

Educational Resources Committee Meeting
Tuesday, November 16, 2021 1:45 PM
ESU No. 3
6949 South 110th Street
Omaha, NE 68128

1. Call to Order
Committee Chair
2. Roll Call
Committee Chair
3. Agenda Item
Committee Chair
 - 3.1. JAG Nebraska Presentation
Nick Wolff
 - 3.2. Special Populations
Committee Chair
 - 3.2.1. NDE Special Education Update
Amy Rhone
 - 3.2.2. ESPD Report
Ruth Miller
 - 3.2.3. Mental Health and Wellness
Committee Chair
 - 3.2.3.1. Mental Health Conference
Committee Chair
 - 3.2.4. SPED Teacher Retention Project
Laura Barrett
 - 3.2.5. SRS Staff Report
 - 3.3. PDO (Professional Development Organization)
Committee Chair
 - 3.3.1. High Quality Instructional Materials Support (HQ-IM)
Committee Chair
 - 3.3.2. PDO Workgroups Rule 84 Updates
Committee Chair
 - 3.3.3. SDA Report
SDA Affiliate Chair
 - 3.3.4. TLT Special Project and Social Studies Cadre
Hicks and McKiver
 - 3.3.5. PDO Meetings
Committee Chair
 - 3.3.6. NDE Updates
Russ Masco
 - 3.3.7. Monthly Talking Points
Executive Director

4. Next Meeting Agenda Items
Committee Chair
5. Adjournment
Committee Chair

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15.175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b) (i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or

(B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b) (i) or (ii) of this

section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) (a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (2)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority;

(xiii) A natural resources district; and

(xiv) The Judicial Resources Commission.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsection (1) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, the organization may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing. The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by virtual conferencing if the governing body's quarterly meetings are not held by virtual conferencing.

(3) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(7) (a) Notwithstanding subsections (2) and (5) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsection (1) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (4) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsections (5) and (6) of section 84-1413.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means

of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and

(f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the in-state location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

(7) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public web site the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the web site at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the web site at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public web site for at least six months.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised
06/2021



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.
233 South 13th Street, Suite 1400,
Lincoln, NE 68508
(402) 476-9200
perrylawfirm.com



Nebraska Council
of School Administrators
455 South 11th Street, Suite A
Lincoln, NE 68508
(402) 476-8055
ncsa.org



JAG|NE

JOBS for AMERICA'S GRADUATES NEBRASKA
In Association with United Way of the Midlands

JOBS for AMERICA'S GRADUATES

2·1·1

JAG NATIONAL

Jobs for America's Graduates (JAG) helps young people of truly great promise succeed both in school and on-the-job, leading to a productive and rewarding career.

National Public and Private Partnerships

- Governors
- Corporate Executives
- Community Leaders

Since 1980, JAG National has served over 1.5 million youth.



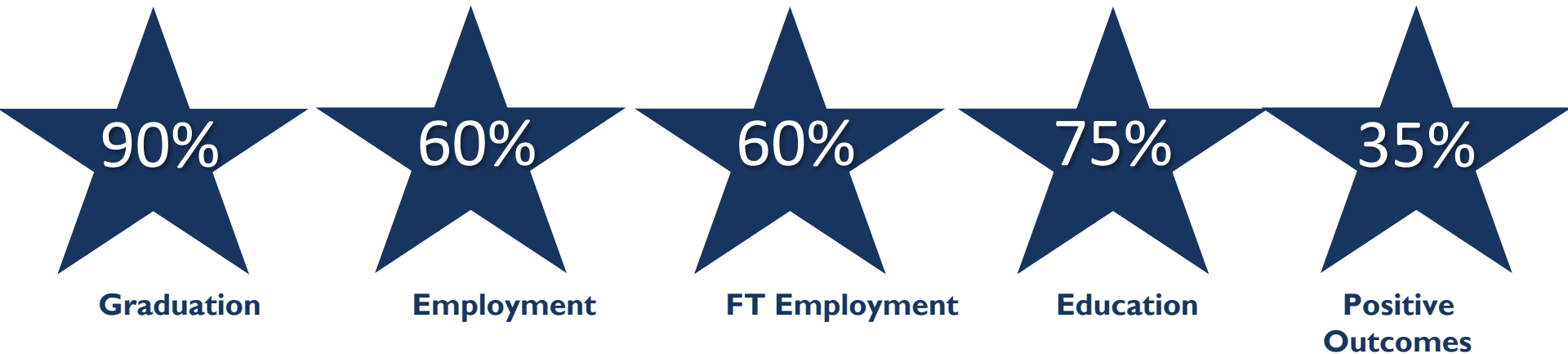
NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG NATIONAL

- Evidence-based
- Data-driven
- 40+ Affiliated and Accredited States



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG NATIONAL (MIDDLE SCHOOLS)



HS PROMOTION



ATTENDANCE



ACADEMICS



DISCIPLINE



BARRIERS



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG NEBRASKA

Founded in 2018 by Nebraska Department of Labor with the mentorship of Iowa's JAG program, iJAG.

- Columbus
- Fremont
- Macy (Umo Ho Nation)

In 2019, Nebraska Board of Education and Department of Education added JAG Nebraska to Nebraska's Career and Technical Education Teaching Certifications and Nebraska Department of Health and Human Services contributed additional funding leading to the expansion of JAG Nebraska.

- Grand Island
- Hastings
- Nebraska City
- York

In 2020, United Way of the Midlands stepped up to lead the continued growth and sustainability of JAG Nebraska.

