



INDIANA DEPARTMENT OF
WORKFORCE
DEVELOPMENT



2022 – 2027



Indiana's Jobs for America's Graduates (JAG)

Strategic Plan 2022 – 2027

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Executive Summary

Indiana’s Jobs for America’s Graduates (JAG) program began in 2006 under the leadership of Governor Mitch Daniels. Seeing this national model successfully work in other states for more than 25 years, Daniels and leaders at the Indiana Department of Workforce Development (DWD) implemented the JAG program in 12 pilot schools.

When JAG Indiana launched in 2006, it was key to house a program focused on job attainment within the DWD and with partnerships formed through the workforce boards, local schools, and local employers. Early successes in increasing school graduation rates proved an effective recruiting tool for other schools, as JAG expanded to 50 programs during its first five years of implementation. To date, the JAG Indiana program has served over **20,000** Hoosier youth. In addition, JAG Indiana continues to top all other JAG states, of which there are 39, in scholarship funds secured to advance post-secondary education of its students, totaling **\$24.1M** as of May 2022.

To ensure all schools in Indiana have access to this high-quality, high-demand, and high-impact dropout prevention, employability skills and workforce preparation program, DWD and JAG Indiana aims to expand and meet student capacity in all JAG programs by 2027.

The strategic plan outlined in this document includes three strategic initiatives designed to build a solid foundation that will allow JAG Indiana to meet the overall expansion goal while maintaining high-quality programming. Those three strategic initiatives are listed below.

For each initiative, the JAG Indiana team developed one or more key performance indicators (KPIs)– metrics designed to give the JAG Indiana team snapshots into how they are progressing towards the strategic initiatives. Each KPI includes a list of lead measures (LMs) – action steps that JAG Indiana staff should follow to influence the KPI. The intention is that if JAG Indiana follows the LMs, they will meet the KPIs. Meeting each KPI demonstrates successful completion of the strategic initiative and accomplishing each initiative should allow JAG Indiana to successfully meet their overall goal of program expansion.

While the JAG Indiana team developed the structure of this plan, JAG staff throughout the state as well as various key program stakeholders (including school staff, community members, and employers) were actively involved in this process in various ways. Over 100 JAG Specialists completed a survey designed to capture their thoughts and feedback, and 40 stakeholders (JAG students, staff, school staff and administrators, community leaders, and employers) participated in focus groups and one-on-one interviews. The data collected during the survey, focus groups, and interviews was used heavily in the development of the strategic initiatives, key performance indicators, and lead measures laid out in this strategic plan.

JAG Indiana and DWD partnered with Thomas P. Miller & Associates, LLC. (TPMA), a consulting firm based in Indianapolis, to assist with the data collection, data analysis, and structure of this strategic plan.

STRATEGIC INITIATIVE #1
Increase community engagement by 25% over baseline by 2023.

STRATEGIC INITIATIVE #2
Reach 90% capacity in all JAG programs by 2025.

STRATEGIC INITIATIVE #3
Reach a JAG Specialist retention rate of 90% by 2027.

Methodology

There were three major phases of the strategic planning process that JAG Indiana followed to identify the strategic initiatives outlined in this report. Each phase was designed to ensure stakeholders were actively engaged in this strategic process and that the data collected and analyzed aligned with JAG Indiana's overall goal of program expansion.

Phase 1 – Document Review

In December 2021, Thomas P. Miller & Associates, LLC (TPMA) reviewed and analyzed several documents covering JAG Indiana and JAG National programming, data, and goals. The JAG Indiana team was provided with an executive summary document outlining the major takeaways from this research. This review was used to ensure the TPMA team was familiar with JAG and to inform the stakeholder engagement process.

Phase 2 – JAG Specialist Survey

The JAG Indiana leadership team worked closely with TPMA to design a questionnaire for JAG Specialists. The survey questions were designed to capture feedback and data points around a variety of topics identified by the JAG Indiana leadership team as focus points for this strategic planning process. The Specialists were promised anonymity with their responses, and 108 Specialists completed the survey. The JAG Indiana team was given a summary document that provided an overview of the survey results.

Phase 3 – JAG Stakeholder Engagement

The final phase in this process involved TPMA facilitating focus groups and interviews with a variety of JAG stakeholders, including coordinators, managers, regional leadership, JAG students, and community partners. The questions asked during these engagement sessions were aligned with the JAG Specialist survey and the JAG Indiana leadership team provided input into the design of the questions. An analysis of the stakeholder engagement data was provided to the JAG Indiana leadership team.

Data Analysis

TPMA applied a mixed-methods approach, in which multiple types of qualitative and quantitative data were collected, analyzed, and synthesized to increase the rigor of research methods and enhance the validity of conclusions. To strengthen the accuracy and credibility of qualitative analysis findings, TPMA relied on triangulation and collaborative inquiry. Qualitative data from interviews and open-ended survey questions were coded and analyzed using a general inductive thematic analysis to identify categories, subcategories, and themes. This approach was selected because of its usefulness in drawing clear links between questions or objectives and data collection results, and because it provides a theoretical foundation for subjective meaning to be interpreted and extrapolated from discourse. Emerging themes were developed according to the analytical framework and through a review of detailed notes taken from interviews and secondary research and document review.

Quantitative data, including closed-ended survey questions, were analyzed using descriptive analysis. Survey data were exported into Excel, and Excel spreadsheets were cleaned and merged for analysis. Qualitative data from open-ended responses supplemented the themes identified in the quantitative analysis. Descriptive analysis techniques were used to analyze closed-ended survey responses, looking for trends and patterns in the data. This included frequencies (i.e., counts of responses), percentages, standard deviations, means, and cross-tabulations to determine the relationship between two variables.

Design of Strategic Initiatives and Goals

The JAG Indiana leadership team and TPMA used this mixed-methods approach to review the data collected from the JAG Specialist survey along with the key themes from the stakeholder engagement discussions to identify consistencies in data points. Those data points were reviewed and discussed to identify key points that align with the overall focus of program expansion. The JAG Indiana team then expanded and developed those key points into strategic initiatives, key performance indicators (KPIs), and lead measures (LMs).

