

**LOUISIANA OFFICE OF STUDENT FINANCIAL ASSISTANCE  
(LOSFA) FIELD OUTREACH SERVICES DIVISION**

**AY 2016-17**

**APPLICATION FOR COLLEGE AND CAREER READINESS SUPPORT SERVICES**



**DATED MATERIAL—OPEN IMMEDIATELY**

**CLOSING DATE: June 17, 2016**

## **Louisiana Office of Student Financial Assistance (LOSFA) Field Outreach Services Application Announcement and Materials**

LOSFA seeks applications from public school districts for college and career readiness support services during AY 16-17. The mission of LOSFA is to promote and provide college access. The goal of the Field Outreach Services Division is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

**Funding:** LOSFA will provide support to qualifying districts/schools for specified college and career access services during the 2016-17 school year.

**Technical Assistance:** LOSFA will provide technical assistance in completing the application on Tuesday, June 7, 2016 via webinar and by emailing our office at [LFOS.Questions@la.gov](mailto:LFOS.Questions@la.gov). Successful applicants will continuously receive technical support during the 2016-17 school year.

**Eligible School Districts: Only public school districts are allowed to apply. School districts are required to complete this application on behalf of each applicant school. Individual schools CANNOT submit an application on their own behalf. Districts must** certify that at least 50% of the students in the school in which services will be provided are economically disadvantaged or qualify for free/reduced lunch may apply. 'School District' for the purpose of this application packet applies to the school district and applicant school.

**Selection Criteria:** LOSFA will consider four criteria for the Louisiana School District 2016-17 Partnership Application & Agreement: (1) the need for the services; (2) the quality and design of selected services (3) the commitment from the school district; and (4) the adequacy of resources. In addition, there is one competitive preference priority where districts who received AY 15-16 LOSFA college and career readiness support are required to apply for additional priority points if they can demonstrate that they successfully completed their LOSFA-supported college and career readiness program during AY 15-16. This competitive preference priority is not required for districts that did not receive support during AY 15-16. There is another priority that both districts who received support in AY 15-16 and new districts requesting support can apply for additional funding if they can demonstrate support from local business/industry.

### **Application Timeline**

- Application distributed to schools/districts: Thursday, June 2, 2016
- Prospective Applicant Webinar: Tuesday, June 7, 2016, 2pm CST (Webinar materials will be posted online at <http://www.osfa.la.gov/LFOS/resources.shtml>)
- Application Deadline: Friday, June, 17, 2016 (submitted to [LFOS.Application@la.gov](mailto:LFOS.Application@la.gov))
- Award Notification: June 29, 2016
- Workshops/Training: July 2016 and as determined in contract
- Contract Start Date: August 1, 2016
- Contract End Date: June 30, 2017

## APPLICATION SUBMISSION ISTRUCTIONS

Applicants must submit the entire application as a single PDF. Applications that do not adhere to the application submission instructions will not be considered.

### APPLICATION CHECKLIST

- Completed and Signed Partnership Application and Agreement
- One Page of Additional Support for Partnership Application and Agreement (If Needed)
- Letter of Commitment from the High School Principal
- Letter of Commitment from the District Superintendent
  
- Documentation of Prior Implementation of a Successful Program (**This is a Competitive Preference Priority. Districts who have received AY 15-16 LOSFA college and career readiness support MUST apply for these priority points. It is optional ONLY for new applicants.**)
  
- Documentation Business/Industry Integration (**This is a Business/Industry Optional Priority and only applies to those applicants seeking consideration of additional support from LOSFA for this program. Any applicant, including new and those who received AY 15-16 LOSFA college and career readiness support can apply for this priority.**)
  - Letter of Commitment from Business/Industry Partner
  - Narrative Documentation of Proposed Program from School District

