



Educational Services Center

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Matthew Degner

Superintendent of Schools

R Chace Ramey

Deputy Superintendent

Monday, May 4, 2026

To: Board of Directors
Matt Degner, Superintendent

From: Carmen Gwenigale; Director of Curriculum, Instruction, and Assessment

RE: 2026-2027 iJAG MOU

Iowa Jobs for America's Graduates (iJAG) provides comprehensive drop-out prevention and school-to-work transition services for youth. iJAG works to develop workplace competencies in students that assist in their success in career/life transitions by providing individual career education, increasing academic achievement, and providing school-to-work transition. Each iJAG program is operated as an elective course for credit during the regular school day.

ATTACHMENT: 2026-2027 iJAG MOU

RECOMMENDATION: Recommend approval and signature for the iJAG MOU.



MEMORANDUM OF UNDERSTANDING (MOU)

Iowa City Community School District

WHEREAS, this Memorandum of Understanding, entered into between Iowa Jobs for America's Graduates, Inc. (herein after referred to as "iJAG") and the Iowa City Community School District (herein after referred to as "the Partner") outlines the elements of a partnership to successfully implement and sustain the Jobs for America's Graduates (JAG) Program as operated and managed by iJAG.

WHEREAS, iJAG is a nonprofit organization dedicated to building meaningful partnerships across business, industry, and education to support participants on their path to success. With funding from corporate and foundation contributions, public sector grants, and school partnerships, iJAG works to create opportunities for participants who face various challenges to graduation and future planning. As a state affiliate of Jobs for America's Graduates (JAG) National Network, iJAG provides classroom and work-based learning experiences, academic support, and skill development to help participants stay engaged in school and prepare for their future. Beyond graduation, iJAG's on-site staff members offer personalized follow-up services for 12 months, ensuring participants have the guidance and resources needed to transition smoothly into a career or pursue further education. iJAG prepares participants to contribute to their communities, drive innovation in the workforce, and create meaningful change in their lives and beyond.

WHEREAS, the primary performance goals of the program depend upon the program model and are attached hereto in Exhibit 1.

WHEREAS, both parties mutually agree to indemnify and hold each other harmless from liabilities arising from their own actions or negligence during the course of this partnership.

WHEREAS the responsibilities of iJAG include:

1. Maintain an active, involved iJAG Board of Directors to provide oversight to the implementation, operation, and continuous improvement of programs in Iowa that satisfy the accreditation standards of the National JAG Program Model.
2. Using statewide and Partner performance outcomes, receive and maintain standard accreditation as a member of the JAG National Network.
 - a. Every 3-4 years, JAG will conduct a site review and prepare an accreditation report for consideration by the Board of Directors, iJAG Leadership, the Partner, and iJAG on-site staff members.
3. Make available upon request its copyrighted model books and materials, operation guides, administrative manuals, electronic data management systems, etc.
4. Employ a full-time, jointly accepted individual with the requested BOEE certification and *Work-Based Learning Supervisor Authorization* to fulfill the responsibilities of the iJAG on-site staff member. This staff member will be on the Partner's premises for 10.5 months of the year, following the Partner's educational calendar.
5. As applicable, ensure participants engage in meaningful, Department of Education-recognized, work-based learning experiences that align with career pathways and future employment opportunities.
6. Develop and establish positive working relationships and connections within the school, local community and State for comprehensive academic improvement, career education guidance, career and technical education, resiliency building, post-secondary transition support, Workforce Development, and Economic Development as applicable.
7. iJAG Leadership will provide the following:

- a. Support to iJAG on-site staff member
- b. Technical assistance and training to the iJAG on-site staff member and other essential Partner staff on successfully implementing and operating a JAG-accredited program
- c. Staff development for all iJAG on-site staff members to ensure understanding of JAG and the applicable program models, share best practices through planned local/state staff development activities, and provide annual, required staff training, in-person and virtually.
- d. Conduct frequent quality assurance reviews on participants, services, outcomes, and consulting visits to offer encouragement, support, and feedback.
 - i. iJAG Program Leadership will meet with the Partner administrator leading the iJAG partnership during these visits to ensure satisfaction and collaboration.

