

Louisiana Believes

The Donna Contois Louisiana Jobs for America's Graduates (JAG-LA)

2013-14 Intent of Continuation Grant Application

Due Friday, April 5, 2013

Complete the following information with the intent to continue the JAG-LA Grant for the school year 2013-14.

Complete the **JAG-LA Intent to Continue Grant** information below for the school year 2013-14. If the intent is not to continue the JAG-LA program for the 2013-14 school year, a signed letter from the district superintendent or agency director prior to the grant due date must be submitted to the Office of Student Programs, Dropout Prevention.

Sections I and II of the **JAG-LA Intent to Continue Grant** is to be completed by districts or entities requesting continuation funding. The intent, including assurances, must be signed by district superintendent or agency director and returned to the Louisiana Department of Education prior to **4:00 p.m., Friday, April 5, 2013.**

Section III will be completed by LDOE on Tuesday, April 30, 2013 to verify that programs have met all the requirements of the 2012-13 JAG-LA grant applications. JAG-LA continuation grants are contingent on programs meeting these requirements. JAG-LA Supervisors will be contacted concerning non-compliance issues within 5 days of the review.

For the 2013-14 school year, it is projected the JAG-LA AIM High! Programs will be awarded up to \$60,000, Out-of-School programs will be awarded up to \$50,000 and all other JAG-LA programs will be awarded up to \$52,500. JAG-LA Grant Requirements for the 2013-14 School Year are attached.

SECTION I

School District/Entity: _____

School/Site Name(s): _____

Submit names and locations of the three required field trips, one of which should be to a post secondary education institution, per the 2012-2013 JAG-LA Grant (can include scheduled field trips prior to May 31, 2013). Please submit this information for each location within the school district or entity applying for Intent for Continuation.

1. _____
2. _____
3. _____

List the required 6 guest speakers as required by the JAG-LA 2012-13 grant. Include name and title of guest speaker (include upcoming guest speakers prior to May 31, 2013). Please submit this information for each location within the school district or entity applying for Intent for Continuation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

JAG-LA Supervisor Contact Information for 2013-2014:

Name:
E-Mail Address:
Contact Number:
Address:

Identify any changes (model, site and location) being made to the JAG-LA 2013-14 grant.

Identify matching/in-kind resources (financial and/or other) coming from Local Workforce Investment Boards, business and industry entities, Adult Education programs/agencies, Louisiana Technical Colleges, grants and foundations and other sources of partnerships.

SECTION II

The following information should be attached to the signed the Intent to Continue the JAG-LA Grant for the 2103-14.

Specialist Daily Schedule for 2013-2014

NOTE: Additional duties will not be given to the JAG Specialist, including, but not limited to, the following: teaching other classes; assignments to in-school suspension; excessive duty schedule; or any additional duties that conflict with the specialist performing the duties as required by the JAG grant.

€ **Sample schedule for JAG-LA participants**

€ **Signed assurances**, included in this packet (superintendent/agency director, supervisor/principal and specialist)

The services detailed in the following assurances constitute the required work for the period July 1, 2013 through June 30, 2014. In order to receive funding for Jobs for America's Graduates project, the sub-grantee must submit a signed intent by the Superintendent or agency director to continue the grant application through the Department of Education. The intent will be reviewed to determine if all objectives of the current program have been addressed and whether the sub-grantee meets applicable State, Federal or National JAG requirements.

€ **Signed Intent to Continue** by district superintendent or agency director.

It is the intent of _____ to continue the JAG-LA program(s) through the 2013-14 school year. *(school site/entity)*

Superintendent/Agency Director Signature

Date

Projects will be funded contingent upon funds being made available for Jobs for America's Graduates Louisiana program. Upon receipt of funds, the district/agency agrees to fully implement all aspects of the selected JAG-LA Model for FY 2013-2014.

Deadline

If the intent is **not to continue** the JAG- LA program for the 2013-14 school year, a signed letter from the district superintendent or agency director prior to the grant due date must be submitted to the Office of Student Programs, Dropout Prevention. (See address below)

Applications must be received at the Louisiana Department of Education, Office of Student Programs, Dropout Prevention **no later than 4:00 P.M., Friday, April 5, 2013.**

The Louisiana Department of Education, Office of Student Programs, Dropout Prevention reserves the right to reject any or all applications for failure to submit in accordance with the instructions in this application packet or by the specified deadline. Receipt of applications by the Louisiana Department of Education confers no rights upon the applicant, nor does it obligate the Louisiana Department of Education in any manner.

