LOUISIANA DEPARTMENT OF EDUCATION

Connections Process

Handbook

College and Career Readiness

Dropout Prevention

July 2012

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Note: Updates based upon June 2012 BESE approval are denoted with an asterisk *

CONNECTIONS

A. CONNECTIONS PROCESS

A.1. The Strategy: What is Connections?

A one-year process for overage students to receive targeted instruction and accelerated remediation aimed at helping them attain a high school (HS) diploma, GED®, or State-approved Skills Certificate.[1] HS and GED students can also work towards Industry-Based Certification (IBC). Students who qualify can enter the program at the beginning of the fall and spring semesters only.[2] While in the Connections Process, students are 8th graders and therefore shall take required 8th grade courses per Bulletin 741. Students can move from any middle school grade into the Connections Process provided they meet the criteria below. Per Bulletin 741, all districts shall offer the Connections Process and Exiting Pathways.

A.1. The Population: Who does Connections serve?

- 15 years of age during the school year;* AND
- 2 or more grade levels behind academically; AND
- The recommended score for entering the Connections Process is a TABE reading grade level score of 4.0. If a student does not meet the recommended TABE score but meets all other entrance requirements, he/she can enter Connections pending committee review.

A.2. The Student Experience: What will a student in Connections experience?

While the goal is for all students to attain a high school diploma, other pathways are available to ensure student success in secondary education, postsecondary education, and the workforce. Through small class sizes, individualized instruction, supportive mentor relationships and special education and related services for students with disabilities (SWDs), students in Connections will be given the opportunity to thrive in an environment designed to meet their specific needs.

B. WAIVERS

Students may request waivers for the following extenuating circumstances:

- Enter at points other than the beginning of the fall and spring semesters under extenuating circumstances, such as transferring from another school. These students will have a plan developed for them within the Connections Profile upon entrance.[3]

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[1] *Students currently working on skills certificates will have until the end of the school year 2012 to complete the process.*

[2] *See Section B: Waivers*

[3] *See Appendix J*

- Remain in the program for one additional year if significant progress shows that with additional time in the Connections Process the student could enter an alternate pathway.
- Enter the SASC or GED pathway, due to extenuating circumstances, even if student has not gone through the Connections Process. Student must be afforded the same opportunities as Connections students, including mentoring and committee meetings. A copy of the waiver and back-up documentation must be kept in the student's Connections Profile which will follow him/her until graduation.

C. ELEMENTS

C.1. Orientation

All students entering the Connections Process will be required to attend orientation with their parents/legal guardian in order to complete pertinent paperwork and review program expectations. In selecting students, opt for those who need it, want it, and can benefit from the Connections Process.

C.2. Committee Review

- Essential members include:
    - Counselor
    - Principal/Designee
    - Lead teacher/Jobs for America's Graduates (JAG) Specialist
    - Career and Technical Education (CTE) instructor
    - Special Education teacher, if SWD

- Parents and students will also attend committee reviews at least twice a year.

C.3. Assessments – Response to Intervention (RTI) Model

The RTI approach means students are regularly monitored to determine progress, and scientifically-based instruction and interventions are more regularly customized to meet an individual student's academic and behavioral needs.

C.3.a. TABE Testing

- All Connections students will be TABE-tested prior to or at the beginning of the year, mid-year, end of year, and according to the following guidelines:
    - All students will be given the TABE Locator by a TABE-Certified Test Administrator.
    - TABE pre- and post-testing will also be conducted by TABE-Certified Test Administrator.

- In addition, testing may be conducted at intervals other than those mentioned if student attains the following while working in the specified content area:
    - Completion of an Individual Prescription for Instruction (IPI)* that is based upon test results.[4]
- Students awaiting summer LEAP scores will be TABE-tested during the first week of the new school year.
- All students will be tested in reading, and depending on need, may also be tested in math and/or language

C.3.b. LEAP Testing

- All Connections students must follow the High Stakes Testing Policy (Bulletin 1566)
    - All Connections students are required to take all parts of the 8th grade LEAP or LAA2 (if eligible).
    - If a student has taken the LEAP/LAA2 previously and was unsuccessful, he/she will receive LEAP remediation and will retest after remediation.

C.4. Targeted Instruction

C.4.a (1) Reading and C.4.a (2) math intervention

- The school will provide intervention strategies for reading and/or math for students enrolled in Connections.
- Varying degrees of proficiency in English and math may be addressed by utilizing state-approved curricula/strategies.
- ELA and math remedial course offerings
- Differentiated instruction
- TABE to guide individualized instruction
    - Computer-assisted instruction[5]
- Special Education and/or related services as specified in the SWD's individual education program (IEP)

C.4.b. Behavioral intervention

[4] *See Appendix H*
[5] *Instructor must be trained in software being used*

- Designated staff will review student's discipline record, focusing on the number of suspensions and expulsions. The student will then meet with his/her mentor, or school counselor, to review past discipline occurrences and create plans for the current school year within the Connections Profile. If needed, a Functional Behavioral Assessment (FBA) will be conducted.
- The school will provide behavioral intervention strategies to ensure a positive behavioral environment.
- Examples of Positive Behavior Support (PBIS) models include:
    - Positive behavior interventions and supports (PBIS)
    - Antecedent, Behavior, and Consequence (ABC)

C.4.c. Progress Monitoring

- **Academic**
    - Academic performance indicators[6] will be measured at least every nine (9) weeks (ex. TABE, when given; course grades; and software scores, when applicable). Mentors and teachers will meet at least every nine (9) weeks to discuss the progress of individual students and identify areas of concern for each subject.
- **Behavioral**
    - Repeated assessment of behavioral performance[7] will occur at least every nine (9) weeks. Mentors and students will review individual attendance and discipline records, including behavior management plans, to determine if the student is on track towards attaining his/her diploma.
- **Connections Profile[8]**
    - Designated staff (mentors, ELA/math-certified and/or highly-qualified teachers, special education teachers, and counselors) will monitor profiles throughout the year. The Connections Profile folder will contain essential information on attendance, behavior, and progress.
    - The rate of improvement will identify students who are not demonstrating adequate progress and recommendations/strategies will be designed to make practice more effective.

[6] *See Appendix C*
[7] *See Appendix C*
[8] *See Appendices A, B*

- All student profiles shall be maintained until a student completes an exiting pathway.

C.4.d. Career Readiness

- Journey to Careers
- Work Skills Training Components
- Soft skills
- Job placement opportunities
- JAG
- Louisiana Rehabilitation Services for SWDs

C.4.e. Virtual School and Dual Enrollment

- Schools can use Louisiana Department of Education (LDOE)-approved virtual school and dual enrollment courses to complete certain pathway requirements. District-created and LDOE-approved course cycles will be shared with students before the start of the student's freshman year to illustrate what courses will be taken online and/or at Louisiana Community and Technical College System (LCTCS) campuses.

  - Examples:
    - Louisiana Virtual School
    - Flexible Class Scheduling/Seat Time Waivers
    - Small Class Sizes – Content Leader and Paraprofessional
    - Accelerated Recovery
    - Other online learning that meets LDOE standards and Distance Learning requirements

C.5. Mentoring services

- 1:5 Mentor to Student ratio preferred; no more than 1:15.
- A mentor is an adult from the school or local community who assists participating students in improving individual study skills, self-esteem and workplace competencies.
- Mentor and student meet a minimum of 40 minutes per week to review updates and determine progress[9].

C.6. Effective teachers[10]

[9] *See Appendix F*

[10] *Effectiveness should be measured by the demonstrated growth of students via reporting cycle/categories on page 10.*

- English Language Arts (ELA) and math certification
- Career and Technical Education (CTE) certification
- Special Education Certification, if student is a student with a disability (SWD)
- For courses in which Carnegie Units are available, all requirements set forth in Bulletin 746 are to be followed.

C.6.a. Personnel:

- District Coordinator is responsible for meeting LDOE representative for onsite monitoring and responds to any findings. Special Education Transition Coordinator will attend when monitoring SWD.
- Lead Teacher and/or JAG Specialist is responsible for supervising and facilitating of daily operations of Connections sites to ensure fidelity and report out requested/mandated data (attendance, course failure, behavior).
- Counselor maintains course schedules and Areas of Concentration (AOC) alignment based upon feeder school offerings.
- ELA/math-certified and/or highly-qualified teachers must be certified in content area and provide services to no more than 15 students in one class or 25 with a paraprofessional in the classroom.
- Special Education-certified teacher and related service personnel will provide IEP services for SWDs.
- Mentor or JAG Specialist implements mentorship strategies according to guidelines.
  - Mentor Strategies:
    - Schools will be required to have a mentor (ex. Principals, Assistant Principals, Graduation Coaches, Lead Teachers/JAG Specialists, community members, etc.) for each student within Connections in order to:
      - Develop critical thinking/problem-solving strategies
      - Promote self-reflection and self-advocacy skills
      - Utilize school drop-out prevention strategies
      - Improve study skills
      - Build self-esteem and social skills
      - Improve students' attitudes toward school subject matter
      - Increase attendance
      - Develop employment skills
      - Establish life/career goals
      - Facilitate transition from middle school or junior high school to high school

C.7. Connections Meetings

- Parents must be on-site for meetings a minimum of three times a year in order to sign parental agreements[11], review student progress, and revisit program expectations.

C.8. Individual graduation plan development[12]

C.8. a. Area of Concentration will be decided based upon student interest and school offerings. The IEP Transition Plan for SWDs will also be considered. An addendum to the IPI will be used as the IGP for SASC and GED students.

C.8.b. Pathways available after Connections Year shall be offered via the school system

- High School Diploma: Core or Career/Accelerated Student Achievement Pathway (ASAP) (*in addition to an IBC)*
- GED *(in addition to an IBC)*
- State-approved Skills Certificate

B. <u>LOCATION OF SERVICES:</u>

Connections can be held on high school campuses or off-site, as long as the following components exist:

- District coordinator
- Lead Teacher/JAG Specialist
- Counselor
- ELA/math certified teachers
- CTE/IBC certified teachers
- Special Education certified teacher for SWDs
- Teachers who can offer Carnegie Units
- Mentor/JAG Specialist
- Low teacher: student ratio will be required at each site: 1:15 or 1:25 with a paraprofessional in the class

C. <u>PERFORMANCE EVALUATION:</u>

E.1.Effectiveness Indicators - *Student-level*

- TABE scores
- Motivational factors (attendance and behavior)
- Committee review/recommendation
- Carnegie Units earned

E. 2. Program Indicators (mid-year) - *School-level*

- # students in Connections at beginning of year

[11] *See Appendices C, D, G*
[12] *See Appendix I*

• # who remain in Connections at midyear
• # who are failing one or more core courses
• # who have missed five or more days
• # suspended
• # expelled
• # of dropouts
• # TABE growth

E.3. End-of-Year Indicators – *School-level*

• # who enter each pathway (Diploma, GED, State-approved Skills Certificate)
• # who have failed one or more core courses
• # who have missed five or more days
• # suspended
• # expelled
• # of dropouts
• # credit hours
• # TABE growth
• # completing IEP Transitions Plan (for SWDs)

Pathway Opportunities after Connections Process

Students can move from one pathway to another pending committee review of academic performance and motivational factors. In addition, the student's Connections Profile will have to be updated.

