

# APPENDIX 5:

## Jump Start: Day in the Life of Four Students

**Marguerite** is an 11th grader who intends to pursue certification as an electrician. She decided at the end of 10th grade to pursue a Career Diploma so she could have time during her school day to achieve her industry certification. She eventually plans to get a college degree.

**Russell** is an 11th grader who intends to go to a four-year university, equally interested in English literature and computer programming. He decided at the end of 10th grade to pursue a Core Four Diploma, while also pursuing a Jump Start information technology credential.

This document provides a “day in the life” snapshot illustrating how both students can use Jump Start to: a) graduate high school with a credential for a high-wage job in a high-growth job sector; while b) preparing themselves for post-secondary academic success.

### Who is Marguerite?

Marguerite is an 11th grader whose mom works two jobs. Her mother is intent that Marguerite must graduate high school and go to college.

Marguerite learned about being an electrician at a Career Day recommended by her school counselor. A company representative assured Marguerite that she would be first in line for a job that starts at \$44,000 if she graduates with an NCCER Level 2 certification as an electrician. Some employers even reimburse technical college tuition bills.

### What is Marguerite's Schedule Today?

6:50 – 7:10a	Marguerite climbs onto her school bus at her corner. She talks with one friend during the 20 minute ride while her other friend dozes.
7:10 – 7:25a	Marguerite arrives at school, grabs breakfast and goes to her homeroom. Her homeroom teacher makes the announcements of the day.
7:25 – 8:55a	Marguerite's Block 1 course is <b>English III</b> . She hasn't enjoyed reading the older books, but to her surprise she really loved <i>The Old Man and the Sea</i> . The teacher leads a discussion on irony and everyone in class participates. During Individual Help time the teacher helps Marguerite practice writing using “Hemingwayesque” simple declarative sentences.
8:55 – 9:15a	Marguerite meets with her school counselor to plan her senior year schedule. They also discuss how Marguerite can pursue her college education while working full-time.
9:15 – 10:45a	Block 2 means <b>Financial Math</b> . Today's lesson is on tax-deferred retirement accounts; a class discussion followed by group problem solving and a quiz. It's amazing how much money you save for retirement if you save a bit each week. Before class ends Marguerite's project team finishes the questionnaire they'll use during next week's job shadowing visit to the local bank.
10:45 – 11:10a	Since she starts her day so early, Marguerite likes having the early lunch period. Today she has meat loaf (which is actually quite good), green beans (not so good) and a satsuma (very good).
11:10 – 11:30a	A second school bus takes Marguerite and four classmates to the local industry-funded facility.
11:30 – 1:00p	Marguerite's Block 3 course is <b>NCCER Core Curriculum</b> . Today they spend the entire class learning about – and working with – power tools. Hands-on work that requires skill is Marguerite's favorite. She is convinced that being smart, well-informed, safe and precise is what's important in succeeding as an electrician. It's not about strength and it's not only for boys!
1:00 – 2:30p	Marguerite's last course is <b>Basic Electricity</b> . The topic: how electricity “works” – ohms, watts, volts. The teacher breaks the class into small groups where students who “get it” help those who are struggling. The class then spends 30 minutes discussing jobsite communication skills. Marguerite can't believe that people lose their jobs over simple things like showing up late. If she really gets a job that pays \$44,000 per year, she'll show up on time for work every day.
2:30 – 2:50p	The bus takes Marguerite back to her high school.
3:00 – 4:30p	Today Marguerite attends her 4H club meeting and Dance Team practice.
4:30 – 5:00p	The bus hits a bit of traffic going home, leaving Marguerite off at her corner a few minutes late. After dinner she'll have about an hour of homework before Xbox and bedtime.

### What does Marguerite's Future Hold?

Marguerite is convinced that her schedule is the best of both worlds – the academic foundation to attend technical college, with hands-on technical courses that will help her get a high-wage job. Employment of electricians is expected to grow at 23% per year through 2020, faster than the average for all occupations, so she's confident she'll get a great job when she graduates. She'll apply for a summer internship as an electrician next month.

