



Louisiana is one of the 10 states selected to participate in New Skills for Youth (NSFY), an initiative enhancing state efforts to increase the number of kids across the country who are prepared for success in both college and career. NSFY is a \$75 million, five-year initiative developed by JPMorgan Chase & Co. in collaboration with the Council of Chief State School Officers, Advance CTE and Education Strategy Group.

In Phase One of the initiative, the Louisiana NSFY team built on the foundation that had already been created with Jump Start, a statewide career readiness initiative launched in 2014.<sup>1</sup> To create new Jump Start opportunities for students across the state, the Louisiana NSFY team identified opportunities for collaboration among local employers, higher education and the K-12 school system.

Phase Two of the NSFY initiative began in January 2017. This snapshot profiles Louisiana's progress in the first year of Phase Two, including:

- **Building new student opportunities through Jump Start:** The state NSFY team is partnering with a team of private-sector intermediaries to expand opportunities and access for all students — including students with disabilities, rural students and university-bound students — and to overcome the stigma associated with Career Technical Education (CTE) among educators and families.
- **Developing the next generation of CTE leaders:** Louisiana developed a blended professional development program to prepare Jump Start teachers and leaders for success in the classroom. The program, called the CTE Leadership Academy, is scheduled to enroll its first cohort of in-person leadership training in July 2018.
- **Engaging industry leaders:** In 2017, Louisiana expanded the process of direct regional employer engagement. This expanded process includes working with employers to set K-12 goals for Jump Start career pathway participation and credential attainment in high-demand industry sectors. Another goal is expanding “micro-industry engagement,” or technology-driven opportunities for students to engage with workplace experts in every industry sector students are interested in exploring.
- **Establishing Jump Start Summers:** Louisiana now offers a unique summer workplace-based learning (WBL) program in which students engage in WBL, earn academic credits, attain industry-based credentials (IBCs) that qualify them for entry-level employment and earn summer wages. Louisiana piloted the program in 2017 with approximately 250 students, and the program is on track to engage more than 2,000 students in 2018.

## *Foundations for Career Pathways in Louisiana*

Jump Start aligns K-12 CTE implementation with the state's economic development strategies. Jump Start features 45 high-quality career pathways that require students to earn IBCs in high-demand occupations, such as skilled trades, information technology/coding and advanced manufacturing. Regional teams of K-12, postsecondary and industry representatives developed Jump Start career pathways with the goal of designing high-quality CTE programs aligned with state and regional workforce development priorities. Dedicated Jump Start funding streams support teacher training and high-demand industry-sector career pathway implementation.

The four-year Jump Start transition culminated in the 2017-18 school year. Now all graduating Louisiana high school students must earn:

- 1) An academic diploma by completing all of the requirements for admission to a four-year university program; or
- 2) A Jump Start CTE diploma by completing nine Jump Start course credits (one of which must be a career readiness course) and earning one or more industry-based credentials.<sup>2</sup>

To support the implementation of Jump Start, Louisiana established parity between college and career pathways in the state accountability system. Districts and schools receive equal accountability points in the state's Graduation Index for academic and CTE excellence. For example, districts receive the same accountability points for students who earn advanced IBCs in high-demand industry sectors as they do for students who score a 5 on an Advanced Placement test. Louisiana was one of the first states to measure career readiness in its state accountability system.

## *Continuously Improving the Jump Start Program*

Louisiana is using the NSFY grant to build upon and accelerate Jump Start opportunities available to all students across the state. This work includes redoubling efforts to encourage the attainment of more rigorous IBCs. Because Jump Start students can meet graduation requirements even if they earn credentials that do not lead to high-wage, high-demand occupations, state leaders have witnessed some gaming of the system by supporting student attainment of lower-quality IBCs. Louisiana is examining ways to adjust the Jump Start accountability system to provide districts and schools with stronger incentives to promote student attainment of more advanced credentials that align with four- and five-star occupations — high-demand, high-wage growth industry careers that will drive Louisiana's future prosperity.<sup>3</sup>

Another focus of Louisiana's work in 2017 was creating Jump Start career pathways that are relevant to university-bound students. For example, the Capital Region launched a new pre-engineering certification career pathway in 2017 to give students with an interest in science, technology,

