



# Counselor/Admin Guide

Resource for school staff with JAG programs.





Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to providing identified students Project-Based Learning opportunities, engagement with employers while administering guidance and support through trauma-informed care. In nearly four three decades of operation, JAG has delivered consistent, compelling results – helping over 1.2 million young people stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities.

## **The JAG In-School Model**

- Serves juniors and seniors in a classroom setting (classroom instruction) with either an Alternative Education or Multi-Year program.
- Focuses on graduation, career exploration and planning, and development of employability skills (competency-based curriculum).
- Serves a variety of students with a wide range of academic abilities and socio-economic backgrounds.
- Includes adult mentoring, advising and support.
- Includes student-led leadership development through the JAG Career Association.
- Utilizes 12-months of follow-up services, including, but not limited to a job and/or post-secondary education placement, guidance and counseling services and mentoring.
- Develops summer employment training and opportunities.
- Utilizes an accountability system through data management and statewide monitoring to ensure program quality.

## **JAG College Success Program**

The JAG College Success Program pairs JAG graduates with a career coach and college navigator who will be the student's college advocate and "go-to" person when they have questions regarding registration, financial aid, career choices or personal issues that may impact their college experience. The career coach will connect students with college, academic, career and personal resources to ensure that each student reaches his or her college graduation and career goals.

- Serves college students at three locations; Ivy Tech- Indianapolis, Ivy Tech- Ft. Wayne and Vincennes University.
- Provides an opportunity for high school students to earn college credit through the Vincennes University JAG Summer Academy.
- On-campus support system to assist with the rigor of transitioning to college through guidance in campus procedures and requirements.
- Offers academic support through group and one-on-one study sessions.
- Potential for need-based financial assistance through supportive services.
- Offers adult mentoring, support and guidance from the College Success Specialist.
- Engage in career exploration activities and job placement services from potential employers.
- Participate in social and service-learning events to build peer relationships as well as a sense of community.

## **For a JAG Indiana program to be effective and successful...**

### **JAG Specialist Responsibilities**

- Supervision of the program site
- Conducts student recruitment, classroom training and follow-up service delivery
- Maintain records of student progress
- Implements a model compliant JAG program
  - Specialist provides opportunities for Employer Engagement through field trips and classroom guest speakers;
  - Specialist uses a trauma-informed approach to student support and counseling;
  - Specialist teaches JAG curriculum specifically designed to meet core competencies;
  - Specialist utilizes PBL Works (formerly Buck Institute for Education) “Gold Standard” Project-Based Learning methods for competency attainment; and
  - Specialist assists students in achieving core competency “Mastery” level in all areas of JAG specific curriculum.

### **Counselor Responsibilities and Support**

- Serve as a resource for student recruitment for students who need, want and can benefit from the program, including partnering with Specialist on student applications, interviews, etc.;
- Ensure Specialist has access to vital student academic and disciplinary records;
- Assist with creating a model compliant roster and approve final program roster;
- Serve as a resource and champion for program activities and projects;

### **In-School Advisory Committee Responsibilities and Support**

Membership can include school counselors, administrators, school support staff, local employer partners and/or community partners

- Assist with student screening, selection and support
- Act as a liaison to school personnel for the program
- Support Specialist and students

## **Selection of a JAG Indiana student is very unique!**

### **When considering a student for JAG Indiana:**

- Students can be referred by their counselor, teacher administrator or other support staff
- A student must possess a minimum of 5 barriers
- Classes are comprised of balanced academic abilities
  - 25% of students from the top 25% of the class
  - 50% of students from the middle 50% of the class
  - 25% of students from the bottom 25% of the class
- Students must Want, Need and can Benefit from the JAG program

# JAG Indiana Barriers

## Academic Barriers

- One or more grades behind peers
- Has repeated a grade in high school
- Low academic performance
- Basic Skills Deficient
- Limited English Proficiency
- Record of Excessive Absences
- Record of Suspensions
- Has Dropped Out of School Previously