Marguerite's mother is thrilled.

## Who is Russell?

Russell was college-bound from his first day at school. Russell's older brother and sister graduated from LSU and Louisiana Tech respectively, so he's never had any doubt that he would be going to a four-year university.

Russell's parents are determined that he study something practical so he can get a job – his big brother graduated college with a Humanities degree and found getting a job during the last recession almost impossible.

Russell's parents expect Russell (like his brother and sister) to qualify for TOPS Opportunity or TOPS Honors.

## What is Russell's Schedule Today?

6:45 – 7:00a	Russell drops his little brother off at middle school and then drives himself to high school.
7:00 – 7:05a	Russell and his friends (barely) listen to announcements during homeroom.
7:05 – 7:59a	Russell's first period course is <b>AP English Language and Composition</b> . This is his absolute favorite course, even though it's so early in the morning. Today they're reviewing <i>Taming of the Shrew</i> . The teacher gives a presentation and then leads a group discussion comparing the movies <i>Deliver Us From Eva</i> and <i>Kiss Me Kate</i> to the original play.
8:04 – 8:54a	Russell's second period course is <b>Advanced Math – Pre-Calculus</b> . Today the topic is the difference between $\log_e$ and $\log_{10}$ . Not as interesting as the probability and statistics material they covered last week, which was much more interesting because it relates directly to sports!
8:59 – 9:49a	Russell's third period course is <b>U.S. History</b> . Today they continue their discussion of the Great Depression and the New Deal, which is sort of depressing. Russell hopes the material on World War II might be more interesting, especially since he already knows he wants to write his next paper on the topic of "Small Team Tactical Leadership and Band of Brothers."
9:54 – 10:44a	Russell's fourth period course is <b>Chemistry</b> . Now this is interesting stuff! This week they're studying base versus acids, while continuing their work mastering chemical nomenclature. The teacher gives a quiz – twenty compound names that they must translate to chemical equations. Russell aces it!
10:44 – 11:14a	Lunch time. Russell buys the pizza and treats himself to ice cream (chocolate mint chip).
11:19 – 11:49a	Russell's fifth period course is <b>Advanced Band</b> . His sister was a killer trumpet player, but Russell is a mediocre clarinetist. Clarinet just isn't as much fun as PlayStation Need for Speed.
11:54 – 12:44p	Russell's sixth period course is <b>AP Computer Science</b> . Russell's school doesn't offer this AP course, but he was able to sign up for the course on the Course Choice website. Russell is way ahead of the class so his online teacher gives him lots of personal attention, including weekly extra credit projects. This is the only course that Russell enjoys as much as AP English Lit.
12:49 – 1:39p	Russell's seventh period course is <b>Digital Graphics and Animation</b> . This is a dual enrollment course taught by one of Russell's teachers. They have the same curriculum as the local college students, the same assignments, the same tests. This course is part of a course sequence that will enable Russell to earn a Computing Technology Industry Association (CompTIA) A+ certification.
1:44 – 2:35p	Russell's eighth period course is <b>Computer Electronics II</b> . The class starts with a quiz on network installations with both PCs and Macs. The teacher then introduces the topic of syncing multiple devices (phones, tablets, computers) and email accounts. For Russell, easy stuff.
2:40 – 4:00p	Russell practices with his team before driving home. Today his brother walked home, so he is able to stop off for a burger and fries before getting home and hitting the books.

## What Does Russell's Future Hold?

Russell is determined to graduate with honors, the Core 4 Diploma, a CompTIA A+ certification and qualified for the TOPS Scholarship. His plan is to enter college with at least a semester of credit, aiming for a Computer Science degree that will get him a job that pays over \$40,000 to start. This summer he hopes to attend Computer Summer Camp at the local university campus, and then maybe get an internship as a tester for a local video game company.

