

# Louisiana Department of Education

## *Counselor Institute Workshop*

Fall 2025



# Activator: “Find Someone Who...” Bingo



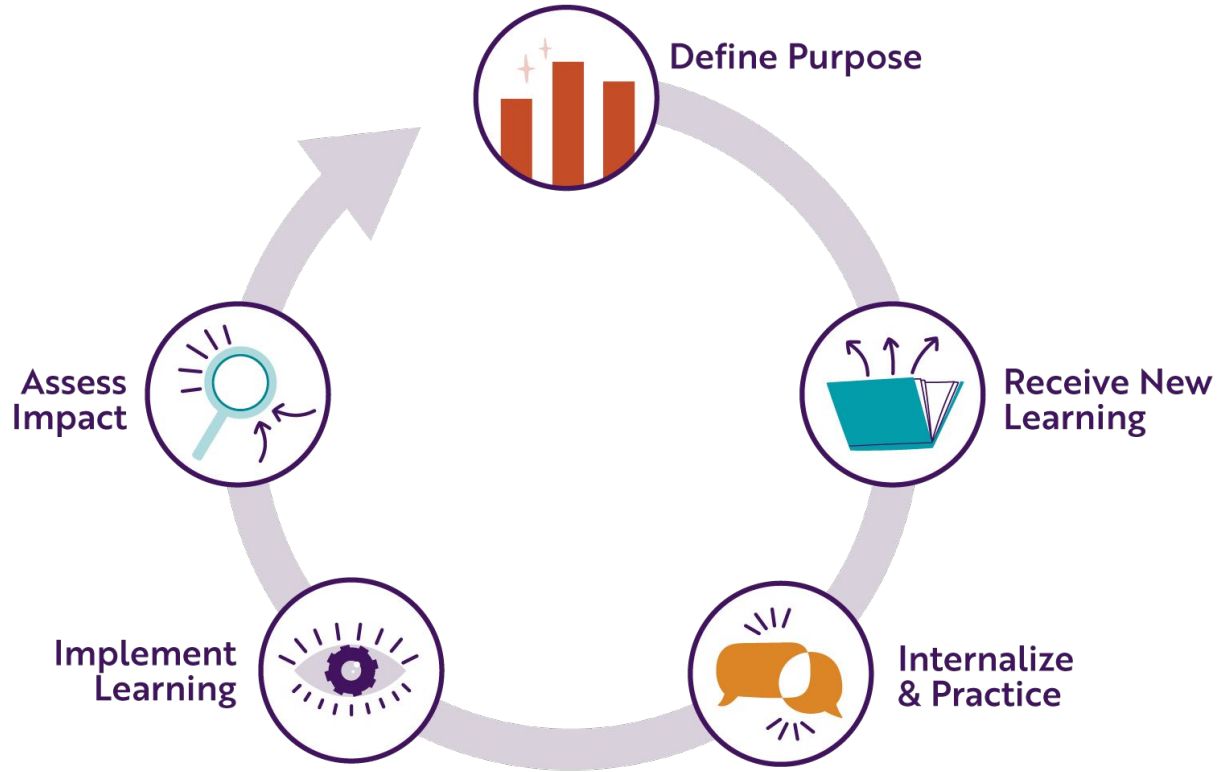
**Goal:** Move around the room and connect with as many colleagues as possible!

| Find someone who...                                         |                                                                   |                                                     |                                                                                       |                                               |
|-------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------|
| Serves <b>multiple</b> school sites                         | Serves on their school's <b>leadership team</b>                   | Works at a school <b>100+ miles away</b> from yours | Has a <b>pet</b> ( <i>bonus if they show a photo!</i> )                               | Has a <b>hidden talent</b>                    |
| Works in the <b>same parish</b> that they went to school in | Works closely with <b>community partners</b> or outside agencies  | Recently <b>went to a concert</b>                   | Is the <b>only counselor</b> at their school                                          | Has run or walked a <b>5K (or longer)</b>     |
| Traveled to <b>another country</b> this summer              | Has a <b>helpful tip</b> they want to share with other counselors | ☆ Free space! ☆                                     | Has met a <b>famous person</b>                                                        | Is <b>new to the counseling field</b>         |
| Is excited to start a <b>new initiative</b> in SY25–26      | Has presented at a <b>conference or PD</b>                        | Has a <b>funny counseling story</b>                 | Speaks <b>more than one language</b>                                                  | Uses <b>data to drive counseling programs</b> |
| Is celebrating a <b>birthday this month</b>                 | Has been a counselor for <b>10+ years</b>                         | Has a <b>child or family member</b> in school       | Works at a <b>different school level</b> ( <i>elementary, middle, high</i> ) from you | Moved to Louisiana from <b>far away</b>       |

# Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

# High-Quality Professional Learning Cycle



# Goals for Today's Counselor Institute Workshop

*By the end of the day attendees will...*



**Champion student success by applying purposeful attendance strategies** that drive connection, engagement, and growth.



**Design pathways with purpose through cross-school collaboration** that prepares every student for their next step, and their future.



**Build momentum through partnerships** with clear plans to connect schools, families, and communities in powerful new ways.