WHEREAS, the responsibilities of the Partner include:

1. Partners will adhere to an "onboarding checklist" to be compiled by the iJAG program team. The checklist will consist of but is not limited to the following:
 - a. Issue an ID badge or keys allowing the iJAG on-site staff member access to appropriate buildings.
 - b. Provide appropriate space for the iJAG on-site staff member, including classroom and/or office space (as applicable) that provides participants with privacy as necessary and contributes to in-kind services.
 - c. Provide utilities, computer, copier, internet access, meeting space materials, supplies, etc., like other teachers and Partner staff.
 - d. Provide access and training to iJAG on-site staff members on any database system deemed appropriate for the partnership and any other technology available to the iJAG on-site staff member within the building.
 - i. iJAG on-site staff members will have access to all participant information, including but not limited to grades, demographics, credits, behaviors, schedules, free and reduced lunch status, IEP/504 Plans, parent/guardian contact information, etc., for all participants to assist with participant selection.
 - e. Include iJAG on-site staff members in all safety training drills, Mandatory Reporter Training, and all other training and professional development required of all staff as appropriate.
 - f. Assign iJAG on-site staff members a staff support within the assigned building.
 - g. Collaborate with iJAG to complete and maintain all student paperwork and electronic documentation as required by iJAG and address any school-related media releases.
2. The Partner will provide ongoing coaching and feedback in collaboration with iJAG Leadership to the iJAG on-site staff member to support their professional growth.
 - a. Ensure that all coaching and Human Resource-related discussions concerning the iJAG on-site staff member are conducted in coordination with iJAG prior to notifying the iJAG on-site staff member. This collaborative approach will support alignment with iJAG policies, best practices, and program expectations.
 - b. Collaborate with iJAG on any decisions regarding changes to iJAG programming and communicate with iJAG to ensure a coordinated and supportive transition process.
3. Incorporate iJAG on-site staff members in electronic notifications of Partner updates and notices.
4. Partner Administration will ensure the following:
 - a. iJAG is included in the participant Handbook/Course Catalog and ensures guidance staff assists with participant referral and selection.
 - b. The iJAG on-site staff member and the Partner must agree on each participant before they are added to the roster.

- c. Work with the iJAG on-site staff member to establish an Advisory Committee that assists in recruiting and selecting participants most in need of services and who meet JAG criteria to receive services and to provide ongoing support for participants and the iJAG program.
 - i. The committee will include one representative from the Partner's administration, counseling staff, faculty, and the iJAG on-site staff member.
 - a. *Note: The Partner may use an existing committee if it will also perform the additional functions of the Advisory Committee.*
 - ii. Seniors can join iJAG only during the beginning of their senior year.
 - d. Infuse iJAG and their Career Association with other Partner programs and services where appropriate.
 - e. Support the iJAG on-site staff member's efforts to engage parents, employers, and the community.
 - f. Support the iJAG on-site staff member's efforts to perform mandatory on-site and off-site engagements with employers, job opportunities, and potential placements.
 - g. Work with iJAG Leadership to:
 - i. Complete a program assessment twice yearly to assess the iJAG on-site staff member's performance.
 - ii. Provide building supervision of the iJAG on-site staff members.
 - iii. Conduct regular meetings with iJAG Leadership to evaluate the partnership and progress of the iJAG program.
5. The Partner will provide the following:
- a. Meetings with iJAG Leadership quarterly to review data and discuss the partnership
 - b. Transportation for participants to attend statewide events, Career Association events, employer engagement opportunities, college visits, and community service opportunities as applicable.
 - i. Including providing the necessary insurance coverage for participants to attend these opportunities as their participation is considered a Partner-sponsored event.
 - ii. Allow other staff to serve as chaperones and activity judges at these events when possible and as applicable.
 - iii. iJAG on-site staff members will present the event dates to the appropriate Partner personnel and obtain prior approval in the timeframes expected according to the Partner's internally required process.
 - iv. The Partner will allow the iJAG on-site staff member access to smaller district vehicles when available for small group activities related to career association and WBL. If access is not available, iJAG on-site staff members will have permission to transport participants in accordance with iJAG's Policies and Procedures.
 - c. The cost of substitute teachers for the first 10 program days per iJAG on-site staff member, that said iJAG on-site staff member cannot be present, as necessary and with prior approval
 - i. Substitute days are based on the monetary cost to the Partner in half or full-day increments regardless of the amount of time the substitute covers services on behalf of the iJAG on-site staff member.
 - ii. Substitute days include personal sick days, iJAG training, career engagements, and iJAG-sponsored statewide events.
 - iii. iJAG covers any days after 10.
 - d. A representative from the Partner (ideally the Principal, Vice Principal, or administrative personnel with similar responsibilities) to attend the annual Partnership meetings, coordinated by iJAG Leadership.

