

The background of the entire image is a grayscale photograph of a classroom. Several students are visible, seated at their desks and focused on their work. In the foreground, a young man with short dark hair, wearing a plaid shirt, is leaning over his desk, writing in a notebook with a pen. Other students are blurred in the background, some looking down at their papers and others slightly out of focus.

EBR

Pathways
EBR
TO BRIGHT
FUTURES

A white line-art silhouette of a city skyline is positioned below the word 'Pathways'. It features several buildings of varying heights, with the most prominent one on the left having a pointed top.

Community
Informational Session

Cradle to Career

In March 2021, the superintendent introduced the Cradle to Career initiative, which included six keys to success. Among the keys are some of the components that have outlined the district's instructional and operational strategies, such as universal access to early childhood education, improving literacy skills and expanding postsecondary opportunities. It is the last two keys that unlock the district's prioritization of the Pathways to Bright Futures program.



Access to Quality Early Care & Education



Ensure Kindergarten Readiness



Enter 3rd grade at or above grade level



Ensure a successful transition to middle school and provide rich learning opportunities pre-high school



Accelerate the number of students earning industry-based credentials that meet the city's needs from 8th grade to Graduation



Accelerate the number of students graduating on time with an associate's degree and a statewide industry-based credential and who are TOPS eligible



Why is EBRPSS reimagining the high school academic program?



Preparing
students for
postsecondary
success



Addressing
disparities in
access across
the district



Promoting access for
all and fostering
students who are
better prepared and
more competitive



Equity Analysis Table: Advanced Placement Courses

Ethnicity	Number of Students Enrolled in Grades 9-12	Number of Students Enrolled in AP Coursework	Percentage of Students of the Listed Ethnicity Engaged in AP Coursework
White Students (0)	1,241	748	60%
Black Students (1)	6,951	2,724	39%
Hispanic Students (2)	462	305	66%
Asian Students (3)	494	380	76%
Native American/ Alaskan (4)	16	5	31%
Hawaiian/Pacific Islander (5)	12	6	50%

6,535

TOTAL # OF
STUDENTS IDENTIFIED
AS ECONOMICALLY-
DISADVANTAGED IN
SY 21-22

2,520

TOTAL # OF ECD
STUDENTS ENROLLED
IN AP COURSEWORK

39%

% OF ECD STUDENTS
IN AP COURSEWORK
FOR SY 21-22

Equity Analysis Table: Dual Enrollment Courses

Ethnicity	Number of Students Enrolled in Grades 9-12	Number of Students Enrolled in DE Coursework	Percentage of Students of the Listed Ethnicity Engaged in DE Coursework
White Students (0)	1,241	46	4%
Black Students (1)	6,951	392	6%
Hispanic Students (2)	462	30	6%
Asian Students (3)	494	18	4%
Native American/ Alaskan (4)	16	1	6%
Hawaiian/Pacific Islander (5)	12	2	17%

6,535

TOTAL # OF
STUDENTS IDENTIFIED
AS ECONOMICALLY-
DISADVANTAGED IN
SY 21-22

302

TOTAL # OF ECD
STUDENTS ENROLLED
IN DE COURSEWORK

5%

% OF ECD STUDENTS
IN DE COURSEWORK
FOR SY 21-22



What is the Pathways to Bright Futures program?

The program is designed to increase student access to advanced and college level courses. The ultimate goal of the Pathways to Bright Futures program is to **enhance the profile of an EBRPSS graduate** as a future-ready and skilled individual characterized by successful academic outcomes, exposure to unique educational experiences and marketability in both the college and career sectors.





What is the design of the Pathways to Bright Futures program?

The Pathways to Bright Futures program will prioritize access to advanced courses for all students. Beginning in SY 2022-2023, first-time ninth grade students will engage in a minimum of one advanced course each academic year of their high school tenure through one of the following options:

1.

Participation in dual enrollment and Advanced Placement Courses aligned to one of the eight LA Transfer Associate Degree Pathway Options or a Technical Degree Program

2.

Participation in Advanced Placement Courses of the student's interest

3.

Participation in Dual Enrollment Courses of the student's interest





How can students earn an **associate degree** through the Pathways to Bright Futures program?

Through collaboration with postsecondary partners, a course of study has been designed to allow students to obtain **24 credits** in subject areas defined by the state of Louisiana for student eligibility to earn a high school diploma.