# Counselor Institute Workshop Agenda

| Time             | Session                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 8:30 - 9:00 am   | <b>Arrival &amp; Registration</b>                                                                                                |
| 9:00 - 9:15 am   | <b>Opening &amp; Welcome:</b> Activator Workshop Overview                                                                        |
| 9:15 - 9:40 am   | <b>School Counselor Fireside Chat:</b> Every Student, Every Day: Turning Purpose into Practice                                   |
| 9:40 - 10:00 am  | <b>Group Presentation:</b> LDOE Counselor Handbook & Rubric                                                                      |
| 10:00 - 10:10 am | <b>Transition to breakout groups</b>                                                                                             |
| 10:10 - 11:00 am | <b>Breakout Block I:</b> Interactive Workshop ( <i>Attendance Initiatives; Vertical Alignment; Post Secondary Connections</i> )  |
| 11:00 - 11:10 am | <b>Transition to breakout groups</b>                                                                                             |
| 11:10 - 12:00 pm | <b>Breakout Block II:</b> Interactive Workshop ( <i>Attendance Initiatives; Vertical Alignment; Post Secondary Connections</i> ) |
| 12:00 - 12:10 pm | <b>Transition to closing</b>                                                                                                     |
| 12:10 - 12:30pm  | <b>Crafting Shared Commitments &amp; Closing Remarks</b>                                                                         |



# Workshop Norms



Foster a **space** for open ideas, **respectful** debate, **shared learning**, and continuous feedback



Ensure **all voices are heard**: everyone brings valuable insight



**Center students** and our shared mission in every discussion



Stay **present** and **engaged**





## **School Counselor Fireside Chat:** *Every Student, Every Day - Turning Purpose into Practice*

***Katie Heck, Iberville Parish  
Math, Science and Arts Academy PreK-12***





**School Counselor Fireside Chat:**  
*Every Student, Every Day - Turning Purpose  
into Practice*

**Mime Boyter, Caddo Parish  
Northwood High School-9th Grade**





## **Fireside Chat:**

*Every Student, Every Day - Turning Purpose into Practice*

***Eric Durr, St. Bernard Parish  
CTE Advisor***



# Group Presentation: LDOE's Counselor Handbook & Rubric



# Welcome and Framing

***Today:** Preview Louisiana's updated Counselor Evaluation Handbook and Rubric*



The Louisiana Counselor Evaluation Handbook is designed for growth, reflection, and alignment.



The handbook was designed in partnership with the LDOE, the National Institute for Excellence in Teaching (NIET), and a committee of **counselors** to directly support improvements in school counselor practices.



# Why This Matters



**Counseling is central to student success** by supporting their academic, social, personal, and career development needs.



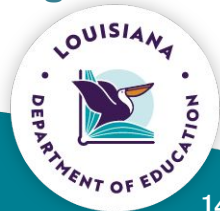
**The handbook strengthens consistency, clarity, and coaching** for counselors across Louisiana.



**The handbook aligns with LDOE's vision for *future-ready graduates*** supported by fair access to all learning opportunities.



# Key Responsibilities for Counselors in Louisiana



# How the Rubric Supports That Vision



**Encourages continuous reflection  
and professional growth**



**Promotes a shared language  
between counselors and evaluators**



**Functions as both an evaluative  
framework and a coaching tool**



**Defines what excellence looks like  
across five domains**



# Rubric Overview: Five Domains

This research-based rubric provides counselors with a common understanding and language for supporting student growth and success represented by the five key domains below:



## **Domain 1: Counseling Program Vision, Strategic Goal Setting, and Action Planning**

**Indicators:** Development and Communication of Vision; Goal Setting, Action Planning, and Monitoring; Expectations



## **Domain 2: Student Services**

**Indicators:** Student Support and Data Collection; Meeting Students' Needs; Organization and Management of Time and Student Records



## **Domain 3: Leadership, Advocacy, Reflection**

**Indicators:** Leadership and Advocacy; Reflective Practices



## **Domain 4: Professionalism and Integrity**

**Indicators:** Professional Behavior, Integrity, and Confidentiality



## **Domain 5: School and Community Engagement**

**Indicators:** Collaboration with School Personnel and All Stakeholders



# Domain 1 Spotlight: Vision & Goal Setting



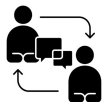
## Domain 1: Counseling Program Vision, Strategic Goal Setting, and Action Planning

*Development & Communication of Vision:* Counselors **develop and communicate** a vision that **guides strategic, student-centered programs aligned with school goals and community needs.**

### *What Exemplary Practice Looks Like*



**Collectively develop and articulate a clear strategic vision** aligned with the school's mission and community needs



**Engage and collaborate with stakeholders** - students, families, staff, and community partners - **to shape and endorse the vision**



**Communicate the vision broadly** to drive data-informed goal setting and action planning



# Vision & Goal Setting: Example #1

A counselor conducts a **digital needs assessment** for all stakeholders, including students, parents, faculty and staff, and community members, to gather data on the needs of the school and community.

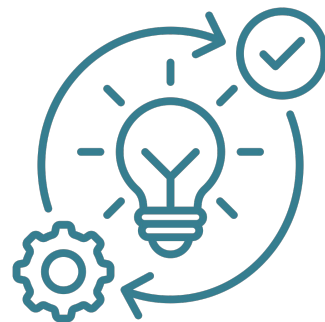
The needs assessment is developed with the following questions in mind:

- What **academic, personal, or career development needs** do students have?
- How **effective** are current counseling services?
- What do students, teachers, and parents perceive as the **most pressing student issues**?

**By aggregating data from the needs assessment**, along with the School Improvement Plan and student outcome data (e.g., attendance, achievement, behavior), the counselor **creates the school counseling vision**.



*Artifacts:* Needs assessment data; drafts of the vision statement; data summary; Google forms, social media; school app, and email to students.



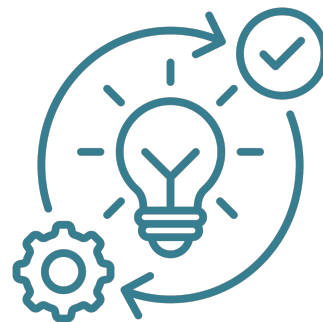
# Vision & Goal Setting: Example #2

A counselor **creates a yearly calendar of events**, including classroom lessons, group sessions, and individual support plans that guide students' decision-making.

