

**Contract for a WIOA Program  
Serving Low-Income In-School Youth Age 14 –21  
in Southwest Alabama**

**Contract #: 97703883**

Made and Entered into **BY** and **BETWEEN**

The WIOA Administrative Entity

**AND**      the CONTRACTOR

**Southwest Alabama Partnership for  
Training and Employment, Inc. (SWAPTE)**  
515 Springhill Plaza Court  
Mobile, AL 36608

**Baldwin County School System**  
Baldwin County High School  
One Tiger Drive  
Bay Minette, AL 36507

hereinafter referred to by name  
or called **SWAPTE**

hereinafter referred to by name  
or called the **CONTRACTOR**

This agreement is comprised of this Signature Sheet, a Table of Contents and these five (5) Sections, each an integral part of the whole:

**SECTION A - General Provisions; SECTION B – Special Provisions; SECTION C – Performance Standards; SECTION D – Budget; SECTION E – Statement of Work.**

By signatures below, the parties hereto agree to comply with all terms and conditions as set forth within the whole. Changes shall be incorporated behind this sheet, as needed.

Notwithstanding the rights reserved by **SWAPTE** to unilaterally modify the amount and/or duration of this agreement for cause:

- A) The duration of this agreement shall be from the effective date of: **July 1<sup>st</sup>, 2019 until June 30<sup>th</sup>, 2020.**
- B) The total number of youth served by this contract shall not exceed **45** without prior approval.
- C) The amount paid to the **CONTRACTOR** for work performed under this agreement shall be in accordance with the Budget section herein, and in no event shall exceed a total of: **\$86,506.83.**

The parties hereto agree that validation of this agreement by the respective Signatory Officials shall be considered a complete mutual assent to each and every aspect of this agreement. The Signatory Officials also hereby certify that each possesses legal authority to contractually bind their respective entities in their capacities as signatories hereto.

**BY:**

\_\_\_\_\_  
**Carol Slater, Chair**  
Southwest Alabama Partnership for  
Training and Employment  
Signatory Official

**BY:**

\_\_\_\_\_  
**Eddie Tyler, Superintendent**  
Baldwin County School System  
**CONTRACTOR** Signatory Official

**BY:**

\_\_\_\_\_  
**Connie Hudson, Chair**  
**Chief Elected Officials Council**  
Southwest Alabama Partnership for  
Training and Employment

**BY:**

\_\_\_\_\_  
**Sydney G. Raine, President**  
Southwest Alabama Partnership for  
Training and Employment

**WIOA Service Provider Agreement  
Foley High School**

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**Section A – GENERAL PROVISIONS  
ASSURANCES AND CERTIFICATIONS**

The **CONTRACTOR** assures and certifies to the **SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT** that:

**#1 Compliance with Applicable Law and Regulation**

It will comply with the requirements of the Workforce Innovation and Opportunity Act of 2015 and with all applicable federal regulations as these may pertain to this agreement. The Contractor further acknowledges that it will comply with all other applicable laws, orders and codes of the Federal, State and local governments as any of these may pertain to this agreement.

**#2 Amendments to Applicable Law and Regulation**

It will comply with any amendment to law, regulation or policy promulgated subsequent to the execution of this agreement. Any source document, law, regulation, rule or the equivalent which is referred to, attached hereto, or incorporated herein by reference shall be deemed to be amended or modified as required by any law, rule or regulation enacted subsequent to the execution of this agreement.

It further acknowledges the right of Southwest Alabama Partnership for Training and Employment to issue a change to this agreement to assure that it complies with any such amendments. If the Contractor is unable to comply with any such change issued by Southwest Alabama Partnership for Training (SWAPTE) and Employment it shall notify SWAPTE of its inability to so comply within ten (10) days of its receipt of the change.

**#3 Entirety of Agreement**

The Contract Signature Sheet, General Provisions, Special Provisions, Performance Standards, Budget and the Narrative Statement-of-Work sections form this agreement. This agreement represents the entire and integrated agreement between the parties hereto and supersedes all prior negotiations, representations or agreements, either written or oral; provided, however, the warranty given by the Contractor, with respect to all representations, statements, writings and proposals, which form the basis for negotiations or considerations resulting in this agreement, shall remain valid and binding.

**#4 Legal Authority to Enter this Agreement**

It possesses the legal authority to enter this agreement; that the Contractor's governing body has, via a resolution, motion or similar official action, duly authorized its Signatory Official to bind the Contractor to the terms of this agreement and any subsequent changes thereto.

**#5 Definitions**

All terms used in this agreement shall have the meanings assigned thereto in the rules and regulations and such other Federal and State regulations, directives, policies and procedures as may be promulgated there under from time to time, or if not so defined, such terms shall have their ordinary meanings

#6 **Independent Contractor**

Its entry to this agreement and performance of the work authorized hereunder does not change the independent status of the Contractor. No provision herein, or act of SWAPTE pursuant to this agreement, shall be construed as making the Contractor the agent, servant or employee of SWAPTE. Employees of the Contractor are not employees of Southwest Alabama Partnership for Training and Employment and are subject to the Contractor's supervision and control. The Contractor is solely responsible for its employee payroll and any claims arising therefrom.

#7 **Contingency**

It acknowledges and understands that all funding for its work and services under this agreement is contingent upon the continued availability of federal dollars to SWAPTE, and the continued federal authorization of activities. It understands, therefore, that this agreement is subject to change or termination due to lack of funds or a change in WIA authorization.

# 8 **Modifications to this Agreement**

It acknowledges that Southwest Alabama Partnership for Training and Employment or the Contractor may, from time to time, request modifications to various provisions of this agreement. Such modifications, which are mutually agreed upon by SWAPTE and the Contractor, must be incorporated as written modifications to this agreement and approved by all signatory authorities prior to implementation.

SWAPTE may make unilateral modifications to this agreement at any time so long as such modifications do not terminate this agreement. The Contractor shall comply with any unilateral modifications or otherwise notify the Southwest Alabama Partnership for Training and Employment in writing if it is unable to comply.

For any modification, any necessary alterations, additions or deletions to the written documents comprising the pages of this agreement shall be undertaken only by Southwest Alabama Partnership for Training and Employment.

#9 **Audits and Other Reviews**

It will comply with audit requirements for programs as promulgated by the United States Department of Labor and the Governor of Alabama, as expressed through the Alabama Department of Economic and Community Affairs (ADECA) *Audit Policy*. Pursuant to Act 94-414 of the Alabama Legislature. A copy of any **audit report** issued on the Contractor as a result of this agreement shall be forwarded by the Contractor to:

Department of Examiners of Public Accounts  
P. O. Box 302251  
Montgomery, AL 36130-2251  
**ATTN: Audit Report Repository**

# 10 **Rights of Access**

It will give the Southwest Alabama Partnership for Training and Employment, The Governor of Alabama, the Comptroller General of the United States, the United States Department of Labor (including its Office of the Inspector General), or any of their authorized representatives, the right of access to its records, personnel and premises for the purposes of examinations, inspections, audits, monitoring, investigations, evaluations or other reviews in connection with activities pursuant to this agreement.

Access to records shall include the right to make excerpts, transcripts and photocopies, as appropriate, of any books, documents, papers, computer records or other records pertaining to this agreement. Access to personnel shall include making available **Contractor** personnel and/or participants for interviews and discussions related to this agreement. Access to premises shall include authority to inspect facilities or observe activities or to obtain access to records or personnel located at the **Contractor's** home office, branch office(s), training/services site(s) or other location where the purposes of this agreement are being advanced.

# 11 **Termination for Convenience**

It acknowledges the right of the Southwest Alabama Partnership for Training and Employment to terminate this agreement, in whole or in part, for the convenience of SWAPTE. Southwest Alabama Partnership for Training and Employment shall provide no less than thirty (30) calendar days advance written notice to the Contractor of the effective date of such a convenience termination. In the event of such a termination SWAPTE shall be liable for payment only for work or services performed by the Contractor to the satisfaction of SWAPTE prior to the effective date of termination, provided, however, that such services were performed in accordance with the provisions and authorizations of this agreement.

The parties to this agreement may agree to a mutual termination, whole or in part, when both agree that the continuation of this agreement would not produce beneficial results commensurate with the goals and objectives of this agreement. Such termination shall be effective when agreed to in writing by both parties.

# 12 **Termination for Cause/Default**

Should the Contractor default in the performance of any of its obligations under this agreement, as determined by Southwest Alabama Partnership for Training and Employment, SWAPTE may at its option take any or all of the following actions:

- a) Establish a corrective action plan to be agreed to by the Contractor and complied with within the time frame(s) established within said corrective action plan;
- b) Withhold payment for invoices properly submitted to SWAPTE until such time that a determination is made by SWAPTE on the acceptability of the Contractor's corrective action plan relative to the cause/default.
- c) Seek specific performance of this agreement under any other remedy that may be available at law, in equity, or under this agreement.
- d) Terminate this agreement immediately upon receipt of written notice by the Contractor for fraud, misrepresentation, criminal acts, misappropriation of funds, compliance with law, substantial breach of contract, violation of conflict-of-interest/program integrity codes, or failure to respond to a corrective action plan.
- e) Terminate this agreement when it has determined that the Contractor has, through any cause, failed to fulfill its obligations under this agreement; failed to comply with the provisions of this agreement; or failed to comply with any law or regulations applicable to this agreement.
- f) Disqualify the Contractor from the award of contracts under future procurement actions of SWAPTE for such period and under such conditions for requalification as may be determined by SWAPTE. Southwest Alabama Partnership for Training and Employment shall provide written notice to the Contractor of any termination under this provision, specifying an effective date of termination. In the event of termination SWAPTE shall be liable for payment only for work or services performed by the

Contractor to the satisfaction of SWAPTE prior to the effective date of termination, provided, however, that such work or services were performed in accordance with the provisions and authorizations of this agreement.

Notwithstanding the above, the Contractor shall not be relieved of liability for damages sustained by Southwest Alabama Partnership for Training and Employment, including costs and expenses of suit and reasonable attorney's fees, by virtue of the Contractor's breach of this agreement. SWAPTE may withhold payment for the purpose of offset until a determination is made of the amount of damages due SWAPTE.

# 13 **Conflict of Interest**

It will comply with regulations regarding any real or apparent Conflict of Interest in its performance under this agreement. Pursuant to regulations and other applicable administrative requirements, it further assures that it will maintain a written code of standards of conduct governing the performance of all persons engaged in the administration of this agreement.

# 14 **Establishment and Retention of Records**

It shall establish and maintain records of its activities pursuant to this agreement, including records regarding financial accounting, personnel, property and participant/applicant data. Such records shall be sufficient to permit preparation of required reports and to trace funds to a level of expenditure adequate to establish that funds have not been misused or misexpended in violation of applicable requirements.

It will retain all its financial, personnel and participant/applicant records--except for records of non-consumable personal property--for a period of six (6) years from the date of Mobile Work's final annual report to USDOL showing full expenditure of the program year funding allotment applicable to this agreement. It will retain any records regarding non-consumable personal property for a period of three (3) years from the date of the final disposition of said property. If any litigation, audit, investigation, claim or other action is initiated involving its records, it shall retain the records until a final resolution is established, or the six year period has elapsed, whichever is *later*.

# 15 **Sectarian and Political Activities**

No programs conducted pursuant to this agreement shall involve religious activities and participants shall not be employed on the construction, operation or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place of religious worship. No programs conducted pursuant to this agreement shall involve political activities and the Contractor's employees shall observe the provisions of the Hatch Act regarding partisan political activities.