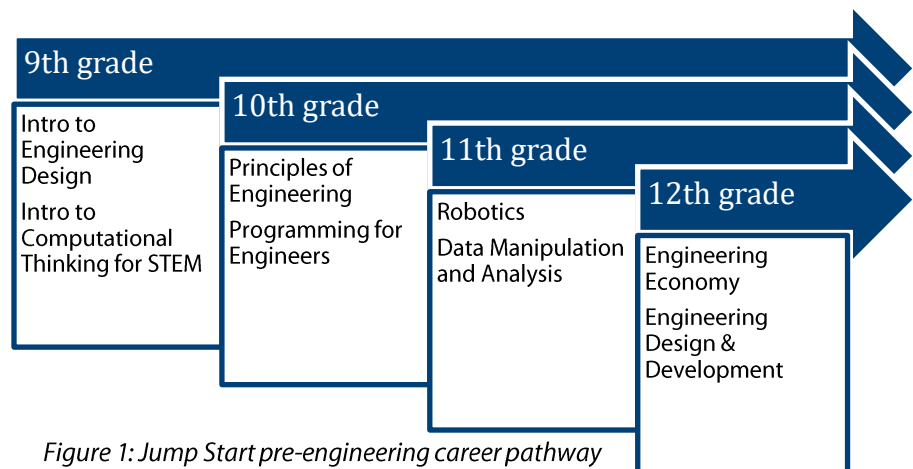


Figure 1: Jump Start pre-engineering career pathway

engineering and mathematics (STEM) a head start on earning an engineering degree. Through the pre-engineering pathway, students can take eight STEM courses — two each year — over their four years of high school. Two of the courses will be eligible for dual credit through Louisiana State University.<sup>4</sup> The pre-engineering certificate is being piloted at eight high schools in the 2017-18 school year before being rolled out statewide.

Louisiana also identified and pursued new efforts in 2017 to enhance Jump Start career pathways. The state NSFY team expanded the number of WBL opportunities available to Jump Start students, especially students in rural communities, students with disabilities and university-bound students. To address the stigma associated with CTE, Louisiana also launched several initiatives dismantling the notion that career success depends on earning a four-year degree.

Since the beginning of the NSFY initiative, Louisiana has worked to cultivate a network of third-party service providers to accelerate the delivery of Jump Start initiatives. Career Compass, a non-profit dedicated to increasing postsecondary access and enrollment among Louisiana graduates, has supported various NSFY strategies, including leading the Jump Start family outreach campaign, expanding services to students with disabilities and engaging school counselors. Its involvement, and the involvement of other partners, has increased the capacity of the Louisiana Department of Education to expand Jump Start's reach and helped lay the foundation for sustainability.

### *Developing the Next Generation of CTE Leaders*

Maximizing student access to high-quality CTE opportunities depends on creating a new generation of talented CTE leaders. To address this critical need, Louisiana used its NSFY grant to develop the CTE Leadership Academy, a blended professional learning program designed to strengthen the CTE leadership career path.

The CTE Leadership Academy features both in-person and online learning opportunities. In addition to completing a 13-month in-person training program, participants will attend semi-annual regional meetings that create communities of practice among industry and current and aspiring CTE leaders. Participants will also complete online training modules that include practical strategies to upgrade current CTE programs.

Each Academy training module enables current and aspiring CTE leaders to learn about key Jump Start career pathway options and implementation best practices. Each module covers content related to Jump Start implementation, from the basics — learning the objectives and history of the program — to more intensive delivery strategies such as connecting CTE and academic-subject courses. Upon completing each level, participants will earn badges demonstrating their mastery of Jump Start implementation.<sup>5</sup>

The first cohort of teachers, counselors and current CTE leaders is scheduled to begin the in-person Academy training in July 2018, and the Louisiana Department of Education is working with third-party partners to develop instructional resources, create standards for assessments and certifications, and pass new state and district policies related to certifying and compensating CTE leaders. But even as Louisiana launches each Academy module, much work remains to be completed. The CTE Leadership Academy is a critical “high-risk, high-return” investment that is one of the most promising Louisiana NSFY initiatives — and the one with the most associated uncertainty.

## Engaging Industry Leaders

Local industry buy-in also plays an important role in the success of Louisiana's NSFY strategy. In 2017, Louisiana expanded the process of direct regional employer engagement to include engaging regional Workforce Development Board (WDB) leaders in setting goals for Jump Start career pathways and expanding micro-industry engagement opportunities.

