

# ***Jobs for America's Graduates-New Mexico (JAG-NM)***



## ***Annual Report 2007-2008***

**June 30, 2008**

***Funding Provided by***

***New Mexico Public Education Department  
and  
U.S. Department of Education (Carl D. Perkins Act)***

## ***Introduction & Background***

Jobs for America's Graduates (JAG) provides performance standards and best practices ([www.jag.org/best\\_practices.htm](http://www.jag.org/best_practices.htm)) for serving young people ages 15-21. There are four Program Applications of the JAG Model: 12th grade; Multi-Year Dropout Prevention Program for students in 9th, 10th, 11th and/or 12th grades; the Dropout Recovery Program serving dropouts and young people in alternative schools; and the Middle School Program.

The goal of JAG is to provide participants (in-school or out-of-school) with a comprehensive mix of services that encourages their completion of high school (or GED), attainment of quality employment and/or the pursuit of postsecondary education resulting in a productive career. JAG accomplishes this by:

- Targeting the 'right' young people for services;
- Keeping program participants engaged in learning and in school through graduation or completion of a GED;
- Extending program services to participants for 12 months after graduation or completion of a GED;
- Assisting graduates or completers in pursuit of a postsecondary education and/or an entry-level job that leads to a career.

## ***Jobs for America's Graduates- New Mexico Model***

JAG-New Mexico began as a pilot program in 2004 under the leadership of Governor Bill Richardson with funding from the New Mexico Public Education Department Career, Technical and Workforce Education Bureau. From 2004-2005 through 2006-2007, NM PED served as the sole administrator of JAG-NM.

In 2007, the National JAG office contracted with Ms. Adrienne R. Smith, Consultant for Education and Workforce Consultants, LLC, to provide technical assistance to the JAG sites in New Mexico and to work with NM PED to help transition the program to private sector leadership.

Beginning in the 2007-2008 school year, JAG-NM program management transitioned to the New Mexico Business Roundtable for Educational Excellence. JAG-New Mexico now operates in accordance with an "Affiliation Agreement" authorizing the New Mexico Business Roundtable for Educational Excellence and its fiscal agent to operate the program according to JAG standards.

New Mexico implements the Multi-Year Program, targeting students in 11<sup>th</sup> and 12th grades.

JAG-New Mexico affiliates with the National JAG office to capture and utilize data in a web-based system called the JAG Electronic National Data Management System (e-NDMS). Instructors, or Job Specialists, maintain all student data, including profiles, contact narratives, placement information and student progress.

E-NDMS reports can be accessed by JAG National as well as all JAG Specialists, the state JAG-NM President and NM PED grant monitors to evaluate results in five areas: (1) Student Selection, (2) Services, (3) Mastery of Core Competencies, (4) Completion Rates (High School Diploma and GED), and (5) Placement in a Job, Postsecondary Institution, or in the Military.

***JAG-New Mexico Organizational Partners***

All organizational partners play an important role in implementation and program delivery. Partnerships with education, workforce development, those serving youth with disabilities, those on Native lands and employers in each of the JAG communities are essential to proper implementation of JAG-New Mexico.

Following are the organizational partners that make up JAG-New Mexico.

**Organizational Partners**

Organization	Name and Title
New Mexico Public Education Department (NM PED)	Dr. Patricia Parkinson, Assistant Secretary for Education Dr. Melissa Lomax, CTWEB Bureau Chief Mr. Eric Spencer, CTWEB Staff Manager
New Mexico Business Roundtable for Education Excellence (NMBREE)	Mr. Larry Langley, President and CEO
JAG-New Mexico and National Consultant	Ms. Adrienne R. Smith, Education and Workforce Consultants, LLC
JAG-New Mexico Advisory Board	Ms. Claire Dudley, NM Department of Workforce Solutions Mr. Larry Langley, NM Business Roundtable Dr. Melissa Lomax, NM Public Education Department Mr. Ron Lucero, NM Public Education Department Mr. Len Malry, NM Higher Education Department Mr. Jeff Parker, Manpower-New Mexico Mr. Andy Winnegar, NM Div of Vocational Rehabilitation
Fiscal Agent: Rio Rancho Public Schools	Mr. Randy Evans, Director of Finance Ms. Elaine Dryer, Director of Special Funds

***JAG-New Mexico Program Locations and Funding***

In 2007-2008, \$317,403 in funding was awarded for operation of the program. In December of 2007, an additional \$40,000 was awarded for program, so that the budget could be adjusted to add two additional schools during this baseline year of private sector oversight. A total of \$357,403 was allocated to fund schools implementing the JAG Model.

JAG recommends implementing the program in a variety of urban and rural locations. JAG-New Mexico operates in the following school districts and schools:

School District	Local Affiliate
Bernalillo Public Schools	Bernalillo High School
Clovis Municipal Schools	Clovis High School (added mid-year)
Mora Independent Schools	Mora High School
Rio Rancho Public Schools	Independence High School (added mid-year)
Taos Municipal Schools	Taos High School
Zuni Public Schools	Twin Buttes High School

Each of the above-named schools was awarded an amount annualized to \$40,000 in 2007-2008 to implement the JAG Model Multi-Year program (some of the above-named schools had been previously funded to test the Model, yet none were operating the Model fully as recommended by the national office).

Beginning with this school year, all school district administrators and JAG Specialists were notified that 2007-2008 would serve as a baseline year in which programs were expected to become fully operational. A Memorandum of Understanding (MOU) served as the basis for outlining national, state, school district and Specialist responsibilities (see Attachment 1).

Further, all Specialists were required to gain the training required for full implementation of the JAG Model including data management training using the JAG e-NMDS (Electronic-Data Management System).

### ***Administrative Outcomes***

Beginning in 2007-2008, JAG-New Mexico also sought full implementation and accreditation status with JAG National. Outcomes sought and achieved in order to gain full accreditation status included:

- Existence of Affiliation Agreements with all partners (NMBREE, RRPS and JAG National);
- Securing of a Fiscal Agent to manage transfer of funding through NM PED;
- Securing of a statewide JAG-New Mexico President to oversee Specialists, meet with school district administrators, provide training to JAG Specialists and report on outcomes;
- Staff development and training of all JAG Specialists to properly use and maintain e-NDMS data system and carry out the program on a year-round basis;
- Development of a private sector-led Advisory Board and associated Strategic Plan and Management Plan.
- Full implementation of the JAG Model.

Attachment 2 describes the duties and responsibilities of the President/CEO of JAG-New Mexico who was hired in 2007-2008 to manage the program. This individual reports to NMBREE's President/CEO and the JAG Advisory Board on administrative outcomes.

Over the course of the 2007-2008 school year, the following objectives were met. Additional detail is provided in the monthly Progress Reports prepared and submitted to the fiscal agent and NMBREE by the President of JAG-New Mexico.

1. An Affiliation Agreement with JAG National, RRPS and NMBREE was prepared and established (see Attachment 3).
2. A JAG Specialist was employed at each of six schools for the 2007-2008 school year.
3. The JAG curriculum, in accordance with National JAG guidelines, was for the first time fully implemented in New Mexico beginning with the 2007-2008 school year.
4. Effective 2007-2008, JAG-New Mexico and all JAG Specialists participate in the required reporting elements to JAG state and national offices.
5. A Strategic Plan, Management Plan and Staff Development Plan were written and endorsed by the Advisory Board.

Attachment 4 describes the duties and responsibilities of JAG Specialists. Specialists are instructors employed by the respective school districts so are, therefore, directly supervised by the district personnel. With regard to implementation of the JAG-New Mexico program, Specialists are supervised by the President of JAG-New Mexico. Their performance is reviewed regularly through annual national program review, annual state program review and through monitoring of performance data for outcomes achieved by students in their program.

Administrative requirements to meet full accreditation status also involve development of a Strategic Plan, Management Plan and Staff Development Plan. These documents were endorsed by members of a statewide Advisory Board and are included as Attachment 5, 6 and 7, respectively.

### ***Program and Performance Outcomes***

JAG National and its affiliate state organizations take pride in the JAG Model's data gathering and performance monitoring system. E-NDMS is one of the most powerful tools that state affiliates have to offer state departments of education, school district administrators and principals. The system answers three basic questions:

- Who are the participants receiving JAG Model services?
- What services are delivered?
- What outcomes are achieved?

JAG National holds state and local affiliates accountable for properly implementing the JAG Model and achieving the program performance outcomes:

- 90% return to school rate for those in the Multi-Year program
- 90% graduation rate
- 60% employment rate

- 80% positive outcomes rate
- 60% full-time jobs rate
- 80% placement rate

E-NDMS provides its funders NM PED, as well as the JAG National Board of Directors and the JAG-New Mexico Advisory Board with data to assess both process and outcomes of the JAG Model.

