiently and effectively the organization is serving its internal and external customers.
4. Determines the program's success in managing its internal and external image so that the program satisfies the needs of all stakeholders—students, parents, school administrators, teachers, employers, community leaders, staff, government agencies, and funding sources.
5. Determines in the accuracy and completeness of the information reported through the JAG National Data Management System (e-NDMS).
6. Provides feedback relative to the JAG Model for the purpose of continuous improvement.

Comments and Observations:

- The Program Management staff is committed to providing the best JAG services possible, and is also looking at strategic enhancements for future JAG programming.
- The Montana Career Association is well executed at the state and local levels; the State Career Development Conference is excellent and serves as a focus of the local Career Association chapters.
- Even though they are school employees, the JMG Specialists are committed to the JAG Model, and provide exceptional classroom instruction
- Even though the partnering school districts receive a relatively small amount of funding for implementing a JAG program at their schools, they appear to be complying with the basic provisions spelled forth in their respective MOUs to comply with the basic provisions of the JAG Model.

Site Review

Site Review Dates: May 5–8, 2015

Site Reviewers: John McConnell, Chris Canaova, Jean McLaurine, & Dr. Julie Ray

Accreditation Report Analyst: Jim Koeninger, Ph.D., Executive Vice President
Jobs for America's Graduates

B. Affiliate Information

Year Affiliated: 1990

CSA Representative: Erica Swanson, JMG Director

Oversight Body Chairman: Dave Crum, Montana State Workforce Board Chair

Number of Statewide Board Members: 42

State Sponsorship of the Jobs for Graduates Program: Montana State Workforce Investment Board

C. Program Demographics

1. Number of Schools and Students Served:

Program Application	#	%
Senior	8	15%
Multi-Year	28	54%
Dropout Recovery	1	2%
Middle School	14	27%
Alternative Ed	1	2%
Totals	52	100%

2. Number of Students Served:

Students Served	#	%
Class of <u>2015</u>	1,010	
Class of 2014 Follow-up	358	
Out of School Active	12	
Total	1,380	

Total Students Served: 1,380

3. Number of Communities Served: 40

4. Revenue (2013-2014):

Revenue	\$	%
State Appropriation:		
-Operating Budget	\$502,432	74.5%
-Grants	\$172,000	25.5%
Total Budget	\$674,432	

5. Cost per Participant (2013-2014): \$ 649

6. Number of Personnel:

Staff	#	%
Management	4	8%
Specialists	45	92%
Total	49	100%

7. Persons Interviewed:

Management Team

- Erica Swanson, Director
- Elle Arredondo, Program Manager
- James Benjamin, Program Manager
- John Danielson, Program Manager

Specialists and Schools

- Rodney Head, Whitehall MS &HS
- Jim Tweet, Belgrade MS
- Mark Rochin, Polson HS
- Laura McCrohan, Libby Central Pride HS
- Jill Page, Glasgow High School
- Janice Rorvik, Nashua High School
- Tedi Bishop, Dutton-Brady Middle School
- Todd Bishop, Dutton-Brady High School
- Yenta Jacques, Paris-Gibson Alternative Ctr

Principals and Schools

- Mr. McLean, Whitehall HS
- Gary Kidd, Belgrade MS (Assistant)
- Rex Weltz, Polson HS
- Craig Barringer, Libby Central Pride HS
- Tim Dolphay, Dutton-Brady High School
- Drew Uecker, Paris-Gibson Alternative Ctr
- Shawnda Zaharra-Harris, Glasgow HS
- Jennifer Cunningham, Nashua HS

Counselors

- Emily Johnson, Polson HS
- Linda Sutton, Glasgow HS

Students Interviewed

- Curtis Flood, Whitehall HS
- Joe Reed, Whitehall HS
- Colton Noyes, Whitehall HS
- Rachel Schneider, Belgrade MS
- Chase Mack, Belgrade MS
- Chase Maloney, Belgrade MS
- 4th Period class, Belgrade MS
- Conor Hubbard, Polson HS
- Machaela Roberts, Polson HS

- Aria Johnson, Dutton-Brady Middle School
- Amber Suek, Dutton-Brady Middle School
- Molly Wahl, Dutton-Brady Middle School
- 5th period class, Dutton-Brady Middle School
- I Darci Shipman, Glasgow HS
- Jake Page, Glasgow HS
- Dalton Kautz, Nashua HS
- Nolan Vista, Nashua HS
- Joe Dunning, Nashua HS
- Taylor Padden, Nashua HS
- Chance Cook, Paris-Gibson Educational Ctr
- Katie Dowell, Paris-Gibson Educational Ctr
- Aneesa Gerth, Paris-Gibson Educational Ctr
- Nicki Garon, Paris-Gibson Educational Ctr
- Veronica Truslow, Paris-Gibson Educational Ctr
- Calley Smithson, Paris-Gibson Educational Ctr
- Nick Clark, Paris-Gibson Educational Ctr