- Omaha Public Schools

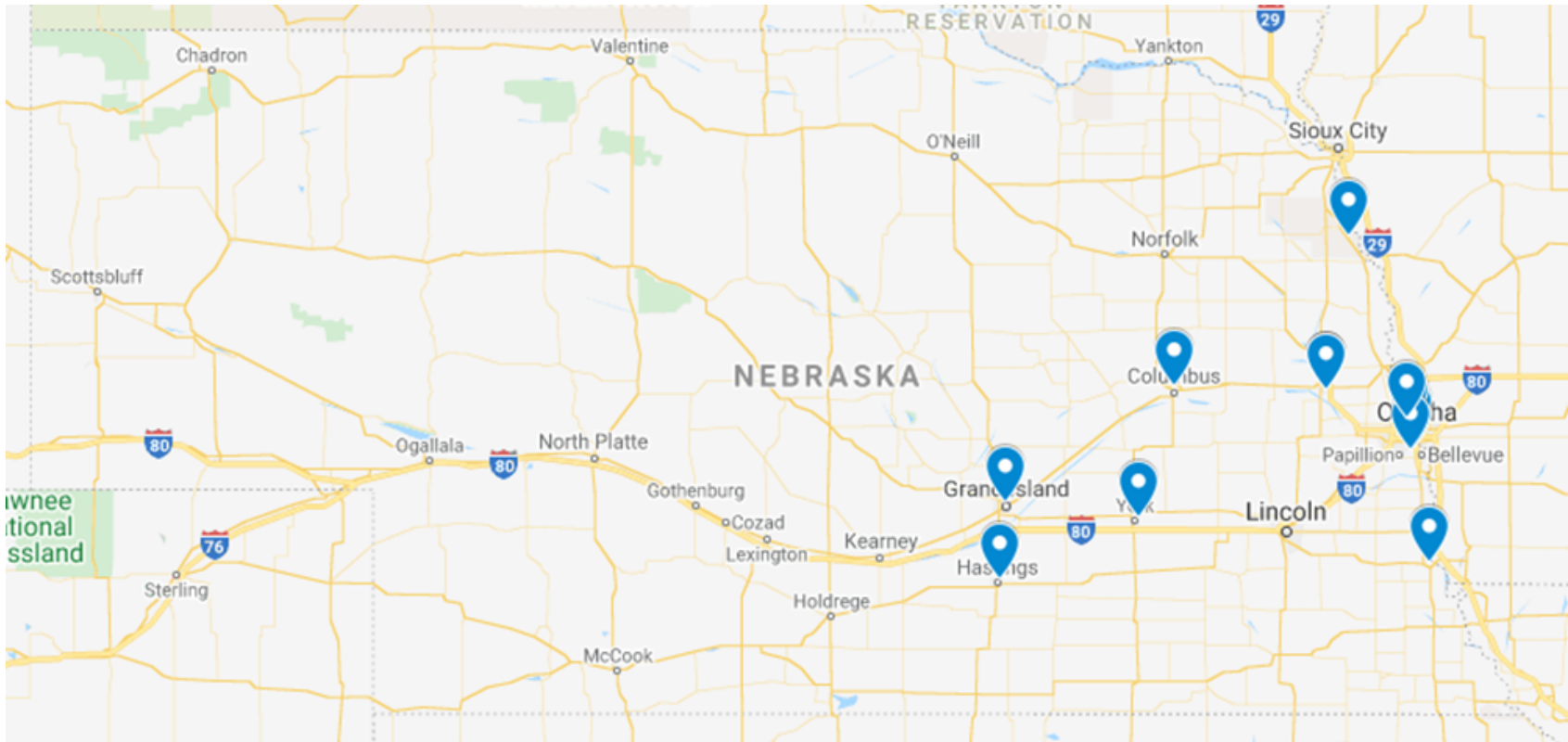


NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG Nebraska (2021-2022)



Benson High School (9-10)
Bryan Middle School (7-8)
Bryan High School (9-10)
Columbus High School (11-12)
Fremont High School (9-10)
Fremont High School (11-12)
Grand Island High School (11-12)

Hastings High School (11-12)
Monroe Middle School (7-8)
Nathan Hale Middle School (7-8)
Nebraska City High School (11-12)
Norris Middle School (7-8)
Omaha Nation, Macy (9-12)
York High School (11-12)



NE211.org • 211Iowa.org • Text: 898211



JAG | NE

JAG COMPONENTS



Classroom Instruction. A trained JAG Specialist provides individual and group instruction to 35-45 students selected by faculty, administrators, and counselors. JAG classes are scheduled during the school day for credit.



Competency-Based Instruction. The JAG program equips students with no less than 37 employability skills competencies plus career exploration and developmental.



Project Based Learning. PBL methodology engages students to participate realistic learning experiences that better reflect the work place.



Trauma Informed and Caring Adults. JAG Specialists provide individual attention to students to overcome barriers.

Advice and Support. JAG Specialists provide advice and support as students make significant career and life decisions.

JAG COMPONENTS



Employer Engagement. JAG engages employers in the classroom as well as in the professional setting to expose students to job opportunities and career pathways in their own communities.



Student-Led Leadership Development and Experience. The JAG Career Association promotes student civic engagement, public service, leadership development, career preparation, and social awareness.



Job and Post-secondary Education Placement Services. Specialists help graduates identify job and education opportunities, and navigate financial aid enrollments.

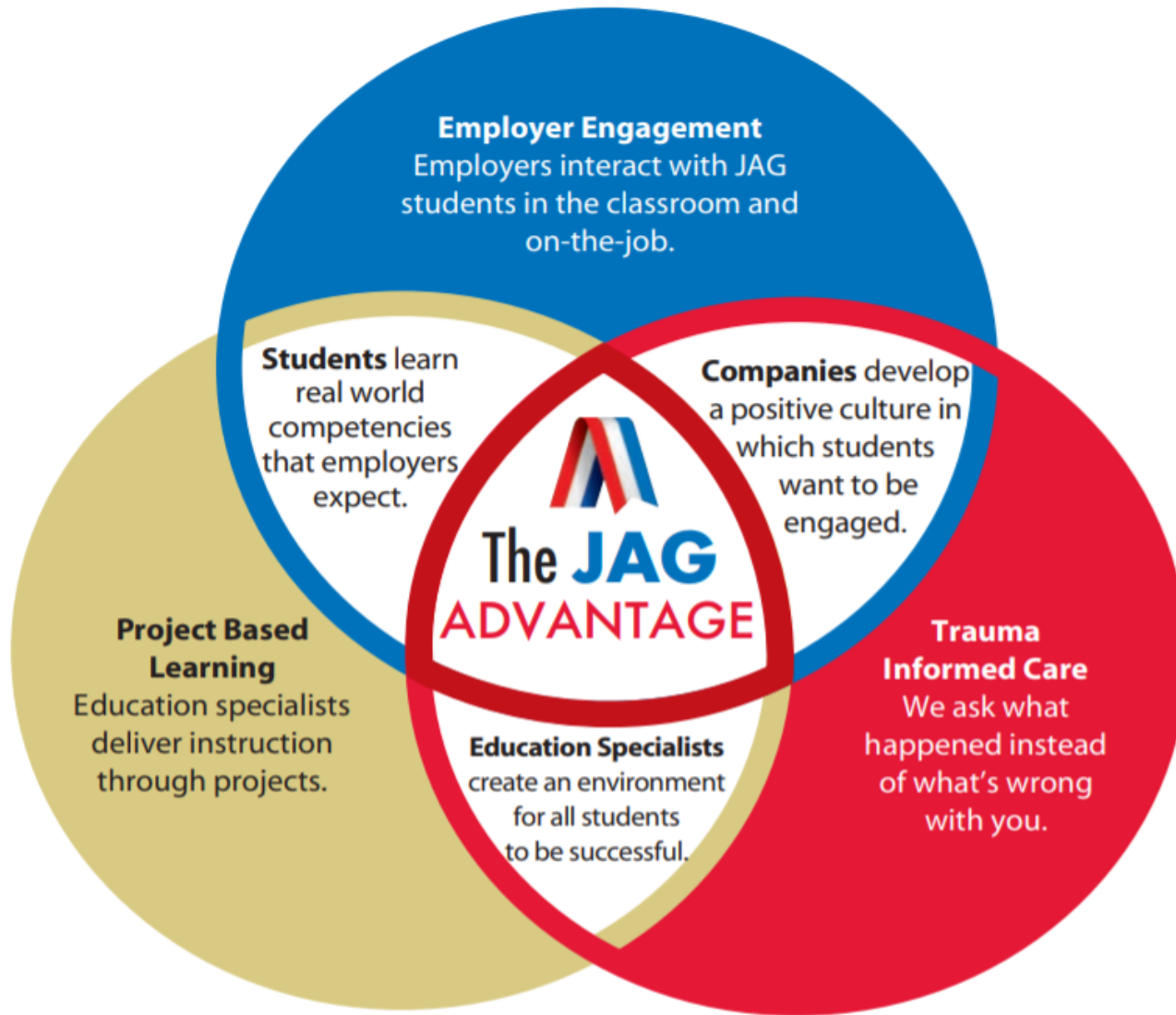


12-Month Follow-up Services. JAG provides follow-up services after high school graduation to support student transition.



Accountability. Comprehensive tracking and reporting collects information in three categories – students served, services delivered, and outcomes achieved.