## **Selection Criteria for the LOUISIANA SCHOOL DISTRICT 2016-17 PARTNERSHIP APPLICATION & AGREEMENT**

The Louisiana Office of Student Financial Assistance will consider four criteria for the Louisiana District 2016-17 Partnership Application & Agreement: (1) the need for the services; (2) the quality and design of selected services; (3) the commitment from school and district; and (4) the adequacy of resources. In addition, there is one competitive preference priority. **Districts who received AY 15-16 LOSFA college and career readiness support MUST apply for this priority to receive priority points. It is optional ONLY for new applicants.** Districts can also apply for the business/industry optional priority, in which **any applicant, including new and those who received LOSFA AY 15-16 college and career readiness support can apply for the business/industry priority.**

### **1. NEED FOR THE PROJECT (30 POINTS):**

In determining the need for the project, LOSFA will consider the quality and sufficiency of strategies for ensuring equal access and treatment for eligible students who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

In addition, LOSFA will consider the following factors:

- That 50% of students in targeted school qualify for free/reduced lunch or are economically disadvantaged;
- The magnitude or severity of the performance deficiencies to be addressed by the proposed services;
- The lack of support by other providers of the requested services;
- The lack of funding for the requested services; and
- The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

### **2. QUALITY OF SELECTED SERVICES AND DESIGN (25 POINTS)**

In determining the quality of project design, LOSFA will consider the following factors:

- The extent to which the goals to be achieved by the proposed project are clearly specified and measurable, including timelines, implementation, and specific activities which further the goals of project;
- The extent to which the project design reflects the replication of effective practices;
- The extent to which the project supports systemic changes from which future cohorts of students will benefit; and
- The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

### **3. COMMITMENT FROM SCHOOL and DISTRICT (25 POINTS)**

In determining the commitment from district, LOSFA will consider the following factors:

- The adequacy of school and district support to achieve the objectives of the proposed project in a timely manner, including clearly defined responsibilities and timelines;
- The adequacy of feedback and continuous improvement in the implementation of the proposed project; and
- How the applicant will ensure that diverse perspectives are reflected in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

#### **4. ADEQUACY OF RESOURCES (20 POINTS)**

In determining the adequacy of resources for the proposed project, LOSFA will consider the following factors:

- The adequacy of support, including facilities, equipment, supplies and other resources, from the applicant school and/or district;
- The relevance and demonstrated commitment of the school and district to the proposed project in the implementation and success of the project; and
- The potential for continued support of the project after funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

#### **5. COLLEGE AND CAREER READINESS PROGRAM SUCCESS (10 POINTS Competitive Preference) **\*\*Note: This is a Competitive Preference Priority. Districts who have received AY 15-16 LOSFA college and career readiness support MUST apply for this priority to receive priority points. It is optional ONLY for new applicants. \*\*****

In determining the competitive preference priority college and career readiness program success, LOSFA will consider the following factors:

- The extent to which the applicant carried out a successful LOSFA college and career readiness program during AY 15-16, determined on the basis of data (including outcomes data) submitted by the applicant as part of its reports and the applicant's history of compliance with program rules and guidelines; and
- Whether the applicant has prior demonstrated commitment to early intervention leading to college access through collaboration and replication of successful strategies.

#### **6. BUSINESS/INDUSTRY INTEGRATION (40 POINTS Optional Priority)**

**\*\*Note: This is a Business/Industry Optional Priority and only applies to those applicants seeking consideration of additional support from LOSFA for this program. Any applicant can apply for this priority. \*\***

In determining the optional business/industry integration, LOSFA will consider the following factors:

- The adequacy of support demonstrated by a business/industry Letter of Commitment to the school and district, including the business/industry plans to support the school and students in the college and career readiness project;
- At the extent to which the district identifies students who will participate in the program using match and fit strategies, such as the [LOSFA 5-Point Match](#);
- To the extent to which a district identifies measurable program goals and objectives, including who will monitor the goals and objectives or the program at the school/district and business/industry;
- Types of interactions the students have with the business/industry, including but not limited to: job-shadowing, career mentoring, facility tours, project-based learning projects, and a culminating project which provides real-time and real-world experiences, etc.;
- How a school/district identifies the goals and objectives of their proposed program and how these will be measured;
- How a district jointly with business/industry clearly identifies strategies that expose participating students to postsecondary institutions that offer training/education to pursue career(s) associated with the business/industry partner.