Russell's parents are thrilled.

**Epilogue:** both **Marguerite** and **Russell** succeed in high school, earning their diplomas and securing their Jump Start industry certification.

	Marguerite		Russell	
<b>9th Grade Credits</b>	Algebra I English I Physical Science Ag Science I	Physical Education I <i>Career Readiness Course</i> PE II / Health Keyboarding	Geometry (Algebra I in 8th grade) English I Physical Science Spanish I	World Geography Physical Education I <i>Career Readiness Course</i> Beginner Band
<b>10th Grade Credits</b>	Geometry English II Biology Spanish I	Civics Ag Science II Nutrition and Food Art I	Algebra II English II Biology Spanish II	Civics PE II / Health Computer Electronics I Intermediate Band
<b>11th Grade Credits</b>	Financial Math English III Spanish II U.S. History	<i>NCCER Core Curriculum</i> <i>Basic Electricity</i> <i>NCCER Intro to Craft Skills</i> ACT / WorkKeys Prep	Advanced Math - PreCalculus AP English Language and Composition Chemistry <i>Computer Electronics II</i>	U.S. History <i>AP Computer Science</i> <i>Digital Graphics and Animation</i> Advanced Band
<b>12th Grade Credits</b>	<i>Applied Electric Math **</i> <i>Technical Writing **</i> <i>NCCER Electrical I</i> <i>NCCER Electrical II</i>	<i>National Electrical Code I *</i> <i>National Electrical Code II *</i> <i>Tools, Materials and Elementary Circuits Lab *</i> <i>Electrical Technology *</i>	AP Calculus AB English IV <i>CyberSecurity **</i> Western Civilization	AP Environmental Science <i>Offsite Internship (2 credits)</i> Marching Band ***
<b>Industry Certifications</b>	NCCER Electrical Level II		CompTIA A+ Certification	
<b>Test Scores Highlights</b>	ACT Composite – 19	WorkKeys Silver	ACT Composite – 27 AP English – 4	AP Calculus AB – 3 AP Environmental Sci – 2
<b>Graduation Highlights</b>	Career Diploma		Core Four Diploma TOPS Honors Scholarship – Performance Bonus Funds	
<b>Accountability Points</b>	150 Points		160 Points	
<b>College Search</b>	Started college after seven months on the job, taking a Reading Construction Blueprints course at the suggestion of her company mentor. The company reimbursed the cost of tuition when Marguerite got an A.		Got accepted into six colleges in Louisiana as well as two out-of-state colleges. Decided to follow his sister to Louisiana Tech. Graduated in four years with a 3.52 grade point average.	
<b>Job Search Outcome</b>	Received two job offers, accepted the one at a refinery closer to home. Lives at home. Bought and drives an “almost new” pickup truck.		Offered a private sector job in programming and a public sector job in cyber-security. Accepted the private sector job because they offered a signing bonus.	
<b>First Year on the Job</b>	Got a 10% raise after 90 days, a second raise six months later. With overtime and a \$250 Walmart card Safety Award, earned \$44,120 her first year on the job. From her first paycheck Marguerite bought her mother a pearl and gold pendant that she wears every Sunday to church. It’s her mother’s proudest possession.		Started as an entry-level programmer, earned a promotion to senior programmer (and a 15% raise) near the end of his first year. With his signing bonus earned almost \$43,000 during his first year on the job. Russell bought himself a top-end Apple Pro and is working on weekends with a start-up company.	

**Key**

\* course taken at a technical college; can be applied towards a future Technical Diploma

\*\* regionally-developed Jump Start course offering

\*\*\* earned as credit for after-school participation

*Required and elective courses for the industry-based certification earned by each student are in bold green italics.*

# Jump Start: Day in the Life of Two More Students

**William** is a 9th grader who did not meet the standards for promotion in math and ELA LEAP tests after 8th grade. William did not pass either retest during the summer. Under the new Transitional 9th Grade policy, William is now attending classes at a high school campus while trying hard to catch up to his classmates and graduate on time.