JAG ADVANTAGE



2·1·1

NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG PROGRAM APPLICATIONS

- **Middle School Program**
- **Multi-Year Program**
- Alternative Education Program
- Senior Program
- Out-of-School Program
- Early College Success Program



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG HIGH SCHOOL COMPETENCIES

- Career Development
- Job Attainment
- Job Survival
- Communication Skills
- Leadership and Self-Development
- Personal Skills (self-confidence, responsibility, values)
- Life Survival (providing feedback, problem solving, group dynamics)
- Work Place (integrity, computer skills, deadlines)
- Economic Empowerment (financial literacy, insurance basics)



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG MIDDLE SCHOOL COMPETENCIES

- Self-Understanding
- Communication Skills
- Organizational Skills
- Study Skills
- Decision Making
- Character Development
- Dreamwork (career and educational planning)
- Lifestyles (local resources)
- Negotiations
- Career Based Learning



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

STUDENT SELECTION CRITERIA

- Academic
- Personal
- Environmental
- Income & Work-Related
- Social



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG ADVISORY COMMITTEE

When considering a student for JAG

- Student Referrals
- A student must possess a minimum of 5 barriers
- Class - diverse in relation to the population of the school and community
- All students must be interviewed by Career Specialist prior to enrolling in JAG
- No less than 10 & no more than 16 per class section
- Senior students with extremely minimal credit completion are limited on the full program experience. No seniors can be added 2nd semester unless they've taken JAG previously
- 50% Female/50% Male; 25% top tier students, 50% middle and 25% bottom tier
- 11-12 grade students separate from 9-10 grade students



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

350+ Students Enrolled in 2020-2021



Females = 155 (43.7%)

Males = 199 (56.3%)

Free or Subsidized Lunch = 306 (86.44%)

Lunch Full Price = 48 (13.56%)



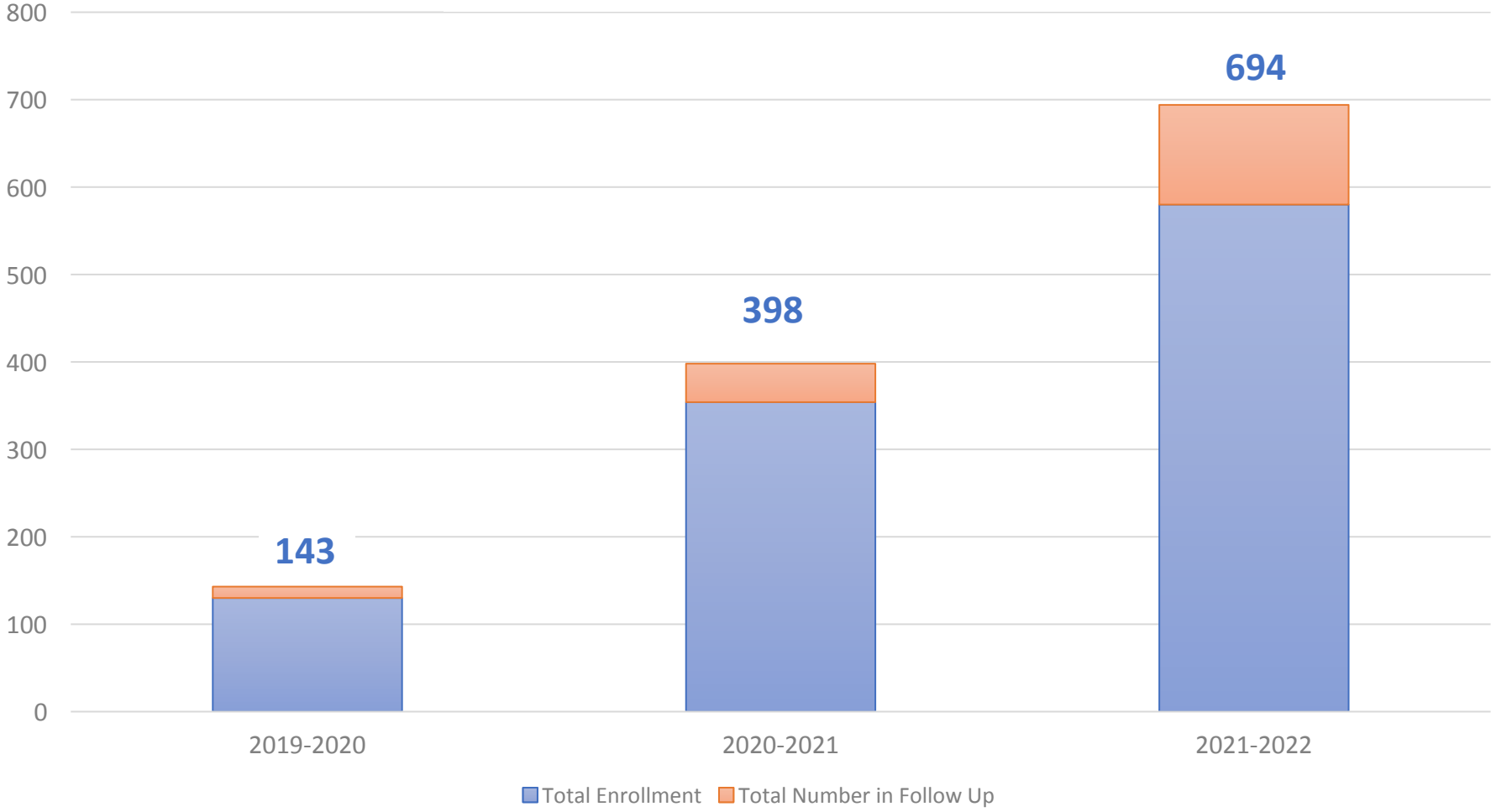
NE211.org • 211Iowa.org • Text: 898211



JAG|NE

JAG Growth

In addition to students enrolled in the program, JAG completes 12-month follow-up – these numbers have surged over time.



NE211.org • 211Iowa.org • Text: 898211

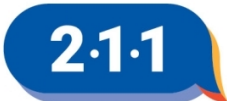


JAG|NE

JAG Performance Goals

Performance Outcome	Multi-Year	Senior	Alternative Education	Out of School	JAG NE
Graduation or GED/HS Equivalency	90%	90%	75%	50%	100%
Employment including Military	60%	60%	50%	60%	77%
Full-Time Employment (30 Hours/Week)	60%	60%	50%	60%	79%
Total Full-Time Positive Outcomes (All but PTN)	75%	75%	60%	75%	86%
Further Education Rate: All Post-Secondary, Credential or Certificate, Apprenticeship (Enrolled or Completed) <i>Baseline for Class of 2020</i>	35%	35%	30%	35%	43%

JAG Nebraska performs well above the JAG national standard in all performance goals.



NE211.org • 211Iowa.org • Text: 898211

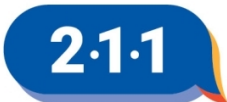


JAG | NE

JAG Performance Goals

Performance Outcome	JAG Standard
High School Transition (8 th grade) Promotion to the Next Grade (6 th or 7 th)	100% of all Participants ✓
Improvement in Attendance Rate	80% of all Participants ✓
Improvement in Academics	80% of all Participants ✓
Reduction of Discipline Referrals	80% of all Participants ✓
Reduction of One or More Barriers	90% of all Participants NEW

These are the first year for measuring JAG standards at a middle school level, yet JAG Nebraska is set to meet or exceed 4 of 5 national standards, with progress made on measuring the fifth.



NE211.org • 211Iowa.org • Text: 898211



JAG|NE

CAREER ASSOCIATION

- Program Initiation & Installation Ceremonies
- State Leadership Development Conference
- National Student Leadership Academy
- State and National Career Development Conference



NE211.org • 211Iowa.org • Text: 898211



JAG|NE



JAG|NE

JOBS for AMERICA'S GRADUATES NEBRASKA

In Association with United Way of the Midlands

Thank you!

2.1.1

NE211.org • 211Iowa.org • Text: 898211



Jobs for America's Graduates Explanation of Barriers for Participant Selection

The JAG Model is not for everyone! Participants, therefore, should be selected on the basis of the number and seriousness of barriers listed in this document. Research indicates that programs that serve youth at greater risk of graduation and joblessness, especially those from economically disadvantaged backgrounds, were often those who produced the greatest net employment and earnings impacts.