**LOUISIANA SCHOOL/ DISTRICT  
2016-17 PARTNERSHIP APPLICATION & AGREEMENT**

*LOSFA Mission: To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.*

**Directions: Please complete this application fully. Answer each question with as much information as possible. If an answer is not applicable, write N/A in the blank. Each section will be scored according to the number of points indicated. Completed applications are worth up to 100 points. Applicants can receive an additional 10 competitive preference points for successfully completing a previous college access program with LOSFA.**

**NEED FOR SERVICES (30 POINTS)**

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

Address: \_\_\_\_\_

Superintendent's Name (print or type): \_\_\_\_\_ Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Principal's Name (print or type): \_\_\_\_\_ Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Student Demographics:**

Number of 9<sup>th</sup> grade students: \_\_\_\_\_ Number of 10<sup>th</sup> grade students: \_\_\_\_\_

Number of 11<sup>th</sup> grade students: \_\_\_\_\_ Number of 12<sup>th</sup> grade students: \_\_\_\_\_

Free/Reduced Lunch Rate: \_\_\_\_\_ Graduation Rate: \_\_\_\_\_

Average ACT Composite Score: \_\_\_\_\_

Grade	Attendance Rate	Discipline/Referral Rate	Dropout Rate
9 <sup>th</sup> Grade			
10 <sup>th</sup> Grade			
11 <sup>th</sup> Grade			
12 <sup>th</sup> Grade			

**School Demographics:**

Does the school qualify for Title I funding? (Yes/No) \_\_\_\_\_

Is the school or school district rural? (Yes/No) \_\_\_\_\_

14-15 School Performance Score and Grade \_\_\_\_\_

**Student Support Services Staff Breakdown:**

	# of Counselors	Primary Role(s) of Counselors (i.e. course programming, IGP Plans, test coordinator etc., graduation coach)	Local/Professional Affiliations
9 <sup>th</sup> Grade			
10 <sup>th</sup> Grade			
11 <sup>th</sup> Grade			
12 <sup>th</sup> Grade			

**Other Staff**

Please check whether the following staff members are available for your students and indicate the type of employee (i.e., 9-month, 10-month, regional) on the line to the right. Please provide a brief synopsis of their role in the school.

- Graduation Coach \_\_\_\_\_
- Counselor \_\_\_\_\_
- Social Worker \_\_\_\_\_
- Parent Liaison \_\_\_\_\_
- Other (please specify) \_\_\_\_\_

**Business/Industry Partnership(s):**

Does your school partner with business and industry? If so, please indicate which students are impacted by this partnership and how?

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Does your school receive college and career readiness funding from any business and industry partners? If so, indicate the students impacted by this funding and a synopsis of the program, including the overarching goal.

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**College and Career Readiness Funding and Support:**

Is the high school currently utilizing the TOPS Tech Early Start (TTES) Program? \_\_\_\_\_

If so, how many students per year are participating in the TTES Program? \_\_\_\_\_

Which courses are students taking through the TTES Program? \_\_\_\_\_

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Does the school have access to SCA funding or any additional funding sources to support dual enrollment and advanced placement course initiatives? If so, what is the source of funding and how is it allocated? Indicate which students are impacted by the funding.

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Does the school receive any block grant funding from the Louisiana Department of Education for college and career readiness? If so, what are these funds used for?

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Does your district currently receive support from any of the following college access organizations? Please check all that apply and if applicable, please describe the services provided by each organization on each line and source of funding used to pay for the services provided, if applicable. Districts **MUST** specify the services provided. LOSFA will not provide funding to support services provided by other entities.

