

PROGRAM INFORMATION

DEPARTMENT OF CAREER EDUCATION



JOBS FOR ARKANSAS' GRADUATES (JAG)



Department of Career Education

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PROGRAM INFORMATION

Jobs for Arkansas' Graduates (JAG)

I. PROGRAM DESCRIPTION

Job's for Arkansas' Graduates (JAG) is a broad based School-to-Work program designed to assist students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. The program's goal is to ensure student's graduation (or GED) and prepare students for workplace success whether their career begins immediately upon high school graduation or requires them to complete postsecondary education/training.

II. COURSE DESCRIPTION AND CONTENT

A. Course Description

Jobs for Arkansas' Graduates can be utilized in any program of study and can count as credit toward a student's vocational career focus/major. The program's goal is to ensure student graduation (or GED) and prepare students for workplace success whether their career begins immediately upon high school graduation, includes entry into military service, or requires them to complete postsecondary education/training.

B. Course Content

The course will consist of the following areas:

1. Career Development Skills
2. Job Attainment Skills
3. Job Survival Skills
4. Basic Skills
5. Leadership and Self-development Skills
6. Life Survival Skills
7. Workplace Skills

The model requires the completion of the 37 core competencies. The curriculum contains a total of 87 competencies. Arkansas requires the completion of 40 (including core) competencies for School-to-Career (senior only) participants and 50 (including core) competencies for Dropout Prevention (multiyear) participants.

C. Required Instructional Methods

1. Hands-on Activities (minimum of one activity per unit)
2. Audio-Visual Aids
3. Resource Speakers
4. Field Trips
5. Lectures
6. Occupational Research (including the Arkansas Occupational and Educational Information System – AOEIS)

III. BACKGROUND INFORMATION

Jobs for America's Graduates (JAG) is a nonprofit corporation established to promote business interaction in schools. It was initiated as a "pull out" program utilizing business people as specialists (instructors). JAG was established 20 years ago in Delaware and is now established in 27 states.

The model has 10 components, which must be maintained by the state affiliate. The components are

- Oversight Board
- Program Management
- Program Staff
- Participant Selection
- Student Load
- Career Association
- Competency Attainment
- Employer Marketing and Job Development
- Follow-up Services
- National Database Participation

The model has three program applications or ways to utilize it

- School-to-Career (senior only) (12th-grade students only)
- Dropout Prevention (multi-year)
- Dropout Recovery

There are five primary performance goals of the School-to-Career and Dropout Prevention Applications

- 90% graduation/GED rate;
- 80% overall success rate at the end of 12 months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;
- 60% of graduates are employed;
- 60% of employed graduates are in full-time jobs leading to careers; and
- 80% of the graduates are employed full-time or are combining work and school.

These goals are to be achieved by the third year of operation.

Arkansas high schools and alternative schools wishing to implement Jobs for Arkansas' Graduates (JAG) may apply for DWE New Program Start-up funds to operate the School-to-Career application or the Dropout Prevention application for 11-12th grades (senior only).

IV. EQUIPMENT LIST

1. Furniture
 - a. Work tables
 - b. Chairs (25% are to be adjustable)
 - c. Teacher desk
 - d. Teacher chair

- e. Shelves
- f. Storage cabinet
- g. Printer stands
- h. File cabinet (lockable)

2. Equipment

- a. Microcomputers – latest technology
- b. Software
- c. Printers (Laser with 4 MB memory or ink jet printer)
- d. VCR or DVD and TV
- e. Scanner
- f. Screen
- g. Telephone or telephone jack
- h. Headphones
- i. Calculators
- j. Bulletin board
- k. Dry erase board
- l. Camera

V. SUPPLEMENTAL INSTRUCTIONAL MATERIALS AND SUPPLIERS

1. Classroom set of any of the following:

- a. Succeeding in the World of Work – Revised, 1998
Glencoe Division of MacMillan/McGraw-Hill
P.O. Box 508
Columbus, OH 43216
1-800-828-5096
- b. From School to Work – Revised, 2000
Goodheart-Wilcox Publisher
18604 W. Creek Dr.
Tinley Park, IL 60477-6243
1-800-323-0440
- c. Workmatters – 1997
Contemporary Books
4255 W. Touhy Ave.
Lincolnwood, IL 60646-1975
1-800-323-4900
- d. Dynamics of Work – 1998
South-Western Educational Publishing
5101 Madison Road
Cincinnati, OH 45227-1490
1-800-354-9706

VI. FACILITIES

Classroom size shall conform to the Standards for Accreditation of Public Schools; however, enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program.

Additionally, safety conditions are a consideration in the class size established.

Jobs for America’s Graduates requests that a business atmosphere be stressed in the classroom. Tables are preferred rather than individual desks. The classroom should be of sufficient size for hands-on activities.

One electrical outlet for every six feet of wall space should be provided.