The calendar of events is created and posted on:

- School website
- Newsletter
- Social media
- Any visible area of the school

**By building and publicly posting the yearly calendar of events**, the counselor **adopts a proactive approach to supporting students' success** while ensuring that families and staff are informed about upcoming events and given opportunities to engage.



*Artifacts:* Calendar of events; action/support plans; student reflections from class discussion; scripts, or videos of morning announcements



# Domain 2 Spotlight: Student Support and Data Collection



## Domain 2: Student Services

*Student Support and Data Collection:* **Counselors use various forms of data to identify student needs, track progress, and ensure that interventions are effective.**

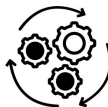
### *What Exemplary Practice Looks Like*



**Demonstrates deep knowledge** of counseling theories, techniques, and evidence-based practices **to effectively address student needs and goals.**



**Designs and delivers engaging, developmentally appropriate lessons** that support students' overall growth and development.



**Collects and analyzes data from multiple sources** to identify trends, measure impact, and inform next steps



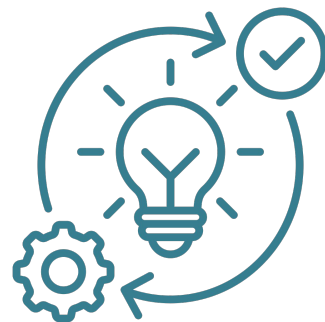
# Student Support and Data Collection: Example #1

A counselor **gathers and interprets qualitative data from teachers and classroom observations to develop a daily behavior tracker** that guides ongoing adjustments to promote success.

Steps for creating the daily behavior tracker:

- **Analyzing data** to understand student patterns and needs
- **Meet with the student to review performance** and gather their perspective on behavior
- **Select one target behavior together** and **choose a student-chosen reward** and a counselor-led reward

**By implementing the daily tracker/CICO** with routine checkpoints, **the counselor creates a predictable path for growth** that makes progress visible and supports students in developing positive behavior habits.



*Artifacts:* Data dashboards or progress monitoring reports; intervention plans or student support logs



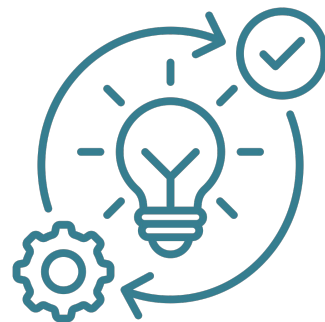
# Student Support and Data Collection: Example #2

A counselor **can facilitate classroom counseling lessons to support adaptive skill development** which is essential to students' personal growth.

Classroom counseling lessons on peer interaction vary by students' developmental age and are differentiated accordingly, for example:

- **PreK-2nd grades resolving playground conflicts** (e.g., playing nicely on the playground)
- **3rd-7th grades managing behaviors** (e.g., spreading rumors and gossip)
- **8th-12th grades developing digital citizenship** (e.g., engaging appropriately and respectfully in online spaces)

**By delivering lessons and sessions** that are relevant and developmentally appropriate, **the counselor ensures impact on student's development**, promoting growth in critical areas.



*Artifacts:* Lesson plans; presentations; handouts; anonymized students work samples



# Domain 3 Spotlight: Leadership, Advocacy, Reflection



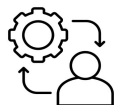
## Domain 3: Leadership, Advocacy, Reflection

*Leadership and Advocacy:* **Counselors** leads initiatives that strengthen academics, attendance, and behavior, advises staff on student supports, and helps shape a positive school environment.

### *What Exemplary Practice Looks Like*



**Acts as a system advocate for student access** to all instructional programs and activities



**Leads positive change in the counseling program** and **partners on school improvement** to embed the counseling perspective in school goals



**Develops and executes crisis response** outlined in the school system and school plans by coordinating communication and resources



# Leadership and Advocacy: Example #1

A counselor **acts as a system advocate by actively advocates for all students' access** to academic supports, community resources, and college and career planning services.

Being a system advocate can look like:

- **Identifying and addressing barriers** such as policies, course access, or limited college and career opportunities
- **Empowering students and families** by explaining rights, available supports, and clear pathways to success
- **Expanding access for all students through targeted initiatives and policy updates**, documented in collaboration logs and access measures.

**By taking initiative to align and advocate** for necessary resources and improvements, **the counselor ensures that students have access** to the resources, support, and opportunities they need to succeed.



*Artifacts:* Meeting notes; communication logs; updated counseling plans; program needs assessment; advocacy letters; stakeholder presentations

# Leadership and Advocacy: Example #2

A counselor **demonstrates leadership by identifying areas for growth within the comprehensive school counseling program and implementing improvements** that align with student needs and school goals.

Being a leader can look like:

- **Updating counseling plans** to ensure alignment with nationally recognized school counseling standards, guidance, and school or district frameworks
- **Building trust through timely responses** to student and staff concerns, fostering strong relationships with students, families, and colleagues
- **Requesting necessary resources** such as staff, curriculum, or interventions

**By proactively identifying areas for growth , the counselor helps shape school goals** that address the holistic needs of students.



*Artifacts:* Data reports; action plans; collaboration notes; school-wide initiatives that address identified needs



# Domain 4 Spotlight: Professionalism and Integrity



## Domain 4: Professionalism and Integrity

*Professional Behavior:* **Counselors model professional behavior and support an environment of respect and integrity** that allows all staff, students, and stakeholders to work, grow, and learn.

