



## **Notice of Availability of Funds Jobs for America's Graduates Out-of-School Pilot Grants**

### **Background**

The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. The legislation makes key investments in serving disconnected youth and other vulnerable populations by increasing the use of proven service models, such as on-the-job training, pre-apprenticeships, summer jobs, and internships, so that youth can be prepared for employment.

To advance the purpose and intent of WIOA, the State Workforce Development Board (SWDB) identifies, invests in, and supports educational and developmental strategies to better prepare a skilled workforce for current and emerging jobs. The Jobs for America's Graduates (JAG) Out-of-School (OOS) Model aligns with WIOA and is a proven strategy for improving educational and employment outcomes for youth with barriers. As such, SWDB has approved funding in the amount of **\$400,000** to pilot the JAG OOS Model.

JAG is a state-based, national non-profit organization dedicated to preventing and recovering educational dropouts among young people who possess a multitude of barriers to success. Since 1980, JAG has delivered consistent, compelling results – helping over one million middle school, high school, and out-of-school students to stay in school through graduation (or completion of a high school equivalency diploma), pursue a postsecondary education and/or secure quality entry-level employment that leads to career advancement opportunities. Dedicated, professional and well-trained JAG Specialists work tirelessly and creatively to help identify young people with significant barriers to academic, personal, and/or career success; deliver engaging and effective outcome-based JAG Model services; keep JAG students committed through graduation; and deliver the 12-month post-graduation job and college follow-up period services.

The JAG Model is the platform on which six program applications have been tested and continuously improved for over 35 years: Middle School, Alternative Education, Multi-Year, Senior Only, Out-of-School, and College Success.

The JAG Model was launched in South Carolina in 2005 with the implementation of the Multi-Year Model at fourteen high school sites. Piloted initially by SWDB, JAG-South Carolina is now supported by the South Carolina Department of Employment and Workforce (DEW). JAG-SC is entering its thirteenth year of service at the original pilot schools and has assisted over 11,000 youth across the state at 25 JAG-affiliated sites. JAG-SC is an award winning JAG program, having exceeded all of the national JAG performance outcomes for seven consecutive years.

### **Program Purpose**

The funds set aside by SWDB will be used to replicate the success of the JAG Model with an out-of-school population. The JAG Out-of-School Model targets youth ages 16-24 who are no longer enrolled in a secondary school. During the program, participants will:

- complete the requirements for a high school diploma or a GED certificate,
- attain JAG’s basic employability skills through classroom instruction,
- participate in the professional association to develop, practice and refine personal and leadership skills,
- participate in work-based learning experiences, and
- receive twelve (12) months of follow-up services by the JAG Specialist in which JAG participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance their career entry and advancement.

Additionally, participants will receive wraparound supportive services to address their basic needs and reduce or eliminate barriers to success.

### **Period of Performance**

The funding set-aside by SWDB will support the planning, implementation, and start-up of JAG OOS or drop-out prevention programs for a period of not more than 24 months, which must include a 12-month follow-up period. The anticipated date of award is **February 28, 2018**. The period of performance may include up to three months for planning, including a grant orientation provided by DEW and JAG Specialist Training.

### **Eligible Applicants**

All public and private entities are eligible to apply for a JAG OOS Pilot Grant. Entities that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal programs or activities are not eligible to receive grant funding. Additionally, entities that have failed to perform successfully and/or sustain fiscal integrity on previously awarded grants are not eligible to apply. Successful performance includes timeliness or compliance with applicable reporting requirements, conformance to the terms and conditions of previous Federal awards, and meeting or achieving the expected outcomes. Entities with demonstrated expertise in serving youth or young adults with barriers to employment are strongly encouraged to apply.

Each applicant may only submit one application for funding. To ensure full implementation of the JAG Model Program, applicants are required to partner and collaborate with relevant workforce, education, and community partners. Applicants are required to partner with JAG-SC and are strongly encouraged to partner with their Local Workforce Development Board (LWDB) and WIOA Adult and Youth programs.

Partnership and collaboration must be demonstrated through Letters of Support that clearly express the entity’s intent to be an active partner and specifically define the entity’s role and responsibilities as they relate to grant implementation. If awarded a pilot grant, applicants must obtain a written agreement via a Memorandum of Understanding (MOU) or a contract to partner with the entity no later than three months from the beginning of the grant. The agreement should be submitted to the Grantor.

