



# Montana Department of LABOR & INDUSTRY

1  
2 **Division: Workforce Services Division**  
3 **Category: Programs**  
4 **Effective Date: TBD**  
5 **Last Revised: N/A**  
6 **Policy No.: 03-17**

## 7 **Jobs for Montana’s Graduates (JMG) Policy**

8 **Background:** Jobs for America’s Graduates (JAG) is a cost-effective school-to-career, dropout  
9 prevention, and/or dropout recovery solution to serve young people who are at greatest risk of not graduating or  
10 completing a High School Equivalency Test (HiSET); pursuing a postsecondary education; and/or securing a  
11 quality entry-level job that leads to career advancement opportunities.

12 Since 1980, Jobs for America’s Graduates state organizations and local affiliates have served over 1 million  
13 young people with major barriers to success. Historically, JAG is the largest national demonstration of a school-  
14 based model for at-risk and disadvantaged youth leading to a high school diploma or HiSET, employment  
15 and/or postsecondary education leading to a career. With the emphasis being on employment or employability,  
16 the JAG Model has prepared young people with the tools to be contributing citizens to society. Jobs for  
17 Montana’s Graduates (JMG) is affiliated with the JAG program. JMG is a student-focused class in school or  
18 within a community where students voice their interests, participate in the rules and expectations for the class,  
19 state ideas for topics to explore and take the lead on project development, planning, preparation, coordination  
20 and reflection. JMG is the only place for most students to experience a level playing field, or establish common  
21 ground with students outside of their socio-economic, demographic, or cultural group. JMG was created in April  
22 1990 to assist Montana student to stay in school, graduate and successfully transition from school to work.  
23 JMG is jointly sponsored by the Governor’s Office, the Workforce Innovation and Opportunity Act, and the Office  
24 of Public Instruction and is administered by the Department of Labor and Industry, Workforce Services Division  
25 (WSD). The Montana State Workforce Innovation Board (SWIB) Education and Training Committee provides  
26 program over-site and participates in on-going development of JMG.

27 **Scope:** This policy applies to Career Specialists, the JMG State Director, JMG Program Managers, and  
28 WSD fiscal officers. This policy is effective TBD.

### 29 **Policy:**

#### 30 **JMG Staff Roles and Responsibilities:**

- 31 • Management team members shall possess unquestionable integrity and professionalism, understand  
32 the bottom line and recognize the value of accountability. Employing strong communication skills to  
33 advocate for youth and focusing on solution in a dynamic organizational structure.

#### 34 **JMG State Director:**

- 35 • The JMG State Director provides program management as well as coordination and implementation of  
36 JMG in middle school, high school and out-of-school programs.  
37 • Responsibilities of the JMG State Director are:

- 1 ○ JMG program planning, to include the annual, 5 year, and statewide job development and  
2 placement plans;
- 3 ○ Program budgeting to include securing of funds, determining the JMG annual budget, and  
4 approving expenditures;
- 5 ○ New site development to include meeting with local schools and communities to negotiate and  
6 implement JMG, negotiate funding to support programs, and approve sub grants to fund local  
7 programs;
- 8 ○ Program coordination with JAG;
- 9 ○ Public relations to include conducting meetings and workshops as needed and meeting with  
10 legislators and elected public officials to develop knowledge of JMG;
- 11 ○ Training and Accreditations to be accomplished by attending training at the state and national  
12 level, overseeing the JMG state accreditation review, and providing assistance to JAG during  
13 JMG's annual statewide accreditation review; and
- 14 ○ Engagement with the SWIB Education and Training Committee by coordinating with the SWIB  
15 Education and Training Committee chairperson on direction and goals of JMG, assisting with the  
16 SWIB Education and Training Committee's understanding of JMG, providing public relations  
17 information to the SWIB Education and Training Committee, involving the SWIB Education and  
18 Training Committee in JMG planning and the 5 year strategic plan, and involving the SWIB  
19 Education and Training Committee in JMG activities, conference, etc.