### *What Exemplary Practice Looks Like*



**Demonstrates an understanding of relevant professional codes** through the application of the key principles and guidelines that govern professional behaviors



**Demonstrates and promotes strong decision-making skills** by engaging in critical thinking and/or consulting with relevant resources when faced with complex dilemmas



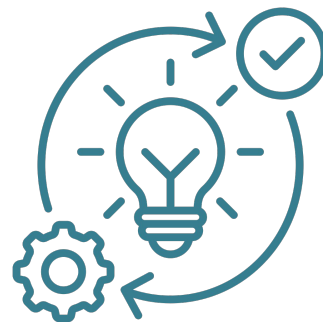
# Professional Behavior: Example #1

A counselor **adheres to professional standards in response to a student crisis**, by maintaining confidentiality, obtaining informed consent, honoring professional boundaries, and **providing impartial support to all students**.

Upholding confidentiality and professional practices includes:

- **Activating needed supports** and documenting each step in line with legal guidelines
- **Communicating the boundaries of confidentiality** to ensure understanding of rights and the limits of privacy
- **Protecting student dignity**, complying with mandated reporting, and maintaining trust **to ensure a supportive environment**

**By upholding honesty and strong principles** in all professional actions, **the counselor** protect student privacy and **consistently act in the best interest of students**.



*Artifacts:* Documentation of ethics training certificates; anonymized record keeping templates; evidence of following school system confidentiality protocols



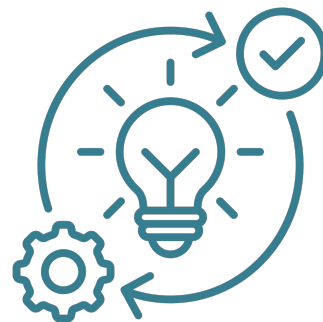
# Professional Behavior: Example #2

A counselor **proactively designed and led a professional development session for all school staff** focused on the Family Educational Rights and Privacy Act (FERPA) and school system confidentiality protocols.

This counselor-led PD session includes:

- **Real-world case studies** and **interactive discussion**
- **In-depth knowledge-sharing of legal responsibilities** in student support
- Clear **guidance on adhering to school system and state policies** and expectations

**By leading a professional development session** that engaged staff in professional learning and self-reflection to improve counseling practices, **the counselor strengthened schoolwide confidentiality practices** and **contributed to a shared environment of accountability.**



*Artifacts:* PD agenda; completed activity handouts; case-study materials; evidence of ongoing implementation and engagement (e.g., notes from PLC meetings)



# Domain 5 Spotlight: School and Community Engagement



## Domain 5: School and Community Engagement

*Collaboration with All Stakeholders:* **Counselors initiate, lead, and influence collaboration** with families, teachers, leaders, other school staff, and all stakeholders **that positively impact the professional environment and student success.**

### *What Exemplary Practice Looks Like*



**Explains and provides adequate evidence of progress** toward school and student goals to all stakeholders.



**Establishes strong partnerships with relevant agencies**



**Attends and meaningfully contributes school counseling expertise** (e.g., crisis management strategies, mentorship, interventions) **during teacher collaboration**

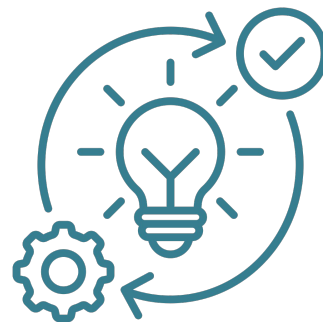


# Collaboration with All Stakeholders: Example #1

A counselor **takes a proactive role in leading and fostering collaboration amongst stakeholders** to enhance the professional environment and support student success.

Hosting an ACT Data Night is an event that engages all stakeholders:

- **Brings together teachers, students, families, and community partners** to review results from the recent statewide ACT administration
- **Highlights school and system goals** and explains how ACT performance impacts postsecondary opportunities
- **Provides opportunities for attendees to ask questions and help shape an improvement plan**, including free after-school and weekend test-prep sessions led by ACT-certified educators.



**By hosting and creating opportunities to engage all stakeholders, counselors create an atmosphere of teamwork** and shared responsibility for student outcomes.



*Artifacts:* Meeting agendas or minutes from partnership initiatives and events;  
Documentation of external outreach



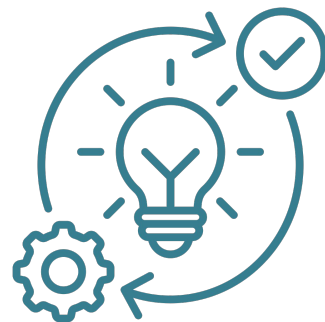
# Collaboration with All Stakeholders: Example #2

A counselor **verifies and updates the list of community referral resources by contacting relevant agencies** to ensure that the referral process is **well-informed, coordinated, and appropriate, ultimately benefiting students.**

An updated referral list improves the counselor's ability to respond to student needs by:

- **Providing timely access to accurate, vetted community resources**
- **Matching students and families with services** that align with their specific circumstances and needs
- **Strengthening coordination and communication** between the school, families, and community agencies

**By updating the referral list on a timely cadence** and thoughtfully using it in response to each student's circumstances, **the counselor ensures that support is comprehensive, individualized, and aligned with the student's needs**