### **Eligible Participants**

In order to be eligible for the JAG OOS program, participants must:

- be between the ages of 16-24;
- not be enrolled in the secondary school system (public or private);
- not possess a high school diploma or GED; and
- possess multiple barriers that may impede employment and earnings potential.

**Note: There must be an average of at least 5 barriers to success across all program participants.**

### **Expenditure of Funds**

Applicants may apply for funding up to **\$200,000** to be spent over a 24-month period. Grant funds are intended as assistance in piloting or establishing a JAG Out-of-School program that will be sustainable after the end of the grant period. During the grant period, funds may be used to support staff salaries and fringe benefits, program supplies, facility expenses, and staff travel and professional development. Funds may also be used for participant assessments, supportive services, classroom training, and wages/stipends paid for work-based learning. No more than 10 percent of total grant expenditures may be used to support grant administration.

### **Expected Outcomes**

The JAG OOS Model is outcome driven. At the completion of the 12-month follow-up period, the following outcomes are expected to have been achieved:

- 50 percent of program participants have received their GED or high school diploma;
- 80 percent of program participants have experienced a positive outcome from the program, which may include employment, enrollment in or planned postsecondary education, or military service;
- 60 percent of program participants are employed in a job in either the public or private sector;
- of the 60 percent of program participants who are employed, 60 percent are employed in a full-time job;
- 80 percent of program participants are in a full-time placement, including: full-time employment, full-time postsecondary education, or a combination of work and school;
- 90 percent of program participants have engaged in service learning projects;
- 100 percent of program participants have been accurately tracked in SCWOS and the JAG data system;
- 5 percent or less of program participants in the follow-up period have been unable to be contacted;
- of the participants in the program, 90 percent experienced a reduction in one of their barriers to success;
- the average number of contact hours per participant was 80 hours; and
- an average of 20 competencies was attained per participant.

In order to successfully implement the JAG OOS Model within the 24-month period of performance, it is highly recommended that grantees evaluate performance on a monthly, but no less than quarterly, basis.

During the three month planning period (February 28, 2018 – May 31, 2018), the following activities should be completed:

- the JAG OOS Specialist(s) have been hired and have completed their training;
- the location and times for classroom training have been established;
- collaborative partnerships have been established and the program has obtained written agreements via Memoranda of Understanding (MOUs) or contracts with the partnering entities; and
- an Advisory Committee has been established with a minimum of three members.

At the end of the second three months of the grant (June 1, 2018 – August 31, 2018), the following activities should be completed:

- participants have been selected and have started the curriculum;

- the Professional Association Chapter has been established and participants are prepared to begin community service hours; and
- data collection processes in both the SC Works Online Services System (SCWOS) and the JAG Electronic National Data Management System (ENDMS) have been established and data collection has begun.

### **Participant Tracking and Data Management**

Grantees are expected to use JAG ENDMS and SCWOS to track participant activities and performance outcomes. Training will be provided to ensure correct usage of both systems.

### **Grantee Orientation and Professional Development**

DEW will provide a grant orientation for entities awarded a JAG Pilot Grant. The orientation will cover financial and programmatic reporting, participant tracking in JAG ENDMS and SCWOS, and general grant expectations. Grantees will also be expected to attend out-of-state JAG Specialist Training; quarterly statewide JAG meetings in Columbia, SC; and annual professional development activities. A minimum of \$10,000 should be budgeted for training and professional development.

### **Affiliation Fee**

Grantees are expected to use a portion of their grant funds to pay an affiliation fee in the amount of \$5,000. The fee is used to cover the annual costs of technical assistance, statewide meetings, state conferences, and national affiliation fees.

### **Application Narrative**

Applicants for grant funding must clearly and completely respond to the following questions, highlighting throughout their ability, unique qualifications, and plan for implementing the JAG OOS model.

