



Montana Department of LABOR & INDUSTRY

1
2 **Division: Workforce Services Division**

3 **Category: Programs**

4 **Effective Date: 04/12/2017**

5 **Last Revised: 10/01/2021**

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 serving 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 JAG is a state-based national non-profit organization dedicated to supporting young people of great promise.
13 JAG is delivering the best results in its 40-year history, while serving youth who face significant challenges, to
14 help them reach economic and academic success. The JAG Advantage is based on the promise that JAG will
15 deliver student centered programs to help young people achieve their fullest potential. The JAG Advantage has
16 three components: Project Based Learning, Trauma Informed Care, and Employer Engagement.

17 Jobs for Montana's Graduates (JMG) is an affiliate of the JAG model. JMG provides grant funding, curriculum,
18 and training through a teacher-delivered model that enhances youths' exposure to career exploration,
19 employability skills, and employer connection. Youth gain soft skills through the Project Based Learning model,
20 exposing them to project development, planning, preparation, coordination, and reflection. JMG helps Montana
21 youth to develop a level playing field and establish common ground outside of their socio-economic,
22 demographic, or cultural group.

23 JMG was created in April 1990 to assist Montana students to stay in school, graduate and successfully
24 transition from school to work. The program is sponsored jointly by the Governor's Office, the Workforce
25 Innovation and Opportunity Act (WIOA), and the Office of Public Instruction. It is administered by the Montana
26 Department of Labor and Industry's (MDLI) Workforce Services Division (WSD). The Montana State Workforce
27 Innovation Board (SWIB) Education and Training Committee provides program over-site and participates in on-
28 going development of JMG.

29 **Scope:** This policy applies to Career Specialists, the JMG State Director, JMG Program Managers, and
30 WSD fiscal officers. This policy is effective October 1, 2021.

31 **Policy:**

32 **Affiliation of Accredited Programs:**

- 33 • JAG-accredited programs will be operated according to acceptable MDLI management practices and will
34 recruit and develop state and local staff capable of implementing the JAG Model.
- 35 • A strategic plan that includes stakeholders and determines the direction of the statewide organization
36 will be created and will include:
 - 37 ○ The program's annual plan;
 - 38 ○ Management plan;
 - 39 ○ Staff development plan;

- 40 ○ Business marketing and job development plan; and
- 41 ○ Technology plan.
- 42 ● Program recognition and visibility are crucial to achieving a shared vision and accomplishing the goals
- 43 of the JAG Model. Press releases about program activities and outstanding individual accomplishments
- 44 will be placed in the newspapers and on radio, internet, television, and other appropriate media outlets.

45 Events and Conferences:

- 46 ● JMG hosts two annual conferences:
 - 47 ○ IGNITE Montana, April
 - 48 ○ LEAD Montana, October
- 49 ● JMG professional development
 - 50 ○ Winter Training, implemented throughout school year
 - 51 ○ Summer Training, August
- 52 ● Site Verification Visits
 - 53 ○ Fall, October
 - 54 ○ Spring, May

55 JAG Program Requirements and Expected Outcomes:

- 56 ● The JMG program will adhere to the JAG Model requirements in developing the JMG state program and
- 57 will meet expected outcomes. The JAG Model program components are:
 - 58 ○ Oversight Board
 - 59 ■ To create and maintain an oversight body (Oversight Board of Directors, Advisory
 - 60 Committee, etc.) with members who are key leaders in business, government,
 - 61 education, labor, and community-based organizations who are willing to accept
 - 62 professional responsibility for the success of the program. The oversight body will hold
 - 63 the staff accountable for the overall implementation, performance, and sustainability
 - 64 outcomes of the affiliate.
 - 65 ○ Program Applications and JAG National Standard Outcomes
 - 66 ■ JAG offers five model applications to serve participants at various ages and in various
 - 67 educational settings. JAG affiliates should follow appropriate application model
 - 68 standards.
 - 69 ○ Program Management
 - 70 ■ JAG accredited programs should be operated in alignment with good management
 - 71 practices and guided by a strategic plan or other formal guiding/planning documents.
 - 72 Good management practices should encompass organizational structure, strategic
 - 73 planning, accounting, and auditing practices, non-profit corporate management,
 - 74 government regulatory management and documentation, staff development, personnel
 - 75 policies, practices, etc.
 - 76 ○ Program Staff
 - 77 ■ Career Specialists who are willing and capable of implementing the JMG Model for a
 - 78 fully accredited JMG program.
 - 79 ○ Student Selection
 - 80 ■ Students who would benefit from the JMG Program are selected by a school advisory
 - 81 board made up of school administrative staff, counselors, and Career Specialists.
 - 82 ○ Student Load
 - 83 ■ Barriers, student grades, TABE, and maturity levels, availability and commitment level of
 - 84 the Career Specialist, funding sources, and other local factors will be considered when
 - 85 determining the size of a JMG program. The minimum class size is six (6) students.
 - 86 ○ Professional Association