## 20 JMG Program Managers:

- 21 ● The JMG Program Managers provide program management, indirect supervision of the career  
22 specialists, coordination and implementation of JMG middle school, high school and out-of-school  
23 programs. The JMG Program Managers shall:
  - 24 ○ Manage JMG middle school, high school and out-of-school programs to address dropout  
25 prevention, career awareness and exploration, school-to-work transition, dropout and credit  
26 recovery, and develop, implement and monitor work objectives, procedures, priorities and  
27 timelines to ensure smooth work flow;
  - 28 ○ Provide technical assistance and consulting services to a variety of individuals and groups  
29 regarding JMG policies, procedures, goals, and objectives;
  - 30 ○ Maintain curriculum and design, write and update program operation and career association  
31 manuals to ensure proper systems and resources are in place for efficient and effective  
32 program operation;
  - 33 ○ Develop marketing materials, including brochures, newsletters and fact sheets which help  
34 increase program awareness and spark interest in starting programs in communities and  
35 schools;
  - 36 ○ Encourage Career Specialists to utilize interactive teaching methods to achieve excellent  
37 student behavior, customer service, student and customer satisfaction, and continuous system  
38 improvement through staff empowerment, training and teamwork;
  - 39 ○ Coordinate ongoing monitoring and evaluation procedures to ensure program quality and  
40 compliance with JMG, DLI, WSD and JAG standards;
  - 41 ○ Provide technical assistance and support in the use of JAG's Electronic National Data  
42 Management System (e-NDMS) to ensure consistency in data collection for measuring  
43 outcomes and program achievements or set-backs against established goals and expectations;  
44 and
  - 45 ○ Plan, implement and coordinate staff and teacher trainings regarding the JMG program.

## 46 Affiliation of Accredited Programs:

- 47 ● JAG accredited programs shall be operated according to acceptable management practices and shall  
48 recruit and develop state and local staff capable of implementing the JAG Model program.
- 49 ● A strategic plan that promotes involvement by stakeholders in determining the direction of the  
50 statewide organization will be created. The state level strategic plan will include:

- 1           ○ The program annual plan;
- 2           ○ Management plan;
- 3           ○ Staff development plan;
- 4           ○ Business marketing and job development plan; and
- 5           ○ Technology plan.
- 6       • Program recognition and visibility are crucial to achieving a shared vision and accomplishing the goals
- 7       of the JAG Model. Press releases about program activities and outstanding individual accomplishments
- 8       shall be placed in the newspapers, radio, internet, television and other appropriate media outlets.

## 9   Events and Conferences:

- 10       • JMG hosts two annual conferences:
  - 11           ○ IGNITE Montana, held in April
  - 12           ○ LEADERSHIP, held in October
- 13       • JMG professional development
  - 14           ○ Winter Training, held in February
  - 15           ○ Summer Training, held in August
- 16       • Site Verification Visits
  - 17           ○ Fall, held in October
  - 18           ○ Spring, held in May

## 19  JAG Program Requirements and Expected Outcomes:

- 20       • The JMG program will adhere the JAG Model requirements in developing the JMG state program and will
- 21       meet expected outcomes. The JAG Model program components are:
  - 22           ○ Oversight Board
    - 23               ▪ Establish an oversight board with members who are the key leaders in business,
    - 24               government, education, labor and community that is committed and willing to accept
    - 25               personal responsibility for the success of the JAG model. The oversight board shall hold
    - 26               staff JMG staff accountable for the performance outcomes of the program.
  - 27           ○ Program Management
    - 28               ▪ The integrity, support and positive outcomes of the JAG Model rely heavily on the quality
    - 29               and professionalism that each program manager provides to the program. Program
    - 30               managers are responsible for the performance management by looking at what results
    - 31               were achieved and how they were achieved.
  - 32           ○ Program Staff
    - 33               ▪ Career Specialists who are willing and capable of implementing the JAG Model for a fully
    - 34               accredited JMG program.
  - 35           ○ Student Selection
    - 36               ▪ Students are selected by an advisory board made up of school administrative staff,
    - 37               counselors and Career Specialists to form a committee within the school or community
    - 38               setting to target students who would benefit from the skills offered in a JMG program.
  - 39           ○ Student Load
    - 40               ▪ Barriers, student grade, TABE test and maturity levels, availability and commitment level
    - 41               of the Career Specialist, funding sources and other local factors will be considered when
    - 42               determining the size of a JMG program. The minimum class size is six students.
  - 43           ○ Professional Association
    - 44               ▪ Each JMG program will have a student-led organization called the Montana Career
    - 45               Association (MCA). The MCA is the framework in which the competencies of the JAG
    - 46               Model is delivered.
  - 47           ○ Competency Attainment