#### **1. Applicant Information.**

- Provide the full name, mailing address, physical address, phone number, and web address of the entity/organization applying for grant funding.
- Provide a point of contact for the application and program implementation, including the individual's name, mailing address, physical address, and email address.
- Provide a complete and thorough overview of the entity/organization applying for funding, including the organizational structure and demonstrated experience serving youth and young adults who are disconnected from education and/or the workforce.
- Provide the entity's DUNS Number and a summary of each Federally-funded grant or program the entity has administered, including the entity's fiscal and programmatic performance on the grant.

#### **2. Project Design.** Project plans should contain and address the following components:

- JAG OOS Specialist(s):** The JAG OOS Specialist plays a unique and significant role in student success and overall program success. The attached position description (Attachment A) outlines the role and key responsibilities of the JAG OOS Specialist. For consistency across all programs, this

position description should be used in the hiring and selection process. Provide a proposed timeline for the selection and hiring of a qualified individual or individual(s) to fill this position. The selection and hiring process should not extend beyond the three (3) month planning period.

- b. **Advisory Committee:** The JAG OOS Model requires the establishment of an Advisory Committee to assist the Specialist in recruiting, screening, and selecting participants for the program, and to provide on-going support for participants and the JAG program overall. Discuss your approach to identifying, selecting, and engaging members of the Advisory Committee, including applicant's ability to establish this Committee during the three (3) month planning period. The Advisory Committee must include at least three (3) members. Attach a draft or proposed membership roster, including at a minimum, the organization's name. If an individual has already been identified, also include the individual's name.
- c. **Professional Association Chapter:** The JAG OOS Model requires the Specialist to establish a highly motivated, career-oriented, participant-led, Professional Association Chapter organization where each participant will be a member of the association. Each participant will be required to give a minimum of ten (10) hours of community service performed individually or as a team. Describe the applicant's approach to establishing the Professional Association, and providing guidance to the participant-leaders. Also, describe how the applicant will create community service opportunities.
- d. **Participant Selection:** Describe in detail the process that will be implemented to recruit, screen, and select a minimum of 25 (no more than 35) eligible participants to participate in the program. Refer to Participant Eligibility above to provide a complete and thorough response. How will the program be promoted? What criteria will be used to screen applicants? What role will the Advisory Committee play in the participant selection process? Using the Participant Planning Worksheet (Attachment B), identify the number of participants in each phase of the JAG OOS Model throughout the duration of the grant.
- e. **Instructional Model:** Provide a detailed description of the applicant's plan for providing the Specialist-led, competency-based curriculum, which consists of employability and life skills (Attachment C). If known, identify the physical location where regularly scheduled classes will meet and the proposed days and times for instruction, and where participant-led Professional Association Chapter Activities will be held. Similarly, identify the proposed days and times (outside of instruction) that participants will have access to the JAG Specialist. Identify any other location(s) where components of the JAG Model may be delivered.
- f. **Supportive Services:** Describe your ability to provide counseling, remediation and/or tutoring, and other supportive services, such as transportation assistance or childcare, that may be needed to overcome barriers facing participants. Partnership(s) and coordination with other entities specializing in these services is an appropriate approach. Co-enrollment in programs such as local WIOA Adult and/or Youth programs is strongly encouraged. Grantees will be required to establish a process for providing supportive services that is equitable across all participants.
- g. **Follow-up Services:** Provide a detailed description of your approach to providing follow-up services for each participant for the 12 months following completion of the employability curriculum, including the development of work-based learning opportunities, such as on-the-job training, and the exploration of post-secondary educational opportunities. Follow-up services include intensive employer marketing, job development, and placement activities to identify entry-level job opportunities for participants upon completion of a high school diploma or its equivalent.

- h. **Participant Case Management and Expected Outcomes:** The JAG OOS Model requires the program to collect participant data for the calculation of 12 outcome measures. These measures are listed above under Expected Outcomes. Describe how the applicant will case manage participants while in the program. Additionally, describe how you will achieve each of the Expected Outcomes, and how you will collect and analyze the data required for each of the Expected Outcomes.
- i. **Sustainability:** Grant funds may be used to implement and operate a JAG OOS program for up to 24 months. Thoroughly discuss your plan for sustaining the program after the grant ends.

