

TRANSFORMING
THE PLAN
INTO ACTION

2016 JUMP START
SCHOOL-LEVEL ROLL-OUT
CONVENTION

JANUARY 19, 2016

BATON ROUGE RIVER CENTER • BATON ROUGE, LOUISIANA

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Practical Steps Districts and Schools Can Take to Maximize Jump Start Funding

Overview

- This session will review how schools can maximize Jump Start funding to provide high-quality courses, certifications, and workplace opportunities.
- Learn about the practical steps that districts and schools can take to generate and effectively use Jump Start CTE and CDF adder funding that is completely incremental to the MFP funding LEAs are guaranteed to receive each year.

1003a

- Purpose: Provides funds to LEAs for the purpose of building the capacity of schools to increase student achievement. (part of Title 1, SIG)
- [1003a](#)
- Program: Schools may use funds to support interventions needed to address the school's reason for receiving the designation.

TOPS Tech Early Start

- Purpose: Award may be used to fund any technical or applied course leading to a variety of certifications.
 - Industry-Based Certification
 - Certification of Applied Science
 - Certificate of Technical Sciences
- [TOPS Tech Early Start](#)
- Program: Shall pay \$150.00 to the approved training provider for each three credit-hour or equivalent time course taken by the student.
 - Requirements

TOPS Tech Early Start

- Providers approved through this specific process will be eligible to deliver technical or applied courses and have them funded under the parameters of the TTES Training Providers Program.
- The course work must be aligned to a certification or certificate approved by the Workforce Investment Council (WIC) by meeting the following requirements:
 - Is identified by the Occupation Forecasting Conference as a credential for an occupation in top demand in Louisiana.
 - Is recognized by the State Industry-Based Certification Leadership Council.

TOPS Tech Early Start

- To be eligible for an initial TTES Award, students must meet each of the following conditions:
 - Be in the 11th or 12th grade in a Louisiana public school
 - Have prepared a five-year education and career plan; including courses with a career focus
 - Have a cumulative GPA not less than 2.0 when calculated on a 4.0 scale on all courses attempted
 - Score at least fifteen (15) on both the English and Math subsections of the ACT PLAN assessment
- Courses taken by the student are not to exceed two such courses per high school semester for an eleventh–grade student and two such courses per high school semester for a twelfth-grade student

Carl D. Perkins

- Purpose: Provide funds to assist high schools in paying the additional cost of approved CTE programs.
- [Carl Perkins](#) *
- Program: Funds are allocated for 3 program clusters identified by secondary and post-secondary regional partners.
 - Career Clusters lead to high wage, high demand, and high skill areas

Career Development Funds

- Purpose: There are two adders to CTE courses:
 1. Universal 6% adder for *all* CTE courses
 2. 6% adder to the MFP for students enrolled in [“technical courses”](#) aligned with WIC-identified high-wage/high-demand CDF courses
- The purpose of these adders is to fund the extra costs associated with CTE courses, especially CTE courses for high-demand certifications in high-growth job sectors
- [CDF](#)
- Program: There are over 150 CDF-qualifying courses.

Title II

- Purpose: Increase academic achievement by improving teacher and principal quality.
- [Title II](#)
- Program:
 - (1) recruiting and retaining highly qualified teachers and principals;
 - (2) increasing the number of highly qualified teachers in classrooms;
 - (3) reforming teacher and principal certification programs.

Supplemental Course Allocation

- Program: An MFP allocation related to the cost of high school credit courses. It is individualized to the needs of secondary students and is provided outside the traditional secondary school.
- [SCA](#)
- Program: Funds allocated through SCA will target specific types of courses for high school credit.

Supplemental Course Allocation

- **Funds allocated through SCA will target the following types of courses for high school credit:**
 - Career and technical preparation
 - Academic work required to achieve TOPS
 - Advanced coursework not available at the school due to limited resources
 - Dual Enrollment
 - Intensive remediation for students struggling to stay on pace for graduation

Delta Regional Authority Grant

- Purpose: Improve economy by creating jobs, building communities, and improving lives.
- DRA
- States' Economic Development Assistance Program (SEDAP)
- Program: \$150,000 grant to Richland Parish
 - Provide work readiness and technical skills training to impoverished, disadvantaged students.

Delta Regional Authority Grant

- DRA: Creating jobs, building communities, and improving the lives of nearly 10 million people in the Delta region. People reside in 252 counties and parishes of the eight-state Delta region.
- SEDAP: The main investment tool used by the Delta Regional Authority is the States' Economic Development Assistance Program (SEDAP), which provides direct investment into community-based and regional projects that address the DRA's congressionally mandated four funding priorities.

Delta Regional Authority Grant

- **Creating jobs:** supports businesses, job training and workforce development programs, and infrastructure and industrial development to attract new business investments and support Delta-based expansions, which increase the opportunities for high-skill, high-paying jobs for Delta residents.
- **Building communities:** forges partnerships throughout the region as well as with its fellow federal agencies to ensure investment, increased capacity, and technical assistance that supports the development of Delta communities and regional clusters.
- **Improving lives:** investing in programs that better the health, accessibility, connectivity, and educational opportunities for Delta residents of all ages.