



11TH AND 12TH GRADE EDUCATION SPECIALIST

The 11th and 12th Grade Education Specialist takes personal responsibility for ensuring that 45-50 high school students, who are at risk of dropping out of school and/or failing, 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 Specialist will provide targeted youth with employability and life survival skills through classroom instruction of 37 core competencies, guidance/counseling, academic remediation, work-based learning experiences, summer activities, post-secondary, and career advisement; providing a twelve-month follow up period following graduation. This position is a full-time, year-round position dedicated 100 percent to the implementation of the JAG model.

Students in the multi-year program, that are targeted for classroom participation, will be those deemed to have a high degree of difficulty in being promoted to the next grade, achieving a successful transition in high school, unclear about high school graduation, post-secondary planning, careers and/or making a successful transition from school to future opportunities.

The goals are:

- Assure iJAG students are moving through the iJAG system and receiving supports to graduate from high school and move into post-secondary education, career and/or military.
- Create a sustainable system of supports throughout the local community for students through graduation and one year of follow-up.
- Assure high levels of accountability for student success and services provided to all students through the e-NDMS data management system.
- To achieve expected state and national performance outcomes by providing students with the following opportunities: employability skills, guidance/counseling, academic remediation, career and post-secondary planning, and a twelve-month follow up period.

Primary Job Responsibilities

1. Establishes a positive and on-going supportive relationship with students, families, local principals, administrators and school faculty to support students in the local iJAG program. Serving as a student advocate when collaborating with school staff in developing intervention plans for struggling students.
2. Collaborates with school counselors, advisors, community resources, and teachers to implement the iJAG 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. Analyzes student data and barriers and confers with advisory committee to identify and develop a pool of qualified students in need of intensive academic support such as tutoring, extended learning, mentoring, and counseling. Students with multiple barriers to success will be candidates for the iJAG class.
4. Deliver the iJAG curriculum for the targeted 45-50 students in grades 11th and 12th; ensure they receive competency in the 37 core competencies through classroom instruction, in a variety of ways including Project Based Learning, as well as 87 total competencies.

5. Administer testing and assessments including pre-/post-tests to students in the iJAG classroom and document results in the data management system (e-NDMS).
6. Develop, implement and update monthly Individualized Development Plan (IDP) with all students on the program roster.
7. Assess the impact of iJAG on attendance, credits needed for graduation, college prep course selection, enrollment in AP and dual credit courses.
8. Advocates for the program and creates 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.
9. Conducts parent/family outreach and education activities to the iJAG students to strengthen family/school partnerships and facilitate career exploration, college selection and financial planning.
10. Build appreciation for teamwork among students, sense of belonging and commitment to service learning among iJAG students by organizing and serving as advisor to the Career Association; create opportunities through hands-on activities, guest speakers and workshops; and organize civic and social development opportunities.
11. Collaborates in supporting a smooth transition from 10th grade into 11th grade; partners closely with iJAG Specialists in the 9th and 10th grade to support the iJAG classroom students into continued participation in high school iJAG classrooms as appropriate.
12. Provide supportive services to program participants for 12-month period after high school graduation to ensure successful transition to postsecondary education, employment and/or military. If students are non-graduates, specialists will provide support services to these students to ensure attainment of diploma or GED during the follow up period. Employers and/or post-secondary advisors are to be contacted 6 months out of the 12 month follow up period to ensure accuracy of data and continued students support.
13. Complies with all documentation requirements from Program Manager in a timely fashion including student contacts and activities, employer and community organization contacts, and other groups; develop and maintain a well-organized filing and retrieval system for the iJAG class. Utilizes e-NDMS for developing the student roster for the classroom.
14. Participates fully in iJAG for 12 months annually, and provides opportunities for student activity and engagement throughout the summer, documenting activities in e-NDMS.
15. Participates in staff, regional, and state-wide meetings, and staff development activities within the building and district as appropriate.

Additional Responsibilities

1. Perform various school-related functions such as lunch duty; work closely with the school administrator to limit non-JAG Model assignments.
2. Complete special projects and duties as assigned.

Job Qualifications

1. Bachelor's degree in social service, counseling, business, education, or a related discipline is preferred. Equivalent combination of training, education, and experience may be considered.
2. Experience in Secondary and/or Post-Secondary education settings.
3. Skills in human relations, leadership, supervision, and motivational techniques.
4. Ability and interest to work 12 months per year.
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 develop curriculum, projects and/or other educational opportunities consistent with the goals of iJAG.
9. Working knowledge of basic computer applications such as word processing, Excel, and electronic data tracking, using the iJAG Internet-based Electronic National Data Management System (e-NDMS).