Clarinda High School (9-12) and Clarinda Community School District

WHEREAS, this Memorandum of Understanding, entered into between iJAG, Clarinda High School (9-12) and the Clarinda Community School District, outlines the elements of a partnership to successfully implement and sustain the Jobs for America's Graduates (JAG) Multi-Year Program as operated and managed by Iowa Jobs for America's Graduates (iJAG).

WHEREAS, iJAG, is a non-profit organization, supported by corporate and foundation contributions, public sector grants and participating school funds. iJAG creates business, industry and education partnerships committed to achieving the mission of JAG, which is to ensure that youth facing multiple challenges to graduation remain in school, attain basic employability skills through classroom and work-based learning experiences during the senior year, are provided with academic support services, graduate and receive twelve (12) months of follow-up services by the iJAG Education Specialist. Follow-up services help assure iJAG participants are successfully transitioned into a career and/or pursue a post-secondary education to enhance their career entry and advancement.

WHEREAS, the multi-year program is based on the Jobs for America's Graduates Program Model. The multi-year program serves high school students for up to four (4) years in school and for an additional twelve (12) months of follow-up services.

WHEREAS, the five (5) primary performance goals of the iJAG program are: a 90% graduation/GED rate; an 80% overall success rate at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education; 60% of graduates are employed; 60% of employed graduates are in full-time jobs leading to careers; and 80% of the graduates are employed full-time and/or are combining work and school. The electronic data management system provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's accreditation process. State and local affiliates must receive standard accreditation to become and remain a member of the JAG National Network.

WHEREAS, the partners are totally committed to providing a world-class multi-year program, a process of continuous improvement will be implemented and maintained throughout the existence of the iJAG/JAG accredited program.

WHEREAS, the responsibilities of iJAG include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited multi-year program at the school through a mutually beneficial partnership with iJAG.
2. Maintain an active, involved iJAG Board of Directors to provide oversight to the implementation, operation, and continuous improvement of programs in Iowa, which satisfy the accreditation standards of the National JAG Program Model.
3. Employ a full-time, year-round, mutually acceptable individual with requested certification, to fulfill the responsibilities of the iJAG Education Specialist. The Specialist will maintain a roster of fifty (50) students*, who are facing multiple challenges towards graduation and full-time employment and/or post-secondary education after high school.

   **** If the iJAG Specialist and/or the program is in their first year of working with the program, 40 students are required for enrollment, with 50 to be on their roster each year following.***

4. Provide management support to Education Specialist through the leadership of iJAG President/CEO and his/her designated staff.

5. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the National JAG Program Model.

6. Provide technical assistance and training to the iJAG Education Specialist and other key staff of the School on the successful implementation and operation of a JAG accredited program.

7. Provide other program materials, publications, and national communications to the participating school.

8. Provide staff development experiences for all Education Specialists to assure understanding of the JAG Model Program and the multi-year program, to share best practices through planned local/state staff development activities, and attendance at the annual JAG National Training Seminar held in July.

9. Provide staff support and conduct frequent school quality assurance reviews and consulting visits to offer encouragement, support, and feedback as well as a review of documentation which is required of a National JAG accredited program committed to tracking students, services, and outcomes throughout the senior year and 12-month follow-up period. Every 3-4 years, JAG will conduct a site review and prepare an accreditation report for review by the Board of Directors, iJAG administration, school and Education Specialist.

10. Sponsor the annual iJAG Leadership, Career Development Conference, Legislative Day, and iJAG Nation Leadership Conference, utilizing input from students, Education Specialists and members of the Board of Directors.

11. Assure connections are made at the state and local level to existing efforts such as: Comprehensive School Improvement, Career and Technical Education, Building Resiliency, Transition, Career Education Guidance, Workforce Development and Economic Development.

WHEREAS, the responsibilities of the Clarinda Community School District include:

1. Buildings will adhere to an "onboarding checklist" to be compiled by the iJAG program team for all new Education Specialists.

2. Provide appropriate space for the iJAG Education Specialist and contribute as in-kind services the use of appropriate classroom space, office space for the Education Specialist that provides privacy with students as needed, utilities, telephone, computer, copier, internet access, classroom materials and supplies as other teachers and school staff, etc.
   a. In hybrid and/or virtual settings:
      i. Additional support/tools may be needed to ensure that students have access to the program.
      ii. iJAG will be offered to students who meet eligibility criteria.