Specialists can connect from any computer that provides access to the Internet. Their student progress reports can be monitored daily. Another benefit of the system is that staff turnover does not result in lost data.

Through e-NDMS, JAG-New Mexico was able to report the following performance outcomes for 2007-2008:

***JAG Students Active in 2007-2008***

School	Roster Type	Number of Profiles	Average Barriers	Most Recent Model Services	Average Contact Time (Hours)
Bernalillo High School	Seniors	11	7.00	2008-05-09	143.25
Bernalillo High School	Multi Year	24	8.25	2008-05-09	185.479
Choices Alternative	Multi Year	14	6.571	2008-05-25	50.101
Independence High School	Multi Year	19	9.474	2008-05-27	8.057
Mora High School	Multi Year	45	5.667	2008-05-29	109.094
Mora High School	Senior	14	5.00	2008-05-29	98.077
Taos High School	Multi Year	28	3.964	2008-05-22	104.78
Twin Buttes High School	Multi Year	32	6.469	2008-05-28	156.672
<b>TOTALS</b>		<b>187</b>	<b>6.25 (average)</b>	<b>N/A</b>	<b>89.03</b>

A total of 187 students were enrolled in the program in 2007-2008. Among all six schools, students demonstrated an average of 6.25 barriers. The JAG national standard is an average of five barriers.

An average of 89.03 contact hours were attained for students enrolled. It is noteworthy that Choices (Clovis) achieved 50 contact hours per student on average even though the program was not implemented until mid-year. Independence High School (Rio Rancho) also was not implemented until mid-year.

The following table shows demographic data on those students who were actively enrolled in the program in 2007-2008. These figures do not include those in follow-up.

### Demographics of JAG Students Active in 2007-2008

Variable	Number	Percentage
<b>Total Profiles:</b>	187	100%
<b>Average Age:</b>	16.34	100%
<b>Male:</b>	83	44.39%
<b>Female:</b>	104	55.61%
<b>Race:</b>		
American Indian	57	30.48%
Asian	0	0.00%
Black, African-American	1	0.53%
Hispanic	111	59.36%
White, Caucasian	16	8.56%
Multi	2	1.07%
No Response	0	0.00%
<b>Grade Point Average (149 Response(s)):</b>		2.29
<b>Barriers:</b>		
A.1 - One or more modal grades behind peers	42	22.46%
A.2 - Has repeated a grade in high school	31	16.58%
A.3 - Low academic performance	105	56.15%
A.4 - Basic skills deficient (reading and math in particular)	55	29.41%
A.5 - Limited English proficiency	8	4.28%
A.6 - Did not pass the state proficiency exam	77	41.18%
A.7 - Past record of excessive absences as verified by school officials	59	31.55%
A.8 -Has been suspended, expelled, or on probation during HS	36	19.25%
A.9 - Has dropped out of school previously	10	5.35%
E.1 - Family environment not conducive to education or career goals	22	11.76%
E.2 - Mother did not graduate from high school	34	18.18%
E.3 - Father did not graduate from high school	36	19.25%
E.4 - Mother does not work	48	25.67%
E.5 - Father does not work	28	14.97%
E.6 - Is pregnant	6	3.21%
E.7 - Has dependent child(ren) in the home	11	5.88%
E.8 - Is parenting	14	7.49%
E.9 - Has documented alcohol and/or substance abuse	5	2.67%
E.10 - Convicted of a criminal offense other than a traffic violation	11	5.88%
E.11 - Has a record of violent behavior	4	2.14%
E.13 - Runaway	3	1.60%
E.14 - Requires child care during work or school	9	4.81%
E.15 - Needs transportation to and from work or school	19	10.16%
E.16 - Foster Care	2	1.07%
P.1 - Special education certified	26	13.90%
P.2 - Lacks motivation or maturity to pursue education or career goals	81	43.32%
P.3 - Emotional disorder which impairs education or career goals	9	4.81%
P.5 - Health problems which impair education or career goals	3	1.60%
W.1-Economically disadvantaged (public assistance, TANF, free lunch)	107	57.22%
W.2 - Having inadequate or no work experience	144	77.01%
W.3 - Lacks marketable skills in demand in the local labor market	124	66.31%
<b>Average Barriers / Profile:</b>		6.25

There are more females than males in the program statewide. A majority of JAG students are Hispanic, though more than 30% of students are Native American.

Of 129 respondents, the grade point average for all respondents is 2.29. The average number of absences for those students at the time of program enrollment is close to 6 days.

Note the kinds of barriers that students have at the time of enrollment. More than half demonstrate low academic performance. More than half are economically disadvantaged. Three-fourths of students in the program have little or no work experience. And two-thirds of students in the program lack marketable skills that are in demand in the local labor market. All these barriers are indications that Specialists are targeting the “right” mix of students for the program.

The table below shows the economic status of enrolled students as far as Specialists are able to determine.

<b>FREE OR SUBSIDIZED LUNCH ELIGIBILITY</b>		
Free Lunch	117	62.57%
Subsidized Lunch	40	21.39%
Not Eligible	8	4.28%
Information not Available	14	7.49%
No Response	8	4.28%

More than 80% of JAG students statewide receive Free or Reduced Lunch.

Finally, for those students who were enrolled in the program in 2007-2008, between 10% and 33% still need to pass the New Mexico statewide high school competency exam, the exam administered to students beginning in 10<sup>th</sup> grade and which they must pass before graduating..

<b>STATE PROFICIENCY EXAMS -- STILL NEED TO PASS PERCENTAGES</b>		
Reading	43	22.99%
Writing	23	12.30%
Math	62	33.16%
Science	49	26.20%
Other	20	10.70%

***JAG Students in Follow-Up Status (Class of 2006-2007)***

The follow-up phase is a necessary component of JAG-New Mexico and seeks to ensure students’ success after they leave the program. Follow-up includes that period of 12 months following the normal school leaving time for youth.

The following table illustrates the outcomes of the Class of 2006-2007.

Total Seniors	137	Graduates				Non-Graduates	
		Totals	Percentages	Standards	Deviations	Totals	Percentages
Deceased	0	108	78.83%	90%	-11.17%	29	21.17%

Results for 137 students enrolled in JAG-New Mexico in 2006-2007 indicate that 92 percent of them were on the job, enrolled in postsecondary education, in the military or engaged in a combination of these pursuits.

Since new Specialists hired in 2007-2008 were trained to implement the full JAG Model, these new Specialists were instructed on providing follow-up services to those who had already graduated. Seventy-nine percent (79%) of the 137 at risk youth who completed the program during the 2006-2007 school year attained a high school diploma or GED by the end of the twelve-month follow-up period.

According to the Alliance for Excellent Education, 70 percent of all students in the nation graduate from high school with a regular diploma. (June 2007). That JAG-New Mexico's graduation rate was 79% for youth with multiple barriers is exceptional.<sup>1</sup> Moreover, since the JAG-New Mexico program was not fully operational until 2007-2008, we can expect that New Mexico will at least meet the JAG national standard of 90% in the coming years.

Of the students who were employed or went on to higher education, the following table illustrates that 92% of all graduates were working or enrolled in higher education on a full-time basis.

Placement Analysis	Graduates			Non-Graduates		
Total in Full-Time Outcomes	33	30.56%			1	3.45%
Total in Full-Time Placement	22	91.67%	80%	11.67%	1	33.33%
Total in Full-Time Jobs	18	75.00%	60%	15.00%	1	33.33%
Further Education Rate	22	20.37%			0	0.00%

Seventy-five percent of students enrolled in JAG-New Mexico in 2006-2007 were in full-time jobs, with a full 20 percent enrolled in postsecondary education or training. Only one individual could not be located over the 12-month follow-up period.

The table below illustrates student retention (return-to-school) status. Of the total 193 JAG-New Mexico students enrolled in the previous year, in 2007 for those, 122 were again enrolled at the end of the first month of the 2007-2008 school year. Thirty-one percent of students moved,

<sup>1</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986-87 through 2005-06; and Seastrom, M., Hoffman, L., and Chapman, C. (2006c). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-03 and 2003-04* (NCES 2006-606rev).

could not be located or did not return to school (this number excludes any student who was classified as a Senior in 2006-2007).

Of a total of 193 reported in the School Retention report for those enrolled in the program in 2007-2008, 103 enrolled in the same high school in the Fall of 2007.