Studies have shown that young people who benefited most from youth and employment training programs were those who had the personal and family background characteristics that make them more at-risk in graduating from high school, pursuing a postsecondary education and/or a successful attachment to the labor force. The selection process should be based on the number of barriers to success possessed by each participant and verified by management using the criteria below.

- A.1 One or more modal grades behind peers**
Participant has repeated a year or more of school, putting him/her one or more years behind his/her peers. Example: a 17-year-old sophomore.
- A.2 Has repeated a grade in high school**
- A.3 Low academic performance**
A GPA of C (2.0 out of 4.0) or below or basic skills in the bottom quartile of the class. 50% should be in the bottom quartile and a maximum of 25% should be in the top quartile.
- A.4 Basic skills deficient (reading and math in particular)**
Performing in the bottom quartile of the class in basic skill areas as measured by standardized testing.
- A.5 Limited English proficiency**
English as a second language also called English Language Learners.
- A.6 Did not pass state proficiency exam**
May or may not be applicable. Identify the portion(s) of the test that still needs to be passed.
- A.7 A past record of excessive absences as verified by school officials**
Documented as having been absent ___ or more times during the previous school year. The state or school district should define what is considered excessive. Most schools have a standard number of absences beyond which students lose credit.
- A.8 Has been suspended, expelled or put on probation during high school**
Verify status based on an examination of school disciplinary records.
- A.9 Has dropped out of school previously**
Identify last high school attended and last grade level completed.
- A.10 Participant household does not have Internet connectivity** in order to complete virtual learning assignments/JAG training.
- A.11 Participant household does not have technological equipment** in order to complete virtual learning assignments/JAG training.

- E.1 Family environment is not conducive to education or career goals**
Verify through a conversation with the participant, information from the advisory committee or a home or parent visit conducted by the Specialist.
- E.2 Mother did not graduate from high school**
Likely that the child may not be encouraged or supported to graduate from high school.
- E.3 Father did not graduate from high school**
Likely that the child may not be encouraged or supported to graduate from high school. The barrier is more intense if both mother and father failed to graduate from high school.
- E.4 Mother does not work**
- E.5 Father does not work**
- E.6 Is pregnant**
- E.7 Has dependent children in the home**
This applies to the participant's own children or other children, such as younger siblings, that the participant may be raising while residing in the same home.
- E.8 Is parenting**
This could be the participant's children, but they are not living with the participant.
- E.9 Has documented alcohol and/or other substance abuse**
Due to confidentiality laws, this information may be difficult to verify. Usually a guidance counselor, school nurse, or parent can confirm the information. The participant may share this information with you as well.
- E.10 Convicted of a criminal offense other than a traffic violation**
Specify the offense.
- E.11 Has a record of violent behavior**
This should be verified by checking school disciplinary records. Specialists should exercise caution and should check to be sure that behavior issues have been or are being addressed in order to ensure the safety of all program participants.
- E.12 Homeless**
Living in a homeless shelter, "couch surfing," or on the streets.
- E.13 Runaway**
- E.14 Requires child care during work or school**
- E.15 Needs transportation to and from work or school**
- P.1 Special education certified**
- P.2 Lacks motivation or maturity to pursue education or career goals**
A participant that lacks direction, has no goals, and/or has demonstrated a pattern of not following through with plans and goals. Advisory committee members, counselors, or parents could assist in validating.

- P.3 Emotional disorder which impairs education or career goals**
This includes documented emotional disorders such as depression, manic depression, bipolar disorders, eating disorders, previous suicide attempts, etc. Participant may or may not have received treatment for the disorder. It does not include general feelings of low self-esteem.
- P.4 Has a disability**
This includes documented physical disabilities, such as multiple sclerosis, cystic fibrosis, chronic diabetes, or any congenital birth defect. Also applies to those students with spinal cord injuries, brain injuries, etc. Does not apply to asthma, allergies, acne, etc. Specify the disability.
- P.5 Health problems which impair education or career goals**
Can include chronic, recurrent infections such as bronchitis, PID, chronic fatigue, etc.
- W.1 Is an economically disadvantaged student as defined by public assistance, TANF, or free lunch**
This information should be verified through the school cafeteria by examining food stamp booklets or other documentation.
- W.2 Having inadequate or no work experience**
Participant has not worked more than three consecutive months for the same employer during the past two years.
- W.3 Lacks marketable occupational skills that are in demand in the local labor market**
This is difficult to verify. It applies to participants who are basic skills deficient, who lack initiative and work skills, or who have never worked. It does not include a participant who is enrolled in a vocational skills training program, as it could be expected that the participant will have attained marketable skills upon graduation.
- W.4 Has been temporarily or permanently laid off or have had hours reduced due to the 2020 Coronavirus Pandemic.**
- W.5 Has a parent/guardian/supporting adult/household that has been temporarily or permanently laid off or have had hours reduced to the 2020 Coronavirus Pandemic.**
- O.1 Other**
Check with your manager on what this covers. This could possibly include intense low self-esteem, obesity, etc. if they represent barriers to success. e-NDMS includes a section of explanation for "other."



Hastings Senior High School **JAG|NE**



Ms. Kate

To assist students with multiple barriers in graduating from high school and/or successfully transitioning from high school to continued education and careers. JAG Nebraska provides 12 months of follow-up after graduation.

Jestyne Ware

It is amazing the progress that one person can make over a short period of time. To watch the revelations that a person has as to what they want to accomplish or the goals they have for themselves. When I met Jestyne last school year, she was a 10th grader at Hastings Senior High School. I would say that she was incredibly shy and going through a lot of personal stuff. She did want to learn and she knew without a doubt that she wanted to go into construction some day. The thing about Jestyne is that she didn't really want to interact with anybody. It was hard to even make small talk with me on a one-on-one basis.



When school started up this year, I was amazed to see a very outgoing young lady. One that was being quite social with others. I asked her how her summer went and if she was looking forward to a new school year. She said, "Ms. Kate, I have a goal for myself this school year. I want to get comfortable talking to people. I want to get out of my comfort zone and be more helpful to my peers." What a wonderful goal she has. This school year, Jestyne has been

speaking up in class discussions and helping to tutor other JAG students in math. There are moments that you can tell she wants to go back into her shell, but she pulls her shoulders back and dives right in. I am very proud of this young lady and the progress that she is making on her social skills. Jestyne has this to say about the JAG program, "JAG is an amazing program that has helped me a lot so far. Since starting JAG, I have learned to be more open and communicate more efficiently with others around me. This program is perfect for learning important life skills."

Unlocking Student Potential at Hastings Senior High School:

Enrollment in the Hastings JAG program:

2020-2021 school year: 27 students

2021-2022 school year: 45 students

Difference: +18 students

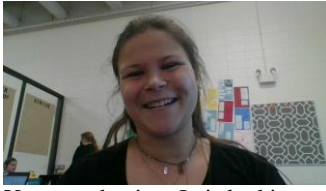

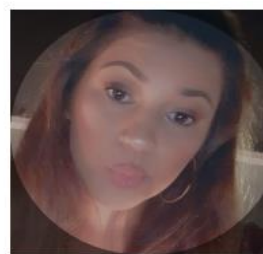
Students that currently have a job:

Part-time jobs: 8

Students actively looking for a job: 7

Student Highlights

We all know people want to hear directly from the students. We serve **45** students who are enrolled in the program. We would like to share 3 brief quotes from our students who are currently in the program.