JAG Specialist Survey Results

The JAG Indiana team worked closely with TPMA to create a survey for JAG Specialists designed to capture their experiences, feedback, and ideas around a variety of topics centered on the overall goal of JAG program expansion in Indiana. The list of the survey questions is in Appendix A.

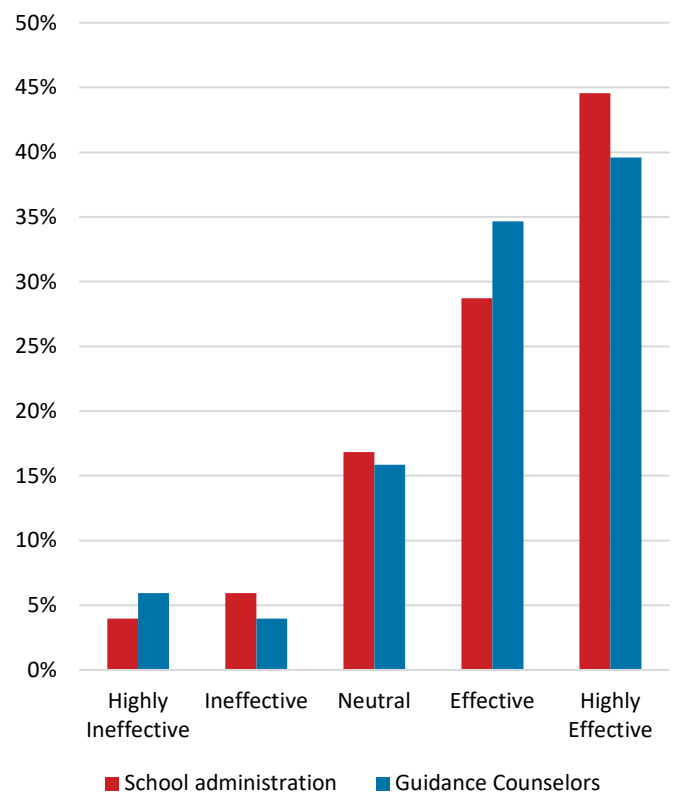
JAG Indiana had 108 JAG Specialists complete the survey. Below is a brief overview of some of the key data points used in the development of this strategic plan.

56% of JAG Specialists have 3 years or less of experience in position. Specialists reported how many school years they have been involved in JAG. Specialists reported most frequently having less than one year of experience 28 (26%) followed by 23% (25) of survey respondents who reported having six to nine years of experience.

Experience as JAG Specialist	Count
Less than one year	28 (26%)
1 year	10 (9%)
2-3 years	23 (21%)
4-5 years	19 (18%)
6-9 years	25 (23%)
10+ years	3 (3%)
TOTAL	108

74% rated support from school staff as “effective” or “highly effective”. JAG specialists rated the effectiveness of the support they received from their school administration and guidance counselors. Most specialists reported both groups providing effective support, with 74% of participants rating their school administration’s support as “effective” or “highly effective.” The ratings of support from guidance counselors were slightly more with 75% of participants rating their support as “effective” or “highly effective.”

Effectiveness of Support Received



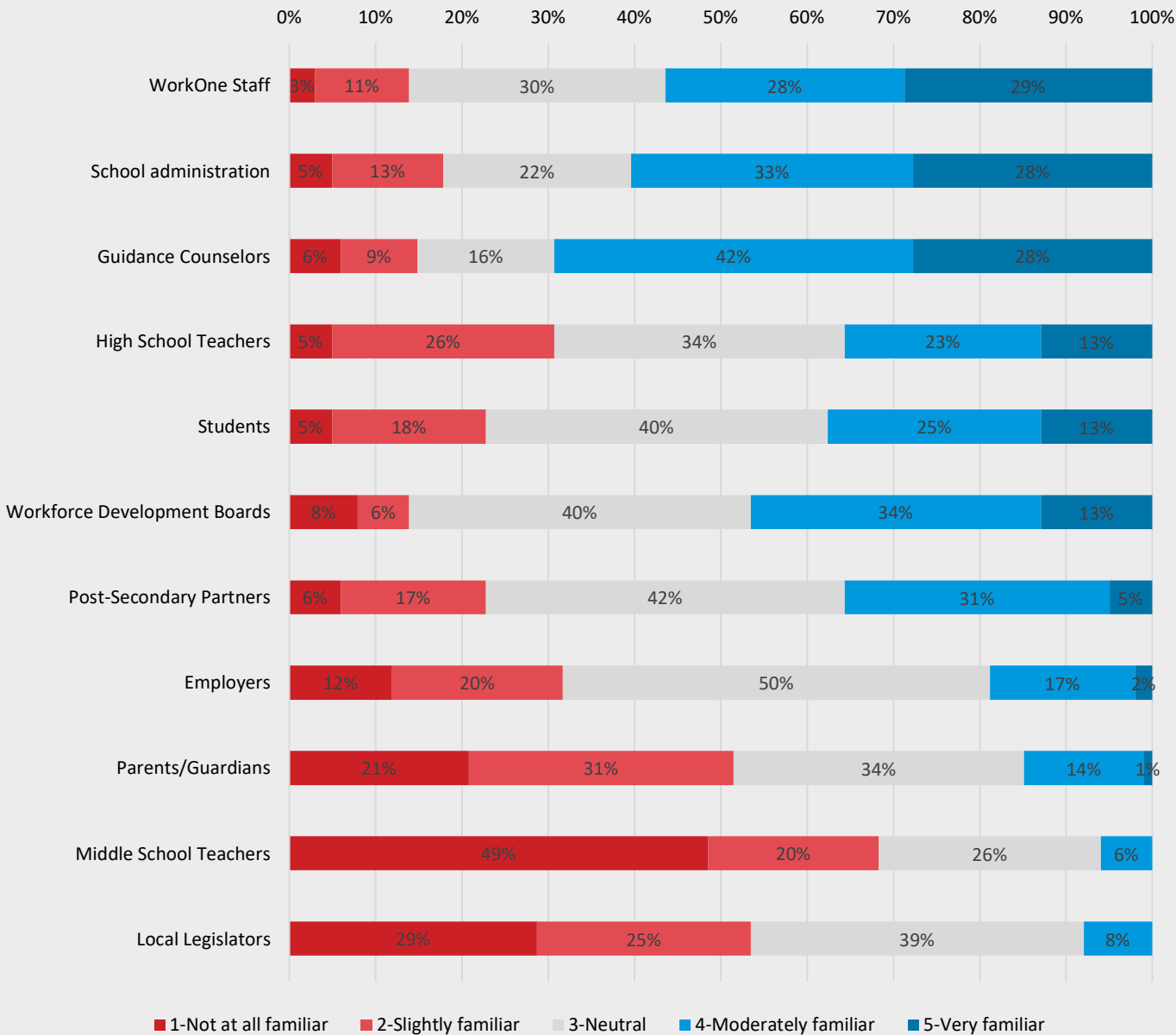
In open-ended comments, respondents shared what supports from administration and counselors are working well. Emerging themes included counselors’ willingness to share student information and to aid in referrals and recruitment. One specialist shared, “Administration and counselors have been consistently cooperative at my school. They are very supportive of the JAG program and are advocates for our mission which helps in enrollment and teaching.” Additional themes included ongoing collaboration and support, as well as effective communication between Specialists and their administration and counselor supports. Respondents also noted that the inclusion of JAG in school events and outreach has been effective in their role.