# 16 **Reports**

It will submit all programmatic and financial reports as required by SWAPTE. It will abide by the reporting formats and schedules SWAPTE establishes. It further acknowledges the right of SWAPTE to modify reporting requirements from time to time during the life of this agreement

# 17 **Acceptability**

It is understood by both parties that the Southwest Alabama Partnership for Training and Employment or its designee shall: 1) be the determiner of whether the performance of the Contractor is satisfactory; 2) shall interpret all reports and decide the acceptability and/or progress of the work performed; 3) decide upon the amount, classification and quality of kinds of work to be performed and the amounts to be paid

under this agreement; 4) be the sole judge of the validity of claims, if any, made by the Contractor for payment, and that SWAPTE decisions will be final, conclusive and binding on the parties concerned.

# 18 **Program Integrity**

Its performance under this agreement shall be free from incidents of fraud, abuse or other criminal activity. Persons with knowledge or suspicion of such activities shall not be impeded or obstructed by the Contractor in reporting such activities pursuant to procedures established by the Secretary of Labor, the Governor or Southwest Alabama Partnership for Training and Employment.

# 19 **Indemnification**

To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless SWAPTE, Inc. the Counties of Baldwin, Choctaw, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington and Wilcox, and their officers, agents employees and representatives from and against liability, claims, damages, losses, costs and expenses, including but not limited to attorney's fees, for or on account of any claims, suits, or damages of any character whatsoever, which result from injuries, actual or perceived, by or to any person or property, which are attributable in whole or in part to any negligent or willful act or omission of any officer, employee, agent or representative of the Contractor.

# 20 **Disputes**

It will attempt to resolve any disputes arising from this agreement by administrative processes or by negotiations in lieu of litigation, and further assures it will continue with diligent performance under this agreement during all disputes.

In connection with any dispute, the Contractor shall be afforded an opportunity to be heard and to present evidence in support of its position. Any dispute over a question of fact not resolved through informal means as cited in the preceding paragraph shall be decided by Southwest Alabama Partnership for Training and Employment. SWAPTE will render a written decision and furnish a copy to the Contractor, who shall then continue performance under this agreement in accordance with the decision of the Southwest Alabama Partnership for Training and Employment.

Nothing within this provision shall imply that the Contractor is prevented from pursuing an appeal of any SWAPTE decision in accordance with applicable policies and procedures.

# 21 **Grievance Procedures**

It will comply with the Grievance and Complaint procedures promulgated by the Southwest Alabama Partnership for Training and Employment pursuant to the requirements of Section 181[C] of .

# 22 **Cost of Contract**

The Contractor shall only use funds provided under this agreement for expenditures as authorized and detailed in the Budget Section of this agreement. Expenditures by the Contractor in excess of the amounts authorized in the Budget and/or Terms of Payment in this agreement will not be reimbursed by Southwest Alabama Partnership for Training and Employment. Unless otherwise specifically provided for elsewhere in this agreement, no funds provided under this agreement shall be used to pay for any costs or other obligations incurred by the Contractor outside of the beginning and ending dates of this agreement.

# 23 **Cost Documentation**

It shall submit expenditure reports and requests for reimbursement in accordance with the schedules and formats as specified by Southwest Alabama Partnership for Training and Employment. It shall submit copies of such expenditure documentation as SWAPTE may require, retaining the original documents in its records.

# 24 **Repayment of Disallowed Payments**

It shall repay any payments it may receive under this agreement when any such payments are determined by audit, or any other review, to be disallowed by reason of being unlawful, unauthorized, improper or otherwise not allowable due to misexpenditure or misapplication of funds. The Contractor shall repay any such disallowed payments in accordance with policies and procedures established by the Governor or Southwest Alabama Partnership for Training and Employment. It further acknowledges that SWAPTE has the right to withhold pending payments to the Contractor in order to recoup prior disallowed payments.

# 25 **Reduction for Defective Cost of Pricing Data**

If any price, including profit or fee, negotiated in connection with this agreement, or any cost reimbursable under this agreement was increased by any significant amount because a) the Contractor or a subcontractor furnished cost or pricing data that were not complete, accurate and current as certified in its Certification of Current Cost or Pricing Data, b) an actual or prospective subcontractor furnished the Contractor cost or pricing data that were not complete, accurate and current as certified in its Certification of Current Cost or Pricing Data, or c) any of the parties furnished data of any description that were not accurate, the price or cost shall be reduced accordingly and this agreement shall be modified to reflect the reduction.

If Southwest Alabama Partnership for Training and Employment determines that a price or cost reduction should be made, the Contractor agrees not to raise the following matters as a defense:

a) The Contractor or subcontractor was a sole source supplier or otherwise was in a superior bargaining position and thus the cost/price would not have been modified even if complete, accurate and current cost or pricing data had been submitted.

b) Southwest Alabama Partnership for Training and Employment should have known that the cost or pricing data at issue were defective even though the Contractor or subcontractor took no affirmative action to bring the character of the data to the attention of SWAPTE.

c) This agreement was based upon an understanding about its total cost and there was no understanding about the cost of each item procured under this agreement.

d) The Contractor or subcontractor did not submit a Certification of Current Cost or Pricing Data.

# 26 **Deobligation of Funds**

It acknowledges the rights of the Southwest Alabama Partnership for Training and Employment to, at any time during the life of this agreement, remove from the total funds obligated to this agreement a proportional share of such funds as SWAPTE determines will remain unexpended upon the expiration of this agreement and such funds may be reallocated to other proper purposes by Southwest Alabama Partnership for Training and Employment. Any and all funds unexpended or otherwise unearned by the Contractor at the expiration or termination of this agreement shall revert to SWAPTE.

# 27 **Suspension of Payments**

It acknowledges that payments under this agreement may be suspended or otherwise held in abeyance should there be any questioned cost, disallowed cost, audit exception or other determination of any dollar amounts owed by the Contractor to Southwest Alabama Partnership for Training and Employment or the State or Federal Government that is not resolved in a reasonable and timely fashion.

# 28 **Procurement and Property**

It shall maintain written procedures for the procurement of supplies, materials, services or equipment pursuant to the authorizations within this agreement. It assures Southwest Alabama Partnership for Training and Employment that such procedures will be consistent with requirements as established by the Department of Labor, the Governor of Alabama and Southwest Alabama Partnership for Training and Employment. It shall comply with SWAPTE specifications, as may be outlined elsewhere within this agreement, regarding any procurement of non-consumable personal property having an acquisition cost of \$500 or more per unit, and a useful life of one year or more. It shall comply with all requirements regarding all property purchased with funds with respect to property control, management, inventory, maintenance, safeguarding and disposition.

The Contractor acknowledges that title/ownership of all property purchased under this agreement with funds rests with Southwest Alabama Partnership for Training and Employment. The Contractor has custody of such property only during the life of this agreement in order to carry out the activities this agreement authorizes. Upon termination of this agreement, the Contractor shall surrender to SWAPTE all property purchased under this agreement, including unconsumed supplies and materials, in accordance with SWAPTE instructions. Southwest Alabama Partnership for Training and Employment reserves the right to take custody of any property prior to the termination of this agreement if the property is no longer needed to fulfill the purposes of this agreement, or if the Contractor has used the property for unauthorized purposes.

# 29 **Subcontracting and Assignments**

None of the work or services the Contractor is obliged to perform under this agreement shall be subcontracted to any person or entity without prior written approval from Southwest Alabama Partnership for Training and Employment. In the event of approval, the Contractor shall assure by written contract that the subcontractor is bound by the applicable terms of this agreement and assumes toward the Contractor the same obligations and responsibilities the Contractor assumes toward Southwest Alabama Partnership for Training and Employment via this agreement. No subcontract shall impair the rights of SWAPTE with respect to the work or services to be performed by the Contractor under this agreement. A copy of any subcontract shall be provided to SWAPTE.

In any approved subcontracting, the Contractor shall not subcontract beyond the life of this agreement; nor shall it make any substitution of subcontracting persons or entities without additional prior approval from Southwest Alabama Partnership for Training and Employment.

The Contractor shall not assign any rights or interests in this agreement to any other party without prior approval from SWAPTE.

# 30 **Environmental and Energy Efficiency Standards**

If this agreement budget is \$100,000 or more, then the Contractor shall comply with all applicable standards, orders or regulations issued pursuant to Section 306 of the Clean Air Act, Section 506 of the Clean Water Act and other applicable regulations of the Environmental Protection Agency (EPA). The Contractor shall comply with the mandatory standards and policies relating to energy efficiency as contained in the Energy Policy and Conservation Act, Public Law 94-163.

# 31 **Labor Standards**

In appropriate circumstances, it shall comply with all applicable standards, orders of regulations issued pursuant to the Fair Labor Standards Act, the Contract Work Hours and Safety Standards Act, the Davis-Bacon Act, the Copeland Anti-Kickback Act, the Immigration Reform and Naturalization Act and the Drug Free Workplace Act. It acknowledges that SWAPTE may include elsewhere within this agreement specific provisions with respect to the aforementioned standards, orders or regulations.

# 32 **Conditions of Employment and Training**

Conditions of employment and/or training pursuant to this agreement shall be appropriate and reasonable in the light of such factors as the type of work or training, the geographical region and the proficiency of the participants.

# 33 **Safety and Health of Participants**

It will comply with standards established by the Occupational Safety and Health Act of 1970 (OSHA), as amended, to the extent that OSHA standards applicable to the working conditions of employees shall be equally applicable to the working conditions of participants. Where participants may be engaged in activities not covered under OSHA, the Contractor assures no participant shall be required or permitted to work, be trained, or receive services in buildings, or surroundings, or under conditions which are unsanitary, hazardous or dangerous to a participant's health or safety.

# 34 **Selection of Participants**

It has final responsibility for the selection of participant to be enrolled in the program funded by this agreement from among individuals certified by the Southwest Alabama Partnership for Training and Employment, or its designee, to be eligible in accord with eligibility criteria. The Contractor acknowledges that intentional noncompliance with this provision on its part will result in disallowed costs to this agreement which shall be borne by the Contractor.

# 35 **Patents, Copyrights and Rights to Data**

It acknowledges and understands that matters regarding the rights to any inventions and materials generated under this agreement are subject to the requirements of the Office of Management and Budget, the Department of Labor and the patent and copyright laws of the United States.

Subject to the above cited requirements, the Contractor further acknowledges that any and all products or materials generated pursuant to this agreement (whether in the form of reports, analyses, interviews, raw data, records, research findings, camera products, working papers or other items) are the property of SWAPTE and shall not be used by any other entity for any other purpose(s) unless authorized in writing by SWAPTE. Upon demand by the Southwest Alabama Partnership for Training and Employment, the Contractor shall convey title and possession of all aforementioned items to SWAPTE.

Unless otherwise provided for herein, if any copyrightable material is developed pursuant to this agreement, the author or Contractor is free to copyright the material. However, it shall be understood that SWAPTE and/or the Department of Labor shall have a royalty-free, nonexclusive and irrevocable right to reproduce, publish and/or otherwise use, and authorize others to use, the material for Government purposes.

# 36 **Debarment and Suspension**

It certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, declared ineligible, voluntarily excluded or otherwise excluded from participation in this transaction by an act of any Federal Department or Agency. It further assures that it will comply with applicable provisions of the Debarment and Suspension regulations issued pursuant to the President's Executive Order # 12549, as amended, in connection with any subcontract(s) that may be authorized under this agreement.

# 37 **Lobbying Activities**

It will comply with applicable requirements concerning lobbying activities, in that federal WIOA funds shall not be used to lobby a Federal Department or Agency or the Congress. Further, that if the Contractor uses funds other than federal WIO funds to pursue any lobbying activities in connection with this agreement it shall disclose such activities to the Southwest Alabama Partnership for Training and Employment in accordance with applicable WIOA disclosure requirements.

