

**WINNER SCHOOL DISTRICT 59-2
OFFICIAL SCHOOL BOARD POLICY**



JAG SPECIALIST

SUMMARY OF RESPONSIBILITIES

Primarily responsible for fully implementing the Jobs for America's Graduates (JAG) Model in the school. The JAG Specialist takes personal responsibility for ensuring that the targeted 35-45 students who are at risk of dropping out of school and/or failing to successfully transition into the workplace achieve expected outcomes, including graduation and placement into postsecondary education, the workforce and/or the military. To achieve the expected outcomes, the JAG Specialist will provide participating youth with employability and life survival skills through classroom instruction based on JAG's competencies (37 to 84 depending on the number of years enrolled in the JAG Program), guidance/counseling, academic remediation, work-based learning experiences, postsecondary and career advisement, and provide a twelve-month follow up period following graduation.

The goals are:

1. Ensure students are moving through the system and are receiving support to graduate from high school and move into postsecondary education, employment and/or military post-graduation. If students are non-graduates, provide support services to these students to ensure attainments of diploma or GED during the 12-month follow-up period.
2. Create a sustainable system of supports throughout the local community for students through graduation and for one year of follow-up services.
3. Ensure high levels of accountability for student success and services provided to all students, documented through the electronic-National Database Management System (e-NDMS).
4. Achieve expected state and national performance outcomes by providing students with the following opportunities: employability skills, guidance/counseling, academic remediation, career and postsecondary planning, and a twelve-month follow-up period.

PRIMARY RESPONSIBILITIES

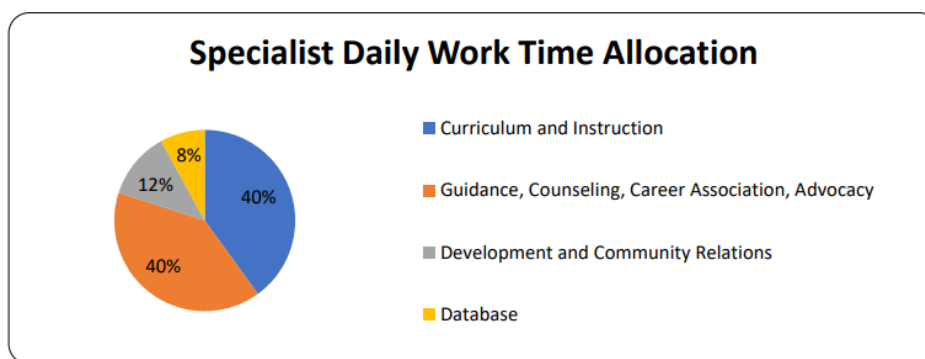
1. Establish a positive and on-going supportive relationship with students, families, local principals, administrators and school faculty to support students in the local JAG-SD program. Serve as a student advocate when collaborating with school staff in developing intervention plans for struggling students.
2. Collaborate with program's in-school advisory committee (school counselors, advisors, administrators, and teachers) to implement the JAG curriculum and to consistently build support for academic success, career exploration, goal setting, leadership development, college planning, personal counseling; either directly or through linkages in the community to assist in overcoming barriers to graduation and/or success in the workplace.
3. Advocate for the program and create an employer marketing plan to develop a pool of effective community support resources by working with employers, parents, civic groups, and community leaders to build awareness of and support for this unique program; develop service learning projects, create a pool of classroom speakers, participate in public relations activities, attend meetings and speak to community groups.
4. Provide supportive services to program participants for a 12-month period after high school graduation and direct follow-up for students transitioning from middle school to high school to ensure successful transition to high school, postsecondary education, employment and/or military. If

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students are non-graduates, provide support services to these students to ensure attainments of diploma or GED during the 12-month follow-up period. Contact employers and/or post-secondary advisors for 6 months out of the 12-month follow up period to ensure accuracy of data and continued student support.

5. Build appreciation for teamwork among students, a sense of belonging, and a commitment to service learning among JAG-SD students by: organizing and serving as advisor to the Career Association; creating opportunities through hands-on activities, guest speakers and workshops; and organizing civic and social development opportunities.
6. Utilize the student-led Career Association in conjunction with the state and national Career Association to motivate students' pride of membership (belonging), involvement, and recognition; encourage participation in Career Association activities, including Initiation and Installation Ceremony; community-service & civic engagement activities; leadership development activities; social development activities; skill development activities; National Competitive Events Program; fundraising and public relations activities for the purposes of reinforcing the JAG competencies and achieving the desired program outcomes.
7. Deliver the JAG curriculum for the targeted 35-45 students; ensure they receive competency in the 37 core competencies through classroom instruction, in a variety of ways including Project Based Learning (PBL) activities. Provide a comprehensive program of classroom, work-based, and community-based activities to meet as many of the 84 total JAG competencies during their participation in the JAG program.
8. Complete all documentation required by JAG, school, and funding resources in a timely fashion. Utilize e-NDMS to develop the student roster, document daily contact, record pre-/post-tests, develop Individualized Development Plans (IDP), and analyze reports for all students on the program roster. Maintain a well-organized filing and retrieval system for the JAG class.
9. Assess the impact of JAG-SD on attendance, disciplinary actions, credits needed for graduation, college prep course selection, enrollment in AP and dual credit courses.
10. Participate in local, state-wide, and national meetings and staff development activities as appropriate.



RECOMMENDED JOB QUALIFICATIONS

The following recommended qualifications are developed from JAG national standards for a model program. While the specialist is an employee of the local school district, adherence to these recommended qualifications is encouraged to ensure fidelity to the JAG Model program.

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1. Bachelor's degree in social service, counseling, business, education, or a related discipline recommended. Equivalent combination of training, education, and experience could be considered. South Dakota teaching certificate is recommended
2. Experience working with students and a knowledge of child development issues
3. Experience in secondary and/or postsecondary education settings
4. Skills in human relations, leadership, supervision, and motivational techniques
5. Ability to work independently while managing multiple priorities
6. Ability to establish appropriate boundaries while developing and nurturing supportive relationships with students
7. Ability to educate a variety of constituencies and interested parties about the program by developing ongoing relationships and making formal presentations
8. Ability to support curriculum instruction, projects and/or other educational opportunities consistent with the goals of the program
9. Working knowledge of basic computer applications such as word processing, Excel, and web-based data applications
10. Skillfully provide effective classroom management and use data to drive instruction
11. Professional, kind, interested in youth and motivational