<p>Jo Dreher Graduating class of 2023</p>	<p>Destiny Schultz Graduating class of 2022</p>	<p>LaTya Coon Graduating Class of 2023</p>
 <p>Upon graduation, Jo is looking at going into fashion design.</p> <p>“JAG has impacted me already by helping me practice my introductions with other people I meet. What I like about JAG is that it helps with a lot of things like introducing yourself. and another thing I like is that the JAG teacher Is really nice and we are doing a campaign for president and VP and overall think a lot of people should join JAG.”</p>	 <p>Upon graduation, Destiny plans to go onto college outside Nebraska to study interior design.</p> <p>“In JAG I have learned many different ways to get ready for college along with how to run my own campaign. I enjoy getting to talk about what I want to do for a career and also enjoy the class projects. Mrs. Tomaszewicz has taught me to be myself and always think positively.”</p>	 <p>Upon graduation, LaTya wants to do something working with young kids.</p> <p>“One of my favorite things about JAG is that we get to do all kinds of things that we don't get to do in other classes. I love how Ms. Kate helps us get good grades and is always checking in on us. Another thing I like about jag is a all the different speakers we get to have come in and talk to us about colleges and companies and other things that will help us after we graduate.”</p>



MIDDLE SCHOOL PROGRAM APPLICATION—7TH GRADE CURRICULUM STRANDS AND LEARNING STANDARDS

JAG Designation	Description	Reach Designation
Self-Understanding (SU)		
J101	Identify, understand and apply knowledge of social roles	SU1
J102	Participate in assessments and utilize results	SU2
J103	Articulate personal values	SU3
J104	Identify, understand and effectively manage emotions	SU4
J105	Demonstrate ability to make healthy choices	SU5
J106	Identify and understand personal interests, aptitudes and abilities	SU6
Communications (C)		
K107	Differentiate between opinion and fact	C1
K108	Identify and demonstrate key communication skills	C2
K109	Express needs and wants	C3
K110	Listen and contribute appropriately in a group situation	C4
Organizational Skills (OS)		
L111	Use a method of time management	OS1
L112	Establish long- and short-term goals	OS2
L113	Demonstrate organizational skills	OS3
Study Skills (SS)		
M114	Use basic study skills effectively	SS1
M115	Use knowledge of personal learning style in study habits	SS2
M116	Explain the value of completed homework	SS3
Decision Making (DM)		
N117	Demonstrate an understanding of decision making	DM1
N118	Explain the importance of taking responsibility for actions and behaviors	DM2
N119	Demonstrate appropriate anger control techniques	DM3
N120	Demonstrate appropriate conflict resolution techniques	DM4
N121	Develop and implement a Personal Development Plan	DM5
N122	Define and demonstrate empathy.	DM6
Character Development (CD)		
P123	Explain the significance of respect for self, others and rules	CD1
P124	Explain the value of good character	CD4
P125	Explain the benefit of a positive attitude	CD5
P126	State the benefits of being perceived as a person of good character	CD6
P127	Demonstrates effective leadership skills	CD7



MIDDLE SCHOOL PROGRAM APPLICATION—8TH GRADE CURRICULUM STRANDS AND LEARNING STANDARDS

JAG Designation	Description	Reach Designation
Dreamwork (DW)		
Q128	Develop a career or educational plan which reflects personal goals, interests and skills	DW1
Q129	Describe the future, including personal and career potential	DW2
Q130	Demonstrate understanding of social and cultural diversity	DW3
Lifestyles (LS)		
R131	Apply concepts related to living on their own in the "real world"	LS1
R132	Access key local resources	LS2
R133	Demonstrate understanding of earning, spending and saving	LS3
R134	Develop a budget	LS4
Negotiations (N)		
S135	Define "negotiation" and give examples of everyday negotiations that take place in a student's life and society	N1
S136	Explain the reasons for and benefits of negotiation related to self and counterpart	N2
S137	Describe the process of negotiation	N3
Career Based Learning (CBL)		
T138	Explain the difference between a job and a career	CBL1
T139	Demonstrate an understanding of skills and abilities necessary for success in a job	CBL2
T140	Identify skills necessary for career choice	CBL3
T141	Demonstrate understanding of the job application process	CBL4
T142	Explain the value of job shadowing	CBL5

ALLOCATION OF DAILY WORK

Learner Centered Instructional Strategy

- Career Specialist will teach, at maximum, 3 - 4 classes and one or two periods set aside for planning, with no more than 16 students per class period.
- Instructs students to master 37 core JAG competencies in leadership development and work readiness skills.
- Create projects utilizing the Project Based Learning Model to create real work applications projects.
- Conducts one-on-one academic remediation.
- Perform one other duty as assigned by school administration which may include things such as: hall duty, lunch duty, advisory, etc.

Advocacy & Guidance

- Offer guidance in the areas of personal growth, academic achievement and career. Provide daily opportunities for resiliency that address student challenges and/or triggers.
- Meet regularly with Advisory Committee to seek out new students in recruitment and selection.
- Outreach to building faculty to ensure JAG Nebraska students are up to date on class coursework.
- Contacting parents in regards to attendance, grades, and behavior challenges as they arise.
- Conducts follow up on the previous year's graduates/non graduates. Tracking outcomes, contacting employers, assisting students on improving their current situation or working on new employment/schooling or military if needed.
- Establish and advise the JAG Nebraska Student Career Association by enhancing student awareness on their civic and social responsibilities, leadership skills, and career development.

Community Service & Employer Engagement

- JAG Nebraska Career Specialist will work with community and business partners to provide outside opportunities for JAG Nebraska students.
- Assist students in developing service learning projects in order to meet JAG requirement of 15 hours per student per year.
- Outreach to businesses for purposes of engagement in projects and work-based learning opportunities, including business tours, job shadows, service learning projects, internships, apprenticeships, etc.
- Meet monthly with employer mentor company.
- Attend JAG Nebraska meetings/professional development including meeting with JAG Nebraska specialists in other buildings in the district.
- Conduct outreach to local organizations to be able to provide students the appropriate supports based on identified challenges.
- Support to JAG participants in development of their Career Exploratory Notebook
- Outreach to post-secondary institutions to provide guidance on readiness and career pathways.

Data Management and Accountability

- Daily updates in National database to include attendance, grades, daily instruction summaries, record of daily contact hours.
- Monitor school's data platform of student progress in attendance, grades, behavior referrals, on track to graduate, GPA's, engagement, and any other required documentation requested by the district.
- Submit monthly performance reports to program manager and school principal to outline: JAG National database reports, develop comparison studies on grades, attendance, GPA and discipline, community outreach, monthly follow up activities, placement in a job or other work-related experiences.
- Submit monthly reports on contracts with other service providers and/or investors.

These are the core competencies that the Specialists teach daily in the classroom. All participants are expected to master a minimum of 37 core competencies, grouped into 6 clusters, upon completion of the program.

CAREER DEVELOPMENT COMPETENCIES

- A.1 Identify occupational interests, aptitudes and abilities
- A.2 Relate interests, aptitudes and abilities to appropriate occupations
- A.3 Identify desired life style and relate to selected occupations
- A.4 Develop a career path for a selected occupation
- A.5 Select an immediate job goal
- A.6 Describe the conditions and specifications of the job goal

JOB ATTAINMENT COMPETENCIES

- B.7 Construct a resume
- B.8 Conduct a job search
- B.9 Develop a letter of application
- B.10 Use the telephone to arrange an interview
- B.11 Complete application forms
- B.12 Complete employment tests
- B.13 Complete a job interview

JOB SURVIVAL COMPETENCIES

- C.14 Demonstrate appropriate appearance
- C.15 Identify expectations that employers have of employees
- C.16 Identify problems of new employees
- C.17 Demonstrate time management
- C.18 Follow directions
- C.19 Practice effective human relations
- C.20 Appropriately resign from a job

BASIC SKILLS COMPETENCIES

- D.21 Comprehend verbal communications
- D.22 Comprehend written communications
- D.23 Communicate in writing
- D.24 Communicate verbally
- D.25 Perform mathematical calculations

LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

- E.26 Demonstrate team membership
- E.27 Demonstrate team leadership
- E.28 Deliver presentation to a group
- E.29 Compete successfully with peers
- E.30 Demonstrate commitment to an organization

PERSONAL SKILLS COMPETENCIES

- F.31 Explain the types of maturity
- F.32 Identify a self-value system and how it affects life
- F.33 Base decisions on values and goals
- F.34 Identify process of decision-making
- F.35 Demonstrate ability to assume responsibility for actions and decisions
- F.36 Demonstrate a positive attitude
- F.37 Develop healthy self-concept for home, school and work

LIFE SURVIVAL SKILLS

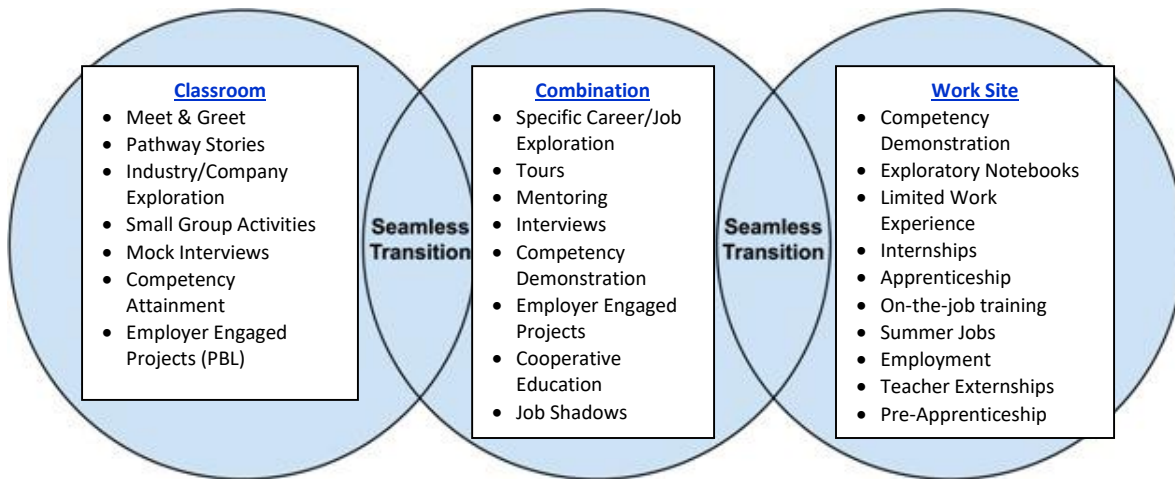
- G.38 Evaluate a career plan to determine appropriate postsecondary educational options
- G.39 Identify how best to achieve marketable occupation skills for an entry-level job
- G.40 Conduct a job analysis
- G.41 Apply critical thinking skills
- G.42 Demonstrate effective study skills
- G.43 Demonstrate how to use group dynamics techniques
- G.44 Explain the roles and function of a value-added organization
- G.45 Understand the essential elements of high performing work teams
- G.46 Describe how to work and communicate with diverse people at work and in your community to satisfy their expectations
- G.47 Demonstrate techniques for building commitment by others
- G.48 Demonstrate an openness to change
- G.49 Provide constructive feedback
- G.50 Negotiate solutions to conflicts
- G.51 Demonstrate politeness and civility
- G.52 Demonstrate an ability to adapt to people and situations
- G.53 Exhibit work ethics and behaviors essential to success
- G.54 Set and prioritize goals and establish a timeline for achieving them
- G.55 Apply the problem solving process to complex problems
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self
- G.57 Design and justify solutions by tracking and evaluating results
- G.58 Identify ways to build mutual trust and respect
- G.59 Prepare a short- and long-term personal budget

WORK PLACE COMPETENCIES

- H.60 Demonstrate punctuality and good attendance practices
- H.61 Demonstrate initiative and proactivity
- H.62 Demonstrate how to work effectively with others
- H.63 Demonstrate an attitude that attracts the attention of management
- H.64 Demonstrate an ability to communicate and work with customers to satisfy expectations
- H.65 Demonstrate listening skills, which will result in gaining a clear understanding of information being conveyed
- H.66 Demonstrate an ability to follow and give directions
- H.67 Demonstrate good reasoning skills, which results in thinking first, then taking action
- H.68 Demonstrate integrity and honesty in dealings with internal and external customers
- H.69 Demonstrate a willingness to accept responsibility for one's own actions
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion
- H.71 Demonstrate an ability to satisfy the purposes of a delegated task
- H.72 Demonstrate an ability to prioritize and manage time effectively in the work place
- H.73 Demonstrate enthusiasm for work
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
- H.75 Demonstrate an understanding of the work to be accomplished
- H.76 Demonstrate familiarity with a variety of technologies
- H.77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan.
- H.78 Demonstrate basic computer operation skills
- H.79 Demonstrate an ability to learn from past experiences and others
- H.80 Demonstrate an ability to send, receive and organize e-mail messages
- H.81 Demonstrate an ability to search for information on the internet

ECONOMIC EMPOWERMENT COMPETENCIES

- I.82 Understand Insurance-Auto, Renters, Home, Health, Disability and Life (Allstate)
- I.83 Practical Money Skills For Life, www.practicalmoneyskills.com. (VISA, U.S.A.)
- I.84 Demonstrate How to Start a Small Business (Allstate)
- I.85 Be successful in dealing with law enforcement when they are enforcing the law (Allstate: The Law and You)
- I.86 Diversity
- I.87 History and You



As an affiliate of the National JAG Organization, JAG Nebraska currently utilizes the JAG Model and National Curriculum in each of our programs to provide competency and project-based instruction. One of the ten primary components of the JAG model is career exploration and awareness. Content knowledge and conceptual understanding by themselves are not enough in today's world. In school and college, in the modern workplace, as citizens and in their lives, generally, people need to be able to think critically.

Project-Based Learning (PBL) teaches students the JAG Core Competencies through real-world applications. Each JAG Nebraska Career Specialist (classroom instructor) is trained on the Gold Standard of PBL from the Buck Institute for Education (BIE). Through these projects JAG Nebraska students learn how to apply knowledge and use it to solve problems, answer complex questions, and create high-quality products.



In an effort to bring relevance to student learning as well as a real sense of the work in key industries, a closer connection to work is needed. Most students pass places of business and plants daily not knowing what the company does, what employment options exist, and what education and skill sets are required for various jobs. Having employers and community leaders in the classroom provides a great opportunity for the volunteers to meet with students, hear their story, share information about their company, and learn more about the JAG Nebraska program. A volunteer with a different perspective provides the students with more knowledge and networking for their future. In the end, YOU will get to see the return on your company's investment first hand!

JAG Nebraska Career Association Events

Initiation and Installation Ceremonies	Sept/Oct,
Leadership Development Conference (LDC)	October
JAG National Leadership/Scholarship Event (NSLA)	October
Veteran's Service Day	November
Martin Luther King Service Day	January
Legislative Day	Jan/Feb
JAG Nebraska Nation	April
Career Development Conference (CDC)	May

CORE COMPETENCIES

Listed below are the core competencies that the JAG Nebraska Career Specialists teach daily in the classroom. Upon completion of the program, all JAG participants are expected to master a minimum of 37 core competencies, grouped into the following 6 clusters.