### 3. Partnerships and Collaboration.

- a. Discuss how you will identify and engage other organizations/entities in the JAG OOS program. How will partner resources and services be leveraged to promote the program to potential participants? How will partner resources be used to provide components of the program model, if applicable? Identify opportunities for co-enrollment, especially for the provision of wrap-around or supportive services.
- b. Attach letters of support from each organization/entity that will participate in the deployment of the JAG OOS program. Letters of support should clearly express the organization's intent to be an active partner and specifically define the entity's role and responsibilities.

### 4. Budget and Budget Narrative.

Use the attached Budget Planning Worksheet (Attachment D) template to develop a grant budget. If awarded a grant, you will be required to complete a detailed budget and to submit monthly Financial Status Reports (FSRs) on or before the 20<sup>th</sup> of each month.

Provide a thorough explanation for each budget line item emphasizing how the funds will be used to successfully implement the JAG OOS Model. The narrative should include:

- a. **Salaries and Fringe Benefits:** Identify the Specialist's hourly wage, the number of proposed weekly hours, and number of weeks the Specialist will provide services through the grant. Clearly identify each fringe benefit received and the cost.
- b. **Travel and Professional Development:** Provide the number of miles the Specialist will travel on a weekly basis and the purpose for such travel. Also include travel for JAG Specialist Training, professional development, and quarterly statewide meetings. Travel will be approved at the GSA rate. A minimum of \$10,000 should be budgeted for JAG Specialist Training and professional development.
- c. **Supplies:** Provide an inventory of the supplies that will be needed to fully implement a JAG OOS program, including a summary of the item(s) that will be used, and an estimated cost for each.
- d. **Participant Assessments:** Provide an inventory of the participant assessments that may be used in the program, such as TABE and/or WorkKeys®, including a summary of each and the estimated cost per assessment.
- e. **Supportive Services:** Provide a list of the supportive services the grant will provide, including a description of each and the maximum amount a participant may receive.
- f. **Wages/Stipends:** Provide an estimated amount per participant and total that will be allocated for wages/stipends for work-based learning.

- g. **Indirect Costs:** Provide the indirect cost rate approved by the applicant’s cognizant agency, including a description of how the cost rate is applied. Attach a copy of indirect cost rate agreement to the application for funding.
- h. **Affiliation Fee:** An affiliation fee of \$5,000 is required to cover the annual costs of technical assistance, statewide meetings, state conferences, national affiliation fees, and etc.
- i. **Contributions:** Contributions from partner entities are **not required**. When applicable, provide the amount and source of such funds.

**Evaluation**

Applications will be reviewed, evaluated, and scored, by a panel, based on the criteria below and further explained in the attached Grant Evaluation Rubric (Attachment E). Late or incomplete applications will not be considered.

| <b>Criteria</b>               | <b>Points (maximum)</b> |
|-------------------------------|-------------------------|
| 1. Project Design             | 40                      |
| 2. Proven Experience          | 25                      |
| 3. Partner Collaboration      | 15                      |
| 4. Expected Outcomes          | 10                      |
| 5. Budget and Projected Costs | 10                      |
| <b>TOTAL</b>                  | <b>100</b>              |

**Submission Process**

Applications are due no later than **5:00 P.M. on Wednesday, January 10, 2018** and should be submitted through email to Grants Management at [WorkforceGrants@dew.sc.gov](mailto:WorkforceGrants@dew.sc.gov). We encourage interested applicants to [register](#) and attend an Online Information Session on **Friday, December 8, 2017 at 2:00 P.M.** to learn more about this grant opportunity.

**Award Timeline**

- December 8, 2017 – Online Information Session
- December 18, 2017 – Last Day to Submit Questions
- January 10, 2018 – Applications Due
- February 28, 2018 –Grants Awarded

**Attachments**

- A. Attachment A** – JAG Specialist Position Description
- B. Attachment B** – Planned Participant Worksheet
- C. Attachment C** – List of Out-of-School Program Modules/Competency Statements
- D. Attachment D** – Budget Planning Worksheet
- E. Attachment E** – Application Evaluation and Scoring Rubric



### Overview

Implement the JAG Out-of-School Program Application of the JAG Model. Serve 25-35 youth between the ages of 16 and 24. Implement a dropout recovery program for students who have been identified as having multi-barriers to success and at-risk characteristics that led to dropping out of school, not completing a diploma or GED, and are under- or unemployed. Provide the appropriate mentoring and community linkages to overcome barriers to success. Assist students in obtaining a high school diploma or GED and gain entrance into postsecondary education/training, military, apprenticeship, and/or employment. Provide follow-up services for twelve months following the delivery of model services phase of the program.

