



Jump Start 2.0

Developing a Blueprint for the Next Five Years

Objectives

In this session, we will review the following:

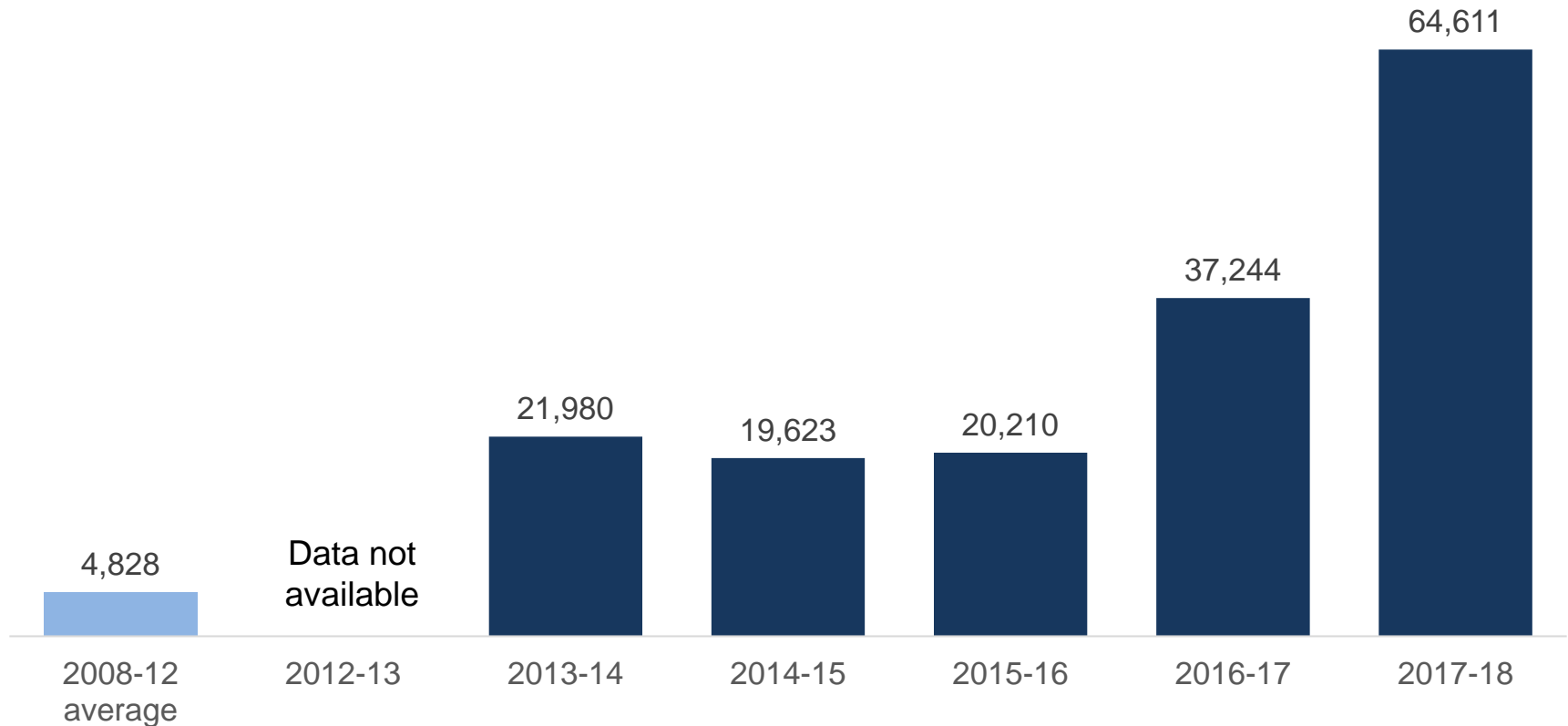
- Overview of Jump Start's core elements, successes, and areas for improvement
- Jump Start 2.0 vision, goals, and timeline
- Connections between Jump Start 2.0 and Super App