Others:

- Sara Hickok, Advisory Committee, Belgrade MS
- Tammy Kelley, Advisory Committee, Polson HS
- Todd Berget, Advisory Committee, Libby Central Pride HS
- DK Brooks, Dutton-Brady Superintendent

D. Program Outcomes

Performance Goals	JAG Standard	2012	2013	2014
Graduation	90%	97.85%	98.04%	96.37%
Positive Outcomes 80%	80%	95.60%	89.74%	91.59%
Employment 60%	60%	81.87%	77.49%	62.03%
Full-time Jobs 60%	60%	75.50%	77.94%	81.78%
Full-time Placement	80%	93.96%	95.96%	95.79%
Further Education	N/A	38.46%	43.59%	53.04%
Average Wage	N/A			
Performance Standards Achieved (5 Max)		5	5	5

E. Outstanding Performance and Outcomes

The outstanding performance and outcomes include:

1. Jobs for Montana's Graduates has very strong support from the state – from the Governor (who serves on the JAG Board of Trustees) as well as the state Department of Industry and Labor.
2. The graduation rate for the past three program years is exemplary.
3. Student representatives are sent to the JAG National Student Leadership Academy annually.

F. Major Areas of Noncompliance-None

G. Minor Areas of Non-Compliance

- 1. Model Component #5—Student Load**
 - The average roster size is below the JAG standard of 35-45 students.
- 2. Model Component #7—Competency Attainment**
 - Contact Hours are below the JAG standard for in-school programs.
 - Classroom contact hours and services are not properly documented or tracked.
- 3. Model Component #8—Employer Marketing and Job Development**
 - There is no employer marketing and job development plan at the school level.
- 4. Model Component #9 – Follow-Up**
 - Specialists have incomplete tracking data in the JAG e-NDMS.

H. Program Enhancements

1. The JMG management staff has added enrichment material to the JAG curriculum which Specialists find very useful in enhancing JAG Model training.
2. Vibrant, active Career Association chapters. Particularly of interest is the high level of participant activity at the Middle School level, especially community service projects.
3. A statewide Fall Leadership Development Conference was held in the fall.

I. JAG Model Observations and Suggestions

- 1. Model Component #1—Oversight Board**

Observations: The oversight Board is the state Workforce Investment Board. One of the JAG Program Managers represents JMG on the Youth Council. The JMG program has the full backing and support of the Montana Department of Labor & Industry.
- 2. Model Component #2—Program Management**

Observations: There are three Program Managers who provide support to the Specialists, who are certified teachers and employees of their respective school district. The logistics of

visiting the schools on a regular basis provides quite a challenge, due to the distance to travel, as 2 of the 3 Managers are located in Helena.

In-house, statewide JMG staff training occurs twice per year – July and February. Individual training is conducted as needed via telephone conversations. The program managers are to visit each of their respective school sites at least twice per year. The Specialists stated that they have the support they need to do their jobs.

Specialists are selected to attend the JAG National Training Seminar each July.

Recommendations:

Consider using a Webinar for monthly Staff conference calls. This will allow the Program Managers to record the session and then make it available for viewing for those who could not join the webinar live.

3. Model Component #3—Program Staff

Observations: Participating school districts must apply each year to have a JAG program, and those selected will receive \$3,000 per site from Jobs for Montana’s Graduates to help cover the costs of implementing the program. The majority of the Specialists also teach other subjects during the course of the day, with JAG being one of their assigned classes/duties. The vast majority of these Specialists are on a 9-month contract with their respective school districts.

In order to serve enough student participants, a few Specialists have both a Multi-Year and Middle School roster. In each of these cases, the two schools are either adjacent to each other, or physically located in the same building.

Recommendation:

Re-evaluate the Memorandum of Understanding between the school districts and JMG. Consider adding the requirement that the Specialist be compensated for an additional month to their contract to allow for summer follow-up services, summer connecting activities, and employer marketing/ and job development.

Another strategy would be to contract with fewer school districts and increasing the amount allotted to each school district to help insure that the Specialists are employed during the summer and the full JAG Model is delivered.

4. Model Component #4—Student Selection

Observations:

The statewide average participant Barrier count (4.6) is less than the JAG standard of 5 per participant. This is due to the limited pool of available students for the program, given the small sizes of the schools that were visited. Some schools are so small that all students (or seniors) in the school are assigned to be in the JAG program. In many of the schools, the JAG program is one of the few electives available.

The Advisory Committees were present in each school and signed the rosters. Each committee member interviewed spoke of the value that the JMG program brings to the students. The advisory committees of all schools included a principal and guidance counselor, and a number of other academic and vocational staff members.

File reviews of student files found all required documents, and those needing signature (Student-Parent Commitment) were signed by all parties.

Recommendations:

Re-visit in the staff training the definitions of the list of barriers available so that the Specialists can capture each participant's applicable barriers.