<b>Total Participants:</b>		<b>193</b>	
<b>POSITIVE OUTCOMES</b>		<b>No.</b>	<b>%</b>
	Enrolled in Same High School	103	53.37%
	Different High School; Same District	5	2.59%
	Different High School; Different District	12	6.22%
	Did not Return to High School; In GED	2	1.04%
<b>Total Enrollment as of the Week Containing the 30th of September</b>		122	63.21%
<b>NON-POSITIVE OUTCOMES</b>			
	Did not Return to High School; Status Unknown (includes unavailable data)	61	31.61%
<b>Total Students Who did not Return to School as of the Week containing the 30th of September</b>		61	31.61%

Again, since Specialists were fully trained to capture data and enter into e-NDMS only this year, it may be that there were a higher number of students actually returned to school, but that data were not captured or entered into e-NDMS by September 30, 2007 by Specialists.

In addition to meeting the above performance outcomes, JAG-New Mexico, in an effort to implement all components of the JAG Model, instructed and JAG- Specialists and demonstrated the student-led Career Association.

The JAG Career Association is similar to career technical student organizations like Technology Students Association, Business Professional Association, Health Occupations Student Association in its reliance on student leadership and the ability to explore careers and practice competency attainment.

In the Fall of 2007, the state's first Leadership Development Conference (LDC) included nearly 70 students. The purpose of the LDC was to demonstrate student leadership and afford youth the opportunity to practice role-playing. Once they returned to their home schools, students elected officers of the Career Association, defined their plan of Work and met periodically to review their association goals. Students came together once again at the Spring 2008 Career Development Conference for a series of competitive events and to display the leadership, civic, social, employability and public speaking skills they had developed over the year.

### ***Cost per Participant***

The cost per participant for JAG-New Mexico is better this year than the earlier test of the program in New Mexico. It is also better than the national average.

The cost per participant for 2007-2008 is as follows:

(187 active enrolled JAG-New Mexico + 137 in follow-up status) / \$357,403 in total program funding = \$1,103 cost per participant.

The number above compares to New Mexico's per participant program cost (before the first full year of implementation 2007-2008) to \$3,790 in 2004-2005 and \$1,469 in 2005-2006, as reported by PED.

The national average cost per participant for JAG programs is between \$1,500 and \$1,800 per participant. Research from the JAG National office indicates much improved cost efficiencies can be achieved with full implementation of the Model, adequate oversight and supervision, diversity in funding and an overall greater number of students enrolled in the program—both within schools and throughout a state affiliates program.

### ***Summary***

In conclusion, JAG-New Mexico benefits from a variety of organizational partners, a strong cadre of Specialists in each of six schools, enthusiastic support and guidance of a statewide Advisory Board, plans for expanding the program statewide, strong technical assistance and training provided through the national organization and statewide management and oversight.

New Mexico's ability to name, count and verify data for students is an important value to its Board and its funders. The 79 percent graduation rate for the 324 students from the Class of 2008 is exceptional when noted that the Alliance for Excellent Education reports a 70 percent graduation rate for of all students in the nation (June 2007).

Results for 137 students enrolled in JAG-New Mexico in 2006-2007 indicate that 92 percent of graduates were on the job, enrolled in postsecondary education, in the military or engaged in a combination of these pursuits.

Seventy-five percent of students enrolled in JAG-New Mexico in 2006-2007 were in full-time jobs, with a full 20 percent enrolled in postsecondary education or training. Only one individual could not be located over the 12-month follow-up period.

Program outcomes can be expected to improve even further in all areas as JAG-New Mexico Specialists continue to receive training, test best practices and hone their duties and responsibilities. Trained JAG Specialists have completed a first full year of implementation (with two schools implementing the program mid-year). All Specialists are appropriately targeting students, delivering services, following up on student success and entering data as should be entered into e-NDMS.

Since 2007-2008 was the first year of full implementation of data and performance measures, some of the student outcome data which would have been valuable in previous years may not have been captured or entered by Specialists at that time. Given continued support, training and the required and accountability systems, one can expect JAG-New Mexico's outcomes to at least meet the national performance measures in future years. Finally, even greater cost efficiencies are likely possible as other schools are enlisted to serve more of New Mexico's students.

## Attachment 1

### Memorandum of Understanding between

### JAG-New Mexico and Implementing School Districts

### SAMPLE

This **MEMORANDUM OF UNDERSTANDING**, effective XX is by and between the **New Mexico Business Roundtable for Educational Excellence**, (hereinafter called "NMBREE") as the sponsor of Jobs for America's Graduates-New Mexico and **XX Public Schools** (hereinafter called "School District").

Bernalillo Public Schools agrees to implement its school-to-career transition program ("JAG-NEW MEXICO Program"), modeled after the Jobs for America's Graduates, Inc. program, in the manner described in the attached "Description of the JAG-New Mexico Program Model."

The School District hereby agrees to meet the following standards and expectations in support of NMBREE and the JAG-NEW MEXICO program:

1. Employ a full-time "JAG Career Specialist" who takes responsibility for 35 to 40 students identified to be "at risk" of not graduating high school and/or not obtaining post-graduation employment. The Specialist should be a teacher with at minimum Level 2 credentials.
2. Provide Career Specialist with an appropriate, permanently assigned classroom and/or office for competency instruction and Career Association activities.
3. Establish a school advisory committee for the purpose of selecting students according to the selection criteria for participation in the JAG-NEW MEXICO Program, including, at a minimum, one representative from administration, one from counseling staff, one from academic faculty, and the Career Specialist. Members of the advisory committee shall be allowed access to students and student records to appropriately determine students' qualifications for participation in the JAG-NEW MEXICO Program.
4. Provide JAG-NEW MEXICO management with scheduled access to students and to student records for the purpose of ascertaining that students have been appropriately placed in the JAG-NEW MEXICO Program.
5. Provide a telephone line and service to the classroom and/or office for use by Career Specialist.
6. Provide in the classroom and/or office computer access to the Internet.
7. Provide for the coordination of the JAG-NEW MEXICO Program with the School's existing programs.
8. Provide transportation and field-trip appropriate insurance for students to participate in:
  - a. A two day/one night statewide Leadership Development Conference (LDC) attended by six senior student Career Association officers from each JAG-NEW MEXICO Site in the Fall.
  - b. A one-day statewide Career Development Conference (CDC) attended by all senior JAG-NEW MEXICO participants in late spring.
  - c. Other planned JAG-NEW MEXICO events for which notice is given within the regular school-derived field trip guidelines.
9. Provide and pay for substitute teachers so Career Specialist may attend JAG-NEW MEXICO-required meetings.

10. Provide one academic credit per year to all students enrolled in a JAG-NEW MEXICO class. To provide the services and contact hour requirement needed, students who are scheduled to graduate at semester should not be enrolled in the class. JAG-NEW MEXICO's curriculum and model components are a minimum of 120 contact hours per student.
11. Support the participation of guest speakers at the student Career Association meetings or during class periods.
12. Support the scheduling of field trips to enhance awareness of job opportunities and career choices within the community.
13. Provide general oversight of the JAG-NEW MEXICO program activities at the School and make recommendations to improve the operations of the local program to JAG-NEW MEXICO management.
14. Allow JAG Specialist to attend all required JAG-NEW MEXICO events including monthly meetings, National Training Seminar, State meetings, and conferences contingent on JAG-NEW MEXICO's funding. JAG-NEW MEXICO will reimburse all expenses in connection with required travel.
15. School District will provide a salary reimbursement request in two installments for the JAG Career Specialist salary reimbursement. Once approved, payments will be made to School District by NMBREE as the sponsor for JAG-NEW MEXICO. All documentation for expenses (i.e., receipts, invoices, etc.) shall be kept on file by the School District for at least three years.

#### **ADDITIONAL TERMS AND PROVISIONS**

- A. JAG-NEW MEXICO strongly supports the inclusion of the JAG Career Specialist in all aspects of school life. However, the District will allow JAG-NEW MEXICO management to review in advance the appropriateness of all stipended and non-stipended extracurricular activities outside of the regular school day (e.g. coaching, yearbook advisement).
- B. JAG-NEW MEXICO is considered by the School District to be a school-sponsored program. Students who participate in on-campus and off-campus JAG-NEW MEXICO related activities will be covered under the School liability insurance policies.
- C. Continuation of this Agreement is expressly conditioned upon JAG-NEW MEXICO's ongoing review and/or conformity with the principles, policies, procedures, and other standards as promulgated by JAG and JAG-NEW MEXICO management.
- D. TRADEMARK: JAG/JAG-NEW MEXICO has reserved all rights to the trademark "Jobs for America's Graduates" and "Jobs for America's Graduates-New Mexico " and the associated logos, pending issuance of a trademark for the same.
- E. LICENSE: JAG, through an agreement with JAG-NEW MEXICO, grants the use of the JAG trademark. This license is extended to JAG-NEW MEXICO sites for the use of the trademark "Jobs for America's Graduates" consistent with the goals of the program until this Agreement is terminated. JAG may revoke this license, with 30 days' notice to JAG-NEW MEXICO and the School, upon a determination by JAG that the use of the aforesaid trademark is not consistent with the purposes of this Agreement.
- F. COVENANT AGAINST USE: The School District covenants that, upon termination of this Agreement or revocation of this license as stated above, it will not use the following names or terms: "Jobs for America's Graduates," "Jobs for High School Graduates," or "Jobs for New Mexico Graduates," or any variation of the foregoing which implies an association with the program.