RECOMMENDATIONS

High School Diploma (ASAP, Core, or Career)

- TABE Reading Grade Level Score = 9
- KeyTrain® or Career Ready 101/ WorkKeys®

GED®

- TABE Reading Grade Level Score = 9 (Pre-GED TABE Reading Grade Level = 7)
- KeyTrain® or Career Ready 101/ WorkKeys®

State-Approved Skills Certificate

- TABE Reading Grade Level Score = 5
- KeyTrain® or Career Ready 101/ WorkKeys®

Industry-Based Certification

In conjunction with High School Diploma or GED

- TABE Reading Grade Level Score = 8
- KeyTrain® or Career Ready 101/ WorkKeys®

BEST PRACTICES FOR ENSURING SUCCESS

Academic Skills:

- TABE results
- Committee Recommendations
- WorkKeys®/ KeyTrain® or Career Ready 101

Motivation:

- Attendance-missing fewer than ten (10) days
- Behavior-fewer than two (2) out-of-school suspensions

Upon exiting Connections, if a student does not meet the minimum-required TABE score, he/she can move to an alternate pathway pending committee review. Best practices include the following:

- Achievement of a Gold WorkKeys® Certificate and TABE scores within one (1) grade level from above minimum requirement, or
- Achievement of a Silver WorkKeys® Certificate and TABE scores within six (6) months from above minimum requirements, or
- Committee recommendation based on the motivational factors of attendance and behavior.

Connections Model

Program Elements

Connections Year	Services recommended for quality implementation: ➢ **Mentor Services Component** o The mentor to student ratio will be 1:5 preferred and no more than 1:15 o Mentors are required to spend at least 40 minutes per-week with students ➢ **Reporting Cycles** o At least every nine (9) weeks - attendance/behavior/academic progress ➢ **Staffing Component** o Class size – 1:15 ratio or 1:25 with paraprofessional o Local-supervisor/mentor/lead teacher/special education teacher/special education transition coordinator o State Dropout Prevention Staff ➢ **Classroom/facility requirements** o Equipment/Technology o Materials/Supplies ➢ **Academic/Behavioral Components** o Connections Profile o **Virtual School /Distance Learning** o Carnegie course credit o Individual Graduation Plan (IGP) or Individual Prescription for Instruction (IPI) o **Positive Behavior Supports (PBIS) Component** (Or some "reward" system already in place) o **Response To Intervention (RTI) implementation** ➢ **Pre/Post Testing Component** o WorkKeys; KeyTrain or Career Ready 101; LEAP or LAA2, if eligible o TABE Locator o TABE pre- and post-testing by TABE-Certified Test Administrator o Pre-test upon entrance, followed by mid-year and end of school year post-test. In addition, testing may be conducted at intervals other than those mentioned, if student attains the following while working in the specified content area: ▪ Completion of Individual Prescription of Instruction (IPI) ➢ **Professional Development** to include test administration, IPI development, group lessons, computer-assisted instructional software training, and ~~IBC~~ Carnegie credit course offerings.

Connections Timeline

Connections Year

- All students entering the Connections Pathway will be required to attend orientation with their parents/legal guardian in order to complete pertinent paperwork and review program expectations.

- **Appropriate staff will conduct an extensive orientation to review the following**:
  1. How/why students are selected for this program.
  2. An overview of Connections Pathways (what is it/what does it mean for the student?)
     a. Expectations
     b. Guidelines
     c. Consequences
     d. Recognitions - Graduation/awards ceremony
  3. The multiple diploma tracks and Connections pathway options offered in Louisiana (reviewing the outcome/schools for each pathway.)
  4. What Tuition Opportunity Program for Students (TOPS)[13] funding is available for both the career and academic versions.
  5. The AOC(s) currently offered at the school (how does the student benefit from the courses).
  6. Mentorship interactions and assignment of mentors at the preferred student/mentor ratio of 5:1 or no more than 15:1.
- **Progress Monitoring/Assessment**
- Mentors will provide ongoing student support throughout the school year based on student need (progress monitoring).
- Appropriate staff will be required to meet with each student at least once every nine weeks to review academic progress and address deficiencies. This meeting will also occur at the end of the year.
- **Roll-ups to LDOE**
  - Appropriate staff will provide LDOE with student performance indicator roll-ups.

Connections Sample Schedule

Individualized Remediation: ELA ; Math; LEAP
Group Remediation: Science; Social Studies; LEAP
Work Skills/Soft Skills Training: JAG/Journey to Careers/ Carnegie Electives*/Work-based Learning
Required 8th grade courses*: ELA, math, PE

[13] *See Appendix K*

Accelerated Student Achievement Pathway (ASAP/HS Diploma)

What is Accelerated Student Achievement Pathway?

Louisiana is at the forefront of a national movement to build multiple pathways to graduation. ASAP is a new initiative within the LDOE aimed at addressing the state's growing number of overage freshman. These efforts are informed by a wide variety of partners who are currently working on behalf of vulnerable youth, and also by a rich compilation of literature that describes effective practices for teens.

Louisiana's 2014 graduation cohort has approximately 17,000 overage students (15 yrs. of age or older) entering high school this fall. Overage students are more likely to drop out of high school than students who enter high school on time. To illustrate this point, 14 year old 9th graders are one-tenth as likely to drop out and 3.5 times more likely to graduate as 16 year old 9th graders. To address this problem, LDOE has created a response to intervention (RTI) plan called Accelerated Student Achievement Pathway (ASAP) that uses academic interventions and sustained mentorship to help overage students graduate from high school in three years.

- **Who does Accelerated Student Achievement Pathway serve?**
- While ASAP targets overage first time 9th graders that have been retained for one or more years, the model can serve as an accelerated graduation pathway for any high school student
- **What elements are required to graduate high school in three years?**
    - ASAP Coordinators (i.e. school counselors)
    - Mentor services
    - Virtual school courses
    - Reading/Math intervention software
    - Student portfolios
    - School within a school model
- **What will a student in Accelerated Student Achievement Pathway experience?**
    - Summer classes in English and math between 8th and 9th grades, according to individual needs
    - Classes with other Accelerated Student Achievement Pathway students on a regular high school campus

- Remediation and/or acceleration in English and math, according to individual needs
- Choice of elective and technical classes
- Access to high school activities, clubs and sports
- Personalized 3-year graduation plan developed with high school counselor
- Mentor support throughout the three years
- Compiling a portfolio to track progress and accomplishments toward earning a high school diploma
- Regular communication between student, school staff, adults at home, and mentor

Required Accelerated Student Achievement Pathway Components for Districts:

Academic and Behavioral Components:

- **Response to Intervention (RTI)**
  - **The RTI approach**
    Accelerated Student Achievement Pathway delivers academic and behavioral assessments, interventions, progress-monitoring, and adjustments according to the individual needs of each student.
    - Assessments
      - Academic
        - 8th grade LEAP/LAA2 scores (ELA/Math) and discipline records will be used to place students into tiered intervention strategies upon entering 9th grade.
      - Behavioral
        - School counselors, or a principal designee, will review Accelerated Student Achievement Pathway students' discipline records (focusing on the number of suspension and expulsions) to determine the Tier placement. The student will then meet with his/her mentor, or school counselor, to review past discipline occurrences and create an action plan for the current school year.
    - Interventions
      - Mentoring
        - Students will be assigned a mentor (individually or in peer groups of no more than five Accelerated Student Achievement Pathway (AP) students, according to individual needs) to meet with them on frequent intervals

to assure that progress is being made towards goal completion.

- Progress Monitoring
  - Repeated measurement of academic performance will occur prior to the end of each course. Mentors and teachers will meet no less than every nine (9) weeks to discuss the progress of individual students and identify areas of concern for each subject.
  - Repeated assessment of behavioral performance will occur no less than every nine (9) weeks. Mentors and students will review individual attendance and discipline records to determine if the student is on track towards completing his/her diploma.
  - The rate of improvement will identify students who are not demonstrating adequate progress and recommendations/strategy will be designed to make practice more effective. (i.e. differentiated instruction)

❖ **School within a school model**

- Schools participating in Accelerated Student Achievement Pathway will be asked to have the model set up in a "school within a school" format to allow for flexibility in student scheduling. This approach establishes a smaller educational unit within the school that has a separate educational program, staff and students. This model will also allow for educational opportunities off-site (dual enrollment) and remediation activities to be held within the extended period of time.

❖ **Virtual School, Credit Recovery, and Dual Enrollment**

- School will use LDOE-approved virtual school and dual enrollment courses to complete certain diploma requirements. District-created and LDOE-approved three-year course cycles will be shared with students before the start of the student's freshman year to illustrate what courses will be taken online and/or at LCTCS'S campuses.
  - Examples:
    - Louisiana Virtual School
    - Flexible Class Scheduling/Seat Time Waivers
    - Small Class Sizes – Content Leader & Para
    - Accelerated Recovery

- **Reading and math intervention software**
  - The school will provide intervention software for reading and/or math for students enrolled in Accelerated Student Achievement Pathways. Varying degrees of proficiency in math and English will be addressed by utilizing LDOE-approved intervention software packages.

- **Student Profiles**
  - Each student is to have a profile that will track/guide his/her progress through Accelerated Student Achievement Pathway. The profiles are to be stored in a central location within the school and mentors are to have reviewed them with each student on a monthly basis. Profiles are to be used as a tracking tool for both the mentor and the student.
    (Profile template is being formed with indicators—the idea is a fidelity check when monitoring alongside of a progress tracking tool–signatures from mentor and student after each mentor visit will be required).

    - The school shall:
      - Create a profile for each Accelerated Student Achievement Pathway student
      - Maintain current academic and behavioral records within the profile
      - Use these criteria to evaluate his/her work
      - Engage in self-reflection about his/her progress

<u>Personnel:</u>

- **Site manager**
  - The principal, or principal designee, will be the site contact person for all elements related to Accelerated Student Achievement Pathway. Louisiana Department of Education will work closely with the site manager to maintain fidelity of implementation and assure that all questions and/or concerns related to Accelerated Student Achievement Pathway are addressed.

- **Accelerated Student Achievement Pathway support services**

  - School counselors, or principal designee, will be required to actively monitor progress of each student enrolled within Accelerated Student Achievement Pathway. The individualized need of each student, alongside of having multiple pathways to earn a high school diploma, requires a commitment from multiple stakeholders within the school setting. The counselor will be responsible for ensuring that courses are being completed, and the student's three-year graduation plan, with his/her area of concentration, is complete.

