



CAREER SPECIALIST TRAINING MANUAL

AUGUST 2016

STUDENT VOICE INNOVATE MOBILIZE EMPOWER CONNECT



Montana Department of
LABOR & INDUSTRY



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LABOR & INDUSTRY

JMG.MT.GOV

P.O. Box 1728

Helena, MT 59624-1728

(406) 444-0978

Fax: (406) 444-3037

JMG@mt.gov

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OFFICE OF THE GOVERNOR
STATE OF MONTANA

STEVE BULLOCK
GOVERNOR



MIKE COONEY
LT. GOVERNOR

July 6, 2016

Montana's workforce is built on the skills and successes of our education system. Jobs for Montana's Graduates (JMG) is a vital program for students throughout the state who take the initiative to better themselves and their communities by participating in this nationally recognized program during school.

As schools open their doors across the state this fall, we will see another group of graduates take the next steps in their lives, whether it is joining the workforce soon after receiving their diploma or pursuing post-secondary education.

For over twenty-five years, JMG has been providing students the pathway to stay in school, graduate and successfully transition after graduation into employment, post-secondary education, apprenticeship opportunities or military service.

By connecting your students with their communities, you are teaching the lessons your students will need to join Montana's workforce after they graduate. Upon completing JMG, your students will join the 17,000 JMG graduates before them in urban and rural communities across the state who achieved their education and career training goals.

Now is a good time for our students to be learning these important employment skills. The workforce in Montana is changing rapidly and we must continue building on the great work accomplished by past generations.

Our workforce has continued to grow over recent years and Montana is seeing new opportunities for our graduates to lead our state's economy into the next decade and beyond. What they will learn from you and other Career Specialists are the building blocks for future success, not only as members of the labor force, but as leaders and entrepreneurs.

By making the choice to join fellow teachers as a Jobs for Montana's Graduates professional, you are molding the future of Montana's workforce through your wisdom and experience. Thank you for continuing to make our state great and I look forward to meeting you at a future Jobs for Montana's Graduates event.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Bullock".

STEVE BULLOCK
Governor

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**PART ONE
TEAM**

STUDENT VOICE INNOVATE MOBILIZE EMPOWER CONNECT

SECTION 1.1

Introduction

A team is a group of people who work together toward a common goal. A team has a leader, although the leader is not always the same one person. Each person on a team has a significant role and ***each contribution to the common goal is what can lead to success or failure.*** An effective team has loyalty, commitment, and mutual understanding.

What separates Jobs for Montana's Graduates from other business classes is the intentional connection and collaboration between team members.

No one person or entity is valued above others; all have fair consideration. We strive to nurture individuality, while growing together to build lasting quality relationships.

Jobs for Montana's Graduates (JMG) is a student-focused class in school where students voice their interests, participate in formation of classroom rules and setting expectations, state ideas for topics to explore and take the lead on project development, planning, preparation, coordination, and reflection. JMG is the only place for most students to experience a level playing field, or establish common ground with students outside of their socio-economic, demographic, or cultural group. It's a safe space for students to take control of their own learning and take control of their path to success.

The JMG Student is the student in your school who has the greatest potential of getting the most out of the JMG experience. JMG is for every student, but due to limits in class size, special attention should be given to those students with barriers to graduation. Especially the student who goes unnoticed. As a Career Specialist, it is your responsibility to build your roster according to the needs of the students in your school.

ADVISORY COMMITTEE

JAG promotes having an advisory committee to aid with the selection process, because in some cases, a Career Specialist's broad reach cannot cover everyone. An in-school Advisory Committee shall be established at the launch of the JMG program to accept responsibility for screening, selecting, and supporting students recruited for JMG. The purpose of the advisory committee is to assist the Career Specialist in recruitment and selection of JMG class, promote a positive perception of JMG in the school, and to provide support to the Career Specialist.

Typically the in-school Advisory Committee consists of school counselors, faculty, school leaders, activities director, and/or colleagues who can reinforce Career Specialists' efforts to meet and exceed performance standards and expectations.

The students who participate in JMG will depend on the advisory committee's selection of students, in conjunction with the needs of your students, school, families, and community.

STUDENT SELECTION – MODEL COMPONENT #4

Program participants shall be targeted based on barriers to graduation and/or transition into the workforce or enrollment in postsecondary education, training, or military. Selecting the highest need students, while paying close attention to class size is critical to successful delivery of quality services and achieving performance goals.

If necessary, specialists may interview prospects recommended by the Advisory Committee to determine student level of interest and commitment to JMG. Eligible program candidates are those that are willing and able to receive program services.

JAG BARRIERS

ACADEMIC BARRIERS

- A.1. One or More Modal Grades Behind Peers** - Participant has repeated a year or more of school, putting him/her one or more years behind his/her peers.
- A.2. Has Repeated a Grade in High School**
- A.3. Low Academic Performance** - A GPA of C (2.0 out of 4.0) or below or basic skills in the bottom quartile of the class. Some states use a different GPA system and should adapt this barrier to their state.
- A.4. Basic Skills Deficient** (Reading and Math in particular) - Performing in the bottom quartile of the class in basic skill areas as measured by standardized testing.
- A.5. Limited English Proficiency** - English as a Second Language (ESL) also called English Language Learners (ELL).
- A.6. Did Not Pass State Proficiency Exam** - Most states have a high-stakes exam which requires passage to be eligible for a high school diploma. Identify the portion of the test that must be passed.
- A.7. A Past Record of Excessive Absences as Verified by School Officials** - Documentation must be provided as to the number of times the student has been absent during the prior school year. The state or school district must define what is “excessive.”
- A.8. Has Been Suspended, Expelled or Put on Probation during High School** - Verified by examining school disciplinary records.
- A.9. Has Dropped Out of School Previously** - Identify last high school attended and last grade level completed.

ENVIRONMENTAL BARRIERS

- E.1. Family Environment is Not Conducive to Education or Career Goals** - Verified through conversation with the participant.
- E.2. Mother did not Graduate from High School**
- E.3. Father did not Graduate from High School**
- E.4. Mother does not Work**
- E.5. Father does not Work**
- E.6. Is Pregnant**
- E.7. Has Dependent Child(ren) in the Home** - This applies to the participant’s children or younger siblings that the participant may be raising while residing in the same home.
- E.8. Is Parenting** - This barrier is claimed when the participant is a parent, but children are not living with the participant.
- E.9. Has Documented Alcohol and/or other Substance Abuse** - Due to confidentiality laws, this information may be difficult to verify. The participant may share information about the abuse.
- E.10. Convicted of a Criminal Offense other than a Traffic Violation** - If available, determine the type of offense, jurisdiction, and the date.
- E.11. Has a Record of Violent Behavior** - This should be verified by checking school disciplinary records.
- E.12. Homeless** - Determine if the participant is living in a homeless shelter, “couch surfing”, or living on the streets.
- E.13. Runaway**
- E.14. Requires Child Care during Work or School**
- E.15. Needs Transportation to and from Work or School**
- E.16. Foster Care**
- E.17. Child of Incarcerated Parent**
- E.18. Child of Migrant Worker**

PHYSICAL AND PSYCHOLOGICAL BARRIERS

P.1. Special Education Certified

P.2. Lacks Motivation or Maturity to Pursue Education or Career Goals - A participant that lacks direction, has no goals, and/or has demonstrated a pattern of not following through with plans and goals. Advisory committee members, counselors, or parents could assist in validating.

P.3. Emotional Disorder which Impairs Education or Career Goals - This includes documented emotional disorders such as depression, manic depression, bipolar disorders, eating disorders, previous suicide attempts, etc. Participant may or may not have received treatment for the disorder.

P.4. Has a Disability - This includes documented physical disabilities, such as multiple sclerosis, cystic fibrosis, chronic diabetes, or any congenital birth defect. Also applies to those students with spinal cord injuries, brain injuries, etc. Does not apply to asthma, allergies, acne, etc. Specify the disability.

P.5. Health Problems which Impair Education or Career Goals - This barrier may include chronic, recurrent infections.

WORK RELATED BARRIERS

W.1. Is an Economically Disadvantaged Student as Defined by Public Assistance, TANF, or Free Lunch - Verify through the school cafeteria, by examining food stamp booklets or other documentation.

W.2. Having Inadequate or No Work Experience - Participant has not worked more than three consecutive months for the same employer during the past two years.

W.3. Lacks Marketable Occupational Skills that are in Demand in the Local Labor Market - This applies to participants who are basic skills deficient, who lack initiative and work skills, or who have never worked.

HIDDEN BARRIERS

OTHER

O.1. Other - This includes what represents a significant barrier to success and has not been noted above.

THE CAREER SPECIALIST

JAG's Model Component #3 is Program Staff: Career Specialists. We wouldn't be Jobs for Montana's Graduates without Career Specialists. It is a title not to be taken lightly. Being part of something as meaningful as JMG will change your career, life, and hopefully set the standards of excellence for your school. Our shared successes are completely 110% reliant on the investments made by our Career Specialists.

Who was your favorite teacher in school?

Take a moment to reflect on the reasons why he or she was your favorite teacher.

Everybody seems to have at least one favorite teacher; and most often, it is the one who took the time to make the connection with you. Do you want to be someone's favorite teacher?

JMG can provide the perfect opportunity to become someone's favorite teacher.

The Career Specialist selected to teach JMG is a conduit of hope. The Career Specialist is in the role to facilitate, advise, guide, and assist students with navigating the challenging life phase that is being a teenager.

Qualities we look for in a Career Specialist:

- High integrity and professionalism
- Open to feedback and being accountable
- Empathetic toward youth
- Organized and flexible
- Patient and persistent
- Private sector work experience
- Sets and achieves high standards
- Sets a good example for youth
- Has good follow-through

Be true to yourself. Honor your needs and create respectable boundaries. Being human means making mistakes, trying and failing, as well as succeeding. Let your students know you as a human being. Smile often, praise frequently, use humor, and be flexible.

THE TOP 5 QUALITIES OF SUCCESSFUL ROLE MODELS

According to Marilyn Price-Mitchell (Five Qualities that Matter to Teens What is a Role Model? Roots of Action. Retrieved from www.rootsofaction.com/what-is-a-role-model-five-qualities-that-matter-for-role-models) “Role models come into young people’s lives in a variety of ways. They are educators, civic leaders, mothers, fathers, clergy, peers, and ordinary people encountered in everyday life.”

In fact, in this study, students were quick to state that a “true role model is not the person with the best job title, the most responsibility, or the greatest fame to his or her name.” Anyone can inspire a child to achieve their potential in life. She goes on to list the following traits to explain what students value in role models:

Passion and ability to inspire

Role models show passion for their work and have the capacity to infect others with their passion. Speaking of several of his teachers, one student said, “They’re so dedicated to teaching students and helping students and empowering students.”

Clear set of values

Role models live their values. Young people admire others who act in ways that support their beliefs. It helps young people understand how their values are part of who they are and how they might seek fulfilling roles as adults. Role models demonstrate the underlying values that motivate them.

Commitment to community

Role models are other-focused as opposed to self-focused. They are usually active in their communities, freely giving of their time and talents to benefit others, and are not afraid of “sharing the wealth.” Role models understand the personal gain in sharing, contributing and supporting the successes of their communities.

Selflessness and acceptance of others

Related to the idea that role models are committed to their communities is their selflessness and acceptance of others who were different from them. It’s important not to focus on social barriers, but rather focus on needs and identifying solutions. Service is a lifestyle.

Ability to overcome obstacles

As Booker T. Washington once said, “Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome.” Young people echo this sentiment, showing how they develop the skills and abilities of initiative when they learn to overcome obstacles. They admire people who show them that success is possible. Positive role models play an important role to self-efficacy and learning to believe in one’s self comes from seeing someone one appreciates do it first. (Marilyn Price-Mitchell)

As a Career Specialist, you will be affecting and touching lives, not just teaching. If you touch the life of a student, you will have a student who exceeds the positive expectations you set. We hope that by completing this training, you will be prepared to be an effective, confident Career Specialist.

The JMG Program

GUIDING PRINCIPLES AND VALUES

The foundational components upon which JMG is built are:

- **Student Voice** – Students are the center and focus of our program.
- **Empower** – Career Specialists teach students to believe in themselves.
- **Innovate** – We use innovative tools and materials to accomplish our goals.
- **Mobilize** – We demonstrate what we learn by getting out of the classroom.
- **Connect** – There is a greater impact when we work together.

MISSION

We empower and mobilize young Montanans to achieve economic independence.

We serve students.

Our customers are Montana students. JMG is a place where all students have a level playing field, fair opportunity, and a chance to experience belonging. JMG focuses entirely on preparing young Montanans to be successful.

Career Specialists make it happen.

Our Career Specialists: empower students to demonstrate professionalism; nurture students to become involved in their own growth and learning; and facilitate connecting students to resources, community members and employers.

Develop employability skills for a stronger workforce.

Our 37 core competencies incorporate innovative techniques and instructional methods to help students take control of their learning and path to success. Someday, we all want and need to work. We all have or will have that “first job” experience. JMG students are prepared to maximize their employment opportunities.

Our partnerships stimulate growth.

We are always looking for interested community members and organizations to collaboratively impact student success and engagement in school. We gather and mobilize key leaders, decision makers, and opportunities to promote positive perceptions of students and the successful outcomes that arise from student-led learning.

We share information.

Information sharing is a significant part of being connected to JMG. Information guides our efforts, supports changes we need to make to continue to be relevant, and meets the needs of our customers. Data sheds an honest light on where we need improvement.

VISION

Students are engaged in their own learning and have taken control of their path to success.

- **Students have a voice in the class** to choose and plan projects centered on civic duties, leadership, social responsibility, academic performance, and professionalism.
- **JMG students innovate to collectively decide** how projects, class assignments, and community engagement activities are carried out by electing a governing body, assigning leadership roles, then holding each other accountable.
- **JMG has positively affected over 17,000 students** since inception by providing them with the motivation and skills they need to complete high school and become productive citizens.
- JMG serves approximately 1,000 students throughout Montana each year.
- As an Affiliate of Jobs for America’s Graduates, JMG is recognized as one of the most cost efficient, high performing programs in the country.

Program Management

Program Management Model Component #2 - JAG accredited programs shall be operated according to acceptable management practices and shall recruit and develop state and local staff capable of implementing the JAG Model program. A strategic planning process promotes involvement by stakeholders in determining the direction of the statewide organization. At the state level a Strategic Plan will be developed to include the following planning documents:

- Annual Plan
- Management Plan
- Staff Development Plan
- Employer Marketing and Job Development Plan
- Technology Plan

Program recognition and visibility are crucial to achieving a shared vision and accomplishing the goals of the JAG Model. Press releases about program activities and outstanding individual accomplishments shall be placed in the newspapers, radio, Internet, television, and other appropriate media outlets.

Program Staff

Management team members shall possess unquestionable integrity and professionalism, understand the bottom line, and recognize the value of accountability. Employing strong communication skills to advocate for youth and focusing on solutions in a dynamic organizational structure are key components to a successful team.

Erica Swanson
State Director
(406) 444-0978
ESwanson@mt.gov

Greg Cano
Program Manager
(406) 444-3429
GCano@mt.gov

Kris Delzer
Program Manager
(406) 758-2534
KDelzer2@mt.gov

Randy Holm
WIOA Program Manager
(406) 293-2712 ext. 20
Fax: (406) 293-2979
RHolm@mt.gov

James Benjamin
Program Manager
(406) 444-3354
JBenjamin@mt.gov

John Danielson
Program Manager
(406) 758-6221
Fax: (406) 758-6210
JDanielson@mt.gov

Christopher Facundo
Program Manager
(406) 444-3433
ChrisFacundo@mt.gov

Oversight Board – Model Component #1

The State Workforce Innovation Board (SWIB), previously the State Workforce Investment Board, is responsible for advising the Governor on the creation, implementation, and continuous improvement of a comprehensive statewide workforce development system, designed to train the maximum number of unemployed and underemployed Montanans as possible. **The SWIB is the Oversight Board for JMG.**

The Governor established the SWIB for several purposes:

- To create policy recommendations related to the establishment and maintenance of an efficient, integrated, statewide workforce development system.
- To serve as a focal point for addressing the major workforce development issues of Montana.
- To lead the strategic planning process for an integrated workforce development system, in consultation with local Community Management Teams.
- To create performance standards that identify effective workforce development initiatives.
- To coordinate the state's workforce investment initiatives with the state's economic development plan.