Students will also have an opportunity to earn **60 credit hours toward a Louisiana transferable associate degree** in one of eight areas of concentration:

- Fine Arts
- Humanities
- Physical Sciences
- Social/Behavioral Sciences
- Criminal Justice
- Biological Sciences
- General Business
- Mass Communication



How can students earn a **technical diploma** through the Pathways to Bright Futures program?

Students may also pursue technical degrees/diplomas, industry-based certifications and engage in work-based experiences in one of the five career pathways. Technical degree programs consist of approximately 45-hours of coursework aligned with industry-based certification standards.



IBC



**Certificates of
Technical Studies**



Technical Degrees



Associate Degrees



What are the Pathways to Bright Futures career field options?

EBRPSS in collaboration with the Baton Rouge Area Chamber and other local industry leaders identified the following career pathways that represent high-skill, high-wage and high-demand industry fields in our community:



Technology



Transportation and Logistics



Construction and Manufacturing



Liberal Arts and Management



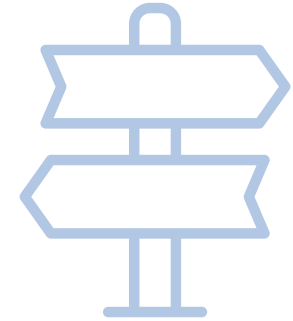
Medical and Pre-Med



What career field options will be available at each school?

School communities will have the opportunity to select two to three career fields (containing pathways) using criteria in collaboration with the district office and family and community stakeholders.

The **district office** will support schools by developing a protocol that will assist in guiding the selection process.



**SCHOOL
COMMUNITIES
WILL SELECT 2-3
CAREER FIELDS
(CONTAINING
PATHWAYS)**





Work-Based Experience Model

Experience Type	Grade Level Access	Examples	Time Allocated / Credit Earned
Career Exploration Trips and Site Visits	K-12 th Grade	Capital Area Promise College Visits (BRCC, LSU, SU) EBR-CTEC Career Day In-person and Online Site Visits	1 day per visit, no course credit
Career Exploration Classes / Soft Skill Curriculum	7-12 th Grade	STEM for Careers, Quest for Success, JAG I-IV, JROTC, etc.	1 credit hour per course
Job Shadowing	8-10 th Grade	In-person experience for individual or small groups of students	1-3 days, no course credit
Internships for Credit and Non-Credit	10-12 th Grade	Internships focus on specific pathway experiences but could also be generalized if needed	No Credit = less than 155 hours Credit = 155 hours minimum
Apprenticeship	11-12 th Grade	An apprenticeship is like an internship and in some industries are interchangeable	Can fall under the internship program guidance with additional stipulations





Pathways FAQs

What will the Pathways to Bright Futures course schedule look like for a ninth-grade student?



A Day

- Class 1
- Class 2
- Class 3
- Class 4



Students will be scheduled on an eight-period alternating A-B day schedule in which they will take a minimum of four classes a day. One or more of the class options should be an advanced course.



B Day

- Class 5
- Class 6
- Class 7
- Class 8





How are our specialized populations supported as they engage in the Pathways to Bright Futures program?

EBRPSS will maintain and continue to ensure the accommodations and modifications that are indicated in a student's Individual Education Plan are provided.

Additionally, school teams will continue to monitor students' academic progression and will provide extended supports to students that are not performing well in classes and/or who may be encountering challenges (academic, attendance, behavioral factors) that are impeding a student's ability to successfully access the content of study.

English Language students will be provided with the accommodations and supports that are required to provide adequate access to the content of study. Additionally, as with all students, EL students should be provided with advanced course options that represent their inclination and interest.





How will schools engage students on a non-diploma track that are not participating in the Pathways to Bright Futures program?

EBRPSS students on a non-diploma track may be afforded opportunities to engage in workforce and adult living programs established by the Division of Exceptional Student Services.





Do advanced course grades have higher quality values than traditional courses?

Yes. According to the EBRPSS Pupil Progression Plan, advanced course options are weighed on a five-point scale and assigned the following quality point values to academic marks:



BEGINNING 2018-19 AND BEYOND

Grading Scale for District-Approved, Academic Dual Enrollment and Advanced Placement Courses

Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0



How are advanced courses reported on the academic record?

Advanced Placement Courses

Are reported on the high school transcript for high school credit
(Can be included on the college transcript if a student receives a qualifying test score *and* the university accepts the credit)

Counts in the student's high school cumulative GPA calculation

Dual Enrollment Courses

Are reported on the high school and college transcripts

Counts in the student's high school cumulative GPA calculation

Counts in the student's college cumulative GPA calculation





How will college-level courses taken in high school that appear on a student's postsecondary transcript impact TOPS eligibility and/or renewal?