## Environmental Barriers

- Mother/Father did not graduate from high school
- Mother/Father does not work
- Pregnant or has child
- Documented Alcohol or Substance Abuse
- Convicted of a Criminal Offense
- Record of Violent Behavior
- Homeless
- Lives with 1 or neither natural parent
- Transportation/Child Care Needs
- Foster Care
- Child of Incarcerated Parent

- Child of Migrant Worker
- Economically Disadvantaged (Public Assistance/TANF, Free Lunch)

## Physical & Psychological Barriers

- Special Education Certified
- Lacks Motivation or Maturity to Pursue
- Education/Career Goals
- Emotional Disorder which impairs education
- Has a Disability
- Health Problems that Impair Education

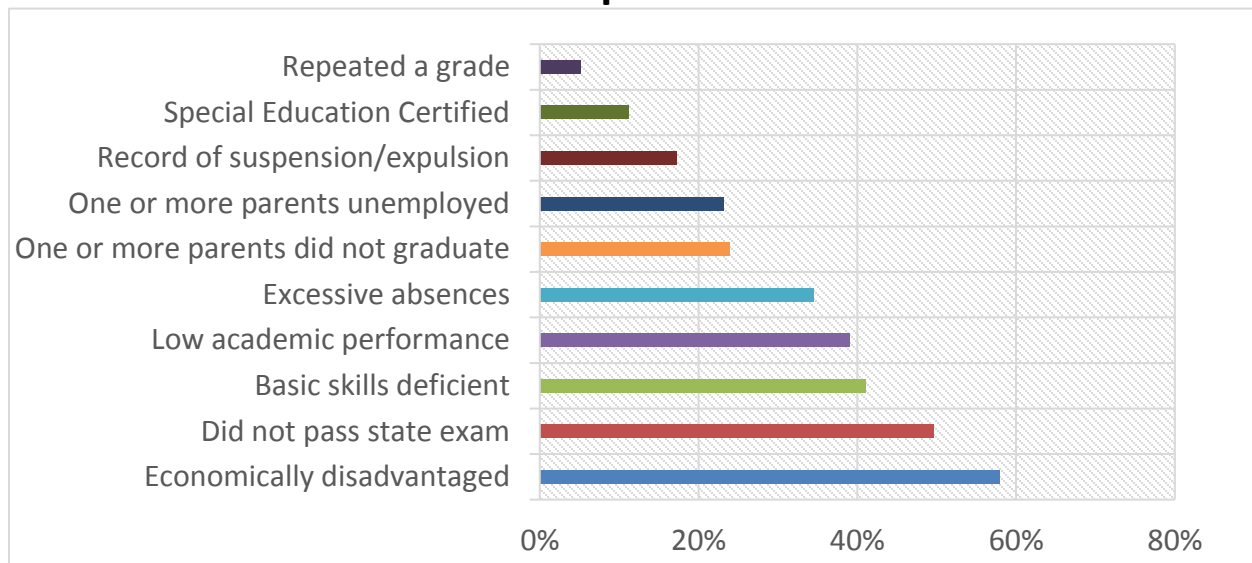
## Work-Related Barriers

- Has Inadequate or No work experience
- Lacks Marketable Occupational Skills

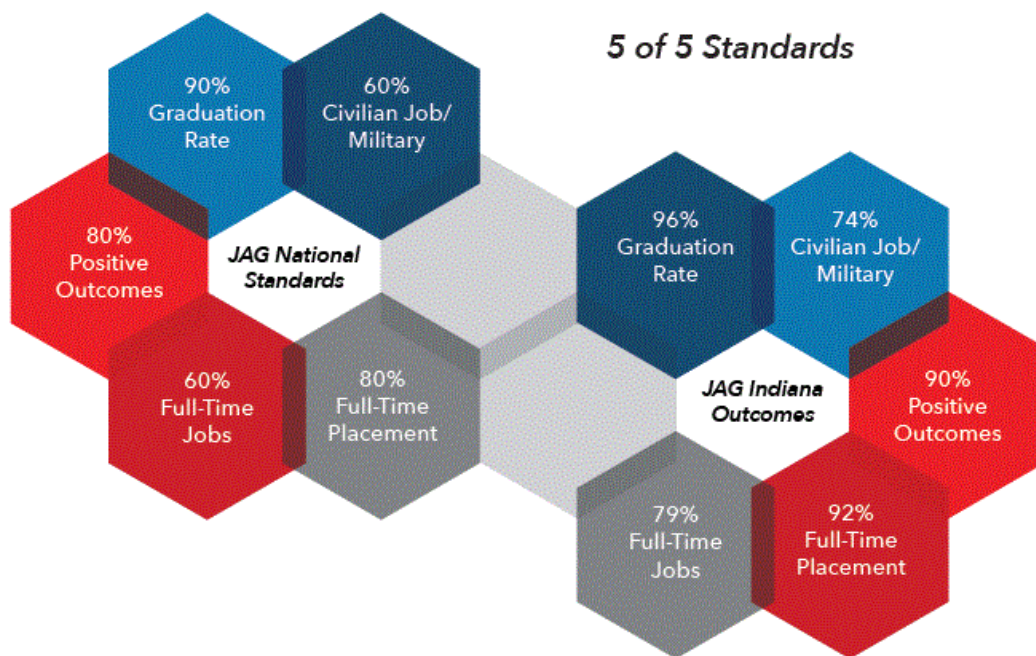
## Other Barriers

- Extreme Low Self Esteem
- Lack of Support
- Other barriers that may keep a student from being successful at school

## JAG Indiana Top Student Barriers



## JAG "5 of 5" Outcomes



JAG Indiana provides school partners with a classroom Specialist who assists students develop their potential, job skills and prepares them for work and life beyond high school. The JAG Specialist does this by exposing students to opportunities in employment, military and post-secondary educational opportunities that include technical school, apprenticeships and 2-4 year colleges and universities. JAG Indiana helps schools increase their overall graduation rates by working with students who may not have graduated without intervention, as well as helping students forge a stronger connection for their schools and communities; Class of 2018 JAG Indiana students exceed a 96% graduation rate.