- 87 ▪ Each JMG program will have a student-led organization called the Montana Career
- 88 Association (MCA). The MCA is the framework in which the competencies of the JAG
- 89 Model are delivered.
- 90 ○ Competency Attainment
- 91 ▪ In the high-school model, Career Specialists are responsible for supporting students to
- 92 obtain a high school diploma or a HiSET; creating an Individual Employment Plan; and
- 93 exposing students to the workforce through community service, job shadows, and
- 94 business visits.
- 95 ▪ In the middle school model, Career Specialists are responsible for providing students’
- 96 exposure to the workforce through community service, job shadows and business visits.
- 97 The more knowledge students have of the world of work and of themselves, the more
- 98 accurate the realistic their occupational decisions will be.
- 99 ○ Business Marketing and Job Development
- 100 ▪ Business marketing and job development are necessary to encourage businesses to
- 101 hire JMG students for quality jobs. Additionally, community outreach promotes
- 102 awareness and demonstrates the effectiveness of JMG.
- 103 ○ Follow-Up
- 104 ▪ Follow-Up is a continuation of the relationship between the Career Specialist and the
- 105 students who are experiencing a significant transition – from middle school to high
- 106 school or from high school to careers.
- 107 ○ Data System
- 108 ▪ Career Specialists will participate in data collection through eNDMS to meet
- 109 performance standard and expectations. Data will be used to determine compliance,
- 110 quality assurance, and program improvements.
- 111 ● Participant Selection and Roster Size
- 112 ○ All participants receiving JMG services should be eligible based on JAG Model criteria and
- 113 placed on the program roster.
- 114 ● JAG Performance Standards:
- 115 ○ Contact Hours:
- 116 ▪ The contact hours for a full-year program are 120 hours of instruction per student. This
- 117 number can be adjusted based on the duration of the class, (i.e. semester, trimester, or
- 118 quarterly.)
- 119 ○ Linkages to Services:
- 120 ▪ When students have identified barriers, the Career Specialist must assist with the
- 121 removal of as many barriers as possible.
- 122 ○ Professional Development:
- 123 ▪ Career Specialists, JMG state staff and partners are required to participate in and
- 124 contribute to the improvement and growth of JMG. Two times per year, JMG hosts
- 125 training events; and at other times throughout the year, Career Specialists and partners
- 126 have opportunities to participate in JMG-sponsored events.
- 127 ○ Mentoring, Advising, Support, and Role Modeling:
- 128 ▪ Career Specialists are the JMG students’ role models. It is imperative that Career
- 129 Specialists model professional, appropriate, and engaging behavior in a healthy manner.
- 130 ○ Positive Outcomes:
- 131 ▪ Positive outcomes are determined by the Career Specialists attention to the data
- 132 system. Reports will be generated and reviewed to determine the performance of JMG.
- 133 ○ Follow-Up Services:
- 134 ▪ Because Career Specialists are a significant, career role model in students’ lives,
- 135 continuing that relationship while the student is in an important transition is an
- 136 essential part of JMG.
- 137 ○ Competency Instruction:

- 138 ▪ Teaching employability skills in the JMG model requires lessons that incorporate
- 139 competencies identified in the JAG and JMG curricula. All activities in the JMG program
- 140 need to be directly related to the competencies and follow the JAG program model.
- 141 ○ Cost Per Student:
- 142 ▪ JMG is required to document and demonstrate that the program is an effective use of
- 143 taxpayers' money.