**Makayla** is a 12th grader who just transferred schools when her family moved to a parish on the other side of the state. Makayla had already started a regional career graduation pathway (Certification for Manufacturing, or C4M) that is not offered at her new school. She needs to find a way to graduate in four years while maintaining her focus on a manufacturing career pathway.

This document provides a “day in the life” snapshot illustrating how both students can use Jump Start to: a) graduate high school with a credential for a high-wage job in a high-growth job sector; while b) preparing themselves for post-secondary academic success.

## Who is William?

William is a 9th grader who has struggled academically throughout school. He does not feel comfortable at school and hasn't yet found an academic subject that he's really interested in.

William likes working with his hands, and enjoyed the middle school industrial arts class he took. He realizes he's going to work after high school, but he has no clear idea what that work might be.

## What is William's Schedule Today?

7:10 – 7:20a	William boards the bus to school with several other kids from his neighborhood. He's been going to school with these same kids for years – he's grateful he gets to go to the high school campus with his friends, rather than having to stay back at the middle school campus.
7:20 – 7:35a	William goes to the cafeteria to grab some breakfast – cereal, milk and a banana.
7:35 – 8:55a	William's Block 1 course is <b>Algebra Readiness</b> (his Math Remediation course). Today they're reviewing the Pythagorean Theorem – William struggles with this concept. They take out some grid paper and start drawing right triangles. William understands what a 90° angle is from building cabinets in middle school industrial arts. He then repeats the equation next to each triangle and sees how the square of the hypotenuse equals the sum of the squares of the other two sides.
9:00 – 9:20a	William and a group of students who also need help with math meet with a tutor. The tutor takes William's example of building a cabinet and uses different lengths of wood to show how the Pythagorean Theorem helps a carpenter bring the right supplies to the jobsite.
9:25 – 10:45a	Block 2 is <b>Civics</b> . Today's topic is elections. William finds politics interesting – his parents have taken him to vote with them since he was little. The teacher asks: “What are the advantages of Louisiana's open primary system?” William is quick to volunteer: “Open primaries are good because the top candidates get the most votes, no matter if they're Democrats or Republicans.”
10:50 – 11:25a	Lunch today is pizza, William's favorite. He eats his and finishes the half piece his friend leaves.
11:30 – 12:50p	William's Block 3 course is <b>Career Readiness – LA</b> . Last week William's class visited a local refinery. Today a manager from that refinery is in class to discuss her typical workday. After the speaker leaves each student composes a Thank You letter indicating the most important thing they learned from the refinery visit and class presentation. William writes about how team members at the refinery focus on safety, a point William's parents have always stressed.
12:55 – 2:15p	William's last course is <b>English I</b> . The class discusses Romeo and Juliet. The teacher asks: “If Romeo had only wounded Tybalt, could the Montagues and Capulets have learned to live together without Romeo and Juliet dying?” William doesn't think so – he believes that the families can't learn that hate destroys unless they suffer a horrible loss. But now comes the hard part: tonight's homework is to write a one-page essay on this question. William finds it hard to write down on paper what's clear in his head.
2:15 – 3:00p	William's parents come to school today to meet with William and his school counselor. He's not in trouble – the meeting is to discuss the progress William is making and how he can continue to improve. The counselor tells his parents about how much William has improved in English class, suggesting exercises William can use to improve his ability to write clearly. They also discuss ways William's parents can help reinforce math concepts that William struggles with.
3:00 – 5:00	William gets home, fixes himself a snack and then tries to write that <i>Romeo and Juliet</i> paper.

## What does William's Future Hold?

William knows that graduating from high school is going to be a real challenge. But he's learning how many job opportunities he'll have if he can stick it out. With the help of his teachers, tutors and parents William hopes to pass the courses that cause him so much trouble, and then take courses that help prepare him for a really good job.