G. AUDIT AND RECORDS: JAG-NEW MEXICO, the State Auditor, staff from JAG and the Comptroller General of the United States, or any duly authorized representative, shall have access to any books, documents, papers, and records of the school in connection with the JAG-NEW MEXICO Program, which are pertinent to this Agreement, for the purpose of monitoring, auditing, or examination, and may make excerpts, copies, and transcripts, thereof.

H. RENEWAL OF AGREEMENT: Both parties will make a good faith effort to support the terms of this Agreement, and to continue the Agreement into the successive program year.

I. EQUIPMENT: All equipment (computers, printers, projectors, digital camera, etc.) and purchased curriculum (JAG manuals, supplemental curriculum items, etc.) are the sole property of NMBREE and JAG-NEW MEXICO and must be returned if the program is discontinued at any time.

This Memorandum of Understanding shall remain in effect from the date stated above through the duration of the partnership unless or until changes are made to the Agreement and/or there is a change in the Specialist's and/or Administrator's position. This Memorandum is subject to review by either party upon written notification.

The following duly authorized representatives have executed this Agreement in original, on the day and year noted.

\_\_\_\_\_  
Superintendent  
Public Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal  
High School

\_\_\_\_\_  
Date

\_\_\_\_\_  
New Mexico Business Roundtable  
Jobs for America's Graduates-New Mexico

\_\_\_\_\_  
Date

## **Description of the JAG-New Mexico Program Model**

### **Minimum Performance Standards**

Participating schools implementing JAG-New Mexico Programs will demonstrate a commitment to accountability by adhering to minimum performance standards. Key minimum performance standards include a commitment to the following:

1. Select 35-40 program participants by use of an in-school advisory committee (100%). The selection process should target students with the greatest number of barriers to graduation and employment as documented on the student profiles. The Career Specialist retains the right to exclude any targeted student the Career Specialist believes is not suitable for the program.
2. Provide eighty-five percent (85%) of students with one hundred (100) contact hours.
3. Complete Student Profiles for all students (100%),
4. Maintain documentation for students as prescribed in the JAG Model (100%).
5. Utilize the Career Association as an instructional and motivational tool (100%).
6. Encourage students to remain in school through graduation (100%).
7. Complete graduation requirements or GED by the end of the follow-up phase on May 31st (90%).
8. Recover non-graduates (based on September 30) through high school graduation or receipt of a GED (50%).
9. Achieve eighty percent (80%) positive outcomes among seniors. (Positive Outcomes is defined as a full time job, a part-time job' with training or post secondary education; post secondary education or the military.)
10. Place no less than sixty percent (60%) of graduates in civilian and full-time military jobs.
11. Place no less than eighty percent (80%) of employed graduates in full-time jobs.
12. Contact 100% of graduates and non-graduates (monthly) and employers (six times) during the twelve-month follow-up period. Maintain contact with non-seniors during the summer months to increase the probability of their returning to school.
13. Achieve a positive change of status during the follow-up period for no less than fifty percent (50%) of graduates.
14. No less than fifty percent (50%) of non-seniors should return to school the next year for participation in the JAG-NEW MEXICO program.

### **Responsibilities of the JAG-New Mexico Career Specialist**

1. Recruit and select a minimum of 35 and a maximum of forty-five (45) screened students to the program who satisfy the criteria for enrollment. Targeted high school students for the program include those who are likely to drop out of school prior to graduation; who are not taking advantage of their high school year(s); most likely to be unemployed after graduation; or, undecided on a career path with no plans for a postsecondary education.

2. Establish an in-school Advisory Committee to assist the Specialist in recruiting, screening and selecting students most in need of services delivered in the Multi-Year Dropout Prevention Programs and provide on-going support for students and the program. At a minimum, the committee will include one representative from administration, counseling, and the faculty as well as the Specialist. The Advisory Committee and Specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.
3. Deliver the JAG National Curriculum which is endorsed and based upon JAG's eighty-one (81) competencies for Multi-Year Program participants. For grades 9-11, the attainment of as many as eighty-one (81) competencies over the course of the school years, with emphasis on career exploration, academic improvement and school retention in the lower grades. For the 12th grade, participants should attain no less than the thirty-seven (37) JAG employability skills taught over the course of the school year.
4. Organize the establishment of a highly motivational, career-oriented student-led organization. Each student will be a member of the Career Association for purposes of belonging, creating a sense of ownership, building self-esteem, and developing leadership and followership skills. Each student will be required to give a minimum of two (2) hours of community service which can be performed individually or in groups. Incorporate community service into the program to increase student awareness of the needs of the community and develop leadership, followership, and teamwork skills.
5. Work with students and other staff/faculty to provide remediation and/or tutoring required for students to improve their basic education skills and graduate with their class. Provision of any necessary services required to help students overcome barriers to staying in school, graduating, becoming employed and/or pursuing a postsecondary education.
6. Provide career counseling. Provide personal counseling and refer to school or community-based services as needed to overcome the barriers to high stakes tests, graduation, employment, and career entry and advancement.
7. Attend JAG-New Mexico staff development experiences and mandatory staff meetings. Work with Management to assist with special events or peer-based training as needed.
8. Develop and provide work-based learning experiences for students during the 12-month follow-up phase of the program.
9. Develop work-based learning and/or job shadowing experiences linked to the JAG National Curriculum Modules to enhance student learning and employability skills to gain employment in their chosen career field. Develop internships or apprenticeship opportunities appropriate for graduates.
10. Contact graduates and non-graduates (at least monthly) and employers (five times) during the 12-month follow-up period; maintain contact with Multi-Year participants during the summer months to increase the probability of their returning to school and graduating.
11. Provide personal and confidential information for screening in accordance with state laws governing those working directly with students in schools.
12. Complete and regularly maintain all paper and electronic documentation as required by JAG-New

Mexico and JAG. Submit properly completed written and electronic documentation as directed by JAG-New Mexico management.

13. Work with JAG-New Mexico management to complete all monitoring agreements and documentation required by funding sources.
14. All Specialists will be expected to participate in a performance evaluation conducted by management twice a year to determine if JAG standards are being upheld.

## Attachment 2

### President and Chief Executive Officer Job Description<sup>2</sup>

#### RESPONSIBILITIES

The President and Chief Executive Officer (or Executive Director) is responsible for the overall leadership and management of the JAG accredited organization and the systems and people that are essential in operating one or more of the program applications that are based upon the JAG Model.

#### ESSENTIAL FUNCTIONS

1. Should be prepared to provide the leadership in implementing an organization that satisfies JAG standards.
2. Capable of securing funding, managing a staff, and providing leadership to a private, nonprofit corporation that is highly accountable and sensitive to the needs of both the education and employment communities.
3. Should be effective in forging partnerships with the educational community and the private sector to gain maximum benefits for those served by the program.

#### ADDITIONAL RESPONSIBILITIES

1. Secure and/or maintain the support of the Governor, Chief School Officer and/or Department of Labor Commissioner, in concert with JAG.
2. Establish a private, non-profit corporation, led by an involved and dedicated Jobs for Graduates Board of Directors.
  - 2.1 Appoint a Chairman.
  - 2.2 Appoint a Board of Directors that represents key decision-makers in education, government, business, community-based organizations, civic organizations, and labor unions.
  - 2.3 Conduct meetings on a regular basis and hold the staff accountable for exceeding JAG standards and achieving high results.
  - 2.4 Identify sources of public and private funds for the program.
  - 2.5 The President/CEO should be a member and serve on the Board of Directors.
3. Install systems to protect the company's assets, including:
  - 3.1 Appoint a Management Assessment Committee.
  - 3.2 Install and maintain an accounting system and acceptable procedures to track revenue and expenses.
  - 3.3 Maintain an inventory of hardware and software.
4. Provide overall supervision and management of the corporation on a daily basis under the direction of the Board of Directors and the Executive Committee.
  - 4.1 Establish and maintain an organizational structure with adequate management and supervision.
  - 4.2 Report to the Board and staff on program performance.

