

⚡ 2019 ⚡  
JUMP START  
CONVENTION

**STRONGER  
PATHWAYS.  
STRONGER  
CREDENTIALS.  
STRONGER  
FUTURE.**

January 29, 2019  
Raising Cane's  
River Center



DEPARTMENT of  
**EDUCATION**  
Louisiana Believes

 @JUMPSTART4LA



The background of the slide is a photograph of an industrial facility, possibly a refinery or chemical plant, featuring a complex network of metal pipes, scaffolding, and large cylindrical tanks. The scene is lit with a warm, golden light, suggesting either sunrise or sunset. Three stylized white lightning bolt icons are positioned at the top of the image, one on the left and two on the right. A semi-transparent white banner with a wavy top and bottom edge is centered across the image, containing the main title text.

*Quest for Success: Louisiana's New  
Innovative Career Readiness  
Course*

# Welcome & Introductions

**Ted Holmes**, Louisiana Department of Education

**Leslie Gilliland**, Louisiana Department of Education

**Mary Wilson Arrasmith**, America Achieves Educator Voice Fellow

**Tony Cain**, America Achieves Educator Voice Fellow

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# Session Agenda Overview

- Need for Quest for Success (QfS)
- *Quest for Success* Course Development Process
  - Educator Voice Fellowship, Industry, and Strategic Advisory Team Input
  - Field Testing (17-18) and Course Pilot (18-19)
  - Evaluation and Revision
- *Quest for Success* Design
  - Course Goals and Targeted Career-Ready Competencies
  - Design Principles and Instructional Approach
  - Curriculum overview (e.g., units, scope, sequence, and pacing)
- Statewide Implementation (2019-20)
- Questions & Closing



# Session Objectives

Louisiana Counselors, Principals, and CTE Leaders will

- understand the need for and vision of *Quest for Success*
- become aware of the process for developing *Quest for Success*, including the role of LA educators and industry partners
- be able to describe the *QFS* design, goals, and content
- know their role(s) and responsibilities in ensuring implementation fidelity, at scale, including key timelines
- understand and leverage LDOE support, as appropriate
- be able to help make sure *Quest for Success* is implemented effectively next school year and all LA graduates are on a path to career and life success

# Speed “Data-ing”

1. Choose the data point below that stands out the most to you.
2. Turn to your neighbor and explain why.

Middle skills jobs account for 57% of Louisiana’s labor market.

48% of the Class of 2017 in LA earned early college credit or statewide career credentials valued in high-wage industries, but only 39% of economically disadvantaged students did.

By 2020, 65% of all jobs in the US economy will require postsecondary training.

Louisiana ranks 48th out of all 50 states in the percentage of adults who have attained a postsecondary education.

Stats from [Ed Next Horizon](#), 2017; NCES [Fast Facts - Educational Attainment](#), 2017; [Shreveport Times](#), 2017; <https://www.louisianabelieves.com/newsroom>

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The background is a photograph of an industrial facility, possibly a refinery or chemical plant, featuring a complex network of metal pipes, scaffolding, and large cylindrical tanks. The scene is captured from a low angle, looking down a long, straight walkway that leads towards a large, multi-story industrial building in the distance. The lighting is soft, suggesting either dawn or dusk. A semi-transparent white banner with rounded corners is overlaid horizontally across the middle of the image. The banner is bordered at the top and bottom by a decorative pattern of white diagonal lines. On the left and right sides of the banner, there are stylized white lightning bolt icons.

Need for *Quest for Success*



# Economic and Workforce Trends

- The last few centuries have seen dramatic shifts from agrarian to industrial and to information and technology ages. Because of technology and globalization, the workplace is changing faster than ever before.
- Growing mismatch between jobs and skills
  - In LA, 57% of jobs in 2015 were middle-skill. Only 46% of LA workers are trained in middle-skill level.
- Many of the degrees that once mattered most, aren't enough today:
  - In 1973, 28% of jobs required postsec. education, by 2020 at least 65% of jobs will require education past high school.
- **In order for people to have access to good jobs and achieve career and life success, they must possess the necessary cross-sector employability skills.**



# Career Readiness

- Across most of US history, high schoolers have been sorted as either “college-bound” or “career-bound”
- Research on relationship between education level and earnings led to increased pressure for more “college ready” students
- Employers report skill gaps for technical jobs with family sustaining wages due to lack of career readiness (even among college grads)
- A perfect storm –
  - “College for all” directing most students toward a 4-year degree w/ a significant number not completing a degree
  - Lack of understanding that there are multiple paths for individual career success
  - Outdated views of career education and CTE programming

