

# Louisiana Believes

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Planning Appropriate High School  
Experiences for Act 833 Eligible Students

# Objectives

Using a student scenario, participants will understand how to:

- Review student needs and identify appropriate Jump Start pathways
- Select the appropriate pathway, exit goals, and credentials
- Provide effective instructional and hands on work experiences that lead to post secondary success

# Reviewing Student Needs and Identifying Appropriate Jump Start Pathways

# Reviewing Needs and Determining Pathways

- Know your student
- Identify vocational interests
- Identify possible pathways



# Reviewing Needs and Determining Pathways

- **Know your student**

- Identify vocational interests
- Identify possible pathways



# Know Your Student

- Basic student demographics
  - Age
  - Grade
  - High school entry date
- Exceptionality
- Present level of performance
  - Classroom assessments/instructional tasks/accommodations
  - Standardized assessments (e.g., LEAP, EOC's)
  - Special education evaluation Information
  - IEP goals/objectives

# Meet Jason

- **Name:** Jason, Haughton, LA
- **High School:** A Great High School
- **Middle School:** A Great Middle School
- **Age:** 16 yrs
- **Exceptionality:** Mild Intellectual Disability
- **Additional Notes:**
  - Occasionally has challenges with noise; will wear earbuds or noise cancelling headphones when needed



# Meet Jason

- **Present Level of Performance:**
  - Reads on a 3.9 grade level; Writing – 3.0 grade, Math – 4.0
  - Uses text to speech for navigating grade level text
- **Grade:** End of 9<sup>th</sup> Grade (planning for 10<sup>th</sup>)
- **Act 833 eligible:** Yes
  - 7<sup>th</sup> grade iLEAP – Unsatisfactory ELA; Unsatisfactory Math
  - 8<sup>th</sup> grade LEAP – Unsatisfactory ELA; Unsatisfactory Math
- **EOC Assessments:**
  - Passed English I
  - Passed Algebra I; Scored “Needs Improvement” EOC



# Reviewing Needs and Determining Pathways

- Know your student
- **Identify vocational interests**
- Identify possible pathways



# Identifying Vocational Interests

## Key Elements

Interviews and Questionnaires

Career Assessments

# Interviews and Questionnaires

- Allows the team to determine **needs, preferences and interests** relative to post-school outcomes.
- Information gathered will assist with:
  - Developing post secondary goals
  - Planning a course-of-study
  - Identifying transition services for post-school success
- Fantastic resource: [transitionta.org](http://transitionta.org)
  - Best practices
  - Assessments

# Interview and Questionnaire - Jason



- **Vocational Interests**

- **Interviews**

- **Student Interview:** Wants to work in a meat market like his Uncle Ray; hobbies include watching TV, hanging out with his friends, cooking with his mom, listening to his iPod in his room, and hunting. Also likes to work on cars with his dad.
- **Parent Interview:** Wants child to “have a job”, “not sit at home”, “be a part of a normal life”, “He loves to cook with me.” (Dad) “I will say though, we only have one car.”

# Career Assessments

- Assessments/Counselor Tools:
  - Kuder Assessments
  - Career Compass
  - Nepris
  - O\*Net – “My Next Move”
- All Things Jumpstart – New Career Awareness and Counseling Options

# Career Assessments - Jason



## •O\*Net

The screenshot shows the top navigation bar of the MY NEXT MOVE website. It includes the logo "MY NEXT MOVE" with a blue lightning bolt, the text "A proud partner of the americanjobcenter® network", the "o-net in-it" logo, and navigation icons for HOME, SEARCH, and INDUSTRIES. Below the navigation bar is the main heading "What do you want to do for a living?". Underneath this heading is a row of six small images representing different professions: a scientist, solar panel installers, business professionals, a chef, a farmer, and a construction worker. Below each image is a text prompt: "I want to be a ...", "I'll know it when I see it.", and "I'm not really sure.". Each prompt is connected to a corresponding icon in a row below: a key icon, a briefcase icon, and a person icon.