Applications may be mailed or hand-delivered to the following address:

Louisiana Department of Education
Office of Student Programs
Dropout Prevention- 4th Floor
P.O. Box 94064
Baton Rouge, LA 70804-9064

Louisiana Department of Education
Office of Student Programs
Dropout Prevention
Claiborne Building
4th Floor, Suite 4-272
1201 North 3rd Street
Baton Rouge, LA 70802

(This address is for Fed Ex, UPS, and hand deliveries only.)

Further Information

Contact Office of Student Programs, Dropout Prevention Section, Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064 or telephone (225) 219-0368.

JAG-LA Specialist Assurances:

- Recruits and selects the required minimum number of qualified participants to the program who satisfy the criteria as set out by JAG-LA. Since participation in the JAG Program is limited, students must need, want, and be able to benefit from the services available and the follow-up phase of the program.
 - Establishes an Advisory Committee to assist in recruiting, screening and selecting participants most in need of services. The Advisory Committee also provides on-going support for participants and the JAG-LA Program. The Advisory Committee and JAG-LA Specialist are mutually responsible for recruiting, screening, and selecting potential participants who satisfy JAG criteria. The JAG-LA Specialist is ultimately responsible for the final selection process of the participants who qualify for the JAG Model.
 - Delivers the curriculum developed by the National JAG Organization. Participants are expected to master all required competencies for the model program that they are attending.
 - Establishes and organizes a highly motivational, career-oriented student-led organization. Each participant is a member of the Career/Professional Association for purposes of belonging, creating a sense of ownership, building self-esteem, and developing leadership and fellowship skills. Each participant is required to give a minimum of 15 hours of community service. Incorporate community service into the program to increase student awareness of community needs and develop leadership, fellowship, and teamwork skills.
 - Conducts an Installation and Initiation Ceremony for JAG-LA Career/Professional Association Members and Officers.
 - Attends and encourages participation in mandatory state conferences, Student Leadership Conferences and Career Development Conferences.
 - Works with participants and other staff/faculty to provide remediation and/or tutoring required for participants to improve basic education skills and graduate or obtain a GED.
 - Provides any necessary services required to help participants overcome barriers to stay in school, graduate, become employed and/or pursue a postsecondary education.
 - Provides career counseling and personal counseling, as needed. Refers to school or community based services, as needed, to help overcome barriers to graduation, employment, career entry and/or advancement.
 - Attends JAG-LA staff development and mandatory quarterly meetings. Works with JAG-LA Supervisors and LDOE to assist with special events.
 - Develops work-based learning and/or job shadowing experiences linked to the JAG Curriculum to enhance student learning and specific occupational skills in their chosen career field. Develops jobs, internships or apprenticeship opportunities for JAG-LA graduates.
 - Contacts graduates and non-graduates monthly and employers six times during the 12-month follow-up period; maintain contact with non-seniors during the summer months to increase the probability of their returning to school and graduating. Middle school specialists assist students with the transition to 9th grade and follow-up monthly with students during the 9th grade year.
 - Maintains, completes and submits all paper and electronic documentation, as required by LDOE, on the appropriate deadlines.
 - Attends the National Training Seminar in July of each year.
 - Develops relations with business partners, community and government organizations and promotes student success, achievement and program goals.
 - Secures a minimum of three field trips with students per year. Brings in a minimum of six guest speakers per year.
 - Submits required documentation to LDOE, as requested, by deadlines:
 - Requested by the 10th of each month
 - **Monthly Lesson Plans**
 - **Supervisor Report**
- Additional information requested from the JAG-LA Specialist by LDOE includes, **but is not limited to:**
- Signed rosters twice a year
 - Employee Marketing Plans
 - Plans of Work
 - Student Stories, Best Practices, and other shared classroom ideas

JAG-LA Specialist

(Signed copy of JAG-LA Specialist Assurance page can be forwarded separately from the grant application once a JAG-LA Specialist position is secured).