3. Add iJAG Education Specialist to electronic notification of school updates and notices.

4. Provide the iJAG program in a regularly scheduled class or classes for credit to fifty (50) students* for the entire school year and provides an iJAG advantage to students.
   **** If the iJAG Specialist and/or program is in their first year of working with the program, 40 students are required for enrollment, with 50 to be on their roster each year following.***

5. Include iJAG in Student Handbook/Course Catalog and assure guidance staff assists with student referral and selection. Class sizes should not exceed 15-17 students per class any class period to provide for the smaller learning community. The iJAG learner centered instructional strategy and model, Project Based Learning (PBL), requires small class sizes to be successful.

6. Support 30-45-day meetings between building administration, Specialists and Program Managers to review data, current projects and events and the impact being made within the school.

7. Support the iJAG Education Specialist in providing JAG services during the school day within and outside the building and into the community as needed.

8. Work with the iJAG Specialist to establish an in-school Advisory Committee to assist the Education Specialist in recruiting, screening and selecting students most in need of services delivered in the multi-year program and provide on-going support for students and the iJAG program. At a minimum, the committee will include one representative from administration, counseling staff, and the faculty, as well as the Education Specialist. The Advisory Committee and Education 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. *Note: An existing committee may be used if it will also perform the additional functions of the iJAG Advisory Committee*.

9. District and building administration must support the iJAG Specialist as the final approval of students that are most appropriate (need, want, benefit), for the program. JAG is not a "drop in" program. Students MUST be approved by the iJAG Specialist before being added to the roster. Once the deadlines of the first 20 days of school (first semester) and February 1 (second semester) have passed, no additional students will be added to iJAG classes. Additionally, no 12th grade students can be added at second semester. 12th grade students may only be added during the first 20 days of first semester.

10. Ensure that district personnel will meet with iJAG leadership on a quarterly basis to review data, compare rosters and do any clean up necessary to ensure data is transparent on both sides.

11. School will provide a comparison data pull no later than September 30 of each school year.

    - This report will include students that have similar profiles to those currently in iJAG, including attendance, credits earned, GPA, office referrals, on track to graduate, not proficient in math or English, at end of prior school year.
    - This same report will be run on February 1 and June 15 to show progress and a clear comparison study.

12. Ensure that all iJAG Specialists are trained on school's data system and any other technology available to the Specialists within the building.

13. iJAG Specialists must be involved in all safety training drills, Mandatory Reporting Training, and all other trainings that are required for all staff as appropriate.

14. Provide access for the Education Specialist to students and to student cumulative records including grades, free and reduced lunch status, IEP, parent/guardian contact information, etc., for the purpose of identifying, screening, selecting, and enrolling qualified students in the iJAG accredited program. Provide access to student records that will enable the iJAG specialist in their recruitment efforts of specific populations, including foster care, low income, WIOA eligible, etc.

15. Provide for the scheduling of students and adequate class time and support the continuation of students in iJAG throughout their high school career. *Example: If a student comes into iJAG as a junior, they will continue in the program their senior year for credit. JAG tracks retention from year to year, through 12 months of follow up.*

16. Provide for the coordination of the iJAG program and Career Association with other school programs and services where appropriate—including student recognition and fundraising.

17. The district will provide transportation for students to attend statewide events including: Leadership Development Conference, Career Development Conference, Legislative Day events, and iJAG Nation Leadership event. This requires assuring the necessary insurance coverage for students to attend these opportunities as their participation is considered a school sponsored event. When possible, allow other staff to serve as chaperones and activity judges at these events. Education Specialists will present dates of above events to school administration at the beginning of the school year.

    Schools will also provide transportation, with prior approval of building administration, to other iJAG program related activities (Career Association events), such as employer tours, quality work-based learning experiences, (WBL) to employers in the community, college visits and community service activities. It is the responsibility of the Education Specialist to assure that travel arrangements have been made no less than two weeks in advance of the event. The school district will make available to the Education Specialist access to smaller district vehicles when available for small group activities related to career association and WBL.