# Reviewing Needs and Determining Pathways

- Know your student
- Identify vocational interests
- **Identify possible pathways**



# Identify Possible Pathways

- Consider your student

- Interviews
- Assessments
- Characteristics of job
- Possible hurdles student must overcome

- Possible Jump Start pathways

- What is available in district that best aligns with students interests and goals?
- If something doesn't exist, what then?
- What challenges will student face with IBC?

# Consider Your Student - Jason



- **Interviews**

- Wants to work in a “meat market”
- Likes cooking
- Likes to hunt

- **Assessments**

- Work with his hands
- Work outside/inside
- Repetitive work
- With others
- Physical Job

# Consider Your Student - Jason

- **Tool to use:**

- [Louisiana Star Jobs](#)

- **Topics to examine:**

- Type of work
  - Work conditions
  - Training required
  - Education required
  - Wages
  - Regional demand

# Consider Your Student - Jason

- **Specific “Regional” Career Information**

- Kill, clean, or prepare animals for sale or further processing
- Most employed in animal slaughtering and processing facilities
- **Exposed to noise, dangerous equipment, and hot or cold temps**
- Physically demanding
- Repetitive cuts all day
- **Can learn skills through short-term on-the-job training**
- **No formal education is required**
- **Related career – Culinary Arts**
- Median annual wage \$22,830 - \$24,330



# Possible Jump Start Pathways

All things considered:

- Student information
- Vocational information
- Career specific information

Look at the pathways:

[All Things Jump Start!](#)

The screenshot shows the Louisiana Department of Education website. The header includes the logo "DEPARTMENT of EDUCATION Louisiana Believes" and navigation links: HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, CONTACT US. A search bar is located on the right. Below the header is a navigation bar with links: ACADEMICS · TEACHING · ASSESSMENT · ACCOUNTABILITY · FUNDING · EARLY CHILDHOOD · SCHOOLS · COURSES.

The main content area is titled "JUMP START GRADUATION PATHWAYS". It is divided into two columns: "STATEWIDE GRADUATION PATHWAYS" and "INTEGRATED GRADUATION PATHWAYS". Each column contains a list of pathways with a "DOWNLOAD" link next to each.

FILE	DOWNLOAD	FILE	DOWNLOAD
Automobile Service 2015-2016 Pathway	<a href="#">Download</a>	Agriculture Tech 2015-2016 Pathway	<a href="#">Download</a>
Carpenter 2015-2016 Pathway	<a href="#">Download</a>	Digital Media 2015-2016 Pathway	<a href="#">Download</a>
Certified Mechanical Drafter 2015-2016 Pathway	<a href="#">Download</a>	Health Sciences 2015-2016 Pathway	<a href="#">Download</a>
Certified Nursing Assistant 2015-2016 Pathway	<a href="#">Download</a>	Hospitality Tourism Culinary and Retail 2015-2016 Pathway	<a href="#">Download</a>
Collision Repair 2015-2016 Pathway	<a href="#">Download</a>	Information Technology 2015-2016 Pathway	<a href="#">Download</a>
Cyber Engineering 2015-2016 Pathway	<a href="#">Download</a>	Manufacturing, Construction Crafts and Logistics 2015-2016 Pathway	<a href="#">Download</a>
Dental 2015-2016 Pathway	<a href="#">Download</a>	Manufacturing Specialist 2015-2016 Pathway	<a href="#">Download</a>
Electrician 2015-2016 Pathway	<a href="#">Download</a>	Maritime 2015-2016 Pathway	<a href="#">Download</a>
Emergency Medical Tech 2015-2016 Pathway	<a href="#">Download</a>	STEM 2015-2016 Pathway	<a href="#">Download</a>
Four Stroke Engine Tech 2015-2016 Pathway	<a href="#">Download</a>	Technology Specialist 2015-2016 Pathway	<a href="#">Download</a>
HVAC Tech 2015-2016 Pathway	<a href="#">Download</a>		
Industrial Maintenance Mechanic 2015-2016 Pathway	<a href="#">Download</a>		
Internet Web Foundations 2015-2016 Pathway	<a href="#">Download</a>		
Mobile Crane Operator 2015-2016 Pathway	<a href="#">Download</a>		
Oil & Gas T-2 Safety Systems 2015-2016 Pathway	<a href="#">Download</a>		
Pipefitter 2015-2016 Pathway	<a href="#">Download</a>		
Plumber 2015-2016 Pathway	<a href="#">Download</a>		
ProStart 2015-2016 Pathway	<a href="#">Download</a>		
Web Design Professional 2015-2016 Pathway	<a href="#">Download</a>		
Welder 2015-2016 Pathway	<a href="#">Download</a>		

