



DATE: August 22, 2017
 FROM: Dave Lefkowitz
 TO: Superintendent White, Jump Start Leadership Team (Ken Bradford, Larry Alexander, Lisa French)
 SUBJECT: EVALUATION OF THE 2017 JUMP START SUMMERS PROGRAMS

Based on generous funding from JPMorgan Chase (the New Skills for Youth grant) and the Baton Rouge Area Foundation, eleven Louisiana school districts and one Course Choice course provider implemented *Jump Start Summers* programs.

Jump Start Summer programs offered students the opportunity to:

- 1) **earn industry-based credentials (IBCs)** in their areas of career interest;
- 2) **earn academic credits** during the summer;
- 3) **engage in workplace-based learning** to practice workplace "soft skills" behaviors and communication skills; and
- 4) **receive a summer wage** based on attendance, engagement and achievement.

2017 Jump Start Summer Programs	
Individual Districts	Joint District Programs
1) Ascension	7) Jefferson, St. Bernard and St. Charles
2) Bossier	
3) Grant	8) Catahoula and LaSalle
4) Rapides	
5) West Carroll	<u>Course Provider</u>
6) Winn	9) Operation Spark

Based on student results and the unanimous feedback from participating school districts, the Jump Start Summers program was an unqualified success. The table below summarizes the results achieved statewide.

Overview: Results of the 2017 Jump Start Summers Programs					
Total Enrolled Students	261	Total Completing Students	251 (96%)	Total Academic Credits Earned	304.5
Total IBCs Earned	445	Breakdown of IBCs	91 Statewide IBCs ¹ (17 Skilled Trades, 18 Information Technology, 48 Automotive, 8 Advanced Manufacturing) ----- 64 Regional IBCs ²	Students Earning Multiple IBCs	143
<p><i>The typical Jump Start Summer program started on June 5 and lasted four weeks.</i></p> <p><i>Students earned their summer stipend based on meeting attendance, engagement and (in many programs) certification standards.</i></p> <p><i>Two programs (Bossier and the Jefferson / St. Bernard / St. Charles joint program) recruited students with disabilities.</i></p>					
<p>Program Funding: \$270,000 in philanthropic contributions plus over \$270,000 in district and industry cash and in-kind contributions</p>					
<p>¹ – Statewide IBCs offer the greatest "employability value," indicating that credential holders have mastered critical knowledge and skills essential to attaining entry-level employment in high-wage, high-demand industry sectors that will drive Louisiana's future prosperity</p> <p>² – Regional IBCs indicate that credential holders have mastered critical knowledge and skills for industry sectors that are either lower-wage and/or concentrated only in specific regions of the state (note: Regional IBC certification results pending for 18 students)</p> <p>³ – Complementary IBCs offer employability value in all industry sectors but on their own do not qualify the credential holder to attain entry-level employment (examples: First Aid, OSHA 10 safety certification, Microsoft Office software certifications)</p>					

Unique Benefits of Jump Start Summers Programs

Districts that implemented *Jump Start Summers* programs indicated several unique student benefits:

- the opportunity for students to focus more intensely on attaining valued IBCs in a "work-like" setting;
- the opportunity to more fully engage students with disabilities and students with other risk factors;
- the opportunity for university-bound students to earn IBCs outside the academic pressure of the school year;
- the opportunity for cross-district collaboration; and
- the opportunity to engage more fully with local industry stakeholders and community volunteers.

Every district that implemented a *Jump Start Summers* program indicated that they wanted the opportunity to implement the program again in 2018, as long as they were given more time to recruit student and industry partners (see below).