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<sup>2</sup> JAG Specialists are employees of the school districts. Therefore, the President/CEO of JAG-New Mexico does not oversee all performance objectives of the Specialists, but those that pertain to their implementation of the JAG Model.

- 4.3 Promote corporate goals.
- 4.4 Select staff with the right to hire, re-assign, promote, or terminate.
- 4.5 Design and maintain a compensation package that is consistent with duties, responsibilities, and performance.
- 4.6 Prepare an Employee Handbook.
- 4.7 Prepare an Annual Operations Guide.
- 5. Build long lasting and win-win partnerships with the employees and the community.
- 6. Recruit school districts that understand and agree to abide by the standards of a JAG accredited program.
  - 6.1 Recruit schools to the statewide organization based upon their willingness to implement the full JAG Model.
  - 6.2 Recruit qualified Job/Career Specialists to deliver the program in the targeted schools.
- 7. Conduct and/or facilitate training for:
  - 7.1 Board members.
  - 7.2 Job Specialists.
  - 7.3 State and local managers/supervisors.
  - 7.4 Data management system specialists.
- 8. Supervise the installation of JAG's Electronic National Data Management System and require that all specialists, supervisors, managers, and central office staff know how to use the system.
- 9. Secure JAG's National Curriculum Modules (electronic or hard copy) and form a Curriculum Committee to build a curriculum plan for the statewide program that satisfies JAG's competency-completion requirements as well as respond to the needs of the young people that will be served by the program and employers.
- 10. Access JAG's technical assistance services and the JAG National Network. The staff is encouraged to work closely with JAG Headquarters Staff and JAG Field Services Staff. In particular, the resident/CEO should be familiar with:
  - 10.1 Technical assistance delivered to JAG affiliates.
  - 10.2 Training opportunities provided by JAG, i.e. New Specialist Training, Management Development Institute, Pre-NTS Workshops, National Training Seminar, Train-the-Trainers for Trainers, Site Reviewers, and Data Management Specialists.
  - 10.3 JAG Network Calendar.
  - 10.4 JAG Model Program Applications. Senior Program; Multi-Year Program; and Dropout Recovery Program.
  - 10.5 JAG's Web Site @ [www.jag.org](http://www.jag.org)
- 11. Implement and maintain the JAG Model at the school level:
  - 11.1 Employ a full-time Job Specialist (preferably employed by the not-for-profit state organization) with the certification required by the state.
  - 11.2 Appoint an in-school advisory committee to assist with student selection.
  - 11.3 Implement the student selection process as prescribed in the JAG Model.
  - 11.4 Secure access to students targeted for the program (3-5 hours per week).
  - 11.5 Implement a curriculum based upon JAG's 37 competencies plus others that the state organization or local community deems appropriate.
  - 11.6 Implement the Career Association by establishing a local chapter, led by the students, and affiliating with the state and national organization.
  - 11.7 Implement the JAG Electronic National Data Management System (Pentium computer is required to operate the system). A laser jet printer is highly recommended.
  - 11.8 Provide the Specialist and supervisor the opportunity to participate in national and state training sessions.
  - 11.9 Use the Career Association as an instructional tool that will:

- Enhance learning and attainment of JAG's 37 competencies.
  - Build self-esteem.
  - Develop, practice and refine leadership skills through membership responsibilities and/or elected office.
  - Encourage participation in all chapter activities.
  - Build pride in belonging to a highly relevant and active Career Association.
- 11.10 Conduct employer marketing and job development contacts throughout the program year; encourage potential employers to get involved in classroom and Career Association chapter activities.
- 11.11 Provide counseling, coaching, remediation, and support that will keep the student in school through graduation and:
- Raise academic performance.
  - Improve attendance.
  - Improve attitude toward school, self, and others.
  - Encourage postsecondary participation.
- 11.12 Celebrate graduation from high school and develop graduation plans for those that do not graduate.
- 11.13 Implement a 12-month follow-up period to deliver services to graduates and non-graduates.
12. Require specialists to update student records (e-NDMS) on a daily basis. Data reports should be used to:
- 12.1 Document program performance to funding sources, stakeholders, and JAG.
- 12.2 Prepare PowerPoint presentations.
- 12.3 Prepare an annual report that describes the students served, services delivered, and outcomes achieved.
- 12.4 Compare data with other JAG affiliates.
- 12.5 Conduct internal quality assurance reviews.
13. Participate in National Accreditation Studies led by JAG; report submitted to Board Chair and State Director.
14. Implement and maintain an accountability system that ensures the most effective use of people and financial resources, including:
- 14.1 A performance review system.
- 14.2 A quality assurance initiative—internally.
15. Send representatives to JAG National Network events, including:
- 15.1 New Specialist Training.
- 15.2 Management Development Institutes.
- 15.3 Pre-NTS Workshops.
- 15.4 National Training Seminar.
- 15.5 Train-the-Trainers Workshops: Trainers.
- 15.6 Train-the-Trainers Workshops: Site Reviewers.
- 15.7 Train-the-Trainers Workshops: Data Management.
- 15.8 Other training sessions.
16. Attend periodic meetings of the Council of State Affiliates:
- 16.1 December meeting to be held following the Leadership Awards Luncheon.
- 16.2 July meeting held in conjunction with Pre-NTS and NTS.
17. Encourage participation in annual JAG National Leadership Awards events in Washington, D.C., including:
- 17.1 Reception.
- 17.2 Luncheon.

18. Encourage participation in the annual National Student Leadership Conference (held in conjunction with the JAG Leadership Awards events in Washington, D.C.).
19. Submit program planning documents to JAG, including:
  - 19.1 Annual Report (for JAG Annual Report).
  - 19.2 Management Plan.
  - 19.3 Staff Development Plan.
  - 19.4 Employer Marketing and Job Development Plans.
20. Implement a Recognition Program that encourages individual and organizational performance that exceeds the expectations of all stakeholders as well as JAG standards.
21. Take advantage of talent in the corporation through membership on:
  - 21.1 Administrative Council.
  - 21.2 Curriculum Committee.
  - 21.3 Resource Development Committee.
  - 21.4 Team Management Committee.
  - 21.5 Career Association Committee.
  - 21.6 Staff Development Committee.
  - 21.7 Quality Assurance Committee.
22. Hear and rule on staff appeals and grievances.
23. Perform such other duties as assigned by the Board of Directors.

#### JOB QUALIFICATIONS

1. The President/CEO should have three or more years of managing a not-for-profit organization or an educational organization.
2. If the President/CEO does not have JAG management experience, it is essential that he/she attend the Executive Training Seminar, Management Development Institute (Pre-NTS Workshop), and the National Training Seminar in July.

REPORTS TO: Board of Directors of Jobs for NM Graduates, Inc. (Non-Profit)

CLASSIFICATION: Salaried, TBD

### **Attachment 3 Affiliation Agreement**

**THIS AGREEMENT** is made this 15th day of August, 2007 by and between **JOBS FOR AMERICA'S GRADUATES, INC.**, a Delaware not-for-profit corporation (hereinafter referred to as "**JAG**"), the New Mexico Business Roundtable and Rio Rancho Public Schools for the purpose of operating the JAG MODEL in the State of New Mexico.

**WHEREAS**, JAG has developed the "JOBS FOR AMERICA'S GRADUATES MODEL" (hereinafter referred to as the "JAG MODEL") for the purpose of increasing graduation and GED completion rates of at-risk and disadvantaged youth, both in high school and out of school, and increasing their chances of successfully transitioning from school to careers.

**WHEREAS**, the New Mexico Business Roundtable and the Rio Rancho Public Schools (hereinafter referred to as the "RRPS") desire to sponsor the JAG MODEL in the State of New Mexico (hereinafter referred to as the "State") as an affiliated program known as JOBS FOR AMERICA'S GRADUATES-NEW MEXICO (JAG-NEW MEXICO).

**WHEREAS**, the conduct of an affiliated program, such as JAG-NEW MEXICO, is subject to a periodic accreditation process by JAG and compliance with the JAG standards and best practices contained in the JAG MODEL.

WHEREAS, Rio Rancho Public Schools hereby supports the New Mexico Business Roundtable in managing and administering the state affiliated program.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements contained herein, JAG and the parties named herein agree as follows:

#### **1. APPOINTMENT AS AFFILIATE**

1.1 JAG hereby appoints the New Mexico Business Roundtable as Affiliate of the JAG MODEL in the State of New Mexico for the term of this Agreement.