JOBS FOR AMERICA'S GRADUATES (JAG)

Jobs for America's Graduates (JAG) is a cost-effective dropout prevention, school-to-career, and/or dropout recovery solution to serve young people who are greatest at risk of:

- Not staying in school through graduation or completing a High School Equivalency Test (HiSET)
- Not pursuing a postsecondary education and/or
- Not securing a quality entry-level job that leads to career advancement opportunities

Since 1980, Jobs for America's Graduates State Organizations and Local Affiliates have served over 1 million young people with major barriers to success. Historically, JAG is the largest national demonstration of a school-based model for at-risk and disadvantaged youth leading to a high school diploma (or High School Equivalency Test), employment and/or postsecondary education leading to a career. With the emphasis being on employment or employability, the JAG Model has prepared young people with the tools to be contributing citizens to society.

Mission and Vision

JAG seeks to help resolve our country's dropout and transition problems by expanding state organizations and local programs that help young people greatest at-risk overcome barriers to graduation from high school and become college and career ready.

THE JAG MISSION

Establish state organizations committed to implementing the JAG model for both in-school and out-of-school participants.

Essential to the JAG mission is equipping Career Specialists with proven programs and unique services for middle school, high school, and out-of-school youth to stay on track through completion of high school, the high school equivalency, and middle school to pursue a collegiate education and/or advance in their chosen career field.

The JAG National Network Envisions...Making a measurable difference in the outcomes of public education and workforce development systems at the national, state, and local levels. We will strive to increase opportunity and reduce poverty and unemployment by fostering a nation without dropouts. (JAG National Center for Best Practices)

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Effective management of the JAG Model requires a working understanding of the ten JAG Model components and the performance standards used to measure success.

MODEL COMPONENTS

Oversight Board - Model Component #1

Establishing an Oversight Board with members who are the key leaders in business, government, education, labor, and community will be committed and willing to accept personal responsibility for the success of the JAG model. An Oversight Board shall hold staff accountable for the performance outcomes of the program.

Program Management - Model Component #2

The integrity, support, and positive outcomes of the JAG Model rely heavily on the quality and professionalism that each program manager provides to the program. Program managers are responsible for "performance management" by looking at what results were achieved and how they were achieved.

Program Staff - Model Component #3

When implementing the JAG Model, it is essential to recruit and develop Career Specialists who are willing and capable of implementing a fully accredited JMG Program. The key to a successful program is carefully selecting the "right" Career Specialist who has a high degree of professionalism, a positive attitude, great communication skills, and integrity.

Student Selection - Model Component #4

Students are selected by bringing school administrative staff, counselors, and Career Specialists together to take responsibility for targeting students and recruiting for JMG.

Student Load - Model Component #5

Student load is critical when assessing the quality of services delivered. Barriers, student grades and maturity levels, availability and commitment level of the Career Specialist, funding sources and other local factors will be considered when contemplating the size of JMG Program.

Professional Association - Model Component #6

Each JMG Program will have a student-led organization called the Professional Association. The Professional Association, which is explained in greater detail later, as well as in the Montana Career Association and REACH Council Manuals, is the framework in which the competencies of the JAG Model are delivered.

Competency Attainment - Model Component #7

In the high-school model, Career Specialists are held accountable for keeping students in school and for placement and retention in quality jobs after graduation. In the middle school model, Career Specialists are held accountable for providing students' exposure to the workforce through community service, job shadows, and employer visits. The more knowledge students have of the world of work and of themselves, the more accurate and realistic their occupational decisions will be.

Employer Marketing and Job Development - Model Component #8

Employer marketing and job development are necessary to encourage employers to hire JMG students for "quality" jobs. Additionally, performing community outreach promotes awareness and demonstrates the effectiveness of JMG.

Follow-Up - Model Component #9

A value added service. Follow-Up is a continuation of the relationship between you and your students who are experiencing a significant transition – either from Middle School to High School or from High School to life – wherever it takes them.

Data System - Model Component #10

Career Specialists will participate in data collection through e-NDMS to meet performance standards and expectations. Data will be used to determine compliance, quality assurance, and program improvement.

SECTION 1.2

Ground Rules

Rules and expectations are set for all facets of education. The rules and expectations that govern JMG and those involved with JMG are in place to ensure uniformity in program implementation, delivery, and outcome achievement, as well as clearly define the purpose of our achievements and methods. Rules and expectations assist us in establishing credibility and uniting with the same objectives and outcomes in mind.

Standards and Expectations

Education

Although there are plenty of standards and expectations we impose on ourselves we also have to work with School Districts, politicians, families, the US Department of Education, the Montana Office of Public Instruction, student expectations, employer expectations, and the expectations of numerous other groups.

While some of these expectations are not negotiable, others seamlessly work together to stimulate growth and goal achievement in academics and careers.

COMMON CORE STATE STANDARDS INITIATIVE

The Common Core State Standards Initiative builds on the best of existing state standards, while providing clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so every parent and teacher can understand and support their learning. (NGA Center for Best Practices)

The Common Core Standards:

- Research and evidence based
- Clear, understandable, and consistent
- Aligned with college and career expectations
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare all students for success in our global economy and society

The following quote is posted on Common Core's website (corestandards.org):

"With students, parents, and teachers all on the same page and working together toward shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life."

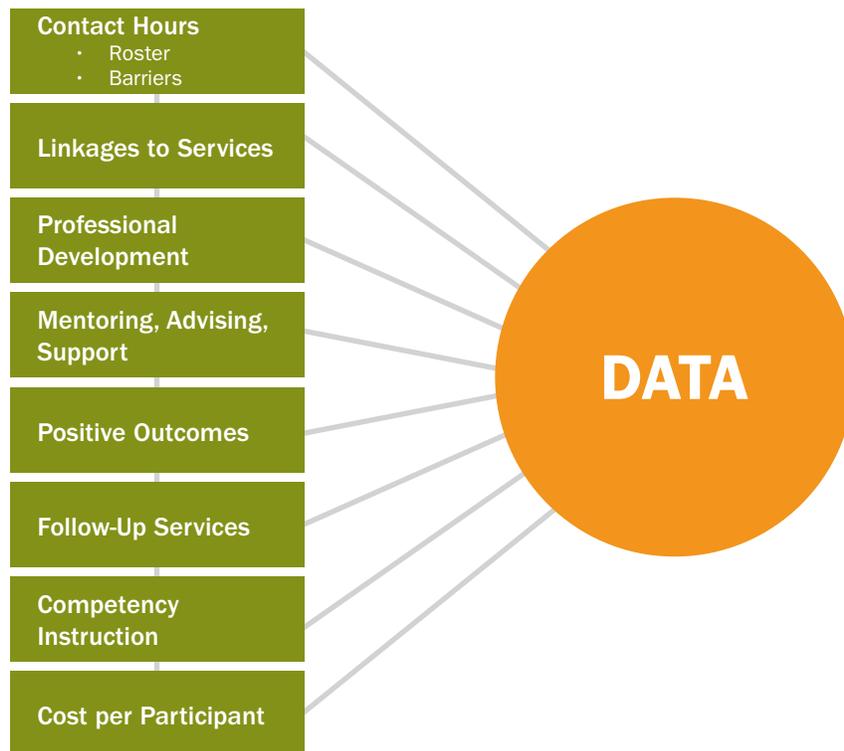
MONTANA COMMON CORE STANDARDS

According to the Office of Public Instruction for the state of Montana, "the Montana Common Core Standards ensure students graduate prepared for college and the workforce. The standards reflect the knowledge and skills that students need to be successful in the 21st century economy."

The Career and Technical Education Department for the Office of Public Instruction strongly encourages teachers and students to participate in activities, programs, and academics focused on preparing students for what happens after secondary education. Tools like Vocational Education, Science and Technology, Engineering, and Math programs in conjunction with Big Sky Pathways assist students and teachers through the process of connecting students with resources and opportunities that guide them in making healthy choices for their futures.

"The Montana Behavioral Initiative (MBI) is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model, which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively educating all students." (Office of Public Instruction)

The high performance outcomes achieved consistently by Montana are accomplished through a comprehensive set of services, including:



JMG PERFORMANCE STANDARDS

During our School Visits, we will be assessing the following:

Contact Hours

The target number for contact hours should be 120 per participant in the High School Model and between 40 and 120 for the Middle School Model, depending on the length of the program.

Linkages to Services

When barriers are identified the Career Specialist must make an attempt to remove as many of the barriers as possible.

Professional Development

Career Specialists, JMG State Staff, and partners are required to participate in and contribute to the improvement and growth of JMG. JMG hosts training events throughout the year for Career Specialists. Program partners also provide training opportunities to Career Specialist that encourage growth and professional development.

Mentoring, Advising, Support, and Role Modeling

Career Specialists are the JMG students' role models. It is imperative that Career Specialists model professional, appropriate, and engaging behavior in a healthy manner.

Positive Outcomes

Positive outcomes are determined by the Career Specialists attention to the data system. Reports will be generated and reviewed to determine the performance of JMG programs.

Follow-Up Services

Career Specialists are most often the only or the main healthy role model in students' lives. Continuing that healthy relationship while the student is in a significant transition (like Middle School to High School and High School to life after graduation) is an essential part of JMG.

Competency Instruction

Teaching employability skills in the JMG program requires lesson planning around competencies identified in the JAG and JMG curricula. All activities in the JMG program need to be directly related to the competencies and follow the Explicit Instruction Model as outlined below.

Cost Per Participant

As a “cost-effective” model, it is imperative that we are using our JMG budget wisely. As a state agency, we are required to document and demonstrate that JMG is an effective use of tax payers’ money. Managing JMG grants requires strong attention to detail and accurate accounting practices.

Monitoring

JMG program managers will conduct site visits to every school in the program twice a year. We ask that you accommodate our schedules as best as you can. Our travels cover many different areas throughout the state. It is essential to JMG operations that, with your help, we visit our schools in a timely manner.

Purpose

The success of JMG is totally dependent upon the staff’s ability to implement the program. The monitoring process is designed to determine a school’s success in implementing JMG and the degree to which the school is in compliance with the performance standards.

Schedule

JMG program managers will provide proposed travel schedule with locations, dates, and times ahead of time. Please commit to a meeting time as soon as possible. Depending on workloads in the office, we typically visit our schools at the end of September and in the middle of March.

Preparation

Prior to our meeting, we send out questionnaires asking you to assess your program. The questionnaire helps us determine where you are in meeting expectations, understanding what is required, and also sheds some light on the methods and processes used to teach JMG in your school. We will also be reviewing your data and running e-NDMS reports to review with you.

Please answer the questionnaire and provide it to our office within one week of receiving it. Also, please make sure you are meeting the data deadlines.

If for whatever reason you are not able to meet with your program manager, or are not able to complete the pre-requisite steps, contact your program manager as soon as possible to make other arrangements.

SCHOOL VISIT PROCESS



SECTION 1.3

Community

What separates Jobs for Montana's Graduates from other business classes is the intentional connection and collaboration between team members. No one person or entity is valued above others; all have fair consideration. We strive to nurture individuality, while growing together to build lasting quality relationships.

Teambuilding

Bringing students together in JMG begins the process of creating tolerance, acceptance, respect, and belonging in an environment that is safe. Hold group discussions; encourage students to stretch out of their comfort zone and experience situations that are new and challenging. Have the students complete self-assessments and share ideas about who they are, what their experiences are, and how they can fit within a group of individuals.

Find similarities to create common ground. Remember to set ground rules of respect, honesty, and integrity. Remember that participation looks different to every student. Recognize when students have exceeded your expectations or have achieved results above what they had initially decided they were capable of.

As a JMG Career Specialist, you are the core of the team. Your behaviors, attitudes, time management, boundaries, preparation, communication, attention to detail, ability to problem solve, think critically, ability to adapt and be flexible – all of these and more set the tone for the kind of team you will have in JMG.

PURPOSEFUL GROUPING

There are so many different ways to group students to increase participation in lessons and generate new ideas. Take a moment to consider the type of learning you want in your lesson and adapt an idea to fit your needs.

Sometimes students may need to work with a partner. Choosing one close to them prevents lost time transitioning between individual work and discussions with a partner. Some lessons may flow better with small group discussions. Students can be grouped into “families” or “pods” to facilitate this type of work. Choose names for these groups according to your students interests like: BFF's, lunch dates, coffee dates, study buddies, etc. Set clear expectations for these conversations to maximize student learning.

Teachers will also need to consider how these types of groups are arranged. Can students choose their own groups/partners or will the teacher dictate the type of partner they must choose? Allowing students to choose partners can increase the motivation to learn.

Some students will not raise their hands and offer ideas to a class discussion. However, allowing them opportunities to share in a small group or with a partner may feel safer for these students and get them more involved in your lessons.

ENGAGEMENT ACTIVITIES

Students learn in many different ways, and like adults, they are more likely to remember content when they experience it with multiple senses and in a variety of contexts. For example, Explicit Instruction techniques suggest the “I do it, we do it, you do it” method that allows students to see a skill demonstration, work with others to perform the skill, and then try it on their own. Engagement activities are a great way to help students experience and remember content in interactive ways. These activities enhance collaboration and creativity by allowing students to apply the content or skills in ways that are engaging and relevant.

Here is a list of engagement activities for you to try in your classroom, as well as list of some of JMG's favorite resources for innovative and effective engagement activities.

- Jump Start Journal
- Fishbowl
- Ball Pass
- Force Field Analysis
- Photo Captions
- Letters to Future Students
- Index Card Takeaways
- Relationship Match
- What I Used to Think... Now I Think
- Bubble Map

TeamPedia - A collaborative encyclopedia of free team building activities, free icebreakers, teamwork resources,

and tools for teams www.teampedia.org

Edutopia - Search “engagement activities” or team building” on this site and you’ll find a wealth of articles on the subject www.edutopia.org

Pinterest - There are scores of boards that focus on engagement activities... Here’s a good one by Laura Candler www.pinterest.com/lauracandler/active-engagement-teaching-resources

NEA - The National Education Association has a tools/ideas section chock full of ideas for engagement activities www.nea.org

Peace Corps - This site has a wealth of activity resources that have been used in countries all over the world. Here is one such example: files.peacecorps.gov/library/MO100.pdf

Your Search Engine of Choice - Google, Bing, Yahoo, Goodsearch- there are tons of resources out there that teachers and group facilitators put together to assist other teachers, just like you.

Let us know if you find any good ones and we will add them to our resource library!

A Meaningful Purpose

We believe your membership with JMG will be very beneficial to the JMG Team of Career Specialists, Students, Staff, and Partners—any life you touch. Together, we have an exciting opportunity to affect the lives of many in creative and innovative ways. As a direct result of the great work being done in JMG, we are being challenged to grow our program into new locations, try new ideas, and explore the possibility of truly empowering all of Montana’s students.

Imagine yourself standing by a large body of water. When you toss the rock into the water, there is a ripple effect. JMG believes our Career Specialists are the rock. The world is the body of water and the job ready JMG students are the ripples in the workforce and society.

Together we go farther. Our ripples can reach farther, carry more weight, and affect more lives.

Teams are better at solving problems since each team member brings a wide variety of experiences to any situation. Tasks are divided according to abilities and decisions are usually higher quality. Teams increase motivation, involvement, and commitment and also promote skill development in a constructive and encouraging manner.

We provide a friendly and supportive place to learn more about working together and getting along. We also provide a large network of partners who are equally committed to the success of the work you do and the progress of our program.

COMPETITIVE ADVANTAGE

JMG students have a competitive advantage in the labor market as a result of the intentional connections JMG staff and Career Specialists make with influential and passionate partners. The intentional partnerships provide information about where and how students can receive the education, training, and/or guidance on career goals identified in the Individual Development Plan (IDP). Career Specialists will be intimately familiar with the Montana University System, the technical and two-year colleges including Helena College, Gallatin College, Great Falls College, Butte Tech, and other career transition learning centers like cosmetology schools, technical schools, and community education.

“Positive, engaged employees drive business outcomes, because engaged employees engage customers. They create positive, enthusiastic customers who visit more often, spend more per visit, give positive word of mouth referrals, perceive more value, and pay a higher margin. To the employer, this means increased productivity, profit, customer satisfaction, and retention of employees.” (Southwest Montana Workforce Development System)

EMPLOYABILITY SKILLS TRAINING

The competencies taught in JMG are the result of employers’ views on desired worker traits and skills, job search reviews, and considerable feedback by Career Specialists.