## Who is Makayla?

Makayla's family just moved into her new school district in time for her to start 12th grade – her parents move when one of them gets a good new job at a new plant. This is the fourth new school Makayla can remember attending.

Makayla's last school had a great "C4M" (that's "Certification for Manufacturing") credential that she was intent on earning. She's seen how much her parents enjoy their jobs, and believes she can get a great manufacturing job in Louisiana and finally settle down to live in one place for a long time.

Unfortunately, Makayla's new school doesn't have the courses or teachers necessary to help her earn the C4M credential. Fortunately, Makayla is working with her new school counselor to find the courses she needs to achieve her goal of receiving a manufacturing-oriented industry credential as part of her graduation pathway.

Her counselor convened a conference call with Makayla's C4M teacher at her old school and the Louisiana Economic Development (LED) C4M team to identify courses at the local community college that could serve as replacements for the required C4M courses that Makayla hasn't yet completed. Her school counselor then helped her plan a schedule that sends her to the community college afternoons and evenings to complete her C4M pathway.

## What is Makayla's Schedule Today?

7:15 – 7:30a	Makayla takes the bus to school, getting there just in time for first period.
7:30 – 8:20a	Makayla's first period course is <b>Applied Chemistry</b> . Makayla makes a presentation on power plant emissions, showing the different pollutants emitted by coal versus natural gas power plants, and how many tons of CO <sub>2</sub> and NO <sub>2</sub> are reduced when each type of power plant uses pollution controls. She got some help from her mom on this report, since her mother once worked as a plant technician responsible for EPA reporting.
8:27 – 9:17a	Makayla's second period course is <b>English IV</b> . Makayla is writing a paper that uses 19th century works like <i>An Appeal in Favor of that Class of Americans Called Africans</i> , <i>Army Life in a Black Regiment</i> , <i>My Bondage and My Freedom</i> and contemporaneous newspaper coverage to explore the African-American experience in pre-Civil War America. Students work in small groups to help each other review their paper outlines and improve their critical thinking. The teacher comments that Makayla's paper can show how the experiences of historical figures were captured – accurately or not – by the media of the day.
9:24 – 10:14a	Makayla's third period course is <b>NCCER Tools for Success</b> . Three students have mock job interviews – Makayla plays the HR manager in one of the interviews. Each of the students does well in some areas, but all of the students have problems articulating what type of job they want. Makayla doesn't think she'll have that problem during her mock job interview next week, given that she's totally focused on working in advanced manufacturing.
10:21 – 10:52a	Lunch time. Makayla buys the chicken sandwich and chips along with an oatmeal cookie, and then takes the bus to the local community college.
afternoon	Makayla's arrives on campus just in time for <b>Process Instrumentation I</b> . In order to take this course she had to complete the prerequisite course (Introduction to Process Technology) during the evenings earlier in the year. Makayla enjoys being in classes with older students, and finds it easy to master the concepts presented in these courses. Makayla's other community college course is <b>Building Automation</b> . Today is a test on building environmental automation systems. Makayla finishes early and knows she did well. During the two hours in between courses Makayla reviews the supplementary texts provided by her C4M teacher at her old school – one condition the LED C4M team set was that Makayla would have to supplement her automation course with additional readings and reviews from their curriculum. Periodically Makayla's old teacher sends Makayla the tests from the course, which Makayla completes and sends back for comments and review.
nights	Makayla is taking her <b>Financial Mathematics</b> course online through Course Choice. She finds the online format convenient, especially since her daily schedule varies so much. This is a simple course compared to the math Makayla has already taken, but Makayla feels she's learning things in this course she'll be able to use when she lives on her own.