# Innovative New High School Level Course

To help Louisiana respond to these economic shifts and workforce trends, **rethink “college and career readiness,”** and help students imagine and prepare for **career and life success,** educators from across Louisiana, as part of the **America Achieves Louisiana Educator Voice Fellowship,** drafted *Quest for Success* to help students:

- Develop essential 21st century workforce skills - the ability to communicate, collaborate, and lead
- Explore new and exciting careers and industry sectors
- Learn about themselves and their interests to successfully navigate high school, postsecondary education, and career pathways



# Develop 21st Century Workforce Skills

Students who are college and career ready demonstrate

1. Core academic content knowledge (math, writing, and reading) and skills required to enroll and succeed in credit-bearing, first-year courses at postsecondary institutions (2- or 4-year colleges or technical schools)
2. Job-/sector-specific, technical skills required for successful employment (often detailed in specific career pathways and IBCs)
3. **Cross-sector, employability skills (e.g., critical thinking, oral and written communication, collaboration, responsibility, professionalism, etc.)**

*QFS was intentionally designed to help students develop this third bucket of 21st century workforce skills.*

# Explore New and Exciting Careers in Louisiana

Statewide, the fastest-growing sectors by % growth are:

- Information Technology
- Manufacturing (including chemical & petrochemical)
- Healthcare

***QfS was intentionally designed to expose students to these sectors and other career opportunities (e.g., education, social work, entrepreneurship).***



# Learn About Themselves and Their Interest

*Quest for Success* will help students to

- develop self-awareness related to their future selves and **career aspirations**.
- examine their **individual values and strengths** as they develop a student success plan.
- envision how they see themselves and **develop a plan** showing how they will grow as an individual.

# GAME TIME!

Participants will go to [kahoot.it](https://kahoot.it) on their devices or computers.

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# *Quest for Success* Development Process

# Quest for Success Course Development Process



**Louisiana Jump Start** @JumpStart4LA · Jun 11  
New Quest for Success course training @LafourchePsd Career Magnet Center will teach students skills needed to work as part of a team! #JumpStart4LA



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# Educator Voice Fellowship Overview

- Partnership between LDOE and America Achieves to elevate the voices of Louisiana's leading educators to advance the State's top priorities in student career readiness
- During the Fellowship, Educator Fellows:
  - Deepened their knowledge and understanding of 21st century economy and implications for K-12 education
  - Were able to support a comprehensive approach to improving career readiness for all students, including a new career development course
  - Became champions for effective implementation of Jump Start initiatives and other best practices
  - Established a statewide, PLC of educators committed to improving students' college and career readiness



# QfS Course Development Timeline

## Course Development:

LDOE partners w/ America Achieves to engage the best educators from across disciplines, roles, and districts (January-June 2017)

LA Educator Voice Fellowship is launched which included defining a vision and goals for the course, drafting course scope and sequence and units, and peer feedback, and revision (June 2017-March 2018)

Stakeholder feedback on the draft curriculum is collected from industry representatives, LA teachers, and LDOE. Revisions were incorporated. (March-May 2018)

QfS is piloted statewide. 140 teachers were trained and teach new course. Data is collected to assess course quality. Course is revised, as needed. (June 2018-June 2019)

QfS is implemented across the state. JTC course is sunset. Statewide teacher training is implemented. (June 2019-June 2020)

# Hearing from Fellows and Partners about QFS Development



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# Field Testing and Course Pilot

- In spring 2018 -
  - Industry vetting: industry partners provided feedback on select units
  - 11 teachers (215 students) field tested and provided feedback on select units
- Course revisions were made following industry vetting and field testing



# Pilot Teacher Resources: Summer PD

- Principled PD design
  - Focus on the “why” (e.g., need for course, how developed)
  - Conceptual (PBL) and practical knowledge (how to read unit docs) development
  - Tied to curriculum (goals, activities, materials)
  - Modeling and practice of instructional activities in Unit 1
  - Not a “Train-the-trainer” (to ensure fidelity/quality implementation)
- Facilitator training
  - 10 Louisiana EVF Fellows prepared to facilitate training, in pairs
- Instructor training and Piloting Teachers
  - 140 teachers trained across 5 locations statewide

# Pilot Teacher Resources: Portal (Yammer)

Yammer is an enterprise social networking service that LDOE has used to host an online community of QfS pilot teachers. The pilot curriculum is also housed on this site.