WHEREAS the responsibilities of the iJAG on-site staff member include:

1. iJAG on-site staff members' primary role is to deliver the applicable iJAG programming with fidelity.
2. iJAG on-site staff members may have one other Partner-related duty.
 - a. 11th & 12th grade programs' additional duty should be closely aligned with work-based learning initiatives.
3. The iJAG on-site staff member will fulfill the following:
 - a. Recruit and select qualified participants for the program who satisfy the criteria set out by iJAG/JAG.
 - i. Participants must *need, want, and benefit* from the services.
 - b. Establish an Advisory Committee with Partner Administration to recruit, screen, and select participants most needing services.
 - c. As applicable, organize the participant-led Career Association.
 - i. Each iJAG participant will join the Career Association for belonging, a sense of ownership, building self-esteem, and developing leadership and teamwork skills.
 - ii. Each participant must complete at least fifteen (15) annual hours of community service, individually or within groups.
 - d. As applicable, assist the Career Association in fundraising and community service in accordance with Partner and iJAG policies and procedures.
 - i. Monies raised will need to be held and accounted for in either an iJAG account or in a Partner-issued iJAG account.
 - e. As applicable, develop work-based learning and/or job shadow experiences in conjunction with Partner Administration.
 - i. Collaborate with the Partner on already established work-based learning programs and employer engagement experiences.
 - ii. Ensuring follow-up participants also receive the same work-based learning and employer engagement opportunities.
 - iii. Ensure juniors and seniors have access and opportunities to participate in dual credit classes with the local community college, as applicable.
 - f. Establish and maintain connections at the community and Partner levels.
4. iJAG on-site staff member will:
 - a. Attend and participate in iJAG staff development experiences, mandatory staff meetings, and participant events as applicable.
 - b. Work with iJAG Leadership to assist with special events or peer-based training as needed.
 - c. Provide career guidance and participant support. Connect and refer participants to Partner or community-based services to overcome obstacles to transition year-over-year, graduation, post-secondary education, career pathway, and/or enlistment.
 - d. Work with participants and other staff/faculty to provide remediation and/or tutoring required to improve their basic education skills, advance to the next grade level, and/or obtain a high school diploma, GED or high school equivalency.
 - i. As applicable, provide necessary services to help participants overcome obstacles to staying in school, graduating, becoming employed, enlisting, and/or pursuing a postsecondary education, including follow-up with participants and/or teachers in classes that participants are not passing or falling behind.
 - e. If applicable, iJAG on-site staff members running the iJAG program will contact participants, graduates, and non-graduates monthly and employers bimonthly during the 12-month follow-up period.

- f. Provide personal and confidential information for screening per local and state laws governing those working directly with participants.
- g. Communicate with parents/guardians and participants using the approved communication platform, ParentSquare, for all interactions. This safe, monitored platform promotes accountability, protects all parties involved, and fosters a professional environment for effective collaboration and engagement.
- h. Collect and maintain signed parent/guardian consent for all off-campus activities involving participants, including instances where participants may be transported in a personal vehicle. Additionally, iJAG will secure media release permissions for participants to ensure compliance with privacy and usage guidelines.
- i. Complete and maintain all paper and electronic documentation as required by iJAG.
 - i. Submit properly completed written and electronic documentation as directed by iJAG Leadership.
 - ii. Work with iJAG Leadership to complete all monitoring, evaluations, agreements, and documentation required by funding sources.
- j. Participate in evaluations conducted by iJAG Leadership twice a year.
- k. Provide reports throughout the year on various data points, such as but not limited to programming, GPA, attendance, obstacles, etc., to the Partner and iJAG Leadership.
- l. Understand and adhere to the building's policy regarding leaving during contract hours.
 - i. iJAG on-site staff members will seek prior approval from iJAG Program Leadership before leaving the building during contract hours.
 - ii. iJAG on-site staff members will notify their building supervisor when leaving the building during contract hours.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding begins July 1, 2026, and runs through June 30, 2027.

Both parties mutually agree that the iJAG program will operate within the principles, policies, procedures, and iJAG standards outlined in this document and agreed to by the Partner and iJAG.


It is mutually agreed that efforts will be made to continue the iJAG accredited program year after year based on funding availability, an adequate number of participants to make the program cost-effective, and mutual satisfaction with the program.

Should areas of non-compliance with the iJAG model arise, and all efforts to reach agreement have failed, either party reserves the right to terminate this contract with ninety (90) days written notice.

Any updates and adjustments to this contract will be provided in writing by iJAG through an addendum.

For cost to Partner for the 2026-27 program year, see invoice attached on Exhibit 2.

SIGNATURES ON NEXT PAGE:

Iowa Jobs for America's Graduates		Iowa City Community School District	
Signature		Signature	
Print Name	Wendy Mihm-Herold	Print Name	
Title	President/CEO	Title	
Date	4/01/26	Date	

iJAG Career Exploration Program

iJAG Career Exploration–High School

2025–2026 SCED Code: 22151

Category: Career Exploration

What is the program?

