Louisiana Believes

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 9th Grade (planning for 10th)

**Act 833 eligible:** Yes
- 7th grade iLEAP – Unsatisfactory ELA; Unsatisfactory Math
- 8th 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

<table>
<thead>
<tr>
<th>Interviews and Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Assessments</td>
</tr>
</tbody>
</table>
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

What do you want to do for a living?

“I want to be a …”

“I’ll know it when I see it.”

“I’m not really sure.”
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!
**Possible Jump Start Pathways**

*Means pathway is available to Act 833 eligible students*

---

**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 skills that enable them to continue learning (live- and year-after-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)

<table>
<thead>
<tr>
<th>Pathways Available for Act 833</th>
<th>Eligible Students with alternate culminating credentials (150 points)</th>
<th>Link to Act 833</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Statewide Pathways (150 points)</td>
<td>Electrician Level 2 Certification NCCER</td>
<td>Louisiana post-secondary institution Technical Diploma</td>
</tr>
<tr>
<td>Basic Statewide Pathways (150 points)</td>
<td>Electrician Level 1 Certification NCCER National Center for Construction (Education and Research)</td>
<td>ProStart National Certificate of Achievement and Servesafe Certification</td>
</tr>
<tr>
<td>Regional Pathways (150 points)</td>
<td>Electrician’s Helper (approval pending) Complete of designated Level 1 certification modules and two complementary credentials*</td>
<td>American Hotel &amp; Lodging Education Institute (AHLEI) Certified Hospitality and Tourism Management Level II and two complementary credentials*</td>
</tr>
</tbody>
</table>

### Examples: Culminating Credentials for Jump Start Graduation Pathways by Employment Sector

- **Construction Crafts**
  - Electrician Level 2 Certification NCCER

- **Hospitality/Culinary**
  - ProStart National Certificate of Achievement and Servesafe Certification

- **Ag Tech**
  - Louisiana post-secondary institution Technical Diploma

- **Information Technology**
  - Advanced Industry credentials to be confirmed

- **Arts and Media**
  - Adobe Certification and two complementary credentials*

- **Manufacturing**
  - CIW Web Foundations Association

- **Workplace Safety**
  - National Fire Academy First Aid / CPR and OSHA Workplace Safety Certification

### General Credentials**

- **Workplace Safety (approval pending)**
  - NCCER Core and First Aid / CPR and OSHA Workplace Safety Certification

---

*Must be 833 Eligible to Pursue*
<table>
<thead>
<tr>
<th>IBC Assessment Requirements</th>
<th>Meat Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>No</td>
</tr>
<tr>
<td>Online</td>
<td>No</td>
</tr>
<tr>
<td>Performance Exams/Test</td>
<td>Yes</td>
</tr>
<tr>
<td>Accommodations</td>
<td>Act 833 eligible students can receive accommodations.</td>
</tr>
</tbody>
</table>
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-LEAP Connect and Act 833 students)*

• Any additional questions about testing accommodations should be sent to *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
Act 833-Eligible: Agriculture Tech

### Pathway

**Agriculture Tech: Act 833-Eligible Students**

**Act 833-Eligible Students Pathway**

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.

<table>
<thead>
<tr>
<th>High-Demand Careers Related to this Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Star: Various 5 Star construction craft careers</td>
</tr>
<tr>
<td>4 Star: Derrick Operators; Rotary Drill Operator; Roustabouts; Bus &amp; Truck Mechanic; Diesel Engine Specialist; Farm Equipment Mechanic and Service Technician; Landscape Architect; Farmer, Rancher, Agriscience Teacher</td>
</tr>
<tr>
<td>3 Star: Agriculture Inspector; Engine &amp; Other Machine Assemblers; First Line Supervisor of Farming, Fishing, &amp; Forestry Workers</td>
</tr>
<tr>
<td>2 Star: Construction Laborer; Farmworker; Agriscience Teacher; Outdoor Power Equipment Mechanic; Meat Poultry &amp; Fish Cutter; Farmworker, Crop, Nursery, &amp; Greenhouse Laborer</td>
</tr>
</tbody>
</table>

### Agriculture Tech Act 833-Eligible Students Graduation Pathway: Sections

1. **Pathway-Specific Courses**
   - 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 (course codes beginning with '01', '04', '07', '09', '10', '11', or '31' are CTE courses) as well as those courses that qualify for the additional 6% Career Development Fund (or CEF) payment.

2. **Universal Jump Start Courses**
   - This section lists the course titles and codes for courses that are part of every Jump Start graduation pathway.