- TRIO \_\_\_\_\_
- GEAR UP \_\_\_\_\_
- Career Compass \_\_\_\_\_
- LELA \_\_\_\_\_
- Upward Bound \_\_\_\_\_
- Other \_\_\_\_\_

## QUALITY OF SELECTED SERVICES AND DESIGN (25 POINTS)

The table below is an overview of LOSFA College and Career Readiness services, activities, supporting research, and preliminary AY 15-16 data that your school/district will use to plan your LOSFA-supported college and career readiness design for AY 16-17 in the table designated below.

16-17 LOSFA Outreach Services	Activities	Supporting Research	15-16 Preliminary Outcome/Impact*
College and Career Readiness (CCR) Professional Development (teachers, counselors, etc.) (Plans for these activities are REQUIRED; therefore, they are pre-filled in the following Service Planning Table.)	<p>LOSFA SREB Go Alliance Academy</p> <p>LOSFA Counselor Workshop</p> <p>LOSFA Field Outreach Services Training Workshop/Webinar</p>	The majority of high school students expect to attend college, but lack the support and guidance to prepare for enrollment and success in college (U. S. Department of Education, NCES, 2010).	<p>Participating counselors/teachers received:</p> <ul style="list-style-type: none"> <li>• Increased ability to assist students and families in the financial aid process</li> <li>• Increased knowledge of the college application process</li> <li>• Increased ability to organize and support college and career school activities</li> </ul>
Comprehensive Mentoring (Trailblazer nomination and facilitation is REQUIRED and is pre-filled in the Service Planning Table, but you are required to complete your implementation strategies and timeline. You can select other <b>Comprehensive Mentoring Activities</b> , but be sure to include the implementation strategies and timeline in the Service Planning Table as you plan your project design.)	<p>Traditional mentoring that match one student with one adult</p> <p>Group mentoring that links one adult to a small group of students</p> <p>Peer mentoring that connects a Trailblazer or other student leader with other students</p>	Students should be surrounded with adults and peers who build and support their college-going aspirations (IES, 2009).	<p>Participating students received:</p> <ul style="list-style-type: none"> <li>• Increased awareness of postsecondary options</li> <li>• One-on-one or group access to a college access professional</li> </ul>
TOPS/FAFSA/Financial Literacy Workshops (TOPS/FAFSA/Financial Literacy Workshops and FAFSA Completion Workshop are REQUIRED for specified grade levels and is pre-filled in the Service Planning Table, but you are required to complete your implementation strategies and	<p>TOPS/FAFSA/Financial Literacy Workshops, including one-one-one assistance for students and families</p> <p>Financial Literacy for You Tour (F.L.Y. Tour)</p> <p>College Goal</p>	Research support efforts that increase families' financial awareness and help students apply for financial aid (IES, 2009).	<p>Participating students and families received:</p> <ul style="list-style-type: none"> <li>• Increased awareness of financial aid options</li> <li>• One-on-one assistance with completing the FAFSA</li> </ul>