The state of Montana has a significant skills deficit. Employers are recruiting nationally and internationally to fill jobs in our towns. JMG seeks to address and provide a solution to the skills deficit in Montana by equipping students to enter their first job, or gain a promotion, through employability skills training.

There are six living generations in America and for the first time in history there are five generations in the workforce. Historically, one parent or family member would stay home taking care of the home and children, teaching them the importance of work ethic, hard work, and the meaning of having a career. With parents, grandparents, aunts, uncles, cousins, and friends working it is the responsibility of our educators to teach work ethic, commitment, determination, and the meaning of careers. What were previously viewed as family values or skills learned in the home, are now the “responsibility” of schools and teachers to teach.

JMG PROVIDES GRANTS

How many classes in your school have a separate grant just to pay for the fun, exciting, engaging, **learning** activities required for you to teach the class? Every JMG program is supported through grant funding. Our limited funding requires us to be selective in who administers the program and collects data for JAG. We continually seek opportunities to support the Career Specialists and students in our JMG programs.

The purpose of the grant is to encourage Career Specialists to instruct JMG students using tools that may not be readily available in the traditional school setting.

GREAT WAYS TO USE JMG FUNDS

Concrete or tangible ways for students to learn the proper behaviors and conversation tools to be successful in any setting.

- Taking your students out for a nice dinner
 - Teaches proper meal etiquette
 - Teaches the value of treating food service staff appropriately, including tipping according to the value of the meal
 - Teaches the importance of conducting yourself in a manner that represents themselves and JMG in a positive light
 - Teaches them how to manage their money
 - Demonstrates the value of economic independence
- Travel costs that support JMG Activities
- College Visits
- High School Visits
- Job/Career Fairs
- Job Shadowing and Employer Visits
- Community Service Projects and Program of Work Activities
- JMG Sponsored Events and training
- Brainstorm others

Partnerships

The seriousness of the dropout problem in most communities demands a partnership solution. Collaborations with JMG State Staff, school staff, businesses, and community agencies are encouraged to gain the greatest impact on resolving the dropout problem in a given community.

EMPLOYER CONNECTION

The JAG Program promises to help graduates find quality jobs, not just jobs they could have found on their own. The most effective Career Specialists are those who recognize the importance of helping students find full-time quality jobs. Understanding the local and state labor market, and what the realities of work include, will assist Career Specialists in preparing students for their first job or promotion.

In Montana, with some of our communities having few, if any, available jobs for students, we have created opportunities with businesses and community agencies who see the benefit of JMG. We collaborate and build relationships with employers who seek to hire entry-level young Montanans with the potential for promotion and growth within their companies.

Within the Montana Department of Labor and Industry, we are seeing a huge spike in apprenticeships, on-the-job trainings, and opportunities for workers to learn a job through a hands-on approach.

We strongly encourage Career Specialists to reach out to JMG Staff and take advantage of the relationships developed with employers, employer committees, and other partnerships in order to meet the JAG Model Component #8 requirements.

Job Shadowing

Often, the title or idea of a job does not exactly represent what the job entails. An excellent way to figure out if a job will be a good fit for a student or not is to conduct a job shadow. Job shadowing is a popular method where students get to observe and occasionally help a worker in their job. Here students are able to learn important aspects of the position, organization, behaviors, and job skills.

The appeal of hands-on learning to employers is growing. Employers like the idea of having a worker who has all of the required soft skills, but is in a position where the employer can train on the hard skills unique to that specific job. In the Montana Department of Labor and Industry, we are seeing employers moving toward on-the-job training and less of a desire for workers to have 4-year degrees. Employers like having the luxury of teaching and then expecting workers to perform a job according to their needs. Employers do not hire employees who present themselves to be a problem. Employers want employees who can solve problems. Having the soft skills students learn in JMG prepares them to be successful in the path they choose after graduating high school.

PREPARING FOR THE WORKPLACE

JMG students need to be prepared to communicate, demonstrate high quality customer service skills, professionalism, problem solving capability, critical thinking proficiency, and time management skills in the workplace.

In JMG, Career Specialists and students should expect to compromise in work situations; students will learn to expect to work hard to build a positive reputation and reinforce positive perceptions about themselves at work. Further, students can expect to find satisfaction in belonging to something meaningful and getting paid for it.

Depending on the labor market and demographics of the area in which a student plans to begin their career, it is important to consider differences in workstyle, communication, and expectations amongst the generations, for the sake of productivity and understanding. For more information on the generational differences, please refer to page 55.

PARTNERSHIP FUNDING

The JMG Program is in the process of obtaining official approval from the Office of Public Instruction to qualify as a state Career and Technical Education program under the Carl D. Perkins and other state Career and Technical Education program grants. At this time, JMG can satisfy the CTE credit for high school students and an elective for middle school students according to school board and administration decisions. Graduation Matters Montana is a state initiative implemented locally to encourage communities to participate and get involved in increasing students' graduation from high school. We will discuss the Graduation Matters Montana initiative grant in more detail on the next page.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

According to the U.S. Department of Education, the Individuals with Disabilities Act is a law ensuring services to children with disabilities through the nation. For students who have a documented Individualized Education Program (IEP), transition services are required and are a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other

post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

WORKFORCE INNOVATION AND OPPORTUNITY ACT, YOUTH PROGRAM

JMG has a strategic partnership with the WIOA Youth Program to provide Career Specialists and students with linkages to services in Montana's communities.

According to the Department's guidance, "Workforce Innovation and Opportunity Act's youth vision involves an integrated youth service-delivery system, 'beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship.'" (Institute for Educational Leadership)

WIOA Youth Providers can work with students to provide:

- Interview clothes
- Employment related services and expenditures
- Tools for the job
- Materials for programs of study
- Basic needs related services
- Intensive services to include funding for training, work experience, and on-the-job training

Superintendent Juneau launched a statewide effort in the spring of 2010 to ensure Montana's public schools graduate more students prepared for college and careers.

Superintendent Denise Juneau wrote in a letter of introduction about Graduation Matters Montana, "When I took office in 2009, more than 2,400 Montana students dropped out of high school each year. Understanding the potential consequences for individuals, communities and our state, I made dropout prevention a priority of the Office of Public Instruction. I took on the challenge to improve Montana's graduation rate and to ensure that every student graduates from high school ready for college and career.

Since the launch of Graduation Matters Montana, the statewide dropout rate has been on the decline, and the graduation rate has increased. Montana's high school dropout rate has decreased from 5% in 2009 to 3.7% in 2014, and the graduation rate has increased from 80.7% in 2009 to 85.4% in 2014. This is the highest the graduation rate has been in Montana since the OPI began calculating the graduation rate in 2000.

To support local Graduation Matters initiative, I have raised over \$1.2 million in private funding to grant directly to these initiatives. The Dennis and Phyllis Washington Foundation helped establish the GMM Challenge Fund with an initial donation of \$450,000. In 2014, they renewed their commitment to Graduation Matters by giving another \$450,000 donation. Other foundations and businesses have generously contributed to Graduation Matters Montana: Student Assistance Foundation, State Farm Insurance, Steele Reese Foundation, First Interstate Bank Foundation, BNSF Foundation, Northwestern Energy, Optimum Cable, Applied Materials, AT&T, IBM, MEAMFT, DA Davidson, and the Going to the Sun Rally Foundation. Thank you for the work you do to make sure that every Montana student graduates from high school and can look forward to a brighter future." (Office of Public Instruction)

SECTION 1.4

Communication

Communication is only effective if the sender and receiver understand the same information. The most important aspect of communication, and often the most overlooked, is what kind of example we are setting for others to follow. All aspects of communication affect our efforts to be a good example, or a bad example. As a member of the JMG Team, please be mindful of the kind of example you are setting.

Methods of Communication

Methods of communication can determine whether a team succeeds or fails. The fastest ways to ruin a team are to avoid honest, open conversations, practice passive-aggressive behavior, and let fear take control. It is imperative that right from the start Career Specialists model healthy communication methods and not engage in unhealthy communication.

Listening and Hearing

Listening is a key element in communication. We expect Career Specialists to be proficient in their listening skills, which means they listen carefully, think and analyze what is being said, and observe body language signals. When information is complex, it is helpful to make notes and ask questions. When asking questions, it helps the speaker know you are listening by using words that the speaker used. Make a diligent effort to try to not only listen to what students are saying, but also hear what the students are implying or what the meaning behind their words are.

Verbal and Written Communication

Verbal and written communication skills are essential to the workforce. Employers do not have time, nor the resources, to teach workers how to properly communicate. When a person is hired for a job, an expectation for him or her to succeed in that job is to be able to read, write, and understand instructions.

When speaking, get rid of unnecessary fillers – like, uh, uhm, and, so... They are distracting to your audience and can lead to miscommunication or misunderstanding.

In your written communication, be brief and to the point. Put the bottom line, or main point, up front. Use correct spelling, grammar, and punctuation.

Practice empathy – communication is a two-way street. You will better understand the unspoken parts of communications and respond more accurately if you seek to understand the meaning of the words, rather than focusing on the words alone.

Body Language and Perception

Pay attention to body language. Read the signs of your audience and make note if they are not engaged in your speech. As the speaker, it is your responsibility to make eye contact, conduct yourself in an engaging fashion, and use voice qualities that can enhance your message.

Walking slowly around the room as you're speaking, stopping to ask questions, taking time to allow for reflection and thought – all of these will improve your ability to connect with your audience.

Follow-Up – Model Component #9

Follow-up is intended to provide unique, value-added services to students who have experienced a transition from middle school to high school, or from high school to their next career steps (postsecondary education or training, military, and/or employment). Follow-Up will be more comprehensive than just “checking outcomes.”

Participants who have successfully completed the JAG Model are prepared for the workforce and they are encouraged to complete high school (or obtain their HiSET) and continue on to postsecondary education while combining school and work.

Think of a time when someone took the time to send you a quick note; how about when it had been a while since you last spoke. How did you feel when you received this correspondence?

Was there a time while you were young, when someone reached out to check in and see how you were doing? Is this a process or a relationship idea you would like to repeat for your students?

FOLLOW-UP SERVICES

Specialists will deliver the following services during the follow-up phase of the JMG Model Program:

- Assistance with or direct placement in a “quality” job
- Guidance in achieving post-program goals
- Counseling to improve personal and workplace performance
- Feedback from the employer to employee
- Encouragement to improve participants’ opportunities for advancement
- Assistance in achieving a positive change of status

The minimum expectation for the Career Specialists is to contact graduates and non-graduates no less than once per month and determine what additional services would be of the greatest value to achieve the best possible program outcomes for the student.

Continuity is critical in working with youth who have multiple barriers to success. It takes time to develop the kind of rapport that is needed for program participants to confide in their Career Specialist. However, it is through such a relationship that the needs of youth most disconnected or disengaged can best be achieved.

SECTION 1.5

Leadership

Your students listen to you. They watch you. They count on you to be genuine. Your thoughts and intentions are lived out loud through your actions. Even when you make mistakes, your leadership skills will shine through in how you correct yourself. Your students will expect you to notice them. Your students will push you, challenge you and try your patience daily. You will have to reach down deep within to find strength you did not know you had. Some days will seem like winning the lottery. Other days will feel like an inescapable quicksand suction into chaos.

Students come to class carrying a variety of emotional baggage. Some may be eager to grow and learn, ready and able to make positive decisions for their future. Some may be dealing with barriers and are not able to think about long-term consequences. Teaching a group of students who bring such a wide variety of circumstances with them will require your flexibility, sensitivity, and wisdom.

Styles of Leadership

Each person has a different style of leadership. In circumstances requiring specific types of leadership, Career Specialists will adapt to the demands or requirements of the people involved to address the particular challenges. In JMG, the most important aspects of leadership are:

- Motivate young people
- Guide young people toward positive goals
- Provide an admirable and respectable example for young people to follow
- Be the kind of person young people believe in and trust

Some students will need directives from you, while others will need a vision and then the space to come up with directives on their own. Some students will need frequent monitoring, while others will need your interactions to be less frequent. Each student will need to be led in a different way based on the situation and the student's personality.

Authoritarian

The authoritarian leadership style keeps strict, close control over followers by keeping close regulation of policies, procedures, and directions given. Direct supervision is what they believe to be key in maintaining a successful environment and follower-ship.

Paternalistic

The way a paternalistic leader works is by acting as a parental figure and taking care of their followers as a parent would. The relationships between leaders and followers is solid and there are high levels of trust and loyalty.

Democratic

The democratic leadership style encompasses discussion, encouragement of people to feel good about their involvement, and debate. The democratic leader believes that everyone, by virtue of their human status, should play a part in group decision-making.

Laissez-Faire

The laissez-faire leadership style gives all of the rights and power to the followers. The laissez-faire leader is very hands-off and delegates tasks to followers with little or no direction.

Transactional

The transactional leadership style focuses on motivating followers through a system of rewards and punishments. Transactional leaders focus more time on enforcing existing practices, procedures and rules, than creating new ones.

Transformational

The transformational leadership style focuses on transforming or growing followers and helps them redirect their thinking. The transformational leader is not limited by followers' perceptions. They generally have a grand vision of communication, aspirations, and long-term goal achievement.

Conflict Resolution

Managing conflict well is a rare and highly valued skill. More and more, we see and hear about employers struggling to manage employees with behavioral problems. Strong conflict resolution abilities are required for JMG Career Specialists and should be taught to students. Conflict can and should be resolved in healthy ways by increasing understanding, building trust, and strengthening our relationships.

A great tool for managing conflict in an effective and healthy way is through a technique called Crucial Conversations.

CRUCIAL CONVERSATIONS

The VitalSmarts team developed Crucial Conversations to offer some great tips and tricks to manage conflict effectively. The purpose is to work out the issues—it is not a matter of who is right and who is wrong.

In their participant toolkit, (VitalSmarts) states, “If you are stuck or not achieving what you want in a variety of areas, ranging from awkward or failing relationships to dysfunctional teams, to cost, quality or safety problems at work, you can employ nine skills to help you effectively come to a successful resolution” (1).

Step 1: Get Unstuck

Stuck is a chronic inability to solve problems or achieve aspirations or goals. If you feel stuck, there is a crucial conversation you’re either not holding, or not holding well.

Step 2: Start with the Heart

Stay focused on what you really want. Make sure your motives are in line with how you act; encourage open conversation to help others avoid defensiveness.

Step 3: Master My Stories

Stay in dialogue when you’re angry, scared, or hurt.

- Learn to create emotions that make you want to return to healthy dialogue.
- Overreaction is a disproportionate reaction to a situation.
- Our stories create our emotions. We create our stories.
 - You see and hear: perception, conclusion.
 - Then you tell yourself a story based on what you saw and heard.
 - The story you told yourself creates feelings.
 - Then you act – hold a grudge, don’t listen, don’t respond, avoid interactions.
- Question your perceptions, assumptions, and “stories.”

Step 4: State my Path

Speak persuasively, not abrasively. Arguing encourages others to disagree.

- Five ways to say risky things in a way that minimizes defensiveness:
 - Share your facts
 - Tell your story (conclusion based on facts)
 - Ask for the other’s path
 - Talk tentatively
 - Encourage testing motives

Step 5: Learn to Look

Notice when safety is at risk. Some people respond to deteriorating conditions quickly; some get sucked into silence or violence. When a conversation turns crucial, we either miss or misinterpret the early warning signs. The sooner we notice that we or others are not in safe, healthy dialogue, the quicker we can get back to healthy dialogue and lower the emotional cost.

Step 6: Make it Safe, Part 1

When you see silence or violence, step out of the conversation. In order to succeed in crucial conversations, we must really care about the interest of others—not just our own. Find mutual purpose. What is it that you both are hoping to achieve? Identify your common objectives to develop a foundation of trust. Apologize when appropriate. Address areas of misunderstanding.

Step 7: Make it Safe, Part 2

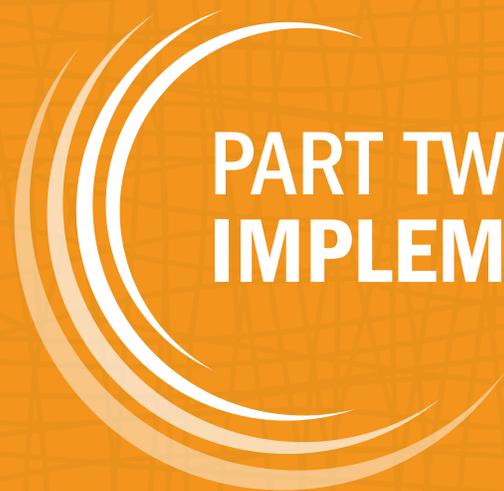
When we find ourselves at cross-purposes, our automatic reaction is to either give in or dig in. These are exactly the wrong responses. Learn how to step out of the content, create mutual purpose, resolve conflict, and return to healthy dialogue.