# 38 **Nondiscrimination and Equal Opportunity**

It will fully comply with the nondiscrimination and equal opportunity provisions applicable to this - funded agreement; including but not limited to: Title VI of the Civil Rights Act of 1964, as amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; Title IX of the Education Amendments of 1972, as amended; the Americans With Disabilities Act of 1990, as amended; Equal Employment Opportunity requirements pursuant to the President's Executive Order 11246, as amended; and all other regulations implementing the laws cited within this paragraph. The Contractor acknowledges that the United States has the right to seek judicial enforcement of this assurance.

# 39 **Funds Not to Supplant Other Funds**

The funds authorized under this agreement shall be used only to pay for activities and services that are in addition to those which would otherwise be available in the area in the absence of funding.

# 40 **Beneficiaries of Expenditures Under This Agreement**

Funds provided under this agreement shall only be expended by the Contractor in order to provide benefits to participants being trained and/or otherwise receiving services *only during the specified life of this agreement*. No funds authorized herein shall be expended to purchase goods or services intended for consumption or delivery after the termination/completion date of this agreement.

# 41 **Acknowledgment of Funding Source**

With respect to any public statements or other publicity which may occur, it shall acknowledge that its activities pursuant to this agreement are made possible by federal funding. The Contractor further agrees that the manner and form of such acknowledgment(s) may be specified by the Department of Labor, the Governor of Alabama or SWAPTE, and it shall abide by any such specifications.

# 42 **Insurance**

It will follow its normal insurance procedures, except as otherwise indicated by administrative requirements promulgated pursuant to law and regulation. It acknowledges that, unless otherwise provided for elsewhere within this agreement, it will assure that participants are covered by Worker's Compensation or other equivalent medical and accident insurance.

# 43 **Conduct of Business**

The Contractor shall obtain and maintain in force and effect during the term of this agreement any and all licenses, accreditations and approvals required by any duly authorized regulatory authority for the conduct of the services to be provided under this agreement.

# 44 **Venue**

Both the Contractor and SWAPTE agree that any legal action brought as a result of alleged breach of contract shall be brought in Mobile County in the State of Alabama.

# 45 **Warranty**

The Contractor warrants to SWAPTE that all representations, statements, writing and proposals which form the basis for negotiations and considerations resulting in this agreement are true and correct to the Contractor's best knowledge and belief.

# 46 **Representation**

By executing this agreement, the Contractor represents that it has read and understood the provisions contained herein.

# 47 **Successors**

The Contractor and the Southwest Alabama Partnership for Training and Employment each binds itself, its successors and legal representatives to the other party hereto with respect to all covenants, provisions, agreements and obligations contained within this agreement.

## **Section B...SPECIAL PROVISIONS**

The parties hereto agree to abide by the following SPECIAL PROVISIONS:

1. Reporting Requirements:

Pursuant to items #1, #10 & #16 of the General Provisions, the **CONTRACTOR** shall comply with administrative standards and reporting requirements as outlined within the pages of this agreement.

2. Grievance Procedures:

Pursuant to item #21 of the General Provisions, the **CONTRACTOR** shall observe and comply with the WIOA Grievance Procedures promulgated by **SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT**, and included within this section.

3. Authorized Representative:

Pursuant to item #8 of the General Provisions, the **CONTRACTOR** represents that its authorized representative is: **Julia Bryant**.

4. Renewal/Extension Options:

**SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT** reserves the right to extend/renew its initial contract for services for up to 12 additional months. The **CONTRACTOR** acknowledges that the decision to extend/renew services will be based on **SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT** determination of:

- The availability of WIOA funds
- The continued need for the particular service
- Satisfactory performance by the service provider during the initial period
- Negotiation of a satisfactory budget for the renewal/extension period

5. Pre-agreement Costs:

Any costs incurred by the **CONTRACTOR** associated with the planning and development of this Youth Project, which may be incurred prior to the effective date of this agreement, are hereby deemed to be unallowable.

**Southwest Alabama Partnership for Training and Employment (SWAPTE)  
Workforce Innovation and Opportunity Act (WIOA)  
GRIEVANCE PROCEDURES**

SCOPE and PURPOSE.....

These procedures are established for resolving complaints and grievances arising in connection with programs operated by Southwest Alabama Partnership for Training and Employment and its sub-contractors. Any Southwest Alabama Partnership for Training and Employment applicant, participant, employee, applicant for employment, subcontractor or other interested person may utilize these procedures.

These procedures are not applicable to criminal complaints or to WIOA staff complaints related to terms and conditions of employment. All information and complaints of fraud, abuse, or criminal activity (criminal complaints) shall be reported in accordance with the Governor's Incident Report Procedures. Sub-contractor staff complaints related to terms and conditions of employment shall be resolved in accordance with the sub-contractor's personnel grievance procedures.

GENERAL PROVISIONS.....

I. WHERE TO FILE

Complaints, except those alleging discrimination, must be filed with SWAPTE within one year of the alleged act at the following address:

Southwest Alabama Partnership for Training and Employment  
515 Springhill Plaza Court  
Mobile, AL 36608

Discrimination complaints must be filed with either the Department of Labor Civil Rights Center or the Workforce Development Division EO Officer, at the address in Section V, within 180 days of the alleged violation, unless the time for filing is extended by the Secretary of Labor for good cause shown.

Complaints by SWAPTE participants, which relate to terms and conditions of employment, shall be filed initially with the employer. The Southwest Alabama Partnership for Training and Employment upon request shall review decisions rendered by the employer regarding the Southwest Alabama Partnership for Training and Employment participant. In the absence of an employer's grievance procedures, the Southwest Alabama Partnership for Training and Employment participant may file the complaint with Southwest Alabama Partnership for Training and Employment at the address in Section I.

Complaints alleging labor standards violations may be filed with Southwest Alabama Partnership for Training and Employment at the address in Section I, or as an alternative, may be submitted to a binding arbitration procedure, if a collective bargaining agreement covering the parties to the grievance so provides.

If an election is made to have labor standards violations processed under binding arbitration provisions, the complainant shall choose binding arbitration before, and in lieu of filing the complaint with Southwest Alabama Partnership for Training and Employment. Binding arbitration may not be elected for a complaint that has been processed or is currently being processed under SWAPTE grievance procedures. Binding arbitration decisions are not review-able by the Secretary of Labor.

## II. COMPLAINT FORM

Any person wishing to utilize the SWAPTE grievance procedures may do so by contacting Southwest Alabama Partnership for Training and Employment Executive Secretary at 432-0909 Extension 121. A complaint form will be made available for completion. Southwest Alabama Partnership for Training and Employment will accept written complaints which shall include the complainant's (1) name, address and telephone number; (2) name and address of the person/agency against whom/which the complaint is filed; (3) brief statement of the complaint including specific violations of WIOA if known; and (4) signature and date.

## III. REVIEW PROCESS

Upon receipt by SWAPTE of a written complaint, a review will be done to ascertain the facts and attempt informal resolution. If informal resolution fails, the complainant will be provided:

- A. A hearing within sixty (60) days of the complaint;
- B. Written notice of the date, time and place of the hearing;
- C. An opportunity to present evidence;
- D. A written decision within sixty (60) days of filing the complaint; and
- E. Notice of appeal rights.

## IV. APPEALS

If either party to this complaint receives an unsatisfactory decision or no decision is issued by Southwest Alabama Partnership for Training and Employment within sixty (60) days of filing the complaint either party may appeal to the Director, Workforce Development Division, Alabama Department of Economic & Community Affairs, 401 Adams Avenue, P. O. Box 5690, Montgomery, Alabama 36103-5690. The appeal for review shall be in writing and shall be filed within ten (10) days of an unsatisfactory decision or fifteen (15) days from the date a decision should have been rendered.

## V. FOR COMPLAINTS OF DISCRIMINATION BASED ON RACE, COLOR, NATIONAL ORIGIN, DISABILITY, SEX, AGE, RELIGION, POLITICAL BELIEFS, AND FOR BENEFICIARIES ONLY, CITIZENSHIP, OR SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT PARTICIPATION

Complainant may obtain a Complaint Form from SWAPTE and submit it within 180 days of the alleged violation or submit a letter to either of the following addresses:

Director  
U.S. Department of Labor  
Civil Rights Center  
200 Constitution Avenue N.W.,  
Room N-4123  
Washington, D.C. 20210

Or

EO Officer  
Alabama Department of Commerce  
Workforce Development Division  
401 Adams Avenue  
P.O. Box 304106  
Montgomery, Alabama 36130-4106

## VI. RECORD KEEPING

A complaint log and files shall be maintained by SWAPTE which will include:

- A. The name and address of the aggrieved or complainant.
- B. A brief statement of the alleged violation.
- C. Date filed
- D. Brief statement of the decision with the date of the final decision.

The log and file shall be maintained for a period of not less than three (3) years. Information on complaints and all actions taken shall be kept confidential except as is necessary to ensure a fair determination.

## VII. PROHIBITION AGAINST RETALIATION

It shall be the policy of SWAPTE that no person who files a complaint, institutes or causes to be instituted any proceeding, or testifies in any investigation under or related to WIOA shall be discharged, discriminated against, or denied any benefits because of such complaint. This policy is applicable to all SWAPTE sub-contractors.

## XI. CORRECTIVE ACTIONS AND SANCTIONS.....

Where a monitoring review or complaint investigation results in a finding of non-compliance with the nondiscrimination and equal opportunity provisions of WIOA, SWAPTE shall require the sub-recipient to take appropriate corrective actions within a specified time frame to secure compliance. Such actions will include, but not be limited to:

- A. Actions to end and/or redress the violation;
- B. Actions to provide those benefits and/or services that were determined to be discriminatorily denied including, but not limited to, enrollment, reinstatement and/or monetary relief, as appropriate; and
- C. Actions to take any other remedial or affirmative action deemed appropriate to ensure equal opportunity.

If a sub-recipient fails to take corrective actions as directed, a hearing will be scheduled for the sub-recipient to show cause why funding should not be terminated. The hearing will be conducted in accordance with established WIOA Grievance Procedures.

## REPORTING REQUIREMENTS Pursuant to Special Provision #1

The **CONTRACTOR** hereby agrees that it will comply with the following administrative standards and reporting requirements as these may pertain to this agreement:

- 1) All applicable Governor's Employment and Training Directives (GETD) that may be promulgated through the offices of the Workforce Development Division (WDD) of the Alabama Department of Commerce.
- 2) The Alabama Technical Assistance Guide for Workforce Innovation and Opportunity Act
- 3) The Statewide WIOA Fiscal Procedures Manual
- 4) The Statewide WIOA Procurement Standards
- 5) The Statewide WIOA Glossary of Terms
- 6) OTHER(S):

Further, in instances where, from time to time, any of the above cited standards may be changed during the life of this agreement by its issuing authority(ies) through revisions or supersessions, the **CONTRACTOR** agrees that it shall comply with any and all such changes as they may pertain to this agreement.

The **CONTRACTOR** agrees that it shall comply with reporting formats, policies, procedures, and schedules promulgated by the **Southwest Alabama Partnership for Training and Employment** pertaining to:

- a) WIOA Applicant/Participant Information and Reporting
- b) WIOA Financial Management Information and Reporting
- c) WIOA Program/Project Management Information and Reporting

The **CONTRACTOR** further acknowledges the right of the **Southwest Alabama Partnership for Training and Employment** to, from time to time, promulgate revised and/or additional reporting standards, and agrees to comply with any such revised or added reporting standards.

**Performance Schedule – Service to Participants  
Baldwin County High School**

This project is designed to serve up to 45 WIOA eligible Youth participants in accordance with the *Target* and *Entry* criteria included in the Statement of Work section of this agreement.

Enrollments into this project shall not exceed 45 without explicit prior approval from the Southwest Alabama Partnership for Training and Employment.

All enrollments will be complete by March 31, 2020.

Enrollment and eligibility determination of participants will begin on or about July 1st, 2019. See the detail provided in the statement of work section of this contract for program schedule. No program activity will occur after June 30, 2020.