Recommendations for Improving the *Jump Start Summers* Program

Districts that implemented *Jump Start Summers* programs indicated the following opportunities for improvement:

- 1) longer lead time - the LDOE released the RFP for 2017 *Jump Start Summers* in late March. Districts / course providers only learned that they had received funding in mid-to-late April. This lead time did not allow districts optimal time to recruit students, instructors and industry partners;
- 2) allow use of SCA funds for *Jump Start Summers* implementation - the option to use Course Choice / Supplemental Course Allocation (SCA) funds for the instructional costs associated with *Jump Start Summers* would enable districts to expand the number of enrolled students;
- 3) address the issue of preparing students for the math requirements of different credentials - too many students struggle with the math components of their IBCs. *Jump Start Summers* providers should collaborate with the LDOE to develop ways to prepare / qualify students for the math requirements of the IBCs they will be seeking to attain;
- 4) provide greater support for the engagement of local LCTCS campuses and virtual mentors via Nepris to support the engagement of more students with disabilities - *Jump Start Summers* can be transformative for students with disabilities given more lead time and "best practices" support on engagement methods with local and virtual experts; and
- 5) provide greater access for university-bound students - *Jump Start Summers* gives TOPS Diploma students the opportunity to master critical workplace soft skills and earn IBCs otherwise unavailable to these students. *Jump Start Summers* provides these students with the promise of a more well-rounded, "real world" high school educational experience than would otherwise be available to them.

Recommendations for Improving the *Jump Start Summers* Program

- 1) Provide districts with longer lead times to recruit more students and industry partners
- 2) Allow the use of Supplemental Course Allocation (SCA) funds
- 3) Prepare students for the math requirements of IBCs
- 4) Provide greater support for engaging students with disabilities
- 5) Provide greater access for university-bound students to earn valuable IBCs

Next Steps

Louisiana can't rely on philanthropic funding to sustain a program with the promise and potential positive impact of *Jump Start Summers*.

The LDOE will work with BESE members, visionary legislators and district allies to identify and secure long-term funding dedicated to expanding *Jump Start Summers* opportunities for all students, regardless of where they live, their academic interests, or their personal circumstances.

Appendix

The appendix that follows provides snapshots of each 2017 *Jump Start Summers* program, including:

- a) the implementation Focus of each program;
- b) Student Results achieved;
- c) a Narrative on key aspects / accomplishments of the program; and
- d) Recommendations for Improving the Program.

Appendix: Snapshots of Each 2017 *Jump Start Summers* Program

Ascension <i>Jump Start Summers</i> Program Snapshot	
Focus	Enabling students and recent graduates to earn the high-value statewide NCCER Electrical IBC
Student Results Achieved	12 students earned NCCER Core and NCCER Electrical Level 1 These 12 students also earned a total of 36 academic credits
Narrative	One of the best aspects of the Ascension <i>Jump Start Summers</i> Program is that students finished the program with a knowledge of the craft that will allow them to either continue to pursue an education in this field or allow them to begin working in industry. The participation by industry and guest speakers as well as the job fair held at the end of the program were . . . above and beyond what students experience in a regular classroom during the regular school year. Another positive aspect of the program is that students who recently graduated were able to earn credentials. This was an opportunity for students who were not able to earn the credentials while in high school.
Recommendations for Improving the Program	One thing we would like to improve upon is the amount of input and participation from industry. We . . . could do this if we could begin the process earlier in the year. Our partnership with ABC (Pelican) and industry was phenomenal and we would like to build upon that as we continue this program next year.

Bossier <i>Jump Start Summers</i> Program Snapshot	
Focus	Bossier Schools partnered with Bossier Parish Community College to facilitate NCCER Core training, soft skills training, workplace tours and job shadowing for 20 students, including 10 students with disabilities
Student Results Achieved	18 students earned NCCER Core, 20 earned FEMA IS-0700, 11 earned OSHA 10, 1 earned National Retail Foundation (NRF) Customer Service and Sales These students also earned 19 academic credits
Narrative	Students succeeded in earning credentials because the grant funds and district support provided for high quality training, student stipends, instructional support by special education staff, and student transportation. We were grateful to have a partnership with BPCC Workforce staff and Bossier Schools Special Education staff to support our students each day. The teamwork helped the course instructors more effectively reach students with disabilities as well as students with other “at risk” factors. Throughout the project many people from our community and beyond (through Nepris ⁴) worked together to set high expectations for students and to remove barriers to their success. We used Nepris to have virtual interactions with experts outside our community, and we brought employers in to speak about careers and career readiness. We even had help from community volunteers and our district’s nutritional services group which helped provide meals and snacks for students for the duration of the project.
Recommendations for Improving the Program	If we want our students with disabilities to pursue the careers and postsecondary educational opportunities available in our community, they need to experience more projects like this one. It was beneficial to be on the actual BPCC campus with staff from BPCC Academics, BPCC Workforce Development, Louisiana Economic Development, and community employers. We will let them visit additional local educational sites and employers during the project and throughout the year.