### Duties

- Work under the general direction of the Program Manager and/or designee.
- Maintain a positive image within the community and effectively develop a working relationship with the community.
- Develop relationships with local community social service and support organizations.
- Gain knowledge of local social services and opportunities for participants 16-24.
- Conduct a marketing campaign among the private and public sector businesses within the geographical area assigned.
- Develop and maintain an advisory council that meets regularly.
- Recruit participants from the surrounding area that have left the traditional education system before completing a high school diploma.
- Collect individual participant data from files and school personnel.
- Conduct interviews with participants and document justification for the selection of participants based on data collected.
- Process appropriate paperwork to admit students into the program, including but not limited to: JAG Participant Profile, JAG Barrier Report, assessment of participant work history, academic standing (basic skills) and work readiness.
- Schedule and administer required testing for evaluation purposes.
- Assist in preparing students for GED exam and/or attaining a high school diploma.
- Organize and provide training in a competency-based curriculum which includes career development; job attainment and survival skills; leadership development skills; personal development skills; and workplace basic skills.
- Monitor basic skills improvements; provide academic support and remediation including access to tutoring and study skills.
- Provide linkages to available resources within the school and community to improve student academic progress and attainment of a high school diploma or GED.
- Provide career guidance and assistance with entering postsecondary education and training opportunities.
- Organize and monitor student involvement in community service projects and provide training in service learning.
- Organize and advise a JAG Professional Association chapter, which provides for personal and group motivation, development of self-confidence and leadership skills, and learning to work in a group setting.
- Participate in fundraising activities for the Chapter and the organization as needed.

- Develop school-based and work-based learning experiences, and monitor paid and unpaid work experiences as well as assisting students in transitioning into occupational skills training, as appropriate.
- Assist in the development and maintenance of the Occupational Skills Certificate Programs within the business community and the college.
- Record participants' attendance and progress in all training program areas – computerized tracking to document services delivered and performance results.
- Work closely with the participant and employer after placement to ensure the success of the placement.
- Provide twelve months of follow-up services to participants, including placement assistance, postsecondary education/training guidance, continuous barrier resolution, and linkages to social services.
- Document and submit additional reports as necessary.
- Seek opportunities to increase technical skills as related to the demands of the position and the market.
- Be prepared to assist in the training of new staff.
- Act as a mentor to staff and provide additional support to the Manager.
- Perform additional tasks as assigned by the Manager and/or designee.

### **Qualifications**

- Bachelor's degree in Education, Business, Counseling, or related field preferred.
- Two years of experience working with youth, teaching or counseling.
- Able to interpret curriculum and present information to at-risk youth who left the traditional school setting in an interesting manner.
- Excellent presentation and organizational skills.
- Excellent oral and written communication skills.
- Ability to understand and work effectively and efficiently with youth, educators, and employers.
- Familiarity with the education or training processes a plus.
- Job development experience is a plus.
- Must be computer literate and willing to become proficient in using the JAG Electronic National Data Management System.

### **Work Requirements**

- Minimal physical activity required.
- Ability to work in an autonomous setting with little supervision.
- In-state travel required; participation in National Training Seminar and Pre-NTS are required.
- Work week may consist of some evening and weekend hours.
- Valid driver's license required.

### **Report to Manager**

- Report to Program Manager

### **For Additional Information, Contact:**

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Elaine Midkiff, State Coordinator  
 Jobs for America's Graduates-South Carolina  
 803.737.0214

**Attachment B**  
**JAG OOS Pilot Grant**  
**Planned Participants**

This form is intended to be used as a planning tool for your Jobs for America's Graduates Out-of-School (JAG OOS) Program . Please input your **planned number of cumulative** participants for each quarter and include this with your application. As a reminder, you must serve a minimum of 25 participants, but no more than 35.