- 1                                   ▪ In the high-school model, Career Specialists are responsible for engaging students to  
2                                   obtain a high school diploma or a HiSET, create an Individual Employment Plan,  
3                                   exposure to the workforce through community service, job shadows and business visits.
- 4                                   ▪ In the middle school model, Career Specialists are responsible for providing students'  
5                                   exposure to the workforce through community service, job shadows and business visits.  
6                                   The more knowledge students have of the world of work and of themselves, the more  
7                                   accurate the realistic their occupational decisions will be.
- 8                   ○ Business Marketing and Job Development
- 9                                   ▪ Business marketing and job development are necessary to encourage businesses to  
10                                  hire JMG students for quality jobs. Additionally, performing community outreach  
11                                  promotes awareness and demonstrates the effectiveness of JMG.
- 12                   ○ Follow-Up
- 13                                  ▪ Follow-Up is a continuation of the relationship between the Career Specialist and the  
14                                  students who are experiencing a significant transition – either from middle school to  
15                                  high school or from high school to careers.
- 16                   ○ Data System
- 17                                  ▪ Career Specialists will participate in data collection through eNDMS to meet  
18                                  performance standard and expectations. Data will be used to determine compliance,  
19                                  quality assurance and program improvements.
- 20 ● JAG measures states' outcomes for effectiveness in delivering the JAG Model by utilizing 5 categories.  
21    The following defines the 5 measured categories:
- 22                   ○ Graduation Rate: The percentage of seniors (12<sup>th</sup> grade) who successfully completed high  
23                                  school.
- 24                   ○ Job Placement Rate: The percentage of seniors (12<sup>th</sup> grade) who became successfully employed  
25                                  in a job, or the military.
- 26                   ○ Total Positive Outcomes Rate: The percentage of seniors (12<sup>th</sup> grade) who enrolled in  
27                                  postsecondary training and/or education, became successfully employed, joined the military or  
28                                  any combination thereof.
- 29                   ○ Total Full-Time Jobs Rate: The percentage of seniors (12<sup>th</sup> grade) who became successfully  
30                                  employed for more than 32 hours per week.
- 31                   ○ Total Full-Time Placement Rates: The percentage of seniors (12<sup>th</sup> grade) whose status is full-  
32                                  time in postsecondary training and/or education, employment and/or the military, or any  
33                                  combination thereof.
- 34 ● JAG Performance Standards:
- 35                   ○ Contact Hours:
- 36                                  ▪ The target number for contact hours is 120 per student in the high school model and  
37                                  between 40 and 120 for the middle school model, depending on the length of the  
38                                  program.
- 39                   ○ Linkages to Services:
- 40                                  ▪ When students have identified barriers, the Career Specialist must assist in remove as  
41                                  many of the barriers as possible.
- 42                   ○ Professional Development:
- 43                                  ▪ Career Specialists, JMG state staff and partners are required to participate in and  
44                                  contribute to the improvement and growth of JMG. Two times per year, JMG hosts  
45                                  training events and at other times throughout the year, Career Specialists and partners  
46                                  have opportunities to participate in JMG sponsored events.
- 47                   ○ Mentoring, Advising, Support, and Role Modeling:
- 48                                  ▪ Career Specialists are the JMG students' role models. It is imperative that Career  
49                                  Specialists model professional, appropriate and engaging behavior in a healthy manner.
- 50                   ○ Positive Outcomes:

- 1                   ▪ Positive outcomes are determined by the Career Specialists attention to the data
- 2                    system. Reports will be generated and reviewed to determine the performance of JMG
- 3                    programs.
- 4           ○ Follow-Up Services:
- 5                   ▪ Career Specialists are most often the only or the main career role model in students’
- 6                    lives. Continuing the career role model relationship while the student is in a significant
- 7                    transition is an essential part of JMG.
- 8           ○ Competency Instruction:
- 9                   ▪ Teaching employability skills in the JMG program requires lesson incorporating
- 10                  competencies identified in the JAG and JMG curricula. All activities in the JMG program
- 11                  need to be directly related to the competencies and follow the JAG program model.
- 12           ○ Cost Per Student:
- 13                  ▪ JMG is required to document and demonstrate that the program is an effective use of
- 14                  taxpayer’s money.

15 **Contracts:**

- 16           • JMG sub contracts with schools or community center to deliver the components of the JAG Model.
- 17           • When a school is approved to bring the JMG program in a memorandum of agreement, (MOA) will be
- 18            initiated by the State JMG Program Director and delivered to the Program Administrator.
- 19           • The high school MOA shall state:
  - 20                  ○ JMG will provide to the school program training manuals, curriculum, professional development,
  - 21                  technical assistance and access to the national data system;
  - 22                  ○ The School will employ a Career Specialist who takes personal responsibility for JMG students
  - 23                  who need further assistance in completing an educational program or securing and holding a
  - 24                  job;
  - 25                  ○ The school will implement the JMG program requirements using provided curriculum, resources
  - 26                  and tools for grades 9 through 12, consisting of 37 core competencies that focus on leadership,
  - 27                  self-development, healthy lifestyles, basic communication skills, career development, job
  - 28                  attainment and job survival;
  - 29                  ○ The school will have a minimum of 6 students in a JMG class;
  - 30                  ○ The school will participate in both JMG sponsored Professional Development opportunities;
  - 31                  ○ The school will have students attend annual conferences;
  - 32                  ○ The school will participate in two monitoring visits throughout the school year; and
  - 33                  ○ The school is responsible for recording and monitoring data entered into eNDMS on a monthly
  - 34                  basis.
- 35           • The middle school MOA shall state:
  - 36                  ○ JMG will provide to the school program training manuals, curriculum, professional development,
  - 37                  technical assistance and access to the national data system;
  - 38                  ○ The School will employ a Career Specialist who takes personal responsibility for JMG students
  - 39                  who need further assistance in completing an educational program or securing and holding a
  - 40                  job;
  - 41                  ○ The school will implement the JMG program requirements using provided curriculum, resources
  - 42                  and tools for grades 7 and 8, consisting of 13 core competencies that focus on leadership, self-
  - 43                  development, healthy lifestyles, basic communication skills, career development, job attainment
  - 44                  and job survival;
  - 45                  ○ The school will have a minimum of 6 students in a JMG class;
  - 46                  ○ The school will participate in both JMG sponsored Professional Development opportunities; and
  - 47                  ○ The school is responsible for recording and monitoring data entered into eNDMS on a monthly
  - 48                  basis.

1 **Barrier Tracking:**

- 2
- 3 • Based on information collected in the Profiles, Career Specialists are able to track barriers. As
  - 4 competencies are covered and services are delivered, JMG students can overcome barriers and
  - 5 therefore have them removed from their profile. Some barriers cannot be removed but can be
  - 6 addressed by connecting students with the proper resources.
  - 7 • The Individual Development Plan may address barriers the client has and what his or her plan is, with
  - 8 the help of the Career Specialist, to remove the barriers.

8 **Follow-Up:**

- 9
- 10 • Follow-Up contact is required after 8<sup>th</sup> grade JMG students' transition into their first year of high school
  - 11 and after 12 grade JMG students complete their year in JMG. Continuous tracking of JMG students in
  - 12 follow-up is required during a 12-month period after the completion of the school year, whether a client
  - 13 is a "graduate" or non-graduate.