In 2017, Louisiana established Education Subcommittees on each of the state's 16 local WDBs. The objective of the Education Subcommittees is to create regional Jump Start goals that are aligned with regional economic and workforce development needs. The Education Subcommittees are now developing their first set of goals and report cards, which they will release for the 2018-19 school year.

Additionally, Louisiana implemented a micro-industry engagement strategy to break down barriers preventing students — especially those in remote areas — from accessing mentorship, internship and work experience opportunities. Micro-industry engagement in Louisiana is based around four tenets:<sup>6</sup>

- 1) All students have virtual access to workplace experts in every industry sector they are interested in exploring.
- 2) Teachers are empowered with technologies and instructional resources to find virtual workplace experts relevant to individual student interests.
- 3) Schools and teachers offer students a menu of virtual and in-school exercises that provide the best possible analog to onsite WBL.
- 4) Students must prepare for productive sessions with workplace experts, mastering increasingly sophisticated communication skills with professional adults.

One of the tools Louisiana is using to facilitate micro-industry engagement is Nepris, a virtual platform that connects classrooms with professionals in a variety of fields through a video conferencing platform. Nepris opens up the opportunity for industry experts to engage students as guest speakers, mentors and competition judges.

Louisiana is using Nepris to expand options for students to gain access to WBL. While Jump Start encourages internships, co-ops and apprenticeships, many students — especially in rural parts of the state — lack the transportation and other resources to complete these types of onsite WBL modalities. With these under-served students in mind, in 2017 Louisiana rolled out a new set of career readiness courses called Virtual Workplace Experiences (VWEs) featuring Nepris-driven project-based learning. VWEs are credit-bearing courses that help students master workplace skills and behaviors, including resume development, mock job interviews and career interest evaluations.<sup>7</sup>







2017-2018 JUMP START SCORECARD					
CALCASIEU REGION WORKFORCE DEVELOPMENT BOARD (WDB)					
(Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, Vernon)					
WDB Education Subcommittees develop goals for public high schools to offer students opportunities to earn industry-based credentials in industry sectors with the best regional job opportunities.					
EDUCATION SUBCOMMITTEE SUMMARY OF RESULTS:					
Text will go here.					
HOW MANY PATHWAYS WERE OFFERED & INDUSTRY-BASED CREDENTIALS (IBCs) EARNED IN EACH CATEGORY?					
 AUTOMOTIVE	High Schools Offering These Pathways #   %	Education Subcommittee Goal #   %	State Average %	Student IBCs Earned #	Education Subcommittee Goal #
 CONSTRUCTION	High Schools Offering These Pathways #   %	Education Subcommittee Goal #   %	State Average %	Student IBCs Earned #	Education Subcommittee Goal #
 CULINARY	High Schools Offering These Pathways #   %	Education Subcommittee Goal #   %	State Average %	Student IBCs Earned #	Education Subcommittee Goal #
 HEALTHCARE	High Schools Offering These Pathways #   %	Education Subcommittee Goal #   %	State Average %	Student IBCs Earned #	Education Subcommittee Goal #
 INFORMATION TECHNOLOGY	High Schools Offering These Pathways #   %	Education Subcommittee Goal #   %	State Average %	Student IBCs Earned #	Education Subcommittee Goal #
 MANUFACTURING	High Schools Offering These Pathways #   %	Education Subcommittee Goal #   %	State Average %	Student IBCs Earned #	Education Subcommittee Goal #

Figure 2: Jump Start scorecard template for regional Workforce Development Boards

Louisiana launched its partnership with Nepris in 2015. While adoption was initially slow, Louisiana is leveraging the NSFY grant to accelerate participation statewide by providing training and support to teachers across the state, including funding an independent consultant to train teachers in person to use the platform. Louisiana is also offering “challenge grants” that reimburse districts and schools for their Nepris licenses when they achieve targeted levels of Nepris sessions. Additionally, the state is providing districts and schools with financial incentives for every student they enroll in the VWE II course. Through these efforts, Nepris sessions have increased substantially in the last school year. Louisiana anticipates that the number of student-mentor virtual sessions will grow an order of magnitude during the 2018-19 school year.