Core Elements of Jump Start

- **Shift the narrative on career education**
 - Jump Start seeks to end the long-standing stigma against career education by ceasing to label students as either “career-bound” or “college-bound.”
- **Form Jump Start Regional Teams**
 - To ensure the students have access to state-of-the-art facilities, equipment and professionals, Jump Start will convene industry, higher education and school systems, creating public-private partnerships rather than asking cash-strapped high schools to go it alone. Regional teams will:
 - Design plans for providing courses and workplace-based experiences leading to WIC-approved, statewide credentials.
 - Identify career opportunities important specifically to their region of the state, for which students may earn industry credentials.
- **Build baseline career skills for all students**
 - Louisiana’s 9th and 10th grade students will take common fundamental coursework, creating the foundation of whatever diploma they ultimately earn
- **Make smart shifts in accountability**
 - Jump Start will honor students’ achievements in career fields through significant accountability rewards for schools and school districts.

Jump Start Successes

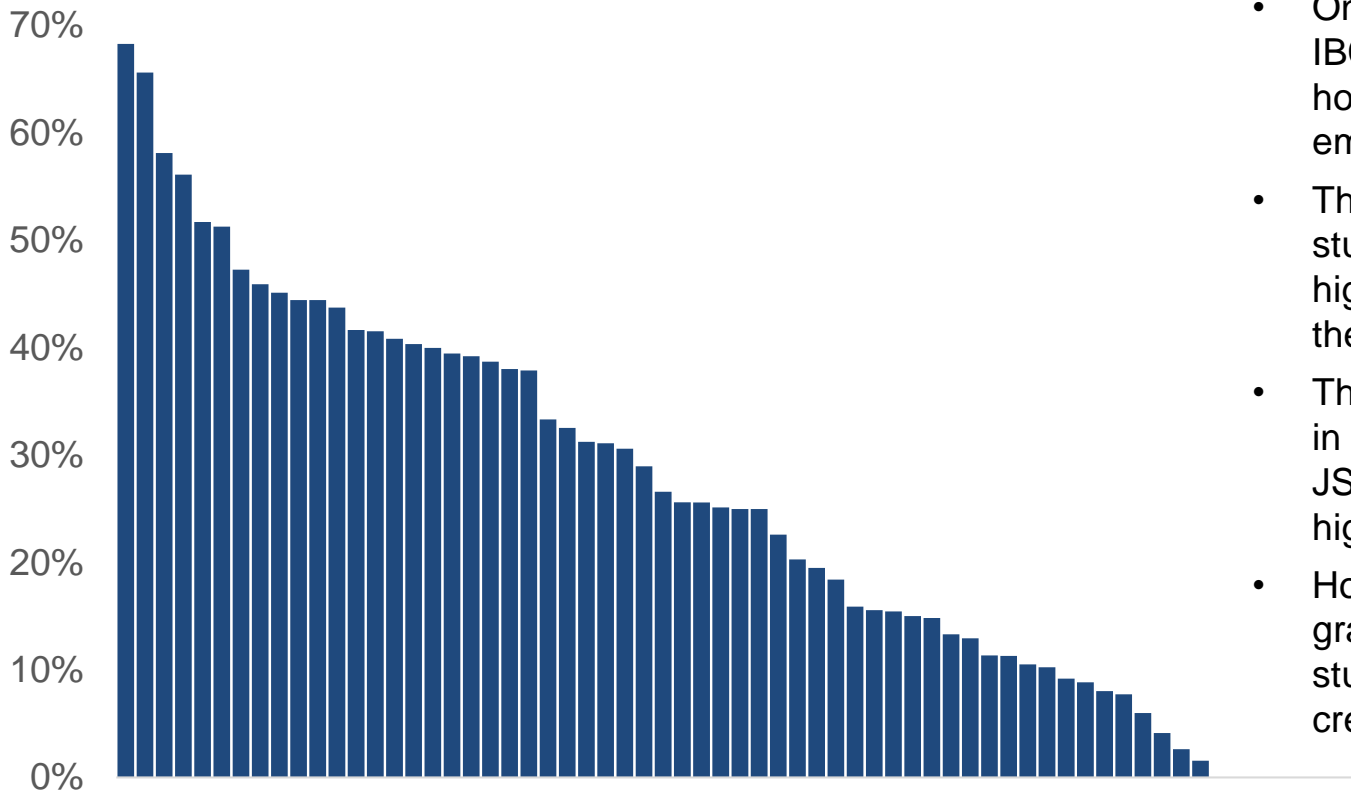
Total number of IBCs awarded¹



1. All pathways and high school students. Includes Jump Start IBCs only for 2013 to 2018.

Jump Start Areas for Improve

LEA proportion of IBCs awarded to Jump Start diploma students that are high employability
2017-2018



- On average, only 24% of the IBCs awarded to JS Diploma holders were classified high employability
- This means that over 6,300 students graduated without a high-value credential, limiting their employment prospects
- There are some bright spots – in 2 LEAs, more than 60% of JS Diploma graduates earned a highly employable IBC
- However, those LEAs graduated fewer than 50 students earning such credentials

1. Traditional school systems only. High employability defined as a Statewide IBC.

Jump Start 2.0 Objectives

We seek to answer five questions through this work:

- What are the goals of Jump Start?
- How is the current Jump Start structure delivering on these goals?
- Where Jump Start is not delivering on these goals, what is holding us back?
- What are the strengths of our current Jump Start efforts?
- ***How can we improve Jump Start to better deliver on our vision and goals?***

Jump Start 2.0 Vision

Students	<ul style="list-style-type: none"> • Students can engage in high-quality pathways aligned with their interests and passions, culminating in high-value IBCs. • Students opportunities include: a) Jump Start Summers experiences (course credits, workplace-based learning, IBCs, and a summer wage); b) virtual and on-site workplace-based learning; and c) non-traditional pathways (ex: environmental protection and sustainability)