All high school courses reported to the transcript are used to calculate a TOPS GPA. Grades earned in dual enrollment courses will be included in the calculation of the TOPS cumulative GPA *after* completing the first semester of college. If a student withdraws from a dual enrollment course, the course will not be included in the cumulative GPA calculation.





Can a student exit a dual enrollment course after being scheduled and engaging in a class?

Yes. Postsecondary institutions that offer dual enrollment courses to high school students commonly provide options for students to exit dual enrollment courses. The two most common options for exiting dual enrollment courses are dropping and withdrawing.

COURSE DROP

Typically occurs when a student exits a course prior to the course start date or during the schedule adjustment period (commonly referred to as drop-add). If a course is dropped, then neither the course registration nor withdrawal is recorded on the student's postsecondary transcript.

COURSE WITHDRAWAL

Typically occurs when a student exits a course after the drop-add period but before the course withdrawal deadline has concluded. If a student withdraws from a course, they will receive a grade of "W," which will appear on the transcript. A grade of "W" will not be considered in the student's accumulated grade-point average (GPA).





Course Progression – Advanced Placement & Dual Enrollment Course Options Sequence (Sample)

YEAR 1 AT A GLANCE					
First Semester Courses	H.S.	Possible College Credit for 3+	Second Semester Courses	H.S.	Possible College Credit for 3+
English I	0.5		English I	0.5	
Algebra I/Geometry	0.5		Algebra I/Geometry	0.5	
Physical Science	0.5		Physical Science	0.5	
AP Human Geography OR World Geography DE	0.5/1	3	AP Human Geography OR World History DE	0.5/1	3
AP Art History or SPCH DE	0.5/1	3	AP Art History OR Art History DE	0.5/1	3
Physical Education	0.5		Physical Education	0.5	
Foreign Language I/Magnet Specification/HS Elect	0.5		Foreign Language I/Magnet Specification/HS Elect	0.5	
Intervention/Seminar Course	0.5		Intervention/Seminar Course	0.5	
First Semester Total	4-5		Second Semester Total	4-5	
Total credits/hours attempted for Year 1				8-10	12

YEAR 2 AT A GLANCE					
First Semester Courses	H.S.	Possible College Credit for 3+	Second Semester Courses	H.S.	Possible College Credit for 3+
English II	0.5		English II	0.5	
Algebra II/Geometry	0.5		Algebra II/Geometry	0.5	
Biology I DE	1	3	Biology II DE	1	3
Physical Education II/Health	0.5		Physical Education II/Health	0.5	
Intervention/Seminar Course	0.5		Intervention/Seminar Course	0.5	
HS Elective	0.5		HS Elective	0.5	
Humanities DE Option or AP Gov't and Politics: Co	1/0.5	3	Humanities DE Option or AP Gov't and Politics: Co	1/0.5	3
Foreign Language II /Magnet Specification/HS Elect	0.5		Foreign Language II /Magnet Specification/HS Elect	0.5	
Second Semester Total	4.5-5	6	Second Semester Total	4.5-5	6
				9-10	12

YEAR 1 AT A GLANCE		
First Semester Courses	H.S.	Possible College Credit for 3+
English I	0.5	
Algebra I/Geometry	0.5	
Physical Science	0.5	
AP Human Geography OR World Geography DE	0.5/1	3
AP Art History or SPCH DE	0.5/1	3
Physical Education	0.5	
Foreign Language I/Magnet Specification/HS Elect	0.5	
Intervention/Seminar Course	0.5	
First Semester Total	4-5	



[illegible]

YEAR 3 AT		
First Semester Courses	H.S.	Possible College Credit for 3+
AP Language and Composition	0.5	3/6
Algebra II	0.5	
Chemistry I DE	1	3
AP US History	0.5	
AP Psychology or Concentration Elective DE	0.5/1	3
HS Elective	0.5	
HS Elective	0.5	
HS Elective	0.5	
First Semester Total	4.5-5	9-12