❖ **Mentor/ Peer Tutor Services:**

- Schools will be required to have a mentor (ex: Principals, Assistant Principals, Graduation Coach, Lead Teachers, community members, etc.) for each student within the Accelerated Student Achievement Pathway program. Preferably, the student to mentor ratio should be 5:1, but should not exceed 15:1 (depending on assessed individual needs, a 1:1 ratio may be necessary in some cases) and the mentors must demonstrate ability to successfully mentor youth by establishing a working relationship with a student and working throughout the school year on improving the criteria below for each student they are assigned.
    - Improve basic skills in English and math
    - Develop critical thinking / problem-solving strategies
    - Promote self-reflection and self-advocacy skills
    - Utilize school drop-out prevention strategies
    - Improve study skills
    - Build self-esteem
    - Improve students' attitudes toward school subject matter
    - Increase attendance
    - Develop employment skills
    - Establish life/career goals
    - Facilitate transition from middle or junior school to high school

- ***Peer Tutor:*** A secondary school student who assists participating students to attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skills by assisting with homework assignments, providing instruction, and fostering good study habits.
    - Schools may utilize peer tutors (i.e. senior class student leaders, club presidents, student council, etc.) for each student within the Accelerated Student Achievement Pathway program. The student to peer tutor ratio should not exceed 1:1 (depending on the ability of the peer tutor, the ratio could be slightly increased) and the peer tutors must demonstrate ability to successfully assist youth by establishing a working relationship with a student and working throughout the school year on improving the criteria below for each student they are assigned.
        - Improve basic skills in English and math
        - Develop critical thinking / problem-solving strategies
        - Promote self-reflection and self-advocacy skills
        - Improve study skills
        - Build self-esteem
        - Improve students' attitudes toward school subject matter

Student Performance:

- Progress Indicators
  - *Student-level*
    - Student-level assessment is on-going through progress monitoring of academics and behavior, and this is tracked in each student's profile. Mentors will be responsible for keeping up-to-date records within student profile and reviewing the data with students/parents by the middle of each semester (indicators in blue).
  - *School-level*
    - Schools shall maintain accurate student performance summary data based on the leading indicators mentioned below. Action plans will be created by a principal designee and based around indicators/data that illustrate(s) concern. A roll-up of the data and action plans based from it will be shared with the LDOE twice a year.

• # of 9th graders served by the Program
• # who failed a first semester class (if on a 4x4 schedule)
• # who are failing one or more core courses
• # who have missed five or more days
• # suspended
• # expelled
• # of dropouts

Accelerated Student Achievement Pathway Tiered Students

High Academic Skills	**Tier 3 Students** Target Population entering 9th grade: ➢ 15-16 years of age ➢ Proficient Skill Set ➢ Numerous Discipline Problems**	**Tier 1 Students** Target Population entering 9th grade: ➢ 15-16 years of age ➢ Proficient Skill Set* ➢ Minimal Discipline Problems
Low Academic Skills	**Tier 4 Students** Target Population entering 9th grade: ➢ 15-16 years of age ➢ Deficient Skill set ➢ Numerous Discipline Problems	**Tier2 Students** Target Population entering 9th grade: ➢ 15-16 years of age ➢ Deficient Skill Set ➢ Minimal Discipline Problems
	Low Behavioral Skills	High Behavioral Skills

*defined as scoring above 300 in ELA and/or math on LEAP/LAA2 or LEAP placement test

**defined as:

a) more than one severe infraction (suspension or expulsion for violence, possessing firearms or a drug-related crime) within the past two school years; or

b) more than two moderate infractions (multiple-day in-school and or out-of-school suspensions) within the past school year

* Tier 2 (examples): Read 180, Voyager, Jamestown Reading Navigator

*Tier 4 (examples): Read 180, Language!, System 44, Achieve 3000?, Voyager

Accelerated Student Achievement Pathway Tiered Support Services

Tiered Support Services		
Tier One	Target Population entering 9th grade: ➢ 15-16 years of age ➢ Proficient Skill Set ➢ Minimal Discipline Problems	Services Required for quality implementation: ➢ Counselor support services • End of semester check-in (on-track) ➢ Mentor Services • 10-15 min. check-in(s) twice a month ➢ Virtual School (credit recovery/full course) ➢ RTI implementation
Tier Two	Target Population entering 9th grade: ➢ 15-16 years of age ➢ Deficient Skill Set ➢ Minimal Discipline Problems	Services Required for quality implementation: ➢ Counselor support services • Twice a semester check-in (on-track) ➢ Mentor Services • 30-50 minutes (cumulative) each week • Recommendations made to principal designee based on data results (i.e. intervention software) • Update student performance in portfolio ➢ Virtual School (credit recovery/full course) ➢ RTI implementation
Tier Three	Target Population entering 9th grade: ➢ 15-16 years of age ➢ Proficient Skill Set ➢ Numerous Discipline Problems	Services Required for quality implementation: ➢ Counselor support services • Three times semester check-in (on-track) ➢ Mentor Services • 30-50 minutes (cumulative) each week • Recommendations made to principal designee based on behavior progress • Update student performance in portfolio ➢ Virtual School (credit recovery/full course) ➢ RTI implementation
Tier Four	Target Population entering 9th grade: ➢ 15-16 years of age ➢ Deficient Skill Set ➢ Numerous Discipline Problems	Services Required for quality implementation: ➢ Counselor support services • Six check-ins each semester (on-track) ➢ Mentor Services • 60 min (cumulative) each week • Recommendations made to principal designee based on data results and behavior progress (i.e. PBIS; inter. software) • Update student performance in portfolio • Parental contact/update made 3-5 times a semester ➢ Virtual School (credit recovery/full course) ➢ High School RTI implementation

Accelerated Student Achievement

Accelerated Student Achievement Pathway's Summer Bridge Courses

*These are preliminary course offerings; Summer Bridge will be rolled out in Summer 2011

Career Diploma	Basic Diploma	Core Four Diploma
• Remedial Math (I elective unit) • Remedial English (I elective unit) • Journey to Careers/JAG (possible 8th)	• Algebra I (pt. 1) • Journey to Careers/JAG (possible 8th) • English I	• Algebra I (possible 8th) • Geometry • English I • Foreign Language (possible 8th) • Fine Arts

Accelerated Student Achievement Pathway's Summer Bridge (8th)

- The Summer Bridge program affords students the opportunity to enroll in summer classes earning Carnegie credit.

Middle School Counselors will provide/explain to 8th grade students (April/May 2011) the Area(s) of Concentration being offered at their feeder high school.

- The requirements for completing the varying high school diplomas
- Emphasize what courses are required to obtain TOPS (Career/Academic)
- Summer classes offered (dates/times) to gain Carnegie credit for high school

Accelerated Student Achievement Pathway

- All students entering Accelerated Student Achievement Pathway will be required to attend orientation the **first** week of school. All AP students must be TABE/WORKKEYS-tested by the end of the first two weeks of school.

High Schools will provide/explain:

- Principal/Designee will conduct an extensive orientation to review the following:
  1. How/why students are selected for this program (policy/contract area for development?)
  2. Accelerated Student Achievement Pathways (what is it/what does it mean for the student?)
  3. The multiple diploma tracks offered in Louisiana (reviewing the outcome/schools for each track)
  4. What TOPS funding is available for both the career and academic versions
  5. The AOC(s) currently offered at the school (how does the student benefit from the courses)
  6. Three-year course schedules will be handed out and discussed
  7. What a student portfolio is and why it is important
  8. Mentorship interactions and assignment of mentors at a student/mentor ratio of 5:1 (1:1)
  9. Break into "mentor groups" and begin forming profile

- **Progress Monitoring/Assessment**

- Mentors will provide ongoing student support throughout the school year based on student need (progress monitoring)
- School counselors or principal designee will be required to meet with each student at least once a semester to review profile and address deficiencies
- Counselors will review end-of-year course completions/deficiencies and create a plan of action with each student to assure students stay on course to complete their 3 year graduation plan

- **Roll-ups to LDOE**
  - Principals, or designees, will provide LDOE with student performance indicator roll-ups 4 times a year (mid/end semesters)

Accelerated Student Achievement Pathway **Year 1 (sample schedule)**					
Career Diploma **AOC: Horticulture**		**Basic Diploma** **AOC: Horticulture**		**Core Four Diploma** **Academic TOPS**	
		Career Tops			
1st Semester	**2nd Semester**	**1st Semester**	**2nd Semester**	**1st Semester**	**2nd Semester**
**Sub for any remediation course/elective*	English I	English I	World Geography	English I	English II *EOC
Algebra I part 1	Algebra I part 2 *EOC	Algebra I part 1	Algebra I part 2 *EOC	Algebra I *EOC	Physical Science
Agriscience I	Agriscience II	Agrsicence I	Agriscience II	Physical Ed ½/ Health ½	IBCA
Physical Ed ½ Health ½	Journey to Careers	Physical Ed ½ Health ½	Journey to Careers	Foreign Language I	World History

Accelerated Student Achievement Pathway Year 2 (sample schedule)					
Career Diploma **AOC: Horticulture**		**Basic Diploma** **AOC: Horticulture** **Career Tops**		**Core Four Diploma** **Academic TOPS**	
1st Semester	**2nd Semester**	**1st Semester**	**2nd Semester**	**1st Semester**	**2nd Semester**
English III or Other Career Diploma Eng.	Financial Math	English II *EOC	Financial Math	English III *EOC	Geometry *EOC
Civics/Free Enterprise	English II *EOC	Civics/Free Enterprise	English III *EOC	Foreign Language II	Art Course (Art or Music)
Physical Science	Biology *EOC	Physical Science	Biology *EOC	Biology *EOC	Chemistry
Physical Education	IBCA	Physical Education	IBCA	Civics/ Free Enterprise	Physical Education

Accelerated Student Achievement Pathway Year 3 (sample schedule)					
Career Diploma **AOC: Horticulture**		**Basic Diploma** **AOC: Horticulture** **Career Tops**		**Core Four Diploma** **Academic TOPS**	
1st Semester	**2nd Semester**	**1st Semester**	**2nd Semester**	**1st Semester**	**2nd Semester**
Sr. Application in English	Horticulture	English IV or Sr. Application in English	Horticulture	English IV	Social Studies Elective (TOPS Approved)
Agriscience III	Agriscience Power and Technology	Agriscience III	Agriscience Power Technology	Algebra II	Math Elective(TOPS Approved)
Geometry *EOC	American History *EOC	Geometry *EOC	American History *EOC	American History *EOC	Science Elective (TOPS Approved)
World Geography	***Sub for any remediation course/elective**	***Sub for any remediation course/elective**	Approved Elective	Approved Elective	Approved Elective

IBC:

Sample Schedule

Industry-Based Certification shall be worked on in conjunction with a High School Diploma or GED (Louisiana High School Equivalency Diploma). Students shall:

- Complete **GED** Component ***or***
- Complete academic courses to fulfill **high school** diploma requirements and student-specific AOC components
- **IBC Courses** (which may include: Work-based learning & Dual Enrollment opportunities)

IBC Sample Schedule 1 (Year 1)
Nursing Area of Concentration

Individualized Remediation: **ELA; Math; Literacy**
Soft Skills Training: **Journey to Careers/JAG**
Work Skills Training: **Introduction to Health Occupations**
Work Skills Training: **Medical Assistant I**

IBC Sample Schedule 2 (Year 2)
Nursing Area of Concentration

Business English (DE)*
Medical Math (DE)
Work Skills Training: Both are DE **Certified Nursing Assistant (IBC) or** **First Responder (IBC)**
Allied Health Science (DE)

***DE-Dual Enrollment**

IBC Sample Schedule 3 (Year 3)
Nursing Area of Concentration

Technical Reading and Writing (DE)
Financial Math
Work Skills Training: Both are DE **Patient Care Technician (IBC) or EMT-B (IBC)**

**Students can finish in two years if courses are aligned*

GED Pathway

All students entering the GED Pathway will be required to attend orientation with their parents or legal guardians in order to complete pertinent paperwork and review program expectations.