# Graduation Pathways

## Learn and Demonstrate Employability Skills

Successful participation in JAG Indiana fulfills the “Learn and Demonstrate Employability Skills”, of box 2.

In order to fulfill the INDOE Graduation Pathways requirements, JAG students should complete, at minimum, one of the following work products:

- Resume and cover letter in Indiana Career Connect
- Career Presentation (in accordance with JAG Indiana Career Development Conference requirements)
- Participation (at minimum 4 weeks) of JAG-sponsored work experience or internship
- Mastery of the following H Competencies (Workplace Competencies):
  - Demonstrate an ability to satisfy the purposes of a delegated task.
  - Demonstrate an ability to prioritize and manage time effectively in the workplace.
  - Demonstrate a commitment in completing work assignments accurately and in a timely fashion.
  - Demonstrate integrity and honesty in dealings with internal and external customers.
  - Demonstrate good reasoning skills which result in thinking first, then taking action.
- Top 3 placement in regional or state Career Development Conference competitions
- Paper (at minimum 500 words) reflecting on skills learned in the JAG program or in a JAG-sponsored work experience
- Participation in the Governor’s Work Ethic program and receipt of the Governor’s Work Ethic Certificate
- JAG National Certificate of Mastery

## JAG Core Competencies

JAG Students complete at minimum 37 core competencies from an Introduction, Practice through Mastery Level. The 37 core competencies are listed below with examples of mastery level activates for each.

JAG specialists utilize Project-Based Learning with the Buck Institute standards (Gold Level) to engage students in higher levels of learning.