Pathway Determination Graphic

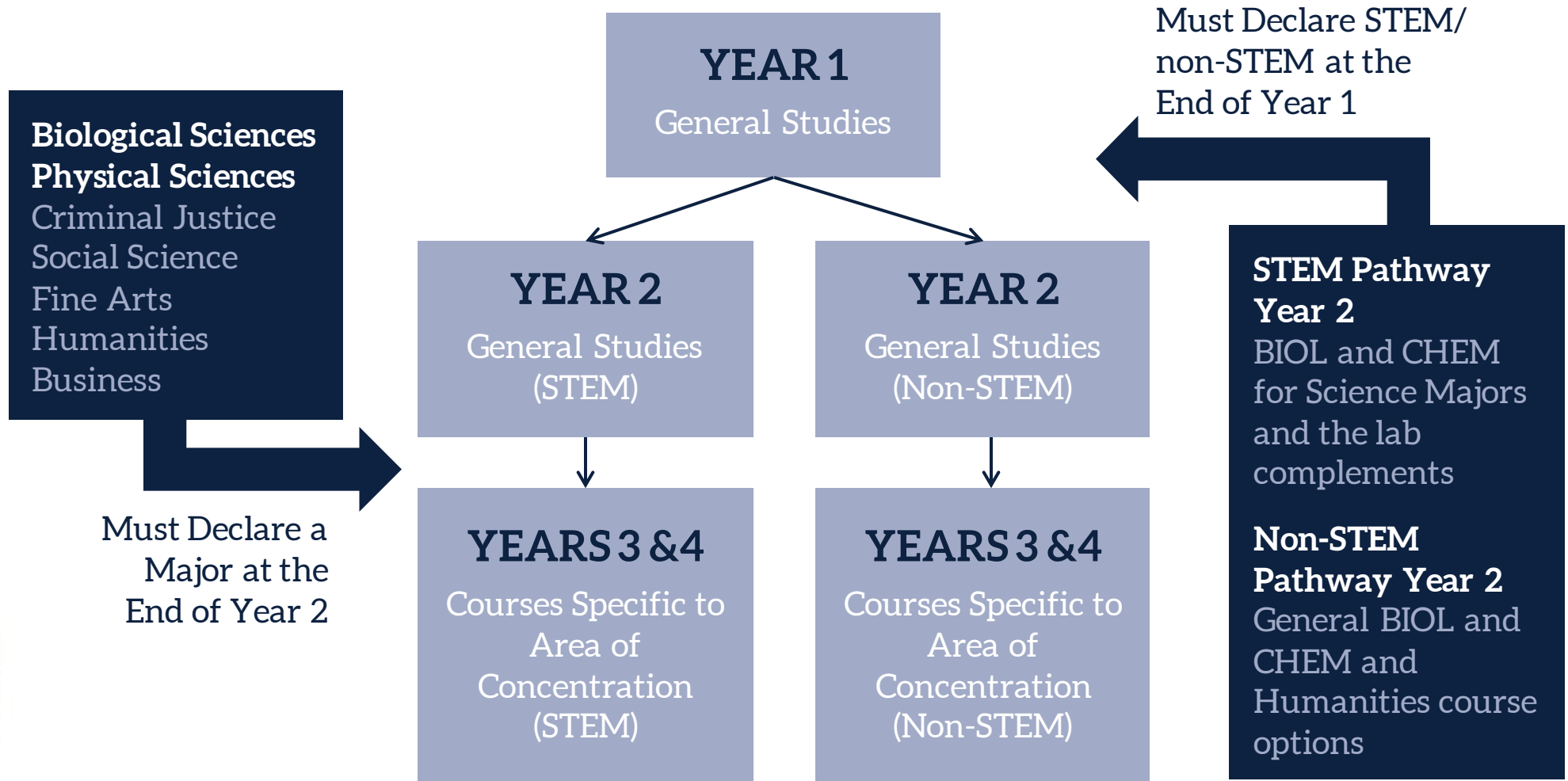
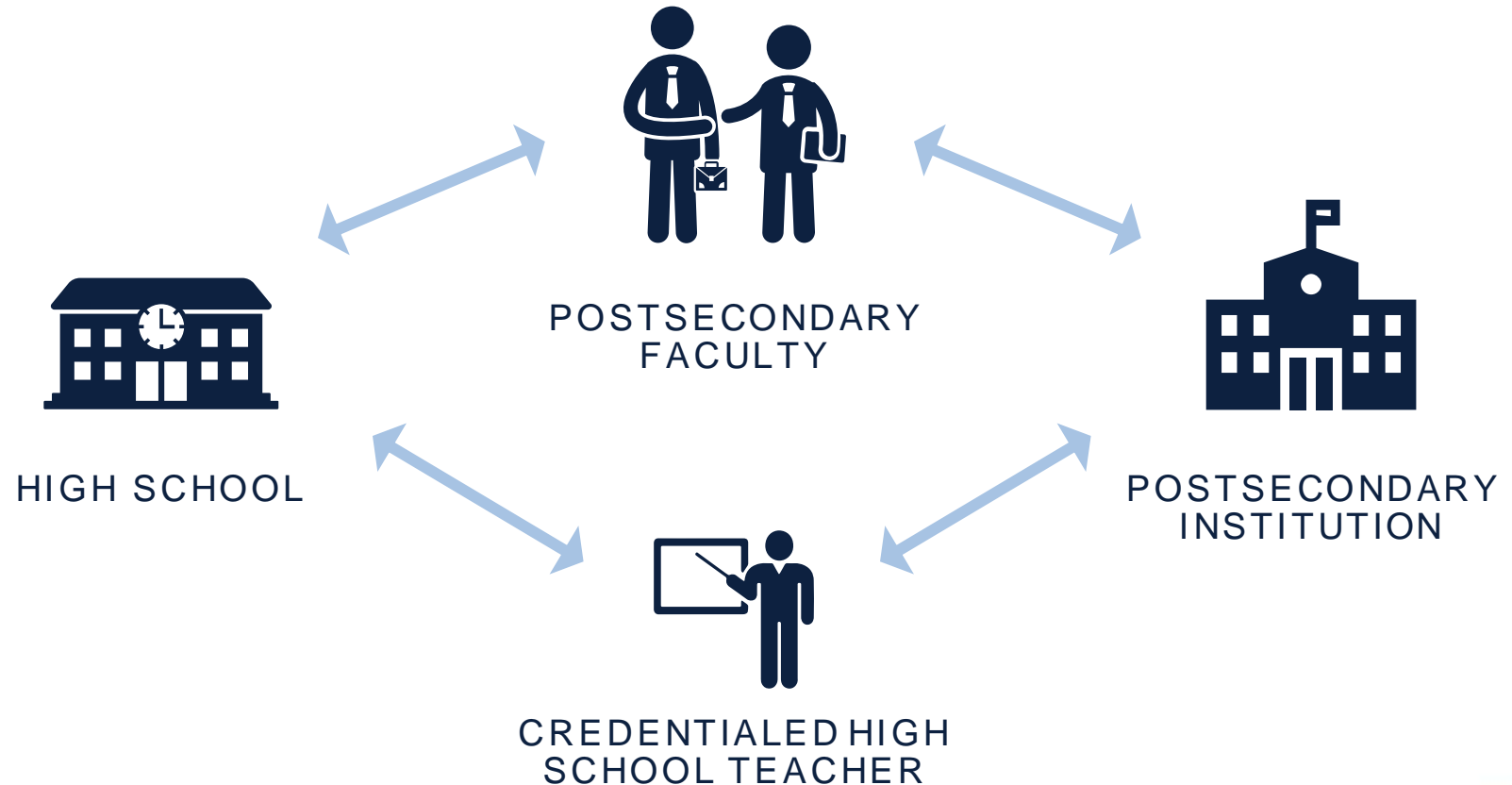


Figure 1 Course of Study Decision Points

What is the instructional model for dual enrollment courses offered through the Pathways to Bright Futures program?



Dual Enrollment Implementation Model



Instructional Models

- Distance Learning
- In-Person Instruction
- Collaborative Engagement Between College Instructor and Classroom Teacher



Intervention Supports

- Individualized Supports
- Recovery Opportunities
- Tiered Supplemental Classes



Enrichment

- Incentivized Success Markers
- Field Trips and Career Exposure
- Guest Speakers



Academic Advisement

- Graduation Plans
- Decision Points Throughout the Course of Study
- Data Sharing Protocols



How will the Pathways to Bright Futures program impact the Individual Graduation Plan (IGP) process?

The IGP should reflect the required courses for graduation. Furthermore, the plan shall outline the school graduation requirements relevant to the student's chosen postsecondary goals based on the student's academic record, talents and interests.

The Pathways to Bright Futures program does not impact or change the district's current IGP process.



What are the next steps for families?



1

Families are invited to ask questions or request clarification via the QR code. Responses will be available within 72 hours.

2

Eighth-grade families will complete a form that indicates which advanced coursework option they have selected so schedules can be developed appropriately in a timely manner.

