Supts Memo No. 028-15, Attachment A

**JOBS FOR VIRGINIA GRADUATES**

**COMPETITIVE GRANT AWARD**

**APPLICATION PACKET**

**SY 2015 - 2016**

**Virginia Department of Education**

**Office of Career and Technical Education**

**P. O. Box 2120**

**Richmond, VA 23218-2120**

# **INTRODUCTION**

The Jobs for Virginia Graduates (JVG) Competitive Grant Award Application packet is being distributed to all interested school divisions to solicit applicants for new grants to be awarded for School Year (SY) 2015–2016 (July 1, 2015 through June 30, 2016).

Priority will be given to funding at least one new program in each of the eight (8) Superintendents’ Regions.

Each grant award will be a maximum of $25,000. This grant requires a dollar for dollar local match to state funds. New JVG grant awards are contingent on the availability of state funds.

The JVG program is an affiliate of the national nonprofit public service corporation called “Jobs for America’s Graduates” (JAG).

The primary mission of this program is to assist youth who are disadvantaged and not achieving in school to complete high school as well as secure and retain quality jobs. The typical JVG participant has a grade point average of “C” or below. One out of five of these students has been expelled, suspended, or placed on academic/social probation prior to enrollment in the program. Almost one half of all JVG students are members of racial/ethnic minority groups.

The primary goals of the JVG program are as follows:

* Reach a 90 percent graduation/GED rate (within twelve months after the normal school leaving time);
* Reach an 80 percent overall success rate (with participants either on the job, in the military, or enrolled in postsecondary education or training) at the end of twelve months;
* Target those young people who are not only unlikely to complete school or get a job, but who also possess the potential for high-risk behavior upon leaving school;
* Demonstrate the utility of the program for a potential statewide application that would serve not only to improve the graduation rates, reduce the dropout rates, and improve the employment rate, but also reduce the number of young people who become candidates for the juvenile justice system.

To achieve these goals, the school division must employ a job specialist, who will work directly with 35-45 students who meet the program criteria. The job specialist will assist students in (1) completing high school, (2) gaining employability skills, and (3) securing employment.

# **JVG Program Requirements**

I. Program Components

Each JVG program must include:

A. Employment of a job specialist who will teach the JAG curriculum and coordinate job placements and who takes responsibility for working directly with 35-45 young people who are at risk of becoming unemployed, not graduating, or both

B. Attainment by students of a minimum of 37 competencies in career awareness, job seeking, job survival, basic academics, leadership development, and life skills development

C. Remediation and basic skills education for students, drawn from resources in the school or community

D. Participation by students in a highly motivational career association for the development of the participants’ self-esteem and confidence (activities to include job shadowing, participant organized career/leadership conference, job fairs, fund raising, and field trips outside the traditional setting)

E. Participation by students in a variety of learning formats, from small groups to tutoring, to facilitate improvement in reading, mathematics, and general academic skills

F. Assessment of students with pre- and post-testing in JAG-approved pre-employment/work-maturity competencies and basic reading and mathematics skills

G. Auxiliary services required to help young people overcome barriers to staying in school and getting good jobs

H. Intensive job development activities where the job specialist is responsible for persuading employers to accept JVG youth--at least on a trial basis--upon graduation or before

I. Twelve full months of follow-up by the job specialist after graduation to ensure that the participant’s job has career potential and to solve problems that may occur on the job, with the objective of gaining a raise or promotion for the individual within the nine-month period

J. A minimum of 60 hours of contact per academic year, per student, including competency instruction and career association activities and counseling to ensure retention and successful completion of the program

NOTE: JVG can be offered as a for-credit course at the discretion of the school division.

II. Relationships and Responsibilities

A. Relationship of Comprehensive Program to School Administration

The JVG and the school division must recognize that this comprehensive program, modeled after JAG, operates as an independent program developed according to a nationally recognized model; however, the program cannot operate autonomously from the programs at school. For the success of the JVG program, there must be a collaborative, coordinated relationship within the school. JVG recognizes that the job specialist will adhere to the rules and regulations of the school.