# Possible Jump Start Pathways

## JUMP START GRADUATION PATHWAYS: A Pathway for Every Student

This document highlights how Jump Start provides a pathway for every student. All Jump Start pathways include appropriate courses and industry-valued credentials that students of varying interests and abilities can attain.

Jump Start will help all Louisiana students earn credentials with the greatest value in terms of securing entry-level employment. Jump Start will also help Louisiana students master academic content and workplace "soft skills" that enable them to continue learning (in 2- and 4- year colleges) and earning. All Jump Start graduation pathways have the same structure – 9 CTE course credits from an approved course progression and the requirement to earn culminating, industry-valued credentials.

Students can attain credentials for a regional pathway early in high school while continuing to pursue more advanced credentials that lead to higher-wage employment. Jump Start pathways provide students with multiple options for on-time graduation in case the student is unsuccessful in completing full industry certification.

Jump Start regional teams, the Department of Education, Louisiana Economic Development and the Louisiana Workforce Commission continue in their work to create a variety of graduation pathways, each with industry-valued credentials attainable by all Louisiana high school students on their way to on-time graduation. This includes specific pathways developed for and accessible to Act 833 eligible students when determined appropriate by IEP teams.

Graduation Pathways (Accountability Points)	Examples: Culminating Credentials for Jump Start Graduation Pathways by Employment Sector				
	Construction Crafts	Hospitality/Culinary	Ag Tech	Information Technology	General Credentials**
★ <b>Advanced Statewide Pathways</b> (150 points)	Electrician Level 2 Certification NCCER	Louisiana post-secondary institution Technical Diploma	Louisiana post-secondary institution Technical Diploma	Advanced industry credentials to be confirmed	
★ <b>Basic Statewide Pathways</b> (110 points)	Electrician Level 1 Certification NCCER (National Center for Construction Education and Research)	ProStart National Certificate of Achievement and SeruSafe Certification	Machining Level 1 Certification (National Institute for Metalworking Skills - NIMS)	CIW Web Foundations Association	
★ <b>Regional Pathways</b> (100 points)	Electrician's Helper (approval pending) Completion of designated Level 1 certification modules and two complementary credentials*	American Hotel & Lodging Education Institute (AHLEI) Certified Hospitality and Tourism Management Level II and two complementary credentials*	Meat Processing (Louisiana Meat Processors Association) and two complementary credentials*	Adobe Certification and two complementary credentials*	Workplace Safety (approval pending) NCCER Core and First Aid / CPR and OSHA Workplace Safety Certification
★ <b>Pathways Available for Act 833: Eligible Students with alternate culminating credentials (100 points)</b> <a href="#">Link to Act 833</a>		AHLEI Certified Guest Service Professional (approval pending) or AHLEI Certified Maintenance Employee	Junior Master Gardener (approval pending) University Cooperative Extension Network (option: plus one safety complementary credential*)		Workplace Safety certificates attainable during a single 3 week Student Summer Safety Session Workplace Safety (approval pending) NCCER Core and/or First Aid/CPR and/or OSHA Workplace Safety Certification

\* Complementary credentials include a variety of safety and basic computer literacy credentials transferable across career sectors.