Step 8: Explore Others' Paths

When others are feeling unsafe and have moved to either silence or violence and you're not sure why, learn to help others leave silence and violence behind and join you in dialogue by retracing their path to action. Understanding others' path of action means understanding their point of view. This does not mean agreeing or becoming responsible for changing their minds. It is simply to help you understand where they are coming from.

Step 9: Move to Action

It's important to finish a crucial conversation appropriately, so that you may achieve the results you are after. What we permit, we promote. Peer to peer or one on one conversations allow us to deal with our problems, not ask someone else to deal with them.



**PART TWO LOCAL
IMPLEMENTATION**

STUDENT VOICE INNOVATE MOBILIZE EMPOWER CONNECT

SECTION 2.1

JMG Framework

Professional Association – Model Component #6

The Professional Association is the framework through which JMG is taught. Career Specialists guide students to brainstorm, plan, coordinate, and reflect on group collaboration. Proper facilitation is all that is required of a Career Specialist who has taught students to take the lead in listening to ideas, communicating appropriately with a team, and acting on those ideas. Student-led instruction also means being willing and able to teach and learn through failures. Allowing students to make mistakes are where some of the most meaningful teachable moments arise.

Definition

In all JMG programs, High School and Middle School, the Professional Association is called the Montana Career Association.

The Professional Association is a state organization of the National Career Association (NCA) and is sponsored by JMG.

Purpose

The Professional Association is an excellent tool for building self-esteem, building confidence, developing a sense of achievement, instilling a need to succeed, and establishing the significance of work.

Many students involved in JMG have not experienced the opportunities available in other youth organizations. The Professional Association provides members opportunities to develop, practice, and refine skills required for their path to success.

Roles & Responsibilities

All Career Specialists and JMG students are members of the Professional Association. More information can be found in the Professional Association Manual.

STUDENTS

JMG students are the Chapter Members of the Professional Association. They are held accountable by the Career Specialist, JMG State Staff, and their peers to adhere to the following:

- Code of Conduct
- Dress Code
- Constitution and Bylaws
- Active Participation

ADVISOR

The Career Specialist is the advisor or facilitator of the Professional Association. The main role of the Advisor is to help members develop and grow in the following areas:

- Student Motivation
- Leadership Development
- Social Interaction
- Personal Recognition
- Civic Responsibility
- Career Exploration

MEMBERSHIP

CHAPTER OFFICERS

The Professional Association will have an elected leadership team based on JMG members' voting. The current standard positions are:

- President
- Vice President of Leadership Development
- Vice President of Social Activities
- Vice President of Recognition and Awards
- Vice President of Civic Responsibility
- Vice President of Career Exploration
- Secretary or Operations Coordinator
- Treasurer or Financial Coordinator

CHAPTER MEETINGS

Chapter meetings should occur on a regular basis and should follow the standard business meeting format. Each chapter should establish procedures and orders of business for the conduct of the Professional Association, including chapter meetings.

The most important part of having regular meetings is to create opportunities for all students to have input in the class.

Required Chapter Activities

- **INITIATION AND INSTALLATION CEREMONY**

The Initiation and Installation (I & I) Ceremony is an official event, held early in the school year to give members an opportunity to have a public declaration and celebration of their belonging to the Professional Association. Sharing this ceremony with community partners expands the sense of belonging and significance of students' membership.

- **Advisor Responsibilities**

The Advisor coordinates and oversees the event. Preparing a script and making sure students are accountable and prepared with their responsibilities will ensure the event is a success.

- **Student Responsibilities**

Student responsibilities will vary based on who is elected and who volunteers to do what. There are many tasks that go into setting up, executing, and cleaning up the I & I. Each member of the Professional Association should have a list of tasks to complete for the I & I.

- **COMMUNITY SERVICE**

Each Professional Association is required to prepare a Program of Work for the duration of their JMG class. More information can be found in the Professional Association Handbook.

Program of Work

A program of work is an annual activities plan which includes responsibilities, timelines, and costs.

OVERVIEW

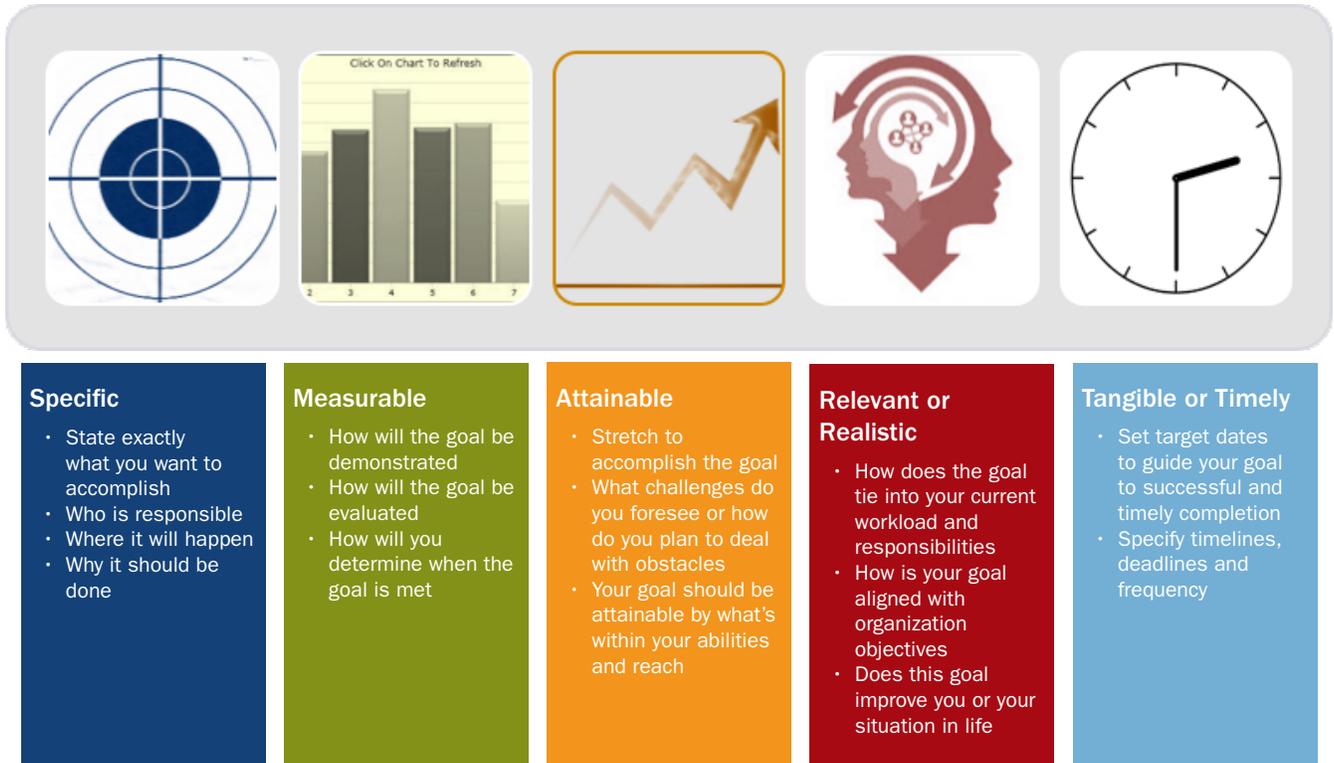
A Program of Work sets goals and charts the course of chapter activities for the duration of the JMG class. All members should be included in the planning, coordination, and execution of activities. A minimum of two activities should be developed for each of the Program of Work areas, or a minimum of two activities per quarter, depending on the duration of the JMG class and membership numbers. The four main components of the Program of Work are:

- Leadership Development
- Civic Responsibility
- Social Interaction
- Career Preparation

REQUIREMENTS

The Program of Work requires mature thinking, careful planning, and diligence. A Program of Work should follow the SMART Goals format.

The specific criteria for SMART Goals can be expressed through the following diagram (Top Achievement):



FUNDRAISING

Fundraising for Chapter Activities is great method to teach students the importance in critical life skills related to finance, handling money, budgeting, and being accountable for the costs of projects. The decisions of each Professional Association Chapter need to be made with financial responsibility in mind. A chapter budget should be developed to identify what funds are available and where any deficits exist.

SECTION 2.2

JMG Public Relations

In-School Public Relations

Introductory literature should be shared with administrators, counselors, and faculty as well as support staff about JMG. Rely on and continue to build professional, lasting relationships with colleagues and professionals interested in supporting Career Specialists' efforts. Always try to lead by example, steering clear of gossip and avoiding over-commitment. As a Career Specialist, we expect you to make JMG your first priority. However, we do understand it may not be the only class, program, or school activity you are responsible for or a part of.

It is imperative that school leaders, faculty, and support staff understand your role as Career Specialist. Through program reports, student activities, and program management, all of the necessary information will be transmitted to school staff.

Community Public Relations

As a Career Specialist, you represent the JMG program. As we tell students, "You only have one chance to make a first impression." It is imperative for you to know the program. The purpose of this training is to provide you with the information required to perform the job as Career Specialist.

JOB SERVICE OPERATIONS BUREAU

The Job Service Operations Bureau coordinates and guides the delivery of workforce development services in local communities. The Bureau assists local managers and staff maintains programs and program delivery systems, local budgets, staffing, performance standards and reporting, and internal performance review. The bureau provides both broad and targeted guidance to local staff related to the One-Stop system, relationships with community partners, and other governmental agencies.

The Bureau is divided into two functional areas:

- **Local Job Service Workforce Center Managers:** This unit consists of five regional directors, 23 local managers, and their management teams who oversee the traditional labor exchange, training, contracts, and other community programs in 24 sites across the state. The services are delivered through the Workforce Investment Act system developed by local governing boards and in close cooperation and partnership with members of inter-agency Community Management Teams.
- **Budget and Program Management:** This unit provides centralized guidance and coordination to JSWC staff in the local delivery of the various individual programs, i.e., Wagner-Peyser, Business Services, Re-employment, TAA, VETS, WIA, etc. The unit is also responsible for: tracking JSWC program performance through regular monitoring; developing and maintaining budget and fiscal reports; grant development and monitoring; providing technical assistance and training for local staff; and providing assistance with personnel management and staffing.

JOB SERVICE EMPLOYER COMMITTEE (JSEC)

Membership in local JSEC committees is determined by the Bylaws and Policies and Procedures of each committee. Local JSEC committees are encouraged to recruit members who represent the diversity of their local business community. Each local JSEC determines its own community activities that it finds relevant to its mission. Examples of these include: sponsoring seminars, speakers and workshops of interest to employers and School-to-Work activities such as Career Fairs, classroom presentations, and Jobs for Montana's Graduates.

MONTANA STATE EMPLOYERS' COUNCIL (MSEC)

The MSEC is comprised of a representative, generally the Chairperson, from each local JSEC in the state. The Executive Board consists of the elected officers of Chairperson, Vice-Chairperson, Treasurer as well as Past Chairperson, five appointed Area Representatives, and the State JSEC Coordinator. They meet as a full Council once a year, while the Executive Board meets more frequently.

COMMUNITY MANAGEMENT TEAM (CMT)

The CMT is a network of community partners who offer a variety of employment and training services. Their goals are to deliver comprehensive services to employer and job seeking customers that allows easy access and a seamless delivery of information and assistance.

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

WIOA's three hallmarks of excellence:

- The needs of businesses and workers drive workforce solutions and local boards are accountable to communities in which they are located
- One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement
- The workforce system supports strong regional economies and plays an active role in community and workforce development

WWW.DOLETA.GOV/WIOA

WIOA makes a number of improvements to the public workforce system and its delivery of services to jobseekers, workers, and employers. Among the key features of WIOA:

- Ensuring that federal core program employment and training services are coordinated and complementary by requiring a single, 4-year Strategic State Plan for achieving the workforce goals of the State;
- Ensuring that federal investments in employment and training programs are evidence-based, data-driven, and accountable to participants and taxpayers by establishing a common performance accountability system for the core programs and requiring other authorized programs to report on the common performance indicators;
- Streamlining and strengthening the strategic roles of State and local workforce boards by reducing board size and adding functions that include strategies for meeting the needs of jobseekers and employers;
- Enhancing services provided to job seekers and employers through the American Job Center system by requiring the co-location of Wagner-Peyser Employment Services; adding the Temporary Assistance for Needy Families as a required partner; providing for State-established certification to facilitate high-quality American Job Centers; requiring partners to dedicate funding for infrastructure and other shared costs; and promoting the development of integrated intake, case management and reporting systems;
- Fostering regional collaboration by having local areas plan and coordinate service delivery within a region;
- Emphasizing the use of career pathways and sector partnerships to promote employment in in-demand industries and occupations;
- Promoting work-based training by authorizing local areas to provide incumbent worker training and transitional jobs, increasing the reimbursement to employers for on-the-job-training and customized training and by increasing linkages with Registered Apprentices;
- Increasing flexibility by authorizing local areas to transfer up to 100 percent funding between Adult and Dislocated Worker; and
- Refocusing the youth formula program to serve disconnected youth by requiring a minimum of 75 percent of funds are used for out-of-school youth compared to 30 percent under WIA.

SERVICE LEARNING

Service learning is a unique way for students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students become active, contributing citizens and community members through the service they perform.

Preparation

Preparation begins with planting the seed, cultivating your students' interest in a problem or a need, then stimulating the students to want to do something about it.

Some ideas for getting started:

- What needs or opportunities exist?

- Hold a brainstorming session to identify needs within the community. Challenge students to think of as many ideas as possible and have someone write them on a large sheet of paper.
- What are some solutions to the needs or opportunities mentioned above?
- Have your students come up with ideas that can realistically help, or solve the ideas listed. Have students explain why they like the idea or solution they came up with.
- What resources are available and what resources will be required?
- Have students conduct an inventory check – what is it going to take, including time, to get the project to completion? This is where having a treasurer in charge of the JMG budget comes in handy.
- Decide on a project.
- When all students have had input through the process of discussing ideas and checking inventory, then take a vote, or decide on the most realistic project and get started.
- Take action.
- Once a decision has been made, have students self-select to do parts of the project. Hold weekly meetings to ensure steps are being taken and progress is being made.



**PART THREE
TEACHING JMG**

STUDENT VOICE INNOVATE MOBILIZE EMPOWER CONNECT

SECTION 3.1

Classroom Structure

In classes where routines and procedures are clearly taught, reviewed, and used during the initial weeks of school, appropriate behavior is much more likely to occur and the class is more likely to run smoothly. Introduce routines the first time they are needed.

Setting Up Your JMG Class

As with any class, taking time to prepare the classroom before the school year starts can assist Career Specialists in starting JMG off in a positive direction.

THE IDEAL ROSTER – MODEL COMPONENT #5

Targeting criteria shall be applied to determine which prospects are in the greatest need of JAG Model services. Specialists that have a class size that exceeds or serves too few can place the program and achieving targeted goals in jeopardy. Barriers are an important consideration in determining a Specialist's roster size. When the average number of barriers is greater than three, the student load should be adjusted to accommodate for the participants who have more intensive needs. Additionally, when the average number of barriers per class is less than three, then student class sizes can allow for larger numbers of students.

Work-Based Learning

Work-based learning has proven to be highly effective in assisting students' research, evaluate and determine their future career paths. The workplace has clear expectations, requiring employees to meet specific goals, go through performance evaluations, and participate in the constructive criticism and feedback process while following the rules and meeting the standards. Connecting students to the real world through JMG is a significant component to improving academic performance. Students learn the relevance of academic performance; they learn about why their grades today impact their future – based on the career research and job shadows, or service learning that the students complete in JMG.

“RULES” AND GUIDELINES FOR JMG

Anita Archer continues in her book *Explicit Instruction* to discuss how students benefit from clear expectations, **especially clear expectations that they helped create**. “Well designed classroom rules promote safety, create a positive learning environment in which teachers can teach and students can learn, and support teachers' sanity” (117).

Many teachers prefer developing rules with their students to promote ownership of the rules and responsibility for their implementation. Keep the list short and use clear, concise wording.

Smart Goals

As mentioned previously, a great way to keep track of goal setting and goal achievement is through the SMART goals approach. This approach also provides tangible information to base evaluations and grades on.

Performance Evaluations

Performance evaluations are employers' methods to ensure employees meet expectations, adhere to organizational objectives, establish succession plans, recognize achievements, document successes, assess pay increases, and provide feedback.