|   | QTR 1<br>3/31/2018   | QTR 2<br>6/30/2018   | QTR 3<br>9/30/2018   | QTR 4<br>12/31/2018  | QTR 5<br>3/31/2019   | QTR 6<br>6/30/2019   | QTR 7<br>9/30/2019   | QTR 8<br>12/31/2019  | QTR 9<br>3/31/2020   |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>Number of Participants Enrolled in the JAG OOS Program</b> | <input type="text"/> |
| <b>Number of Participants Completed the JAG OOS Program</b>   | <input type="text"/> |
| <b>Number of Participants in Follow Up Period</b>             | <input type="text"/> |
| <b>Number of Participants Employed</b>                        | <input type="text"/> |
| <b>Number of Participants in Work-Based Learning</b>          | <input type="text"/> |
| <b>Total Planned Participants:</b>                            | <input type="text"/> |
|   |                      | 0                    | 0                    | 0                    | 0                    | 0                    | 0                    | 0                    | 0                    |

**Definitions:**

**Enrolled in the JAG OOS Program:** The cumulative number of participants who are enrolled in the JAG OOS program

**Completed the JAG OOS Program** The cumulative number of participants who have completed the competency-based curriculum to receive a completion certificate, GED, or high school diploma

**In Follow Up Period:** The cumulative number of grant participants who have completed the competency-based curriculum and have received a completion certificate, GED, or high school diploma *and* are actively participating in the required follow-up period of the JAG OOS program. The follow-up period includes 12 months of services by the JAG Specialist in which the participant is transitioned into a career/post-secondary education

**Employed:** The cumulative number of grant participants who are employed in a full time or part time job in the public or private sectors

**In Work-Based Learning:** The cumulative number of grant participants participating in work-based learning through On-the-Job Training or Apprenticeship programs.



## Attachment C NATIONAL CURRICULUM

### OUT-OF-SCHOOL PROGRAM MODULES

- | #   | COMPETENCY STATEMENTS  |
|-----|--|
| 1.  | Identify occupational interests, aptitudes and abilities.  |
| 2.  | Design a personal resume.  |
| 3.  | Conduct a comprehensive job search.  |
| 4.  | Write a cover letter for a job application.  |
| 5.  | Complete a job application and accompanying employment tests.  |
| 6.  | Demonstrate job interviewing skills.   |
| 7.  | Dress appropriately for a job interview.   |
| 8.  | Determine employer expectations of employees.  |
| 9.  | Demonstrate the ability to work cooperatively with others.   |
| 10. | Demonstrated effective decision-making and problem solving skills  |
| 11. | Demonstrate positive attitudes, work ethics and behaviors.   |
| 12. | Demonstrate the ability to accept responsibility for one's own actions.  |
| 13. | Demonstrate effective conflict resolution skills.  |
| 14. | Demonstrate the ability to establish realistic goals and priorities.   |
| 15. | Demonstrate effective money management skills ( <i>e.g. personal/family budget, credit, etc.</i> )                   |
| 16. | Demonstrate an ability to communicate and work with customers to satisfy expectations.                               |
| 17. | Demonstrate basic computer skills.   |
| 18. | Demonstrate the ability to objectively evaluate one's job-related skills.  |
| 19. | Explore opportunities for personal development ( <i>e.g., further job training, post secondary education, etc.</i> ) |
| 20. | Demonstrate effective independent living skills ( <i>e.g., renting an apartment, shipping, insurance, etc.</i> )     |

*The U.S. Department of Labor is providing funds to develop the 20 modules which comprise the JAG National Curriculum for Out-of-School Programs. The 20 modules will be demonstrated at the 2006 National Training Seminar and an intensive implementation and best practices workshop will be conducted during Pre-NTS in July 2006.*

## Attachment D

### JAG OOS Budget Planning Worksheet

Please submit this summary along with your application for the Jobs for America’s Graduates Out-of-School (JAG OOS) Pilot Grant. Additional budget information should be attached to your application, including a thorough explanation for each budget line item as requested in the Application Narrative, Section 4, of the Notice of Availability of Funds and a copy of your agency’s indirect cost rate agreement.