## Performance Goals 2019-2020

The **CONTRACTOR** and **Southwest Alabama Partnership for Training and Employment** agree that the following goals and objectives for WIOA Youth outcomes constitute the minimum acceptable performance standards for the success of this activity:

### WIOA YOUTH COMMON MEASURES:

Employment Rate 2 <sup>nd</sup> Qtr. after Exit	58.7%
Employment Rate 4th Qtr. after Exit	67%
Credential Attainment within 4 Quarters after exit	39.3%

The **CONTRACTOR** agrees to comply with guidelines provided for outcome measurement and data collection relating to these Performance Levels in compliance with the Performance Accountability System, and to provide documentation consistent with these guidelines to **Southwest Alabama Partnership for Training and Employment** as requested.

The **CONTRACTOR** acknowledges that changes to these outcomes may occur during the contract period. In the event such changes are required, Southwest Alabama Partnership for Training and Employment will provide the revised goals to the **CONTRACTOR** via a contract modification. At that time the **CONTRACTOR** will be allowed to revise their implementation plan if needed to enhance the probability for success.

## OBLIGATION TO PERFORM

The parties hereto agree that this SECTION C establishes certain Performance Standards for the **CONTRACTOR's** activities pursuant to its work to be performed under this agreement. Specifically, this section contains schedules, goals and objectives related to the **CONTRACTOR's** provision of services(s) to Applicants/Participants in this WIOA program/project, and the **CONTRACTOR's** achievement of certain expected outcomes, at specified levels, with regard to WIOA Applicant/Participants it shall serve pursuant to this agreement.

Pursuant to item #17 of the General Provisions, the **CONTRACTOR** acknowledges and agrees that its performance in a manner satisfactory to the **Southwest Alabama Partnership for Training and Employment (SWAPTE)** is essential to the continued life of this agreement. The **CONTRACTOR** assures that it shall perform with due diligence to uphold and adhere to the expressed terms and conditions within this agreement.

The **CONTRACTOR** acknowledges and understands that, during the life of this agreement, **SWAPTE** may at some point(s) in time deem the **CONTRACTOR's** performance to be unsatisfactory due to circumstances, which include, but may not be limited to:

- a) **CONTRACTOR's** failure to adhere to performance schedules within established parameters or to achieve established performance outcomes, goals, and objectives.
- b) **CONTRACTOR's** failure to perform according to the terms and conditions as expressed within this agreement, either technical or financial or both.

In the event of a determination of unsatisfactory performance by the **Southwest Alabama Partnership for Training and Employment**, the parties hereto acknowledge that **SWAPTE** may act in its own best interests to seek corrective actions(s) from the **CONTRACTOR** and/or limit the damages that may be sustained by the **Southwest Alabama Partnership for Training and Employment** as a result of the **CONTRACTOR's** unsatisfactory performance. Such acts by **SWAPTE** include, but may not be limited to:

- 1) Requiring the **CONTRACTOR** to develop and implement specific corrective action(s) within specified time frames.
- 2) Withholding of payments to the **CONTRACTOR** until progress toward satisfactory performance is evident.
- 3) Requiring additional reporting, prior approvals, or designating the **CONTRACTOR** as "high risk".
- 4) Disallowing inappropriate and/or unauthorized claims for payment from the **CONTRACTOR**.
- 5) Deobligation of funds from the budget of this agreement.
- 6) Issuing a unilateral change order(s) to this agreement.
- 7) Issuing a Stop Work order.
- 8) Terminating this agreement.

## PARTICIPANT REFERRAL AND SELECTION

The **CONTRACTOR** acknowledges that the WIOA participants it is to serve will come into this project in accordance with these guidelines.

- A. The **CONTRACTOR** is responsible for outreach and recruitment to identify WIOA Youth Program eligible individuals appropriate for this project in accordance with its Target and Entry criteria in the manner explained in the statement of work. It will work closely with **Southwest Alabama Partnership for Training and Employment** staff in this endeavor.
  
- B. The **CONTRACTOR** acknowledges that **Southwest Alabama Partnership for Training and Employment** is the eligibility determination services provider for this program. The **CONTRACTOR** assures that it will cooperate in good faith with **Southwest Alabama Partnership for Training and Employment** staff with regard to the scheduling of eligibility determination and certification appointments for the individuals the **CONTRACTOR** selects for this project.
  
- C. The **CONTRACTOR** is responsible for the conduct of an appropriate Assessment of each project participant and the development of an appropriate Individual Service Strategy for each project Participant. Assessments and Service Strategies must be conducted and formatted in accordance with applicable WIOA requirements.
  
- D. The **CONTRACTOR** has the final responsibility for providing the training and services authorized in this agreement's Statement on Work and for assuring successful participant outcomes pursuant to the Performance Standards in this agreement.

## TERMS OF PAYMENT

The parties agree to the following:

A. Pursuant to the Payment Methodology on the Budget Summary page, in consideration for the work to be performed by the **Contractor, Southwest Alabama Partnership for Training and Employment** will reimburse the **Contractor** the lesser of:

- 1) The actual cost of delivering this program in accordance with the expenditure authorizations in each line item and cost category within this Budget; ...**OR**...
- 2) The maximum dollar amount that has been authorized for the delivery of this budget program in accordance with the line items and cost categories within this Budget.

The **Contractor** understands and acknowledges that it may receive the full amount authorized within this budget only if it reports fully expending all funds authorized under every line item and cost category for the delivery of this program.

The **Contractor** shall only be reimbursed for expenditures that are:

- authorized under the terms of this agreement;
- necessary and reasonable to carry out the program;
- allowable costs in accord with WIOA guidelines
- allocated to the appropriate WIOA cost category based upon benefits received, and;
- established in accordance with Generally Accepted Accounting Principles.

The expenditures and activities of the **Contractor** pursuant to this agreement shall be subject to detailed financial and compliance audit and /or other review or oversight as provided for in the General and Special Provisions. Accordingly, the **Contractor** acknowledges and agrees that it shall repay to the **Southwest Alabama Partnership for Training and Employment** any reimbursement(s) that it receives hereunder that may subsequently be cited as disallowed costs by an audit and or other review or oversight.

During the life of this agreement the **Contractor** shall adhere to the individual budget line item maximums authorized within this section. Expenditure reports and requests for reimbursement from the **Contractor** that indicate any over expenditure(s) of any line item will not be processed by the **Southwest Alabama Partnership for Training and Employment** but instead will be returned to the **Contractor** with instructions that the **Contractor** must request a budget amendment in accordance with the *Changes to Contract* clause in the General Provisions. Over expenditures of up to 10% total during a contract period in non-salary line items will be allowed without prior approval. In the event such an overage is incurred, a letter should be sent to the **Southwest Alabama Partnership for Training and Employment** indicating the line item that the **Contractor** is reducing to offset such an overage.

To allow for some budget flexibility following the termination/completion of this agreement, the **Contractor's** final Expenditure Report and Request for Reimbursement may indicate expenditures in excess of authorized maximums of some individual budget line items within a given cost category *provided* these excesses are *offset* by corresponding under expenditures in other individual budget line items *within the same cost category*.

This flexibility is limited to an allowable over expenditure of **no more than ten (10%) percent** of the amount authorized in any line item. Cost Category maximums may only be waived with written approval by Southwest Alabama Partnership for Training and Employment. Unexpended funds in one WIOA cost category must be available within the original budget to offset over expenditure in any other WIOA cost category.

The **Contractor** shall establish and maintain documentary evidence of costs incurred under this agreement in accordance with applicable WIOA administrative and financial standards as referenced in the General and Special Provisions. Such evidence includes but may not be limited to: canceled checks, bank statements, purchase orders, material receipts, invoices, vouchers, leases, subcontracts, payroll records, records of accounts payable and receivable, ledgers, journals, other books of accounts and other evidence of costs incurred.

The **Contractor**, is required to submit facsimile copies of its documentary evidence of costs incurred to the **Southwest Alabama Partnership for Training and Employment** as an attachment to its expenditure Reports and Requests for Reimbursement. The **Contractor** should refer to Section D, Attachment A for further details regarding documentation of costs.

The **Contractor** shall submit Expenditure Reports and Requests for Reimbursement on at least a monthly basis in accordance with schedules and report/request formats as stipulated by the **Southwest Alabama Partnership for Training and Employment** pursuant to applicable WIOA administrative and financial standards.

Unless otherwise authorized in writing by the **Southwest Alabama Partnership for Training and Employment** the **Contractor** shall submit its FINAL Expenditure Report and Request for Reimbursement, along with any other required contract closeout documents to the **Southwest Alabama Partnership for Training and Employment** no later than thirty (30) calendar days following the termination/completion date of this agreement. The final submission must be accompanied by a check payable to the **Southwest Alabama Partnership for Training and Employment** for the full amount of any WIOA funds that may have been received by the **Contractor** but for which there have been no authorized expenditures reported.

## **SECTION D – ATTACHMENT A**

### **Personnel**

1. Salaries must be accompanied by a signed time sheet. Allocated expenses for staff members must include a signed timesheet indicating the hours worked. We also must be provided with the individual's total salary, not just the amount charged under WIOA. We will not approve wage reimbursement requests unless accompanied by a signed time sheet indicating the number of hours spent on WIOA activities, regardless of whether or not the position is funded 100% by WIOA.
2. Payroll services - space utilization is not appropriate method for applying cost of the payroll, fringes or fees.

### **Travel**

1. This category should be reserved for staff travel line item reporting. Participant travel costs should be budgeted with "Other direct costs" and listed as "Participant Supportive Services".
2. Requisition for travel reimbursement must show destination and purpose of the trip. It should indicate locations of start and end location. (Some individuals may be leaving from their homes and that could potentially add 40-50 miles to the trip - remember, we are documenting for the purpose of explaining to someone what occurred in the past. When an auditor or monitor picks this up a year from now, they should be able to see the story of what occurred - "paper trail" - should not be relying on individual's to remember this at a later date or expect the auditor to guess).

### **Facility Costs**

1. Copy of Lease must be provided
2. Cost allocation plan must be provided if you do not have an indirect cost rate.

### **Other Direct Costs**

1. For childcare, a sign in/out log must be provided if requesting reimbursement for childcare expenses.
2. Bus Passes should be billed as "Other Direct Costs- Participant Support"; you will need to provide a log with the signatures of participants who were issued passes.
3. GED tests cannot be billed in advance. You must submit documentation that substantiates that the individual took the test in order for the expense to be submitted for reimbursement.

## **SECTION D – ATTACHMENT A**

4. If a field trip is taken, the trip details must be provided. Movie costs are viewed as entertainment costs by DOL and deemed unallowable.
5. If it is an incentive, you must provide an incentive log that shows what the individual accomplished to earn the incentive. Internships should not be billed under “Staff Salaries”. They should be billed as “Internships” under “Other Direct Costs” (include wage and tax data cumulative).

### **Contractual**

1. What Procurement process used? Is there anything to document? I.e. copy of surveys or responses or evaluation report? Should have something to substantiate activity.
2. For all consultant or contractors being reimbursed under WIOA, we must have a copy of the consultant’s contract, reports, etc. An invoice from the consultant will no longer be sufficient

### **Office Supplies**

1. If calendars, computers, tablets, printers are ordered, we must know to whom the items were assigned.
2. Office supplies utilized for participants must be separated from operation supplies when cash requests are submitted. All participant cost should be listed under “Other Direct Costs”.
3. We will no longer be approving the reimbursement of supply invoices dated after April 30.

### **Internal Procedures**

1. All invoice receipts should be approved for payment by the supervisor and the date paid, check number and amount paid should be visible on the documentation.
2. We will not reimburse for late fees. If you submit an invoice with a “past” due notice including a prior amount being unpaid, we must be provided with documentation that the invoice has been paid.
3. Requests for reimbursements must be received on a monthly basis.
4. Audit reports must be provided to SWAPTE on an annual basis.