Additional supports requested by Specialists included having a dedicated JAG classroom. Several noted the lack of dedicated space they must hold their classes and maintain privacy for their students. And while several Specialists noted they had excellent communication and support from their administrators and guidance counselors, others noted they need more administrative buy-in for JAG and better communication and rapport with both the administration and guidance counselors.

54% said local legislators were “not at all familiar” or “slightly familiar” with their JAG program. JAG Specialists rated their perception of how familiar groups of community stakeholders were with JAG. The top three rated groups included WorkOne staff, the school administration, and guidance counselors. The lowest rated groups, in which over half of respondents rated as “not at all familiar” or “slightly familiar,” included parents/guardians, middle school teachers, and local legislators.

In open-ended comments, Specialists were able to provide suggestions on how to better familiarize the stakeholders listed above with JAG. Themes from these comments include JAG Specialists attending town council/school board meetings to present, being able to bring in guest speakers and being able to have field trips to visit partners and local organizations. Specialists also mentioned creating opportunities for more marketing and advertising of the program, including outreach initiatives such as creating flyers and participating in job fairs.

Community Stakeholder Familiarity with JAG

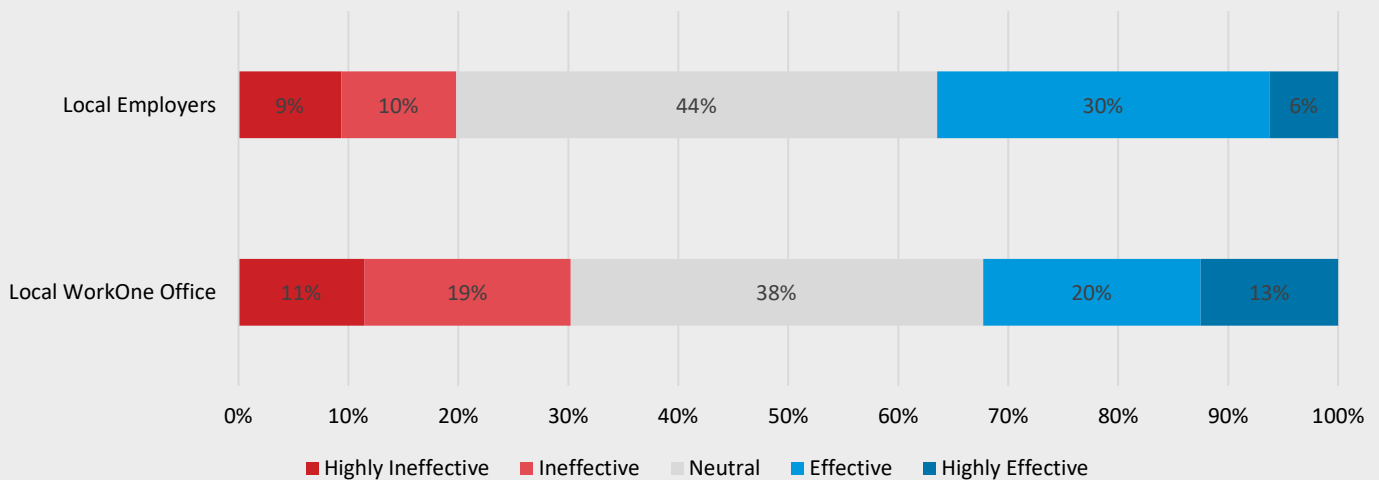


44% reported employer connections were neither effective nor ineffective. Nearly half of respondents (44%) reported their connections with local employers as neither effective nor ineffective, this was followed with 36% reporting their employer connections as “effective” or “highly effective.” In addition, 38% of respondents identified their connections with their local WorkOne office as neither effective nor ineffective, followed by 33% who reported this connection as “effective” or “highly effective.” Specialists tended to find their connections with their local WorkOne office less effective than their connections with local employers, as 30% found their connection with the local WorkOne office as “ineffective” or “highly ineffective” compared to 19% who found their connections with local employers “ineffective” or “highly ineffective.”

In open-ended comments, several Specialists noted a lack of connections with local employers, sharing, “We don’t have enough time to connect with local employers.” Another specialist shared a similar sentiment, noting, “I have no connections with local employers at this point. It’s all I can do to keep up with my other job responsibilities. I see the importance of establishing connections with employers, but I also think it’s very unrealistic to expect so much of a single JAG Specialist. To do this job effectively, I need more training and more practical help on a day-to-day basis.” It is important to note that there is a position in each JAG Indiana region responsible for this employer engagement; however, these comments from Specialists could indicate a disconnect between that those employer relationships and the work happening in the classrooms.



Effectiveness of Connections with Employers and WorkOne



JAG Indiana Stakeholder Engagement Themes

From February – March 2022, TPMA facilitated six focus groups and four interviews with stakeholders around Indiana, including JAG managers, regional leadership, current JAG students, counselors, and community partners. In total, 40 stakeholders participated in this engagement. Each stakeholder was promised anonymity to increase their comfort in providing honest, detailed feedback to each question. The questions asked during the stakeholder engagement process is located in Appendix B.

