

Louisiana Believes

2016 Individual Student Planning
January 2016

AGENDA/TOPICS

- **Preparing for Individual Student Planning**
- **Creating and Storing Individual Graduation Plans**
- **Timelines for Individual Graduation Plan (IGP)**
- **Designating Diploma Pathways Selection in the Student Transcript System (STS) for Cohort 2018 (10th Grade Students)**

Preparing for Individual Student Planning

Begins with the student:

- Exploring career possibilities by using an online guidance system, e.g. [My Life, My Way](#)
- Aligning career interests and education goals to support appropriate secondary and postsecondary education decisions
- Understanding the similarities and differences between the two diploma pathways
- Documenting, using the Individual Graduation Plan, academic coursework for the next school year, including identifying required foundational courses as well as graduation requirements for chosen diploma pathway,
- Editing the IGP to reflect changes in coursework and education goals

Exploring and Aligning Career Interests

Will require students to:

- Complete career interest inventories ([O-Net My Next Move](#)), employability skills assessments ([employability skills](#)), and vocational assessments ([ASVAB](#))
- Investigate educational and experiential requirements of possible career choices, i.e. [Louisiana Star Jobs](#)
Align career aspirations with available educational resources, i.e. [Jump Start Pathways](#), [Jump Start Industry-Based Credential Fact Sheets](#)

Two Diploma Pathways

Jump Start TOPS TECH Diploma

Similarities Between Diplomas

- Foundational courses
- Assessments (End-of-Course)
- FAFSA

TOPS University Diploma

Differences Between Diplomas

- Number of credits required for graduation
- Number of credits required for each subject area, e.g. science and social studies
- Types of courses accepted for credit, i.e. World Geography is not accepted for social studies graduation credit for TOPS Tech diploma pathway because the Career Diploma only requires a unit of Civics and a unit of US History.

Aligning Career Aspirations with Educational Resources

Individual Graduation Plan supports alignment and includes the following:

1. Lists student demographics
2. Identifies and connects student's academic goals (a recommended sequence of courses for chosen diploma pathway), career exploration and personal interests with postsecondary plans
3. Tracks high school graduation requirements
4. Indicates completion of [Free Application for Federal Student Aid \(FAFSA\)](#)
5. Includes annual signatures from parent/legal guardian and student

DEPARTMENT of EDUCATION
Louisiana Believes

INDIVIDUAL GRADUATION PLAN

1 **BASIC INFORMATION**

Name: _____ 9th Grade Entry Date: _____
 High School Attending: _____ Originating Middle School: _____

2 **EDUCATION GOALS**

Diploma Type: College Diploma Jump Start Diploma
 Diploma Curriculum: TOPS University Basic (Effective through 2017) Jump Start/TOPS Tech Career (ADC through 2017) SASC
 Diploma Endorsements: Academic Endorsement Career/Technical Endorsement
 Community Service Endorsement Seal of Biliteracy
 Post-Secondary Plans: Technical College Community College 4 Year College or University FAFSA Completion Date: _____
 Potential TOPS Eligibility: TOPS Honors TOPS Performance TOPS Opportunity TOPS Tech Early Start TOPS Tech I TOPS Tech II

4 **CAREER GOALS**

Career Specialty/Occupation (Option 1): _____ Career Specialty/Occupation (Option 2): _____
 Career Cluster™ (Option 1): _____ Career Cluster™ (Option 2): _____
 Jump Start Grad. Pathway/Area of Concentration: _____ Jump Start Grad. Pathway/Area of Concentration: _____
 Post-High School Work Force Plans: On-the-Job Training Military Employment

3 **COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY**

Subjects	6th-8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker
						Min Req. Earned Enrolled Must Complete
English						
Mathematics						
Science						
Social Science						
Health						
Physical Education						
Foreign Languages						
Arts						
Electives/CTE						
Electives						
Credit Totals						

2 **EXTRACURRICULAR & EMPLOYMENT ACTIVITIES**

Extracurricular: _____ Awards/Industry-Based Certifications: _____

Employment: _____
 Community Service: _____

2 **ASSESSMENTS**

	Academic					Personal	
	EXPLORE	EXPLORE	PLAN/ASPIRE	ACT	ACT	Instrument	Scores
College and Career Readiness	ASPIRE	ASPIRE	ACT I	PSAT	SAT	ASVAB	
	ACT		PSAT	WorkKeys	WorkKeys	Place-Skill Inventory	
LEAP/End-of-Course	English	English III	English II	English III	English III	Career Styles	
	Math	Algebra I	English III	US History		ONE1 Profile	
	Science	Applied Algebra I	Geometry			Other	
	Social Studies	Geometry	Biology				
		Biology	US History				

3 **Gifted & Talented Courses** **AP & IB Courses** **CLEP Exams** **Articulated Credit/Dual Enrollment Courses**

Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit

5 **SIGNATURE APPROVAL**

	8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date
Student										
Parent										
Counselor/Advisor										

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Storing Individual Graduation Plans

- After April 1, Louisiana Connect will no longer host IGPs.
- LOSFA and Graduation Alliance are working together to support students retrieving IGPs from Louisiana Connect to [Louisiana Award System](#)
- Fillable IGP forms stored in Louisiana Connect can be downloaded and saved/stored to your district's designated platform for hosting IGPs which included
 - District/charter-identified guidance system (e.g., [Kuder](#))
 - District/charter cumulative folder
 - LOSFA's [Louisiana Award System](#) (Advantage to using this option is it includes TOPS Tracker that allows that student to monitor progress towards his/her TOPS eligibility)

Timeline of IGP (Act 643 from 2014 Session)

End of 8th grade

- Develop plan to guide 9th grade academic coursework and assist with exploring educational and career possibilities
- List the required core courses to be taken through 10th grade
- Identify elective courses to be taken in 9th grade, including remedial courses

9th and 10th grade

- Each year list required core courses
- Update courses being taken in 9th grade, including remedial courses
- Identify elective courses to be taken in 10th grade
- Continue exploring educational and career possibilities

At end of 10th grade and thereafter

- At end of 10th grade, select diploma pathway
- Each year list required core courses until all required core courses are completed and graduation requirements are met
- Update plan to include sequence of courses required for successful completion of diploma pathway
- Indicate completion of FAFSA
- Review and update plan annually, include signatures

Student Transcript System (STS) Diploma Pathways Selection

- STS provides two options for entering diploma pathways selection of 10th grade students
- Counselors should work with the STS/Data Coordinator to annually submit diploma pathways selection

Option 1

1. Provide batch upload file as requested by district/charter STS data coordinator
2. Include designation as Career Diploma _CA or TOPS University _TU

Option 2

1. Login to STS
2. Select **Update** on the main menu, then choose **Student** or **Transcript**
3. Select the appropriate school year from the drop-down menu
4. Select the link for the attending school
5. To edit an existing student 's record, type his/her state ID or name into the Search box and press Enter. Select appropriate student from list.
6. Find Diploma Path on the student section of the screen and select the appropriate pathway (Career Diploma _CA; TOPS University_ TU).
7. Click **Submit**

Question & Answer

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