- **Appropriate staff will conduct an extensive orientation** to review the following:
  1. How/why students are selected for this pathway
  2. GED Pathway (what is it/what does it mean for the student?)
     a. Expectations
     b. Guidelines
     c. Consequences
     d. Recognitions - Graduation/awards ceremony
     e. Testing Information:
        i. Recommended registration and fees (check with the Louisiana Community and Technical College System for updates)
        ii. Length of test (8 hours – either one or two days)
        iii. Rules and regulations
        iv. Results turnaround time (mailed in 2-3 weeks)
  3. Mentorship interactions and assignment of mentors

- **Mentor Services Component**
  - The mentor-to-student ratio will be 1:5 preferably, but will not exceed 1:15
  - Mentors are required to spend at least 40 minutes per week with students
- **Positive Behavior Supports (PBIS) Component**
  - Or some "reward" system already in place
- **Reporting Cycles**
  - Every nine (9) weeks - attendance/behavior/academic progress
- **Staffing Component**
  - Class size – 1:15 ratio or 1:25 with paraprofessional
  - Local supervisor/mentor/qualified teacher
  - State Dropout Prevention Staff
- **Classroom/facility requirements**
  - Equipment/Technology
  - Materials/Supplies
- **Academic/Behavioral Components**
  - Connections Profile
  - CTE programs (IBC courses must follow policy/procedure as defined in Bulletin 741)
  - Dual Enrollment (IBC/Work-based learning)
  - Individual Prescription for Instruction
- **Pre/Post Testing Component**
  - Official GED Practice Test (when student achieves successful scores on TABE)
  - TABE score will follow student to this pathway. TABE will be given mid-year and end of school year. In addition, testing may be conducted at intervals other than those mentioned if student attains the following while working in the specified content area:
    - Completion of Individual Prescription for Instruction (IPI)
      - IPIs will be based upon test results

- **Professional Development** to include test administration, Individual Prescription for Instruction (IPI) development, group lessons, computer-assisted instructional software training, and IBC certification course offerings.

- **Progress Monitoring/Assessment**
  - Mentors will provide ongoing student support throughout the school year based on student need (progress monitoring)
  - Appropriate staff will be required to meet with each student to review IPIs and address deficiencies. This meeting will also take place at the end of the year.

- **Roll-ups to LDOE**
  - Appropriate staff will provide LDOE with student performance indicator roll-ups as requested.

GED Pathway Sample Schedule

Individualized GED Preparation (According to IPI) Instruction to include: individualized /whole and small group/ peer tutoring/ computer assisted.
Individualized GED Preparation (According to IPI) Instruction to include: individualized /whole and small group/ peer tutoring/ computer assisted.
Work Skills Training: JAG/IBC electives/Work-based Learning/Dual Enrollment
Soft Skills Training: JAG/Mentoring

State-Approved Skills Certificate Pathway

Program Elements

Services recommended for quality implementation:

- **Mentor Services** –the mentor-to-student ratio will be preferably 1:5, not to exceed 1:15; mentors are required to spend at least 60 minutes per week with student
- **Response To Intervention (RTI) implementation** (for students who have not been identified) or progress monitoring for students with IEPs
- **Positive Behavior Supports (PBIS)**
- **Reporting Cycles**- at least every nine (9) weeks
- **Staffing**
  - A certified special education teacher or an additional paraprofessional must be added when the IBC and SASC courses are taught simultaneously
  - Local supervisor, lead teacher/mentor/special education teacher, counselor, special education support services staff (social worker, speech therapist, etc.)
  - State Dropout Prevention Staff (dropout prevention coordinators, state support)
  - IEP Transition Coordinator
  - Class size – 1:15 ratio or 1:25 with paraprofessional
- **Classroom/facility requirements**
  - Equipment/Technology/ Assistive technology, if applicable to IEP
  - Materials/Supplies related to the State-approved Skills Certificate
- **IEP Transition Plan** (Required Measurable Post-Carnegie Goals)
  - Louisiana Rehabilitation Services should be brought into the IEP meeting to assist with employment training (SPED students)
- **Academic Components**
  - State-approved Skills Certificate Competencies
  - Individual Graduation Plan
  - Modified JAG program (to be developed)
  - Journey to Careers or additional Soft Skills training
  - 70 work-based learning clock hours plus 20 community service clock hours
- **Assessments**
  - Key Train or Career Ready 101
  - TABE pre-, midyear and post-testing by TABE-Certified Test Administrator.
- **Professional Development** to include test administration (TABE, Key Train or Career Ready 101), group lessons, differentiated instructed and computer-assisted instructional software training

---

Policy Recommendations

- Special education and related services will continue in the SASC pathway (Per 1706 Regulations)

State-Approved Skills Certificate Sample Schedule Nursery Landscape Helper
SASC
Successful completion of required coursework/competencies Pass state-approved Skills exam (could be project-based) Must be 18 years old 70 work-based learning clock hours plus 20 community service clock hours Satisfactory rating on Work Site evaluation Must demonstrate 80 percent mastery on competencies
Individualized Remediation: Literacy/Numeracy Key Train or Career Ready 101
Soft Skills Training: Journey to Careers or other soft skills training Modified JAG/Mentorship
Work Skills Training: Agriscience I & II and Horticulture Modified JAG/Mentorship
NOTE: *Students in the SASC pathway will follow the IBC sample and, in some cases, the GED sample. The academic courses taken and the level of support, if needed, from a special education teacher/paraprofessional will be dependent upon committee review/recommendation.*

All students entering the SASC Pathway program will be required to attend orientation with their parents or legal guardian the **first** week of school, in order to complete pertinent paperwork and review program expectations.

- Appropriate staff will conduct an extensive orientation to review the following:
  1. How/why students are selected for this program
     a. An overview of SASC offerings in each Career Cluster Expectations
     b. Guidelines (attendance requirements, competencies, exit options)
     c. Consequences
     d. Recognitions – Graduation/ Certificate Recognition
  2. Mentorship interactions and assignment of mentors at a student/mentor ratio of 1:5

- **Progress Monitoring/Assessment**
  - Mentors will provide ongoing student support throughout the school year based on student need (progress monitoring)
- Appropriate staff will be required to meet with each student at least every nine (9) weeks to review IPIs/IEP goals and address deficiencies. This meeting will also take place at the end of the year. This meeting may also be a component of the annual IEP meeting.
- Appropriate staff will provide LDOE with student performance indicator roll-ups.

SASC Pathway Sample Schedule

Individualized SASC Preparation: (According to IPI/IEP)* Instruction to include: individualized /whole and small group/ peer tutoring Computer-assisted learning Key Train or Career Ready 101
Soft Skills Training: Modified JAG/Mentoring
Work Skills Training: Agriscience I/Agriscience II
SASC Electives: Work-based Learning Clock Hours

**The IPI will follow the provisions of the IEP, if applicable*

Appendices

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Appendix A

Connections Profile Information

- What is a Connections profile?

  The Connections profile is a systematic collection of student work/progress and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The profile collection should include evidence of student performance, reflection, and progress made towards completing a diploma or other exiting pathway. The goal of the profile is to help students monitor their own progress while mentors assist in creating an effective path leading to a diploma or other exiting pathway.

- Why is it important?

  - Promotes student self-evaluation and reflection.
  - Illustrates performance outcomes based on current progress.
  - Enables mentors and students to share responsibility for goal setting and progress evaluation.
  - Affords students the opportunity to track their progress towards obtaining a diploma.
  - Provides evidence and artifacts aimed towards goal completion.
  - Provides a means of follow-up throughout the Connections Process and Exiting Pathways.

- How does it work?

  Connections profiles are to be housed in one central location within a school and checked out as needed. Designated staff is to meet with the student and discuss current progress using indicators such as attendance, test scores and any other available information that may impact progress. Designated staff is to establish a plan of action with the student within the Connections Profile (meet with the teacher, principal, counselor, etc.). If progress is on track, then that should be noted in the profile. After reviewing student performance, designated staff is to have the student initial the log to provide evidence that the meeting took place and an agreement, when applicable, has been established. Each profile contains information such as:

  - Assurances (Louisiana Connections Participant Form)
  - Assessment results
  - Individual Prescription for Instruction
  - Class schedule, current grades, attendance records, and discipline infractions
  - Parent and mentor logs
  - Exiting pathway
  - Postsecondary and Workforce plans

Appendix B

Connections Profile Folder Checklist

Connections Process Required Documentation:

____ Student Intake/Exit Form

____ Louisiana Connections Participant Form

____Mentor/Student Meeting Log

____Parent Log

____Individual Prescription for Instruction (IPI)

Pathway Required Documentation:

_____ Student Intake/Exit Form *(continued)*

____ Mentor/Student Meeting Log *(continued)*

____ Parent Log *(continued)*

____ Individual Prescription for Instruction (IPI) –

Serves as graduation plan for GED and State-approved Skills Certificate Pathways

STUDENT INTAKE/EXIT FORM

Appendix C

STUDENT INFORMATION

First Name: _____ Middle Initial: _____ Last Name:_____ Address:_____ City:_____ State, Zip Code:_____	Telephone Number:_____ Alternate Number:_____ Email Address: _____ Gender: ☐ Male ☐ Female Date of Birth: _____ / _____/ _____ MM DD YEAR
SSN: _____ - _____ - _____	Employment Status ☐ Part-time ☐ Full-time Employer:_____

Race: (can select more than 1)

☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander ☐ White

PARENT INFORMATION:

First Name: _____ Last Name:_____

Address *(If different from above):*_____

City:_____ State, Zip Code:_____

Telephone Number:_____ Alternate Number:_____

Email Address: _____

Employment Status ☐ Part-time ☐ Full-time Employer:_____

Intake Date: _____ / _____/ _____ MM DD YEAR	Intaker Name:

DISABILITIES AND ACCOMMODATIONS

Is the student receiving special education services?* ☐ Yes ☐ No

Did the student disclose a disability?* ☐ Yes ☐ No

Was there documentation of a disability in the student records?* ☐ Yes ☐ No

*** If yes, complete the section below.**

DISABILITIES

Disability	Disclosed/Observed (check if Yes)	Documented (check if Yes)
Hearing Loss		
Vision Impaired		
Speech Impairment		
Legally Blind		
Deaf		
Non-verbal		
Paralysis		
Missing Extremities		
Nonparalytic Orthopedic		
Specific Learning Disability (SLD)		
Other		

ASSESSMENTS*

DATE	NAME OF ASSESSMENT	LEVEL AND FORM (if applicable)	SCORE

***Include TABE, WorkKeys, KeyTrain or Career Ready 101, LEAP, LAA2 and any other pertinent assessment information.**

GOALS AND ACTIONS

ACADEMIC GOALS: NAME: _____**DATE:** _____

_____

_____

_____

Academic Plan of Action:

_____

_____

List Interventions Used:

BEHAVIORAL GOALS: NAME: _____**DATE:** _____

_____

_____

_____

_____

Behavioral Plan of Action:

_____

_____

List Interventions Used:

SELECTED PATHWAYS*

**To be determined at the end of the Connections Process during the last parent/committee meeting*.

High School Diploma: ASAP, Core, Career
Industry-Based Certification (IBC)

GED
Industry-Based Certification (IBC)

State-Approved Skills Certificate

Parent Signature _____ Committee Signatures _____
Student Signature_____ _____
School Administrator Signature _____ _____
_____

Date:

POST-SECONDARY AND/OR WORKFORCE PLANS

PLANS: DATE:

_____

_____

Action Steps:

_____

_____

PLANS: DATE:

_____

_____

Action Steps:

_____

_____

COMPLETION DATE

High School Diploma Industry-Based Certification (IBC)	Graduation Date:_____ _____
GED Industry-Based Certification (IBC)	Attainment Date: _____ _____
State-Approved Skills Certificate	Attainment Date: _____ _____

BARRIERS AND FOLLOW-UP

*To be completed if student discontinues participation in the Connections Process or any of the Pathways. List all barriers and any recovery efforts.

_____

Barriers to completion: DATE: _____

_____

_____

_____

_____

_____

_____

Follow-up attempts : DATE: _____

_____

_____

_____

_____

_____

_____

Appendix D

LOUISIANA CONNECTIONS PARTICIPATION FORM

Before a student chooses to participate in the Connections Process, **the student, the student's parent or guardian, and the school administrator** shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his/her educational pursuit and future educational plan.

Conference Documentation

Student Name: _____ Parent(s)/ Guardian(s) _____

School Administrator: _____

School Name: _____ District: _____

School administrator must initial to verify the following required statements:

The student has met all of the following eligibility criteria:

_____The student is at least fifteen years old, or will reach fifteen during the school year*; AND

_____The student is two or more grade levels behind academically; AND

_____The recommended score for entering the Connections Process is a TABE reading grade level score of 4.0. If a student does not meet the recommended TABE score but meets all other entrance requirements, he/she can enter Connections pending committee review.*

The parent/guardian and student have had the required elements of the Connections Process, as listed below, explained to them. School administrator must initial to verify the following required elements:

_____The student and parent will be required to attend orientation.

_____Each student will be provided with a committee. The committee shall be made up of educators, parents and the student. This group will meet at least twice a year.

_____The student's progress will be regularly monitored. Instruction and interventions will be adjusted based on his/her progress. This monitoring will occur each grading period via updates on the student's Individual Prescription for Instruction (IPI) and academic/behavioral goal forms.

_____The student will be TABE tested before entering the Connections Process, at mid-year and at the end of the year.

_____The student will be given the 8th grade LEAP test or LAA 2 (if eligible).

_____The student will be provided intervention strategies/intense remediation in reading and math while in Connections to increase his/her proficiency and ability to work toward a diploma.

_____The student will be provided a positive learning environment and behavioral intervention strategies to improve any discipline or attendance issues he/she may be having. These strategies will be monitored each grading period.

_____The student will be provided career readiness skills to help him/her choose a career pathway.

_____The student will be provided with a mentor, and they will meet together at a minimum 40 minutes per week.

_____The student will be provided certified teachers based on course of study.

_____The student is an 8th grader and therefore shall take required 8th grade courses per Bulletin 741.

_____The student will be provided an opportunity to exit to any of the three exiting pathways while enrolled in the K-12 system within the district: high school diploma (core or career), State-approved Skills Certificate, or GED.

<u>Both</u> parent/guardian and student must initial the following required statements:

_____ _____The student's progress and future educational plan and the advantages and disadvantages of the different diploma pathways have been discussed.

- To qualify for a high school diploma, a grade level 9 TABE score in reading is recommended (in conjunction with this pathway, students can work toward an Industry-Based Certification with a TABE score in reading of 8).
- To qualify for a GED pathway, a grade level 9 TABE score in reading is recommended (in conjunction with this pathway, students can work toward an Industry-Based Certification with a TABE score in reading of 8). For the Pre-GED pathway, a grade level 7 TABE score in reading is recommended.
- To qualify for a State-approved Skills Certificate, a grade level 5 TABE score in reading is recommended.

_____ _____I understand that this student will be classified as an 8th grade student while in the Connections Process.

_____ _____The student will be required to take the 8th grade LEAP or LAA2 (if eligible).

_____ _____ I will meet with the Connections Committee at the conclusion of the Connections Process to decide the appropriate graduation pathway for the student.

_____ _____The student will follow all school/district policies.

_____ _____I understand that some Carnegie Units will be available for the student during the Connections Process.

_____ _____ I understand that according to Act 116 of the 2011 regular legislative session a student who is at least seventeen years of age may exit high school without violating compulsory attendance law if that student has met the following criteria:

- Completed a program established by BESE;
- Achieved a passing score on the GED test; and
- Received a Louisiana High School Equivalency Diploma issued by the Board of Supervisors of Louisiana Community and Technical College System.

I have read and initialed all the above statements and agree that participation in the Connections Process is in the student's best interest for the continuation of his/her educational pursuit and future educational plans. Further, I have in no way been coerced or persuaded to enter into this agreement.

Student Signature _____ **Date** _____

Parent(s)/ Guardian(s) Signature _____ **Date** _____

Committee Members Signatures _____ _____ _____

_____ _____ _____

<u>Principal Verification:</u> *I acknowledge that this student and his/her parent(s)/guardian(s) have been appropriately counseled about the implications of this decision.*

Principal's Signature _____ **Date** _____

Appendix E

Mentor/Student Meeting Log

Date:	**Duration:**
Purpose: **Outcome:** **Next Steps:** (Signatures) Student:_____	Mentor:_____

Date:	**Duration:**
Purpose: **Outcome:** **Next Steps:** (Signatures) Student:_____	Mentor:_____

Appendix F

Parent Meeting Log

Date:	Duration:
Purpose: **Outcome:** **Next Steps:** **Parent Signature** _____ **Staff Signatures** _____ _____	

Date:	Duration:
Purpose: **Outcome:** **Next Steps:** **Parent Signature** _____ **Staff Signatures** _____ _____	

Appendix G

Individual Prescription for Instruction (IPI)

Student Name:_____ Date Created:_____

Learning Style Inventory results (Circle one): Auditory, Visual, Tactile

Plan to address learning style:

_____

_____

Skill Specific Work

Subject	**Skill(s)**	**Type of Material** (workbook, text, computer-assisted, teacher-made)	**Assignment**	**Progress**
Reading				
Math				
Language				
Other *(Employability Skills, Electives, etc.)*				

Teacher Review : _____ Date _____

COMMENTS:

_____

_____

_____

_____

_____

Appendix H

Individual Prescription for Instruction (IPI) for SASC and GED Pathway Students

Name: _____ **Entrance Date:** _____

Originating School:_____
High School Attending:_____

Diploma or Certifications:
❒ State-approved Skills Certificate (SASC Pathway)
❒Louisiana High School Equivalency Diploma (GED Pathway)

Postsecondary Plans:
❒ Technical College
❒ Community College
❒ Military
❒ Technical Training
❒ Employment
❒ Other _____

Year 1	Year 2
Academic Component List courses:	**Academic Component** List courses:
Skills Component List courses:	**Skills Component** List courses:

Electives List courses:	**Electives** List courses:
Other List comments:	**Other** List comments:
Assessments List tests/dates:	**Assessments** List tests/dates:

For SASC students only:	For SASC students only:
Career Cluster __ Agricultural, Food & Natural Resources __ Education and Training __ Human Services __ Government and Public Administration__ Arts, A/V Technology & Communication __ Finance __ Information Technology __ Marketing, Sales & Services__ Architecture and Construction __ Health Science __ Law, Public Safety & Security __ Science, Technology, Engineering & Math__ Business, Management & Administration __ Hospitality and Tourism __ Manufacturing __ Transportation, Distribution & Logistic Service	**Career Cluster** __ Agricultural, Food & Natural Resources __ Education and Training __ Human Services __ Government and Public Administration__ Arts, A/V Technology & Communication __ Finance __ Information Technology __ Marketing, Sales & Services__ Architecture and Construction __ Health Science __ Law, Public Safety & Security __ Science, Technology, Engineering & Math__ Business, Management & Administration __ Hospitality and Tourism __ Manufacturing __ Transportation, Distribution & Logistic Service
For GED students only: **Official Practice GED Test Scores** LA-W ____ LA-R ____ SCI ____ SS____ Math____ Average____ **GED Test Scores** LA-W ____ LA-R ____ SCI ____ SS____ Math____ Average_____	**For GED students only:** **Official Practice GED Test Scores** LA-W ____ LA-R ____ SCI ____ SS____ Math____ Average____ **GED Test Scores** LA-W ____ LA-R ____ SCI ____ SS____ Math____ Average_____

I have read and been informed of all the above information and agree that participation in this exiting pathway is in the student's best interest for the continuation of his/her educational pursuit and future educational plans. Further, I have in no way been coerced or persuaded to enter into this agreement.

Student_____ Date_____

Parent/Guardian_____ Date_____

Staff Verification: **I acknowledge that this student and his/her parent(s)/guardian(s) have been appropriately counseled about the implications of this decision.**

Appendix I

Connections Process Waiver

1. Check the waiver category student is requesting.

_____ Enter at points other than the beginning of the fall and spring semesters under extenuating circumstances, such as transferring from another school. These students will have a plan developed for them within the Connections Profile upon entrance.

_____Upon committee review and recommendation, a student who makes significant progress may remain in the Connections Process for a maximum of one additional year before entering an exiting pathway.