CAREER DEVELOPMENT COMPETENCIES

- A.1 Identify occupational interests, aptitudes and abilities
- A.2 Relate interests, aptitudes and abilities to appropriate occupations
- A.3 Identify desired life style and relate to selected occupations
- A.4 Develop a career path for a selected occupation
- A.5 Select an immediate job goal
- A.6 Describe the conditions and specifications of the job goal

JOB ATTAINMENT COMPETENCIES

- B.7 Construct a resume
- B.8 Conduct a job search
- B.9 Develop a letter of application
- B.10 Use the telephone to arrange an interview
- B.11 Complete application forms
- B.12 Complete employment tests
- B.13 Complete a job interview

JOB SURVIVAL COMPETENCIES

- C.14 Demonstrate appropriate appearance
- C.15 Identify expectations that employers have of employees
- C.16 Identify problems of new employees
- C.17 Demonstrate time management
- C.18 Follow directions
- C.19 Practice effective human relations
- C.20 Appropriately resign from a job

BASIC SKILLS COMPETENCIES

- D.21 Comprehend verbal communications
- D.22 Comprehend written communications
- D.23 Communicate in writing
- D.24 Communicate verbally
- D.25 Perform mathematical calculations

LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

- E.26 Demonstrate team membership
- E.27 Demonstrate team leadership
- E.28 Deliver presentation to a group
- E.29 Compete successfully with peers
- E.30 Demonstrate commitment to an organization

PERSONAL SKILLS COMPETENCIES

- F.31 Explain the types of maturity
- F.32 Identify a self-value system and how it affects life
- F.33 Base decisions on values and goals
- F.34 Identify process of decision-making
- F.35 Demonstrate ability to assume responsibility for actions and decisions
- F.36 Demonstrate a positive attitude
- F.37 Develop healthy self-concept for home, school and work



JAG|NE

JOBS for AMERICA'S GRADUATES NEBRASKA
In Association with United Way of the Midlands

JAG Nebraska is an affiliation of the national **Jobs for America's Graduates** (JAG) program, dedicated to assist youth with multiple challenges to success, both in school and on the job; leading participants to a productive and rewarding career after high school. JAG is now in 37 states across the nation serving students who possess fewer advantages to academic, personal or career success. JAG utilizes an evidence-based model comprised of 87 competencies that focus on building workplace and life skills, career development, leadership, and civic and social awareness. These competencies are taught through project-based learning (PBL). This mode of instruction teaches JAG participants to work collaboratively and creatively while solving multi-step problems reaching goals for completion.

Nebraska Sites

In addition to receiving hands-on life skills and employment education, students are receiving mentorship from local business leaders that can progress into paid on-the-job work experiences, full-time permanent employment or registered apprenticeship programs. We are proud to share that JAG Nebraska has established programs in 7 communities, with an additional two sites to begin operating in January at Omaha Public Schools - Monroe and Bryan Middle Schools, respectively. JAG Nebraska has strong representation in Fremont (both 9-10 and 11-12 grades), Columbus, 11-12; Grand Island, 11-12; Hastings, 11-12; Macy, 9-12; Nebraska City, 11-12; and York, 11-12.

Career Specialist

A dedicated Career Specialist in each of our affiliated school's functions as a teacher, coach, counselor and advocate for students with documented barriers to success. The responsibilities of the Career Specialist are varied and many of their daily duties consist of reaching out to prospective employers to connect their students to the world-of-work. Over the course of the program year, students will master 37 core competencies identified by business and industry as essential to successful employment. Students will also work collaboratively with other organizations through volunteer efforts in service learning, fundraising and employer engagement. The work-based learning continuum is a three-tiered strategy proven to be an effective model in building relationships between the student participants and employers within their respective communities.

Career Association



Although the selection and recruitment of JAG students relies heavily on those challenges these kids face, they are also part of the student-led Career Association. Students pictured at left are enrolled in the JAG program in Macy's UMÓⁿHOⁿ Nation School. Their school was recently awarded grants to build a Career Academy and the JAG chapter has been busy erecting a greenhouse for the sustainability program aimed at stopping hunger and creating a healthier lifestyle. Students pictured at left are working in the greenhouse preparing vegetable seeds that they will grow and eventually, help feed the community.

JAGNEBRASKA.ORG

2201 Farnam Street, Suite 200, Omaha, NE 68102



JAG|NE

JOBS for AMERICA'S GRADUATES NEBRASKA
In Association with United Way of the Midlands

Results Oriented

JAG programming doesn't stop at graduation. Students receive 12-months of follow-up supportive services for continued success post-graduation. Since 1980, JAG has delivered consistent, compelling results – helping over 1.25 million middle school, high school and out-of-school students. JAG National has accumulated over 30 years of data showing a direct correlation between JAG participation, graduation, and positive outcomes. The JAG Nebraska graduating class of 2019 exceeded both the JAG National graduation rate of 95% and the State of Nebraska graduation rate of 88.66% with a 100% graduation rate!

Performance Outcomes

For the class of 2020, JAG Nebraska is currently on track to achieve another graduation rate of 100%. 45 of 46 seniors who participated in last year's program have graduated with the lone graduate on track to finish mid-year. Those graduates have currently maintained a 91% positive outcome rate, meaning those who have graduated are in a full or part time employment placement, full time jobs, or working and attending vocational training, community college or university.

Student Success

In celebration of success, JAG Nebraska had one student who graduated high school as a junior (Class of 2019) and is well on her way to a career in the medical field. Fremont High School graduate, Victoria Craig, became a young mother in the 9th grade, graduated early in her junior year, and has entered the workforce as a Certified Nursing Assistant. Her plans for the future include pursuing her nursing degree at Metropolitan Community College and then transferring to Clarkson University. This student exemplifies the power of JAG Nebraska.



Return on Investment

The JAG National organization reports JAG graduates are 2.3 times more likely to be employed full-time and a recent research study of a group of 382 students, JAG reports an economic benefit of over \$50,000,000, noting the JAG students are projected to produce over \$5,000,000 in increased earnings and spending annually. Furthermore, JAG graduates are projected to increase state and local tax revenue by over \$200,000 by the midpoint of their careers and increase home sales on a national level by \$16,000,000 to provide increased property taxes.

This information was generated through a research study by experts in economics – Economist, Andy Sum, being one of the main contributors. Recent data shows high school graduates in Nebraska earn approximately 20% more than those who do not graduate high school; Nebraska high school graduates are 15% more likely to own a home in Nebraska compared to those who do not graduate high school. Furthermore, Nebraska high school graduates are half as likely as non-graduates to be at-risk for poverty. This is what makes JAG a program unlike any other.

JAG has been recognized by many Fortune 500 companies throughout the country as a successful program for America's most at-risk youth and with support from the economic development foundations, partnering state agencies, and community partners, JAG Nebraska stands to be Nebraska's premier employability and post-secondary education preparation program for youth in our state - a key solution to Nebraska's workforce needs.

JAGNEBRASKA.ORG

2201 Farnam Street, Suite 200, Omaha, NE 68102



STUDENT SELECTION CRITERIA

Students receiving services in a JAG Model Program should be those who are the most vulnerable and may lack the necessary requirements to graduating from high school. These students need that extra support so that they may successfully transition to a quality entry level job and/or pursuing a postsecondary education. Research findings indicate that students who possess the following characteristics are considered to be “at-risk” of leaving school before graduation:

- One or more years behind modal grade for one’s age group
- Below-average academic test scores (or GPA) relative to students in the class with particular emphasis on those in the bottom 25% of the test score distribution or GPA
- Has not passed the state’s proficiency examination to graduate from high school
- Above-average number of absences during the past school year in comparison to other students in the school
- Placed on probation, suspended from school, or expelled from school one or more times during the previous two years
- Member of an economically disadvantaged family (as defined by the Workforce Investment Act). Family income should not be the only criteria for targeting students for participation in a JAG Program.
- Closest friends have limited educational expectations, i.e., they do not expect to graduate from high school or have already dropped out of high school
- Other barriers to successful graduation from high school, entry into the workforce, and/or pursuit of a postsecondary education. (The JAG Barrier List is attached)

It is strongly recommended that JAG Specialists interview all eligible students to determine their level of interest and commitment to participating in the JAG Model Program if selected. Three questions are critical to selection regardless of the number of barriers/at-risk characteristics:

- Does the student recognize his/her need to participate in the JAG Program?
- Is the student willing to participate in all phases of the JAG Program?
- Will the student be able to profit from the services provided to participants?