JAG-LA Assurances District/Agency Assurances:

- Employ a full-time, teaching-certified individual who is qualified to fulfill the responsibilities of the JAG-LA Specialist and is not given any additional task other than JAG. It is preferred that the JAG-LA Program Supervisor be invited to take part in the interview process of the JAG-LA Specialist.
- Provide the balance of the salary and benefits for the JAG-LA Specialist above the grant award contribution by LDOE, and contribute as in-kind services the use of appropriate classroom space, office space, utilities, telephone and computer, with access to a fax machine and/or scanner.
- Provide the JAG-LA Program Model for the entire year as a regularly scheduled class or classes with appropriate Carnegie units, in addition to classroom space for counseling opportunities, marketing, and data entry outside of regularly scheduled classes.
- Provide follow-up services, including employer marketing, job development, and placement services for twelve (12) months.
- Assure that an Advisory Committee has been established to assist the JAG-LA Specialist in recruiting, screening and selecting participants most in need of services. The Advisory Committee and JAG-LA Specialist are mutually responsible for recruiting, screening, and selecting participants who satisfy JAG-LA criteria.
- Provide scheduled time for the specialist with access to JAG-LA participants and their records for the purpose of identifying, screening, selecting, and enrolling qualified individuals.
- Provide classroom space for Specialist-led, competency-based instruction and participant-led Career/Professional Association activities. The school/agency will also provide the use of other school facilities and equipment necessary to deliver the services of a JAG-LA Program.
- Enable JAG participants to attend statewide Student Leadership Conference and Career Development Conferences by securing transportation and supplies needed for students to attend these events.
- Support JAG-LA efforts to involve parents, family, employers, and community to meet the needs of JAG-LA participants, and ensure full cooperation and participation during the post-graduation follow-up period.
- Work together with JAG-LA Specialist and provide performance evaluations and assistance to achieve full compliance to the JAG-LA program standards.
- Allow for a minimum of three educational field trips with students per year (1 field trip must be to a post-secondary institute). Allow for JAG Specialists to bring in a minimum of six guest speakers per year.
- Provide **mandatory** release time for the JAG-LA Specialist to perform off campus employer marketing, job development, and placement responsibilities. Documentation of employer marketing (i.e., log and business cards) must be on file. Active personal contacts with employers throughout the program year are essential to a successful JAG Program.
- Ensure attendance at mandatory JAG-LA staff meetings and the annual JAG National Training Seminar.
- Establish a district/agency supervisor that attends mandatory JAG-LA training and that supports the JAG Program Model. The district /agency JAG-LA Supervisor will be responsible for the oversight of the JAG Program Model. Ensure that the JAG Supervisor, Specialist and Principal fulfill the responsibilities of these JAG-LA Assurances and achieve the performance standards of the JAG Program Model.
- Provide adequate supervision to ensure that the JAG-LA Specialist fulfills the responsibilities of these JAG-LA Assurances and achieves the performance standards of the JAG Program Model.

Superintendent/Agency Director Signature Title

District

District/Agency JAG-LA Supervisor and Principal Assurances:

- The district /agency JAG-LA Supervisor and Principal provide supervision and assistance to ensure that the JAG-LA Specialist fulfills the responsibilities of the JAG-LA assurances and achieves the performance standards of the JAG Program Model.
- Attends mandatory JAG-LA Supervisor/Principal training provided by LDOE.
- Assists the JAG-LA Specialist to establish an Advisory Committee which provides assistance in recruiting, screening and selecting participants most in need of services.
- Oversees that required documentation is submitted to LDOE, as requested:
Requested by the 10th of each month

- **Monthly Lesson Plans**
- **Supervisor/Principal Report**

Additional information requested from the JAG-LA Specialist by LDOE includes, **but is not limited to:**

- **Signed rosters twice a year**
- **Employee Marketing Plans**
- **Plans of Work**
- **Student Stories, Best Practices, and other shared classroom ideas**
- Supervisor submits a **Supervisor Report**, as requested by LDOE, once a year
- Oversees/Ensures that information in the database system is accurate and is entered timely, including; JAG pre/post-test information, daily model services, follow-up information, and progress reports.
- Assists JAG Specialist to obtain the required number of competencies, contact hours, community service hours and work-based learning experiences, as required by the JAG Program Model.
- Ensures that the JAG-LA site has an active Career/Professional Association and provides assistance in working toward completion of the association's required activities. Career Association minutes and sign-in sheets must be kept on file. Allow for a minimum of three educational field trips with students per year (1 field trip must be to a post-secondary institute). Allow for JAG Specialists to bring in a minimum of six guest speakers per year.
- Provides assistance to secure all mandatory documentation required by LDOE in participants' folders, participants' portfolios and Specialist's portfolios.
- Ensures that JAG Specialist is following Marketing Plan and Plan of Work. Supports JAG Specialist in reaching out to community partners/business leaders.