**SECTION D – ATTACHMENT A**

**The following methods should be utilized when charging costs to WIOA:**

<b>Elements of Cost</b>	<b>Valuation Method</b>
<b>Salaries and wages</b>	Actual hours worked
Fringes	Actual amount applicable to employee
<b>Contractual</b>	Actual usage
<b>Other Direct Costs</b>	Actual usage
Incentives, Stipends	Actual usage
GED Tests	Actual usage
Bus Passes/Gas Vouchers	Actual usage
<b>Travel</b>	Actual usage-separate staff travel from participants
<b>Contracts-program related</b>	Actual usage-must provide contract and deliverables
<b>Supplies</b>	Actual usage-Separate operations from participants
<b>Communications</b>	Actual usage
Equipment rental	Actual usage
Copy Use	Actual usage
Computer repairs and maintenance	Actual Usage-Only applicable to computers used by WIOA activities
Phone	Actual usage
<b>Facility Costs</b>	Allocated-WIOA Program space square footage divided by total building square footage
Rent	Allocated, however; You cannot charge rent to the WIOA program if you own the building. You are only allowed to charge allocated depreciation expense based on square footage. If you are in a rent free building, you cannot charge rent to WIOA. We must have a current copy of the lease on file.
Pest Control	Actual Usage-Only applicable to space utilized by WIOA
Security	Actual Usage-Only applicable to space used by WIOA activities
Utilities	Allocated based on square footage

**NOTE:** Types of costs mentioned in this attachment can only be charged if they were part of your approved budget.

**Budget Narrative**  
July 2019 – May 2020

1. Staff Compensation \$ 42,701.00

The name of the employee hired is yet unknown however, this individual will be paid at a 9 – month teacher salary for Baldwin County Schools. This JAG Specialist position will be a full-time position who will follow the 182 - teacher day school calendar.

2. Staff Fringe Benefits \$18,178.62

Social Security	\$ 2,647.46
Medicare	\$ 619.16
Unemployment	\$ 12.81
Retirement	\$ 5,299.19
Insurance	\$ 9,600.00

3. Travel & Transportation \$ 11,806.68

This is a projected cost of travel to the district and state student organization conferences including the bus driver's rate of pay per day, gas for the bus, and meal allowances. Also, this amount accounts for the Specialist expense of travel for follow-up visits with students, employers and attending the required Jag professional development trainings with overnight hotel costs and meal allowances.

4. Facility Costs 0.00

5. Communications 0.00

6. Supplies \$ 2,370.53

The items purchased for this program will consist of consumable supplies such as: ink cartridges, pencils, pens, paper, arts and craft items, poster boards, etc.....

7. Equipment 0.00

8. Contractual ( Summer Stipend ) \$ 10,000

9. Other Direct Costs \$ 1,450.00

This amount consists of the registration costs to cover the students to attend the district and state student organization conferences.

10. Indirect Costs 0.00

Total: \$ 86,506.83

## Narrative

### Summary:

Over the past several years Baldwin County High School was identified as exceeding the ALSDE dropout rate. Findings show a discrepancy between reported dropouts and students who withdraw from school; other findings for the school indicate: The Average Daily Membership is 85% of the 1060 enrollment. The school reported the following Sir Offenses: Ninth Grade: On Campus Suspensions 231; Tenth Grade: On Campus Suspensions 203; Eleventh Grade: On Campus Suspensions 262; Twelfth Grade: On Campus Suspensions 147. The school also reported Expulsions: Ninth Grade: 3; Tenth Grade: 4; Eleventh Grade: 4. The number of disciplines reported in the SIR report for 2019-2020 school year was: Ninth Grade: 96, Tenth Grade: 98; Eleventh Grade: 86; Twelfth Grade: 67 and report that more than 105 students of 1060 enrollment are with three or more at risk dropout indicators. BCHS had 24 students dropped out and 7-10 students at risk of not graduating on time. The graduation rate for BCHS for 2018-2019 was 85 percent. The Average ACT score for this school is 16.7 for the 2017-2018 school year the deficiency being in Math and Reading. There are four students that are severely credit deficient, currently participating in an in-house program to recover credits. There are more than 20 students in the RTI program for students that are severely deficient in academics and at risk to graduate. These factors necessitate the need to create a program to encourage and assist these students with barriers to allow success in school and lives.

In addition to the data presented as a need for the program, the principal, Craig Smith, received notification from the Human Resource Director his school will lose to full State Allocated Teacher Units for the 2019-2020 school year. This loss will cause more discrepancies for student achievement in the areas of improvement over the barriers identified for student participation in WIOA. The students at Baldwin County High School will have less staff to address students' needs in the barriers as well as increase academic achievement. It is evident from the data that the need exists at this school for this program and that the students would benefit by receive funding from this grant to hire a full time staff member to be committed to the program. The grant request is for one full time position of a classroom instructor, with a BS Degree, and experience working with at risk students. The purpose of this grant will be to develop a JAG multiyear program to provide support to these identified students. The program will serve approximately 35-45 in school youth enrolled at Baldwin County High School during the 2019-2020 school year, between the ages of 16-19 in grade levels 11-12 with household incomes below 70%, a public school located in Bay Minette, Alabama. The grant will be used to provide funding for a teacher unit to begin this program and will include funds to assist with out of school opportunities for students to visit business and industry sites. The goal is to begin the program and advocate with the State Department of Education to begin funding the teacher unit in 2021-2022 and the following years.

The program to be implemented will follow the JAG (Jobs for Alabama Graduates) curriculum, it will provide guided curriculum standards for each grade level with 180 classroom hours of instruction that will incorporate classroom instruction, employability skills training,

adult mentoring, guidance and counseling, summer employment training, leadership development, work based learning activities, postsecondary education opportunities and will link to school and community based services; as well as professional development for the instructor beginning with the 2019-2020 school year. Jobs for Alabama's Graduates (JAG) will be a school-to-career program for at-risk high school youth, using a national model called Jobs for America's Graduates. JAG's mission is to keep young people in school and provide work-based learning experiences that will lead to career advancement opportunities or to enrollment in a postsecondary institution that leads them to a rewarding career.

The JAG program will incorporate into the curriculum the JAG's core competencies identified and validated by employers in the 1980's and 1990's in the following areas: Career Development, Job Attainment Competencies, Job Survival Competencies, Basic Competencies, Leadership and Self Development Competencies, Personal Skills Competencies; as well as the non-core competencies: Life Survival Skills, Work- Place Competencies, and Economic Empowerment Competencies. The target outcomes for the program will be to: (1) increase the percentage of participants with academic knowledge gain, (2) improve attendance, (3) decrease discipline referrals (4) obtain industry credentials (5) increase graduation rate (6) provide work based learning opportunities (7) provide seamless transition to post-secondary education through dual enrollment.

**Target:**

The target population will be at risk students to be identified by the Curriculum Leader

in collaboration with the School Counselors. The program will serve approximately 35-45 at risk school youth enrolled at Baldwin County High School during the 2019-2010 school year, between the ages of 16-19 in grade levels 11-12 with household incomes below 70%, a public school located in Bay Minette, Alabama. The Baldwin County High School staff will collaborate on the selection process of these students who will be enrolled in the public high school, Baldwin County High School for the 2019-2020 school year as stated above. The staff will include the Principal, Craig Smith; high school counselor, Erika Ford; the curriculum leader, Kay Lancaster and the school registrar, Jackie Reynolds. The One Stop Career Center staff under the management of Vivian Havel, will be a collaborative partner to assist in providing job opportunities and career guidance as well. The Baldwin County Board of Education's Job Coach assigned to the north schools, Joli Jones, will provide presentations on financial literacy, education opportunities as well as job shadowing experiences. Leila Morris, the Work Based Learning Instructor, will provide opportunities for work based learning on the job experiences. The Alabama Vocational Rehabilitation Services representative for this school will be asked to collaborate the services provided through this agency.

Students that meet the In School Youth Barriers: household income, basic skills deficient, ELL, Homeless, Runaway, Pregnant Teen, Disability, or in need of assistance to complete an education to hold employment will be eligible to participate in the program based on the seats available.

The lifetime cost of one dropout is \$292,000 to taxpayers and a life of unrealized potential for every dropout. This is unacceptable the JAG Program's success in other parts of the State of Alabama have proven to turn that untapped potential into a successful future for every student. Every student that drops out of high school is 63% more likely to be incarcerated. They are less likely to participate in democracy with only 4% voting. Dropouts are twice as likely to live in poverty and will experience unemployment rates at 12% or greater despite healthy economic conditions. Young women who give up on high school are nine times more likely to become young single mothers. Even if dropouts escape incarceration, avoid significant likelihood of chronic health issues, and are able to get actually get a job, their earning power is diminished to \$20,241 annually (\$10,000 lower than high school graduate and \$36,000 lower than a person with a bachelors). Alabama JAG meets dropout-bound students in some of the most difficult situations and leads them to a future of possibility. Last year in Alabama, the public and private sector came together to invest \$1.8 million in JAG programs; however, Baldwin County High School was not a recipient of these funds. Of the 303 dropout-bound students, 308 graduated (98.83%). That's a lifetime savings and return on investment of over \$96 million to Alabama and amazing youth potential given a fair chance at a better life. And, a better life for them, is a better life for all of Alabama. This program will be committed to serving the dropout-at risk student population at Baldwin County High School as well as those that meet the eligible criteria for the program. This program's will serve as a model to do the job. The goal is to seek and find an instructor with a caring and committed mindset for at risk students. There are 32 students at Baldwin County High School who aren't likely to make

graduation this year and the same could potentially happen again next year without a program to address this need. If funding is received the school will be committed to stand together for a better future for them and all of graduates at Baldwin County High School. This JAG program will stand ready, and positively change lives for generations to come.

Design/Services:

The design of the program will focus on the JAG Core Competencies in these areas: Career Development, Job Attainment Competencies, Job Survival Competencies, Basic Competencies, Leadership and Self Development Competencies, Personal Skills Competencies; as well as the non-core competencies: Life Survival Skills, Work- Place Competencies, and Economic Empowerment Competencies. The target outcomes for the program will be to: (1) increase the percentage of participants with academic knowledge gain, (2) improve attendance, (3) decrease discipline referrals (4) obtain industry credentials (5) increase graduation rate (6) provide work based learning opportunities (7) provide seamless transition to post-secondary education through dual enrollment.

The program will use direct made assessments in basic skills through the development of teacher made assessments, computer generated assessments, class observations and participation, and project based activities, field trip opportunities. The basic academic skills will be assessed using: the Scantron Assessment series, with results of each student's performance to be recorded in the database which will indicate standards performance improvement. Our goal is to increase student performance at a minimum increase of at least one grade level. The Career and Ready Dashboard monitored by the State Department of Education will be utilized

to manage and record performances of students in the College and Career Indicator Benchmarks as well as ACT scores. JAG standards will be monitored in the E-NDMS which allows monitoring of the data captured in the national, state and local databases. The 11th grade ACT score will be used to measure academic achievement. 12th grade assessment will focus on Career Ready Indicator benchmarks needed for graduation to include, college attainment, military commitment, industry recognized credential, Work-Keys Bronze Certificate or the ACT Benchmark Scores set by the State Department of Education.

The JAG Specialist will utilize the following tools for remediation to assist with improving the basic academic skills of students: TransMath, Language Live, Guided Reading, ACT Prep Initiative and Rewards. The JAG program components will be implemented to all students enrolled in the program. The components and descriptions are outlined as follows:

Classroom Instruction:

The trained JAG Specialist, will provide instruction in a classroom setting which is to include a warm caring environment with individualized and group instruction to identify at risk students. A component of the instruction will include ensuring students make academic success. Instruction may also include credit recovery components, interventions. Core competencies will be provided in the areas of: Career Development, Job Attainment, Job Survival, Basic Competencies, Leadership and Self Development and Personal Skills. Non-Core Competencies to be incorporated will be: Life Survival Skills, Work-Place Competencies and Economic Empowerment Competencies.