2. Provide documentation to support Connections Process waiver request.

(attach to waiver request)

3. Obtain Signatures.

Student Signature _____ Date _____

Parent Signature _____Date _____

School Personnel Only

School Administrator Signature_____ Date_____

_____Approved _____Denied

Comments:_____
_____
_____
_____
_____
_____
_____
_____
_____

Exiting Pathways: Waiver for Non-Connections Students

Waiver and backup documentation shall be submitted to LDOE for approval at the address below.

1. Check the waiver category student is requesting.

_____ Enter the State-approved Skills Certificate pathway _____ Enter the GED pathway

2. Attach documentation to support waiver request. Indicate/explain extenuating circumstances in a cover letter and provide return email address and contact name for someone in the school/district.

3. Provide the following information:

_____ Age_____ DOB

_____Special Education Student

_____ Previous Pathway
Core 4 ____
Basic Core____
Career____

____504
Date of last SBLC meeting _____

_____ Last assessment(s)

_____ TABE Scores
_____ # Carnegie Credits
____Grade level

Date(s) _____
Name of test(s)_____ (*attach scores*)

4. Obtain Signatures.

Student Signature _____ Date _____

Parent Signature _____Date _____

School Administrator _____ Title: _____Date _____

Committee Members

_____Date _____ _____Date _____

_____Date _____ _____Date _____

LDOE Personnel Only

Signature_____ Title _____Date_____

____Approved ____Denied

Note: Student must be afforded the same opportunities as Connections students, including mentoring and committee meetings. A copy of the waiver and back-up documentation must be kept in the student's Connections Profile, which will follow him/her until graduation.

Louisiana Department of Education
Dropout Prevention
Attn: Dianna Keller
P.O. Box 94064
Baton Rouge, LA 70804

Appendix J

Connections
Postsecondary Opportunity
"Tool Kit"
Outline

Post-Secondary Education

I. Financial Aid
   a. Grants
      i. Pell Grant
      ii. Federal Supplemental Educational Opportunity Grant (FSEOG)
      iii. Academic Competitiveness Grant (ACG)
      iv. Go Grant
      v. Leveraging Education Assistance Partnership (LEAP)
      vi. Tuition Opportunity Program for Students (TOPS and TOPS Tech)
   b. Federal Direct Student Loans
   c. Miscellaneous
      i. Title IV Financial Aid
      ii. Louisiana Rehabilitation Services
   d. LA Community College Scholarships
      i. Baton Rouge CC
      ii. Bossier Parish CC
      iii. Delgado CC
      iv. LA Delta CC
      v. L.E. Fletcher Technical CC
      vi. Elaine P. Nunez CC
      vii. River Parishes CC
      viii. South LA CC
      ix. Sowela Technical CC
   e. FASFA Application
   f. Frequently Asked Questions

II. Student Work-Study Programs
   a. Federal Work-Study (FWS) Programs
   b. Student Employment

Post-Secondary Employment

I. Interest Surveys
   a. LAePortal
   b. Hard Copy Surveys (attached)
II. Employment Opportunities
   a. Web-based searchers
   b. Workforce Investment Act (WIA)—One Stop Centers
      i. Ascension Parish Satellite Center
      ii. Ascension Parish Workforce Center/Job Center
      iii. East and West Feliciana Parishes Satellite Center
      iv. Iberville Parish Workforce Center
      v. Livingston Parish Workforce Center
      vi. Pt. Coupee Parish Satellite Center
      vii. St. Helena Parish Satellite Center
      viii. Tangipahoa Parish Workforce Center
      ix. Washington Parish Workforce Center/Job Center
      x. West Baton Rouge Parish Satellite Center
III. Updated Resume and Cover Letter
IV. Employment Credentials
   a. IBC
   b. Skills Certificate
   c. KeyTrain® or WorkKeys®
   d. HS Diploma or GED

Postsecondary Housing/Transportation/Etc.

I. Rental Property
   a. Contracts
   b. Up-front funds
II. Utilities
   a. Process for establishing service
   b. Deposits (amount of funds needed)
III. Other fixed expenses
IV. Creating a living independently budget
V. Transportation
   a. Purchasing an auto
   b. Auto Insurance

Assistance for Dependent Children

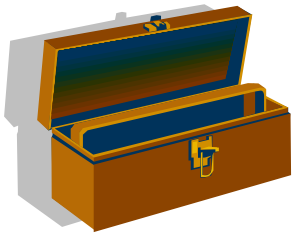
I. Child Care Assistance Program (CCAP)
II. Supplemental Nutrition Assistance Program (Formerly Food Stamp Program)

Resources

I. Websites
II. Career Planning Guide
III. Etc.

Military Opportunities

I. Marines
II. Army
III. Navy
IV. Airforce
V. Coast Guard
VI. National Guard



Connections
Postsecondary Opportunity
"Tool Kit"

Postsecondary Education

Note: The following Financial Aid information is an overview of available opportunities. Contact individual institutions for additional information.

- Financial Aid (general information)
  - **Pell Grant**
    - The Pell Grant is a federal aid program designed to provide financial assistance to those who would like to attend post-high school educational institutions. Basic grants may be combined with other forms of financial aid in order to meet the full cost of education. All financial aid you receive will be coordinated so as not to receive an over awarded amount of funds. The amount of your basic grant is determined on the basis of your own and/or your parents' family financial resources. Payment of the Pell Grant is based on the student's completion rate and satisfactory progress in the program in which he/she is enrolled. For more information, see the Student Personnel Services Officer. For additional information: *http://www.fafsa.ed.gov/*

  - **Federal Supplemental Educational Opportunity Grant (FSEOG)**
    - The purpose of the FSEOG Program is to provide grants to students who demonstrate a calculated financial need. Students enrolled as undergraduates but who have already received a bachelor's degree are not eligible. A student must be enrolled at least half-time (six semester hours or more). This grant does not have to be repaid, unless the student withdraws from school and owes a refund. The amount of FSEOG a student receives depends not only on his/her financial need but, also, on the amount of other aid the student receives and the availability of funds at the particular institute. It is important for students to apply early to be considered for these funds. The individual amount of a student's award is based on the availability of funds and the student's demonstrated financial need. The minimum and maximum awards for the academic year are $100 and $1000, with the usual award being $500 per semester. **Students enrolled as undergraduates and who have earned a bachelor's degree are not eligible.**

- **Academic Competitiveness Grant (ACG)**
  - The Academic Competitiveness Grant was made available for the first time for the 2006-2007 academic year for first-year students who graduated from high school after January 1, 2006, and for second-year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award. An Academic Competitiveness Grant will provide up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study to full-time students who are receiving a federal Pell Grant and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students must maintain a cumulative grade point average (GPA) of at least 3.0.

- **Go Grant**
  - The Louisiana *Go Grant* is a need-based financial aid program aimed at making college more affordable for non-traditional and low to moderate income students. Louisiana resident students who are eligible for and receive the federal Pell Grant may also be eligible for a *Go Grant*. The grant helps cover the difference between the actual cost of attending a public or private college in Louisiana and the amount of a student's Pell Grant award.

- **Leveraging Education Assistance Partnership (LEAP)**
  - The Leveraging Educational Assistance Program (LEAP) is a federal program that provides need-based grants to academically qualified students. Individual grants range from $200 to $2,000; the amount is determined by the financial aid officer and is governed by the number of applicants and the availability of funds at a particular school.

- **Tuition Opportunity Program for Students (TOPS)**
  - The TOPS Program is a comprehensive program of state scholarships and one of the most innovative and progressive student assistance programs in the nation. The Louisiana Office of Student Financial Assistance (OFSA) determines eligibility. For additional information, contact your high school counselor or the financial aid officer at your technical college. The **OSFA Website** provides information regarding Financial Aid, Scholarships & Grants, the Student Tuition Assistance and Revenue Trust (START) Program, Loans, and the Tuition Opportunity Program for Students (TOPS). For additional information: *http://www.osfa.state.la.us/*

- **Louisiana Rehabilitation Services**
  - The State Division of the Louisiana Rehabilitation Services provides financial assistance to a person who has a physical, emotional, learning or mental disability. To establish eligibility, the applicant should contact a counselor at the agency four to six months prior to entering the college. Tuition, books, supplies, transportation, and meals may be paid, depending on the needs of the individual.

- **Direct Subsidized**
    - Must be repaid
    - Interest rate fixed, not to exceed 5.6%
    - Interest is paid by the federal government while the student is in school
    - Online Entrance Counseling is required (during application process)
    - Online Exit Counseling is required (completed by term prior to graduation, or if you leave or withdraw from school)
    - Payments start 6 months after you leave or graduate from your program or fall below half-time status (6 credit hours)
    - 1.5 % Origination Loan Fee does apply
    - 1.0% Rebate Incentive applied at the beginning of the loan
    - Must have a financial need
    - Amount to be determined by dependency status and grade level

- **Federal Direct Student Loans**
    - **Applying for a Federal Direct Loan**
        - When you complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA, you are applying for all of the aid programs for which you may be eligible, including direct loans.

- **Title IV Financial Aid Information**

  Title IV financial aid is a federal financial aid that is authorized under Title IV of the Higher Education Act of 1965. In order to be eligible for Title IV financial aid, a student must:
    - complete the Free Application for Federal Student Aid (FAFSA)
    - have a high school diploma from a state-approved high school or a high school equivalency diploma due to passage of the GED test
    - be enrolled in a program of choice to fulfill a goal of diploma or degree
    - (if male) be registered with the U.S. Selective Service or be exempt
    - not engage in the unlawful manufacture, distribution, dispension, possession, or use of a controlled substance during the period covered by financial aid
    - not owe a repayment or an overpayment to Title IV
    - not be in default on Stafford (GSL), SLS, PLUS, or any other educational loan (student or parent)
    - not receive Title IV funds for more than 150% of the number of credit hours required for the student's program of choice
    - not receive funds while enrolled for more than 30 credit hours of developmental courses (These developmental hours are counted in determining the 150% maximum hours. Students who continue to be enrolled after having pursued 30 credit hours of developmental courses will receive aid based on the number of non-developmental courses in which they are enrolled for that semester)

- maintain Satisfactory Academic Progress (SAP)

The Free Application for Federal Student Aid (FAFSA) is a form that can be completed annually by current and anticipating college students and/or their parents. The FAFSA is used to determine eligibility for federal student financial aid.