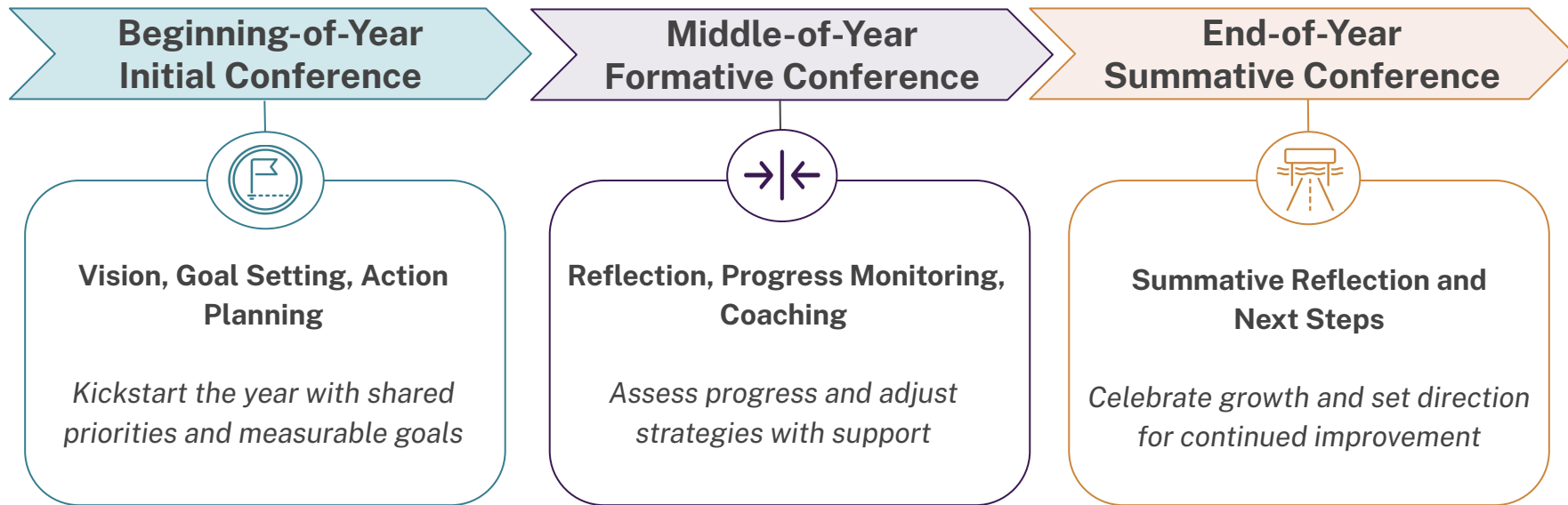


**Artifacts:** Track changes of revisions to the updated resource; documentation of outreach to community agencies; referral logs showing use of community resources



# Evaluation Process Overview

There are **three annual conferences with an evaluator**:



# Scoring and Weights

## Overall Scoring Components

**Qualitative (50%)**

Based on **rubric performance** (90%) and **counselor self-assessment** (10%)

**Quantitative (50%)**

Based on **Student Learning Targets** (100%)

## Domain Weights (90% of the Qualitative Score)



**Vision & Action  
Planning**



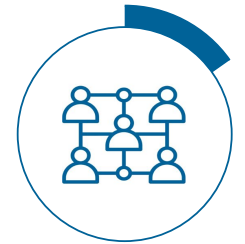
**Student  
Services**



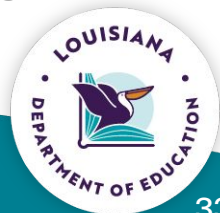
**Leadership &  
Advocacy**



**Professionalism  
& Integrity**



**School & Community  
Engagement**



# Using the Handbook for Growth

*Louisiana's Counselor Handbook equips school counselors with a **comprehensive evaluation and learning tool** that:*



**Maintains an environment of accountability and improvement** through coaching and evidence-sharing.



**Provides a clear framework** for counselor self-assessment and professional learning.



**Encourages reflection and dialogue, not just evaluation**, through handbook-guided checkpoints and discussions.

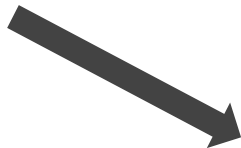


# Call to Action



## Counselors

Use this rubric to **clarify your vision and demonstrate your impact**



## Leaders

Use this rubric to **coach and develop practice** — not just to assign a score

## Together

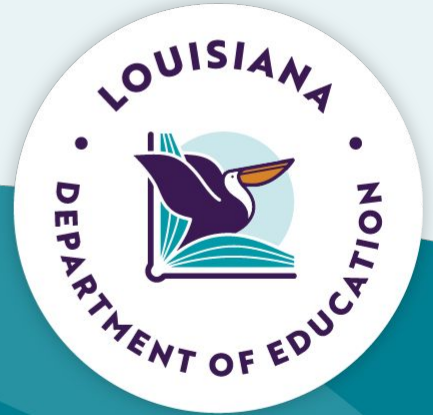
*Build an environment of excellence, remove barriers to learning, and support students across Louisiana schools.*

For questions on the counselor handbook and rubric, please email [leads@la.gov](mailto:leads@la.gov) or [candace.joseph@la.gov](mailto:candace.joseph@la.gov)



# Transition to Workshops: 10:00 - 12:00

Defining the Counselor Role & Crafting Actionable Goals to Improve Attendance  
Vertical Alignment Mapping & The Role of the Counselor  
Building & Strengthening Post-Secondary Partnerships