<p>timeline. You can select other <b>TOPS/FAFSA/Financial Literacy Workshops Activities</b>, but be sure to include the implementation strategies and timeline in the Service Planning Table as you plan your project design.)</p>	<p>Sunday/FAFSA Completion Workshop</p>		
<p><b>College/Career Counseling Advising</b> (College Match and Fit Activities, TOPS Check-up/Retention Advising, Louisiana College Application and Access Month, and Cross Curricular College Access Activities are <b>REQUIRED</b> for specified grade levels and is pre-filled in the Service Planning Table, but you are required to complete your implementation strategies and timeline. You can select other <b>College/Career Counseling Advising Activities</b>, but be sure to include the implementation strategies and timeline in the Service Planning Table as you plan your project design.)</p>	<p>College Match &amp; Fit Activities</p> <p>Career Interest/Choice Planning</p> <p>Louisiana College Application and Access Month</p> <p>TOPS Check-up/Retention Advising</p> <p>Cross Curricular College Access Activities</p> <p>Text-messaging of critical college access information</p>	<p>Students must be engaged and assisted with completing the critical steps for college entry (IES, 2009).</p>	<p>Participating students received:</p> <ul style="list-style-type: none"> <li>• Increased knowledge of college match and fit</li> <li>• One-on-one assistance in completing and paying for college applications</li> <li>• Engaging classroom lessons on college and career readiness</li> <li>• Text-message nudges on financial aid, scholarships and other important college access activities</li> </ul>
<p><b>College/Career Access Support</b> (Virtual Campus/Industry Visits and Campus/Industry Visits are <b>REQUIRED</b> for specified grade levels and is pre-filled in the Service Planning Table, but you are required to complete your implementation strategies and timeline. You can select other <b>College/Career Access Support</b>, but be sure to include the implementation strategies and</p>	<p>College Campus/Industry Visits</p> <p>Advanced Placement (AP) Support</p> <p>Dual Enrollment Support</p> <p>Course Credit Recovery Support</p> <p>ACT Prep Support</p>	<p>Campus visits are the most trusted source of information for prospective students choosing where to attend college; it is the most influential recruitment activity (Noel-Levitz, 2012). Advanced Placement Program students, particularly those scoring 3 or higher on the</p>	<p>Participating students received:</p> <ul style="list-style-type: none"> <li>• Postsecondary campus immersion</li> <li>• Increased awareness of postsecondary campus navigation and entry requirements</li> <li>• Postsecondary course credit</li> <li>• Credit recovery to pass classes needed to graduate/complete courses</li> <li>• Increase in ACT scores</li> <li>• Decrease in referrals</li> <li>• Increase in attendance</li> </ul>

<p>timeline in the Service Planning Table as you plan your project design.)</p>	<p>Positive Behavior Support</p>	<p>AP exam are more likely to earn a higher first-year grade point average in college (College Board, 2015). Dual enrollment is positively related to college enrollment and persistence, and may improve outcomes for students in career technical pathways (CCRC, 2012). There is anecdotal evidence that a large percentage of the students participating in course credit recovery complete the course (AST, 2016). ACT research (The Reality of College Readiness, 2013; Readiness Matters, 2013) demonstrates that academically prepared students, as measured by the ACT College Readiness Benchmarks, are more likely than less-prepared students to succeed in their future educational endeavors (ACT, 2016). Research has demonstrated positive outcomes for students in terms of reductions in challenging behaviors (Bohanon et al., 2006).</p>	
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Use the following table to plan the design of your college and career readiness program for your school based on the chart above. Some of the activities are required; therefore, applicants are not able to change the activity. Unless, a timeline is provided or will be provided by LOSFA, applicants must provide a timeline estimate for the implementation. Please use up to one additional page to provide additional information.

## 2016-17 Service Planning Table (Applicant must complete required sections)

College and Career Readiness (CCR) Professional Development (teachers, counselors, etc.)

Plans for these activities are REQUIRED; therefore, they are pre-filled below.