Students deepen their understanding of and engagement with a variety of career paths, helping them take a more informed and intentional approach to planning for the future. Through project-based learning experiences, students explore interests, identify strengths, and begin creating individualized career pathway plans aligned to their goals.

Goal of the program

The goal of the iJAG Career Exploration program is to help students build self-awareness, expand career knowledge, and connect their interests and strengths to future education and employment opportunities. The program is designed to support career planning, decision-making, and readiness for postsecondary pathways.

How does the program work?

The program engages students in structured career exploration through project-based learning, career assessments, labor market awareness, and guided planning activities. Students explore a range of industries and occupations, learn about required education and training, and develop personalized plans that connect school experiences to future goals. The program may also include employer engagement, career speakers, workplace exposure, and skill-building experiences that help students better understand career possibilities.

Why this program matters

Career exploration helps students make stronger connections between school and their future. By giving students time and support to explore options, ask questions, and reflect on their goals, the program increases engagement, builds confidence, and helps students make more informed choices about high school coursework, postsecondary education, training, and careers.

Expected Outcomes

Students will:

- Identify personal interests, strengths, and career preferences
- Increase awareness of career pathways, industries, and workforce opportunities
- Develop an individualized career plan connected to future goals
- Strengthen decision-making, goal-setting, and planning skills
- Better understand the connection between education, training, and career success.

iJAG Work-Based Learning Program

iJAG Work Based Learning–High School

2025–2026 SCED Code: 22998

Category: Work-Based Learning

What is the program?

Students are supported in securing high-quality work-based learning opportunities such as internships, apprenticeships, and on-the-job training. These experiences provide students with first-hand opportunities to apply academic, technical, and professional skills in real-world settings. In addition, iJAG provides 12 months of follow-up services for seniors after high school graduation to help support their transition from education to employment and continued success.

Goal of the program

The goal of the iJAG Work-Based Learning program is to connect students to meaningful workplace experiences that strengthen career readiness, build employability skills, and support successful transitions into postsecondary education, training, or employment. The program is designed to help students gain practical experience, explore career interests, and develop the confidence and skills needed for long-term success.

How does the program work?

iJAG works with students, schools, and employer partners to identify and coordinate work-based learning opportunities that align with student interests, strengths, and career goals. Students receive guidance and support in preparing for these experiences through career planning, employability skill development, goal setting, and ongoing coaching. During and after placement, iJAG continues to provide support to help students navigate challenges, reflect on their learning, and make connections between their education and future career pathways. Seniors also receive follow-up support after graduation to encourage continued progress in work, training, or education.

Why this program matters

Work-based learning helps students connect classroom learning to real-life experiences in ways that are relevant, motivating, and future-focused. It gives students the opportunity to build skills, gain exposure to workplace expectations, and better understand career options before leaving high school. This program also helps students make smoother transitions into the next phase of life by providing continued support beyond graduation.

Expected Outcomes

Students will:

- Participate in meaningful work-based learning experiences connected to career interests
- Apply academic, technical, and professional skills in real-world settings
- Strengthen employability skills such as communication, teamwork, problem-solving, and responsibility
- Build confidence and readiness for employment, training, or postsecondary education
- Develop clear career goals and stronger connections between school and future plans
- Receive continued support during the transition from high school to employment, education, or training.

EXHIBIT 2

INVOICE

Iowa Jobs for America's
Graduates, Inc.
1111 9th St, Ste 268
Des Moines, IA 50314-2510

Accounting@iJAG.org
+1 (515) 216-3140
www.ijag.org



Bill to Iowa City Community School District Attn: Accounts Payable 1725 North Dodge St. Iowa City, IA 52245	Ship to Iowa City Community School District Attn: Accounts Payable 1725 North Dodge St. Iowa City, IA 52245
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Invoice details

Invoice no.: 28612
Terms: Due on receipt
Invoice date: 07/01/2026
Due date: 07/01/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		2026-27 MOU's	Iowa City High (11-12)	1	\$25,000.00	\$25,000.00
2.		2026-27 MOU's	Iowa City High (9-10)	1	\$25,000.00	\$25,000.00
3.		2026-27 MOU's	Iowa City Liberty (11-12)	1	\$25,000.00	\$25,000.00
4.		2026-27 MOU's	Iowa City Liberty (9-10)	1	\$25,000.00	\$25,000.00
5.		2026-27 MOU's	Iowa City West (11-12)	1	\$25,000.00	\$25,000.00
6.		2026-27 MOU's	Iowa City West High (9-10)	1	\$25,000.00	\$25,000.00
Total						\$150,000.00