The job specialist will be apprised of the principal’s role of final determination in matters that relate to:

1. The daily operation of all school activities.

2. The interaction of the job specialist with staff and students.

B. Joint Responsibilities

1. Selection of Job Specialist

The job specialist will be secured through advertising and interviewing, with the selection process coordinated by the school. The school must notify the JVG CEO of the name, address, telephone number, and qualifications of the job specialist and provide a résumé and job description to the CEO (e.g., résumé and job description, etc.), upon hiring the job specialist. The job specialist shall be an employee of the school division.

2. Public Relations Efforts

Both parties will work together and coordinate the promotion of the JVG Program. All press releases, media campaigns, and public presentations will be coordinated through JVG.

III. Participant Selection and Eligibility

All eligible JVG participants will be required to complete a student profile developed and provided by JAG to be considered for the program. The job specialist will determine eligibility and assist each youth in obtaining necessary documentation to complete his/her enrollment.

An advisory committee will be established within each school to assist the job specialist in the review and selection of participants as well as to provide ongoing support. The committee shall consist of one administrator, one counselor, one academic faculty member, and the job specialist. The committee may expand its membership to include community, private sector, and/or parent representation.

IV. JAG Data Collection Requirements

A. JAG - The job specialist will be responsible for monthly reporting of data on students enrolled, student educational achievement, and student employment to the Program Manager of JVG, as required by JAG.

B. Computer Requirements - School divisions must provide a personal computer and Internet access for the job specialist. The computer will be essential for the JAG data collection process.

## V. Funding Requirements

Matching Funds: Grant recipients must provide matching funds in the amount of 100 percent of the JVG state funds received. Matching funds must be from local or state (nonfederal) sources that are not being used to match any other federal or state programs. Matching funds may come from either cash or in-kind sources and must be documented at the time of contract negotiation with the Department of Education.

Grantees must submit to the JVG state office the $5,000 JVG/JAG affiliation and management fee prior to the National Training Seminar in July. This fee covers all monthly program management visits and additional training/support during the grant period. **Job specialists are required to attend two regional training sessions during the school year in either Roanoke or Richmond**. The fee also covers JAG national affiliation fees and access to the JAG national curriculum models.

**INSTRUCTIONS FOR SUBMITTING**

**COMPETITIVE JVG GRANT AWARD APPLICATION**

You must respond to each of the items in the amount of space provided in the blocks. Please do not go beyond the maximum space allowed by each block and do not submit appendices. You will need to be concise and specific in describing services to be provided, students to be served, how you will operate the program, and how you will use the funds.

Note that a budget summary sheet using the “object codes” and a budget worksheet with line items corresponding to the budget form, must be completed. The budget form and worksheet must reflect all funding sources: state funds from the Department of Education and local school division funds, with the use of each specified by line item.

For example, if the job specialist’s salary and fringe benefits are to be paid from all sources, the breakout should be clear on the worksheet.

A review committee will review your application and will be concerned with the completeness and quality, rather than quantity, of your application.

You must complete the application and submit two copies with original signatures. The JVG Competitive Grant Award Application packet must be received no later than 5 p.m. on March 2, 2015, or postmarked no later than midnight March 2, 2015.

Application packet must be mailed to: Lolita B. Hall, Director, Office of Career and Technical Education, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120.

For hand-carried documents, the street address is: James Monroe Building, 21st Floor - CTE, 101 North Fourteenth Street, Richmond, VA 23219.

**For school divisions requesting assistance, numerous conference call opportunities will be offered to facilitate the submission of grants. Contact Barry Glenn at 804/513-1931 or via e-mail at** [**rbarryglenn@gmail.com**](mailto:rbarryglenn@gmail.com) **to schedule these conference calls.**

All inquiries for information should be directed to: W. Terry Dougherty, Grants Administrator, Career and Technical Education, Virginia Department of Education, at 804/225-3349 or via e-mail at [Terry.Dougherty@doe.virginia.gov](mailto:Terry.Dougherty@doe.virginia.gov) or Barry Glenn, JVG President and CEO, at 804/513-1931 or via e-mail at [rbarryglenn@gmail.com](mailto:rbarryglenn@gmail.com).