REQUIRED Staff Participation	Activity	Timeline Estimate
School On-site Coordinator; School Counselors	<p><b>Activity:</b> (No other activities required to be listed here other than the REQUIRED activity below.)</p> <p><i>Activity 1: LOSFA SREB Go Alliance Academy (REQUIRED)</i></p>	<p><b>Timeline:</b> (No other timeline required here other than the time TBD by LOSFA.)</p> <p><i>Timeline: LOSFA provides dates</i></p>
School On-site Coordinator; School Counselors	<p><b>Activity:</b> (No other activities required to be listed here other than the REQUIRED activity below.)</p> <p><i>Activity 1: LOSFA Counselor Workshop (REQUIRED)</i></p>	<p><b>Timeline:</b> (No other timeline required here other than the time TBD by LOSFA.)</p> <p><i>Timeline: LOSFA provides dates</i></p>
School On-site Coordinator; School Counselors, District Contact, District Accountant/Grants Manager	<p><b>Activity:</b> (No other activities required to be listed here other than the REQUIRED activity below.)</p> <p><i>Activity 1: LOSFA Field Outreach Services Training (REQUIRED)</i></p>	<p><b>Timeline:</b> (No other timeline required here other than the time TBD by LOSFA.)</p> <p><i>Timeline: LOSFA provides dates</i></p>
<p><b>Comprehensive Mentoring</b></p> <p>Trailblazer nomination and facilitation is REQUIRED and is pre-filled below, but you are required to complete your implementation strategies and timeline. You can select other <b>Comprehensive Mentoring Activities</b>, but be sure to include the implementation strategies and timeline in this Service Planning Table as you plan your project design.</p>		
Targeted Grade Level	Activity and District Implementation	Timeline (Proposed time to implement activity)
<p><b>Example:</b></p> <p>11<sup>th</sup> grade</p>	<p><b>Activity:</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: Small Group Mentoring</i></p> <p><i>Activity 2: N/A</i></p> <p><i>Activity 3: N/A</i></p> <p><b>Implementation Strategy:</b> (Document</p>	<p><b>Timeline:</b> (Document proposed timeline here.)</p> <p><i>Timeline: (On-going) throughout school year. Two group meetings in the 1<sup>st</sup> semester and 2 meetings in the 2<sup>nd</sup> semester.</i></p>

	<p>proposed implementation strategies of each activity here.)</p> <p><b>Strategy 1:</b> <i>On-site School Coordinator or Teacher will identify students and facilitate small group meetings with LOSFA staff.</i></p> <p><b>Strategy 2:</b> <i>N/A</i></p> <p><b>Strategy 3:</b> <i>N/A</i></p>	
<p>11<sup>th</sup> grade</p>	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><b>Activity 1:</b> <i>Nomination of Trailblazer (REQUIRED)</i></p> <p><b>Activity 2:</b></p> <p><b>Activity 3:</b></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><b>Strategy 1:</b></p> <p><b>Strategy 2:</b></p> <p><b>Strategy 3:</b></p>	<p><b>Timeline:</b> (Document proposed timeline here.)</p> <p><b>Timeline:</b> Nomination Trailblazer occurs in Spring 2017.</p>

<p>12<sup>th</sup> grade</p>	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: College Mentoring Sessions w/Trailblazer and LOSFA staff (REQUIRED)</i></p> <p><i>Activity 2:</i></p> <p><i>Activity 3:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p> <p><i>Strategy 3:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>
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**TOPS/FAFSA/Financial Literacy Workshops**

TOPS/FAFSA/Financial Literacy Workshops and FAFSA Completion Workshop are **REQUIRED** for specified grade levels and are pre-filled below, but you are required to complete your implementation strategies and timeline. You can select other **TOPS/FAFSA/Financial Literacy Workshops Activities**, but be sure to include the implementation strategies and timeline in this Service Planning Table as you plan your project design.

Required Student Participation	Activity and School District Implementation	Timeline (Proposed time to implement activity)
9 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: TOPS/FAFSA/Financial Literacy Workshops or Seminar (REQUIRED)</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for activity here.)</p> <p><i>Timeline:</i></p>
10 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: TOPS/FAFSA/Financial Literacy Workshops or Seminar (REQUIRED)</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for activity here.)</p> <p><i>Timeline:</i></p>
11 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p>

	<p><b>Activity 1: TOPS/FAFSA/Financial Literacy Workshops or Seminar (REQUIRED)</b></p> <p><b>Activity 2:</b></p> <p><b>Activity 3:</b></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><b>Strategy 1:</b></p> <p><b>Strategy 2:</b></p> <p><b>Strategy 3:</b></p>	<p><b>Timeline:</b></p>
12 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><b>Activity 1: FAFSA Workshop (REQUIRED);</b></p> <p><b>Activity 2: TOPS/FAFSA/Financial Literacy Workshops or Seminar (REQUIRED)</b></p> <p><b>Activity 3: Text Messaging</b></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><b>Timeline:</b></p>