1.2 The New Mexico Business Roundtable hereby accepts this appointment and recognizes that its appointment and status as a sponsor of the JAG MODEL are expressly subject to its demonstrated commitment to conduct the affiliated program in conformity to the JAG MODEL and its compliance with the terms and conditions of this Agreement.

1.3 This appointment is expressly limited to the conduct of the JAG MODEL at those sites as the parties named here may determine.

#### **2. AFFILIATE REQUIREMENTS**

As Affiliate of the JAG MODEL, the New Mexico Business Roundtable and Rio Rancho Public Schools shall comply with the following requirements:

2.1 Conduct of the Affiliate Program. The New Mexico Business Roundtable shall conduct the JAG-NEW MEXICO program in conformity to the JAG MODEL, as promulgated by JAG in the JAG MODEL BOOKS and/or by notice to the New Mexico Business Roundtable.

2.2 Affiliate Program Accreditation. The New Mexico Business Roundtable's appointment as affiliate of the JAG MODEL is expressly conditioned upon JAG's periodic accreditation of the affiliate program. Such accreditation is subject to the state's conformity to the JAG MODEL, as promulgated by JAG in the JAG MODEL BOOKS and/or by notice to the state.

2.3 Research. The New Mexico Business Roundtable shall cooperate with research activities carried out by JAG in connection with the continuous testing and strengthening of the JAG MODEL. At a minimum, such cooperation shall include the implementation of the JAG Electronic National Data Management System (e-NDMS) in each site at the direction of the New Mexico Business Roundtable.

2.4 Model Program. JAG-NEW MEXICO shall be available to serve as a model for the conduct of the JAG MODEL. The New Mexico Business Roundtable shall make a reasonable effort to familiarize other organizations with the contents and conduct of the JAG MODEL in the State, subject to the specific limitations provided elsewhere herein.

### **3. JAG ACTIVITIES**

3.1 Monitoring Affiliate Program Conduct and Performance. JAG shall monitor the conduct and performance of the JAG Model by the New Mexico Business Roundtable. To promote the goals of the JAG MODEL, JAG shall provide the New Mexico Business Roundtable with assistance in the following areas:

- (a) staff selection and training;
- (b) financial and personnel management;
- (c) curriculum and program development;
- (d) computerized data management system;
- (e) public information and affairs; and
- (f) other areas identified by JAG.

3.2 Affiliate Program Accreditation. JAG shall conduct accreditation activities in accordance with the JAG MODEL, as promulgated by JAG in the JAG MODEL BOOKS and/or by notice to the New Mexico Business Roundtable and Rio Rancho Public Schools.

3.3 Research. JAG shall conduct research activities in accordance with acceptable research practices and will take into account any specific interests of the New Mexico Business Roundtable.

3.4 National Leadership. JAG shall monitor the activities of the New Mexico Business Roundtable and any other sponsor organizations authorized to conduct the JAG MODEL.

3.5 Professional Development. JAG shall provide training opportunities on an annual basis, including the Management Development Institute and National Training Seminar, for the management and staff of sponsor organizations. JAG expects representatives of the state affiliate to participate in these annual training programs in order to maintain compliance with the JAG MODEL and to stay abreast of JAG best practices.

### **4. OPERATING COSTS**

All costs related to the operation of JAG-NEW MEXICO shall be borne by the New Mexico Business Roundtable and Rio Rancho Public Schools without reimbursement by JAG, except as may specifically provided by amendment of this Agreement.

### **5. USE OF NAMES AND TERMS**

5.1 Trademark. JAG has reserved all rights in the mark "**Jobs for America's Graduates**" and the associated logo, pending issuance of a trademark for the same.

5.2 License. JAG hereby grants a license to the New Mexico Business Roundtable for the term of this Agreement for the use of the mark "Jobs for America's Graduates" consistent with the goals of the JAG MODEL. This license may be revoked by JAG, with 30 days notice to the New Mexico Business

Roundtable upon a determination by JAG that use of the aforesaid mark is not consistent with the purposes of the Agreement.

5.3 Covenant Against Use. The New Mexico Business Roundtable and Rio Rancho Public Schools covenant that upon termination of this Agreement or revocation of the license provided in paragraph 5.2 of this Agreement, it will not use the following names or terms: "Jobs for America's Graduates", "Jobs for High School Graduates", or "Jobs for New Mexico Graduates", "JAG-NEW MEXICO" or any variation of the foregoing which implies an association with the JAG MODEL.

## **6. USE OF JAG MODEL MATERIALS**

6.1 JAG MODEL BOOKS and Curriculum Modules. From time to time JAG will make available to the New Mexico Business Roundtable certain model books, curriculum modules, or other documents or compilations of data that are identified with the JAG MODEL or with operations under the JAG MODEL. JAG authorizes the New Mexico Business Roundtable to use such materials for activities that further the goals of the JAG MODEL, as may be determined by JAG. JAG copyrighted materials are not authorized for use except by state sponsors or affiliates that are in full compliance with this Agreement.

6.2 Public Access. Consistent with paragraph 2.4 of this Agreement, the New Mexico Business Roundtable shall make the materials described above reasonably available to other organizations for inspection and review. This obligation shall not extend, however, to budgetary or research data, or to the names or social security numbers of program participants, if the disclosure of such information is prohibited by law or if JAG and the New Mexico Business Roundtable, Public Education Department or Rio Rancho Public Schools or REC agree that such disclosure would be contrary to the goals of the JAG MODEL.

## **7 DEFINITION OF CERTAIN TERMS**

7.1 The term "Jobs for America's Graduates (JAG) Model Books" refers to the handbooks, curriculum modules, related materials, and revisions thereof, or succeeding documents, that are identified with the JAG MODEL as JAG may produce from time to time.

7.2 The term "JAG Model" refers to the standards and best practices that have been tested, researched, and continuously updated by JAG.

7.3 The term "JAG Program Application" refers to one of the four (4) program applications of the JAG Model that a sponsor may choose to implement. An affiliated program must be operating within the standards and best practices of one or more of the JAG Program Applications. As described in the JAG MODEL BOOKS, the JAG Program Applications include:

- (a) SENIOR PROGRAM APPLICATION (high school seniors plus follow-up);
- (b) MULTI-YEAR/FIVE-YEAR PROGRAM APPLICATION (students in grades 9, 10, 11 or 12);
- (c) OUT-OF-SCHOOL/DROPOUT RECOVERY PROGRAM APPLICATION (youth who have left the education system); and,
- (d) MIDDLE SCHOOL PROGRAM APPLICATION (students in grades 7 to 8).

7.4 The term "JAG STANDARDS" refers to the rules, principles, or measurements established to determine how successful a sponsor has been in implementing the JAG MODEL. The JAG STANDARDS, used as the criterion for the periodic accreditation process, are specified in the JAG MODEL.

7.5 The term "JAG Best Practices" refers to those activities that have consistently proven to be the most effective means of implementing the JAG STANDARDS. JAG BEST PRACTICES are provided to sponsors through periodic written communications and at the annual National Training Seminar.

## **8. GENERAL TERMS AND CONDITIONS**

8.1 Entire Agreement and Modification. This Agreement constitutes the entire agreement between JAG and the New Mexico Business Roundtable and Rio Rancho Public Schools and supersedes any prior agreement to implement the JAG MODEL and for other purposes, as well as all prior and contemporaneous agreements, understanding, negotiations and discussions whether oral or written, and there are no representations or other agreements between the parties in connection with the subject matter hereof, except as specifically set forth herein.

No supplement, modification, waiver or termination of this Agreement shall be binding unless executed in writing by the party thereto to be bound. No waiver of any of the provisions of this Agreement shall be deemed or shall constitute a continuing waiver unless otherwise expressly provided.

8.2 Applicable Law and Forum. This Agreement shall be governed by the laws of the District of Columbia. JAG hereby appoints Stanton D. Anderson, Esquire, at the address of 600 13th Street, N.W., Washington, D.C. 20005, as its agent for service of process by the in any action commenced in connection with this Agreement.

8.3 Third Parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective legal representatives, successors, and assigns.

8.4 Notices. All notices which any party hereto is required to or desires to send to another party, shall be in writing delivered or mailed to the party, shall be in writing delivered or mailed to the party at the following address, or such address as may be changed from time to time by notice in accordance with this paragraph 8.4:

[Original Signatures on File]

## **Attachment 4**

### **Job/Career Specialist Job Description**

#### **RESPONSIBILITIES**

Identifies, recruits, and instructs students deemed to have a high degree of difficulty of being promoted into the next grade level, achieving graduation, and/or making a successful transition from school to a career with advancement opportunities.