5. Model Component #5—Student Load

Observations:

The overall average roster size for the 2014-15 roster year was 19.4.

Observations: Because the JMG Specialists are responsible for teaching other subjects, they are limited in the number of class periods available to serve more JAG participants.

Recommendations: Again, the additional duties of the JMG Specialists inhibit the ability to serve full rosters. Wherever possible, Management should work with the school district to investigate strategies to serve more participants.

6. Model Component #6—Career Association

Observations: The consensus of the reviewers was that the Career Association chapters are the strength of the programs. The chapters are very active. The level of involvement with the Middle School chapters is noteworthy; particularly in the area of community service projects.

There are two statewide events, the State Leadership Conference held in the fall, and the Career Development Conference held in April.

Jobs for Montana's Graduates had a number of students who attended the National Student Leadership Academy in Washington, D.C.

While all sites visited had active Career Associations, only one chapter had a written plan of work.

Recommendation:

The Specialists need to incorporate a Plan of Work for CA activities. It is recommended that the Plan of Work be posted and used as a working document for the school year. Officers should provide updates in chapter meetings as activities are solidified throughout the year.

7. Model Component #7—Competency Attainment

Observations:

The interaction in the JAG classroom is one of the strengths of the program. The supplemental curriculum created by the JMG Specialists is a good complement to the JAG curriculum. Generally speaking, however, the Specialists are not keeping current with the data entry of daily Model Service activities. When asked, most Specialists state that they update the system once a week. This lag time in entering Model Service data is currently being reflected in the number of contact hours, which as of May 20 is an average of 74 hours per participant.

Recommendation:

Review the JAG expectation of daily entry of data with the Specialists. There are some extenuating circumstances for some of the very rural programs, which are discussed in more detail under Model Component #10.

8. Model Component #8—Employer Marketing and Job Development

Observations: While it was apparent that all of the Specialists have made their respective JMG program a known entity in their local community, there were no Employer Marketing and Job Development Plans to review.

Recommendation: Review with the Specialists the JAG expectation to create and maintain an employer marketing and job development plan.

9. Model Component #9 - Follow-Up Services

Observations: Based on the data in the JAG e-NDMS, the JMG Specialists are providing follow-up services to the Class of 2014 on a quarterly basis. When asked about this, the response is that quarterly follow-ups are the expectation from JMG program management.

Recommendations: The JAG expectation is that monthly follow-up services shall be delivered to all participants from the Class of 2014; at the very least, there should be follow-up contacts for the 10 months that they are in the schools.

10. Model Component #10—National Data Base Participation

Observations: Specialists are not entering the data on a daily basis, as is the JAG standard. When discussed with the Program Managers, it was learned by the reviewers that many of the rural schools have extremely limited internet availability (i.e., 56k dial up connection), and daily data entry can be burdensome due to system timeouts and long uploading times

Managers do monitor data on a continual basis, however, and are proficient with the e-NDMS to provide the necessary support to the Specialists. Specialists, as a rule, enter all required data in e-NDMS and generate their reports. For those Specialists that do not have adequate internet service, their model services are emailed to a program manager who enters the daily information for the Specialist.

Recommendation: Management needs to insure all Specialists who do have adequate internet service that they are making the effort to enter in their data on a daily basis.

J. National Accreditation Status

Submission of an approved Action Plan and JAG-Montana will be awarded **Standard Accreditation** by Jobs for America's Graduates, Inc. The Action Plan should respond to the observations and recommendations contained in the Accreditation Report.

It is recommended that JAG-Montana continue to take full advantage of the following services:

1. JAG National Staff • Alexandria (VA), Southlake (TX), and Senior Consultants
2. JAG Model Books • Operational Handbooks
3. JAG Curriculum Modules • High School and Middle School
4. JAG Publications • Brochures, Crossroads and Annual Report
5. JAG National Electronic Data Management System (and database)
6. Management Development Institutes I and II

7. Annual National Training Seminar and Pre-NTS Certification Workshops
8. Annual National Leadership Awards events and Thought Leader Events
9. National Student Leadership Academy (NSLA)
10. JAG Site Review and Accreditation Process
11. JAG Research Studies and National Network Summary Reports
12. Destination Validation Surveys • Employers and Postsecondary Enrollment
13. JAG National Task Forces • Leadership and Membership Roles
14. Public Service Announcements and Other Promotional/Informational Materials
15. JAG DVDs/Videos and PowerPoint Presentations.
16. 360° Assessments • State and Local Management Team Members
17. Recognition at National Meetings • Results-based Awards System
18. Access to JAG Web Site at www.jag.org
19. Access to accreditation workshops, train-the-trainer workshops, and other network wide training opportunities, i.e., Pre-NTS Professional Development Workshops and National Training Seminar.
20. Resource Development, Fundraising, and Legislative Consulting Support

K. Action Plan

The Action Plan should be submitted on or before December 21, 2015. For clarification on observations or recommendations, please send written requests to:

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