



PROGRAM IMPLEMENTATION AGREEMENT

School Year: 2026-27

between

SOUTH DAKOTA DEPARTMENT OF EDUCATION - JAG-SOUTH DAKOTA (“JAG-SD”), THE STATE AFFILIATE OF JOBS FOR AMERICA’S GRADUATES, INC. (“JAG”), AND SAMPLE SCHOOL DISTRICT (“DISTRICT”)

1.0 PURPOSE

This Agreement establishes the framework, performance standards, and implementation requirements for operating a Jobs for America’s Graduates – South Dakota (JAG-SD) program in alignment with the national JAG Model and South Dakota Department of Education expectations.

The JAG-SD program equips students with the academic, employability, leadership, and life skills necessary to successfully transition to postsecondary education, employment, military service, or other positive outcomes.

2.0 PROGRAM MODEL & STRUCTURE

JAG-SD programs are implemented in alignment with the national Jobs for America’s Graduates (JAG) Model, a comprehensive framework designed to support students facing multiple barriers to graduation through structured classroom instruction, competency-based and project-based learning, leadership development, employer engagement, and individualized follow-up services.

JAG-SD operates the following two program applications:

2.1 MULTI-YEAR PROGRAM (HIGH SCHOOL)

The Multi-Year Program serves students in grades 9–12 and includes an additional twelve (12) months of required follow-up services after high school graduation or exit. Follow-up services support successful transition into postsecondary education, employment, military service, credential attainment, or other defined positive outcomes.

2.2 MIDDLE SCHOOL PROGRAM

The Middle School Program serves students in grades 6–8 and includes structured transition support during the 9th-grade year to promote continued academic persistence and high school success.

Program design, service delivery, and performance expectations align with national JAG standards and accreditation requirements.

3.0 PERFORMANCE STANDARDS & CONTACT HOURS

JAG-SD programs operate within the national Jobs for America’s Graduates (JAG) Model and are structured to achieve defined, measurable performance standards. JAG-SD may establish additional or elevated performance expectations that meet or exceed national standards. Where state-established standards differ from national minimums, the JAG-SD standard applies. These standards are monitored through the JAG national electronic data management system and incorporated into the JAG National Accreditation Process.

3.1 MULTI-YEAR PROGRAM (HIGH SCHOOL) PERFORMANCE STANDARDS

National performance standards for the Multi-Year Program include:

- A 90% graduation or GED attainment rate
- An 80% improvement in attendance rate
- An 80% improvement in academics/grades

- 60% of graduates employed
- 60% of employed graduates in full-time jobs leading to careers
- 35% of participants enrolled in postsecondary education, including non-degree credential training, or having attained a credential
- 75% of graduates engaged in full-time positive outcomes, defined as employment, military service, postsecondary enrollment, or a combination of part-time employment and part-time postsecondary enrollment
- A 100% connectivity rate of participants during the follow-up period
Connectivity refers to documented contact and follow-up engagement with each participant during the required follow-up period.

These measures are evaluated through documented data entry and follow-up tracking within the national JAG electronic data management system.

3.2 MIDDLE SCHOOL PROGRAM PERFORMANCE STANDARDS

The JAG Middle School Program is results-oriented and measured at the conclusion of the transition and follow-up stage through the 9th-grade year. National performance standards include:

- 100% of participants promoted to the next grade level
- A 70% improvement in attendance rate
- A 90% improvement in academics
- 60% of applicable participants reduce discipline referrals
- A 70% reduction in one or more identified barriers

Performance data is documented through baseline and progress tracking within the national JAG electronic data management system.

3.3 CONTACT HOURS & REQUIRED SERVICES

Minimum annual contact hour requirements are established within the JAG Model framework and may be supplemented by JAG-SD state-level expectations.

Current minimum requirements are as follows:

- Multi-Year Program: Minimum of 135 contact hours per school year for at least 80% of enrolled participants
- Middle School Program: Minimum of 80 contact hours per school year for at least 80% of enrolled participants

Contact hours include structured classroom instruction, individualized student support, employer engagement, leadership development activities, and documented follow-up services.