## *Establishing Jump Start Summers*

One of the critical innovations funded by Louisiana’s NSFY grant is Jump Start Summers. Jump Start Summers is a community-driven summer program designed to enable all students — including students with disabilities and university-bound students — to earn IBCs and satisfy the new Jump Start graduation requirements.

To receive funding, all Jump Start Summers sites (which can be school districts, community colleges or private industry sites) must offer students the four mandatory features of Jump Start Summers:

- 1) Onsite WBL with one or more industry and postsecondary partners;
- 2) The opportunity to earn academic credit;
- 3) The requirement to obtain an IBC; and
- 4) The opportunity to earn a summer wage.

Jump Start Summers requires its sites to partner with local industry leaders. Many of these local businesses offer students the opportunity to tour facilities, get firsthand skills training and obtain other valuable experiences.

In 2017, 11 school districts and Operation Spark, a New Orleans-based non-profit that hosts coding boot camps for low-income students, offered Jump Start Summers programs supported by funding from NSFY and the Baton Rouge Area Foundation as well as district and in-kind donations. The 261 students enrolled in Jump Start Summers earned 445 IBCs and 304.5 academic credits. The Department of Education program evaluation revealed that Jump Start Summers encouraged cross-district and community collaboration with industry stakeholders.<sup>8</sup>

This year, Louisiana is dedicating more than \$2 million in public education funding to scale up the Jump Start Summers program, enrolling more than 2,000 students in 2018 summer programs. This order-of-magnitude growth is a heartening example of how NSFY funding has led directly (and in this case rapidly) to an innovative, transformational CTE initiative at scale.

## *Looking Ahead*

Louisiana’s Legislature and Board of Elementary and Secondary Education have promulgated policies and funding mechanisms that have helped sustain key initiatives of Jump Start and the most promising NSFY innovations. For example, the Louisiana NSFY team is helping school districts fully utilize the state Career Development Fund (CDF) to support Jump Start activities.<sup>9</sup> CDF is an uncapped increase in CTE funding that provides districts and charter schools with 6 percent additional per-student state funding (currently \$238 per student-credit) for each student enrolled in qualifying Jump Start courses.

Every January Louisiana holds a Jump Start Statewide Convention to share best practices and engage the stakeholders that are essential to program success. Louisiana's 2018 Convention brought together key stakeholders, including teachers, counselors, local chambers of commerce and even the governor. To ensure the success of the Jump Start initiative, Louisiana will continue to leverage NSFY funds to enhance and accelerate Jump Start implementation.

The 2019 Jump Start Convention will provide a comprehensive update on how NSFY funding is expanding opportunities for all students, creating a new generation of CTE leaders, overcoming the stigma associated with CTE among educators and families, and dramatically expanding the number of WBL opportunities available to under-served students.

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<sup>1</sup> [https://cte.careertech.org/sites/default/files/files/resources/Louisiana\\_PhaseOne\\_Snapshot\\_2017.pdf](https://cte.careertech.org/sites/default/files/files/resources/Louisiana_PhaseOne_Snapshot_2017.pdf)

<sup>2</sup> <https://www.louisianabelieves.com/docs/default-source/jumpstart/jump-start-blueprint-appendix-1---career-diploma-graduation-requirements.pdf?sfvrsn=9>

<sup>3</sup> [http://www.laworks.net/Downloads/LMI/WorkforceInfoReview\\_2017.pdf](http://www.laworks.net/Downloads/LMI/WorkforceInfoReview_2017.pdf)

<sup>4</sup> <http://www.lsu.edu/eng/news/2017/06/2017-06-20-jump-start-pre-engineering-career-pathway.php>

<sup>5</sup> <https://www.louisianabelieves.com/docs/default-source/jumpstart/cte-leadership-academy-announcement.pdf?sfvrsn=4>

<sup>6</sup> [https://cte.careertech.org/sites/default/files/files/resources/CTE\\_Frontier\\_World\\_Work\\_2017FINAL.pdf](https://cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_World_Work_2017FINAL.pdf)

<sup>7</sup> <https://www.louisianabelieves.com/docs/default-source/jump-start-pilot-programs/00-virtual-workplace-experience-overview.pdf?sfvrsn=2>

<sup>8</sup> <https://www.louisianabelieves.com/docs/default-source/jumpstart/jump-start-summer-2017-evaluation-report.pdf?sfvrsn=16>

<sup>9</sup> <https://www.louisianabelieves.com/courses/career-development-fund>