Option for Grading JMG

Using the SMART Goals as a framework for conducting performance evaluations, the Career Specialist can determine the level of student participation and assess grades based on his or her commitment to their SMART Goals, JMG objectives, and the Professional Association activities.

Space Communicates

Careful lesson planning is an important aspect in any teacher's day. Equally important is the physical space and climate in your room. Have you ever walked into a classroom that just felt so inviting you wanted to sit and stay for a while? Maybe you have entered a classroom that was so cold and dreary, that it was hard to imagine any learning happening here. In order to create the student-friendly learning environment the teacher must first consider how to organize the physical space in the room. Next, detailed planning for establishing classroom rules and expectations must be considered. Finally, determine the routines and procedures that will need to be taught in order to guide both you and your students' behavior throughout the lessons (Archer, 109).

PHYSICAL SPACE

How will your room be set up? Do you have movable desks, or will your students' seating be fixed? In *Explicit Instruction*, Anita Archer suggests ideas for organizing the classroom (109-113):

- Designate areas for specific activities. If there are different expectations for each area, then you must teach these explicitly.
- Arrange the room to allow close proximity to your students the majority of the time. You will always have students who want to be as far from the teacher as they can get. There is usually a reason for this! To build relationships with all of your students, this cannot be an option.
- Students should always face the teacher during instruction. Pods make this a challenge. Studies show that students who sit with their backs to the teacher are more off-task and disruptive.
- Try to arrange your desks or tables so that each student can easily discuss with a partner. Make sure each student knows who his partner is for these types of discussions.
- Organize your materials and your student materials for easy access. As we have all experienced, in the time that it takes to retrieve a missing teacher's guide or a marker from your desk, management problems can erupt even in the best of settings.
- Organize the room so that you can easily monitor the responses of students and be able to provide valuable feedback.
- Teachers must be able to see all parts of the room and all students at all times! When a teacher cannot see a student or a student cannot see the teacher, management challenges emerge.
- Post materials on classroom walls that support instruction. This should include an assignment calendar and daily learning goals.

SECTION 3.2

Curriculum Implementation Guide

As previously explained, JMG and JAG hold Career Specialists accountable in meeting JMG program performance standards and outcomes. The curriculum competencies are tools to use when teaching JMG students and are the measurable data to determine which skills JMG students are learning.

Explicit Instruction Defined

OVERVIEW

In her book *Explicit Instruction*, Anita Archer defines explicit instruction as, “instruction that is systematic, direct, engaging, and success oriented” (vii). While most on-level and advanced students can learn in any classroom, students with learning challenges benefit most from explicit instruction. It supports or scaffolds lessons in a way that “students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved” (Archer, 2011).

DESIGNING LESSONS

Anita Archer also explains, “Teachers teach students to do things. The term skills is often used as the overarching label for doing something well, whether it is as simple as forming a letter or as complex as writing an essay. Embedded in the broad realm of skills are strategies, which are systematic plans or approaches for solving a problem or completing a task that involve a series of sequential steps. We focus on how to explicitly teach students to do things, whether these are referred to as skills or strategies” (Archer, 2011). A typical explicit lesson is made up of three parts: opening, body, and closing.

OPENING

In *Explicit Instruction*, Anita Archer states, “The opening of a lesson usually includes several activities that frame the lesson’s purpose, as well as ensure that students have the prerequisite skills and knowledge to learn the new skill or content” (Archer, 2011).

1. Gain students’ attention.

How will your students know it is time to learn? Are some students ready when others are still searching for a pencil? Find a way to let students know that it is time to focus and learn. Some ideas could include: a verbal signal, a bell, a whistle, or a hand signal.

2. State the goal of the lesson.

Let students know what they are going to be learning today. Keep this statement short and student-friendly. When possible, link this goal to something students have already learned. For example, “We’ve been researching community service ideas. Today we will choose an idea by going over the brainstorming process...”

3. Discuss the relevance of the target skill.

All students want to know why they must learn something new, so tell them.

4. Review critical prerequisite skills.

Without verifying students’ prerequisite skills, you might begin instruction only to find that your students are unable to learn the new material. This does not have to be a long pre-test. It can take the form of a short practice problem or review with your students offering many opportunities for students’ responses.

BODY

Anita Archer goes on to state, “The body of the lesson is where instruction on the new skill occurs” (Archer, 2011). The body of any lesson may happen in one day or spread out over several days.

Modelling (I do it)

Show or explain to students what they are supposed to be able to do. Demonstrate the skill or describe what is happening. Think-alouds can be a great tool for this step. Find ways to have your students involved. Use clear, consistent, and concise vocabulary and directions. You may have to demonstrate the task more than once.

Role modeling with explanation, or discussion centered on certain actions is another great way to show students what they are supposed to be able to do.

Guided Practice (We do it)

Use prompts to remind students how you modeled the task. Begin with high levels of verbal prompts and gradually work towards less and less support. It can be useful to ask “how” and “why” questions to see if your students understand what they are doing. Throughout the guided practice phase students need constant corrective feedback.

Independent Practice (You do it)

Only when students are ready, should you move on to independent practice. This can take the form of homework or just practicing in class with teacher feedback.

CLOSING

Lastly, Anita Archer defines the closing of a lesson as, “providing a review and informing the students about what is coming next” (Archer, 2011)

Begin with a short review of what was learned. Make this step as interactive as possible. Students will also benefit from hearing what will be learned next. This step is too important to skip. Plan ahead and leave at least five minutes to review before the bell rings.

DELIVERING INSTRUCTION

“Even when you have crafted an exquisite, well-structured lesson or adopted a curriculum material with explicit lessons of high quality, it is still possible that some students may not be totally riveted to your every word or deeply processing the lesson content. Student attention and subsequent learning depend not only on the design of the lessons, but also the delivery of those lessons” (Archer, 131).

REQUIRE FREQUENT RESPONSES

JMG is centered on being student-led. Students have to have time to think, discuss and brainstorm. “The delivery skill most fundamental to explicit instruction is the eliciting of frequent student responses. In the act of responding, students are retrieving, rehearsing, and practicing the information, concepts, skills, or strategies being taught, thereby increasing the probability of retention. Through monitoring of student responses, you can check the clarity of your teaching and adjust the lesson as needed: re-teaching critical information, clearing up any misconceptions, or moving ahead in the lesson” (Archer, 132).

Competency Attainment – Model Component #7

Performance objectives consist of meeting the expectations and standards of the JAG Model and JMG, as well as teaching according to the competencies.

MIDDLE SCHOOL COMPETENCIES

JMG’s comprehensive middle school model provides classroom instruction on the following areas:

7TH GRADE

DESIGNATION SELF-UNDERSTANDING (SU)

J101 Identify, understand, and apply knowledge of social roles SU1

J102 Participate in assessments and utilize results SU2

- J103 Articulate personal values SU3
- J104 Identify, understand, and effectively manage emotions SU4
- J105 Demonstrate ability to make healthy choices SU5
- J106 Identify and understand personal interests, aptitudes, and abilities SU6

COMMUNICATIONS (C)

- K107 Differentiate between opinion and fact C1
- K108 Identify and demonstrate key communication skills C2
- K109 Express needs and wants C3
- K110 Listen and contribute appropriately in a group situation C4

ORGANIZATIONAL SKILLS (OS)

- L111 Use a method of time management OS1
- L112 Establish long- and short-term goals OS2
- L113 Demonstrate organizational skills OS3

STUDY SKILLS (SS)

- M114 Use basic study skills effectively SS1
- M115 Use knowledge of personal learning style in study habits SS2
- M116 Explain the value of completed homework SS3

DECISION MAKING (DM)

- N117 Demonstrate an understanding of decision making DM1
- N118 Explain the importance of taking responsibility for actions and behaviors DM2
- N119 Demonstrate appropriate anger control techniques DM3
- N120 Demonstrate appropriate conflict resolution techniques DM4
- N121 Develop and implement a Personal Development Plan DM5
- N122 Define and demonstrate empathy DM6

CHARACTER DEVELOPMENT (CD)

- P123 Explain the significance of respect for self, others, and rules CD1
- P124 Explain the value of good character CD4
- P125 Explain the benefit of a positive attitude CD5
- P126 State the benefits of being perceived as a person of good character CD6
- P127 Demonstrates effective leadership skills CD7

8TH GRADE

DREAMWORK (DW)

- Q128 Develop a career or educational plan which reflects personal goals, interests, and skills DW1
- Q129 Describe the future, including personal and career potential DW2
- Q130 Demonstrate understanding of social and cultural diversity DW3

LIFESTYLES (LS)

- R131 Apply concepts related to living on their own in the “real world” LS1
- R132 Access key local resources LS2
- R133 Demonstrate understanding of earning, spending, and saving LS3
- R134 Develop a budget LS4

NEGOTIATIONS (N)

- S135 Define “negotiation”, give examples of negotiations that take place in a student’s life and society N1

S136 Explain the reasons for and benefits of negotiation related to self and counterpart N2

S137 Describe the process of negotiation N3

CAREER BASED LEARNING (CBL)

T138 Explain the difference between a job and a career CBL1

T139 Demonstrate an understanding of skills and abilities necessary for success in a job CBL2

T140 Identify skills necessary for career choice CBL3

T141 Demonstrate understanding of the job application process CBL4

T142 Explain the value of job shadowing CBL5

HIGH SCHOOL COMPETENCIES

JMG's comprehensive high school model provides classroom instruction on the following areas:

CAREER DEVELOPMENT

A1 Identify occupational interests, aptitudes, and abilities.

A2 Relate interests, aptitudes, and abilities to appropriate occupations.

A3 Identify desired life style and relate to selected occupations.

A4 Develop a career path for a selected occupation.

A5 Select an immediate job goal.

A6 Describe the condition and specifications of the job goal.

JOB ATTAINMENT (GETTING A JOB)

B7 Construct a resume.

B8 Conduct a job search.

B9 Develop a letter of application.

B10 Use the telephone to arrange an interview.

B11 Complete application forms.

B12 Complete employment tests.

B13 Complete a job interview.

JOB SURVIVAL (KEEPING THE JOB)

C14 Demonstrate appropriate appearance.

C15 Understand what employers expect of employees.

C16 Identify problems of new employees.

C17 Demonstrate time management.

C18 Follow directions.

C19 Practice effective human relations.

C20 Appropriately quit a job.

BASIC COMPETENCIES

D21 Comprehend verbal communications.

D22 Comprehend written communications.

D23 Communication writing.

D24 Communicate verbally.

D25 Perform mathematical calculations.

LEADERSHIP AND SELF-DEVELOPMENT (TEAMWORK)

E26 Demonstrate team membership.

E27 Demonstrate team leadership.

E28 Deliver presentations to a group.

E29 Compete successfully with peers.

E30 Demonstrate commitment to an organization.

PERSONAL SKILLS (HEALTHY LIFESTYLES)

F31 Understand types of maturity.

F32 Identify a self-value system and how it affects life.

F33 Base decisions on values and goals.

F34 Identify process of decision making.

F35 Demonstrate ability to assume responsibility for actions and decisions.

F36 Demonstrate a positive attitude.

F37 Develop healthy self-concept for home, school, and work.

LIFE SURVIVAL SKILLS COMPETENCIES

G38 Evaluate a career plan to determine appropriate postsecondary educational options.

G39 Identify how best to achieve marketable occupations skills for an entry level job.

G40 Conduct a job analysis.

G41 Apply critical thinking skills.

G42 Demonstrate effective study skills.

G43 Demonstrate how to use group dynamics techniques.

G44 Explain the roles and function of a value-added organization.

G45 Understand the essential elements of high performing work teams.

- G46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations.
- G47 Demonstrate techniques for building commitment by others.
- G48 Demonstrate an openness to change.
- G49 Provide constructive feedback.
- G50 Negotiate solutions to conflicts.
- G51 Demonstrate politeness and civility.
- G52 Demonstrate an ability to adapt to people and situations.
- G53 Exhibit work ethics and behaviors essential to success.
- G54 Set and prioritize goals and establish a timeline for achieving them.
- G55 Apply the problem solving process to complex problems.
- G56 Demonstrate an ability to analyze the strengths and weaknesses of self and others.
- G57 Design and justify solutions by tracking and evaluating results.
- G58 Identify ways to build mutual trust and respect.
- G59 Prepare a short- and long-term personal budget.
- H71 Demonstrate an ability to satisfy the purposes of a delegated task.
- H72 Demonstrate an ability to prioritize and manage time effectively in the workplace.
- H73 Demonstrate enthusiasm for work.
- H74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.
- H75 Demonstrate an understanding of the work to be accomplished.
- H76 Demonstrate familiarity with a variety of technologies.
- H77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.
- H78 Demonstrate basic computer operation skills.
- H79 Demonstrate an ability to learn from past experiences and from others.
- H80 Demonstrate an ability to send, receive, and organize e-mail messages.
- H81 Demonstrate an ability to search for information on the Internet.

WORK PLACE COMPETENCIES

- H60 Demonstrate punctuality and good attendance practices.
- H61 Demonstrate initiative and proactivity.
- H62 Demonstrate how to work effectively with others.
- H63 Demonstrate an attitude that attracts the attention of management.
- H64 Demonstrate an ability to communicate and work with customers to satisfy their expectations.
- H65 Demonstrate listening skills resulting in gaining a clear understanding of information being conveyed.
- H66 Demonstrate an ability to follow and give directions.
- H67 Demonstrate good reasoning skills which result in thinking first, then taking action.
- H68 Demonstrate integrity and honesty in dealings with internal and external customers.
- H69 Demonstrate a willingness to accept responsibility for one's own actions.
- H70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion.

ECONOMIC EMPOWERMENT COMPETENCIES

- I82 Understand Insurance—Auto, Renters, Home, Health, Disability, and Life
- I83 Practice better money management skills
- I84 Demonstrate how to start a small business
- I85 Be successful in dealing with law enforcement
- I86 Value diversity
- I87 Risky business

SECTION 3.3

Strategies to Engage Students

In her book *Explicit Instruction*, Anita Archer says, “Like good conversation, good instruction is interactive” (Archer, 2011). How often do you give each of your students’ opportunities to participate in their learning? Do your lessons focus on teacher lectures where students are responsible for absorbing all that the teacher says? Or, do your lessons incorporate student conversations and shared responsibility in learning?

Types of Engagement

In the April 2013 newsletter of “best practices” in implementing the High Schools That Work (HSTW), Middle Schools That Work (MSTW) and Technology Centers That Work (TCTW) model, Tom Dewing, consultant for Silver Strong and Associates in Ho Ho Kus, New Jersey identifies four different types of engagement:

- Intellectual
- Social
- Emotional
- Behavioral

Tom Dewing goes on to state, “Teachers must find a way to bridge the gap between what they know about good instruction and what they do in the classroom. The degree to which teachers are able to implement best practices in the classroom in a thoughtful, meaningful way determines the performance of a school or a student.” (Dewing, 2013)

Participation

Students can participate in daily lessons in a variety of ways. Partner or small group discussions are just the start. Individual oral responses are a great way to ask questions and know what your students are thinking and understanding. Do not rely solely on hand-raising; this can lead to the same students participating in all discussions while other students immediately “check out” knowing they will not have to be responsible for any of the learning happening in your classroom. Other types of individual responses can be shared on white boards, using hand signals, and exit slips.

Several types of group responses (engagement strategies) are explained below. This is not a comprehensive list, just a few ideas to get you started!

THINK/PAIR/SHARE

This is a highly-effective engagement strategy with several options. This strategy works best with partners. Both partners THINK of his/her response to a question, allowing all students needed think time. Next each partner takes turns sharing the response with each other. Finally, random groups are called upon to share what the group discussed.

There are many variations to this strategy. Students can incorporate writing into each of the steps. This adds accountability and an easy visual for the teacher to know who is participating and paying attention and who is not. Another way to mix it up is to call on students and ask what his partner said, rather than what the student thought. This asks students to be good listeners as they share with partners.

READER/WRITER/SPEAKER

This strategy requires groups of 3. Each member is assigned a responsibility within the group to help solve a task, problem, or assignment. The reader reads the assignment. The writer records the group responses. The speaker shares the responses with the whole class.

3-2-1

This strategy works with partners, small groups, and individuals. The process provides a structure for summarizing key points in any kind of lesson. The stems for 3-2-1 can be changed to match any class or level of thinking. For example: 3 things that interested you in today's lesson, 2 things you want to know more about, and 1 idea that you could write about in tomorrow's lesson. Another example: 3 things you learned today, 2 things still confusing you, and 1 thing you still want to learn more about.