Based on interviews with eligible students, the JAG Specialist will recommend a Program Roster to the program’s in-school advisory committee (consisting of administrators, academic teachers, career and technical teachers, etc.). The Specialist will most likely be questioned by advisory committee members regarding the rationale for recommending each student for participation in the JAG program.

The following stakeholders should be in agreement with students selected for the program:

- **Students** must need, want and can profit from participation in the program
- **Specialists** must have a rationale and sufficient documentation to validate barriers to success
- The **in-school advisory committee** must approve the proposed Program Roster
- **Parent(s)** recognize the value and are willing to support the student’s participation in the program

Monroe Middle School~Mustangs

Lisa Clark – JAG Specialist



We assist students with multiple barriers in graduating from high school and/or successfully transitioning from high school to continued education and careers. JAG Nebraska provides 12 months of follow-up after graduation.



Rayne Woodman

Rayne Woodman is an 8th Grader at Monroe Middle School here in Omaha. Rayne is one of our inaugural students for JAG. She began in JAG as a 7th grader and will continue in JAG through her 8th grade year and in to high school.

When Rayne is in class, she is a ray of sunshine. Her smile lights up the room and her positive attitude inspires many. Rayne states that her parents split up when Rayne was a toddler. Her mom tried to care for her but struggled with mental health issues and sent Rayne along with her siblings to live with their father. Rayne says still sees her mom but she has also adopted a “surrogate” mom to help her through life’s ups and downs.




Rayne says she sometimes has a “crazy life” which makes it hard to focus on her studies at times When and is glad for academic remediation time. In JAG, Rayne shines as a leader and is running to become a JAG Career Association Officer at the JAG Career Association Elections on October 7th.



We started the 21-22 School Year with 32 students and in the first few weeks have grown our program to 41 students with a waiting list of 16. We had 12 students returning for 8th grade JAG this school year. Our program plans to add up to 9 more students in 2nd semester.

Student Highlights

We all know people want to hear directly from the students. We serve **41** students who are enrolled in the program, with an additional **16** students in follow up. We would like to share 3 brief quotes from our students who are currently in the program.

Nazi-Rea Daye Class of 2026	Amari Cooper Class of 2027	Vera Collier Class of 2027
 <p>Student Quote:</p> <p>“I like that JAG is helping me figure out my career.”</p>	 <p>Student Quote:</p> <p>“JAG is fun and I feel like I belong here.”</p>	 <p>Student Quote:</p> <p>“JAG is a safe place where I have an understanding teacher.”</p>



JAG|NE

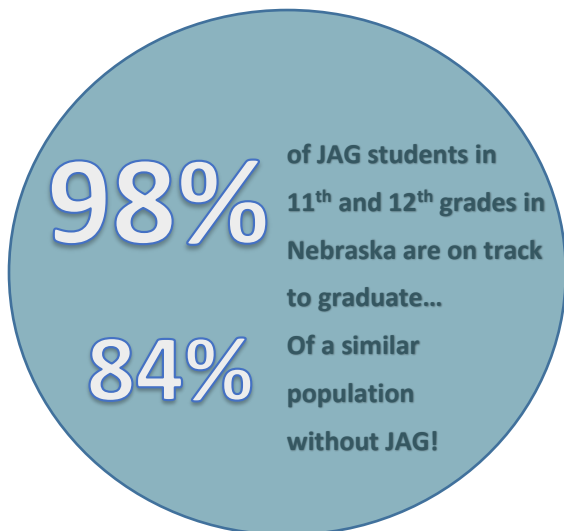
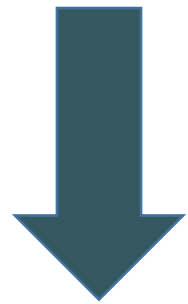


Higher Graduation Rates with the **JAG Advantage**

100% of JAG Students in Nebraska graduated in 2019 & 2020

...Compared to the **89%** graduation rate in Nebraska the same year.

Data shows – with the JAG Advantage, students are equipped with skills that will reduce negative behaviors, which leads to reduced absenteeism, while increasing GPA's and connecting students to community and employers.



INCREASE IN AVERAGE GPA! In a Comparison Study performed on students in 2019-2020, JAG students increased their GPA – where students with similar barriers decreased their GPA without the JAG Advantage. Students in JAG also performed 15 hours of community service!

“See what the JAG Advantage can do for your school and community!”

SAVE THE DATE!



NEBRASKA SCHOOL MENTAL HEALTH CONFERENCE

Resiliency, Advocacy, and Celebration!

Wednesday, June 1st & Thursday, June 2nd, 2022

Embassy Suites La Vista

EVENT DETAILS COMING SOON!
VISIT WWW.THEKIMFOUNDATION.ORG

Special Education Teachers in Nebraska: A Comprehensive Retention Program (NCRP)

Develop, refine, and take to scale a comprehensive retention plan to reduce special education teacher attrition.

Objectives:

1. Develop a system for collecting and reporting statewide special education teacher retention data.
2. Develop a comprehensive retention plan that includes a leadership academy for administrators and mentoring program for early career teachers.
3. Implement, test, and refine our comprehensive retention plan.
4. Scale-up our comprehensive retention plan to schools statewide.
5. Foster retention plan sustainability through partnerships and infrastructure changes.

Intended outcomes:

- Reduce teacher-reported job stress
- Increase teacher-reported job satisfaction
- Increase school administrator self-efficacy for supporting special education teachers
- Increase special education teacher retention

Project activities:

The induction program will include three components:

- Large group learning
- Connections with administrators
- Mentorship participation

The administrator academy will include evidence-based, PD components that will include:

- Direct instruction on core competencies
- Active engagement in learning through case scenarios and “check your knowledge” assessments
- Video modeling of critical skills
- Opportunities for practice with feedback

By the end of this 5 year project, the goal is to make the administrator academy and induction and mentoring programs available statewide through partnerships.

Through this project, we will develop a comprehensive, web-based data system that allows the collecting and monitoring of special education teacher retention data in Nebraska.

Teacher retention data will include:

- **Within-school retention status**
- **Within-district retention status**
- **Types of termination (e.g., layoff, retirement, movement to another school/district)**

To apply for the **Special Education Retention Program Project Manager position**, please visit:

<https://esu13.tedk12.com/hire/ViewJob.aspx?JobID=101>



SRS Staff Report

November, 2021

SRS

Minh Vu is no longer with the SRS helpdesk. After an interview process, the team selected Rita McKinney and she will start with us on December 6, 2021. Rita has both a teaching and IT background and will provide training and helpdesk support. In the interim, Trevor Paschall, Scott Isaacson and Deb Hericks are providing helpdesk responses. We are adjusting procedures and backup for the helpdesk with the goal of achieving same-day/1-day response. Trevor, Scott and Deb will serve as backup for the helpdesk when the volume of tickets and calls is high.

The SRS team is focused on completing the 504 plan support. The current timeline is to have it in user testing by December, 2021.

The team is in the process of interviewing potential contracting partners to assist in optimizing the database. The database improvements will make the system perform faster as well as providing a solid foundation for updating SRS, 504, and making future enhancements. We aim to have a partner selected by December 1st, 2021.

Project Management Process

During this school year, the technology team is implementing the Scrum project management framework. This is one framework used in agile software development and is meant to help the team to be more productive, accurately estimate work and produce higher quality software. We will be breaking down work into 2-week periods called sprints, where work is estimated for that short period with deliverable result(s) defined for the end of that time. This is repeated every two weeks to continue making progress toward the larger goals of the projects we are pursuing.