144 **Contracts:**

- 145 • JMG sub-contracts with schools or communities to deliver the components of the JAG Model.
- 146 • When a school is approved as a site for the JMG model, a memorandum of agreement (MOA) will be
- 147 initiated by the State JMG Program Director and delivered to the Program Administrator.
- 148 • The high school MOA will state:
 - 149 ○ JMG will provide model training manuals, curriculum, professional development, technical
 - 150 assistance, and access to the national data system;
 - 151 ○ The school will employ a Career Specialist who takes personal responsibility for JMG students
 - 152 who need assistance in completing an educational program or securing and holding a job;
 - 153 ○ The school will implement the JMG program requirements using provided curriculum, resources,
 - 154 and tools for grades nine through twelve; consisting of 37 core competencies that focus on
 - 155 leadership, self-development, healthy lifestyles, basic communication skills, career
 - 156 development, job attainment, and job survival;
 - 157 ○ The school will have a minimum of six (6) students in a JMG class;
 - 158 ○ The school will participate in JMG-sponsored professional development opportunities;
 - 159 ○ The school will promote and support student attendance at annual conferences;
 - 160 ○ The school will participate in two monitoring visits throughout the school year; and
 - 161 ○ The school is responsible for recording and monitoring data entered in eNDMS monthly.
- 162 • The middle school MOA will state:
 - 163 ○ JMG will provide program training manuals, curriculum, professional development, technical
 - 164 assistance, and access to the national data system;
 - 165 ○ The school will employ a Career Specialist who takes personal responsibility for JMG students
 - 166 who need further assistance in completing an educational program or securing and holding a
 - 167 job;
 - 168 ○ The school will implement the JMG model requirements using provided curriculum, resources
 - 169 and tools for grades seven and eight, consisting of 37 or 42 core competencies that focus on
 - 170 leadership, self-development, healthy lifestyles, basic communication skills, career
 - 171 development, job attainment, and job survival;
 - 172 ○ The school will have a minimum of six (6) students in a JMG class;
 - 173 ○ The school will participate in JMG-sponsored professional development opportunities; and
 - 174 ○ The school is responsible for recording and monitoring data entered in eNDMS monthly.

175 **Barrier Tracking:**

- 176 • Career Specialists will track barriers through the collection of information provided by Student Profiles.
- 177 As competencies are covered and services are delivered, JMG students can overcome barriers and have
- 178 them removed from their profile.
- 179 • The Individual Development Plan may address client barriers and the plan to remove the barriers.

180 **Follow-Up:**

- 181 • Follow-Up contact is required after 8th grade students transition into their first year of high school and
- 182 after 12th grade students complete their year in JMG. Continuous tracking of JMG students in Follow-Up
- 183 is required for a 12-month period after the completion of the school year, whether a client is a graduate
- 184 or non-graduate.

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

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- To provide Career Specialists and JMG students with linkages to services in Montana’s communities, JMG has a strategic partnership with the WIOA Youth Program.
 - The WIOA Youth vision involves an integrated youth service-delivery system, including career exploration and guidance; continued support for educational achievement; opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships; and culminating with a good job along a career pathway; enrollment in postsecondary education; or a registered apprenticeship.
 - WIOA youth providers may work with students to provide supportive services detailed in the [Supportive Services Policy](#).
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195 **Program Evaluation:**

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- JMG will participate in the JAG accreditation reviews. JAG will schedule the visit with the JMG State Director, the point of contact for all JAG accreditation information.
 - JMG Program Managers conduct two site visits of each school in their assigned regions. The JAG standards are a guide to measure performance. Program Managers will identify program strengths and challenges and recommend corrective action or recognition.
 - If a JMG program does not meet the minimum data requirements, steps will be taken to support compliance; or the option to remove the JMG program from the school may be considered.
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203 **References:**

- 204
- [JAG.org](#)
 - [jmg.mt.gov](#)
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