District/Agency Supervisor

Title

Principal

School

JAG-LA Grant Requirements
2013-2014
JAG-LA Multi-Year and Out-of-School Programs

JAG-LA Goals:

Jobs for America's Graduates – Louisiana (JAG-LA) is a unique model program for dropout prevention/recovery to ensure student success. As an affiliate of the national JAG program, JAG-LA and the Louisiana Department of Education work to ensure the integrity of the model through the local program sites. JAG-LA sites provide students with:

- Academic Training
- Job Readiness Instruction
- Student Services
- Leadership Development
- Post-Graduate Assistance
- Mentorship

The JAG-LA Program is for students who have major obstacles in their lives that could disrupt school completion and/or hinder successful entry into the workforce or postsecondary educational programs. However, any student accepted into the program must:

- want to be a participant
- need the services provided
- be able to benefit by earning a high school diploma or high school equivalency diploma upon passage of the GED® test
- be able to benefit by being placed in a competitive job or by entering higher education

Program Requirements:

Number of students enrolled

The minimum number of students enrolled by October 1, 2013, is listed below:

- Multi-Year Model Program – 45-50 students
- Out-of-School Model Program – 30-35 students

It is required that the majority of the total population served in the Multi-Year program be identified as average. A total of the 10-15 freshmen should be included, as well as, 10-15 of the most at-risk seniors. Additionally, at least 15% of the total population served should be identified as students receiving special education services.

Student Contact Hours

- **Multi-Year Model Programs and Middle School Model Programs:** The number of contact hours per student per site should average **120 hours** by the end of the year.
- **Out-of-School Model Program:** The number of contact hours per student per site should average **80 hours** by the end of the year.

Number of Competencies attained

- **Multi-Year Model Programs** are required to obtain **37 competencies**.
- **Out-of-School Programs** are required to obtain **20 competencies**.

Graduation rate for In-School students

- Graduation rate for the **In-School Model Program** should average a minimum of 90%.
- Graduation rate for the **Out-of-School Model Program**, which includes receiving a high school equivalency diploma (GED), should average a minimum of 50%.

Placement rate for graduates of Out-of-School Program programs with JAG-LA Specialists working with follow-up students who have completed the program should average a job placement rate of 60%.

Electronic National Data Management System (e-NDMS) is used to determine attainment of required benchmarks for the JAG-LA Programs. Data entry is required daily.

Monthly Reports are due by the **10th** of each month

- Monthly Lesson Plans
- Supervisor/Principal Report

Additional Requirements

- Signed Rosters due in October and January
- Employee Marketing Plans
- Plan of Work (Career Association Plan)
- Best Practices
- 15 hours of community service
- Students should receive no less than 50 minutes a day of scheduled JAG-LA class and additional time should be allotted for remediation and guidance
- Attendance at annual student conferences
- Attendance at Specialist required meetings, phone conferences and JAG National Conference

Required Field Trips and Guest Speakers:

- A minimum of three **(3) educational field trips** (1 field trip must be to a post-secondary facility) per school year
- A minimum of six **(6) guest speakers** per school year

Career Association

Students are automatically members of the JAG-LA Career Association, a student-led chapter designed to develop, practice and refine critical skills delivered in the classroom. The chapter members elect officers, serve on committees, develop and execute a plan of work, participate in skill-based competitions, and seek recognition for chapter projects and accomplishments. Major Career Association Chapter activities include:

- Initiation and Installation Ceremony
- Officers' Leadership Conference
- Career Development Conference—a one-day skills-based competition

Follow-up Services

The JAG Model Follow-Up Phase begins at graduation (May or June) and concludes at the close of a 12 month period. The Out-of-School Model for Follow-Up begins the month after graduation with the GED. Multi-Year and Out-of-School Specialists are responsible for providing follow-up services to both participants and employers for a period of 12 months. Monthly follow-up services are provided and documented in e-NDMS each month. JAG-LA specialists should receive mandatory release time to go off campus to perform required follow-up services and also for building partnerships with businesses in the community. Employers should be contacted at least six times during the follow-up phase. Possible methods used to achieve the follow-up goals may include face-to-face or telephone contact with the student, family members, or employers. JAG requires no more than 5% unable to contact each month. It is critical that the JAG specialist establishes a strong alliance with the students to be successful in the follow-up phase of the program.