To analyze the data collected during these focus groups, responses were carefully reviewed and divided into categories. These categories were then compared across the multiple focus groups and interviews to identify the more prevalent themes that emerged among the feedback provided from all stakeholders. These themes are summarized below.

DEVELOP, SUSTAIN, AND REPLICATE THE QUALITY OF EXISTING PROGRAMS WHILE GROWING THE NUMBER OF SCHOOLS AND STUDENTS SERVED.

When asked questions around growing JAG programs in Indiana, current JAG staff members unanimously agreed that the focus should be on quality instead of quantity. “I’m hesitant for more growth,” shared one JAG staff member, “because I feel like as we’ve gotten bigger, we’ve become more limited in what we can provide, and the quality of our programming is at great risk. I know reaching every high school student is important, but not if quality suffers.” Another staff member echoed this sentiment by stating, “I always worry about serving the kids in front of us first. I want to give good service to my students.”

FOCUS ON JAG SPECIALIST RETENTION.

When asked to provide more information around this “quality vs. quantity” idea, JAG staff members consistently discussed the importance of retaining JAG Specialists and how this retention is the key to increasing the quality of programming. “All over the state, we are struggling to staff the programs we do have. One manager is currently hiring the sixth new JAG Specialist since Thanksgiving. We need to be able to attract, train, and retain high-quality workers now before we even start thinking about expansion” shared one JAG staff member. This struggle to hire and retain JAG Specialists was also brought up during stakeholder interviews with non-JAG staff, who expressed their frustration with turnover. “Our former JAG Specialist left at the end of last school year, and we still have not found anyone to stay in that position. One of the regional leaders has tried to fill in, but she is so busy with other things that she can’t be in class every day, and that’s severely affecting our students. They are asking to switch to other classes, and they are telling their friends about how terrible JAG is. It’s not going to just affect our numbers this year; this is going to dramatically affect our ability to recruit students for years to come.” Focus group members and interviewees all discussed specific instances of JAG Specialists being “recruited” by either the school principal or employers who collaborated closely with that Specialist.

DEVELOP MORE SUPPORTIVE RESOURCES FOR JAG STAFF.

Though the importance of retaining JAG Specialists was a consistent topic of discussion among stakeholders, they also conceded that turnover in this position is expected. “The average lifespan of a JAG Specialist is about three years,” admitted one stakeholder. In a separate focus group, another stakeholder stated, “Turnover among JAG Specialists is unavoidable, so we need to start focusing on how to help new ones get up to speed fast so the effects of this turnover are mitigated as much as possible.”

CREATE STUDENT PROFILES THAT HIGHLIGHT SUCCESS STORIES AND UTILIZE THESE FOR MARKETING.

While consistency of JAG Specialists was frequently mentioned as a strong recruitment tool for JAG programs, the most successful recruitment tactic brought up by every stakeholder group was the utilization of current and former JAG students to recruit their peers. “Using students as recruiters is the best way to spread awareness,” shared one stakeholder. “They are the best at engaging other students. It’s more authentic if the advertisement comes from a peer.” Other stakeholders agreed, with one sharing that “students-to-students is the best practice for recruitment. Hearing things from their peers gives it a weight and a trust that just doesn’t happen when we try to talk to them.”

IDENTIFY AND CONSISTENTLY SHARE OUT DATA POINTS THAT TELL THE STORY OF JAG STUDENTS BEYOND REQUIRED METRICS.

When discussing data collection and student outcomes, one consistent theme among stakeholders emerged, and that was utilizing this data to tell student stories beyond whether they met the requires program outcomes. For example, one stakeholder shared, “We collect ‘barriers removed’ data, but... we should really be measuring ‘barrier reduction’ data.” Another stakeholder discussed that they should be doing more with the post-secondary data collected on students. “We should also track where are our students going for post-secondary education or credentials... That information is already in the database, so this is something we can highlight.” Collecting and utilizing data around participant satisfaction was also mentioned. “Customer satisfaction surveys could be helpful – include feedback from students, parents, schools, employers, etc. Additionally, it could be easy and interesting to see long term outcomes through social security numbers. They could look at figures 5 and 10-years post-JAG to see what graduates are earning compared to peers from same school or ZIP code,” shared one stakeholder.

PROVIDE GUIDANCE AROUND DEVELOPING MORE COMMUNITY PARTNERSHIPS (E.G., EMPLOYERS AND LEGISLATORS).

When discussing the development of partnerships, the conversations centered almost entirely around school relations, such as with counselors and principals. Those conversations were entirely positive, with all stakeholders sharing the success they have with partnering with other school staff to enroll and support students in the JAG program. However, when asked questions around developing partnerships within the community (e.g., community organizations, employers, legislators, etc.), it emerged that this is not consistent among stakeholders. Some participants shared their success in developing community partnerships. “We recently contracted with the Boys and Girls Club to provide services. One of the things we talked about was that after their sophomore year, they often drop out of Boys and Girls Club. What we could do is refer them to the JAG program,” shared one participant.

While they all spoke of bringing in guest speakers, several mentioned the difficulty they have with prioritizing the development of these relationships. “I have the same people I always go to because I just do not have the time to help my Specialists find and make new connections,” shared one stakeholder. Another agreed and discussed how this impacts support and awareness. “If we were able to build more support, more partnerships, it would lead to more resources being offered or brought into JAG voluntarily, which would be incredibly beneficial for our students. But we just don’t have the time to do that. And honestly, I wouldn’t even know where to start.”



Strategic Plan Overview

At the beginning of the 2023-2024 school year, JAG Indiana will begin to expand its broad network of programming throughout Indiana.

STRATEGIC INITIATIVE #1:

INCREASE COMMUNITY ENGAGEMENT BY 25% BY 2023.

- Increase JAG Indiana media engagement by 30%.
- Engage with two state legislators in every region.
- Increase employer engagement in each region by 25% over baseline.
- Reach 90% staff satisfaction with JAG Indiana value statements.