| PROGRAM INFORMATION   |  |
|-----------------------|--|
| <b>Applicant</b>      |  |
| <b>Proposal Title</b> |  |

| PROGRAM FUNDS - STAFF & OPERATING EXPENSES |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|--|--|--|--|--|--|--|--|

| SALARIES/FRINGE BENEFITS |                                 |                       |                  |                                  |                 |       |                    |
|--------------------------|---------------------------------|-----------------------|------------------|----------------------------------|-----------------|-------|--------------------|
|                          | Staff needed for implementation | Proposed Weekly Hours | Salary (by hour) | Proposed Number of Weeks Working | Fringe Benefits | TOTAL | Contributed Funds* |
|                          | JAG OOS Specialist 1            |                       |                  |                                  |                 |       |                    |
|                          | JAG OOS Specialist 2            |                       |                  |                                  |                 |       |                    |
|                          |                                 |                       |                  |                                  |                 |       |                    |
|                          | <b>SUBTOTAL</b>                 |                       |                  |                                  |                 | \$    | \$                 |

| OPERATING EXPENSES |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|
|--------------------|--|--|--|--|--|--|--|

|  |                          |  |  |  |  |    |    |
|--|--------------------------|--|--|--|--|----|----|
|  | Equipment                |  |  |  |  |    |    |
|  | Supplies                 |  |  |  |  |    |    |
|  | Facility Expenses        |  |  |  |  |    |    |
|  | Other (please describe): |  |  |  |  |    |    |
|  |                          |  |  |  |  |    |    |
|  | <b>SUBTOTAL</b>          |  |  |  |  | \$ | \$ |

| INDIRECT COST |  |  |  |  |  |  |  |
|---------------|--|--|--|--|--|--|--|
|---------------|--|--|--|--|--|--|--|

|  |                 |  |  |  |  |    |    |
|--|-----------------|--|--|--|--|----|----|
|  | Indirect Costs  |  |  |  |  |    |    |
|  |                 |  |  |  |  |    |    |
|  | <b>SUBTOTAL</b> |  |  |  |  | \$ | \$ |

| OTHER |  |  |  |  |  |  |  |
|-------|--|--|--|--|--|--|--|
|-------|--|--|--|--|--|--|--|

|  |   |  |  |  |  |          |    |
|--|---|--|--|--|--|----------|----|
|  | National Training Seminar and JAG OOS Specialist Training |  |  |  |  | \$10,000 |    |
|  | JAG Affiliation Fee                                       |  |  |  |  | \$5,000  |    |
|  | Other (please describe):                                  |  |  |  |  |          |    |
|  |   |  |  |  |  |          |    |
|  | <b>SUBTOTAL</b>   |  |  |  |  | \$       | \$ |
| <b>PROGRAM FUNDS – STAFF &amp; OPERATING EXPENSES SUBTOTAL</b> |   |  |  |  |  | \$       | \$ |

| PROGRAM FUNDS – PARTICIPANT COSTS |  |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|--|
|-----------------------------------|--|--|--|--|--|--|--|

| ASSESSMENTS |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|
|-------------|--|--|--|--|--|--|--|

|  |                          |  |  |  |  |    |    |
|--|--------------------------|--|--|--|--|----|----|
|  | Participant Assessments  |  |  |  |  |    |    |
|  | Other (please describe): |  |  |  |  |    |    |
|  |                          |  |  |  |  |    |    |
|  | <b>SUBTOTAL</b>          |  |  |  |  | \$ | \$ |

| WORK EXPERIENCE |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|
|-----------------|--|--|--|--|--|--|--|

|  |  |  |  |  |  |    |    |
|--|--|--|--|--|--|----|----|
|  | Work-Based Learning Wages and Stipends |  |  |  |  |    |    |
|  | Other (please describe):               |  |  |  |  |    |    |
|  |  |  |  |  |  |    |    |
|  | <b>SUBTOTAL</b>                        |  |  |  |  | \$ | \$ |