⁴ – Nepris is an online platform that Louisiana teachers use to supplement their instruction with sessions by the network of workplace experts recruited by Nepris. Nepris enables students to engage with workplace experts in every industry sector they’re interested in exploring, so that their education and career prospects are no longer limited by their parish boundaries.

Grant Jump Start Summers Program Snapshot	
Focus	Enabling students to earn NRF Customer Service and Sales certification and course credit, while creating a job attainment portfolio that includes hands-on practice with mock job interviews
Student Results Achieved	23 students earned First Aid certification. Currently 5 students earned Customer Service course credit and the NRF Customer Service and Sales Certification. The district continues to work with their other <i>Jump Start Summers</i> students in their efforts to earn the Customer Service course credit and certification
Narrative	<p>The best part of the program was the students' exposure to many field experiences, [while] giving our students an opportunity to work and earn minimum wage. Most of the students have never had any work experiences so the program gave them the opportunity to gain some experience. They had responsibilities throughout the week and as they completed the work it gave them a sense of pride and they felt successful. The students also learned about job interviews and resumes.</p> <p>We had a grandmother call and talk for 30 minutes to our counselor to express her appreciation that her grandchild was participating in this program. We highly recommend the program because it was a great opportunity for our students!</p>
Recommendations for Improving the Program	We will apply for more seats – our 23 students all want to come back and experience another aspect of Jump Start Summers Program and we have other students wanting to "get on the wait list." Also, we will budget for materials/supplies and lunches (we asked for donations to help with lunch expenses but really had to stretch our funding).

Rapides Jump Start Summers Program Snapshot	
Focus	Enabling students to earn an extremely high-value statewide Welding IBC
Student Results Achieved	11 students earned Advanced Metal Technology course credit 5 students earned the complete NCCER Welding 1 certification; other students completed modules that will enable them to complete their Welding IBC in the future
Narrative	<p>The extended hours of the program allowed for more teacher-student engagement, which afforded the student a chance for more hands-on and one-on-one experience in the classroom and lab. The extended hours also allowed the students the chance to have more meaningful sessions with industry experts.</p> <p>During the sessions, industry experts examined each student's welds and provided feedback that led to impactful improvement and learning. The industry sessions also included mock interviews, facility tours, and guidance for completing and submitting job applications and resumes.</p> <p>An additional benefit of this program was the comradery of the students from Buckeye High School and Tioga High School. Throughout the program, the students did not work as students from Buckeye High or Tioga High; they became a supportive team . . . a characteristic that is one of the most valuable components of the workforce.</p>
Recommendations for Improving the Program	<p>What we would like to do to improve the program for next summer is to broaden the opportunity through program expansion. Our goal is to work with various industry and training partners to provide more advanced students the chance to obtain multiple IBCs. We would also like to begin our student interest inventory earlier, in an effort to make sure we provide adequate time and learning for the IBC that the student chooses to pursue.</p> <p>We are currently developing a plan with existing partners that will logistically support the following areas in which a student will be able to obtain an IBC: Welding, Certification for Manufacturing (C4M), Certified Nurse Assistant (CNA), Micro-Enterprise Credential (MEC) and Automobile Service Excellence (ASE). We believe this growth will allow more students the opportunity to earn credentials, school credits, and the chance to experience meaningful industry engagement.</p>