A minimum of 100 square feet of portable or stationary storage should be provided for each classroom to house equipment, supplies, teacher materials, student records, and files.

It is recommended that the following minimum requirements be designed:

Area Size	Square Feet	Number Needed	Total Sq. Ft.	Area Use
5 x 5	25	25	625	Student Area
10 x 10	100	1	100	Equipment and Storage
10 x 10	100	1	100	Teacher Area
			825	Total Sq. Ft.

Adequate lighting enables students to read fine print at desk level. Consideration should be given to glare problems associated with equipment using screens. Shades may be needed since, regardless of the room arrangement, glare will be a factor. Microcomputer systems should not be placed near heating or cooling units or located so that students face windows without shades.

VII. TEACHER QUALIFICATIONS

The specialist is to be secondary certified in a vocational or any core academic area and endorsed through the completion of program management training developed and approved by the Department of Career Education. Training includes New Specialist Training (one to two days) and National Data Management System training (one day).

(Existing GCE, CCE, and CCVE coordinators and instructors are eligible to “grandfather” into the program by completing the designated program management training.)

VIII. CONTRACT LENGTH

It is strongly recommended that, during the first year of operation, the specialist be employed on a contract of a minimum of 215 days. It also is strongly recommended that during each subsequent year, the specialist be employed on a contract of a minimum of 225 days.

The model requires 12 months of follow-up after graduation, which means monthly contact with participant beginning the month of June following graduation and at least six contacts with the participant’s employer/school/military recruiter.

IX. PROFESSIONAL DEVELOPMENT ACTIVITIES

Teachers are encouraged to participate in all in-service training workshops, quarterly meetings, National Training Seminar, and the following professional organizations:

- Association of Career of Career & Technical Educators (Special Needs Division)
- National Association of Vocational Education Special Needs Personnel
- Arkansas Association of Vocational Education Special Needs Personnel

X. FUNDING

The Arkansas Career Investment Board (WIB) endorses the JAG program. A few local WIBs provide supplemental funding for JAG programs.

New program start-up equipment funds are available. Supplemental funding through local Career Investment Youth Councils may be utilized.

XI. CLASS GRADE LEVEL & LENGTH

Jobs for Arkansas' Graduates is designed as a School-to-Career Application or as Dropout Prevention Application (11–12th grade) program.

Eleventh -or 12th-grade career and technical students with two or more identified barriers shall apply for acceptance to the program. The specialist identifies a student's barriers prior to placement into the program. Students are to have an identified career and technical focus/major and have completed at least one unit and be enrolled in a second unit of the identified career focus/major. Alternative schools that don't offer or have access to career and technical education request a waiver.

The model requires 35-45 students be the maximum in the in-school phase. Programs in alternative schools can request a waiver to lower the student load. Arkansas JAG recommends that the specialist be provided one period for Employer Marketing and Job Development for every 25 in-school participants.

Class periods shall conform to the minimum class hours established by the Standards for Accreditation of Public Schools and North Central Association (NCA). (NCA: 120 hours = 1 unit; 60 hours = ½ unit)

One unit of credit per year is to be given for Jobs for Arkansas' Graduates participants. A student's maximum length of enrollment in the program shall be two years, depending on the application of the model. JAG may be utilized as a related option of any program of study. It is not a stand-alone program of study or career focus/major.

Part-time employment is not a requirement of the JAG program, but credit can be given at the discretion of the individual school district. Schools that grant credit for work-based learning shall follow the course credit guidelines for the Career Education Internship program.

XII. CLASS SIZE

“*Standards of Accreditation*”, *Arkansas Public Schools* states: “in grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students daily and an individual class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.” (JAG is not an exceptional case). Large JAG classes have proven to be less practical and effective because they place limitations on the types and quality of hands-on, individualized, or other class activities.

XIII. ADVISORY COMMITTEE

Sites are to develop a local advisory board with representatives of groups such as: educational providers (e.g., adult education, GED instructors, community college representatives, School-to-Work partnerships), community agencies (e.g., homeless shelters, mental health services, Career development, and juvenile officers), and school personnel.

The selection committee, a subcommittee of the local advisory board, shall be local and accept responsibility for program participants targeted for services. The selection committee shall be comprised of selected representatives of the local school system (e.g., high school administrators, counselors, vocational faculty, and academic faculty).

XIV. STUDENT ORGANIZATION

Alternative schools must operate a local career association.

While National Jobs for America’s Graduates’ (JAG) asks that elements of their career association (National Career Association) be included in the curriculum, specialists will provide support to the students and advisors in the student’s career focus career and technical student organization. JAG students are strongly encouraged to hold membership in the student organization that represents their chosen career focus/major area. The specialists will assist the JAG students in the activities of their chosen CTSO. NCA or “club-like” activities can be utilized as a classroom management tool.

