



iJAG Selection Criteria

ACADEMIC Criteria

- A.1 Credit deficient for grade level
- A.2 Has repeated a grade in middle or high school
- A.3 Low academic performance (an average grade of C or GPA of 2.0 or below)
- A.4 Basic skills deficient based on state standardized test (reading and math in particular)
- A.5 Limited English proficiency that could impact school completion or obtaining employment
- A.6 Did not pass required state proficiency exam (in states where applicable)
- A.7 A past record of excessive absences as verified by school officials; JAG default is 10 absences
- A.8 Has been suspended, expelled, or placed on probation during middle or high school
- A.9 Has dropped out of school previously
- A.10 Participant household does not have internet connectivity to complete virtual learning assignments or participate in JAG training.
- A.11 Participant household does not have the technological equipment to complete virtual learning assignments or participate in JAG training.

PERSONAL Criteria

- P.1 Special Education certified or in need of reasonable accommodations to meet academic goals (verified by school district or agency, or has an IEP)
- P.2 Lacks motivation or maturity to pursue education or career goals
- P.3 Emotional condition that impairs education or career goals (Medically diagnosed or self-identified)
- P.4 Has a disability (documented disabilities identified by school records)
- P.5 Health problems which impair education or career goals (Injury, illness, medical condition)
- P.6 Participant currently is enrolled on a 504 plan and receives modifications to complete work, take tests, etc.

ENVIRONMENTAL Criteria

- E.1 Family environment is not conducive to education or career goals
- E.2 Mother did not graduate from high school
- E.3 Father did not graduate from high school
- E.4 Mother does not work
- E.5 Father does not work
- E.6 Participant is pregnant and may need support with parenting
- E.7 Has dependent child(ren) in the home, either own children or guardian of siblings
- E.8 Is Parenting, regardless of gender
- E.9 Has documented alcohol and/or substance abuse personally or in household
- E.10 Convicted of a juvenile criminal offense
- E.11 Has a record of violent behavior
- E.12 Homeless (youth who “lack a fixed, regular, and adequate nighttime residence” are considered homeless McKinney-Vento Homeless Assistance Act)
- E.13 Runaway (youth who have left their parents or legal guardians without permission)
- E.14 Requires childcare during work or school
- E.15 Needs transportation to and from work or school
- E.16 Currently in the Foster Care System (Receiving foster care services in a group home or foster parent setting)
- E.17 Child of Incarcerated Parent - (Parent(s) are in the federal or state criminal justice system either in jail, prison, on parole, or on probation. Must be “currently” engaged with the system. Once probation is concluded, he/she is no longer “engaged” with the system)



- E.18 Child of Migrant Worker - (Parent(s) employment is of a seasonal or other temporary nature which may require absence from the permanent home of residence. Considered a Migrant Seasonal Farm Worker (MSFW) as tracked by the US-DOL)
- E.19 Parents currently or formerly in the military (and may have been deployed, moved from base to base, experiencing side-effects from combat, etc.)
- E.20 Previously in Foster Care
- E.21 History of transient residency - has lived in multiple communities or attended multiple schools
- E.22 Loss of a parent or unhealthy relationship with stepparent
- E.23 Change in family structure, such as divorce, separation, death, changing guardianship, immigration separation, etc.
- E.24 Currently involved in the juvenile justice system
- E.25 Previously involved in the juvenile justice system
- E.26 Currently involved in the adult justice system
- E.27 Previously involved in the adult justice system
- E.28 Convicted of an adult criminal offense
- E.29 Is a refugee or asylum seeker or from a family that is navigating the complex system of laws, agencies, and public and private systems to obtain eligibility for services, benefits such as healthcare and education.
- E.30 Born outside of the U.S./Is an immigrant or refugee and may experience challenges navigating higher education and/or employment
- E.31 First generation college participant that may need support navigating post-secondary education
- E.32 Experiences or has experienced violent behavior personally or in household
- E.33 Experiences or has experienced emotional abuse or neglect personally or in household
- E.34 Personally or someone in the household experiences or has experienced mental illness substance abuse, or a traumatic event(s).

INCOME AND WORK-RELATED Criteria

- W.1 Is an economically disadvantaged participant as defined by public assistance, SNAP benefits, TANF/E&T, Medicaid, SSI, SSDI, or free and reduced priced meals
- W.2 Having inadequate or no work experience
- W.3 Lacks marketable occupational skills that are in demand in the local labor market
- W.4 Participant is laid off or lost job for reasons other than job performance (natural disasters, economic slowdowns, down-sizing, national pandemic, etc.)
- W.5 Parent/Guardian is laid off or lost job for reasons other than job performance (natural disasters, economic slowdowns, down-sizing, national pandemic, etc.)
- W.6 Is determined to be eligible for the Workforce Innovation and Opportunity Act (WIOA)

SOCIAL Criteria

- S.1 Not connected to any extracurricular activities, community organizations, or teams/clubs
- S.2 Has experienced bullying, cyber-bullying, or harassment in or out of school
- S.3 Has a fear of speaking in public, is shy, or would like to develop healthy social skills
- S.4 Low self-esteem (observational behaviors)
- S.5 Contemplated or attempted suicide
- S.6 Has demonstrated self-harming behavior



iJAG students are students of promise.

The iJAG classroom is a place for all learners to grow and be successful. In order to do that, the classroom and students need to meet the standards set by JAG National and iJAG. Every student involved in the iJAG program must have a minimum of five barriers as identified above. The classroom should also reflect the make-up of the school i.e. class GPA, ethnic backgrounds, male/female ratio, etc. This helps create an environment with a variety of students experiencing hurdles to building a positive future. Having a dynamic class also helps push students out of their comfort zone and into a space where real learning and relationship building can happen.

The student selection process begins before the school year. The Education Specialist will work with an advisory team typically made up of guidance counselors, principals, general education teachers, and a variety of other staff that knows the student body well. This team will work together to identify the expected number (see chart below) of students who need iJAG, who want to be involved in iJAG, and who will benefit from iJAG.

Who are the students who need iJAG? Students with stuff! iJAG is a class designed to build resiliency, develop individual strengths, and create personalized post-secondary pathways. Because of the small class size and the relationships built between students and their Education Specialists, students who need additional support in these areas will do best in this class.

Who are the students who want to be involved in iJAG? Potential leaders! The competencies that students will master in the iJAG classroom will push them outside of their comfort zones in order to help them discover their passion and purpose.

Who are the students who will benefit from iJAG? Hard workers! iJAG is a class where you get out what you put in. Through the use of project-based learning, the class is student driven and all students have the opportunity to master the competencies by learning what and how they want.

Once the students have been identified by the Education Specialist and his/her advisory committee, the Education Specialist will interview each student to determine if the student will be a good fit for the iJAG program. From those interviews the Education Specialist will recommend a program roster to his/her advisory team as well as his/her program manager. Students are expected to participate in iJAG throughout their entire time in school in order to leave with the iJAG Advantage.