Employability Skills Training:

The JAG curriculum is designed to equip students with no less than 37 competencies that will prepare them to secure a quality job and/or pursue a postsecondary education upon graduation from high school. The BCBE Career Coach will assist to collaborate with the JAG Specialist to engage students with activities to include, Career Assessment, Interest Inventories, Four Year High School Plans, assistance with career guidance and goal setting, the end result for students will be to align career paths, as appropriate, including instruction in general workplace competencies and all aspects of industry.

Adult Mentoring:

The JAG specialist will provide individual attention to reduce the number of barriers preventions students from receiving a high school diploma, securing employment, or pursuing a postsecondary education and or training that leads to a career.

Guidance and Counseling:

The Jag Specialist will provide informal guidance to students on career and life decisions and based on the individual needs of students, connect them to professional counseling services to address more serious barriers. The high school counselor and social worker can assist with the collaboration of this area.

Summer Employment Training:

Following the end of the 2019-2020 school year, students will engage with the Work-based Learning Coordinator to assist with finding support for summer jobs, and or apprenticeships.

Leadership Development:

In-school students will participate in the highly motivational student-led JAG Career Association to develop leadership and teaming skills.

Job and Postsecondary Education Placement:

The Jag Specialists will engage in intensive employer marketing and job development activities to identify quality job placement opportunities for students upon graduation. Likewise, they will assist students in the exploration of postsecondary education opportunities and help navigate the financial aid and application process. The Career Coach will assist in collaboration with these activities.

Linkages to School and Community Based Services:

The JAG program will serve as a school based, "one stop center" to ensure that the students receive academic and social services from in school and community based resources as needed.

12 Month Follow Up Services:

The JAG Specialist and school resource staff will assist in providing a full 12 months of post-graduation, follow up services and support for on the job training and or pursuit of a postsecondary education. These activities will be collaborated with the Career Coach, Alabama Vocational Rehabilitation, School Counselor and the Work Based Learning Instructor. Accountability System. Systematic internet-based tracking of program activities, including students served, services delivered, and performance results are achieved. The e-NDMS allows monitoring of the data captured in the national, state and local databases.

Professional Development:

Continuous improvement of results through the professional development of state and local staff will be an ongoing service provided by the JAG State organization this will be essential to provide the most qualified instructor to grow professionally for the success of the program.

Format of the Program:

The JAG program will be implemented in the 2019-2020 school year. An announcement will be made public for hiring by the Human Resource Department of the Baldwin County School System using the job description for a JAG Specialist. The candidates will be reviewed and a decision will be made for the right candidate. After hiring a JAG Specialist the JAG course applicable with grades 11 and 12 will be available for enrolling students, the staff will identify students to participate. The first day of class is projected to on the regular first day of school for the Baldwin County School System which is scheduled to begin on August, 14 2019. Youth receiving the services of this program will begin with classroom instruction beginning August, 2019. The program will be offered during the normal school day between the hours of 8:00 AM and 3:00 PM. Students will receive no less than 140 hours of seat time in the setting that will include classroom instruction, job shadowing, work based learning and presentations from industry.

Personnel to Deliver the Instruction:

The school currently does not have any teacher units available to offer this program nor will they have any staff members in the future due to a loss of teacher units for the 2019-2020 school year; all teacher units are allocated to academic instruction. If funding is received a JAG

Specialist will be hired to deliver the instruction and will collaborate with the partners listed to assists with the engaging instruction and activities to make the program successful: Job Coach, Work Based Learning Instructor, Guidance Counselor, Curriculum Instructional Leader, Administration, One Stop Career Center, Alabama Vocational Rehabilitation Representative, Community Involvement with industry and the North Baldwin Chamber of Commerce.

Location:

The JAG program will be delivered at the campus of the public Baldwin County High School located at One Tiger Drive in Bay Minette, Alabama. All classroom activities will be conducted on the campus, while job shadowing and other work based learning activities may be provided in industry settings. All participants in this program will be transported to and from the high school setting by the Baldwin County Public Schools transportation on bus and or by a parent.

Non-Duplication:

Currently, Baldwin County High School does not have any existing at-risk or a drop-out prevention programs similar to a JAG Program; therefore there is no duplication of services in this program. The school system does currently offer a program for severe academic deficient students, however; the program is only to recover academic course credit and does not offer any activities to promote success to the student in any other area of the barriers the students possess.

Experience:

The qualified candidate for this position will have experience to work with at risk youth.

The administrator and staff will support the JAG Program, the State Department Administrator Specialist, and Mandy Nichols; will also monitor and provide support for this program and the instructor.

Governor Ivey has given her endorsement to the State Department of Education for JAGS of Alabama Programs, she has provided funding for several of these programs across the State; unfortunately, Baldwin County has not been a recipient of these funds or programs. The success of these programs in our State has driven the need for writing this grant request to begin a program at Baldwin County High School. With the support identified to be provided for the program and instructor, it is the belief that Baldwin County High School is deserving for a program and can deliver a quality JAG Program.

Students at Baldwin County High School deserve an opportunity just as other students in the State of Alabama for a dedicated person to offer a JAG Program to address the needs of these at risk or drop out potential students. With a dedicated person to address the needs and monitor student achievement it is the belief of the staff at Baldwin County High School that this JAG Program will be a successful model for student achievement and graduates that will become in the future gainfully employed workers in Baldwin County, Alabama.

The mission of the school and the district is to provide in partnership with the community a quality education that fosters learning and a vision to create a world class learning environment. The goal of the JAG Program will be to be a collaborative team with the stakeholders to provide opportunities that will bring about academic and remove barriers for a group of at risk students enrolled at Baldwin County High School. The management of the

program will be provided in collaboration with the teacher, the staff at Baldwin County High School as well as meeting all of the Alabama State Department of Education Requirements for a State of Alabama Jag Program. All aspects of the program will be managed to meet the WIOA guidelines as well. The timeline attached with this grant will be used as a guideline or a checklist to keep track of the goals and measurements outlined of the program. The team will review these targets each month to assure that the program is meeting the stated objectives as well as student performance measurements are progressing as stated. The teacher and the curriculum leader in conjunction with the counselor will be responsible for the record keeping and data results. The financial aspect of the grant will be comprised of the payment of the instructor of the program to be made by the Baldwin County Board of Education's payroll department. The remaining funds will be maintained by the bookkeeper at the Baldwin County High School to be distributed for payment of transportation to trips to business and industry visits by students. Reimbursement invoices will be mailed to Lisa Thomas, VP of Finance with SWAPTE.

Outcomes:

As previously mentioned in the grant, the target outcomes for the program will be to: (1) increase the percentage of participants with academic knowledge gain, (2) improve attendance, (3) decrease discipline referrals (4) obtain industry credentials (5) increase graduation rate (6) provide work based learning opportunities (7) provide seamless transition to post-secondary education through dual enrollment.

# JOBS FOR ALABAMA'S GRADUATES (JAG) PROGRAM

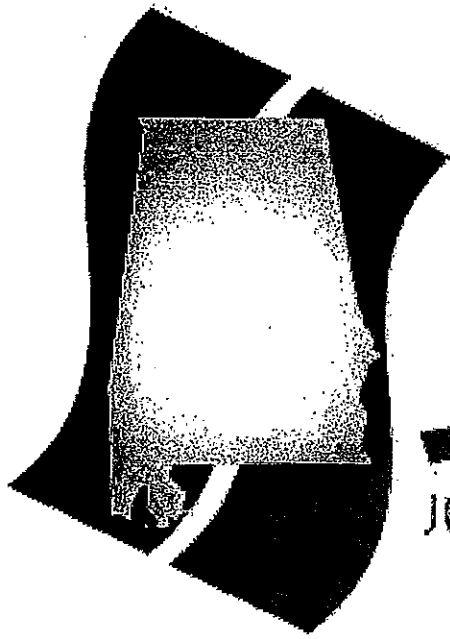
FY 2019-2020

School System: Baldwin County	Site Name: Baldwin County High School-JAG Program
Curriculum Leader: Kay Lancaster	Site Coordinator: Kay Lancaster, Teacher TBD

<b>NOTE: Outcomes and Impacts should be SMART: Specific, Measurable, Action-oriented, Realistic, and Timed (Add pages as necessary.)</b>			
<b>RESOURCES</b> (In order to accomplish our set of activities, we will need the following resources. Include timeline and specific source of resource information.)	<b>ACTIVITIES</b> (In order to address our need, we will conduct the following activities.)	<b>OUTPUTS</b> (We expect that once short-term and long-term outcomes are completed or underway, these activities will produce the following results.)	<b>SHORT- &amp; LONG-TERM OUTCOMES</b> (We expect that if funded, short-term and long-term outcomes will result in the changes identified within one to five years.)
<p><u>July, 2019</u> Collect data and use barriers to identify participants.</p>	<p>JAG Specialist will collaborate with school dropout supervisor identify participants.</p>	<p>Student attendance and behavior/discipline referrals will decrease.</p>	<p><b>IMPACT</b> (We expect that if funded, this proposal will lead to the following changes for students in this LEA in one to five years.)</p> <p>90% of students participating in the program will exhibit on-track indicators for on-time graduation with their cohort.</p>
<p><u>August-2019-May 2020</u> Provide a caring supportive environment for students that are at risk in a classroom instruction environment.</p>	<p>Classroom instruction provided to participants in the JAG program.</p>	<p>Academic success with improved progression will occur that decreases students failing academic courses.</p>	<p>80% of students participating in the program should attain an Alabama Readiness Certificate, Career Ready Indicator, work based learning job or post-secondary placement at the completion of the program.</p>
<p><u>August 2019</u> <u>April 2020</u></p>	<p>Schedule Student Organization program of work and activities. Participate in State Career Conference</p>	<p>Student participation in student organization will increase.</p>	<p>90% of students participating in the program will demonstrate positive work values and productivity as measured during the 12-month post-secondary follow up period.</p>

November, 2019	Develop connections and coordinate community outreach programs that bring the resources of the community to the student.	Student motivation will improve which will create a decrease in suspension, expulsions and dropouts.	Students exhibit an enhanced knowledge regarding post high school career opportunities.	90% of students participating in the program will demonstrate positive outcomes through employment attainment, enrollment in post-secondary education or service in the military.
November 2019	Schedule Job Coach for guided career activities, (Kuder, interest inventories, career match)	Self worth will improve in student's personal outlook on life. Education and career goals will be developed.	Students will demonstrate an understanding of self-value and how it effects life and decision-making.	80% of students participating in the program will demonstrate positive work values and productivity as measured during the 12-month post-secondary follow up period.
January, 2020	Schedule Adult Mentors to provide participants information in employment, postsecondary opportunities.	A connection to career opportunities will be enhanced	Students identify a career path and effectively use resources to set attainment goals.	80% of students participating in the program will demonstrate positive work values and productivity as measured during the 12-month post-secondary follow up period.
January, 2020	Facilitate linkages to the school and community based services (Visit to One Stop Career Center look at career outlooks)	Employment skills will increase.	Students use effective career development skills related to individual post secondary goals.	80% of students participating in the program will demonstrate positive work values and productivity as measured during the 12-month post-secondary follow up period.
On-going through year August 2019-May 2020	Maintain assessment and reporting documentation of student progress.	Basic skill deficiencies in reading and math will increase.	Students attain higher academic and engagement performance as measured in core-course GPA.	90% of students participating in the program will exhibit on-track indicators for on-time graduation with their cohort.
Jan-May, 2020	Refer students to outside agencies and in school programs as it relates to students individual need.	Academic performance will improve.	Students attain higher academic and engagement performance as measured in core-course	90% of students participating in the program will exhibit on-track indicators for on-time graduation with their cohort.