# Breakout Rooms

*Defining the Counselor Role & Crafting Actionable Goals to Improve Attendance*

*Vertical Alignment Mapping & The Role of the Counselor*

*Building & Strengthening Post-Secondary Partnerships*

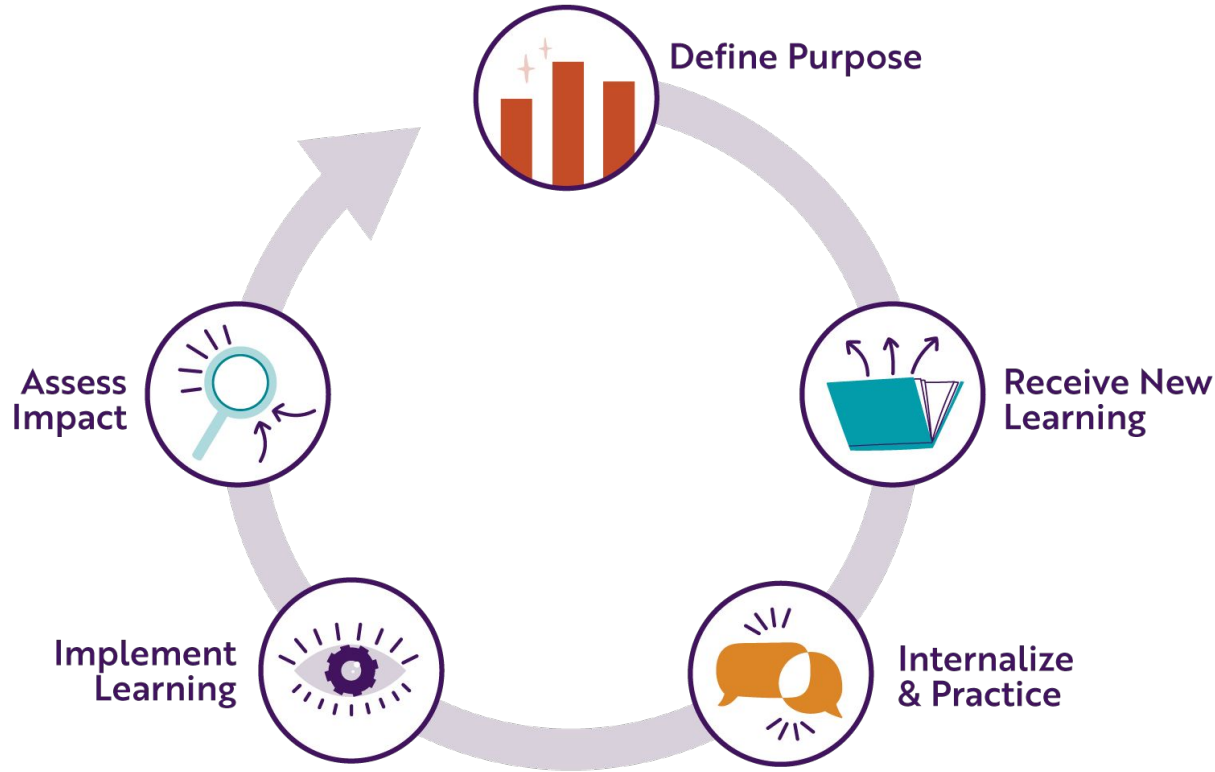
*Scan the QR code to access the resources for each session*



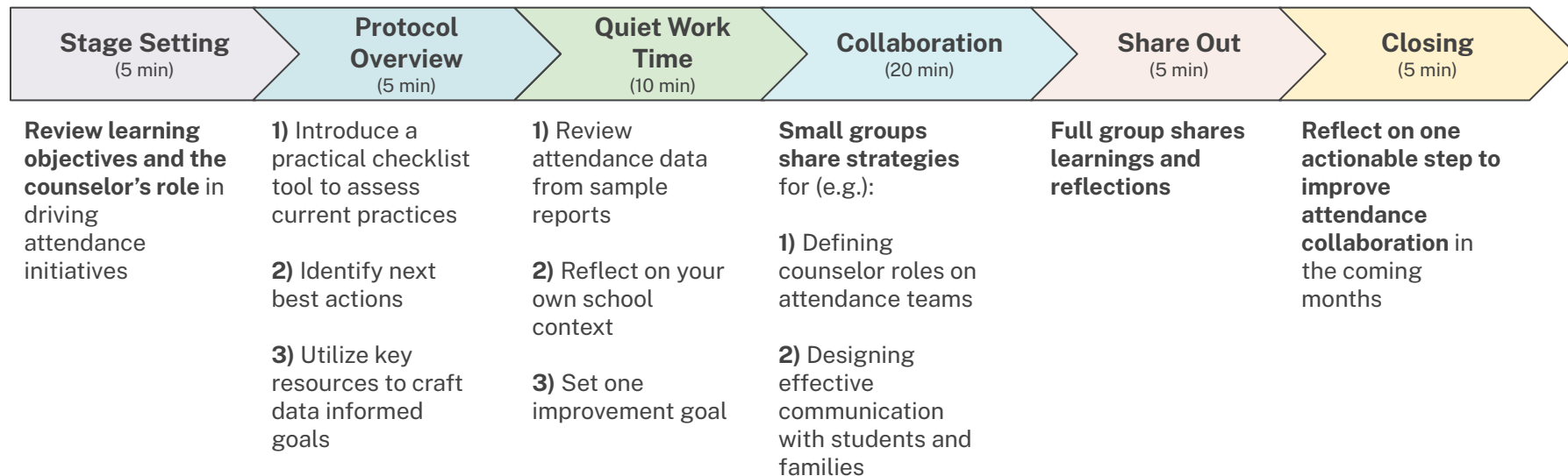
# Defining the Counselor Role & Crafting Actionable Goals to Improve Attendance



# High-Quality Professional Learning Cycle



# Workshop Overview



# Attendance Initiatives: Learning Objectives (LOs)



## LO1: Reviewing Current Data

Review the recent attendance data for your school, identifying patterns and comparing to the state's targets on four key indicators.