18. Provide academic credit toward graduation to those students who successfully complete the iJAG program, which includes twelve (12) months of follow-up services. This can be an elective credit.

19. Support iJAG's efforts to involve parents, family, employers, and community to meet the needs of iJAG students, which will keep them in school through graduation and ensure full cooperation and participation during the post-graduation follow-up period. This may include support for iJAG's community fund raising efforts for the program.

20. Agree to have Principals/administration provide input on Specialist performance review to iJAG Program Managers. Data will be gathered by conducting walk through evaluations at least once per semester and one-on-one reviews of iJAG data with the Specialist.

21. Provide support for the Education Specialist to perform mandatory off campus employer marketing, job development, and placement responsibilities as per this MOU. Active personal contacts with employers throughout the program year are essential to a successful School-to-Career Program. The school will also support the Specialist's attendance at mandatory iJAG staff meetings and the annual JAG National Training Seminar. (There are approximately three (3) mandatory staff development meetings during the school year.)

22. The district will provide for the cost of substitute teachers for at least 10 school days (eight (8) hours per day) per iJAG Specialist, as necessary and with prior approval. Substitute days are calculated on a half or full day basis, depending on the number of hours the iJAG Specialist is out of the building. Substitute days will include personal sick days, iJAG training and iJAG sponsored statewide events. All other days that a sub is needed (field trips, college visits, etc.) will be covered, with prior approval, by the school district and an iJAG Program Manager. Any days outside of those identified here will be covered by iJAG.

23. Provide adequate regular supervision to ensure that the Education Specialist fulfills the responsibilities of this MOU and achieve the performance standards of the JAG Program Model and requirements of any funding sources. Work closely with the iJAG Program Manager regarding staff performance. The district may choose to have the supervision provided by a certified teacher or guidance counselor, but must assure that iJAG has the contact information for the supervisor.

24. Provide feedback, and coordinate with iJAG administration, which will result in the continuous improvement of the program to maintain accreditation.

25. Provide a representative from the school administration (ideally the Principal or a Vice Principal) to attend the annual principal's meetings, coordinated by iJAG administration.

26. Assign all iJAG Specialists a teacher mentor within their assigned building.

WHEREAS, the responsibilities of the iJAG Education Specialist include:

1. The iJAG Specialist is an employee of iJAG. Their primary role is to deliver the iJAG program with fidelity. iJAG specialists may have one other school-related duty. iJAG specialists are not eligible for paid substitute teaching roles during the school day.

2. Recruit and select fifty (50) qualified students* for the program who satisfy the criteria as set out by iJAG/JAG.

   **** If the iJAG Specialist and/or program is in their first year of working with the program, 40 students are required for enrollment, with 50 to be on their roster each year following.***

   Targeted students for the program include youth facing multiple challenges prior to graduation or who are not taking advantage of their senior year of high school, most likely to be unemployed after graduation or undecided on a career path with no plans for postsecondary education. Since participation in the iJAG program is limited, students must *need*, *want*, and *benefit* from the services available through in-school and follow-up phases of the program.

3. Establish an in-school Advisory Committee to assist the Education Specialist in recruiting, screening and selecting students most in need of services delivered in the multi-year program and provide on-going support for students and the iJAG program. At a minimum, the committee will include one representative from administration, counseling staff, and the faculty as well as the Education Specialist. The Advisory Committee and Education 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.

4. Deliver the multi-year learner centered instructional strategy developed by JAG, which is endorsed and based upon the attainment of a minimum of JAG's thirty-seven (37) core competencies. Through the multi-year program, students will receive instruction in a minimum of 37 of the 87 JAG competencies.

5. Students are also required to engage in fundraising each school year. All iJAG programs are required to raise at least $350 to support their program. Amounts over and above the $350 will be used for Career Association activities during the year. All money raised shall be kept locked in the bookkeepers office until a manager can pick it up. No money raised by an iJAG program shall be put into a school account. All fundraising money will be held and accounted for in accounts with iJAG.

6. 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 teamwork skills. Each student will be required to give a minimum of fifteen (15) annual hours of community service, which can be performed individually or within groups. Community service is incorporated into the program to increase student awareness of the needs of the community and develop leadership and teamwork skills.