Scholarships

Baton Rouge Community College (BRCC)

- **Baton Rouge Community College Foundation Scholarships**
  - Privately-funded scholarships awarded to students with financial need and/or who qualify academically
- **Hollywood Casino Scholarships**
  - Based on financial need
  - Minimum college or high school GPA: 2.5
  - Applicant must be majoring in one of the following programs of study:
    - Hospitality and Tourism, Culinary Arts, Information Technology, Marketing, or Business Administration
  - Special consideration for employees of Hollywood Casino or children of employees
- **Mid-City Merchants Scholarship**
  - Applicants must be pursuing a business degree
- **Rotary Foundation Scholarship**
  - Applicants must have a documented physical impairment and be registered with the BRCC Disability Services Office
- **Vision 21 Scholarship**
  - Minimum high school or college GPA: 2.5
  - Applicant must be a full-time student who is ineligible for TOPS
  - Consideration given to financial need; interest in community service; and employed students
  - Affiliates of BRCC or Vision 21 are ineligible

Bossier Parish Community College (BPCC)

Internal Tuition Discounts and Waivers

Internal Tuition Discounts and Waivers are awarded in accordance with the *Louisiana Postsecondary Education Tuition and Fee Policy, Tuition Discounts and Waivers*, adopted by the Board of Regents. LCTCS colleges are authorized to charge lower rates to students recruited for special talents, including academic, performing arts, and athletic abilities, subject to the guidelines set forth.

- BPCC Academic Tuition Waiver
    - Because BPCC Internal Waivers are not supported by third party funding, there is no monetary value. Therefore, individuals receiving internal waivers will be credited with the allowed actual tuition charge. Actual tuition charge does not include books, mandatory enrollment fees, technology fees, course fees, academic excellence fee, operational fee, or any other expenses.
- BPCC Academic Minority Tuition Waiver
    - BPCC academic scholarships are offered through the Scholarship Committee. A student's standardized test scores, GPA, class rank, honors, activities, and achievements are considered in the selection of recipients. This award is solely for students of ethnic minority descent. Students must meet the criteria for the waiver and then complete the Academic Minority Tuition Waiver application in order to apply for this waiver.
- Student Services Waivers
    - These waivers are awarded in return for services rendered to BPCC. Some of these areas are as follows:
        - Pep band and jazz band members
        - Choir and drama club members
        - School newspaper staff
        - Student Government Association officers
        - Athletic waivers, such as baseball, basketball, soccer, and softball team members
        - Cheerleaders, mascot, and dance line members, etc.

*For more information, see the **Student Life Scholarships** webpage and the **Athletics Department General Information** webpage.*

- Louisiana National Guard Tuition Waiver
    - The Louisiana National Guard provides a tuition waiver to students who are members in good standing. Students must maintain Satisfactory Academic Progress (SAP) according to the BPCC SAP policy. The amount of the award is normally the

cost of tuition and does not include student self-assessed fees. Student must pay all fees not covered by the tuition waiver.

Student Life Scholarships

- **BPCC Gospel Choir**
  Advisor: Cindy Darby / cdarby@bpcc.edu / F-247 / 318-678-6111
- **Cavalier Cheerleader / Mascot**
  Advisor: Rachel Pickett / cheering_frog@yahoo.com / 318-393-4379
- **Cavalier Players**
  Advisor: Steve Slaughter / sslaughter@bpcc.edu / C-139 / 318-678-6328
- **Concert Choir**
  Advisor: Dr. Michael Hart / mhart@bpcc.edu / C-121 / 318-678-6146
- **Instrumental Music Ensembles** (Concert Winds & Jazz Ensemble)
  Advisor: Dr. Michael Hart / mhart@bpcc.edu / C-121 / 318-678-6146
- ***Kaleidoscope* Newspaper**
  Advisor: Candice Gibson / cgibson@bpcc.edu / G-129 / 318-678-6364
- **Ladies In Gold Danceline**
  Advisor: Brandi Knotts / bngdanz@aol.com / 318-218-6374
- **Maroon Jackets**
  Advisor: Sandy Todaro / stodaro@bpcc.edu / E-150 / 318-678-6352
- **Ms. BPCC**
  Advisor: Marjoree Harper / mharper@bpcc.edu / F-215 / 318-678-6144
- **Phi Theta Kappa (PTK)**
  Advisor: Michelle Triplet / ptk@bpcc.edu / F-220 / 318-678-6035
- **Student Government Association (SGA)**
  Advisor: Marjoree Harper / mharper@bpcc.edu / F-215 / 318-678-6144

Contact the organization's advisor or webpage for tryout/audition information.

Foundation Scholarships

- **Bossier Healthcare Foundation Scholarship**
  The Foundation Scholarship Committee will award two (2) scholarships of up to $1,000 per semester.
  - These scholarships are to be awarded to persons possessing the following merits:
    - Bossier Healthcare Foundation scholarship recipient must be a full-time student at BPCC.
    - Bossier Healthcare Foundation scholarship recipient must be a confirmed present legal resident of Bossier Parish and have been a legal resident for at least twelve (12) months prior to the awarding of the scholarship.
    - Bossier Healthcare Foundation scholarship recipient must be a second year student with a confirmed course of study within a medical or healthcare career path resulting in an associate degree in a medical of healthcare discipline.
    - Bossier Healthcare scholarship recipient must meet and maintain the same academic and course-load requirements as any other recipient of a BPCC Foundation Scholarship (*See below).

        - Student must not be receiving any other type of financial assistance.

- **Chesapeake Energy Scholarship Award**
  The BPCC Foundation Scholarship Committee will award five (5) Chesapeake Energy awards each semester in the amount of $500*. To be considered for the Chesapeake Energy Award, student must possess the qualifications as listed below.
    - This scholarship will be awarded to persons possessing the following merits:
        - Student must be **at the sophomore level** at BPCC
        - Student must have a **2.75 GPA** on all college work; (below 2.75 not considered)
        - Student must be enrolled in minimum of six (6) credit hours at BPCC; and
        - Student must demonstrate a special or unusual financial need as determined by the Committee; or
        - Student possesses talents that are desirable and will lend credibility to the College; or
        - Recipient must possess and maintain good academic standing (non-probationary) to be considered for and to retain award (*See BPCC Catalogue).
        - Student must be available to attend Chesapeake Energy's Scholarship Recipients Reception at the end of semester
        - Award may be received in conjunction with other forms of financial assistance
- **Christus Schumpert Bossier Guild Scholarship Criteria**
    - One $500 scholarship is awarded each semester.
        - Christus Schumpert Bossier Guild Scholarship recipient must be a full-time student at BPCC
        - Christus Schumpert Bossier Guild Scholarship recipient must be a student with a course of study within a medical or health care career path resulting in an associate degree in a medical or healthcare discipline
        - Christus Schumpert Bossier Guild Scholarship recipient must meet and maintain the same academic and course-load requirements as any other recipient of a BPCC Foundation Scholarship (*See below.)
        - Student must not be receiving any other type of financial assistance
- **Citizens National Bank Scholarships**
    - Two $1000 scholarships are awarded each semester.
        - Citizen's Business Scholarship applicant is or will be enrolled in 12 credit hours (full-time) at BPCC during time for which he/she is requesting assistance
        - Citizen's Business Scholarship applicant must be a student with a course of study within the education path resulting in an associate degree in General Studies with a concentration in business discipline
        - Citizen's Business Scholarship recipient must meet and maintain the same academic and course-load requirements as any other recipient of a BPCC Foundation Scholarship (see below)
        - Student must possess minimum 2.00 GPA on high school or college work
        - Student demonstrates a special or unusual financial need as determined by the committee
        - Student must remain in good (academic) standing to be considered for future awards
        - Student possesses talents that are desirable and which will lend credibility to the College

        - Student has other special existing circumstances which warrant the issuing of a scholarship
        - Student must ***not*** be receiving any other type of financial assistance
- **Ouachita Independent Bank (OIB) Theatrical Leadership Award**
    - Each semester, the BPCC Foundation Scholarship Committee will award four (4) academic assistance awards to theater-major students who have (1) been identified by the theater program director and (2) who meet specific scholarship guidelines (see "Criteria" below). **The award may be used as supplemental assistance and used in conjunction with other awards to help offset the cost of tuition, fees and books.**
        - Up to $250 awarded per student
        - One award per student, per semester
- **Stamper Education/Business Scholarship Criteria and Procedures**
    - The Foundation Scholarship Committee will award **one (1)** scholarship of **$1,000** per semester.
        - Stamper Education/Business Scholarship recipient must be a full-time student at BPCC.
        - Stamper Education/Business Scholarship recipient must be a student with a course of study within the education path resulting in an associate degree in General Studies, with a concentration in education or a General Studies degree with a concentration in business discipline.
        - Stamper Education/Business Scholarship recipient must meet and maintain the same academic and course-load requirements as any other recipient of a BPCC Foundation Scholarship (*See below).
        - Student must not be receiving any other type of financial assistance.

Delgado Community College

- **<u>Honors Scholarship Criteria:</u>**
    - A graduate from a Louisiana state-approved high school
    - Home school applicants must have completed a Louisiana-approved or regionally-accredited program.
    - ACT Composite score of 22 and GPA 3.00 on a 4.00 scale OR
      ACT Composite score of 20 and GPA 3.50 on a 4.00 scale
    - Reference Verification Form (completed by counselor, teacher, or principal)
    - Placement into college level courses (excluding Developmental Students and ESL courses)
- **<u>Academic Scholarship Criteria</u>**:
    - A graduate from a Louisiana state-approved high school
    - Home school applicants must have completed a Louisiana-approved or regionally-accredited program.
    - ACT Composite score of 20

    - GPA of 3.00 on a 4.00 scale
    - Reference Verification Form (completed by counselor, teacher, or principal)
- **Leadership Scholarship Criteria:**
    - A graduate from a Louisiana state-approved high school
    - Home school applicants must have completed a Louisiana-approved or regionally-accredited program
    - Demonstrated strong leadership skills (e.g. student government, school paper editor, club officer, sports, choir, community organizations, etc.)
    - Minimum GPA of 2.5 on a 4.00 scale
    - Reference Verification Form (completed by counselor, teacher, or principal)
- **Adult Learner Criteria:**
    - Must have high school diploma, high school equivalency diploma due to passage of the GED test, or passing score on Ability to Benefit Assessment
    - Must have been out of high school for at least 5 years
    - Have never attended a regionally-accredited college or university
    - Reference Verification Form (completed by employer, teacher, or community agency representative)
- **Music Scholarship Criteria (City Park Campus only):**
    - A graduate from a Louisiana state-approved high school
    - Home school applicants must have completed a Louisiana-approved or regionally-accredited program
    - Competitive GPA and ACT scores
    - Reference Verification form (completed by counselor, teacher, or principal)
    - Auditions required

Delta Community College

- **Foundation Scholarships**
  - Carol B. Coltharp Memorial Business Scholarship
    - Business Technology major pursuing an Associate Degree
    - Available for new and continuing students
  - General Foundation Scholarship
    - Any major pursuing an Associate Degree
    - Available to new and continuing students
  - Glen B. Roscoe Scholarship
    - Any major pursuing an Associate Degree
    - Available to students in the Delta Community College service area
    - Applicant must be an outstanding golfer
  - Kitty DeGree Scholarship
    - Applicants must be Nursing or Allied Health majors pursuing Associate Degrees
    - Available to continuing students only
  - Staci R. Aucoin Memorial Scholarship
    - Any major pursuing an Associate Degree
    - Available to female students at West Monroe High School
- **Process Technology Scholarships**
  - Angus Process Technology Scholarship
    - Applicants must be General Studies majors with a concentration in Process Technology pursuing Associate Degrees
    - Available to new and continuing students
  - Euroboard Process Technology
    - Applicants must be General Studies majors with a concentration in Process Technology pursuing Associate Degrees
    - Available to new and continuing students
    - Intended for at-risk student (single parent household or no parents)
  - OEDC Land Corporation Process Technology Scholarship
    - Applicants must be General Studies majors with a concentration in Process Technology pursuing Associate Degrees
    - Available to new and continuing students who seek to obtain permanent employment in industries that use and control mechanical, physical, or chemical processes to produce a final product