## LO2: Implementing Strategies

Practice how counselors contribute to attendance teams by **1)** Analyzing attendance data, **2)** Engaging in goal-setting exercises, and **3)** Identifying strategies that can improve attendance.



# Counselor Role in Driving Attendance



Schools will use cross-departmental **attendance teams** to align resources and **implement attendance solutions**.



Counselors support attendance by **developing plans and setting goals to lower absentee rates**.



Counselors **gather data, provide counseling, and offer support** to students with high absenteeism.



# Protocol Overview



**Goals:** 1) Use a practical checklist tool to assess current practices, 2) Determine next actions, and 3) Leverage key resources to create data-informed goals.

## *Handout Overview:*

1. **Role clarity:** Identify which attendance responsibilities you currently own.
2. **Attendance data review:** Fill in core metrics and note quick insights.
3. **Root cause reflection:** Name patterns and common barriers driving absences.
4. **SMART goal setting:** Write a specific, measurable, realistic, time-bound attendance goal for a student or group.
5. **Strategy selection (pick 1–2):** ISAPs, family engagement, incentives/recognition, data monitoring, resource identification, or other.
6. **Name the next steps:** Consider information needs, list partners, meeting cadence, and how success is defined.
7. **Action step commitment:** Commit to one concrete next step to improve attendance in your district.



# Individual Work-Time



Take 10 minutes to complete the Attendance Handout before sharing your reflections in small groups.

## Activity:



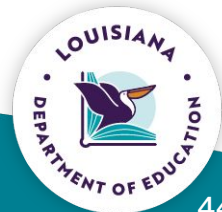
**Review attendance data** from sample reports



**Reflect** on your own school context



**Set one improvement goal**



# Collaboration



Gather in groups of two or three to share your strategies, ideas, & questions.

*Topics for collaboration can include:*



Selecting **strategies to improve attendance** at your school



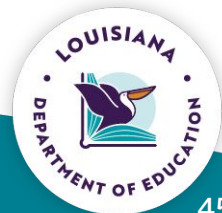
Identifying **roles and responsibilities of your attendance team** and how you can collaborate with them



Planning for **effective communication** with students and families



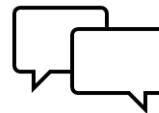
Any **questions you still have** about LDOE's attendance initiatives



# Share Out



Come back together with the group and share your reflections and strategies.



**Take five minutes to share  
your learnings and reflections  
with the whole group.**



# Closing & Action Steps



## Attendance Initiatives Learnings

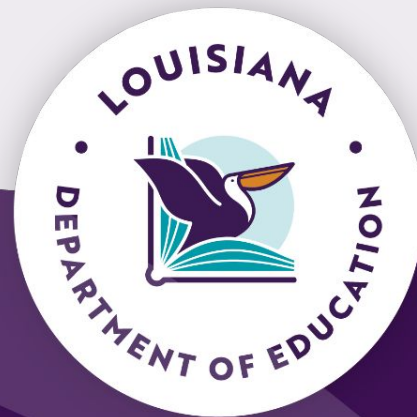
- **Counselors have a clear role on school attendance teams** and can move outcomes by setting measurable, time-bound goals and revisiting data on a regular cadence.
- **Simple tools** (e.g., an individualized student attendance plan) can **translate strategy into day-to-day actions** with students and families.



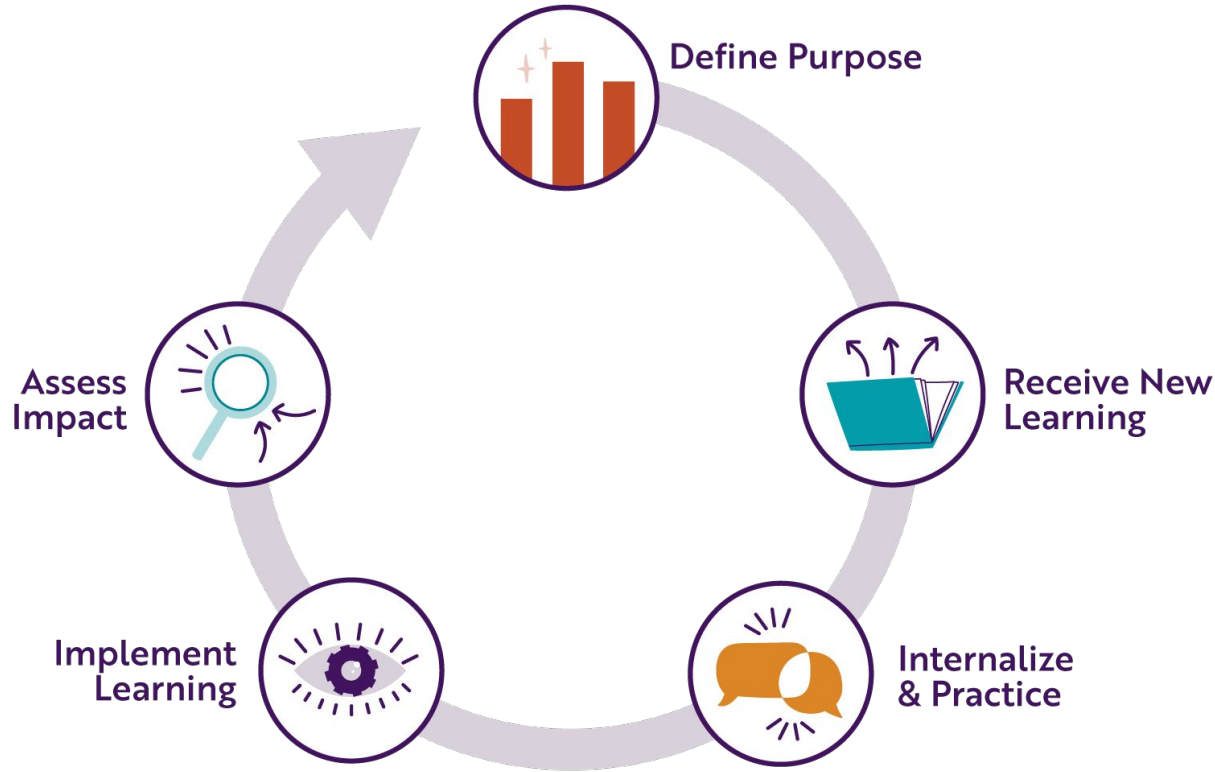
**Activity:**  
**Write out one actionable step  
you can take to improve  
attendance collaboration in  
the coming months.**