**JOBS FOR AMERICA'S GRADUATES, INC.
JAG NATIONAL CURRICULUM COMPETENCIES**

***JAG Core Competencies**

***A. Career Development Competencies**

- A.1 Identify occupational interests, aptitudes and abilities.
- A.2 Relate interests, aptitudes and abilities to appropriate occupations.
- A.3 Identify desired life style and relate to selected occupations.
- A.4 Develop a career path for selected occupations.
- A.5 Select an immediate job goal.
- A.6 Describe the conditions and specifications of the job goal.

***B. Job Attainment Competencies**

- B.7 Construct a resume.
- B.8 Conduct a job search.
- B.9 Develop a letter of application.
- B.10 Use the telephone to arrange an interview.
- B.11 Complete application forms
- B.12 Complete employment tests.
- B.13 Complete a job interview.

***C. Job Survival Competencies**

- C.14 Demonstrate appropriate appearance.
- C.15 Understand what employers expect of employees.
- C.16 Identify problems of new employees.
- C.17 Demonstrate time management.
- C.18 Follow directions.
- C.19 Practice effective human relations.
- C.20 Appropriately resign from a job.

***D. Basic Competencies**

- D.21 Comprehend verbal communications.
- D.22 Comprehend written communications.
- D.23 Communicate in writing.
- D.24 Communicate verbally.
- D.25 Perform mathematical calculations.

***E. Leadership and Self Development Competencies**

- E.26 Demonstrate team membership.
- E.27 Demonstrate team leadership.
- E.28 Deliver presentations to a group.
- E.29 Compete successfully with peers.
- E.30 Demonstrate commitment to an organization.

***F. Personal Skills Competencies**

- F.31 Understand types of maturity.
- F.32 Identify a self-value system and how it affects life.
- F.33 Base decisions on values and goals.

****JAG Prescribed Competencies**

- F.34 Identify process of decision-making.
- F.35 Demonstrate ability to assume responsibility for actions and decisions.
- F.36 Demonstrate a positive attitude.
- F.37 Develop healthy self-concept for home, school and work.

****G. Life Survival Skills**

- G.38 Evaluate a career plan to determine appropriate postsecondary educational options.
- G.39 Identify how best to achieve marketable occupation skills for an entry level job.
- G.40 Conduct a job analysis.
- G.41 Apply critical thinking skills.
- G.42 Demonstrate effective study skills.
- G.43 Demonstrate how to use group dynamics techniques.
- G.44 Explain the roles and function of a value-added organization.
- G.45 Understand the essential elements of high performing work teams.
- G.46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations.
- G.47 Demonstrate techniques for building commitment by others.
- G.48 Demonstrate an openness to change.
- G.49 Provide constructive feedback.
- G.50 Negotiate solutions to conflicts.
- G.51 Demonstrate politeness and civility.
- G.52 Demonstrate an ability to adapt to people and situations.
- G.53 Exhibit work ethics and behaviors essential to success.
- G.54 Set and prioritize goals and establish a timeline for achieving them.
- G.55 Apply the problem solving process to complex problems.
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self and others.
- G.57 Design and justify solutions by tracking and evaluating results.
- G.58 Identify ways to build mutual trust and respect.
- G.59 Prepare a short- and long-term personal budget.

****H. Work Place Competencies**

- H.60 Demonstrate punctuality and good attendance practices.
- H.61 Demonstrate initiative and pro-activity.
- H.62 Demonstrate how to work effectively with others.
- H.63 Demonstrate an attitude that attracts the attention of management.
- H.64 Demonstrate an ability to communicate and work with customers to satisfy their expectations.
- H.65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed.
- H.66 Demonstrate an ability to follow and give directions.
- H.67 Demonstrate good reasoning skills which results in thinking first, then taking action.
- H.68 Demonstrate integrity and honesty in dealings with internal and external customers.
- H.69 Demonstrate a willingness to accept responsibility for one's own actions.
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion.
- H.71 Demonstrate an ability to satisfy the purposes of a delegated task..
- H.72 Demonstrate an ability to prioritize and manage time effectively in the workplace.
- H.73 Demonstrate enthusiasm for work.
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.
- H.75 Demonstrate an understanding of the work to be accomplished.
- H.76 Demonstrate familiarity with a variety of techniques.

- H.77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.
- H.78 Demonstrate basic computer operation skills.
- H.79 Demonstrate an ability to learn from past experiences and others.
- H.80 Demonstrate an ability to send, receive and organize e-mail messages.
- H.81 Demonstrate an ability to search for information on the Internet.

****I. Economic Empowerment Competencies**

- I.82 Understand Insurance--Auto, Renters, Home, Health, Disability and Life (Allstate)
- I.83 Practice Better Money Management Skills (Visa U.S.A)
- I.84 Demonstrate How to Start a Small Business (Allstate)
- I.85 Be successful in dealing with law enforcement when they are enforcing the law (Allstate)
- I.86 Value Diversity (Allstate)
- I.87 Plan wisely for the future and Live Smart (Allstate and NCEE)

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