13 **Workforce Innovation and Opportunity Act (WIOA) Youth Program:**

- 14
- 15 • JMG has a strategic partnership with the WIOA youth program to provide Career Specialists and JMG
  - 16 students with linkages to services in Montana's communities.
  - 17 • The WIOA youth vision involves an integrated youth service-delivery system, beginning with career
  - 18 exploration and guidance, continued support for educational attainment, opportunities for skills training
  - 19 in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating
  - 20 with a good job along a career pathway, enrollment in postsecondary education, or a registered
  - 21 apprenticeship.
  - 22 • WIOA youth providers may work with students to provide supportive services detailed in the [Supportive](#)
  - 23 [Services policy](#).

23 **Administrative Requirements:**

24 **eNDMS:**

- 25
- 26 • Each JMG Chapter will be assigned a charter number. Each JMG Charter will only have one roster for
  - 27 each program. A Career Specialist who teaches multiple JMG classes, and they are senior, multi-year
  - 28 and middle school classes, the Career Specialist will be required to create groups identifying each class
  - 29 listed on the corresponding roster.
  - 30 • The client profile is a baseline or snapshot of a JMG student at their entrance in to the program. This
  - 31 information is aggregated to determine how best to deliver the services to the JMG class.
  - 32 • Model Services, or daily lessons, must be entered into eNDMS. This tool is significant in measuring the
  - 33 number of contact hours Career Specialists have with students. There are 8 categories to report under
  - 34 for contact hours:
    - 35 ○ Employability Skills – approximately 30-60% of Model Services
    - 36 ○ Career Association - approximately 25-30% of Model Services
    - 37 ○ Community Services - approximately 10-15% of Model Services
    - 38 ○ Guidance Counseling - approximately 5-10% of Model Services
    - 39 ○ Field Trips/Guest Speakers - approximately 5-10% of Model Services
    - 40 ○ Academic Remediation – mainly for middle school, occasional high school
    - 41 ○ Work-Based Learning - approximately >5-10% of Model Services
    - 42 ○ And Other – used only at the discretion of Program Managers
  - 43 • Follow-Up contact information must be recorded in eNDMS.
  - 44 • Recording of if a student becomes employed during the course of the JMG program, or while that
  - 45 student is in the follow-up period, must be reported in the employment data.
  - 46 • The Career Specialist must enter year-end status and graduation rates into eNDMS by entering the
  - 47 connection students have to school the end of school or by entering the graduation dates.



- 1 • Paper and electronic files must be retained for not less than 5 years before destruction. However, if an  
2 audit, claim, litigation, negotiation or other action involving the program or program documents has  
3 been started before the expiration of the 5-year period, the records shall be retained until completion of  
4 the action and resolution of all issues which arise from it, or until the end of the regular 5-year period,  
5 whichever is later.
- 6 • The JMG Program will create and maintain an active and relevant website that will be available to all  
7 interested parties for promotion, information sharing, transparency and access to resources.

## 8 Funding:

- 9 • The base funding provided to High School JMG programs is \$3,000.
- 10 • The base funding provided to Middle School JMG programs is \$1,500.
- 11 • Any additional funding provided to programs is on a case-by-case basis determined by the JMG State  
12 Director, with recommendation provided by the Program Manager.

## 13 Program Evaluation:

- 14 • The JMG program will participate in the JAG accreditation reviews. JAG will schedule the visit with the  
15 JMG State Director. The State Director is responsible for being the point of contact for all JAG  
16 accreditation information.
- 17 • JMG Program Managers conduct two site visits of each school in their assigned regions. The JAG  
18 standards will be used as a guide to measure performance. Program Managers will identify program  
19 strengths and challenges, and then recommend corrective action or recognition.
- 20 • JMG programs that do not meet the minimum data requirements will have steps taken to work on  
21 compliance, or possibly look at removing the JMG program from the school.

## 22 References:

- 23 • [JAG.org](http://JAG.org)
- 24 • [jmg.mt.gov](http://jmg.mt.gov)