	<p><i>Activity 4:</i></p> <p><i>Activity 5:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p> <p><i>Strategy 3:</i></p> <p><i>Strategy 4:</i></p> <p><i>Strategy 5:</i></p>	
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**College/Career Counseling Advising**

College Match and Fit Activities, TOPS Check-up/Retention Advising, Louisiana College Application and Access Month, and Cross Curricular College Access Activities are REQUIRED for specified grade levels and is pre-filled below, but you are required to complete your implementation strategies and timeline. You can select other **College/Career Counseling Advising Activities**, but be sure to include the implementation strategies and timeline in this Service Planning Table as you plan your project design.

Required Student Participation	Activity and School District Implementation	Timeline (Proposed time to implement activity)
9 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: : Cross-Curricular College Access Activities (REQUIRED)</i></p> <p><i>Activity 2:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>
10 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: : Cross-Curricular College Access Activities (REQUIRED)</i></p> <p><i>Activity 2:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>

	<p><i>Strategy 2:</i></p>	
11 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: College Match and Fit Workshop (REQUIRED)</i></p> <p><i>Activity 2:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>
12 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: College Match and Fit Workshop (REQUIRED)</i></p> <p><i>Activity 2: Louisiana College Application and Access Month (REQUIRED)</i></p> <p><i>Activity 3: TOPS Check-up Retention/Advising (REQUIRED)</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>

	<p><i>Activity 4:</i></p> <p><i>Activity 5:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p> <p><i>Strategy 3:</i></p> <p><i>Strategy 4:</i></p>	
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**College/Career Access Support**

Virtual Campus/Industry Visits and Campus/Industry Visits are REQUIRED for specified grade levels and is pre-filled below, but you are required to complete your implementation strategies and timeline. You can select other **College/Career Access Support**, but be sure to include the implementation strategies and timeline in this Service Planning Table as you plan your project design.

Required Student Participation	Activity and School District Implementation	Timeline (Proposed time to implement activity)
9 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: Virtual Campus/Industry Visit (REQUIRED)</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>
10 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: Virtual Campus/Industry Visit (REQUIRED)</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>
11 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: Campus/Industry Visit (REQUIRED)</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>

	<p><i>Activity 2:</i></p> <p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p>	
12 <sup>th</sup> grade	<p><b>Activity</b> (List activities in addition to the required activities here.):</p> <p><i>Activity 1: Campus/Industry Visit (REQUIRED)</i></p> <p><i>Activity 2:</i></p> <p><i>Activity 3:</i></p> <p><i>Activity 4:</i></p> <p><i>Activity 5:</i></p>	<p><b>Timeline:</b> (Document proposed timeline for each activity here.)</p> <p><i>Timeline:</i></p>

	<p><b>Implementation Strategy:</b> (Document proposed implementation strategies of each activity here.)</p> <p><i>Strategy 1:</i></p> <p><i>Strategy 2:</i></p> <p><i>Strategy 3:</i></p> <p><i>Strategy 4:</i></p> <p><i>Strategy 5:</i></p>	
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**COMMITMENT FROM SCHOOL/DISTRICT (25 POINTS)**

Does the high school have a feeder school (elementary or junior high) that LOSFA can partner with for early awareness activities to facilitate a college-going culture? If so, please list.

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How will your school partner with LOSFA to provide training to your staff on developing a college-going culture in your school/feeder school?

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What strategies would you enlist to implement college readiness across the curricula?

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What role would each of the following have in promoting college access and developing a college-going culture?

- Teachers \_\_\_\_\_
- Counselors \_\_\_\_\_
- Graduation Coaches \_\_\_\_\_
- PTA/PTOs \_\_\_\_\_
- Parent Liaisons \_\_\_\_\_
- On-site School Coordinators \_\_\_\_\_
- LOSFA Field Outreach Services Staff \_\_\_\_\_

How do you believe that implementing these initiatives will improve your school performance reports?