\*\* General Credential pathways enable students unable to earn full industry certification to graduate with industry-valued credentials.

[Bulletin 138](#) provides the LDE with quality control mechanisms that guard against the over-utilization of any pathways among students capable of attaining higher-level industry-valued certifications as the culminating credentials for their Jump Start TOPS Tech Career Diplomas.

Information on all Jump Start graduation pathways can be found on the [LouisianaBelieves.com](http://LouisianaBelieves.com) website or by emailing a request to [JumpStart@la.gov](mailto:JumpStart@la.gov)

Louisiana Believes

Must be 833 Eligible to Pursue

★ Means pathway is available to Act 833 eligible students

# Consider Your Student - Jason

## IBC Assessment Requirements Meat Processing

Paper	No
Online	No
Performance Exams/Test	Yes
Accommodations	<u>Act 833 eligible students can receive accommodations.</u>



# IBC Accommodations

- All industry organizations offer reasonable and appropriate accommodations on their IBC exams:
  - Contacts for obtaining appropriate accommodations on every industry credential are available on the Credential Fact Sheets created for each credential, also available on the *All Things Jump Start* web portal.
  - [Louisiana Believes – All Things Jump Start](#)
- Examples of these accommodations and how to apply for accommodations appropriate for each student are available from the *All Things Jump Start* web portal
  - [Jump Start Industry Credentials for Students with Disabilities \(non-LAA1 and Act 833 students\)](#)
- Any additional questions about testing accommodations should be sent to [JumpStart@la.gov](mailto:JumpStart@la.gov)

Select an Appropriate Pathway, Exit Goals and  
Credentials

# Select the Pathway



## **“Meat Processing”**

- **Act 833 Agriculture Tech Pathway**
- **Meat Processing is an IBC Jason can earn**

# Determine the Path - Jason



## **IEP Team recommendation:**

### **While in high school, Jason will**

- Pursue the Act 833-Eligible: Agriculture Tech Jump Start pathway
- Emphasis will be on classes that will help him obtain the Meat Processing certification
- Will lead toward a job as a Meat Cutter

# Determine the Path - Jason



## Act 833-Eligible: Agriculture Tech

Pathway

### Agriculture Tech: Act 833-Eligible Students

<b>Act 833-Eligible Students Pathway</b>	The Agriculture Tech graduation pathway is an Act 833 pathway. Students must: 1) pass 9 Carnegie credits of courses from this pathway; 2) including at least one Career Readiness course (one Carnegie credit); and 3) attain the culminating credential(s) approved by the student's IEP team.
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<b>High-Demand Careers Related to this Pathway</b>	5 Star: various 5 Star construction craft careers 4 Star: Derrick Operators; Rotary Drill Operator; Roustabouts; Bus & Truck Mechanic; Diesel Engine Specialist; Farm Equipment Mechanic and Service Technician; Landscape Architect; Farmer, Rancher, AgriScience Teacher 3 Star: Agriculture Inspector; Engine & Other Machine Assembler; First Line Supervisor of Farming, Fishing, & Forestry Workers 2 Star: Construction Laborer; Farmworker; AgriScience Teacher; Outdoor Power Equipment Mechanic; Meat Poultry, & Fish Cutter; Farmworker; Crop, Nursery, & Greenhouse Laborer
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#### Agriculture Tech Act 833-Eligible Students Graduation Pathway: Sections

