

SITE REVIEWERS WORKSHEET

1. SCHOOL INFORMATION

	NAME	COMMENTS
REVIEWER		
SCHOOL		
SPECIALIST		
PRINCIPAL		
GUIDANCE DEPARTMENT		
ADV ISORY COMMITTEE MEMBER		
FACULTY MEMBER #1		
FACULTY MEMBER #2		
STUDENT #1:		
STUDENT #2:		
STUDENT #3:		

2. STUDENT ENROLLMENT

GENDER			
GRADE	NUMBER OF MALES	NUMBER OF FEMALES	TOTAL NUMBER OF STUDENTS
9TH			
10TH			
11TH			
12TH			
TOTAL			

3. ETHNICITY

ETHNICITY							
GRADE	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	NATIVE AMERICAN	OTHER	TOTAL
9TH							
10TH							
11TH							
12TH							
TOTAL							

MODEL COMPONENT #4: STUDENT SELECTION

4. What barriers were claimed for five (5) randomly selected seniors?

BARRIERS	SELECTED PROFILE (S-1)					TOTAL	COMMENTS
	1	2	3	4	5		
A.1 One or more modal grades behind peers							
A.2 Low academic performance							
A.3 Basic skills deficient							
A.4 Didn't pass state proficiency exam							
A.5 Past record of absenteeism							
A.6 Has been suspended expelled or on probation							
A.7 Repeated a grade in high school							
A.8 Has dropped out of school previously							
A.9 Limited English proficiency							
P.1 Special education certified							
P.2 Lacks motivation or maturity to reach goals							
P.3 Emotional disorder							
P.4 Has a disability							
P.5 Health problems that impair goals							
E.1 Family environment not conducive to goals							
E.2 Pregnant							
E.3 Has dependent children in the home							
E.4 Alcohol or substance abuse							
E.5 Convicted of a criminal offense							

BARRIERS	SELECTED PROFILE (S-1)					TOTAL	COMMENTS
	1	2	3	4	5		
E.6 Record of violent behavior							
E.7 Homeless							
E.8 Runaway							
W.1 Economically disadvantaged							
W.2 Member of a race/ethnic group with a low family income							
W.3 Inadequate/no work experience							
W.4 Lacks marketable skills							
O.1 Other							

BARRIERS	MULTI-YEAR PROFILES (NS-1)					TOTAL	COMMENTS
	1	2	3	4	5		
1. One or more years behind modal grade							
2. Below average GPA							
3. Above average number of absences							
4. Suspended, expelled or placed on probation							
5. Economically disadvantaged family							
6. Students friends have dropped out or do not expect to graduate							
7. Mother didn't graduate from high school							
8. Lives with only one or neither natural parent							
9. Alcohol or substance abuse							
10. Family environment not conducive to success							
11. Convicted of a criminal offense							
12. Pregnant							
13. Has a dependent child in the home							
14. Did not pass proficiency exam							
15. Other							

5. In your opinion, has the program targeted the “right” students?

_____ YES

_____ SOMEWHAT

_____ NO

EXPLANATION:

6. Did the Specialist follow the JAG Model in selecting students?

RECOMMENDATION	YES	SOME WHAT	NO	COMMENTS
Advisory Committee was engaged in the process of student selection				
All eligible students were interviewed by the Specialist				
School records were examined				
Targeting criteria were satisfactory: For seniors				
For non-seniors				
Parents were contacted				
Proper completion of Student Profile				
Proper signing of Student-Parent Commitment Form				
Program Roster was signed by Advisory Committee				

7. What techniques or tools did the Specialist use to assess student capabilities, interests and barriers?

8. List the assessment instruments administered:

9. FOR NON-SENIORS ONLY!

9.1. Are Individual Graduation Plans available and being used?

Available: Yes No

Being Used: Yes No

9.2. Are Individual Career Plans available and being used?

Available: Yes No

Being Used: Yes No

COMMENTS:

MODEL COMPONENT #6: CAREER ASSOCIATION

10. Does a Career Association Chapter exist? Yes No ?

COMMENTS:

11. Was a slate of officers elected? Yes No ?

COMMENTS:

12. Was an Initiation and Installation conducted? ___ Yes ___ No ___ ?

DESCRIBE THE I & I:

12.1 Number of Members Attending: _____

12.2 Number of Parents Attending: _____

13. How often does the chapter hold meetings?

MEMBERS

OFFICERS

_____ times per week

_____ times per week

_____ times per month

_____ times per month

_____ times per year

_____ times per year

14. Identify chapter activities that were conducted in the following categories:

CATEGORY	LIST OF ACTIVITIES
LEADERSHIP DEVELOPMENT	
CAREER DEVELOPMENT	
SOCIAL DEVELOPMENT	
CIVIC ACTIVITIES	

14. (Continued) Identify chapter activities that were conducted in the following categories:

CATEGORY	LIST OF ACTIVITIES
COMMUNITY SERVICE	
FUNDRAISING	

15. What percent of the students will contribute at least two (2) hours of personal time toward community service?

_____ %

16. Was a Statewide Career Development Conference available to all members?

_____ Yes _____ No

DESCRIBE THE CDC:

17. What percentage of members participated in the CDC? _____ %

MODEL COMPONENT #7: COMPETENCY ATTAINMENT

18. Indicate the number of hours of contact for five (5) randomly selected students served by the program:

GRADE	1	2	3	4	5	AVERAGE
SENIORS						
NON-SENIORS						
OUT-OF-SCHOOL						

19. What system(s) is being used to document contact hours?

- Student Contact Report (S/NS-5)
- Attendance Book
- JAG National Data Management System

20. Does the documentation system allow for breakout of contact hours?

Yes No ?

COMMENTS:

21. Is it reasonable to expect that the following JAG standards will be met?

STANDARD	YES	NO	?	COMMENTS
Seniors will receive at least 60 hours of contact on average				
Non-seniors will receive at least 80 hours of contact on average				
No less than 85% of seniors will receive 60 hours				
No less than 85% of non-seniors will receive 80 hours				
Seniors will attain 37 competencies				
Non-seniors will attain no less than twenty-three (23) Competencies				

22. To what extent are the "new" JAG Curriculum Modules being used?

Extensively Somewhat Not At All

COMMENTS:

23. List other curriculum resources being used:

24. Are Competency Plans available to document what is being taught?

Yes Somewhat No

25. Was the JAG pre-test administered? Yes No

26. Were other pre-tests administered? Yes No

IF YES, IDENTIFY THE PRE-TESTS:

27. Is student progress (grades in all classes) monitored on a regular basis? Yes No

COMMENTS:

28. Are monthly counseling sessions held to review progress ON INDIVIDUAL GRADUATION PLANS and INDIVIDUAL CAREER PLANS?

IGP (NS 6) Yes No

ICP (NS 7) Yes No

MODEL COMPONENT #8: EMPLOYER MARKETING AND JOB DEVELOPMENT

29. Does the Specialist have an Employer Marketing and Job Development Plan?

Yes No ?

[PLEASE ATTACH A COPY OF THE PLAN.]

30. List businesses where students will probably be working after graduation:

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MODEL COMPONENT #9: FOLLOW UP

31. How often does the Specialist intend to visit with the following groups after the in-school phase of the program? Describe the nature of services to be provided:

GRADUATES:

NON-GRADUATES:

PARENTS:

EMPLOYERS:

32. What goals does the Specialist hope to achieve in the following performance areas:

SENIORS:

- Graduation rate _____ %
- Positive outcome rate _____ %
- Employment rate _____ %
- Full-time Jobs rate _____ %
- Full-time placement rate _____ %

NON-SENIORS:

- Retention rate _____ %

33. Has the JAG Model been fully implemented in this school?

Yes No Somewhat

34. What actions should be taken by the Specialist to bring the school into full compliance?

ACTIONS:

35. What actions should the state organization take to bring this site into full compliance?

ACTIONS:

36. What actions should JAG take to bring the school/site/state into full compliance?

ACTIONS:

37. Enhancements in the JAG Model found at this location:

ENHANCEMENTS:

38. Identify the most serious barriers to fully implementing the JAG Model in this location:

BARRIERS:

39. What training would be the most helpful to this location/state?

SPECIALISTS	MANAGEMENT

40. Additional Comments:

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