West Carroll Jump Start Summers Program Snapshot	
Focus	Providing a large cohort of students from two high schools the opportunity to earn advanced manufacturing course credits and attain their Certification for Manufacturing (C4M) IBCs
Student Results Achieved	47 students earned a combined 77 academic course credits over the program's extended eight week scheduled These students also earned 8 complete C4M IBCs (the others completing modules that will enable them to earn the complete C4M IBC later in high school). 48 students earned OSHA 10 certification, 43 earned First Aid certification.
Narrative	The best aspect of our Jump Start Summers Program was the ability to provide students the opportunity to earn Carnegie credits in an environment of workplace standards rather than school rules. Students were expected to be on time, to work toward the goals presented to them, to dress appropriately, and to interact with one another in a collegial manner. The courses and credentials will move them closer to graduation; those who participated had the added benefit of increased self-confidence, especially upon credential completion. This experience will certainly have a positive impact on their future work experiences.
Recommendations for Improving the Program	Dream bigger! We hope to expand next summer. Although we believe our program was successful, we were still "interviewing and hiring" new students to attend during the last two weeks. If possible, we may host a morning and afternoon cohort for both June and July next summer. We also plan to do more community service and include opportunities for additional certifications.

Winn Jump Start Summers Program Snapshot	
Focus	Providing three sessions that would enable students to earn: a) the NRF Customer Sales and Service IBC; b) Workplace Safety IBCs, and c) S/P2 Safety & Pollution Prevention automotive service IBC
Student Results Achieved	33 Winn Parish students earned an amazing 66 course credits and a combined 112 IBCs! The IBCs included: 31 Statewide IBCs (S/P2); 27 Regional IBCs (NRF Customer Service and Sales); and 54 Complementary IBCs (First Aid and OSHA 10)
Narrative	The best aspect of Winn Parish's JumpStart Summers Program was student and business participation. Our small community has not had an economic boost in several years. Businesses were consequently very excited to have students visit their businesses for a tour and/or work. Students were able to participate at each job site in multiple ways – from observing the computerized operations of lumber mills, to planning floral arrangements for a wedding, to making pizzas, to tours of the Med-Flight Helicopter, to observing surgery on animals. Students visited 7 businesses each. The students were in attendance everyday (except for a few doctor's appointments). They were respectful and appreciative of the opportunities to earn credentials and see so many of our local businesses in action.
Recommendations for Improving the Program	It would benefit us to know we are receiving the grant earlier in the school year. This would allow more adequate planning with businesses. For example, give us a chance to give businesses more focused suggestions for activities to do with the students. We would also have a more structured interview process. We would discuss and have a dress code for our students to adhere to during the practicum phase. We would also like to have the visits by the students based more appropriately on student interests. We would like to see students spend all day or multiple days with a business they are particularly interested in knowing more about.

Catahoula and LaSalle <i>Jump Start Summers</i> Program Snapshot	
Focus	Providing three sessions that would enable students to earn: a) the NRF Customer Sales and Service IBC; b) Workplace Safety IBCs, and c) S/P2 Safety & Pollution Prevention automotive service IBC. These students would also have the opportunity to attain WorkKeys certification.
Student Results Achieved	53 Catahoula and LaSalle students earned a combined 50 academic credits and 75 IBCs. The IBCs included: 17 Statewide IBCs (S/P2); 15 Regional IBCs (NRF Customer Service and Sales); and 43 Complementary IBCs (First Aid, OSHA 10 and WorkKeys Silver or Gold)
Narrative	The best aspect of the Jump Start Summers program was how the students were rewarded in multiple ways: (1) they received pertinent knowledge and skills that accelerated their abilities of being able to function effectively in the work place, (2) they earned crucial IBC's that give them an edge in securing meaningful employment, (3) they earned Carnegie credits toward high school graduation requirements, and (4) they leave the Jump Start Summers program with a working resume and cover letter that can be presented to a prospective employer.
Recommendations for Improving the Program	We should work more collaboratively with partners in the community to establish a bank of employers who will be willing to host internships and various activities to support the overall Jump Start Initiative. As we develop these relationships, we will disseminate information to our these partners so they can have a full scope of understanding about the Jump Start Initiative, its purpose, goals, and the positive outcome and influences that it will have in a student's post-secondary life. With this goal in mind, we can increase employment opportunities for participating students. It will further establish a meaningful coalition between our school and prospective employers in order to provide employable students who are meeting the needs of our local employers.