1	<b>Pathway-Specific Courses</b>	This section lists the course titles and codes for courses specific to this pathway  Each table also indicates those courses that qualify for the basic 6% CTE adder ( <i>course codes beginning with "01", "04", "07", "08", "09", "10", "11" or "31" are CTE courses</i> ) as well as those courses that qualify for the additional 6% Career Development Fund (or CDF) payment.
2	<b>Universal Jump Start Courses</b>	This section lists the course titles and course codes for courses that are part of every Jump Start graduation pathway
3	<b>Career Readiness Courses</b>	This section lists the course titles and codes for courses that qualify as Career Readiness Courses. Students must pass at least one Carnegie credit of Career Readiness courses, but may apply more than one Career Readiness course to their 9 credit Jump Start graduation requirement.
4	<b>Internships</b>	This section indicates the three types of internships and the appropriate course codes.
5	<b>Culminating Credentials</b>	This section indicates the recommended culminating credential(s) for this pathway.
6	<b>Sample Schedule</b>	This section provides a sample schedule for students pursuing this graduation pathway. Each high school will develop its own standard schedules for Jump Start students.

Approved 2015-2016 Graduation Pathway

Effective as of:	September 25, 2015	page 1 of 17
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# Determine the Path - Jason



In particular, [Meat Processing](#)...



## Meat Processing

September 4, 2015

Certifying Organization	Louisiana Meat Processors Association <a href="http://www.lampaonline.com">www.lampaonline.com</a>
Description of Credential	This Industry Based Certification (IBC) prepares a student for employment or continued education in the meat cutting, packing and meat processing profession.
Part of which Graduation Pathways <sup>1</sup>	Integrated: Agriculture Tech ACT 833-Eligible: Agriculture Tech
<a href="#">Associated with Which Careers?</a>	<u>Culinary:</u> 3 Star: First Line Supervisor of Food Prep and Serving Workers, Meat, Poultry & Fish Cutter
Entry-Level Annual Salaries	\$20,190 (First-Line Supervisors of Food Preparation and Serving Workers) \$16,000 (Meat, Poultry & Fish Cutter)
<b>Industry-Based Certification Requirements: Students</b>	
	Students must complete the meat processing course, #010330. Topics include: 1. Knowledge of Employability Characteristics of a Successful Worker

Effective Instructional/Curriculum and  
Hands-on Work Experiences Leading to  
Post Secondary Success

# Effective Instructional/Curriculum Experiences

- What does the student need to reach “The Goal?”
  - What’s needed for the diploma?
  - What skills/training are needed to achieve the industry based certification?
  - What skills/training are needed to get a job?

# Sample Course Progression for Jason

COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY									
Subjects	Transitional 9 <sup>th</sup> Grade (if applicable)	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English		English 1	English 11	Business English	Technical Writing	4		4	
Mathematics		Algebra 1 (EOC)	Business Math	Math Essentials	Financial Literacy	4		4	
Science			Biology (EOC)	<b>*AgriScience 1</b>		2		2	
Social Science		US History (EOC)	Civics			2		2	
Physical Education		PE I (Full Credit)	PE II (1/2 Credit)			2		12	
			Health (1/2 credit)						
Workforce and Career Electives		Journey to Careers I	Journey to Careers II (1/2 credit)	CTE Internship I (2 credits)	CTE Internship II (2 credits)	9		12	
					OSHA 10-Gen Ind				
			Customer service	Animal Science (1/2 credit)	Agricultural Education Elec I	Meat Processing			
General Electives		<a href="#">**Study Skills I</a>	<b>**Study Skill II</b>	<b>**Study Skill III</b>	<b>**Study Skill IV</b>			4	
Credit Totals		7	7	5	5	23			

# Effective Instructional/Curriculum Experiences - Jason

- Courses available in Jason's [ACT 833 pathway](#) that would support his Meat Processing experience:
  - AgriScience I
  - AgriScience II
  - Customer Service (IBC) - (culminating credit)
  - Keyboarding
  - Career Success Skills
  - CTE Internship I, II, III, IV
  - First Aid and CPR (IBC) - (culminating credit)
  - OSHA 10 – General Industry (IBC) – (culminating credit)
- [Meat Processing IBC](#) - (culminating credit)
  - Must complete the Meat Processing Course #010330