STRATEGIC INITIATIVE #2:

REACH 90% CAPACITY IN JAG PROGRAMS BY 2025.

- Engage freshmen and sophomores in each school with a JAG program twice a year.
- Engage middle school students in each district with a JAG 9-10 program once a year.
- Increase school partner (counselors and administrators) satisfaction with JAG by 25% over baseline.
- Increase student satisfaction with JAG by 25% over baseline.

STRATEGIC INITIATIVE #3:

INCREASE JAG SPECIALIST RETENTION EVERY SCHOOL YEAR TO REACH A RETENTION RATE OF 90% BY 2027.

- Reach a 75% satisfaction rate with regional-level JAG Specialist onboarding.
- Maintain a 90% satisfaction rate with state-level JAG Specialist onboarding.
- Revise one-year curriculum map every other summer or as needed.
- 100% of JAG Specialist salaries (including compensation packages) are at the midpoint market range
- 100% of new JAG staff participate in the JAG mentorship program.
- Develop transition plans in every JAG program.
- Diversity of JAG staff reflects the diversity of the communities they serve.

STRATEGIC INITIATIVE #1

Increase community engagement by 25% over baseline by 2023.

Key Performance Indicators (KPIs)

KPI 1.1 Reach 90% staff satisfaction with JAG Indiana value statements.	KPI 1.2 Engage with two state legislators in every region.	KPI 1.3 Increase employer engagement in each region by 25% over baseline.	KPI 1.4 Increase JAG Indiana media engagement by 30%.
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Lead Measures (LM)

LM 1.1.1 Meet with JAG staff to introduce the purpose of value statements, discuss the JAG National value statements and determine the most common suggestions	LM 1.2.1 Identify potential key legislators in each region for JAG and regional staff to engage	LM 1.3.1 Review current employment engagement data to determine baseline engagement	LM 1.4.1 Appoint staff who will oversee the development and implementation of a marketing plan centered on the “Faces and Voices of JAG”
LM 1.1.2 Send a brief survey asking JAG staff to rank the value statements	LM 1.2.2 Develop guidance for JAG staff that covers how to contact legislators, follow-up communication, etc.	LM 1.3.2 Develop guidance on how to classify employer engagement	LM 1.4.2 Identify the messaging around the “Faces and Voices of JAG” campaign
LM 1.1.3 Adopt the top five ranked value statements	LM 1.2.3 Create materials for each region to share with legislators that highlights student stories, key data points, return on investment, etc.	LM 1.3.3 Develop guidance over employer relationship persistence	LM 1.4.3 Create process to collect student stories “Faces and Voices of JAG” from each region
LM 1.1.4 Incorporate value statements in marketing campaign and communications plan	LM 1.2.4 Identify stakeholders (students, parents, employers, school admin, etc.) who should be included in any meetings with a legislator	LM 1.3.4 Create tiered engagement options for employers	LM 1.4.4 Develop the “Faces and Voices of JAG” marketing campaign (including ways to measure engagement metrics)
LM 1.1.5 Send a follow-up survey 6 months after initial confirmation to check on the staff satisfaction of value statements			LM 1.4.5 Create guidance on how JAG regional leadership and Specialists can use these materials/stories

STRATEGIC INITIATIVE #2

Reach 90% student capacity in existing JAG programs by 2025.

Key
Performance
Indicators
(KPIs)

Lead
Measures (LM)

KPI 2.1 Engage freshmen and sophomores in each school with a JAG program twice a year.	KPI 2.2 Engage middle school students in each district with a JAG 9-10 program once a year.	KPI 2.3 Increase school partner (counselors and administrators) satisfaction with JAG by 25% over baseline.	KPI 2.4 Increase student satisfaction with JAG by 25% over baseline.
LM 2.1.1 Develop guidance around high-quality engagement with potential JAG students	LM 2.2.1 Build JAG staff endorsement around the importance of this engagement	LM 2.3.1 Collect baseline data around school partner satisfaction	LM 2.4.1 Collect baseline data around student satisfaction
LM 2.1.2 Create materials to use during this engagement that clearly identify the student commitment when joining JAG	LM 2.2.2 Develop guidance around high-quality engagement with school staff, potential JAG students and their families	LM 2.3.2 Identify who will oversee the creation and analysis of student partner satisfaction survey each year	LM 2.4.2 Decide on frequency of survey
LM 2.1.3 Share student engagement best practices with JAG staff at all levels	LM 2.2.3 Create materials to use during this engagement that spark interest in both students and guardians	LM 2.3.3 Identify who oversees reviewing survey data and to whom it is shared	LM 2.4.3 Identify who will oversee the creation and analysis of the student survey data.
	LM 2.2.4 Share middle school engagement best practices with JAG staff	LM 2.3.4 Determine how changes will be implemented based on the data collected	LM 2.4.4 Identify who oversees reviewing survey data and to whom it is shared
			LM 2.4.5 Determine how changes will be implemented based on the data collected

STRATEGIC INITIATIVE #3

Increase JAG Specialist retention every school year to reach a retention rate of 90% by 2027.

Key Performance Indicators (KPIs)

	KPI 3.1 Reach a 75% satisfaction rate with regional-level onboarding.	KPI 3.2 Maintain a 90% satisfaction rate with state-level onboarding.	KPI 3.3 Revise one-year curriculum map every other summer.	KPI 3.4 100% of JAG Specialist compensation packages are at the midpoint market range.
	LM 3.1.1 Develop a system to send out a “pulse” survey at three intervals: immediately after onboarding, 30 days after, and 3 months after.	LM 3.2.1 Develop a system to send out a “pulse” survey at three intervals: immediately after onboarding, 30 days after, and 3 months after.	LM 3.3.1 Convene with a group of JAG Specialists to discuss the organization and content of this map	LM 3.4.1 Complete a market analysis in each region to determine the midpoint range for positions like JAG Specialists
	LM 3.1.2 Identify how to assess satisfaction rate	LM 3.2.2 Identify how to assess satisfaction rate	LM 3.3.2 Appoint staff who will oversee the creation of the map	LM 3.4.2 List various ways compensation packages can be used in the market adjustment for JAG Specialists
	LM 3.1.3 Identify who oversees reviewing survey results and to whom they are shared	LM 3.2.3 Identify who oversees reviewing survey results and to whom they are shared	LM 3.3.3 Collect materials and lesson plans over the course of a school year	LM 3.4.3 Develop a plan with the appropriate stakeholders in each region to conduct a market adjustment of all JAG Specialist salaries
	LM 3.1.4 Identify who will implement any changes based on survey results	LM 3.2.4 Identify who will implement any changes based on survey results	LM 3.3.4 Set roles and responsibilities for inputting specific lesson plans and materials	
	LM 3.1.5 Create (or review existing) guidelines/ non-negotiables/best practices for regional onboarding		LM 3.3.5 Develop a process for sharing a survey to gauge satisfaction with current curriculum map and gather feedback	

Lead Measures (LM)

STRATEGIC INITIATIVE #3 - CONTINUED

Increase JAG Specialist retention every school year to reach a retention rate of 90% by 2027.