Aug 2019-May, 2020	Schedule school counselors for weekly visits either individual or small groups with students.	An increase in the sense of belonging and positive work values.	GPA. Students engage in effective team membership and individual leadership through successful completion of program and student organization activities.	60% of students participating in the program will demonstrate positive work values and productivity as measured during the 12-month post-secondary follow up period.
Jan-May 2020	Collaborate with Job Coach and Cooperative Education Coordinators to discuss employment opportunities and to begin identifying summer employment opportunities.	Marketable occupational skills will increase through participation in work experiences.	Students establish a positive work history and develop positive self-esteem through effective participation in community work-based learning opportunities.	80% of students participating in the program will demonstrate positive work values and productivity as measured during the 12-month post-secondary follow up period.
May, 2020-July, 2020	Follow Up on Students	Job Placement	Provide needed support and guidance for students to ensure they are successful on the job.	40% of students enrolled in the program will secure summer jobs and or job seeking assistance.



**JAG**

JOBS FOR ALABAMA'S GRADUATES

**A MODEL CURRICULUM**

FOR THE

**MULTI-YEAR PROGRAM APPLICATION**

of the

**JAG MODEL**

## 9TH GRADE CURRICULUM

INTRODUCTION	PRACTICE	MASTERY		
<b>BASIC SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 25	Perform mathematical calculations
<b>LEADERSHIP AND SELF-DEVELOPMENT SKILLS</b>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. 27	Demonstrate team leadership
<b>PERSONAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 32	Identify a self-value system and how it affects life
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 34	Identify process of decision-making
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 35	Demonstrate ability to assume responsibility for actions and decisions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 36	Demonstrate a positive attitude
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 37	Develop a healthy self-concept for home, school, and work
<b>LIFE SURVIVAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 38	Evaluate a career plan to determine appropriate postsecondary educational options
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 39	Identify how best to achieve marketable occupational skills for an entry-level job
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 40	Conduct a job analysis
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 41	Apply critical thinking skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 42	Demonstrate effective study skills
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 45	Understand the essential elements of high performing work teams
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 47	Demonstrate techniques for building commitment by others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 48	Demonstrate an openness to change
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 49	Provide constructive feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 51	Demonstrate politeness and civility
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 52	Demonstrate an ability to adapt to people and situations
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 53	Exhibit work ethics and behaviors essential to success
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 54	Set and prioritize goals and establish a timeline for achieving them
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 55	Demonstrate use of the problem solving process
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 56	Demonstrate an ability to analyze the strengths and weaknesses of self and others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 58	Identify ways to build mutual trust and respect
<b>WORKPLACE SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 60	Demonstrate punctuality and good attendance practices
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. 61	Demonstrate initiative and proactivity
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. 62	Demonstrate how to work effectively with others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 66	Demonstrate an ability to follow and give directions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 69	Demonstrate a willingness to accept responsibility for one's own actions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. 70	Demonstrate a commitment in completing work assignments accurately and in a timely fashion
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 73	Demonstrate enthusiasm for work (career development)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 78	Demonstrate basic computer operation skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 79	Demonstrate an ability to learn from past experiences

*It is assumed that 9th grade students will remain in the JAG program through the 12th grade.*

# 10TH GRADE CURRICULUM

INTRODUCTION	PRACTICE	MASTERY		
<b>BASIC SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 25	Perform mathematical calculations
<b>LEADERSHIP AND SELF-DEVELOPMENT SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 27	Demonstrate team leadership
<b>PERSONAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 32	Identify a self-value system and how it affects life
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 34	Identify process of decision-making
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 35	Demonstrate ability to assume responsibility for actions and decisions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 36	Demonstrate a positive attitude
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 37	Develop a healthy self-concept for home, school, and work
<b>LIFE SURVIVAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 38	Evaluate a career plan to determine appropriate postsecondary educational options
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 39	Identify how best to achieve marketable occupational skills for an entry-level job
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 40	Conduct a job analysis
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 41	Apply critical thinking skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 42	Demonstrate effective study skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 45	Understand the essential elements of high performing work teams
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 47	Demonstrate techniques for building commitment by others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 48	Demonstrate an openness to change
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 49	Provide constructive feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 50	Negotiate solutions to conflicts
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 51	Demonstrate politeness and civility
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 53	Exhibit work ethics and behaviors essential to success
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 54	Set and prioritize goals and establish a timeline for achieving them
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 55	Demonstrate use of the problem solving process
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 56	Demonstrate an ability to analyze the strengths and weaknesses of self and others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 58	Identify ways to build mutual trust and respect
<b>WORKPLACE SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 60	Demonstrate punctuality and good attendance practices
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 61	Demonstrate initiative and proactivity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 62	Demonstrate how to work effectively with others expectations expectations information being conveyed
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 66	Demonstrate an ability to follow and give directions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 69	Demonstrate a willingness to accept responsibility for one's own actions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 70	Demonstrate a commitment in completing work assignments accurately and in a timely fashion
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 73	Demonstrate enthusiasm for work
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 74	Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 78	Demonstrate basic computer operation skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 79	Demonstrate an ability to learn from past experiences

# 11TH GRADE CURRICULUM

INTRODUCTION	PRACTICE	MASTERY
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## BASIC SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 25	Perform mathematical calculations

## LEADERSHIP AND SELF-DEVELOPMENT SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 27	Demonstrate team leadership

## PERSONAL SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 34	Identify process of decision-making

## LIFE SURVIVAL SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 38	Evaluate a career plan to determine appropriate postsecondary educational options
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 39	Identify how best to achieve marketable occupational skills for an entry-level job
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 40	Conduct a job analysis
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 41	Apply critical thinking skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 42	Demonstrate effective study skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 45	Understand the essential elements of high performing work teams
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 47	Demonstrate techniques for building commitment by others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 48	Demonstrate an openness to change
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 50	Negotiate solutions to conflicts
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 51	Demonstrate politeness and civility
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 52	Demonstrate an ability to adapt to people and situations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 54	Set and prioritize goals and establish a timeline for achieving them
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 55	Demonstrate use of the problem solving process
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 56	Demonstrate an ability to analyze the strengths and weaknesses of self and others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 58	Identify ways to build mutual trust and respect

## WORKPLACE SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 60	Demonstrate punctuality and good attendance practices
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 61	Demonstrate initiative and proactivity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 62	Demonstrate how to work effectively with others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 67	Demonstrate good reasoning skills, which result in thinking first, then taking action
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 69	Demonstrate a willingness to accept responsibility for one's own actions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 70	Demonstrate a commitment in completing work assignments accurately and in a timely fashion
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 73	Demonstrate enthusiasm for work
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 74	Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 78	Demonstrate basic computer operation skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 79	Demonstrate an ability to learn from past experiences

# 12TH GRADE CURRICULUM

## CAREER DEVELOPMENT SKILLS

INTRODUCTION	PRACTICE	MASTERY		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 1	Identify occupational interests, aptitudes and abilities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 2	Relate interests, aptitudes and abilities to appropriate occupations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 3	Identify desired life style and relate to selected occupations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 4	Develop a career path for a selected occupation
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 5	Select an immediate job goal
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 6	Describe the conditions and specifications of the job goal

## JOB ATTAINMENT SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 7	Construct a resume
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 8	Conduct a job search
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 9	Develop a letter of application
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 10	Use the telephone to arrange an interview
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 11	Complete application forms
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 12	Complete employment tests
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 13	Complete a job interview

## JOB SURVIVAL SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 14	Demonstrate appropriate appearance
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 15	Understand what employers expect of employees
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 16	Identify problems of new employees
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 17	Demonstrate time management
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 18	Follow directions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 19	Practice effective human relations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 20	Appropriately quit a job

## BASIC SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 25	Perform mathematical calculations

## LEADERSHIP AND SELF-DEVELOPMENT SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 27	Demonstrate team leadership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 28	Deliver presentations to a group
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 29	Compete successfully with peers
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 30	Demonstrate commitment to an organization

## PERSONAL SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 32	Identify a self-value system and how it affects life
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 34	Identify process of decision-making
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 35	Demonstrate ability to assume responsibility for actions and decisions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 36	Demonstrate a positive attitude
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 37	Develop a healthy self-concept for home, school, and work

# JAG COMPETENCIES

**E**mployers were asked to validate JAG's core competencies (A.1 to F.37) in the 1980's and again in the 1990's. In the late 1990's, employers identified and validated the non-core competencies (G.1 to H.81). Senior Program graduates are required to attain the core competencies while the Multi-Year Program graduates will complete the core and non-core competencies depending upon the number of years they receive services. The competencies include:

## A. 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.

## B. 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.

## C. Job Survival Competencies

- C.14 Demonstrate appropriate appearance.
- C.15 Understand what employers expect 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.

## D. Basic 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.

## E. Leadership and Self-Development Competencies

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

## **F. Personal Skills Competency**

- F.31 Understand 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.

## **G. 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 the 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 and others.
- 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.

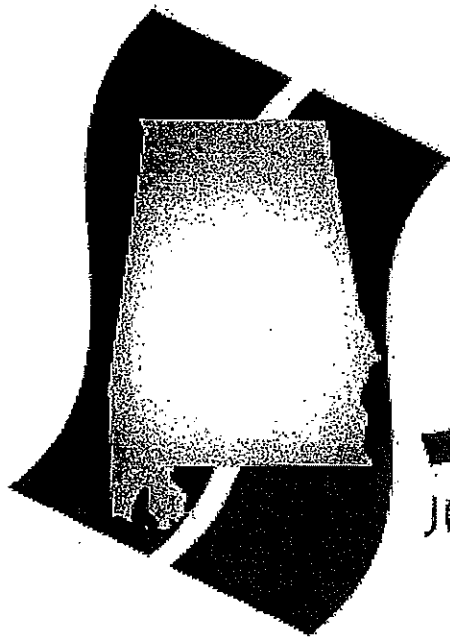
## **H. Work Place Competencies**

- 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 their 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 workplace.
- 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 an 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.