# Effective Hands-on Work Experiences

- What training is needed for the student to get a paid position in the career of their choice?
  - Transitional skills
  - Job related skills
  - On-the job experience

# Effective Hands-on Work Experiences - Jason

- Meat Processing

- Hands-on vocational training at the following:

- Local grocery store
- Local meat market
- Poultry processing plant
- Fish market

- 10<sup>th</sup> and 11<sup>th</sup> grade:

- Jason can sample 2 or 3 of the above to experience different settings

- 12<sup>th</sup> grade:

- Paid employment in one of the above



# Final Outcome - Jason

- High school diploma
- Meat Processing IBC
- Hands-on vocational training in Meat Processing
- Paid employment in career of choice



# Implementing Pathways: Thoughts or Questions

- Who needs to be involved in developing an IEP appropriately aligned to Jump Start Pathway?
  - How do counselors in your districts engage with IEP teams in this process?
  - What is the level of collaboration between Special Education and CTE at present at the district, school and IEP team levels?
  - How might you strengthen the partnerships between Special Education and CTE personnel at the district, school and IEP team levels?
  - What type of support do IEP teams need in developing IEPs aligned to Jump Start Pathways?
  - Share challenges and successful strategies
- 
- Contact [SpecialEducation@la.gov](mailto:SpecialEducation@la.gov) with questions

# Teacher Leader Activity

- Let's explore Jason's high school experience a little closer!
  - There are opportunities for multiple experiences
  - Think "individualized"
  - What's the END GOAL for Jason?
  - What are his needs that must be addressed?
  - What tools will he need to overcome those needs?
  - What are his strengths that will support him to reach his goal?
  - Who are the players that need to be present to help Jason and his parents make the necessary decisions to create a successful pathway?
- Tools for success!
  - [The Jump Start Pathway: Act 833 – Agriculture Tech](#)
  - [The Jump Start IBC Fact Sheet – Meat Processing](#)
  - IGP
- Contact [SpecialEducation@la.gov](mailto:SpecialEducation@la.gov) with questions

# Teacher Leader Activity

Post-Secondary Plans  Technical College  Community College  4 Year College or University  FASFA Completion Date: 05/25/2019

Potential TOPS Eligibility  TOPS Honors  TOPS Performance  TOPS Opportunity  TOPS Tech Early Start  TOPS Tech I  TOPS Tech II

## CAREER GOALS

Career Specialty/Occupation (Option 1): Meat Processing Career Specialty/Occupation (Option 2):

Career Cluster™ (Option 1): Agriculture, Food & Natural Resources Career Cluster™ (Option 2): -

Area of Concentration/Jump Start Grad. Pathway: Agriculture Tech Area of Concentration/Jump Start Grad. Pathway:

Post-High School Work Force Plans:  On-the-Job Training  Military  Employment

## COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY

Subjects	6th-8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English		English I	English II	Business English	Technical Writing	4		4	
Mathematics		Algebra I (EOC)	Business Math	Math Essentials	Financial Literacy	4		4	
Science			Biology (EOC)			2		2	
Social Science		US History (EOC)	Civics			2		2	
Health			Health (1/2 credit)			1/2		1/2	
Physical Education		PE I (full year)	PE II (1/2 credit)			1 1/2		1 1/2	
Foreign Languages									
Arts									
Electives/CTE		Journey to Careers I		CTE Internship I	CTE Internship II (2 credits)	9			
Electives		Study Skills I (Remedial Reading)							
		Customer Service	Study Skills II (for Eng/Math)		Study Skills IV				
				Study Skills III (Eng/Math)					
Credit Totals		7	7	7	7				

## EXTRACURRICULAR & EMPLOYMENT ACTIVITIES

Extracurricular						Awards/Industry-Based Certifications			
						LAMPA - Meat Processing IBC			
						OSHA 10 General Industry Safety			
Employment						Paid Employment			