Key Performance Indicators (KPIs)



Lead Measures (LM)

	KPI 3.5 100% of new JAG staff complete the JAG mentorship program.	KPI 3.6 Develop transition plans in every JAG program.	KPI 3.7 Diversity of JAG staff reflects the diversity of the communities they serve.
	LM 3.5.1 Create process for selecting mentors	LM 3.6.1 Create guidance around transition plans – non-negotiables, suggestions, and resources	LM 3.7.1 Share with JAG staff the demographic data of the student populations they serve at least once a school year
	LM 3.5.2 Set guidance on how many JAG staff members can be paired with one mentor	LM 3.6.2 Develop a space to house transition plans and materials (e.g., JAG Genius)	LM 3.7.2 Review the demographic data (of each region) of individuals applying for open positions in their region, individuals who were invited to interview for those positions, and of individuals offered any promotions
	LM 3.5.3 Develop guidance over expectations, roles, and responsibilities of mentors and mentees	LM 3.6.3 Identify who will oversee the development, implementation, and review of the transition plans	LM 3.7.3 Identify who will oversee the discussion of this data with the regions, assisting with the development of recruitment and development plans, and provide feedback when necessary
	LM 3.5.4 Create an incentive and recognition system for mentors	LM 3.6.4 All JAG programs upload their transition plans by July 2023	LM 3.7.4 Send out “pulse” surveys at consistent intervals and add exit interview questions to collect JAG staff feedback around inclusion and bias
	LM 3.5.5 Implement a satisfaction survey for mentees to collect feedback and implement improvements to the program	LM 3.6.5 Develop a system to review and revise all transition plans at least once a school year	LM 3.7.5 Meet with regional JAG staff (as needed) to discuss demographic trends and survey results and develop plans to change the makeup of the pools (applicants, interviewees, promoted staff).

Appendix A – JAG Specialist Survey

SURVEY INTRO:

The Jobs for America’s Graduates (JAG) Indiana state leadership is seeking your feedback to gain a better understanding of your experience as a JAG Specialist. Your feedback will help the state leadership develop a strategic plan designed to enhance the overall impact and value of JAG Indiana for students, their families, and your community.

The survey should take no more than 10-15 minutes to complete. We encourage you to respond candidly and openly as your responses will be anonymous and collected in aggregate by Thomas P. Miller & Associates, LLC, a third-party consulting firm.

The input you provide will not only guide the JAG Indiana strategic plan but will also help shape the future of the organization, so your experiences and feedback are essential to ensuring the future of JAG Indiana encompasses the work you do and the support you need to serve your students. Thank you for taking the time to complete this survey and to provide your voice to this vital work.

Background Information

1. How many school years have you worked as a JAG Specialist?

- Less than one year
- 1 year
- 2-3 years
- 4-5 years
- 6-9 years
- 10+ years

2. In what region do you work?

- Region 1 – Northwest
- Region 2 – Northern
- Region 3 – Northeast
- Region 4 – West Central
- Region 5 – Central
- Region 6 – Eastern
- Region 7 – West
- Region 8 – South Central
- Region 9 – Southeast
- Region 10 – Southern
- Region 11 – Southwest
- Region 12 – Marion County

3. What was your background prior to working as a JAG Specialist? Please check all that apply.

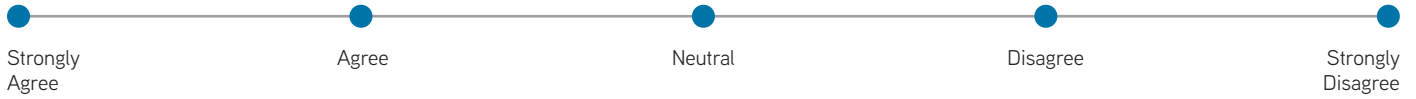
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio-Video Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics
- Other (please list in the box below)

JAG Indiana Values

1. JAG National's five core values are listed below. Please indicate your level of agreement with how each value statement aligns with the work and priorities of JAG Indiana.

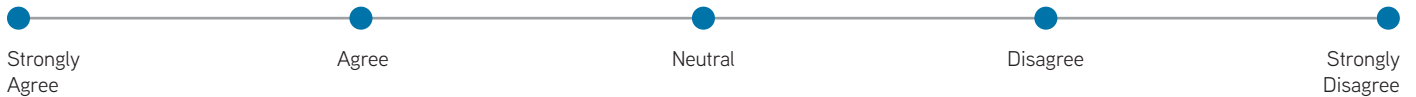
ADAPT ALWAYS

JAG adapts based on new needs and changing environments but does not waiver from its core mission or founding principles of non-partisanship and inclusion.



CREATE OPPORTUNITIES

JAG never stops creating equitable opportunities for young people to develop a sense of purpose and make a positive difference in their futures.



ACT WITH INTEGRITY

JAG is consistent and uncompromising in its commitment to young people acting with trust, transparency, and honesty.



STRIVE FOR OUTCOMES

JAG measures its work against outcomes to fulfill its mission and empower young people to graduate from high school and have future career and personal success.



CULTIVATE BELONGING

JAG is all about students and staff experiencing belonging; people are at the center of everything JAG does.



2. (short response – not required) Please use the box below to provide context and/or comments about your rankings.

3. (short response – not required) In the box below, please share any values that JAG Indiana represents that are not listed above.