3.4 ACCREDITATION & CONTINUOUS IMPROVEMENT

All JAG-SD programs operate within the JAG National Accreditation framework. Programs are subject to periodic quality assurance reviews, documentation requirements, and accreditation standards as established by JAG-National and JAG-SD.

Performance outcomes are expected to strengthen over time as the program reaches full implementation and stability. Continued participation in JAG-SD requires alignment with national standards and accreditation requirements.

4.0 ROLES & RESPONSIBILITIES

4.1 SCHOOL DISTRICT RESPONSIBILITIES

The School District supports full implementation of the JAG Model in alignment with Sections 3.0 and 5.0 of this Agreement and will:

- Employ a full-time JAG Specialist who is appropriately licensed and qualified to implement the JAG Model.
- Offer the JAG course as a regularly scheduled class for credit using the appropriate South Dakota course codes: 22990 JAG – Middle School; 22991 JAG – High School
- Collaborate with JAG-SD staff in data review, performance monitoring, and continuous improvement efforts.

4.2 JAG-SD / SOUTH DAKOTA DEPARTMENT OF EDUCATION RESPONSIBILITIES

JAG-SD will:

- Provide initial and ongoing training to JAG Specialists and relevant district staff on implementation of the JAG Model.
- Provide access to required program materials, operational guidance, and electronic data systems.
- Conduct periodic quality assurance reviews and provide technical assistance to support program fidelity and performance improvement.
- Monitor program performance data and provide feedback to support continuous improvement.
- Facilitate statewide Career Association events, leadership conferences, and professional development opportunities.
- Serve as the liaison between local programs and JAG-National regarding accreditation, data reporting, and compliance matters.
- Establish state-level performance expectations that meet or exceed national standards where appropriate.

4.3 JOBS FOR AMERICA’S GRADUATES (JAG-NATIONAL) RESPONSIBILITIES

JAG-National will:

- Maintain and update the JAG Model framework and accreditation standards.
- Provide access to the national electronic data management system and related reporting tools.
- Conduct accreditation reviews consistent with national standards.
- Provide access to national curriculum resources, training materials, and professional development opportunities.
- Authorize appropriate use of JAG trademarks and branded materials during periods of active program participation.

5.0 STAFFING & PROGRAM INTEGRITY REQUIREMENTS

5.1 SPECIALIST POSITION & ASSIGNMENT

The JAG Specialist is a full-time instructional and program leadership position dedicated to implementation of the national JAG Model and JAG-SD state expectations. The Specialist serves a cohort of approximately 35–50 students facing multiple barriers to graduation.

To maintain program integrity and achieve required high-quality performance outcomes:

- The Specialist position is intended to be dedicated primarily to JAG program responsibilities.
- Assignment of additional teaching loads, supervisory duties, or non-JAG responsibilities must not materially interfere with: instructional delivery, employer engagement and work-based learning opportunities, data documentation and reporting, 12-month follow-up services, required statewide trainings, or established contact hour expectations.

If non-JAG assignments limit implementation with fidelity, JAG-SD may initiate program review and corrective action in alignment with this Agreement.

5.2 CLASS STRUCTURE & ENROLLMENT

Program design anticipates enrollment of approximately 35–50 participants per program year to sustain model integrity, meet service delivery expectations, and support individualized instruction and required follow-up. The JAG course is offered as a regularly scheduled class for credit using the appropriate state course code.

Enrollment is intentional and aligned with JAG eligibility criteria. Students selected for participation present barriers to graduation, meet established selection criteria, and demonstrate a willingness to engage in program opportunities. Cohort composition reflects a range of academic performance levels and is generally representative of the broader school population.

Roster planning includes both in-school students and required follow-up participants. Enrollment significantly below or above the intended cohort range will prompt program review and model fidelity assistance.