EXIT TICKETS

Exit tickets are a strategy that can be used with the whole class as a formative assessment. Each student will be given a "ticket" to complete before leaving the room. This ticket can be a sticky note, index card, or scratch piece of paper. Students solve a problem, answer a question, or explain a concept from the daily lesson. The information is given to the teacher to assess the learning of each student and to help guide the next day's instruction.



**PART FOUR
JMG DATA**

STUDENT VOICE INNOVATE MOBILIZE EMPOWER CONNECT

SECTION 4.1

e-NDMS

WHAT IS THE ELECTRONIC DATA MANAGEMENT SYSTEM?

The Electronic National Data Management System (e-NDMS) is the database JAG has created to collect and report data as a means of tracking and evaluating program success. All data submitted to the JAG system will be correct and complete to guarantee the integrity of the JAG National Network. The database can supply periodic reports to monitor compliance to the JAG Model implemented through the JMG Program, to check service delivery, uniformity, and gauge improvements.

Using e-NDMS – Model Component #10

Using e-NDMS has simplified dramatically since the release of e-NDMS 2.0. The database can be accessed through Mozilla Firefox, Google Chrome, or Internet Explorer. There have been recent updates to the e-NDMS system allowing it to work through Internet Explorer, however Mozilla Firefox is still the preferred internet program to use in order to access e-NDMS.

Program managers conduct monthly data desk reviews and will be requiring Career Specialists to adhere to data deadlines. Failure to adhere to these deadlines will result in conversations with school administrators, withholding funds, reviewing the JMG Contract, and possibly pulling the JMG program.

e-NDMS Quick Reference Guide

CREATING ROSTERS AND GROUPS

Each JMG Chapter will be assigned a charter number. Each JMG Charter will only have one roster for each program. If Career Specialists teach multiple JMG classes, and they are Senior, Multi-Year, and Middle School classes, then they will have to create groups identifying each class, listed on the corresponding roster.

Career Specialists who have a Middle School and a High School program will have two separate log-ins. JAG differentiates Middle and High School programs based on logins.

ENTERING PROFILES

The participant profile is a baseline or snapshot of a JMG student at their entrance into the program. This tool captures vital information about individuals allowing the Career Specialist to use the aggregated information to determine how to deliver the JMG services to the class.

BARRIER TRACKING

Based on information collected in the Profiles, Career Specialists are able to track barriers. Participants enter the JMG Program with barriers to success. As competencies are covered and services are delivered, JMG students can overcome barriers and therefore have them removed from their profile. There are some barriers that cannot be removed (like parenting), but can be addressed in a healthy manner by connecting students with the proper resources (like child care).

The Individual Development Plan should address barriers the participant has and what his or her plan is, with the help of the Career Specialist, to remove the barriers.

ENTERING MODEL SERVICES

Model Services, or daily lessons are services delivered on a daily basis to JMG students. This tool is significant in measuring the number of contact hours Career Specialists have with students, determining barrier removal, and guaranteeing the uniformity of competencies covered in JMG programs.

There are eight categories to report under for contact hours:

- Employability Skills - approximately 30-60% of your Model Services

- Career Association – approximately 25-30% of your Model Services
- Community Service – approximately 10-15% of your Model Services
- Guidance Counseling – approximately 5-10% of your Model Services
- Field Trips/Guest Speakers – approximately 5-10% of your Model Services
- Academic Remediation – for Middle School, mainly
- Work-Based Learning – approximately >5-10% of your Model Services
- And Other – only used at the discretion of your Program Manager

ENTERING FOLLOW-UP DATA

Follow-up contact is required after 8th grade JMG students' transition into their first year of high school and after 12th grade JMG students complete their year in JMG. Continuous tracking of JMG students during the follow-up phase is required during the following 12-months after completion of the school year regardless of whether a participant graduates or not. For example, if an 8th grade student completes JMG and has to repeat their 8th grade year the career specialist will follow-up with the student for the 12 months after the completion their first 8th grade year.

JOB AND SCHOOL PLACEMENT

Jobs for America's Graduates and Jobs for Montana's Graduates has two main things in common: the emphasis on jobs. While the purpose of the program isn't necessarily to find students employment, but to prepare them for employment, it is imperative that if a student becomes employed during the course of the JMG program, or during the follow-up period, that employment data be captured in e-NDMS.

ENTERING END OF YEAR STATUS AND GRADUATION RATES

At the end of the year, Career Specialists enter the "end of year" status for all of their students, inputting graduation dates or the "connection" students have to school. This information is entered again when school starts the following academic year for returning students, but not for students who have graduated high school.

Using Data in the JMG Class

What tools do you currently use to determine whether or not your audience is "getting it?"

How do you know you are effectively doing your job? Can you prove your effectiveness?

Are your outcomes worth your salary?

In JMG, we have the answers to these questions. Every legislative session, we have to answer these questions with documented evidence. Not only can we prove our effectiveness, we can demonstrate progress, and show how we are taking steps to meet compliance.

E-NDMS.jag.org > [Login](#) > [Review](#) > [Reports](#) > [Select from dropdown list](#)

PARTICIPANT PROFILE REPORT

Shows data captured on the participant profiles and identifies barriers to success: graduation, employment, and/or pursuit of post-secondary education, training or the military.

MODEL SERVICES REPORT

The Model Services Report shows a summary of the Model Services entered, what the percentages of each category are and the timeframe you have entered services for. This is an overview of the Model Services for the school year.

Model Services Data

To find out where you are at in updating your model services, you will download the data.

BARRIER REPORT

Tracking the status of the barriers for your students can help you tailor your lessons and activities for JMG to the specific needs of your students. Barriers are a great identifier in terms of knowing which areas your students need the most assistance.

FOLLOW-UP STATUS REPORT

The follow-up status report shows the JMG program ratings for the “5 of 5” performance outcomes. Running this report shows whether or not a JMG program has met the JAG standards for performance.

Justification

Do you believe you have value in your job? Do you believe you “do a good job” teaching students? Do you believe you can show me how you have value or how you’re doing a good job?

The way we answer these questions is through our data.

Data is our flashlight – it shines a light on the areas we are strong and also where we are weak. We have funding tied to data – all of the grants we provide are based on required performance outcomes. JMG is not law, it is not written as an executive order. It is based on legislative discretion. Legislation is based on data.

The purpose of collecting, then reporting data to JAG is for tracking and evaluating the successes and non-compliance of states. Each state “owns” their data and is responsible for quality assurance and program improvement.

SECTION 4.2

Performance Outcomes

Based on a series of performance measures and standards, these outcomes center on three key areas: attainment of performance outcomes, a commitment to adhering to the program standards, and compliance with JAG Accreditation.

MIDDLE SCHOOL GOALS

The three (3) major goals of a JMG Middle School Program are:

- Students will stay in school and transition into high school
- Students will improve their academic performance, school behavior, attendance, participation, and self-esteem
- Students will improve their skills in leading and being an effective member of a team

HIGH SCHOOL GOALS

The three (3) major goals of JMG High School Program are:

- Students will be ready to join the workforce with the skills employers need
- Students will explore career opportunities and what is needed to succeed
- Students will graduate from high school and have some foundation for their future

JAG Program Highlights

JAG has served young people nation-wide for over 30 years, reaching over 1 million students in the 2014-2015 school year.

Joseph Little Eagle from Riverside Middle School in Billings, Montana was selected to represent Montana's one Millionth Student. "To commemorate the landmark student enrollment, the non-profit selected one student ambassador from each state to represent that millionth student.

Little Eagle is actually the only middle school student of all the ambassadors nationwide." (KTVQ)

JAG HIGH SCHOOL 5 OF 5

The five categories JAG measures states' effectiveness in delivering the JAG Model are: Graduation Rate, Job Placement Rate, Total Positive Outcomes Rate, Total Full-Time Jobs Rate, and Total Full-Time Placements Rate.

- **Graduation Rate** The percentage of seniors (12th grade) who successfully completed high school.
- **Job Placement Rate** The percentage of seniors (12th grade) who became successfully employed in a job or the military.
- **Total Positive Outcomes Rate** The percentage of seniors (12th grade) who enrolled in postsecondary training and/or education, became successfully employed, joined the military, or any combination thereof.
- **Total Full-Time Jobs Rate** The percentage of employed seniors (12th grade) who are successfully employed for more than 35 hours per week.
- **Total Full-Time Placements Rate** The percentage of employed seniors (12th grade) whose status is full-time in postsecondary training and/or education, employment and/or the military, or any combination thereof.



2014 NATIONAL STUDENT LEADERSHIP CONFERENCE IN D.C. AWARD CEREMONY FOR THE ONE MILLIONTH STUDENT FEATURING WITH JMG STATE DIRECTOR ERICA SWANSON AND JOSEPH LITTLE EAGLE.

Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. As data is entered into e-NDMS, reports can be generated to guide and determine program effectiveness. As a state, we have had high accolades and received recognition that has led to significant increases in funding due to our data.

If programs do not meet the minimum data requirements, then steps will be taken to work on compliance or look at possibly removing the JMG program from the school.



**PART FIVE
JMG TOOLS &
RESOURCES**

STUDENT VOICE INNOVATE MOBILIZE EMPOWER CONNECT

SECTION 5.1

Trauma Stewardship

While the work as a Career Specialist is meaningful, intentional, and has a significant impact in the people affected, careful consideration and action need to be taken to ensure self-care is a priority.

IDENTIFYING WHEN YOU'RE EXPERIENCING TRAUMA

In her Ted Talk, Laura van Dernoot Lipsky states, "The toll is slow moving and hard to gauge. We get very isolated when we've been exposed to trauma work over a long period of time." (Lipsky, 2015). There are multiple ways we are affected by Trauma Stewardship, including:

- We aren't working hard enough – constantly feel like you should be doing more
- Morale is low
- Hyper-vigilance/hyper-sensitivity about others' – flow between sympathetic or parasympathetic nervous system is off
- Exhaustion in your soul or spirit – beyond physical exhaustion
- Avoidance – best part of your day is the part where you don't have to do your job
- Avoidance in personal lives – you avoid people who want to spend time with you
- Cynicism or cynical humor about unrealistic expectations
- Anger and rage at those who are experiencing joy
- Externalizing –blaming external factors for the way you are feeling
- Blind spots – do not see how your actions and feelings are affecting others
- Addictions
- Numbing

With the volume and intensity of suffering on the planet today, it's hard not to numb. However, I encourage you to strive and cultivate our capacity to be present – all we are in control of is bringing exquisite quality of presence. We can interrupt systematic oppression and transform trauma that is arising. It is easy to get into that place of believing others don't understand what you're going through or what you've been through, the tendency to say 'You have no idea' is easy to gravitate to.

When you feel like no one else understands, remember others who, when they couldn't change anything external, made change because of shifting their focus internally."

- Thich Nhat Hanh
- Wangari Maathai
- Malala Yousafzai
- Viktor Frankl
- Maya Angelou
- Desmond Tutu

She goes on to state, "Humans have a shared ethic – do no harm; numbness hides harm and is not selective. Numbness is also not sustainable. Body, mind, and spirit will continue to try to bring you back to feeling and experiencing."

Howard Thurman reminds us "Don't ask yourself what the world needs. Ask yourself what makes you come alive and go and do that, because what the world needs is people who have come alive."

Lipsky concludes that "From the place of presence it is possible to aspire to do no harm and it is possible to transform whatever trauma arises and it is possible to dismantle the systematic oppression that is causing such a legacy of suffering."

SECTION 5.2

Information for Outreach

Employer Marketing and Job Development – Model Component #8

JAG's Specialist Handbook provides the following information to serve as resources and guides for building long-term relationships with employers:

PORTFOLIO

Some Career Specialists find it helpful to have printed marketing materials when meeting with community members, employers, or partners interested in locally supporting JMG. A portfolio is a great tool to use; all of the information about marketing JMG is in one spot.

What goes into a portfolio?

Items like an annual report, flyers/brochures on the program, core competency list, pictures, and articles. Keep it current!

How do I use it?

Your portfolio can act as an outline for your presentation. Use it to discuss what you think is important and help keep you on track.

PHONE CONTACT

Who do I call?

- People you know.
- Past employers.
- Current employers of your students that are in the follow-up stage.
- Companies that are in a growth industry.
- Chamber of Commerce.
- Workforce Development.
- Companies that are in the industries your students are interested in.

Who do I ask for when I call?

- For companies, ask for human resources and get a name before being transferred.
- Smaller businesses may not have an HR department. Ask for the person who does the hiring.

What do I say when I call (or go visit)?

- Identify yourself – GNAP (Greeting, Name, Affiliation, and Purpose).
- Explain what you do (win-win for both parties).
- Know in advance what you want from this person – information on company, guest speaker, student tour, IGNITE Montana Conference involvement, job leads, currently have a student working there, an appointment, etc.
- Always send a thank you note or letter and a business card within 24 hours of phone call and visit.

EMPLOYER VISIT

Cold Calls

- This is similar to a phone call, except you are in person.
- Ask the receptionist for human resources (or who does the hiring) and get a name.
- Be brief. GNAP and know what you want.
- Have questions ready to ask.

- Read their body language and know if they have time to spend with you or would it be better if you set an appointment to go into more details.
- If you don't get to see anyone, leave an "I'm sorry I missed you form letter" with a brochure and/or business card. If possible, make an appointment before you leave. If not, follow-up with a phone call to make an appointment.

APPOINTMENTS WITH AN EMPLOYER

- Call to confirm the appointment the day before or the morning of the appointment.
- Be prompt (at least 10 minutes early).
- Use the presentation portfolio and know what your objective is with this appointment. Same as with any other call.
- Follow-up with thank you note/letter and business card.

WHAT DO I SAY?

- Make it short, make it simple, and make it informative!
- Identify yourself.
- Identify the program. Make sure YOU know what JAG (your program) is, what it does, and what it can do for them.
- Learn the name and title of the people you need to see.
- Give them your business card and get one of theirs. It will help provide the necessary information for your follow-up, your job development, and your mileage sheet.
- If calling, leave your name, school name, phone number, and a brief explanation of your program and the purpose of your call.

"Hello, my name is _____ from Jobs for Montana's Graduates. We are a school-to-work transition program at _____ School. I'm calling in regards to opportunities with your company for my students. My number is _____. I look forward to talking with you. Thank you."

- Learn the names of the people who answer the phones and greet visitors. They can offer valuable information too.
- Be persistent but pleasant! Some businesses insist on appointments. Some businesses would rather talk over the phone. Don't take it personally. Remember the importance of what you are trying to do.
- Remember to have business cards, the annual report, brochures, pictures and articles from service projects, and a list of the competencies. It makes for easy reference.
- Share with them how JAG prepares students for the work place. Explain other components of the program: community service, career competitions, and fundraising. These things add credibility to the program.
- Learn about their organization. Ask questions!!
- If this is your first visit, you are trying to establish a relationship!! Asking them to hire your graduates in a few months is not going to be as advantageous as asking them to come in as a guest speaker, be on a panel, serve as a judge at a JMG event, or review your students' resumes, etc.
- Ask what their entry-level positions are. Ask—what are the qualifications, what qualities are they looking for in employees, etc.
- Even cold calls can be advantageous.

"Hello. My name is _____ from Jobs for Montana's Graduates at _____ High School. May I speak with your human resource manager?"

"That would be Diane and she's in a meeting right now."

"I would like to make an appointment with her to discuss opportunities for my students at _____ School."

"I'll have her give you a call."

- Remember, it is about RELATIONSHIPS, so you may not want to ask for employment opportunities on the first

visit. You may want to ask for their involvement in another way.

- The employer asks, “What kind of worker do I get?” Your response could be, “I can’t guarantee any graduate’s performance, but I can tell you that our graduates are educated about transitioning from school to work. They have an understanding of the basic skills and attitudes employers, such as you, expect and demand from their workers. We also follow-up with our students to troubleshoot any employment problems and to track their success.”
- Always end with a firm handshake and a smile.
- Always follow-up with a thank you note or letter and confirm what the next step is.

Generational Differences

As mentioned before, it is important to note the generational differences in the workforce. Employees of all ages have varying perspectives on the purpose of work, careers, and succession. Know your market. The average age of Montana citizens is 39.8 years old (US Census).