JAG Specialist Training and Development

1. How would you rate the onboarding training (e.g., understanding your roles and responsibilities, transitioning to your positions, etc.) from STATE leadership?



2. (short response – not required) Please use the box below to provide context and/or comments about your answers.

3. How would you rate the onboarding training (e.g., understanding your roles and responsibilities, transitioning to your positions, etc.) from REGIONAL leadership?



4. (short response – not required) Please use the box below to provide context and/or comments about your answers.

5. During the 2020-2021 school year and the 2021-2022 school year, how many regional trainings specific to your role as a JAG Specialist were offered to you by STATE leadership?

- None
- 1-2
- 3-5
- 6+
- Not Applicable

6. Overall, how would you rate these state trainings?



7. (short response – not required) Please use the box below to provide context and/or comments about your answers.

8. During the 2020-2021 school year and the 2021-2022 school year, how many trainings specific to your role as a JAG Specialist were offered to you by your REGIONAL leadership?

- None
- 1-2
- 3-5
- 6+
- Not Applicable

9. Overall, how would you rate these regional trainings?



10. (short response – not required) Please use the box below to provide context and/or comments about your answers.

11. What training topics would you like to see offered in the next 12 months? Check all that apply.

- Accreditation and Site Reviews
- Career Development Conference / JAG Model
- Classroom Management / Pedagogy
- Data Entry / JAG Force
- Diversity, Equity, and Inclusion
- Employer Relationships
- Graduation Pathways Requirements
- JAG Graduate Follow-up and Performance Measures
- JAG Student Recruitment and Outreach
- Post-Secondary Relationships
- Project Based Learning / Competency Attainment
- Social Emotion Learning / Trauma Informed Care
- Working with Special Populations
- Other (please list your suggestion(s) in the box below)

12. (short response – not required) Use the box below to provide context and/or comments about your answer(s).

Community Support

1. How would you rate the support you receive from your school administration?



2. How would you rate the support you receive from your school guidance counselors?



3. What supports from your school staff (administration and/or counselors) are working well and why?

4. What additional supports from your school staff (administration and/or counselors) would be helpful?

5. (scale rating) In your experience, how familiar with JAG are the following stakeholders in your community?

School administration



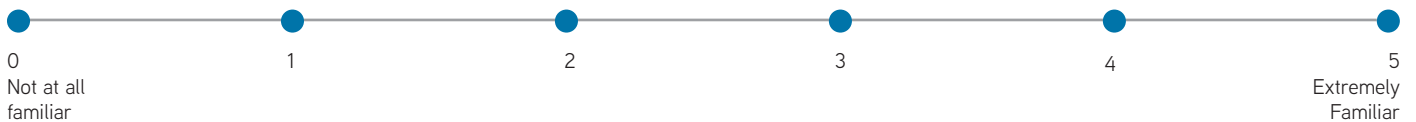
Guidance Counselors



Middle School Teachers



High School Teachers



Students



Parents/Guardians



Employers



Post-Secondary Partners



Local Legislators



WorkOne Staff



Workforce Development Boards



6. (short response – not required) What suggestions do you have on how to better familiarize the stakeholders listed above with JAG?

Student Recruitment

2. How would you rank the recruitment methods you have used during the 2020-2021 and 2021-2022 school years to recruit students to the JAG program?

Hosted information sessions for students and their families/guardians



School announcements/newsletters



Brought in current JAG students to talk to their peers (e.g., peer-to-peer recruitment)



Brought in JAG graduates to talk to potential students



Shared information with guidance counselors



Posted information on social media

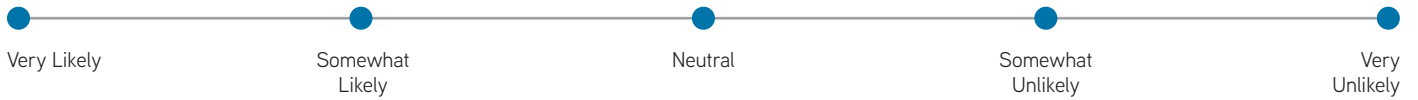


Other



3. (short response – not required) What additional methods have you used in the last two school years to recruit students into the JAG program?

4. In your experience, how likely are the guidance counselors in your school(s) to encourage students to enroll in JAG?



5. Use the box below to provide context and/or comments about your answer.

6. Please describe how you work with your guidance counselors to make sure the right kids are being enrolled into your JAG program?

7. In your experience, how likely are the parents/guardians in your community to encourage their students to enroll in JAG?



8. Use the box below to provide context and/or comments about your answer.



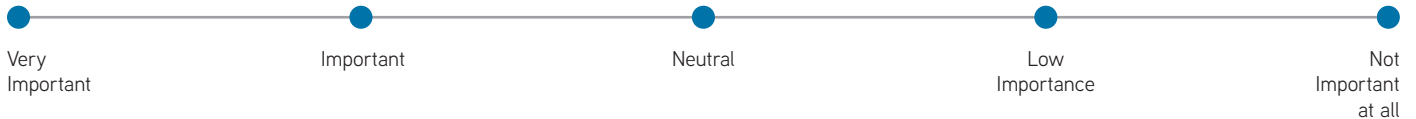
Student Support

1. What supportive services have you provided to students during the 12 months follow-up phase? Check all that apply.

- Assistance enrolling in further education / training program
- Check-in Data Collection (e.g., currently working, wage, enrolled in college, etc.)
- Conflict Resolution (e.g., family, personal, job related, etc.)
- Job Interview Prep
- Job Retention / Job Advancement
- Job Search/Application Support
- Letters of Recommendation/Support
- Life Survival (e.g., budgeting, insurance, setting up doctor appointments, etc.)
- Referrals to Mental Health Assistance
- Referrals to WorkOne
- Resume Writing
- Selection Criteria (barriers)
- Other (please list these in the box below)

2. (short response – not required) Use the box below to provide context and/or comments for any of your selections.