5.3 PLANNING TIME & FOLLOW-UP CAPACITY

The JAG Model includes both instructional and operational responsibilities that extend beyond scheduled class periods. The Specialist’s contracted workday provides sufficient time to:

- Deliver structured classroom instruction
- Provide individualized student support
- Maintain required daily data entry and documentation
- Coordinate employer engagement and work-based learning opportunities
- Support Career Association activities and student leadership development
- Conduct required follow-up services (Multi-Year Program)
- Participate in required JAG-SD meetings, trainings, and quality assurance processes

Program scheduling reflects the dual instructional and follow-up responsibilities inherent in the JAG Model.

If scheduling constraints limit implementation of required model components, JAG-SD and the District will collaboratively review program structure to maintain fidelity and performance alignment.

5.4 ADVISORY COMMITTEE & STUDENT SELECTION

Each program maintains an active Advisory Committee or designated equivalent structure to support student recruitment, intentional cohort development, and program sustainability.

The Advisory Committee strengthens integration of the JAG program within the broader school community and reinforces that implementation is not the sole responsibility of the Specialist and an administrator. The committee provides additional adult perspectives, advocacy, and connection points for students participating in the program.

The Advisory Committee works in collaboration with the JAG Specialist to:

- Identify students aligned with JAG eligibility criteria
- Support balanced and intentional cohort composition
- Promote program awareness and engagement within the school community
- Provide ongoing guidance and support for program implementation
- Facilitate connections to school and community-based resources for participating students
- Strengthen coordinated student support through identification and referral of appropriate services

A minimum of two documented Advisory Committee meetings occur during each school year to review

enrollment, program progress, and continuous improvement efforts.

An existing school or district committee may serve this function provided it fulfills the responsibilities outlined above.

5.5 EMPLOYER ENGAGEMENT & THE JAG ADVANTAGE

A defining element of the JAG Advantage is meaningful employer engagement that connects classroom learning to real-world opportunity.

Employer outreach, work-based learning, and transition planning are integrated components of the JAG Model. The Specialist develops and maintains community and employer partnerships that support career exploration, employment readiness, placement efforts, and successful postsecondary transitions.

Program scheduling reflects the need for off-campus engagement. Employer engagement contributes directly to performance outcomes and follow-up success.

6.0 DATA, PRIVACY & REPORTING

JAG-SD programs utilize the national JAG electronic data management system to document enrollment, services delivered, contact hours, performance measures, and follow-up outcomes.

The JAG Specialist maintains timely and accurate data entry to support performance monitoring, accreditation requirements, and continuous improvement efforts.

The School District provides the Specialist with appropriate access to relevant student records necessary to identify, enroll, and support eligible participants, consistent with applicable federal and state privacy laws.

Data collected through the national JAG electronic system informs:

- Program performance monitoring
- State and national accreditation processes
- Continuous improvement planning
- Reporting to funding partners and oversight entities

All data collection and reporting practices align with applicable student privacy protections and district policies.

7.0 FINANCIAL RESPONSIBILITIES

The School District employs and compensates the JAG Specialist in accordance with district policies and procedures.

Operational and facility support necessary for implementation of the JAG Model is provided consistent with standard district practice.

Where applicable, grant funds administered by the South Dakota Department of Education are provided on a reimbursement basis and governed by the terms, conditions, and allowable use provisions outlined in the separate grant agreement.

8.0 COMMITMENT

This Agreement applies to the identified school year and includes the required twelve (12) months of follow-up services for students on the senior roster.

The signatories affirm a shared commitment to operate the JAG Model in alignment with the principles,

policies, procedures, performance standards, and accreditation expectations outlined in this Agreement and established by Jobs for America’s Graduates (JAG-National).

JAG is more than a program — it is a commitment to young people facing barriers to graduation and future success. Through this partnership, the School District and JAG-SD commit to implementing the model with fidelity, integrity, consistency, and shared responsibility.

Efforts to continue the JAG program in subsequent school years are based on:

- Adequate student enrollment to support program sustainability
- Progress toward JAG Model performance standards
- Mutual satisfaction with program implementation and outcomes

If significant areas of non-alignment arise and collaborative resolution efforts are unsuccessful, either party may discontinue participation in accordance with applicable state contracting procedures.