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How will implementing these initiatives correlate with the achievement of the overall school performance goals?

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**ADEQUACY OF RESOURCES (20 POINTS)**

How will the LOSFA staff be able to access the students (i.e., individual or small group meetings, mentoring, etc.)?

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How will office/classroom space be provided to LOSFA staff to meet with students and parents and the school?

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Who will be the single point of contact at the district level to process program paperwork and supporting reimbursement documents? List the name, title and contact information of that individual.

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Who will be the single point of contact at the school and/or district level to provide necessary program data according to applicable state and federal regulations? List the name, title and contact information of that individual.

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Will there be feedback and continuous improvement in the operation of the project? If so, how will this occur?

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**COLLEGE AND CAREER READINESS PROGRAM SUCCESS (10 POINTS Competitive Preference)**  
**\*\*Note: This is a Competitive Preference Priority. Districts who have received AY 15-16 LOSFA college and career readiness support MUST apply for this priority to receive priority points. It is optional ONLY for new applicants. \*\***

Competitive preference priority points will be given to an eligible applicant that has: (a) carried out a successful LOSFA college and career readiness program during the AY 15-16, determined on the basis of data (including outcomes data) submitted by the applicant as part of its reports and the applicant's history of compliance with program rules and guidelines; and (b) a prior demonstrated commitment to early intervention leading to college access through collaboration and replication of successful strategies. Please indicate below how you meet both of these requirements. If this question is not applicable to your school/district, please place NA on the line.

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**BUSINESS/INDUSTRY INTEGRATION (40 POINTS Optional Priority)**

**\*\* Note: This is a Business/Industry Optional Priority and only applies to those applicants seeking consideration of additional support from LOSFA. Any applicant, including new and those who received LOSFA AY 15-16 college and career readiness support can apply for this priority).\*\***

Optional business/industry priority points will be given to an eligible applicant that can:

- Demonstrate the adequacy of support by submitting a business/industry Letter of Commitment to the school/district, including the business/industry plans to support the school and students in the college and career readiness project;
- Identify how students who will participate in the program will be matched to the business/industry project using match and fit strategies, such as the [LOSFA 5-Point Match](#);
- Identify specific and measurable program goals and objectives, including who will monitor the goals and objectives at the school/district and business/industry;
- Demonstrate the inclusion of experiential activities that students will have with business/industry, including but not limited to: job-shadowing, career mentoring, facility tours, project-based learning projects, and a culminating project which provides real-time and real-world experiences, etc.;
- Demonstrate how a school/district, jointly with business/industry, clearly identifies strategies that exposes participating students to postsecondary institutions that offer training/education to pursue a career in the field offered by the business/industry partner.

**By signing this LOSFA Partnership Agreement, School District partners agree to the following:**

1. To promote a college-going culture in participating school(s).
2. To nominate and support a LOSFA Trailblazer.
3. To require staff participation in college access training modules facilitated by LOSFA.
4. To facilitate LOSFA program access to teachers, parents and students, including time and space for academic-year student clubs.
5. To communicate and meet regularly with LOSFA staff.
6. To adhere to all state and federal regulations, including PPM 49 (the state’s travel regulations).
7. To participate in LOSFA partnership meetings.
8. To leverage local, state and federal funds to strengthen current programs while implementing LOSFA reform initiatives.
9. To provide data essential to evaluating outcomes, consistent with state and federal policies.
10. To certify that at least 50% of all the students in the participating school(s) from which the cohort(s) is drawn are *eligible* for a reduced-price lunch under the National School Lunch Act.

**Superintendent’s Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal’s Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**FOR INTERNAL USE ONLY**

**Date Application Received:** \_\_\_\_\_

**Application Received By:** \_\_\_\_\_

**Application Score:** \_\_\_\_\_