TRANSFORMING THE PLAN INTO ACTION

2016 JUMP START SCHOOL-LEVEL ROLL-OUT CONVENTION

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BATON ROUGE RIVER CENTER • BATON ROUGE, LOUISIANA
JUMP START INTERNSHIP PROGRAMS: MAXIMIZING STUDENT WORKPLACE OPPORTUNITIES STATEWIDE
Baton Rouge Area Chamber (BRAC)
Micro-Enterprise Credential

Logan Anderson
Background

Core Partners

• BRAC, DOE, CTE, educators and credentialing experts from across the state and country

Objective

• To develop a credential – accessible to all students – that provides students with a solid understanding of small business fundamentals, and prepares them for future employment and/or entrepreneurism

BRAC’s Role

• Bringing small business owners and industry experts to the table to inform credential components and serve as mentors
• Working with EDO partners to spread the credential through the state
Credential Components

- Self-Assessment
- Credit Application
- Online Test
- Self-Assessment Presentation
- Company Registration
Implementation Plan

- Pilot phase in 3 districts and 5 high schools
  -- Spring 2016

- Refine materials based on student and educator feedback
  -- Summer 2016

- Work with EDO partners to spread the credential statewide
  -- Fall 2016 and Beyond
Thank You

• Micro-Credential materials – including teacher guides and resources – are available online at the Jump Start website

• Examples of these materials are available at the BRAC exhibitor booth
Career Compass

Rebecca Daughtry and Haley Wyant
Workplace Experiences = Internships

• Traditional work-based learning opportunities for students:
  • Job Shadowing
  • Paid Employment
  • Internship

• New opportunities for students:
  • Authentic Workplace Experience
    – Traditional elements
    – Career exploration and soft skills development
  • Virtual Workplace Experience
    – Career exploration
    – Soft skills development
    – Mentor Interactions
How can we get students engaged in Jump Start and excited about a potential future career?

• If students can “experience” a potential career through a mentor’s perspective, they can connect what they are learning in the classroom with the real world.

• A third party can coordinate and implement these “experiences,” allowing educators to stay focused on their mission and still make quality workplace experiences available to more students.
• An extension of your school’s established work-based learning program or a new opportunity for students to:
  ➢ have exposure to local business’s needs, requirements, and responsibilities;
  ➢ create a resume;
  ➢ participate in a mock and real job interview;
  ➢ demonstrate personal responsibility;
  ➢ interact with workplace experts; and
  ➢ practice other valuable workplace soft skills.
AWE Resource Materials

- Program Overview
  - Description
  - Objective
  - Benefits

- Components

- Teacher’s responsibilities

- Student’s responsibilities

- Business/Mentor responsibilities

- Agreements
  - Student permission – proof of insurance
  - School’s certificate of insurance with blanket additional insured
  - Student’s confidentiality agreement
  - Mentor’s agreement to participate in AWE components

- Evaluation
Why is there a need for an alternative to a traditional workplace experience?

• Challenges include:
  ✓ Transportation
  ✓ Lack of career options available in a region
  ✓ Student maturity
  ✓ Liability concerns
  ✓ Monitoring limitations
A Virtual Workplace experience will allow your students to:

- better identify their own personal interests, strengths, needs, and skills related to career development;
- interact virtually with mentors, using Nepris, to develop their adult communication skills and gain exposure to a variety of career opportunities;
- learn about key business and life success concepts using engaging, hands-on exercises; and
- develop their job attainment and job success skills.
Virtual Workplace Experience (VWE)

• The spring 2016 pilot program will involve students and school leaders from:
  » 27 schools among 15 districts across the state
  » 53 students will earn credit for participating in the pilot
• Additional Schools will benefit from the pilot without student placements via
  » regular updates on progress of pilot,
  » access to all resource materials, and
  » customized AWE and VWE implementation planning for 2016-2017 and the future.
Virtual Workplace Experiences

Sabari Raja, CEO, Nepris
Nancy Stewart, National K12 Manager, Nepris
The Problem

Less than 167,000 STEM Graduates
Kids who drop out do so because they don’t see the relevance of school.
- Gates Foundation Study, 2013
The Solution

Teachers → Find, Match, Connect, Engage! → Industry Professionals

Louisiana Believes
How can I involve industry?

- Introduce a company
- Introduce a career
- Connect curriculum topics to real world
- Use industry experts for Project mentoring
- Share Self-Assessment with industry
- Get industry to evaluate student projects
- Virtual tours of workplaces
- Q & A with an industry professional
How does it work?

Teacher and Students sign up at nepris.com

Students take self assessment outside of Nepris

See “Request Virtual mentors” section in this doc for How to?

Teachers use the results of Self Assessment to create a request in Nepris for industry mentor to review self assessment

Nepris matches, finds and confirms mentor for each session

Teacher adds student to confirmed session*

Student gets email invitation with links to session

On the day of live self assessment review session, every student logs in independently.

Student 1
Computer 1

Student 2
Computer 2

Student 3
Computer 3

Student 4
Computer 4

Teacher directs, monitors
Every student presents their assessment

Teacher and student get notified when industry mentor uploads the checklist.

Industry mentor fills out Self Assessment review checklist, attaches to session page.

*This is a new feature being developed specifically for this pilot.
Diverse Career Pathways

- World Cultures
- Creating a Newspaper
- Elaborative Details in Writing
- The Ins and Outs of Criminal Justice...
- Biofuels
- Read All About It! (Newspaper)
- Weather
- Exploring with Circuits
- Entrepreneurship
Real world relevance

Virtual Tour of General Motors Assembly Line

Day in the life of a Samsung Engineer
Student Engagement

Project Mentoring

Project Evaluation
Questions & Answers