#### **ESSENTIAL FUNCTIONS**

1. Provides appropriate curriculum and ensures students achieve specific JAG competencies through classroom instruction; teaches through a variety of methods including lecture, hands-on activities, and team teaching; tailors the program and teaching methods for the needs of each specific student, and implements an intervention strategy for each individual.
2. Ensures an appropriate pool of students by directly recruiting students, and obtaining referrals from an Advisory Committee, school personnel, and parents; holds interviews with prospective candidates and those making referrals to determine, using JAG guidelines, the appropriateness of the prospective student for the program.
3. Administers testing programs including pre-/post-tests and career interest surveys. Establishes and implements a career development plan for all enrolled students.
4. Ensures positive perceptions of the JAG program within schools by developing and maintaining positive, effective working relationships with school personnel including teachers, administrators, students, and members of the Advisory Committee.
5. Advocates for the program and develops a pool of effective community support resources by working with employers, parents, civic groups, and legislators to build awareness of and support for the program; develops job opportunities, participates in public relations activities, attends meetings and speaks to various community groups.
6. Builds appreciation for teamwork, sense of belonging, and commitment to community service among JAG students by organizing and serving as advisor to a JAG Career Association; creates training opportunities through hands-on activities, film presentations, guest speakers, and workshops; assists with civic and social opportunities.
7. Provides students with guidance, counseling, and support within appropriate limits; refers students to additional support services on an as-needed basis; takes responsibility for learning and complying with school policies such as mandated reporting, discipline, attendance, and the like.
8. Complies with all documentation requirements in a timely fashion including contacts and activities involving students, employers, and other groups; develops and maintains a well-organized filing system.
9. Assists students in finding and maintaining quality employment and/or post-secondary educational programs upon graduation; works closely with students and employers for 12 months after the end of the school year to ensure a satisfactory employment outcome; develops a plan for contacts with non-graduates to ensure effective transition to employment or additional education.
10. Participates in staff, regional, and statewide meetings, and staff development activities.

## ADDITIONAL RESPONSIBILITIES

1. Performs various school-related functions such as lunch duty.
2. Participates in field trips.
3. Completes special projects and other projects/duties as assigned by the Regional Manager.

## JOB QUALIFICATIONS

1. Bachelors degree in social service, counseling, business, education, or a related discipline is preferred. Equivalent combination of training, education, and experience may be considered.
2. Experience working with youth accompanied by knowledge of child development issues.
3. Skills in human relations, leadership, supervision, and motivational techniques.
4. Ability to work 12 months per year.
5. Ability to work independently while managing multiple priorities.
6. Ability to establish the appropriate boundaries while developing and nurturing supportive relationships with students.
7. Ability to educate a variety of constituencies and interested parties about the program by developing ongoing relationships and making formal presentations.
8. Ability to develop curriculum and educational opportunities consistent with the JAG model.
9. Working knowledge of basic computer applications such as word processing.

REPORTS TO: President/CEO or the Executive Director

DIRECT REPORTS: None

CLASSIFICATION: Salaried

## Attachment 5

### *Jobs for America's Graduates-New Mexico*

## STRATEGIC PLAN

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Job for America's Graduates–New Mexico (JAG-New Mexico) recognizes that the success of our business rests within the hands of our employees. Led by the New Mexico Business Roundtable, the Board is committed to maintaining excellence in all areas of operation, while exploring opportunities in expanded or new market segments.

JAG-New Mexico's strengths include a system of training and monitoring of local staff who deliver the program to 35-45 youth, a curriculum that delivers employability skills, and an electronic data system to measure real-time performance.

This document summarizes our mission, operating values, strategic goals and activities critical to continued success. This document is the beginning of a planning process that defines in measurable ways the future of the organization.

### **MISSION STATEMENT**

JAG–New Mexico helps students stay in school, graduate, prepare for and transition to the world of work. In partnership with schools and employers, JAG-New Mexico raises student aspirations, teaches teamwork and leadership, and instills workplace values while helping young people successfully transition beyond high school to postsecondary education and quality jobs.

### **VALUES**

Equally important in planning for and envisioning the future is a clear understanding of the program's values. JAG-New Mexico operates with three core values:

- 1. Youth-focused.** The needs and interests of youth are first and are central to the way we do business.
- 2. Operates as a Business Strategy.** JAG-New Mexico operates as a business strategy and continually strives to find new ways to serve youth, employers and the communities within which it operates. We value that the program is relevant to students as well as to employers.
- 3. Outcome-oriented.** Measurable results are a hallmark of the program. Management and staff performance are accountable to performance-driven outcomes.

### **STRATEGIC GOALS**

The following strategic goals have been identified as critical issues and targeted solutions necessary to strengthen our future.

**A. Maintain and improve program quality.** JAG-New Mexico's current success and future expansion depends on demonstrating a consistent ability to meet performance standards

required by educational systems and expected by employers. Activities to accomplish this goal include:

1. Appropriate and timely (within 48 hours) use of Electronic Data Management System (e-NDMS);
2. Development of state and local staff to deliver the program in accordance with state and national standards;
3. Full implementation of the Multi-Year JAG Model, including all components of the program, and monitoring of these to ensure quality;

**B. Seek to understand New Mexico's needs.** Expansion of services occurs through a shared understanding of the needs of New Mexico's youth and the business community. Partnerships with education, workforce development, those serving youth with disabilities, those on Native lands and employers in all communities are essential to proper implementation of JAG-New Mexico. To accomplish this strategic goal, we undertake the following activities:

1. Produce state and local research that includes information on student demographics and needs of youth in local communities and Native lands;
2. Deliver the program in areas with students who most need and could benefit from the program;
3. Work with school district superintendents and principals in areas that indicate need as well as a long-term commitment to implementing the full JAG Model.

**C. Based on New Mexico's needs, expand existing and develop new revenue sources.** JAG-New Mexico is funded by the Public Education Department and led by the New Mexico Business Roundtable.

A statewide Advisory Board is assisting to identify sources of funding never before investigated or approached, including fee-for-service, state agency funding from education, workforce development, those serving youth with disabilities, those on Native lands and employers. Reasonable growth targets will be set so we are able to manage growth and bring JAG Specialists to their highest job potential.

Activities to support this strategic goal include:

1. Increasing the public and private sector contributions to the program to meet the following growth:
  - 15 schools in 2008-2009
  - 25 schools in 2009-2010
  - 50 schools in 2010-2011
2. Secure contribution from Public Education Department to continue and expand the program beginning with the 2008-2009 school year;
3. Funding of Department of Workforce Solutions to offer the program within 10 high schools where there exist Youth Career Centers, employment centers staffed by DWS employees;
4. Secure annual, recurring corporate funding that will support delivery of the annual Leadership Development Conference (Fall) and the Career Association conference (Spring);
5. Seek and secure legislative support expansion for JAG-New Mexico in 2008.

**D. Continue to invest in staff.** JAG-New Mexico supports a committed, well-trained cadre of JAG Specialists, employed by the school districts and trained according to JAG standards. JAG-New Mexico is concerned with specialist “turnover” and the need develop systems that ensure their personal and professional growth both within the JAG network and the field of education.

Activities to support reaching this strategic goal include:

1. Provide then monitor all Specialists’ full implementation of the JAG Model through electronic data management training and ongoing opportunities for training and technical assistance;
2. Ensuring that all Specialists attend annually the National Training Seminar (July);
3. Support and deliver New and Advanced Specialist training in coordination with national JAG;
4. Provide ongoing feedback to Specialists, principals and Superintendents on implementation of the JAG Model.

**E. Improve communications practices and technology.** JAG-New Mexico hosts monthly professional development, management conference calls and also hosts two major events during the year. Efficiencies in supporting the communications needs of such a geographically diverse and growing organization could be improved by better use of technology. Activities to support reaching this strategic goal include:

1. Conduct of assessment to determine the value and effectiveness of state website as a tool for information-sharing, learning and practice;
2. Continuously improve on opportunities and outcomes through e-NDMS tutorials and online training materials;
3. Provide feedback and ongoing data to Specialists, their school districts and funders on results of the program at the national, state and local levels.
4. Publish results of the program statewide that documents students served, services delivered and outcomes achieved beginning with the Class of 2007 and for every class thereafter.
5. Post research results to the state website and provide information to national office.