#	Competency	Competency Mastery Examples
A.1	Identify occupational interests...	Complete 2 career interest surveys and create a multimedia presentation on their career interests
A.2	Relate interests to occupations	Report (oral or written) relating survey findings to several occupations
A.3	Identify lifestyles relating to selected occupations	Realistic budgets with chosen occupations and/or Essay connecting values and/or list of negotiable and non-negotiable aspects of future life
A.4	Develop career path	Essay/Story/Brochure/Power Point describing steps towards specific occupation.
A.5, A.6	Immediate job goal with description of job	Commitment Statements and/or Job Shadowing/Interview assignment with write up
B.7	Resume	Perfect resume (paper and electronic)
B.8	Job Search	2 of the following: 1) test over strategies, 2) report (oral or written) explaining a job search, 3) post a resume on the internet, 4) register with Employment Service, 5) use of the want ads
B.9	Letter of Application	Perfect letter of application (paper and electronic)
B.10	Arrange interview w/ telephone	80% or higher on rating sheet
B.11	Applications	Perfect application (paper and electronic)
B.12	Employment Tests	Successful completion and debrief of minimum of 2 different employment tests
B.13	Interview	Mock interview with 80% or higher on rating sheet - videotaping recommended
C.14	Appropriate Appearance	Coordinator observation (I & I, CDC, Graduation, fashion show lesson, etc.)
C.15, C.16	Employer Expectations and Problems new employees face	Skits, Essay, Comic Strip, Survey and Interview, Appropriate Behaviors Test
C.17	Time Management	Day Planner, or Time Management Improvement Plan, or Completion of a large team or individual project
C.18	Follow Directions	Specific directions assignment or completion of any multifaceted individual assignment
C.19	Effective Human Relations	Peer and Self Evaluations of Career Association Project, Skits



C.20	Resign from a Job	Perfect letter of resignation - videotaped or evaluated role play resigning recommended
D.21, D.24	Verbal Communications	Career Association success, Save the World Lesson, Diagrams Lesson, See Me Listening Lesson, Self and Peer Evaluations of class presentations
D.23, D.24	Written Communications	Quality 5 paragraph essay, utilizing the 6 traits rubric.
D.25	Mathematical Calculations	Budgeting and/or Mortgage Payment Quiz
E.26	Team Membership	Quality participation in Career Association Projects and Activities - Peer and Self Evaluations of participation recommended
E.27	Leadership	Participation as a LEADER in Career Association Projects and Activities - Peer and Self Evaluations of participation recommended
E.28	Deliver a Presentation	80% or above on rating sheet - presentation should be 3 minutes or longer
E.29	Compete with Peers	Participation in CDC Competitions, Gracious Winners & Gracious Losers Lesson, Win/Win Lesson
E.30	Commitment to an Organization	Regular participation in the Career Association and completion to the JAG Commitment Contract
F.31	Maturity	Personal Maturity Growth Plan, Coordinator Observations - recommended that student reflects on what the Coordinator Observed
F.32	Values	Essay, Personal Narrative, Values Display
F.33	Decision & Values & Goals	Tracking of 2/3 goals, Completion of Career Association Program of Work, One the Road Lesson
F.34	Process of Decision-Making	Documented use of the Decision-Making Process Paperwork, Use of the Process at committee level in the Career Association
F.35	Assume Responsibility for Actions and Decisions	Graduation, Written Evaluation, Skits
F.36, F.37	Positive Attitude and Healthy Self Concept	Coordinator Observations, Written Reflections of 5 acts of kindness, Strategy for successful life (written or oral)

## Promising Practices

- Integrate JAG Specialist into school staff meetings and teams
- School leaders should attend program events; celebrate small student successes
- Promote JAG Program to ALL students (newsletters, announcements, etc.)
- Connect with JAG Indiana and local JAG programs on social media platforms
- Form effective Advisory Board (principals, teachers, coaches, counseling staff)
- Integrate JAG service-learning projects into school
- JAG guest speakers and contacts become school contacts



## Notes

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*JAG-IN Training Document*