3. **Career Readiness Courses**
   - 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. **Internships**
   - This section indicates the three types of internships and the appropriate course codes.

5. **Culminating Credentials**
   - This section indicates the recommended culminating credential(s) for this pathway.

6. **Sample Schedule**
   - 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*
In particular, **Meat Processing**...

<table>
<thead>
<tr>
<th>Certified Organization</th>
<th>Louisiana Meat Processors Association <a href="http://www.lampaonline.com">www.lampaonline.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Credential</td>
<td>This Industry Based Certification (IBC) prepares a student for employment or continued education in the meat cutting, packing and meat processing profession.</td>
</tr>
</tbody>
</table>
| Part of which Graduation Pathways | Integrated: Agriculture Tech  
ACT 833-Eligible: Agriculture Tech |
| Associated with Which Careers? | Culinary:  
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) |
| Industry-Based Certification Requirements: Students | 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?
## COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Transitional 9th Grade (if applicable)</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Graduation Tracker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Min Req Earned Enrolled Must Complete</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>English 1</td>
<td>English 11</td>
<td>Business English</td>
<td>Technical Writing</td>
<td>4 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Algebra 1 (EOC)</td>
<td>Business Math</td>
<td>Math Essentials</td>
<td>Financial Literacy</td>
<td>4 4</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Biology (EOC)</td>
<td>*AgriScience 1</td>
<td></td>
<td></td>
<td>2 2</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>US History (EOC)</td>
<td>Civics</td>
<td></td>
<td></td>
<td>2 2</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>PE I (Full Credit)</td>
<td>PE II (1/2 Credit)</td>
<td>Health (1/2 credit)</td>
<td></td>
<td>2 2 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journey to Careers I</td>
<td>Journey to Careers II (1/2 credit)</td>
<td>CTE Internship I (2 credits)</td>
<td>CTE Internship II (2 credits)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customer service</td>
<td>Animal Science (1/2 credit)</td>
<td>Agricultural Education Elec I</td>
<td>OSHA 10-Gen Ind</td>
<td></td>
</tr>
<tr>
<td>Workforce and Career Electives</td>
<td><strong>Study Skills I</strong></td>
<td><strong>Study Skill II</strong></td>
<td><strong>Study Skill III</strong></td>
<td><strong>Study Skill IV</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Credit Totals</td>
<td></td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>

*AgriScience 1 indicates the AgriScience course is required for this pathway.*
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\textsuperscript{th} and 11\textsuperscript{th} grade:
    • Jason can sample 2 or 3 of the above to experience different settings
  • 12\textsuperscript{th} 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 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?
Teacher Leader Activity

• Tools for success!
  • The Jump Start Pathway: Act 833 – Agriculture Tech
  • The Jump Start IBC Fact Sheet – Meat Processing
  • IGP

• Contact SpecialEducation@la.gov with questions
Teacher Leader Activity

### CAREER GOALS
- **Career Specialty/Occupation (Option 1):** Meat Processing
- **Career Cluster™ (Option 1):** Agriculture, Food & Natural Resources
- **Area of Concentration/Jump Start Grad. Pathway:** Agriculture Tech
- **Post-High School Work Force Plans:** On-the-Job Training

### COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY

<table>
<thead>
<tr>
<th>Subjects</th>
<th>5th-8th/T9 Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Graduation Tracker</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I</td>
<td>English II</td>
<td>Business English</td>
<td>Technical Writing</td>
<td>4</td>
<td>Earned 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I (EOC)</td>
<td>Business Math</td>
<td>Math Essentials</td>
<td>Financial Literacy</td>
<td>4</td>
<td>Earned 4</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Biology (EOC)</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>US History (EOC)</td>
<td>Civics</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td>Health (1/2 credit)</td>
<td></td>
<td></td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE I (full year)</td>
<td>PE II (1/2 credit)</td>
<td></td>
<td></td>
<td>1 1/2</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives/CTE</td>
<td>Journey to Careers</td>
<td>CTE Internship I</td>
<td>CTE Internship II (2 credits)</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Study Skills (Remedial Reading)</td>
<td>Study Skills II (for Eng/Math)</td>
<td>Study Skills IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Totals</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXTRACURRICULAR & EMPLOYMENT ACTIVITIES

<table>
<thead>
<tr>
<th>Extracurricular</th>
<th>Awards/Industry-Based Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAMPA - Meat Processing IBC</td>
</tr>
<tr>
<td></td>
<td>OSHA 10 General Industry Safety</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
</tbody>
</table>