**I. 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](http://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)



# JAG

JOB'S FOR ALABAMA'S GRADUATES

**A MODEL CURRICULUM**  
FOR THE  
**MULTI-YEAR PROGRAM APPLICATION**  
of the  
**JAG MODEL**

## 9TH GRADE CURRICULUM

INTRODUCTION	PRACTICE	MASTERY		
<b>BASIC SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 25	Perform mathematical calculations
<b>LEADERSHIP AND SELF-DEVELOPMENT SKILLS</b>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. 27	Demonstrate team leadership
<b>PERSONAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 32	Identify a self-value system and how it affects life
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 34	Identify process of decision-making
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 35	Demonstrate ability to assume responsibility for actions and decisions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 36	Demonstrate a positive attitude
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 37	Develop a healthy self-concept for home, school, and work
<b>LIFE SURVIVAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 38	Evaluate a career plan to determine appropriate postsecondary educational options
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 39	Identify how best to achieve marketable occupational skills for an entry-level job
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 40	Conduct a job analysis
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 41	Apply critical thinking skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 42	Demonstrate effective study skills
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 45	Understand the essential elements of high performing work teams
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 47	Demonstrate techniques for building commitment by others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 48	Demonstrate an openness to change
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 49	Provide constructive feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 51	Demonstrate politeness and civility
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 52	Demonstrate an ability to adapt to people and situations
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 53	Exhibit work ethics and behaviors essential to success
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 54	Set and prioritize goals and establish a timeline for achieving them
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 55	Demonstrate use of the problem solving process
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 56	Demonstrate an ability to analyze the strengths and weaknesses of self and others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 58	Identify ways to build mutual trust and respect
<b>WORKPLACE SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 60	Demonstrate punctuality and good attendance practices
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. 61	Demonstrate initiative and proactivity
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. 62	Demonstrate how to work effectively with others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 66	Demonstrate an ability to follow and give directions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 69	Demonstrate a willingness to accept responsibility for one's own actions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. 70	Demonstrate a commitment in completing work assignments accurately and in a timely fashion
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 73	Demonstrate enthusiasm for work (career development)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 78	Demonstrate basic computer operation skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 79	Demonstrate an ability to learn from past experiences

*It is assumed that 9th grade students will remain in the JAG program through the 12th grade.*

# 10TH GRADE CURRICULUM

INTRODUCTION	PRACTICE	MASTERY		
<b>BASIC SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 25	Perform mathematical calculations
<b>LEADERSHIP AND SELF-DEVELOPMENT SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 27	Demonstrate team leadership
<b>PERSONAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 32	Identify a self-value system and how it affects life
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	F. 34	Identify process of decision-making
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 35	Demonstrate ability to assume responsibility for actions and decisions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 36	Demonstrate a positive attitude
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 37	Develop a healthy self-concept for home, school, and work
<b>LIFE SURVIVAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 38	Evaluate a career plan to determine appropriate postsecondary educational options
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 39	Identify how best to achieve marketable occupational skills for an entry-level job
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 40	Conduct a job analysis
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 41	Apply critical thinking skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 42	Demonstrate effective study skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 45	Understand the essential elements of high performing work teams
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 47	Demonstrate techniques for building commitment by others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 48	Demonstrate an openness to change
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 49	Provide constructive feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. 50	Negotiate solutions to conflicts
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 51	Demonstrate politeness and civility
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 53	Exhibit work ethics and behaviors essential to success
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 54	Set and prioritize goals and establish a timeline for achieving them
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 55	Demonstrate use of the problem solving process
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 56	Demonstrate an ability to analyze the strengths and weaknesses of self and others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 58	Identify ways to build mutual trust and respect
<b>WORKPLACE SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 60	Demonstrate punctuality and good attendance practices
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 61	Demonstrate initiative and proactivity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 62	Demonstrate how to work effectively with others expectations expectations information being conveyed
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 66	Demonstrate an ability to follow and give directions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 69	Demonstrate a willingness to accept responsibility for one's own actions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 70	Demonstrate a commitment in completing work assignments accurately and in a timely fashion
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 73	Demonstrate enthusiasm for work
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	H. 74	Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 78	Demonstrate basic computer operation skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 79	Demonstrate an ability to learn from past experiences

# 11TH GRADE CURRICULUM

INTRODUCTION	PRACTICE	MASTERY		
<b>BASIC SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 25	Perform mathematical calculations
<b>LEADERSHIP AND SELF-DEVELOPMENT SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. 27	Demonstrate team leadership
<b>PERSONAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 34	Identify process of decision-making
<b>LIFE SURVIVAL SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 38	Evaluate a career plan to determine appropriate postsecondary educational options
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 39	Identify how best to achieve marketable occupational skills for an entry-level job
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	G. 40	Conduct a job analysis
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 41	Apply critical thinking skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 42	Demonstrate effective study skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 45	Understand the essential elements of high performing work teams
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 47	Demonstrate techniques for building commitment by others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 48	Demonstrate an openness to change
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 50	Negotiate solutions to conflicts
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 51	Demonstrate politeness and civility
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 52	Demonstrate an ability to adapt to people and situations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 54	Set and prioritize goals and establish a timeline for achieving them
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 55	Demonstrate use of the problem solving process
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 56	Demonstrate an ability to analyze the strengths and weaknesses of self and others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	G. 58	Identify ways to build mutual trust and respect
<b>WORKPLACE SKILLS</b>				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 60	Demonstrate punctuality and good attendance practices
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 61	Demonstrate initiative and proactivity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 62	Demonstrate how to work effectively with others
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 67	Demonstrate good reasoning skills, which result in thinking first, then taking action
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 69	Demonstrate a willingness to accept responsibility for one's own actions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 70	Demonstrate a commitment in completing work assignments accurately and in a timely fashion
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 73	Demonstrate enthusiasm for work
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 74	Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 78	Demonstrate basic computer operation skills
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	H. 79	Demonstrate an ability to learn from past experiences

# 12TH GRADE CURRICULUM

## CAREER DEVELOPMENT SKILLS

INTRODUCTION	PRACTICE	MASTERY		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 1	Identify occupational interests, aptitudes and abilities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 2	Relate interests, aptitudes and abilities to appropriate occupations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 3	Identify desired life style and relate to selected occupations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 4	Develop a career path for a selected occupation
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 5	Select an immediate job goal
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A. 6	Describe the conditions and specifications of the job goal

## JOB ATTAINMENT SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 7	Construct a resume
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 8	Conduct a job search
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 9	Develop a letter of application
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 10	Use the telephone to arrange an interview
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 11	Complete application forms
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 12	Complete employment tests
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B. 13	Complete a job interview

## JOB SURVIVAL SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 14	Demonstrate appropriate appearance
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 15	Understand what employers expect of employees
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 16	Identify problems of new employees
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 17	Demonstrate time management
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 18	Follow directions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 19	Practice effective human relations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C. 20	Appropriately quit a job

## BASIC SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 21	Comprehend verbal communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 22	Comprehend written communications
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 23	Communicate in writing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 24	Communicate verbally
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D. 25	Perform mathematical calculations

## LEADERSHIP AND SELF-DEVELOPMENT SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 26	Demonstrate team membership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 27	Demonstrate team leadership
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 28	Deliver presentations to a group
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 29	Compete successfully with peers
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	E. 30	Demonstrate commitment to an organization

## PERSONAL SKILLS

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 31	Understand types of maturity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 32	Identify a self-value system and how it affects life
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 33	Base decisions on values and goals
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 34	Identify process of decision-making
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 35	Demonstrate ability to assume responsibility for actions and decisions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 36	Demonstrate a positive attitude
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	F. 37	Develop a healthy self-concept for home, school, and work

# JAG COMPETENCIES

**E**mployers were asked to validate JAG's core competencies (A.1 to F.37) in the 1980's and again in the 1990's. In the late 1990's, employers identified and validated the non-core competencies (G.1 to H.81). Senior Program graduates are required to attain the core competencies while the Multi-Year Program graduates will complete the core and non-core competencies depending upon the number of years they receive services. The competencies include:

## A. 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.

## B. 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.

## C. Job Survival Competencies

- C.14 Demonstrate appropriate appearance.
- C.15 Understand what employers expect 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.

## D. Basic 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.

## E. Leadership and Self-Development Competencies

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

## **F. Personal Skills Competency**

- F.31 Understand 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.

## **G. 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 the 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 and others.
- 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.

## **H. 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 their 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 workplace.
- 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 an 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.

**I. 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](http://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)

**CERTIFICATION REGARDING LOBBYING ACTIVITIES**  
Certification for Contracts, Grants, Loans and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

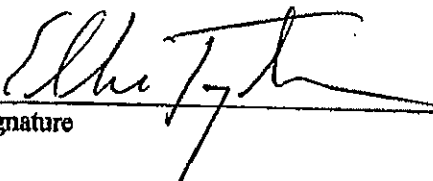
(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence and officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-L.L.L., "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, and U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$ 10,000 and not more than \$100,000 for each such failure.

Eddie Tyler, Superintendent      Baldwin County Board of Ed  
Name/Title of Authorized Representative      Organization

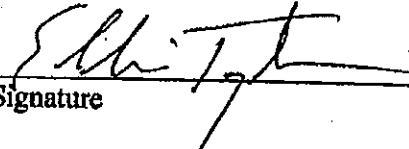
      4-25-19  
Signature      Date

### Certification Regarding a Drug Free Workplace

Pursuant to the Drug-Free Workplace Act of 1988 the Proposer/Contractor does hereby certify to Southwest Alabama Partnership for Training and Employment that it will or will continue to provide a drug-free workplace by:

- 1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the proposer's/contractor's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- 2) Establishing an ongoing drug-free awareness program to inform employees about--
  - a. The dangers of drug abuse in the workplace;
  - b. The proposer's/contractor's policy on maintaining a drug-free workplace;
  - c. Any available drug counseling, rehabilitation and employee assistance programs; and
  - d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- 3) Making it a requirement that each employee to be engaged in the performance of work under its proposal/contract with Southwest Alabama Partnership for Training and Employment be given a copy of the statement required by paragraph 1);
- 4) Notifying the employee in the statement required by paragraph 1) that, as a condition of employment under the proposal/contract, the employee will--
  - a. Abide by the terms of the statement; and
  - b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- 5) Notifying the Southwest Alabama Partnership for Training and Employment in writing, within ten calendar days after receiving notice under paragraph 4 b., above, from an employee or otherwise receiving actual notice of such conviction;
- 6) Taking one of the following actions, within thirty calendar days of receiving notice under paragraph 4 b., above, with respect to any employee who is so convicted--
  - a. Taking appropriate personnel action against such an employee, up to and including termination, consistent with applicable law; or
  - b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health law enforcement or other appropriate agency;
- 7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1) through 6), above, at the site(s) for performance of work in connection with the applicable proposal/contract.

Eddie Tyler, Superintendent Baldwin County Board of Ed  
Name/Title of Authorized Representative Organization

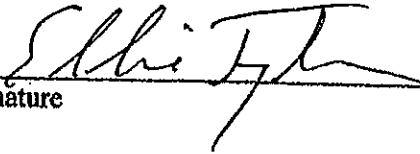
 4-25-19  
Signature Date

**Certification of Current Cost or Pricing Data**

This is to certify that, to the best of my knowledge and belief, the cost or pricing data, submitted, either actually or by specific identification in writing to Southwest Alabama Partnership for Training and Employment in support of the WIOA - Youth Program is accurate, complete and current as of Jan 1<sup>st</sup>, 2018.

This certification includes the cost or pricing data supporting any advance agreements and forward pricing agreements between the Proposer and Southwest Alabama Partnership for Training and Employment that are part of the proposal.

Eddie Tyler, Superintendent      Baldwin County Board of Ed  
Name/Title of Authorized Representative      Organization

      4-25-19  
Signature      Date of execution

**REQUEST FOR Dun & Bradstreet (D&B)  
D-U-N-S Number**

When awarding subcontracts to area providers, we are required to obtain the "DUNS Number" for any agreements funded with WIOA funds. The number has to also be registered with Central Contractor Registration on their web site at <http://www.ccr.gov>.

Dun & Bradstreet (D&B) provides a D-U-N-S Number, a unique nine digit number, for each physical location of your business.

D-U-N-S Number assignment is FREE for all businesses required to register with the US Federal government for contracts or grants.

You may request your D-U-N-S Number via the Web. If one does not exist for your business location, it can be created within 1 business day.

You may also request your D-U-N-S Number by phone. U.S. and U.S. Virgin Islands: 1-866-705-5711 and Alaska and Puerto Rico: 1-800-234-3867 (Select Option 2, then Option 1)

If you do not have a DUNS Number for your business location, please go to <http://www.ccr.gov>, which includes a link to D&B in order to secure the number, which will then need to be registered by you as noted above.

Contractor Name / Address:

DUNS Number:

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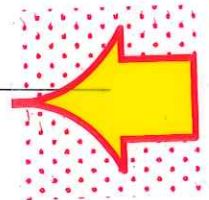
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**Certification:** I hereby certify that the above DUNS Number is for our business location and it has been registered at <http://www.ccr.gov> and will remain current during the term of this award (2 CFR Part 176.50 (c)).

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title



**SIGN  
HERE**

\_\_\_\_\_  
Name (print)

\_\_\_\_\_  
Date