COMMONWEALTH OF VIRGINIA

DEPARTMENT OF EDUCATION

## Office of Career and Technical Education

# **COMPETITIVE JVG GRANT AWARD APPLICATION PACKET**

**SCOPE OF SERVICES**

(*Please type)*

School Division Number/Name Submitting Application

Address

Starting Date: July 1, 2015 Ending Date: June 30, 2016

Grant amount requested for SY 2015-2016: $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Amount contributed by applicant (Local School Division): $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Amount Contributed by local community/business: $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total JVG Program Budget for SY 2015–2016: $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Typed Name of Fiscal Officer Typed Name of Agency Head

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Fiscal Officer Signature of Agency Head

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

**1. Measurable Objectives and Procedures for Implementation (40 Points)**

State your local program objectives with procedures for implementation listed under each, including the number of students to be served.

**1. Measurable Objectives and Procedures for Implementation (Continued)**

State local program objectives with procedures for implementation listed under each, including the number of students to be served.

**2. Evaluation and Data Collection (10 Points)**

Briefly describe your evaluation and data collection plan.

**3. Qualifications of Program Staff (10 Points)**

Provide a brief description of the qualifications required of the individual who will serve as the job specialist.

**4. Collaboration with Other Agencies/Organization/Businesses (5 Points)**

#### Describe collaboration planned with other agencies, organizations, and businesses/industries.

**5. Facilities (5 Points)**

Describe the facilities where the program will be housed.

**6. Unique Characteristics of the Program (10 Points)**

Describe any unique or creative components planned for your local program.

**7. Budget Worksheet (20 Points)**

Develop a budget worksheet relevant to program objectives that includes line items under each broad expenditure account and corresponding object codes. Both state funds and local contributions should be listed.

Note: Complete the enclosed **Program Budget Summary** form using the “object codes” and the budget worksheet with line items corresponding to the **Budget Worksheet**. The **Budget Worksheet** and the **Program Budget Summary** must reflect all funding sources: state funds from the Department of Education and local school division funds, with the use of each specified by line item.

**PROGRAM BUDGET SUMMARY SHEET**

School Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Expenditure Account** | **State Funds** | **Local Funds\*** | **Total Budget** |
| 1000  Personal Services |  |  |  |
| 2000  Employee Benefits |  |  |  |
| 3000  Purchased Services |  |  |  |
| 4000  Internal Services |  |  |  |
| 5000  Other Charges |  |  |  |
| 6000  Materials & Supplies |  |  |  |
| 8000  Capital Outlay/Equipment |  |  |  |
| **TOTAL** |  |  |  |

\*Matching local funds required

## EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

**1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 OTHER CHARGES** – Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel,travel (Staff/Administration), office phone charges, training, leases/rental*,* Indirect Cost, and Other*.*

*Note: Indirect cost cannot be claimed against capital outlay and equipment.*

**6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under $5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under $5,000 would be reported in “materials and supplies.”

**8000 CAPITAL OUTLAY -** Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than $5,000 unless the LEA has set a lower capitalization threshold.

**Guidelines for Developing Matching Funds**

The sources for matching funds for Jobs for Virginia Graduates may be state, private, or other contributions.

**CASH**

**IN-KIND ALLOWABLE MATCHES**

* Compensation for Personal Services and Fringe Benefits

These include justifiable administrative, supervisory, fiscal or other personal services directly related to the support of project operations. Documentation is required to identify the percent of support provided by each, converted to a dollar amount.

* Supplies

The dollar value of supplies used to directly support the project activity.

* Utilities

This includes heat, electricity, phones, copier, and fax usage.

* Building Use

“Rent” may be utilized as in-kind and is based on the fair market retail or commercial rental value for the geographical area. This would apply when State, LEA, or other agency property is used as space to support project activities. Documentation of an appraisal of fair market retail or commercial rental rates for the area would be required. The amount of square footage used for project operation would be converted to a dollar value.

* Per Pupil Expenditure

The per pupil expenditure for project participants from state, local, and/or federal funds may be used.

* Teaching Aids

These include such items as the cost of audiovisual materials or other such aids used directly in support of project activities. Documentation would include a listing of the percentage of use, converted to a dollar value, based on the current market value, or for items purchased exclusively for the project, the purchase price.