Follow-up for Non-Graduates still in high school is required by JAG-LA. Monthly follow-up is documented on former **non-graduate JAG-LA** students who have not graduated from high school and are no longer in the Multi-Year JAG-LA program. This must be documented in the e-NDMS as a monthly contact.

Outcome Goals

The JAG Specialists for the **Multi-Year Model** and **Out-of-School Model** programs are held accountable for achieving the following positive outcomes:

Multi-Year Program Standards Out-of-School Standards

Graduates-90% Graduates- 50%
Civilian Job Placements-60% Civilian Job Placements-60%
Positive Outcomes-80% Positive Outcomes-80%
Full-Time Placement-80% Full-Time Placement-80%
Full-Time Jobs-60% Full-Time Jobs-60%

JAG-LA Grant Requirements

2103-2014

JAG-LA Middle School

Accelerated Interventions from Middle to High School Program- JAG-LA AIM High!

GOALS:

JAG-LA AIM High!

The JAG-LA AIM High! Model Program's primary goals are to improve the positive perceptions of students with disabilities for themselves as persons and students, and to assist them in their successful transition into high school. Primary objectives of the JAG-LA AIM High! program is to improve a student's self esteem, attendance, behavior and academic performance.

JAG-LA Middle School

The JAG-LA Middle School Model Program's primary goal is to help students stay in school and assist them in their transition into high school. The programs objectives are to increase student's academic performance, attendance, behavior, participation, and improve their skills in leading and being an effective member of a team.

Students enrolled in JAG-LA middle school program can receive Carnegie Units. Competencies from the JAG National Multi-Year Model must be incorporated into the middle school curriculum in order for students to receive Carnegie Units.

PROGRAM REQUIREMENTS:

Number of students enrolled

The minimum number of students enrolled by October 1, 2013, is listed below:

- **JAG-LA Middle School - 45-50 students**
- **JAG-LA AIM High! - 30-35 students**

JAG-LA AIM High! It is required that **50%** of the total population served in the JAG-LA AIM High! programs are identified as students with disabilities.

JAG-LA Middle School Model Programs it is required that at least **15%** of the total population is identified as students receiving special education services.

Student Contact Hours:

JAG-LA AIM High! Programs: The number of contact hours per student per site should average **120-150** contact hours by the end of the year. It is required that **20%** of all contact hours be identified as academic remediation.

Middle School Model Programs: The number of contact hours per student per site should average **120-150** contact hours by the end of the year. It is required that **15%** of all contact hours be identified as academic remediation.

Common planning time with students' Special Education teacher on academic remediation must be included.

Number of Competencies attained

- **JAG-LA AIM High! Programs** are required to obtain **20 competencies**.
- **Middle school Programs** are required to obtain **27 competencies**.

Transition to High School Rate

Middle School Programs should average a **90%** high school transition rate (promotion to 9th grade).

Electronic National Data Management System (e-NDMS) is used to determine attainment of required benchmarks for the JAG-LA Programs. Data entry is required daily.

Monthly Reports due by the 10th of each month

- Lesson Plans
- Supervisor Report

Additional Requirements

- 15 hours of community service
- No more than 16 students will be scheduled for a JAG class at a time. Students should receive no less than 50 minutes a day of a scheduled JAG class and additional time should be allowed for remediation.
- Evidence of at least 4 parent contacts initiated by JAG-LA Specialist
- Signed roster twice a year (October and January)
- Plan of Work
- Best Practices
- Attendance at annual student conferences
- Attendance at required meetings and conferences by the JAG-LA specialist
- 3 educational field trips
- 6 guest speakers

Curriculum

Middle School Specialists deliver the JAG Curriculum components which include:

- **6th & 7th Grade**
 - Communication
 - Organizational Skills
 - Study Skills
 - Decision-Making
 - Character Development
 - Team Building
- **8th Grade**
 - Lifestyles
 - Negotiations
 - Career-Based Learning
 - Leadership Development
 - High School Transition

Programs offering Carnegie Units for the JAG AIM High! or Middle School Program must also incorporate 6 additional Multi-Year competencies, and the JAG Specialists must be secondary certified or have a CTTIE certification. Desired qualifications include Special Education certification and/or 2 + years working with students with disabilities. Programs offering Carnegie Units will receive necessary curriculum and requirements for completion.

