

LAUNCH for Students District and School Facilitators

The first important step for district leaders to take is to appoint one (1) district-level **and** one (1) school-level LAUNCH for Students facilitator using [this form](#). These individuals will provide Tier I (school-level) and Tier II (district-level) support to the district, including providing knowledge on basic platform functionality, troubleshooting, and escalation protocols. Facilitators will receive school-level and/or district-level access to LFS based on their job code in eFinance, therefore it is of utmost importance for district-appointed facilitators to have a district-level role.

If you are a selected LFS Facilitator for your school or district, you will need to complete the required LFS Facilitator Training. Based upon your location, there are multiple training opportunities. Please see the [LFS Facilitator Summer 2026 Training](#) document for details.

Launch for Students (LFS) Year-at-a-Glance

To support districts in successful LFS implementation, this Year-at-a-Glance calendar outlines quarterly activities and responsibilities for School/Advisors, Students, and Parents/Guardians, including guidance for ensuring all 8th grade* students are added to the platform as a priority.

**While the completion of an SSP by each 8th grader (and updates in subsequent years) is the legislated expectation (Arkansas Code § 6-15-2911), districts may choose to use LFS with students as early as 5th grade.*

Activities & Responsibilities			
Districts/Schools/Advisors			
Summer 2026	<input type="checkbox"/> Review Commissioner’s Memo LS-26-049 for detailed action steps to prepare for successful LFS Implementation. <input type="checkbox"/> Ensure a school-level and district-level facilitator have been identified using this form . <input type="checkbox"/> Ensure selected facilitators have completed LFS Facilitator Training. <input type="checkbox"/> Review SSP requirements under Arkansas Code § 6-15-2911 . <input type="checkbox"/> Review current Student Success Plan (SSP) practices to identify implementation strengths, gaps, and opportunities for alignment. This document can serve as a resource.		
	Districts/Schools/Advisors	Students	Parents/Guardians
1 st Quarter	<input type="checkbox"/> Share HAC codes with parents/guardians. <input type="checkbox"/> Ensure web access is set to “yes” for parents/guardians. <input type="checkbox"/> Review and approve Community Service hours. <input type="checkbox"/> Ensure intentional student guidance – Districts are to prioritize consistent student engagement in the Career Explorer, because it is the engine of the Student Success Plan. It helps students identify interests, explore pathways, and make informed decisions that guide coursework, pathways, credentials, and postsecondary goals.	<input type="checkbox"/> Create user account in LFS using school email, Triand ID, and district-provided access code (if not already created). <input type="checkbox"/> Create the “Guardian Link Code” and share with parent/guardian. Those instructions can be found here . <input type="checkbox"/> Students in 9 th through 12 th grade - Confirm the college and career readiness assessments (CCR) you plan to take this school year. Students complete all elements for the SSP to be generated: <ul style="list-style-type: none"> <input type="checkbox"/> Complete Interest Profiler <input type="checkbox"/> Complete Career Explorer <input type="checkbox"/> Select up to three (3) potential career goals <input type="checkbox"/> Set one (1) Primary Pathway <input type="checkbox"/> Review pathway options in Pathway Explorer <input type="checkbox"/> Consider pathway opportunities aligning to personal goals that may result in Diploma with Merit or Diploma with Distinction <input type="checkbox"/> Review post-secondary options <input type="checkbox"/> Log community service hours. <input type="checkbox"/> Log work-based learning hours. <input type="checkbox"/> Log early career experiences.	<input type="checkbox"/> Obtain Home Access Center (HAC) codes from the school at beginning of year AND the “Guardian Link Code” from the student. NOTE: Each parent/guardian will require their own HAC and Guardian Link Codes. <input type="checkbox"/> Create Parent/Guardian account in LFS. Instructions can be found here . <input type="checkbox"/> Use the HAC and Guardian Link Codes to access your student(s).
2 nd Quarter	<input type="checkbox"/> Review LFS Dashboard to monitor usage, provide assistance to advisors, students, or parents/guardians, as needed. <input type="checkbox"/> Ensure SSPs are completed for all learners. <input type="checkbox"/> Review and approve Community Service hours.	<input type="checkbox"/> Log community service hours. <input type="checkbox"/> Log work-based learning hours. <input type="checkbox"/> Log early career experiences.	<input type="checkbox"/> If not completed in the 1 st Quarter – Review the SSP alongside the student and sign.
3 rd Quarter	<input type="checkbox"/> Review LFS Dashboard to monitor usage. <input type="checkbox"/> Review current SSP practices to identify implementation strengths, gaps, and opportunities for alignment to improve practices during the next school year. This document can serve as a resource. <input type="checkbox"/> Review and approve Community Service hours.	<input type="checkbox"/> Log community service hours. <input type="checkbox"/> Log work-based learning hours. <input type="checkbox"/> Log early career experiences. <input type="checkbox"/> Students in 8 th through 11 th grade - Sign up for college and career readiness (CCR) assessments you intend to take in 9 th through 12 th grade. <input type="checkbox"/> Develop academic course plan.	
4 th Quarter	<input type="checkbox"/> Reflect on LFS Implementation and complete the LFS Survey (will be emailed directly to all LFS Facilitators). <input type="checkbox"/> Prepare for continued or expanded use of LAUNCH in the upcoming year. <input type="checkbox"/> Review and approve Community Service hours.	<input type="checkbox"/> Log community service hours. <input type="checkbox"/> Log work-based learning hours. <input type="checkbox"/> Log early career experiences. <input type="checkbox"/> Develop academic course plan.	<input type="checkbox"/> Alongside student and advisor review SSP to determine courses and schedule for the following academic year.