GI Generation: Born 1901 - 1926

- Children of the WWI generation and fighters in WWII. They were young in the Great Depression, all leading to strong models of teamwork to overcome and progress.
- Their Depression was The Great One; their war was The Big One; their prosperity was the legendary Happy Days. They are sometimes referred to as The Greatest Generation.
- They saved the world and then built a nation.
- They are the assertive and energetic do’ers.
- Excellent team players.
- Community-minded.
- Strongly interested in personal morality and near-absolute standards of right and wrong.
- Strong sense of personal civic duty, which means they vote.
- Marriage is for life, divorce and having children out of wedlock were not accepted.
- Strong loyalty to jobs, groups, schools, etc.
- There was no “retirement” you worked until you died or couldn’t work anymore.
- The labor-union-spawning generation.
- “Use it up, fix it up, make it do, or do without.”
- Avoid debt...save and buy with cash.
- Age of radio and air flight; this generation remembers life without airplanes, radio, and TV.
- Most of them grew up without modern conveniences like refrigerators, electricity, and air conditioning.

Mature/Silents: Born 1927 - 1945

- Went through their formative years during an era of suffocating conformity, but also during the postwar happiness: Peace! Jobs! Suburbs! Television! Rock ‘n Roll! Cars! Playboy Magazine!
- Korean and Vietnam War generation.
- The First Hopeful Drumbeats of Civil Rights!
- Pre-feminism women; women stayed home generally to raise children, if they worked it was only certain jobs like a teacher, nurse, or secretary.
- Men pledged loyalty to the corporation, once you got a job, you generally kept it for life.
- The richest, most free-spending retirees in history.
- Marriage is for life, divorce and having children out of wedlock were not accepted.
- In grade school, the gravest teacher complaints were about passing notes and chewing gum in class.
- They are avid readers, especially newspapers.
- “Retirement” means to sit in a rocking chair and live your final days in peace.
- The Big-Band/Swing music generation.
- Strong sense of trans-generational common values and near-absolute truths.
- Disciplined, self-sacrificing, & cautious.

Baby Boomers: Born between 1946 - 1964

- Two subsets: 1. the save-the-world revolutionaries of the ‘60s and ‘70s; and 2. the party-hardy career climbers (Yuppies) of the ‘70s/’80s.
- The “me” generation.
- “Rock and roll” music generation.
- Ushered in the free love and societal “non-violent” protests which triggered violence.
- Self-righteous & self-centered.
- Buy it now and use credit.
- Too busy for much neighborly involvement yet strong desires to reset or change the common values for the good of all.
- Even though their mothers were generally housewives, responsible for all child rearing, women of this generation began working outside the home in record numbers, thereby changing the entire nation as this was the first generation to have their own children

raised in a two-income household where mom was not omnipresent.

- The first TV generation.
- The first divorce generation, where divorce was beginning to be accepted as a tolerable reality.
- Began accepting homosexuals.
- Optimistic, driven, team-oriented.
- Envision technology and innovation as requiring a learning process.
- Tend to be more positive about authority, hierarchal

Generation X: Born between 1965 - 1980

- The “latch-key kids” grew up street-smart but isolated, often with divorced or career-driven parents. Latch-Key came from the house key kids wore around their neck, because they would go home from school to an empty house.
- Entrepreneurial.
- Very individualistic.
- Government and big business mean little to them.
- Want to save the neighborhood, not the world.
- Feel misunderstood by other generations.
- Cynical of many major institutions, which failed their parents, or them, during their formative years and are therefore eager to make marriage work and “be there” for their children.
- Don’t “feel” like a generation, but they are.
- Raised in the transition phase of written based knowledge to digital knowledge archives; most remember being in school without computers and then after the introduction of computers in middle school or high school.
- Desire a chance to learn, explore and make a contribution
- Tend to commit to self rather than an organization or specific career. This generation averages seven career changes in their lifetime, it was not normal to work for a company for life, unlike previous generations.

Generation Y, Millenium: Born between 1981-2000

- Aka “The 9/11 Generation” “Echo Boomers” America’s next great generation brings a sharp departure from Generation X.
- They are nurtured by omnipresent parents, optimistic, and focused.
- Respect authority.
- Falling crime rates. Falling teen pregnancy rates. But with school safety problems; they have to live with the thought that they could be shot at school, they learned early that the world is not a safe place.

structure and tradition.

- One of the largest generations in history with 77 million people.
- Their aging will change America almost incomprehensibly; they are the first generation to use the word “retirement” to mean being able to enjoy life after the children have left home. Instead of sitting in a rocking chair, they go skydiving, exercise and take up hobbies, which increases their longevity.
- The American Youth Culture that began with them is now ending with them and their activism is beginning to re-emerge.

- Society and thus individuals are envisioned as disposable.
- AIDS begins to spread and is first lethal infectious disease in the history of any culture on earth which was not subjected to any quarantine.
- Beginning obsession of individual rights prevailing over the common good, especially if it is applicable to any type of minority group.
- Raised by the career and money conscious Boomers amidst the societal disappointment over governmental authority and the Vietnam War.
- School problems were about drugs.
- Late to marry (after cohabitation) and quick to divorce...many single parents.
- Into labels and brand names.
- Want what they want and want it now but struggling to buy, and most are deeply in credit card debt.
- It is has been researched that they may be conversationally shallow because relating consists of shared time watching video movies, instead of previous generations.
- Short on loyalty & wary of commitment; all values are relative...must tolerate all peoples.
- Self-absorbed and suspicious of all organization.
- Survivors as individuals.
- Cautious, skeptical, unimpressed with authority, self-reliant.

- They schedule everything.
- They feel enormous academic pressure.
- They feel like a generation and have great expectations for themselves.
- Prefer digital literacy as they grew up in a digital environment. Have never known a world without computers! They get all their information and most of their socialization from the Internet.
- Prefer to work in teams.
- With unlimited access to information tend to be assertive with strong views.

- Envision the world as a 24/7 place; want fast and immediate processing.
- They have been told over and over again that they are special, and they expect the world to treat them that way.
- They do not live to work, they prefer a more relaxed work environment with a lot of hand holding and accolades.

Generation Z, Boomlets: Born after 2001

- In 2006 there were a record number of births in the US and 49% of those born were Hispanic, this will change the American melting pot in terms of behavior and culture. The number of births in 2006 far outnumbered the start of the baby boom generation, and they will easily be a larger generation.
- Since the early 1700's the most common last name in the US was 'Smith' but not anymore, now it is Rodriguez.
- There are two age groups right now: (a) Tweens. (a1) Age 8-12 years old. (a2) There will be an estimated 29 million tweens by 2009. (a3) \$51 billion is spent by tweens every year with an additional \$170 billion spent by their parents and family members directly for them. (b) Toddler/Elementary school age. (b1) 61 percent of children 8-17 have televisions in their rooms. (b2) 35 percent have video games. (b3) 14 percent have a DVD player. (b4) 4 million will have their own cell phones. They have never known a world without computers and cell phones.
- Have Eco-fatigue: they are actually tired of hearing about the environment and the many ways we have to save it.
- With the advent of computers and web-based learning, children leave behind toys at a younger age. It's called KGOY-kids growing older younger, and many companies have suffered because of it, most recognizable is Mattel, the maker of Barbie dolls. In the 1990's the average age of a child in their target market was 10 years old, and in 2000 it dropped to 3 years old. As children reach the age of four and five, old enough to play on the computer, they become less interested in toys and begin to desire electronics such as cell phones and video games.
- They are savvy consumers and they know what they want and how to get it and they are over saturated with brands.

SECTION 5.3

The JMG Process

When a school is eligible to implement the JMG program, there are a series of steps the JMG State Staff are required to take in order for the JMG program to launch.

Interest

When someone from a school (a school leader or teacher) indicates they are interested in joining the JMG team, we ask them to do an informal assessment to determine if they will be a good fit.

LOCAL PLANNING STAGE

One minute of planning time saves ten minutes of execution. It is very important that the steps taken to implement JMG are intentional, thoroughly reviewed, and documented. Strong relationships, preparation, and clear communication are the hallmarks of successful programs. JMG Programs agree to adhere to the standards of the JAG Model as well as meet the JMG Program expectations.

Situation Analysis

A formal dropout review of local high schools should be undertaken by the JMG State Staff in conjunction with school officials. The review should address the following questions:

- How many students have dropped out in the last four years?
- Are there a number of students who are potentially prone to dropping out?
- What successes have your students had in entering the labor market?
- What resources, tools and/or programs are currently in place to assist students with transitioning or staying in school through graduation?
- What demographics do you typically work with?
- What kind of diversity exists in your community?
- How are you currently preparing your students for career readiness?

Local Plan

It is crucial that the program describe and assess the magnitude and nature of the dropout problem in schools in which JMG will be implemented and administered.

The Local Plan should:

- Identify the characteristics of students who will be targeted for services
- Identify the number of students to be served in the first year of the program
- Describe the program goals for the first stage of the program
- Describe the anticipated outcomes for participants

Partnership Approach

As mentioned before, JMG approaches the student dropout and disengagement problems with a collaborative solution. JMG partners and program administrators are encouraged to gain the greatest impact on resolving the dropout problem by continuing the partnership approach.

Additionally, it is strongly encouraged for a prospective JMG Career Specialist to visit and observe another JMG program.

A Local Plan of Service (Local Plan) will be provided describing the need and desire to implement JMG.

Revenue Sources

Funding should be presented to the partnership early on to identify local, county, state, and possibly federal funds available for dropout prevention.

IMPLEMENTATION STAGE

Considerable time and effort is expended in the implementation of JMG. Another significant component to the implementation and success of JMG is finding the right team to implement it.

Targeted Students

Based on the responses to the Situational Analysis review process, your team will decide who your targeted students will be. JMG has served students all over the spectrum in terms of academic standing, socio-economic status, has not discriminated based on group, class, or category, promotes individual student selection, and allows students to self-select.

Personnel

The person (or team of individuals) selected to teach JMG should possess the qualities we look for in Career Specialists. Teaching JMG requires teachers to be subject matter experts on careers and labor market data. Teaching JMG also requires Career Specialists to know what the graduation requirements are for their school. JMG students need more hands-on guidance, support, and mentoring. The Career Specialist has to be someone willing and able to dedicate time and energy to the success of JMG students and the program.

Commitment

Robert Fried argues in his book *The Passionate Teacher: A Practical Guide* that many of the problems in education today can be solved by passionate teachers. He states, "To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day – or captivated by all of these." (Harvard Educational Review)

At JMG, we expect all Career Specialists and students to be committed to successful outcomes. We expect all team members to hold each other accountable, to respect each other, to accept each other and to show kindness as often as each person can.

Commit to understanding our requirements and not only meeting our expectations, but exceeding them.

Scheduling

Schools need to plan for adequate time in order to introduce JMG, recruit, and select students for the program.

For performance goals to be met, Specialists must have regular and sustained contact with students in JMG. It takes time to overcome the conditions that caused the students to experience barriers prior to entering JMG and a minimum of 120 contact hours are recommended. If a school cannot provide sufficient contact time, then a site should not implement JMG.

Positive School Climate

It is essential for the JMG program to provide a positive climate that attracts rather than alienates young people. Developing community within the program creates a positive and safe place of belonging and acceptance for students who need connection.

Execution and Evaluation

Moving the planning and implementation stages to action requires participation from many different people fulfilling equally important roles.

Selection Process

Based on the earlier analysis, the Advisory Committee will review student population and target "highest need" then backfill class based on interest.

Parental/Guardian Contact

When possible, involving parents and guardians is absolutely essential to keeping students in school through graduation. When parents and guardians encourage their children to stay in school, students are more likely to do so.

When the class roster is established, send post cards, or a note letting the students know who you are and that you are looking forward to meeting them, and getting to know them through JMG. Send a letter to the parents letting them know what JMG is and offer your contact information.

Service Delivery

The Local Plan should provide information on the planned services for participants, the specific types of services that will be provided to participants under each major services category, the staff responsible for providing such services, and the expected average number of hours of service, allowing variations around this average to reflect differences in the needs of participants.

Academic Advising (Counseling)

It is absolutely imperative that Career Specialists know the graduation requirements for their schools. Helping students understand what they need to do to achieve graduation is a significant aspect to their success. In assisting them with academic advising, the Career Specialist is devoting personal attention to the success of their students.

Student-Led Instruction

Career Specialists guide students to brainstorm, plan, coordinate, and reflect on group collaboration. Proper facilitation is all that is required of a Career Specialist who has taught students to take the lead in listening to ideas, communicating appropriately with a team, and moving on those ideas. Student-led instruction also means being willing and able to teach and learn through failures. Allowing students to make mistakes are where the most meaningful teachable moments arise.

Maximize on teachable moments!

Mentorships, Counseling, and Guidance

Mentorship, counseling, and guidance are essential to a quality standards-driven JMG program. Career Specialists need to be prepared to emotionally invest and connect with their JMG students.

Linkages to Services

Before students can improve their academic performance, other barriers may need to be addressed. Career Specialists need to know what services or opportunities are available in their communities to help with situations such as:

- Finding Child Care
- Finding Employment
- Dealing with Drug and/or Alcohol Abuse
- Medical and Dental Problems
- Mental Health Concerns
- Child Abuse Problems

Monitoring

Student progress needs to be closely monitored so Career Specialists can provide support where deficiencies are found. In a traditional workplace, managers move around and observe employees in different ways – they do not isolate themselves to their offices, desks, or certain areas of the room. Career Specialists must reach out and monitor the vital signs of their students and be prepared to do whatever necessary to achieve a successful outcome.

Assessments and Testing

Testing basic academic competencies, employment competency knowledge, and self-esteem at the beginning of JMG and at the end of JMG will assist Career Specialists in understanding the participants' understanding of the content coming into the class.

Professional Association

The Professional Association is required and is an excellent tool for: building self-esteem, building confidence, developing a sense of achievement, instilling a need to succeed, and establishing the significance of work.

Marketing and Community Development

Through the Professional Association, students will plan projects and community activities that should incorporate employers, community agencies, and interested partners to share information about the JMG program. Career Specialists need to be experts on the labor market, including resumes, interviews, and professional attire.

Data

Career Specialists are expected to use e-NDMS to document students served, services delivered, and outcomes achieved. The rule of thumb is: if it is not documented, then it did not happen. It is imperative that Career Specialists are accurately and appropriately documenting all services and activities.

EVALUATION STAGE

Through setting and achieving benchmarks, monitoring, participating in a unified mission and goals, while conforming to program norms, a school can ensure they have a successful JMG Program. While JMG is flexible and adaptable at meeting the needs of students in each JMG Program, Career Specialists and students who belong to the JMG Program require a level of uniformity to preserve the integrity of the JAG Model.

Outcomes

It is expected for program participants to achieve at least an 80% positive outcomes rate. A review of barriers, pre- and post- tests, graduation rates and job placements will determine the successfulness of a JMG program.

Follow-Up

Maintaining contact with students who have transitioned from the 8th grade into high school or out of high school into their next steps require follow-ups to be completed. The follow-up process reinforces the relationship established in the JMG program while continuing to encourage students to stay on a healthy path to success.

Expectations

It is expected that JMG programs meet the JAG Model and JMG State requirements and expectations. The Local Plan should quantify the following:

- Percentage of targeted students who will remain in school
- Percentage of students who will experience improvements in academics, attendance, and behavioral issues
- Percentage of students who will achieve the minimum number of contact hours

Documentation

Using e-NDMS establishes a protocol and method of collecting information for review and analysis purposes. Career Specialists will be expected to keep accurate and up to date records of each of their participants.

Accreditation

Periodically, JAG will conduct site reviews to determine a State Organizations' success in implementing the JAG Model. Local Affiliates should adhere to program standards as presented in the JAG Model.

JMG Contracts

MEMORANDUM OF AGREEMENT

When a school is approved to bring a JMG Program in, there is a contract that is drafted by the JMG State Director, sent to the Legal Services Department for the Montana Department of Labor & Industry, then gets reviewed by the Workforce Services Administrator, and lastly gets sent to the School Administrator for final approval.

The significance of this contract is the outlining of services and performance outcomes to be fulfilled by schools and specifically by the Career Specialist:

HIGH SCHOOL

Section 2 - Scope of MOA

2.1 Jobs for Montana's Graduates will provide to the Contractor:

- Program training manuals
- Curriculum
- Professional Development
 - Two annual training seminars
 - Two annual site visits
 - Two annual performance reports
- Technical assistance

- National Data system access
- Two annual student conferences

2.2 Contractor will employ a Career Specialist who takes personal responsibility for JMG students in need of further assistance completing an educational program or securing and holding a job.