Jefferson, St. Bernard and St. Charles <i>Jump Start Summers</i> Program Snapshot	
Focus	A varied, multi-district collaborative program that offered students with a broad range of interests and capabilities to pursue their interests while completing valuable workplace-based learning experiences. This program proactively recruited students with disabilities.
Student Results Achieved	9 Jefferson students earned the Carpenters International Training Fund (CITF) Core as well as OSHA 10 certification. These students also all earned Pre-Apprenticeship academic credit. 3 St. Bernard students pursued varied interests. 1 earned an Information Technology Statewide IBC (Adobe InDesign), 1 earned CITF Core and OSHA 10. 9 St. Charles students earned CITF Core and OSHA 10, and together earned 8.5 academic credits.
Narrative	The best aspect of the program is to offer the opportunity for high school students to participate in training at a local facility and receive a stipend. Jerry Repka, Carpenters Training Fund of LA, is worthy of recognition by the Louisiana Department of Education for his dedication for working with high school students.
Recommendations for Improving the Program	Establish eligibility criteria for participants focusing on mathematical skills. The training provider noted that the students' math skills were very low which negatively impacted the pacing of the program.

Operation Spark <i>Jump Start Summers</i> Program Snapshot	
Focus	Offer students a summer coding camp to prepare them for employment opportunities in the high-wage, high-demand Information Technology (IT) industry sector, while also participating in soft skill training exercises using using the LDOE Virtual Workplace Experience curriculum.
Student Results Achieved	22 students earned Javascript Fundamentals academic credit. 17 students earned one or more levels of a Statewide IBC (JavaScript 1).
Narrative	<p>We cannot thank you enough for the support of our high school summer coding camp. With your help, we were able to provide instruction to over 25 high school students and expose them to various software development techniques and design thinking skills. Throughout the camp, students spent time completing technical projects, in addition to taking several field trips where they met with professional software developers around the Greater New Orleans area to discuss careers and other internship opportunities. Students left the camp feeling even more empowered and excited to continue their education in the fall.</p> <p>Student testimonials included:</p> <p>"My favorite part about coding camp was the activities that had us working in teams to create a game. It was a frustrating experience, but fun nonetheless. This experience has given me hope of a better future. I am able to look at different possibilities of careers because of this coding camp. I would like to say thank you to the donors who made this summer camp possible. This coding is not a subject or experience that many schools offer and having been able to access it is a blessing. The people here are awesome and they taught me to look beyond regular school life."</p> <p>"I was actually convinced to try out the camp by my older sister. I have never thought of myself as a technology person, or that I was smart enough to do something like computer coding. What made me want to try it out was the fact that I figured I should try something new before judging it. I thought, " Hey, I could possibly become good at this! I might like it." My favorite part of coding camp was the team project. It was so much fun working with my group members to figure out what we were doing. We got so lost, but helped each other in parts that one of us may not have understood. This experience has really opened my eyes to the multiple opportunities that I could get just by learning coding. It could also really help me support myself to pay for college and maybe even run for some of my other dreams. For giving me the chance to experience to open my eyes to something new and awesome, I want to thank the sponsors for their contributions. Without them, I wouldn't have been able to do it."</p>
Recommendations for Improving the Program	Allow for SCA funding for summer programming. Increase funding opportunities for students to receive paid internships.