**For More Information:**

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## Attachment 6

### ***Jobs for America's Graduates-New Mexico***

#### **MANAGEMENT PLAN**

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The Management Plan is the document that supplies guidance to staff and Specialists in the terms of the annual cycle. The Plan addresses the needs of the individual schools and communities that operate the JAG program. In addition, the Management Plan incorporates the values that provide the necessary framework in which the plan can be conceived and implemented.

JAG-New Mexico operates with three core values:

1. Youth-focused. The needs and interests of youth are first and are central to the way we do business.
2. Operates as a Business Strategy. JAG-New Mexico operates as a business strategy and continually strives to find new ways to serve youth, employers and the communities within which it operates. We value that the program is relevant to students as well as to employers.
3. Outcome-oriented. Measurable results are a hallmark of the program. Management and staff performance are accountable to performance-driven outcomes.

#### **Program Profile**

JAG-New Mexico is one of 29 states affiliated with the national Jobs for America's Graduates, Inc., one of the nation's most effective programs in assisting high-risk youth in successfully completing school and moving into the job market and/or higher education.

JAG-New Mexico was launched in 2004 under the leadership of Governor Bill Richardson and the Public Education Department. Governor Richardson serves on the national Board of Directors of JAG, Inc.

The program is funded by the New Mexico Public Education Department.

The Multi-Year Dropout Prevention Model operates in six areas: Taos High School, Mora High School, Bernalillo High School and Twin Buttes on the Zuni reservation, Clovis High School and Independence High School in Rio Rancho. Beginning in 2008, Rio Rancho will transition to providing the Dropout Recovery application of the JAG Model to appropriately serve the out-of-school youth population in this area.

Each of the above programs employs a JAG Career Specialist, a person responsible for the success of 35-45 students. The Career Specialist delivers to youth as many as 81 core competencies (and no fewer than 37 core competencies) in six skills areas: personal; leadership; communication; job attainment; job success; and career development.

## **Management Structure**

Beginning with the 2007-2008 school year, JAG-New Mexico is sponsored by the New Mexico Business Roundtable for Educational Excellence (NMBREE). NMBREE's leadership of the program helps ensure the full range of employment and career opportunities for youth, maximizing their long-term success. NMBREE's leadership of the program will contribute to growth and expansion of the program statewide, ensuring the broadest range of funding and community engagement in the program.

The President and CEO of NMBREE provides overall guidance on the program. The President of JAG-New Mexico provides day-to-day staff direction and overall management of the program.

## **Management Goals**

Reasonable growth targets set within the Strategic Plan and supported by an Advisory Board are designed to manage growth as well as bring JAG Specialists to their highest job potential. Management goals for 2007-2008 include:

1. Full implementation of the Multi-Year JAG Model, including all components of the program, and monitoring of these to ensure quality;
2. Secure contribution from Public Education Department to continue and expand the program beginning with the 2008-2009 school year;
3. Developing a base of public and private sector contributions to the program to meet growth goals of:  
15 schools in 2008-2009, 25 schools in 2009-2010, 50 schools in 2010-2011
4. Secure funding of Department of Workforce Solutions to offer the program within 10 high schools where there exist Youth Career Centers, employment centers staffed by DWS employees.

## **Systems of Accountability**

Performance and accountability are central to JAG, Inc. and JAG-New Mexico.

A statewide Advisory Board guides NMBREE and the President of JAG-New Mexico and assists in identifying sources of funding never before investigated or approached, including fee-for-service, state agency funding from education, workforce development, those serving youth with disabilities, those on Native lands and employers. The Advisory Board meets at least quarterly during the year and assists in developing the Strategic Plan.

Career Specialists are direct service staff responsible for delivery of the program. They report to the school districts for which they work. Career Specialists are trained in understanding and delivering the JAG Model by state and national staff, and are held accountable for ensuring the JAG Model is properly implemented.

Specialists are held personally responsible for ensuring that 35-45 students meet or exceed a number of performance standards set by JAG. In addition to these youth on their roster, each Specialist provides follow-up to every student for 12 months after he/she leaves the program.

Operational grants are provided from JAG-New Mexico to school districts that agree to implement the full JAG Model. A site agreement (Memorandum of Understanding) between the school district and NMBREE is the operating document for program implementation. The school district provides space, a classroom and support to the Career Specialist to ensure he/she has the tools needed to effectively deliver the program.

**For More Information:**

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## Attachment 7

### ***Jobs for America's Graduates-New Mexico***

#### **STAFF DEVELOPMENT PLAN**

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A quality staff development plan provides the skills needed by staff so they may continually adapt to the changing needs of their school and the community. Jobs for America's Graduates (JAG)-New Mexico's Staff Development Plan is a system of assessment that identifies and responds to the various needs of staff and Specialists from the perspective of continuous improvement.

Efforts at Staff Development address the following three areas.

- Skill: What is the desired result from the development event/activity?
- Content: How do we achieve the desired result? By what means?
- Affect: How do we provide opportunities to positively influence the affect of all staff and Specialists? A satisfied, rewarded Specialist is a high-producing employee.

JAG-New Mexico's Staff Development Plan is developed and will be implemented beginning with the 2007-2008 school year. It will be supported by the JAG-New Mexico Advisory Board and seeks to include the needs of the school district leadership.

Included in the JAG-New Mexico Strategic Plan 2007 are several staff development goals and activities. This plan is organized in accordance with the Strategic Plan and uses the goals and activities as the basis for organization.

As staff grow and as the Advisory Board grows to build the organization, the Staff Development Plan will also change. In addition to the qualitative issues addressed below, principles and activities to be addressed in future years include the following:

- Allow for input from Specialists as to training needs.
- Include training needs into the annual budget.
- Establish target groups of staff (segment by tenure, experience, etc.) for specific training events.
- Identify and develop leaders from within the JAG-New Mexico organization.
- Identify career paths available to Specialists as the organization grows.

#### **For More Information:**

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**JAG-New Mexico Staff Development Plan 2007-2008**

<b>Strategic Goal (from Strategic Plan 2007)</b>	<b>Activity (from Strategic Plan 2007)</b>	<b>Tools for Accomplishing</b>	<b>Timeline</b>
<p><b>A. Maintain and improve program quality</b></p>	<ol style="list-style-type: none"> <li>1. Appropriate and timely (within 48 hours) use of Electronic Data Management System (e-NDMS);</li> <li>2. Development of state and local staff to deliver the program in accordance with state and national standards;</li> <li>3. Full implementation of the Multi-Year JAG Model, including all components of the program, and monitoring of these to ensure quality;</li> </ol>	<p>Ongoing training; requirement to meet 48 hour data entry</p> <p>Ongoing training; monthly conference calls; annual national training</p> <p>Ongoing training; monthly conference calls; annual national training</p>	<p>1/15/08</p> <p>1/15/08</p> <p>1/15/08</p>
<p><b>D. Continue to invest in staff</b></p>	<ol style="list-style-type: none"> <li>1. Provide then monitor all Specialists' full implementation of the JAG Model through electronic data management training and ongoing opportunities for training and technical assistance;</li> <li>2. Ensuring that all Specialists attend annually the National Training Seminar (July);</li> <li>3. Support and deliver New and Advanced Specialist training in coordination with national JAG;</li> <li>4. Provide ongoing feedback to Specialists, principals and Superintendents on implementation of the JAG Model.</li> </ol>	<p>Develop and conduct self-evaluation</p> <p>Scheduled</p> <p>Scheduled</p> <p>Schedule twice-yearly meetings with school and district leadership</p>	<p>1/15/08</p> <p>7/08</p> <p>1/31/08 and 7/08</p> <p>TBD</p>
<p><b>E. Improve communications practices and technology</b></p>	<ol style="list-style-type: none"> <li>1. Conduct of assessment to determine the value and effectiveness of state website as a tool for information-sharing, learning and practice;</li> <li>2. Continuously improve on opportunities and outcomes through e-NDMS tutorials and online training materials;</li> <li>3. Provide feedback and ongoing data to Specialists, their school districts and funders on results of the program at the national, state and local levels.</li> <li>4. Publish results of the program statewide that documents</li> </ol>	<p>JAG National web site as training tool;</p> <p>Develop NIMBREE website as information tool</p> <p>Implement schedule of monthly conference calls</p> <p>Implement schedule of monthly</p>	<p>Ongoing</p> <p>3/15/08</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>students served, services delivered and outcomes achieved beginning with the Class of 2007 and for every class thereafter.</p> <p>5. Post research results to the state website and provide information to state and national offices.</p>	<p>conference calls</p> <p>Educate Advisory Board on e-NDMS</p> <p>Publish Annual Report</p>	<p>2/08 and ongoing</p> <p>6/08</p>
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