2.3 Contractor will implement the JMG program requirements for grades 9 through 12 using provided curriculum, resources and tools focused on the following:

2.3.1. Montana Career Association (MCA): The MCA is a student led organization used to enhance a sense of ownership among participants, to provide pride of membership (belonging), to involve program participation, to recognize participation, to reinforce JMG competencies, and to develop, practice and refine personal and leadership skills.

- The Career Specialist serves as the advisor to the MCA chapter comprised of students on the JMG program roster.
- Student officers will be elected or appointed by the MCA membership to lead the chapter.
- The chapter will conduct an Initiation and Installation (I&I) Ceremony shortly after the start of the program year.
- Chapter members (with guidance from the Chapter Advisor/Career Specialist) will develop a Plan of Work that includes:
 - Leadership development activities
 - Career development activities
 - Social activities
 - Civic activities
 - Fundraising activities
- The MCA will participate in two annual JMG conferences a year where JMG students are provided opportunities to show case the skills they have learned throughout the year and development leadership skills.
 - LEAD Montana: October 25, 2016 in Helena
 - IGNITE Montana: April 26 & 27, 2017 in Billings
- **Failure to meet the Montana Career Association guidelines can lead to a program funding reduction of up to 50% for the next school year.**

2.3.2. National Data Base Participation: The JMG Career Specialist will capture data using the Electronic National Data Management System (e-NDMS). JAG will use e-NDMS reports to monitor compliance to the JAG Model, quality assurance, and program improvement. All data and information captured using e-NDMS will be documented and verified ensuring the integrity of the database.

- Data will be collected in three general categories
 - Participants served,
 - Services delivered
 - Outcomes achieved
- Data will be reported for 100% of program participants
- Data will be reported monthly from 1 September 2016 through 15 June 2017
- All data requirements will be completed on or before the established deadline.
- Data entry deadlines and requirements for the 2016/17 school year are:
 - September 19, 2016
 - 2016/17 Student Profiles
 - Return-to-School status
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - Model Services
 - October 24, 2016
 - 2016/17 Student Profiles
 - Follow-up contact information for 2015/16 grades 8 & 12

- Job/School placement information for 2015/16 grades 8 & 12
 - Model Services
- November 21, 2016
 - 2016/17 Student Profiles
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - Model Services
- December 19, 2016
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
- January 23, 2017
 - Enter Student Profiles for all new second semester JMG Students
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
- February 21, 2017
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
- March 27, 2017
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
- April 17, 2017
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement Information for 2015/16 grades 8 & 12
- May 15, 2017
 - Graduation Dates
 - End of Year Status
 - Scholarship
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement Information for 2015/16 grades 8 & 12
- **Failure to meet e-NDMS reporting requirements and deadlines can lead to a program funding reduction of up to 50% for the next school year.**

2.3.3. FOLLOW-UP SERVICES: JMG Career Specialist will contact and deliver follow-up services to program participants for the 12-month follow-up phase. Participants are expected to be in regular contact with program participants during the follow-up phase. The services delivered in the follow-up phase are as critical as those delivered in the in-school phase.

- Specialists shall make no less than one personal contact per month with graduates and non-graduates
- If a high school diploma or HiSET was not attained, Specialists will continue to provide guidance in completing requirements for a high school diploma or HiSET
- Data will be reported monthly from 1 September 2016 through 30 June 2018
- Contractor is obligated, even in the event of termination, to perform Follow-Up services for senior graduates and senior non-graduates as well as other JMG student participants through 30 June 2018.
- All data requirements will be completed on or before the established deadline.
- All follow-up information will be reported in the e-NDMS database on or before the deadlines

established in paragraph 2.3.2.

- **Failure to meet Follow-up Services reporting requirements and deadlines can lead to a program funding reduction of up to 50% for the next school year.**

2.3.4. **COMPETENCY ATTAINMENT:** Career Specialists are responsible to meet JMG program performance standards and outcomes. The curriculum competencies are tools to be used when teaching JMG students and are the measurable data to determine which skills JMG students are learning.

- JMG Career Specialist will provide classroom instruction helping participants attain JAG's 37 core competencies.
- JMG instruction should focus on areas like:
 - Healthy Lifestyles: Such as value systems, goals, decision-making, maturity, positive self-image, positive attitude, and responsibility
 - Basic Communication Skills: Both verbal and written; life skills math and problem solving
 - Career Development: Occupational interests, aptitudes and abilities; career pathways; goal setting; job shadowing, internship and/or work experience
 - Job Attainment and Job Survival: Resumes, career search, application processes, interviews, employer expectations, time management, positive employee qualities and effective human relations
- JMG Career Specialist will use e-NDMS to report competency attainment contact hours when Model Services are entered into the e-NDMS database.
- **Failure to meet Competency Attainment requirements can lead to a program funding reduction of up to 30% for the next school year.**

2.3.5 **PARTICIPANT SELECTION:** Program participants will be selected based on barriers to graduation and/or transition into the workforce or enrollment in a postsecondary education program leading to a career.

- JMG feels that the JMG program is for all students and a diverse class makeup can provide second and third order effects beyond that provide in the context of the classroom.
- Students with the greatest need should be selected for JMG but all students are eligible.
- An in-school Advisory Committee will be established which accept responsibility for participants selected for JMG services.
- The Advisory Committees will be comprised of stakeholders that are knowledgeable of the JMG Model and the program applications operating in the school.
- JMG Career Specialists shall make a concerted effort to examine school records (grades, attendance, suspensions, disciplinary, and guidance) as a means of selecting the right students.
- **Failure to meet Participant Selection requirements can lead to a program funding reduction of up to 20% for the next school year.**

2.3.6 **STUDENT LOAD:** Student load is a critical consideration in delivering quality services and achieving performance goals. Specialists that exceed the number of participants as defined in the JMG Model place all participants in jeopardy of not achieving the targeted goals. Specialists that serve too few participants place the program in jeopardy since the cost per participant exceeds the JMG average.

- Contractor will have a minimum of 6 students in a JMG class
- Ideal size for a JMG program is 10-20 students
- **Failure to meet Student Load requirements can lead to a program funding reduction of up to 20% for the next school year.**

2.3.7. **EMPLOYER MARKETING AND JOB DEVELOPMENT:** JMG Career Specialists will market the JMG program and the programs participants to employers who can provide quality jobs and work-based learning experiences. Quality jobs are those that provide full-time work, competitive salaries, safe working conditions, adequate job training, effective supervision, periodic performance appraisals, employment benefits (i.e., health insurance, employer financed education, etc.), and career advancement opportunities.

2.3.8. **PROFESSIONAL DEVELOPMENT:** Continuing professional development helps JMG Career Specialist maintain and enhance knowledge and skills, stay relevant and up to date, continue to make a meaningful contribution to the team, and stay interested and connected. JMG offers two state level

training seminars as well as two site visits each year to provide current program information and assess program performance. JAG also provides national wide professional development opportunities. JMG professional development requirements are:

- JMG Career Specialist will participate in both JMG sponsored professional development opportunities.
- Contractor and JMG Career Specialist will participate in two monitoring visits throughout the school year.
- **Failure to meet Professional Development requirements can lead to a program funding reduction of up to 25% for the next school year.**

MIDDLE SCHOOL

Section 2 - Scope of MOA

2.1 Jobs for Montana's Graduates will provide to the Contractor:

- Program training manuals
- Curriculum
- Professional Development
 - Two annual training seminars
 - Two annual site visits
 - Two annual performance reports
- Technical assistance
- National Data system access

2.2 Contractor will employ a Career Specialist who takes personal responsibility for JMG students in need of further assistance completing an educational program or securing and holding a job.

2.3 Contractor will implement the JMG program requirements for grades 7 and 8 using provided curriculum, resources and tools focused on the following:

2.3.1. MCA: The Montana Career Association (MCA) is a student-led organization designed to create a positive sense of identity, affiliation and group cohesion to which all JMG participants belong. For the Career Specialist, the MCA provides a means of experience-based curriculum delivery through which students can apply skills they've learned through traditional classes.

- The Career Specialist serves as the advisor to the MCA comprised of students on the JMG program roster.
- Student officers will be elected or appointed by the MCA membership to lead the chapter.
- The MCA will conduct an opening ceremony shortly after the start of the program year in order to introduce officers, other MCA students, and describe the purpose of the MCA.
- The MCA will conduct a closing ceremony at the end of the program year as an opportunity to celebrate the council's accomplishments for the year and recognize individual students and their accomplishments as well.
- **Failure to meet the Montana Career Association (MCA) guidelines can lead to a program funding reduction of up to 50% for the next school year.**

2.3.2. National Data Base Participation: The JMG Career Specialist will capture data using the Electronic National Data Management System (e-NDMS). JAG will use e-NDMS reports to monitor compliance to the JAG Model, quality assurance, and program improvement. All data and information captured using e-NDMS will be documented and verified ensuring the integrity of the database.

- Data will be collected in three general categories
 - Participants served,
 - Services delivered
 - Outcomes achieved
- Data will be reported for 100% of program participants

- Data will be reported monthly from 1 September 2016 through 15 June 2017
- All data requirements will be completed on or before the established deadline.
- Data entry deadlines and requirements for the 2016/17 school year are:
 - September 19, 2016
 - 2016/17 Student Profiles
 - Return-to-School status
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - Model Services
 - October 24, 2016
 - 2016/17 Student Profiles
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - Model Services
 - November 21, 2016
 - 2016/17 Student Profiles
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - Model Services
 - December 19, 2016
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - January 23, 2017
 - Enter Student Profiles for all new second semester JMG Students
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - February 21, 2017
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - March 27, 2017
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement information for 2015/16 grades 8 & 12
 - April 17, 2017
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement Information for 2015/16 grades 8 & 12
 - May 15, 2017
 - End of Year Status
 - Model Services
 - Follow-up contact information for 2015/16 grades 8 & 12
 - Job/School placement Information for 2015/16 grades 8 & 12
 - **Failure to meet e-NDMS reporting requirements and deadlines can lead to a program funding reduction of up to 50% for the next school year.**

2.3.3. FOLLOW-UP SERVICES: JMG Career Specialist will contact and deliver follow-up services to program participants for the 12-month follow-up phase. Participants are expected to be in regular contact with program participants during the follow-up phase. The services delivered in the follow-up phase are as

critical as those delivered in the in-school phase.

- Specialists shall make no less than one personal contact per month with participants
- Data will be reported monthly from 1 September 2016 through 30 June 2018
- Contractor is obligated, even in the event of termination, to perform Follow-Up services for senior graduates and senior non-graduates as well as other JMG student participants through 30 June 2018.
- All data requirements will be completed on or before the established deadline.
- All follow-up information will be reported in the e-NDMS database on or before the deadlines established in paragraph 2.3.2.
- **Failure to meet Follow-up Services reporting requirements and deadlines can lead to a program funding reduction of up to 50% for the next school year.**

2.3.4. COMPETENCY ATTAINMENT: Career Specialists are responsible to meet JMG program performance standards and outcomes. The curriculum competencies are tools to be used when teaching JMG students and are the measurable data to determine which skills JMG students are learning.

- JMG Career Specialist will provide classroom instruction helping participants attain JAG's 42 middle school core competencies.
- JMG instruction should focus on areas like:
 - Healthy Lifestyles: Such as value systems, goals, decision-making, maturity, positive self-image, positive attitude, and responsibility
 - Leadership and Self-development: Topics may include, positive team membership, qualities, role and function of a leader;
 - Basic Communication Skills: Both verbal and written; life skills math and problem solving
 - Career Development: Occupational interests, aptitudes and abilities; career pathways; goal setting; job shadowing, internship and/or work experience
 - Job Attainment and Job Survival: Resumes, career search, application processes, interviews, employer expectations, time management, positive employee qualities and effective human relations
- JMG Career Specialist will use e-NDMS to report competency attainment contact hours when Model Services are entered into the e-NDMS database.
- **Failure to meet Competency Attainment requirements can lead to a program funding reduction of up to 30% for the next school year.**

2.3.5 PARTICIPANT SELECTION: Program participants will be selected based on barriers to graduation and/or transition into the workforce or enrollment in a postsecondary education program leading to a career.

- JMG feels that the JMG program is for all students and a diverse class makeup can provide second and third order effects beyond that provide in the context of the classroom.
- Students with the greatest need should be selected for JMG but all students are eligible.
- An in-school Advisory Committee will be established which accept responsibility for participants selected for JMG services.
- The Advisory Committees will be comprised of stakeholders that are knowledgeable of the JMG Model and the program applications operating in the school.
- JMG Career Specialists shall make a concerted effort to examine school records (grades, attendance, suspensions, disciplinary, and guidance) as a means of selecting the right students.
- **Failure to meet Participant Selection requirements can lead to a program funding reduction of up to 20% for the next school year.**

2.3.6 STUDENT LOAD: Student load is a critical consideration in delivering quality services and achieving performance goals. Specialists that exceed the number of participants as defined in the JMG Model place all participants in jeopardy of not achieving the targeted goals. Specialists that serve too few participants place the program in jeopardy since the cost per participant exceeds the JMG average.

- Contractor will have a minimum of 6 students in a JMG class
- Ideal size for a JMG program is 10-20 students

- **Failure to meet Student Load requirements can lead to a program funding reduction of up to 20% for the next school year.**
- 2.3.7. **PROFESSIONAL DEVELOPMENT:** Continuing professional development helps JMG Career Specialist maintain and enhance knowledge and skills, stay relevant and up to date, continue to make a meaningful contribution to the team, and stay interested and connected. JMG offers two state level training seminars as well as two site visits each year to provide current program information and assess program performance. JAG also provides national wide professional development opportunities. JMG professional development requirements are:
- JMG Career Specialist will participate in both JMG sponsored professional development opportunities.
 - Contractor and JMG Career Specialist will participate in two monitoring visits throughout the school year.
 - **Failure to meet Professional Development requirements can lead to a program funding reduction of up to 25% for the next school year.**

PROGRAM BUDGET

Each JMG program should start the year, semester or trimester with a proposed budget submitted to the state office for review. The Career Specialist should facilitate discussion with students and completion of the program budget. The budget will outline the proposed Program of Work activities, as well as any expenditures needed for the delivery of JMG program services.

SUPPLEMENTAL FUNDING

Occasionally, the JMG subgrant does not cover the needed costs for travel or preparation for JMG sponsored events. JMG Career Specialists can submit requests for additional funding, itemizing their need. Request for additional funding will be evaluated on a case-by-case basis being approved or denied with justification.

SECTION 5.4

Learning Styles

Understanding different learning styles will assist you in effectively teaching JMG to your students. According to EducationPlanner.org, the three main learning styles are: Auditory, Visual, and Tactile. There are many tools and resources available to assist with understanding and tailoring lesson delivery to students' specific learning styles. From their website, EducationPlanner.org lists the following information:

Auditory Learner

"If you are an auditory learner, you learn by hearing and listening. You understand and remember things you have heard. You store information by the way it sounds, and you have an easier time understanding spoken instructions than written ones. You often learn by reading aloud because you have to hear it or speak it in order to know it.

As an auditory learner, you probably hum or talk to yourself or others if you become bored. People may think you are not paying attention, even though you may be hearing and understanding everything being said.

Here are some things that auditory learners like you can do to learn better:

- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them aloud.
- Read stories, assignments, or directions aloud.
- Record yourself spelling words and then listen to the recording.
- Have test questions read to you aloud.
- Study new material by reading it aloud.

Remember that you need to hear things, not just see things, in order to learn well."

Visual Learner

"If you are a visual learner, you learn by reading or seeing pictures. You understand and remember things by sight. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual. You like to see what you are learning.

As a visual learner, you are usually neat and clean. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored. You may have difficulty with spoken directions and may be easily distracted by sounds. You are attracted to color and to spoken-language (like stories) that is rich in imagery.

Here are some things that visual learners like you can do to learn better:

- Sit near the front of the classroom. (It won't mean you're the teacher's pet!)
- Have your eyesight checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.

Remember that you need to see things, not just hear things, to learn well."

Tactile Learner

“If you are a tactile learner, you learn by touching and doing. You understand and remember things through physical movement. You are a “hands-on” learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well coordinated and have good athletic ability. You can easily remember things that were done, but may have difficulty remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a pat on the back.

Here are some things that tactile learners like you can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It’s OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It’s OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.

Remember that you learn best by doing, not just by reading, seeing, or hearing.”

For more great information, visit www.educationplanner.org.

APPENDIX

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