In affirmation of this commitment, the authorized representatives affix their signatures below.

Note: *This Agreement is executed within the South Dakota Department of Education contract system and includes additional required state contractual provisions.*

Sample School District

Superintendent

Date _____

SOUTH DAKOTA DEPARTMENT OF EDUCATION

Authorized Representative

Date _____

APPENDIX

GLOSSARY OF TERMS

Advisory Committee – A designated group—new or existing—that works with the JAG Specialist to recruit, screen, and select students who meet JAG criteria and are most in need of program services. The committee also provides ongoing support to students and the JAG-SOUTH DAKOTA program. An effective committee includes representatives from school administration, counseling staff, faculty, and the JAG Specialist. Together, the committee and the Specialist share responsibility for student selection and ensuring access to in-school and follow-up services.

Career Association (CA) – A student-led organization for career-minded students who are interested in preparing themselves to enter the work force and are enrolled in a program that is affiliated with the Jobs for America's Graduates National Network. Each student enrolled in the local JAG program is automatically a member of the Career Association. Three levels exist in the Career Association – national, state, and local chapter (the JAG program in a school). The Career Association offers a chance for students to practice being leaders. The exact roles and responsibilities can be shaped to meet the unique needs of individual programs. The important thing is to put the power in the hands of the students. Leadership roles give students the opportunity to bring their skills to life.

Career Development Convention (CDC) – A convention held in the spring (regional or statewide) to provide competitive events (individual and team), awards and recognition, along with career and leadership workshops. During the CDC students develop a competitive spirit and build a higher level of self-esteem. The event brings employers and students together to provide a showcase for prospective employees to demonstrate their skills.

Emerging Leaders Summit (ELS) – An event held in the fall (regional or statewide) to train and empower newly elected JAG Career Association leaders. During the LDC students work on team building and general leadership development. They may also develop the Plan of Work for his/her local program.

JAG Force – a unique tracking system used to collect, report, and analyze data. Capturing critical data and information in a complete, accurate and timely database cannot be overstated. Specialists provide information daily, documenting all interactions with JAG students.

JAG – Jobs for America's Graduates - a state-based national non-profit organization dedicated to supporting young people of great promise. JAG serves youth who face significant challenges, to help them reach economic and academic success.

JAG-South Dakota (JAG-SD) – a state affiliate of national Jobs for America's Graduates organization. JAG-SD is a program supervised by the South Dakota Department of Education and is proven to help students persist through graduation

JAG Model – a comprehensive set of services designed to keep young people in school through graduation and improve their success rates in education and career. These services include classroom instruction, competency-based instruction, project-based learning, advice and support, employer engagement, and accountability. There are ten (10) common elements of the JAG Model. These elements are adapted to the audience served in each program.

JAG Model Program – a JAG program at the local/school level. There are five model program applications designed to deliver JAG Model services designed to serve an exclusive student/participant population. The program applications which are conducted by the JAG National Network are:

1. Middle School Program Application (6th to 8th graders)

2. Multi-Year Program Application (9th to 12th graders)
3. Alternative Education Program Application (6th to 12th graders)
4. Senior Program Application (12th graders only)
5. Out-of-School Program Application (opportunity youth)

Program Manager - The JAG Program Manager provides leadership, oversight, and support for the implementation of the JAG-SOUTH DAKOTA program within assigned schools. This role ensures program fidelity, monitors performance outcomes, and supports Specialists through coaching, training, and collaboration with school leadership. The Program Manager serves as the primary liaison between JAG-SOUTH DAKOTA and local schools, ensuring alignment with national standards and contributing to continuous program improvement.

Specialist – a front-line staff member, the JAG teacher, who receives specialized training, support and technical assistance to implement the JAG Model Program. A dedicated person who:

- Recruits students
- Provides instruction
- Advocates for students and JAG
- Is the Career Association advisor
- Enters data into national database daily
- Follows up on graduated and non-graduated seniors for an additional 12 months
- Builds opportunities for employer engagement/community outreach