## What Does Makayla's Future Hold?

Makayla is going to finish school strong and, with the help of her school counselor, her old school's C4M teacher, her technical college instructors and the LED C4M team she'll get the C4M certification at graduation. She's then going to apply to a technical college program that will help her complete the preparation she needs to gain employment in a high technology manufacturing facility here in Louisiana. Makayla's parents are thrilled.

**Epilogue:** both **William** and **Makayla** succeed in high school, earning their diplomas and securing a Jump Start industry certification.

	William		Makayla	
<b>9th Grade Credits</b>	Algebra Readiness <i>FAIL</i> Remediation English <i>NCCER Core Curriculum</i> Physical Education I	Algebra Readiness <i>Career Readiness – LA</i> Civics English I	Algebra I English I PE 1 Spanish I	World Geography <i>Career Readiness Course</i> Physical Science
<b>10th Grade Credits</b>	Math Essentials English II Physical Science <i>Ag Science I</i>	Algebra I <i>Ag Science II</i> PE II / Health Biology	Geometry English II Biology Spanish II	Civics PE II / Health <i>Manufacturing Process and Team Building</i>
<b>11th Grade Credits</b>	Financial Mathematics Technical Writing* U.S. History <i>FAIL</i> <i>Small Engines Application</i>	<i>NCCER Intro to Craft Skills Outdoor Power Equipment Tech (2 credits)</i> Reading and Using Technical Manuals*	<i>Algebra II</i> <i>English III</i> <i>Physics</i> <i>U.S. History</i>	<i>NCCER Technical Core</i> <i>C4M Intro to Manufacturing</i> <i>C4M Tools and Equipment</i>
<b>12th Grade Credits</b>	<i>U.S. History</i> <i>Construction Geometry*</i> <i>Farm Machine Repair **</i>	<i>World Geography</i> <i>Offsite Internship (2 credits)</i>	English IV Applied Chemistry <i>NCCER Tools for Success</i> Financial Mathematics	<i>Building Automation **</i> <i>Introduction to Process Technology **</i> <i>Process Instrumentation I **</i>
<b>Industry Certifications</b>	Four Stroke Engine Technician (EETC)		C4M Certification	
<b>Test Scores Highlights</b>	ACT Composite – 16      WorkKeys Silver		ACT Composite – 24	
<b>Graduation Highlights</b>	Career Diploma		Career Diploma	TOPS Tech
<b>Accountability Points</b>	110 Points		110 Points	
<b>College Search</b>	Even though William was a transitional 9th grader, he proudly graduates in four years with his friends. William was not confident enough to enroll in a technical college course after graduation, even though he had the experience of taking a Farm Machine Repair course at the local technical college campus. Maybe he'll go back to work towards a technical degree in the future.		Makayla knew she couldn't get the type of high-tech job she wanted with just a high school diploma, so she enrolled in a full load of courses at the local community college the fall after graduation. The Career Center at the community college helped her with both course selection and her long-term job search.	
<b>Job Search Outcome</b>	William starts working at his internship company after graduation for \$14/hour. William was able to buy a used truck that he uses to get to work. He lives at home and tries to save money each week.		While she was attending classes at her community college Makayla used the Career Center and the Star Job System to reach out to local employers. One of these employers gave her an internship in her years between studying at the community college, and then hired her when she graduated with her Associates Degree.	
<b>First Year on the Job</b>	William got a raise after six months, so his total first year earnings were just over \$30,000. William was thrilled when he was able to buy his mom, dad, grandparents and every one of his brothers and sisters a nice Christmas present the year he graduated.		Makayla started as an entry level technician at a machine tool manufacturer. With raises Makayla earned \$44,000 her first year after college graduation. Makayla and her two roommates rent a house that's within a two hour drive of her family (they moved again right after she graduated from community college).	

**Key**

\* regionally-developed Jump Start course offerings that count as math and ELA credits for graduation

\*\* course taken at a technical college; can be applied towards a future Technical Diploma

*Required and elective courses for the industry-based certification earned by each student are in bold green italics.*