Experiential-Based Learning

A variety of experiential-based learning techniques should be used to energize classroom sessions, anchor key learning, discover best practices, and demonstrate the power of activity-based and adventure-based learning

Community-Based Learning

Middle School Specialists design community-based learning activities to encourage involvement and attachment to the community to emphasize citizenship and responsibility. Middle School students participate in the following activities:

- Service Learning Projects—students are responsible for selecting a project, organizing the details and executing a successful project
- Volunteerism
- Fundraising
- Job Shadowing

Student Development Association

Middle School students are automatically members of the JAG-LA Student Development Association, a student-led chapter designed to develop, practice and refine critical skills delivered in the classroom. The chapter members elect officers, serve on committees, develop and execute a plan of work, participate in skill-based competitions, and seek recognition for chapter projects and accomplishments. Major Career Association Chapter activities include:

- Initiation and Installation Ceremony
- Officers' Leadership Conference
- Student Development Conference- (one-day skills-based competition)

High School Transition

The JAG AIM High! and Middle School Model Programs are committed to increasing the potential for success in high school by preparing middle school students a successful transition into high school. Possible suggestions for meeting this requirement include visits to their respective high school, sporting events, high school shadowing days, and guest speakers from the high school such as counselors, teachers, students, etc.

Follow-up Services

Middle School Specialists maintain contact with students who transition into the 9th grade for the entire school year. There should be mandatory release time for the JAG-LA Specialist to go off campus to perform required follow-up services and also for building partnerships with businesses in the community. Specialists are held accountable for their students to be connected and engaged in the high school. Possible methods used to achieve the follow-up goals may include face-to-face or telephone contact with the student, parental or high school source contact, attendance clerk contact and/or review of daily attendance report, and review of academic transcript and/or registrar contact.

Outcome Goals

Middle School Specialists are held accountable for the following outcomes:

- 90 percent high school transition rate (promotion to 9th grade)
- 60 percent decline in discipline referrals
- 50 percent improvement in attendance rate
- 25 percent improvement in self-esteem index
- 25 percent improvement in GPA

Section III

The following information will be completed by LDOE to verify that programs have met all requirements of the 2012-13 JAG–LA grant applications. Continuation grant allocations will be submitted for BESE approval once it is determined that all requirements of the grant have been met. Notification will be made in advance of any grants denied due to non-compliance.

JAG-LA AIM High 2012-2013	Completed	Incomplete or Missing	Comments
Monthly Reports	/11		
Supervisor Reports	/11		
Model Services/e-NDMS (Up-to-Date)	Yes/No		
Active Career Association	Yes/No		
Follow-up Data Complete	Yes/No		
Required completion of Competencies	___/20		
Contact Hours	___/120hrs.		
20% contact hours- remediation	Yes/No		
75% Special Education Requirements	Yes/No		
Number of Students Served	___/35		
Community Service Hours	___/15		

JAG-LA Middle School 2012-2013	Completed	Incomplete or Missing	Comments
Monthly Reports	/11		
Supervisor Reports	/11		
Model Services/e-NDMS	Yes/No		
Active Student Development Association	Yes/No		
Follow-up Data Complete	Yes/No		
Required completion of Competencies	___/27		
Contact Hours	___/120hrs.		
15% contact hours- remediation	Yes/No		
Number of Students Served	___/50-55		
Community Service Hours	___/15		

JAG-LA Multi-Year 2012-2013	Completed	Incomplete or Missing	Comments
Number of students served	___/50-55		
Monthly Reports	/11		
Supervisor Reports	/11		
Model Services/e-NDMS	Yes/No		
Active Career Association	Yes/No		
Follow-up Data Complete	Yes/No		
Required completion of Competencies	___/37		
Contact Hours	___/120hrs.		
65% Overage Students Served	Yes/No		
Community Service Hours	___/15		

JAG-LA Out-of-School 2012-2013	Completed	Incomplete or Missing	Comments
Monthly Reports	/11		
Supervisor Reports	/11		
Model Services/e-NDMS	Yes/No		
Active Career Association	Yes/No		
Follow-up Data Complete	Yes/No		
Required completion of Competencies	___/20		
Contact Hours	___/80hrs.		
Number of Students Served	___40-45		
Community Service Hours	___/15		