- **Other Scholarships**
  - Louisiana Pathways Scholarships
    - Available to students seeking Associate of Science degrees in Care and Development of Young Children

Fletcher Technical Community College

  - **Big Scholarship**
    - Bayou Industrial Group, Inc. (BIG) scholarship is available to high students in Lafourche, Terrebonne, and Assumption parishes
  - **Bernt Martin (Mike Melcum Memorial Electronics Scholarship)**
    - Available to a full-time student majoring in the Electronics Technology program
  - **Collin Black-Cummins Marine Diesel Technology Scholarship**
    - Available to a full-time student majoring in Marine Diesel Engine Technician program
  - **South Central Industrial Association Vocational Technical Scholarship (SCIA)**
    - Available to a full-time student majoring in a technical program
  - **South Louisiana Bank Business and Services Scholarship**
    - Available to a full-time Terrebonne Parish student majoring in the Office Systems Technology or Accounting Technology associate degree or diploma programs
  - **The Foundation Scholarship**
    - Available to high school graduates aspiring toward an advanced degree

Nunez Community College

  - **Louisiana Alliance for Minority Participation (LAMP) Program**
    - Eligibility: after completing the associate degree, student must plan to attend a 4-year institution
      - African American
      - Hispanic
      - Native American
      - Enrolled in:
        - Computer Information Systems
        - General Science or
        - Wants a degree in math or engineering

River Parishes Community College (RPCC)

- **Foundation Scholarships**
  - Sponsored by private donors to assist students with educational expenses
  - Available to students either pre-registered or enrolled in RPCC

South Louisiana Community College

- **Contact**
  - 337-521-8910
  - Financial_aid@southlouisiana.edu

Sowela Technical Community College

- Scholarships are subject to available funding
- All students are encouraged to complete the scholarship application
- Availability of scholarships is publicized by posting on bulletin boards around campus and in the program departments
- Application for private scholarships must be made with specific grantors

Additional Aid

- **Career Solutions One Stop Center**
  - No cost assistance to students
  - The Center may be able to assist with meeting the cost of job training
- **Catholic Social Services**
  - Provides various types of assistance dependent upon the student's need
- **Inter-Tribal**
  - Registered Native American students who enroll in training conducted in an institutional setting may be eligible to receive funding from Inter-Tribal.

- **Louisiana Rehabilitation Services (LRS)**

- Assists persons with a disabling condition(s) that may be a barrier to employment or training

FASFA Application

- See attached
- Utilize the attached for informational purposes only—complete the formal application on-line

Financial Aid Frequently Asked Questions

1. How do I apply for financial aid? You should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. FAFSA on the Web at http://www.fafsa.ed.gov is the best way to apply. However, you may also apply by completing a paper FAFSA. You will need to reapply for financial aid every academic year. You will also need the postsecondary school code to complete the application.
2. Is it better to complete FAFSA online? Yes. The Web version guides you through the application and assists you in providing the correct responses. Consequently, there are little or no errors with this method and, therefore, no delays in processing your student aid. This method of applying is faster than submitting FAFSA by mail.
3. How long does the Financial Aid process take? The entire process could take 4 to 6 weeks depending on the verification process.
4. What documents will you need for the verification process? Students must send signed copies of their and their parents' (if dependent) federal 1040 tax returns to the financial aid office. They will also have to complete Verification Worksheets that they can obtain from the Financial Aid Office or the BRCC website. Contact a Financial Aid Counselor to see what additional information or documentation may be needed. Respond quickly to all correspondence. Once the Financial Aid Office receives your electronics Student Aid Report (SAR), we will request additional information to complete your file. The earlier we receive the required information, the earlier we can determine your eligibility for financial aid. The verification process must be completed no later than 60 days after the last date of enrollment or June 30, whichever comes first. BRCC must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Office of Financial Aid and Scholarships can award any aid.
5. What is the verification process? The financial aid office will review your federal tax returns and other submitted material and compare them with the information submitted on the FAFSA. It is to the student's benefit to respond to and complete the verification process as quickly as possible because no packaging, awarding, and disbursement of aid will be made until verification is complete. If there are any differences found between information reported in the FAFSA and actual figures reported in tax returns and other required documentation, adjustments will be made to the FAFSA you submitted. Your award will be based upon the corrected information.
6. What makes a student eligible for the Pell Grant? To be eligible for federal aid, a student has several requirement: have a financial need, have a high school diploma or a General Educational Development (GED) Certificate, or pass an approved ability to benefit test (COMPASS test), are enrolled or accepted for enrollment as a regular student working toward a degree in an eligible

program, are a U.S. citizen or eligible non-citizen, have a valid Social Security Number, make satisfactory academic progress, sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that you will use federal student aid for educational purposes only, sign a statement on the FAFSA certifying that you are not in default on a federal student loan and that you do not owe money back on a federal student grant, register with the Selective Service, if required. If you are a male 18 through 25 years of age and you have not yet registered with Selective Service, you can give Selective Service permission to register you by checking a box on the FAFSA. You can also register through the internet at: http://www.sss.gov.

7. Can I use my W-2 to fill out the FAFSA? No. You should complete your tax forms (1040, 1040A, 1040EZ, etc) first and use that information to complete your FAFSA.
8. Must I be enrolled full-time to receive financial aid? No. Pell Grant and other federal grants will be prorated according to the Department of Education's calculation if a student is less than full-time. Federal Work-study and student loan eligibility mandate that a student be attending at least half-time (6 semester hours).
9. If I am not living at home with my parents, can I be considered independent? No. A student's dependency status for financial aid purposes is determined by how he/she responds to questions #48-#60 in Step 3 of the FAFSA Form. It does not matter if you live with your parents, if you claimed yourself on your tax returns, or if you pay your own bills. You will be considered a dependent on your parents if you answer "no" to all the following questions: Were you born before Jan. 1, 1986?; Are you an orphan or were you a ward of the court?; Are you a veteran?; Are you a graduate student?; Are you married?; or Do you have a legal dependent other than a spouse who receives more than half his/her support from you?
10. How do I get help with my books? If your financial aid file is verified (based on your completed financial aid paperwork) and you are found to be eligible for aid that exceeds the cost of your tuition and fees, the school will provide you with book assistance (approximately) one week before class starts. You have a two-week period to use the credit. After the drop/add period, the voucher will become VOID. The funds used off the voucher will be taken from your financial aid disbursement, before any refund is processed. Again, you may use your financial aid credit for books one week before classes start.

Student Work-Study Programs

- **Federal Work-Study Program (FWS)**
  - The College Work-Study program is a federal campus-based aid program. The College Work-Study program provides jobs for students who have documented financial need and who wish to earn part of their educational expenses while they are attending school. Jobs average 20 hours per week and range from clerical worker to research assistant to community service. Generally, work hours are flexible enough to accommodate students' academic schedules. Students working in the College Work-Study program should be aware that they are generally paid on a bi-monthly basis. The first paycheck is available after the student has worked for one month. Students who meet the application deadline for campus programs and are eligible to participate in the College Work-Study program are notified of their eligibility. The rate of pay is determined by the prevailing minimum wage rate. A student must be enrolled at least half-time (six semester hours or more).

- **Student Employment**

- Most campuses have on-campus employment. Inquire about applications in the Office of Financial Aid and Scholarships

WIA—One Stop Center List

Everything you need to look for a job, make career choices, develop skills, or select the right school is available when you visit an LWIA20 Workforce Center. Get information, guidance and counseling, training referrals, computer access or other services provided by the knowledgeable staff.

Tangipahoa Parish Workforce Center
1745 SW Railroad Ave.
Hammond, La 70403
Ph. 985-345-4134
Ph. 1-800-257-0270
Fax: 985-542-0491
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Belinda Cason

Ascension Parish Satellite Center / WIA Office
204 Mississippi St., Ste. B
Donaldsonville, La. 70346
Ph. 225-437-5712
Fax: 225-635-4529
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Edrice Thomas / Edna Alexander

Pt. Coupee Parish Satellite Center / WIA Office
305 East Main St.
New Roads, La. 70760
Ph. 225-638-6852
Fax: 225-638-4825
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Ronald Bellezaire

East and West Feliciana Parishes Satellite Center / WIA Office
5681 Commerce St
St. Francisville, La. 70775
Ph. 225-635-6635
Fax: 225-635-4529
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Greta Scales

St. Helena Parish Satellite Center / WIA
Courthouse Square Hwy 10
Greensburg, La. 70441
Ph. 225-222-6962
Fax 225-222-4962
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Janice King

Livingston Parish Workforce Center
9384 Florida Blvd., Ste. B
Walker, La. 70785
Ph. 225-667-1874
Fax: 225-667-1840
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Bryan Taylor

Washington Parish Workforce Center / Job Center
438 Avenue B
Bogalusa, La. 70427
Ph. 985-735-2006
Ph. 985-732-2007
Ph. 985-732-2008
Fax: 985-735-0934
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Tammy Crain

Ascension Parish Workforce Center / Job Center
1827 BS. Burnside
Gonzales, La. 70737
Ph. 225-647-7394
Ph. 225-644-1113
Fax: 225-647-9350
8:00 a.m. - 4:30 Monday - Friday
Contact: Brendalen T. Scott

Iberville Parish Workforce Center / WIA Office
23425 Railroad Ave., Ste. 1
Plaquemine, La. 70764
Ph. 225-687-0969
Fax: 225-687-9113
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Lana D'Albor / Mary Young

West Baton Rouge Parish Satellite Center / WIA Office
1543 Louisiana Ave.
Port Allen, La. 70767
Ph. 225-343-5919
Fax: 225-387-5930
8:00 a.m. - 4:30 p.m. Monday - Friday
Contact: Joyce Hawkins

Assistance for Dependent Children

Child Care Assistance Program (CCAP)

This program assists low-income families to pay for the child care they need in order to work or attend school or training. Statewide, the program serves more than 45,500 children and provides assistance totaling approximately $7.1 million each month. Monthly payments are based on the number of hours the parents work or attend school or training, the amount charged by the child care provider, family size and household income. Parents can select any Class A child care center, school-based before and after school program, registered family child day care home, or in-home provider. Parents can apply by completing an application form and mailing it to the parish office where they live, along with verification of their income. An interview is not required.