**Quest for Success** @EXTERNAL  
This group is for collaboration and support for Quest for Success instructors, lead...

NEW CONVERSATIONS ALL CONVERSATIONS FILES SEARCH

Update Poll Praise Announcement

Share something with this group...

**Nancy Hearne** [winnpsb.org](#) - 9 hours ago  
I am just now getting started with the program but am very excited! I will post in a day or so to let everyone know how I am doing!  
Any advice will be appreciated.  
Can anyone tell me where to find the materials list?

**Ted Holmes** - 8 hours ago  
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**Quest For Success Unit Materials List**  
Quest for Success - Files

Unit & Lesson	Activity	Materials
Unit 1 - Lesson 1	Project Phase	Unit 1 - Lesson 1 - Project Phase
Unit 1 - Lesson 2	Project Phase	Unit 1 - Lesson 2 - Project Phase
Unit 1 - Lesson 3	Project Phase	Unit 1 - Lesson 3 - Project Phase

MEMBERS (141)

INFO Edit  
This Yammer private group is for the facilitation of the Quest for Success Pilot. This site is designed to help provide relevant feedback concerning the course pilot, real time communication and community for pilot teachers, and also a place to collaborate and share ideas.

GROUP ACTIONS  
View Group Insights

PINNED Add  
QfS orientation (LDOE Slid...  
Say hello to Yammer - Offic...  
Webinar for Quest for Succ...  
All Units--zipped  
Unit Two--zipped  
Unit Three--zipped

# Pilot Teacher Resources: Webinars

## Pilot Teacher Professional Development

Initial Webinar and Orientation: Unit 1-3 In-Depth	August 21, 2018
1st Webinar: Unit 4-6 In-Depth	September 25, 2018
2nd Webinar: Units 7-9 In-Depth	October 23, 2018
3rd Webinar: Lessons Learned	January 22, 2019
4th Webinar:	April 23, 2019



# What We're Hearing on Yammer and From the Webinars

“Today, my students finished Lesson 1. My students loved the paper plate activity. One of the students commented, "I can't believe this is how everyone sees me!" **He was so excited.** The real fun was when they finished the 16 personalities test and grouped themselves under one of the four posters. They laughed and enjoyed learning. As they exited the room after class, each one exclaimed they couldn't wait for tomorrow's class to see what we were going to do next. **A great day in class!**”

“I had the last of the students give their elevator pitches and then we went into vision boards. This went very well. A couple of times, other faculty passing by came in and listened. **They were very impressed with the kids' ability to articulate their personal brands.**”

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# Evaluation and Revision

What is the quality and nature of QfS course design and implementation? What improvements may be needed to improve implementation and effectiveness?

- Survey all pilot teachers four times throughout the year (in addition to one initial survey)
  - Teacher Perceptions & User Satisfaction
  - Fidelity of Implementation
- Analyze samples of student work
  - Student Performance
- Survey students
  - Student Satisfaction

# Early Finding: Teachers Need More Enabling Conditions

Teachers report needing more enabling conditions for their implementation of *Quest for Success*, such as a school vision and goals for career readiness or leader support for the curriculum.

To what extent do you agree with the following statements about the support you receive at your school in implementing *Quest for Success*?

Percent agree/strongly agree





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*Quest for Success* Design: A  
Snapshot

# Comprehensive Career Development (DRAFT)

PreK

K

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

## Career Awareness

### PreK to Grade 5

Student career awareness begins early with an introduction to careers in their community and beginning to connect personal career interests, abilities and academic strengths to personal career options. Students begin developing **specific applied knowledge, relational skills and personal attributes, and executive (e.g., analytical and organizational) skills** that build over time.