3. How important is it to provide support to students for 12 months in the follow-up phase?



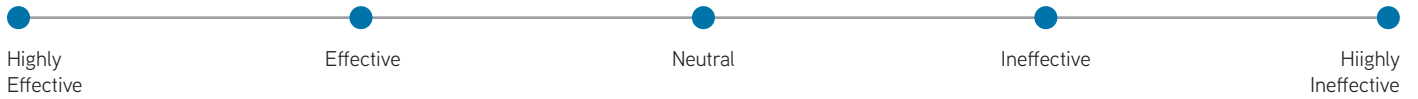
4. How confident are you in your ability to provide high quality support to students for 12 months in the follow-up phase?



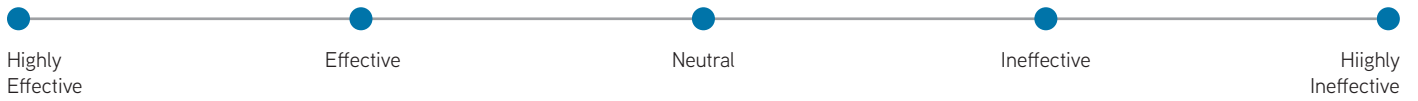
5. Should support and follow-up services for JAG students be provided for longer than 12 months?

- Yes
- No
- Not Sure

6. How would you rate the training/guidance you receive around data entry for 12-month follow-up?

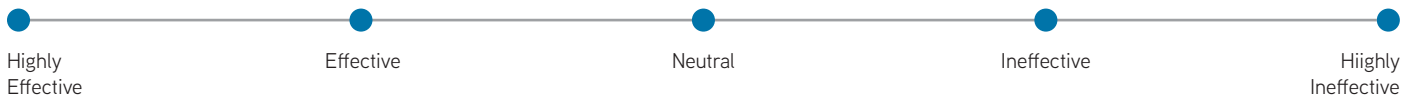


7. How would you rate your connection with your local WorkOne?



8. (short response – not required) Use the box below to provide context and/or comments for any of your selections.

9. How would you rate your connections with local employers?



10. (short response – not required) Use the box below to provide context and/or comments for any of your selections.



Appendix B – JAG Stakeholder Engagement Questions

WELCOME

Hello everyone! My name is Nioka Clark and with me is my teammate, Alex Cipoletti. We are from Thomas P. Miller & Associates (TPMA) and we have been hired by JAG Indiana to assist with the development of the JAG Indiana strategic plan.

We are thankful to be able to speak to you all today on this topic, and to get your insights and feedback around your experience with JAG.

While we're going to ask you some specific questions, please know that everything you share here today is private. We will not repeat any personal information you share today, and we ask that you also do not repeat any personal information shared within this group. After this meeting, we're going to go back and summarize all the information you share with us so that it's general and doesn't have your name on it.

We will not include any identifying information in our final report. If we use a direct quote of yours, we will use generic terms like "a focus group participant". We hope that you all will feel comfortable being open and honest with us!

INTRODUCTIONS

To start, I'd like to go around the room and have everyone introduce themselves and tell us your current role and the region you are in!

JAG VALUES

- What does/can JAG look like in the future?
- What is the balance between supporting students and meeting "outcomes"?
 - What does the term "outcome" mean to you?
 - How well do JAG's requirements pertaining to outcomes help you support students?
 - If we think of "outcomes" as data, what other data (outside of the 5/5 or 6/6) can be tracked to help show the successes that aren't captured by traditional measured outcomes?
- What pressures do you feel from JAG National and/or JAG Indiana to meet requirements?
 - Do Specialists feel pressured to achieve 5 of 5 with their students? Where does this pressure come from?
 - Does the pressure of meeting outcomes coupled with the COVID-19 pandemic add additional pressure? Why or why not?
 - What could help alleviate pressure?
- Is there a need for boundaries training? Why or why not?
- One suggested value that is not represented in the list of JAG Indiana's values is "lifelong commitment." To what extent do you believe that this value accurately represents the JAG Indiana program?

12-MONTH FOLLOW-UP SERVICES

- What are the benefits of extending follow-up services beyond 12 months?
 - In a perfect world, what does additional time for follow-up services look like?
- What are the drawbacks to extending 12-month follow-up services?
- Would you recommend extending follow-up services? Why or why not?
 - For whom would you extend follow-up? Everyone? Specific groups?
 - How long would you extend follow-up services?

AWARENESS OF JAG SERVICES

- What are best practices around outreach/spreading awareness of JAG to the following groups? Why is the outreach effective?
 - Middle and High School Teachers
 - Parents/Guardians
 - Local Legislators
- In a perfect world, what outreach techniques would you like to use? What barriers are preventing you from using them now?
- What are ineffective outreach techniques and why?

ONBOARDING – QUESTIONS RE: STATE | QUESTIONS RE: REGIONAL

- What components of your onboarding experience were beneficial?
- What components of your onboarding experience could be improved?
- What do you think should be added now to the onboarding process that wasn't needed for your onboarding?

TRAINING AND DEVELOPMENT – QUESTIONS RE: STATE | QUESTIONS RE: REGIONAL

- What is challenging around completing/participating in training and development that is offered?
- What is your preferred training delivery format (i.e., in-person, virtual, hybrid, etc.) for yourself? What is the preferred training delivery format for the specialists?
- What objectives and outcomes would you like to see included in trainings on these topics (listed below)? Why would these be beneficial for JAG specialists?
 - JAG Student Recruitment and Outreach
 - Project Based Learning / Competency Attainment
 - Data Entry / JAG Force
 - Graduation Pathways Requirements

LOCAL EMPLOYERS

- What does employer engagement look like in your region?
- What are best practices for engaging employers?
 - Describe some successful connections with local employers you've made / had / benefited from in your region.
- For regions where there is not much employer engagement:
 - What are barriers/challenges to employer engagement?
 - What support/help do you need to establish additional/stronger connections?
- What impact has the COVID-19 pandemic had on building/maintaining employer connections?

STUDENT RECRUITMENT

- What are best practices in student recruitment? Why are they effective?
- In a perfect world, what student recruitment techniques would you like to use? What barriers are preventing you from using them now?
- What are ineffective recruitment techniques and why?

JAG FORCE

- How has JAG Force been useful?
- What are the areas of opportunities to use this system? How can you use the data?
- What delivery of training would you prefer to help you be successful?