| <b>EDUCATION/TRAINING</b>             |   |           |           |
|---------------------------------------|---|-----------|-----------|
|                                       | High School Equivalency and Basic Skills          |           |           |
|                                       | Occupational Classroom Training                   |           |           |
|                                       | Other (please describe):                          |           |           |
|                                       |   |           |           |
|                                       | <b>SUBTOTAL</b>                                   | <b>\$</b> | <b>\$</b> |
| <b>SUPPORTIVE SERVICES</b>            |   |           |           |
|                                       | Books, fees, supplies, uniforms, and tools        |           |           |
|                                       | Transportation                                    |           |           |
|                                       | Childcare   |           |           |
|                                       | Other (please describe):                          |           |           |
|                                       |   |           |           |
|                                       |   |           |           |
|                                       | <b>SUBTOTAL</b>                                   | <b>\$</b> | <b>\$</b> |
| <b>OTHER EXPENSES (specify below)</b> |   |           |           |
|                                       |   |           |           |
|                                       |   |           |           |
|                                       |   |           |           |
|                                       | <b>SUB-TOTAL</b>                                  | <b>\$</b> | <b>\$</b> |
|                                       | <b>PROGRAM FUNDS – PARTICIPANT COSTS SUBTOTAL</b> | <b>\$</b> | <b>\$</b> |
| <b>TOTAL BUDGET</b>                   |   | <b>\$</b> | <b>\$</b> |

\*If you are receiving a match or contribution from another entity, record the amount from those funds that will be used for each line item here.

**Attachment E**  
**JAG OOS Pilot Grant Evaluation Rubric**



**INSTRUCTIONS:** Use the rubric below to evaluate and score complete applications. Using numbers 1-3, rate your opinion of how well the applicant’s proposal addresses the criterion listed below. Do not make assumptions about missing background or project information. Review only what is included in the application. Enter the raw score for each criterion in column 5. Total the raw score and enter it at the bottom of column 5. Provide comments on both the strengths and weaknesses of the applicant’s proposal to justify your score.

| <b>Applicant Name:</b>  |   | <b>Reviewed by:</b>   | <b>Date Reviewed:</b>   |                  |
|---|---|---|---|------------------|
| <b>Criterion</b>  | <b>3 – Exemplary</b>  | <b>2 – Adequate</b>   | <b>1 – Needs Improvement</b>  | <b>Raw Score</b> |
| <b>Project Design (weight = 40%)</b>  | The project has a thorough and effective design with a well-defined plan of action and strategies for implementation.   | Adequate project design with defined plan of action and strategies for implementation, but project design is somewhat unclear and/or disorganized.  | Project design is vague. No clear plan of action or strategies for implementation.  |                  |
| <b>Proven Experience (weight = 25%)</b>   | Based on the application, the applicant has strong experience serving disconnected youth/young adults as demonstrated by the entity’s purpose or mission, target audience, past or current projects, years of service, and other similar characteristics. | Based on the application, the applicant has some experience serving disconnected youth/young adults but experience is limited.  | Based on the application, the applicant has very little or no experience serving disconnected youth/young adults.   |                  |
| <b>Partner Collaboration (weight = 15%)</b>   | The application narrative includes a thorough and complete discussion on the inclusion and engagement of partners, identifying appropriate collaborative partners, each of which add considerable value to the program.                                   | The narrative includes an adequate discussion on the inclusion and engagement of partners, but only shows some indication of appropriate collaborative partners and lacks clearly defined roles and contributions expected of each partner. | Critical project partner(s) are missing from the project design and/or partner contributions are unclear.   |                  |
| <b>Expected Outcomes (weight = 10%)</b>   | The project design is clearly aligned with and provides a framework for achieving the expected outcomes of the program, and the application includes a completed Participant Planning Worksheet.  | The project design is somewhat aligned with the expected outcomes and/or the narrative does not describe a comprehensive method for achieving the expected outcomes. The application includes a completed Participant Planning Worksheet.   | The project design is not aligned with the expected outcomes and the narrative does not include any methods for achieving expected outcomes. The application either includes an incomplete Participant Planning Worksheet or none at all. |                  |
| <b>Budget and Projected Costs (weight = 10%)</b>  | The application includes a detailed and complete budget and budget narrative. The budget is linked to activities and outcomes, and does not exceed limitations.   | The application includes a budget and narrative that are complete but only somewhat detailed; budget items are directly related to activities and outcomes, and do not exceed limitations.  | The application includes a budget and budget narrative that lacks required information and detail; budget items do not related to activities and outcomes, and/or exceeds limitations.  |                  |
|   |   |   | <b>Total Raw Score (Max Score = 3):</b>   |                  |
| <input type="checkbox"/> Recommended for funding <input type="checkbox"/> Not recommended for funding |   |   | <b>Total Weighted Score (Max Score = 100):</b>  |                  |