7. 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. Provide any necessary services required to help students overcome barriers to staying in school, graduating, becoming employed and/or pursuing a postsecondary education, including follow-up with teachers in classes that students are not passing or falling behind in.

8. Provide career guidance and counseling. Provide counseling and refer to school or community-based services as needed to overcome the barriers to graduation, employment, and career entry and advancement.

9. Attend and participate in iJAG staff development experiences, mandatory staff meetings, and student events. Work with iJAG administration to assist with special events or peer-based training as needed.

10. Develop, in conjunction with the administration, work-based learning and/or job shadowing experiences linked to iJAG's learner centered instructional strategy to enhance student learning and occupational specific skills in their interests in a career field. Develop jobs, internships or apprenticeship opportunities for iJAG graduates, and provide transportation. This effort will assist the iJAG administration with fundraising efforts.

11. Coordinate efforts with iJAG administration to develop and provide work-based learning experiences for students throughout the iJAG enrollment and at a minimum during the 12-month follow-up phase of the program.

12. Contact graduates and non-graduates (at least monthly) and employers (six times) during the 12-month follow-up period with goal of moving them to a GED, continued education, or employment; maintain contact with non-seniors during the summer months to increase the probability of their return to school and graduation. (iJAG recommends face-to-face contact.)

13. Provide personal and confidential information for screening in accordance with local and state laws governing those working directly with students in schools.

14. Complete and regularly maintain all paper and electronic documentation as required by iJAG. Submit properly completed written and electronic documentation as directed by iJAG administration.

15. Work with iJAG administration to complete all monitoring and evaluations, agreements and documentation required by funding sources. (Including WIOA, JAG and foundations.)

16. All Education Specialists will be expected to sign this Memorandum of Understanding as part of their contract and evaluation. Participate in a staff evaluation conducted by iJAG administration twice a year to determine that iJAG and JAG standards are being upheld.

17. Assure connections are developed at the school and district level to existing efforts such as: Iowa Core, Comprehensive School Improvement, Career and Technical Education, Learning Supports, Personal Resiliency, Post-Secondary Education, Workforce Development Centers and economic development.

18. Provide quarterly reports on programs, GPA, and attendance with school and iJAG administration three (3) times per year, minimum.

19. Assure students have access and opportunities to participate in dual credit classes during their junior/senior years in conjunction with the local community college.

20. Whenever the iJAG Specialist leaves the building, they will check-out in the school administrative office. iJAG Program Managers will have access to check-out sheets.

WHEREAS, the responsibilities of Jobs for America's Graduates include:

1. Provide on-site assistance for Education Specialists and iJAG administration upon request.

2. Make available its copyrighted model books and materials, operational guides, administrative manuals, electronic data management system, etc. Provide Education Specialists with the opportunity to attend the annual JAG National Training Seminar.

3. Assist iJAG with the full implementation of JAG's electronic data management system designed to track students, services, and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. State affiliates have access to the National Data Base, which produces management information for decision-making and program/staff evaluation purposes.

4. Conduct accreditation of the iJAG program to ensure conformity with the standards as promulgated by JAG.

5. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding begins July 1, 2021 and runs through the 2021-22 school year.

The partners mutually agree that the iJAG program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, iJAG, and Jobs for America's Graduates.

It is a mutually agreed that efforts will be made to continue the iJAG/JAG accredited program in the school the next school year based on the availability of funding, an adequate number of students to make the program cost effective, and mutual satisfaction with the program based on this Memorandum of Understanding.

Should areas of non-compliance with the JAG model arise, and all efforts to reach agreement have failed, either party reserves the right to terminate this contract with thirty (30) days written notice.

In agreement with the provisions of the Memorandum of Understanding, the partners affix their signatures in the spaces provided.

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Laurie Phelan, iJAG CEO/President Date

_____ _____

iJAG Education Specialist, Clarinda High School (9-10) Date

_____ _____

iJAG Education Specialist, Clarinda High School (11-12) Date

_____ _____

Principal, Clarinda High School Date

_____ _____

Superintendent, Clarinda Community School District Date