## Career Exploration

### Grades 6-8

Student career exploration includes beginning to identify personal interests and aptitudes and learning about the businesses and industries and related career opportunities in the local, regional, national, and global economy. Students identify steps in career decision-making and how career inventory and assessments can inform decision-making. Educators work with students and their families to begin to develop, navigate, and monitor progress on individualized academic and career plans. Students continue to develop **applied knowledge, effective relationships, executive skills, financial literacy, civic engagement** (e.g., individual responsibility rights and responsibilities), and

## Career Navigation & Application/Immersion

### Grades 9-Postsecondary

Students continue career exploration with increasingly in-depth and hands-on career application/immersion experiences in specific career areas and pathways—as defined in their individualized academic and career plans. Students continue to examine current and future economic needs, assess personal skills and aspirations, dive deeper into applied learning, and explore career and postsecondary options. **Applied learning** takes multiple forms (e.g., career-related classes, work-based learning, career-related clubs and competitions) and increasingly leads to industry-aligned certifications and/or college credits. Students continue to **develop prior skills (e.g., effective relationships, executive skills), with greater focus on career navigation and postsecondary transition knowledge and skills**

## Career Management & Entrepreneurship

### Grade 12, Postsecondary and Beyond

Students refine skills and master new skills as they transition to career-related employment. It includes everything from applying for jobs and negotiating salary and employment terms to engaging advisors and mentors, identifying and accessing continued learning and other opportunities to gain new knowledge and skills and advance to new levels of responsibility and earnings.

\* Adapted from Meeder (2016:63)

\*\*Adapted from Ohio Career Connections Framework and Meeder (2016: 227-238)

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# QfS Course Design Components

- Attend explicitly to regional employment landscape: 21st century economic shifts and key industry sectors and careers
- Focus on 21st century employability/success skills
  - 7 domains w/ special focus on 3-4
  - Special attention to planning/navigating HS and careers (find and pursue pathways)
- Start w/ the end in mind; driven by “Gold Standard,” industry-aligned performance tasks (tied to careers)
- Build on best practices and evidence base
- Foster integrated, engaging approach
- Be different and more engaging and effective than Journey to Careers
- Be able to be implemented at scale, w/ fidelity

# Course Competencies: Career Success Requires New Knowledge and Skills

1. Applied Knowledge (academic, critical thinking, and career related tech skills)
2. **Relational Skills and Personal Attributes** (e.g., interpersonal skills like teamwork, customer service, exercising leadership, respecting differences, and personal qualities like integrity, self-discipline, personal responsibility)
3. **Executive and Communication Skills** (e.g., technology, systems thinking, information use, resource management)
4. **Career Navigation Skills**
5. Postsecondary Transitions Knowledge and Skills
6. Financial Literacy
7. Civic Engagement

# Developing knowledge and skills across time, diverse contexts, and tasks

## Knowing the Self and the Self in Relation to Others

### How I Learn and Lead

- Vision Board
- Student Success Plan

### Effective Teams: The Sum is Greater Than the Parts

- Develop a Team Contract
- Redesign a Website  
(Advanced Manufacturing)

### Planning for Project Success

- Develop a Team Contract
- Respond to an RFP for improved community space (Architecture and Design)

## Leading Responsibly

### Thinking out of the Box

- Design Process and Business Model: Food Truck Wars

### Being a Cyber Citizen

- Navigating the Net
- My Digital Identity
- The Price of Cyberbullying
- Your Data, Your Privacy

### Superheroes in My Community

- Altruism Profiles
- Service Learning Project
- Helping Professions Awareness Campaign (Social/Public Service)

## Planning for the Future

### Managing Money to Meet My Goals

- What Would You Do?
- Understanding Car Loans.
- Budgets 101: How to Get it Done

### Navigating My Career Path

- This Job is for You
- Individual Graduation Plan

### Looking Forward

- Bulletin Board of Scientific Poster Presentation
- Student Success Plan
- Parent and Community Night

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# Statewide Implementation (2019-20)

The background of the slide is a photograph of an industrial construction site, likely a steel mill or refinery, featuring a complex network of metal scaffolding, walkways, and structural beams. The scene is captured during the 'blue hour' of twilight, with a soft, hazy light. Three white lightning bolt icons are overlaid on the image: one on the left side, one on the right side, and one at the top center. A semi-transparent white banner with rounded corners is positioned across the middle of the image, containing the text 'Questions & Closing'.

# Questions & Closing



The background image shows a complex industrial facility, possibly a refinery or chemical plant, with numerous tall distillation columns and intricate piping. The scene is captured during the "blue hour" of twilight, with a soft, hazy light. Several white lightning bolt icons are superimposed on the image, one on the left and one on the right, pointing towards the center. A white dashed line runs horizontally across the top and bottom of the image. A semi-transparent white banner is centered over the image, containing the text.

*Quest for Success* Jumpstart  
Convening Session