Teachers and Counselors	<ul style="list-style-type: none"> • Teachers and counselors receive Jump Start training (to earn IBCs and to master critical Jump Start policy and practice) at times and using learning modalities convenient to them.
CTE Leaders	<ul style="list-style-type: none"> • CTE leaders are better-trained, better-supported, and more valued as essential educational leaders.
Schools and Districts	<ul style="list-style-type: none"> • Schools and districts receive the funding necessary to create high-quality CTE learning environments. • Schools leverage technology and connectivity to increase the pathways they offer. • Schools and districts receive appropriate accountability points for CTE excellence.
Employers	<ul style="list-style-type: none"> • Regional employers find that Louisiana’s high school graduates are prepared and effective as entry-level employees.

Jump Start 2.0 Timeline

September	<ul style="list-style-type: none">• Form working group; define consultation process
October	<ul style="list-style-type: none">• Consult with school system stakeholders; industry, economic and workforce development; post-secondary education providers (ex: LCTCS Perkins reauthorization); others• Develop draft Blueprint for Jump Start 2.0• Share Jump Start 2.0 Blueprint process with the Accountability Commission, October 29
November	<ul style="list-style-type: none">• Continue consultation process, including Superintendent's Advisory Council, November 15• Update Blueprint based on consultation, release draft for public comment
December	<ul style="list-style-type: none">• Update Blueprint based on consultation and public input• Share framework at Accountability Commission, December 10• Release updated Blueprint, with summary of consultation and how input was addressed• Reconvene interested parties for final refinements to Blueprint
January	<ul style="list-style-type: none">• Submit Blueprint to BESE as a "Receive" item and bulletin policy items as "Action" items at the January 22, 2019 BESE meeting

Jump Start 2.0 and Super App

- Develop a pipeline for recruiting and retaining high quality career and technical teachers.
- Leverage funds to effectively support students as they prepare to exit high school.
- Establish and implement high quality core academic priorities for students as it pertains to pathways.
- Provide all students with high quality post-secondary preparation including access to statewide credentials, college credit, and financial planning.

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