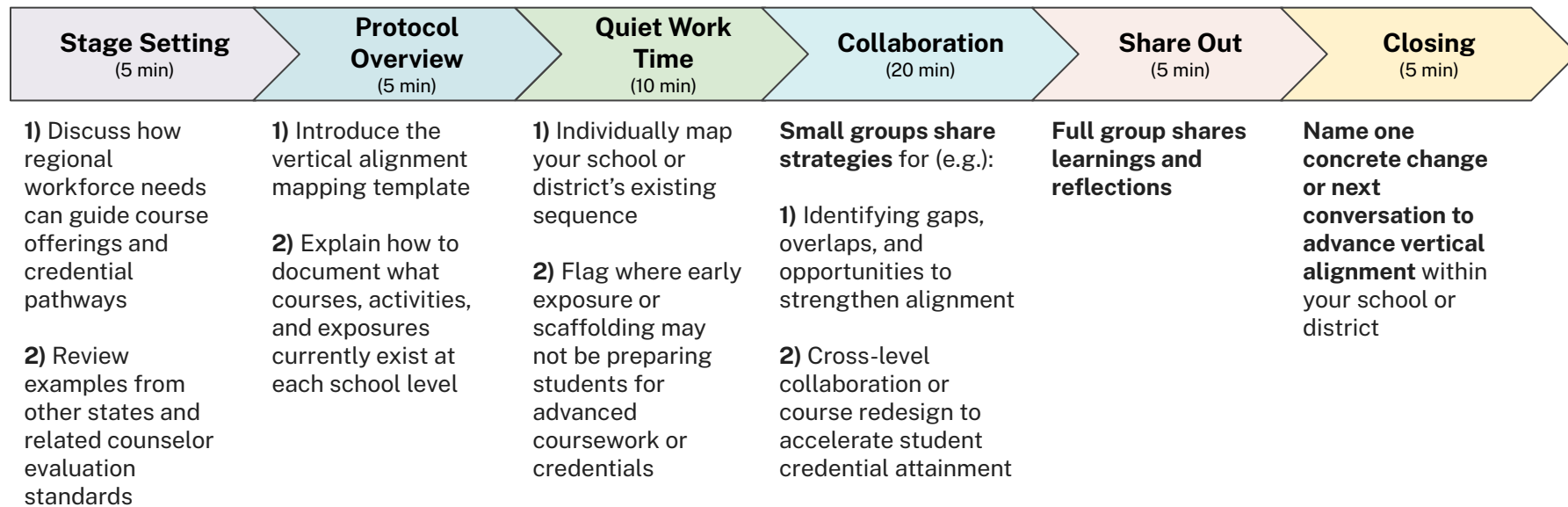
# Vertical Alignment Mapping & The Role of the Counselor



# High-Quality Professional Learning Cycle



# Workshop Overview



# Vertical Alignment: Learning Objectives (LOs)



## LO1: Planning for Community Alignment

Research the high-demand industries in your region and plan on how to promote awareness, exploration, and preparedness for those careers.

## LO2: Bridging School Levels

Understand what career exploration and readiness looks like at different school levels and come up with ways to align your own school's work to that progression.



# Counselor Role in Improving Vertical Alignment



**Align advising and programming with recognized credentials and workforce needs** to better prepare students for career success.



**Share knowledge and set clear expectations for skills and prerequisites** to minimize transition gaps and foster continuous learning.



**Anchor students' coursework in approved course sequences** to promote readiness, timely graduation, and successful credential attainment.



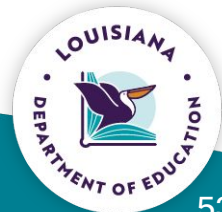
# Protocol Overview



**Goals:** **1)** Identify high-demand sectors to align credential pathways, **2)** Assess vertical alignment gaps/opportunities, and **3)** Plan next steps to promote continuous learning

## *Handout Overview:*

1. **Regional Workforce Focus:** Use the Louisiana Workforce Commission to name 2–3 high-demand industries in your region.
2. **Current Pathway Map:** For each high-demand industry, map what your district/region does at each school level.
3. **Readiness Checklist:** Check for early career exposure, correct course sequencing, inclusion of industry-recognized credentials, and alignment to regional needs.
4. **Gap & Opportunity Analysis:** List gaps and brainstorm concrete opportunities to add/realign offerings.
5. **Counselor Role:** Define how counselors contribute to vertical alignment and list 1–2 specific actions you can take.
6. **Collaboration Plan:** List key partners, why it matters, and what success looks like.
7. **Action Step:** Commit to one concrete action to advance vertical alignment within the next 30 days.



# Individual Work-Time



Take 10 minutes to complete the Vertical Alignment Handout before sharing your reflections in small groups.

## Activity:



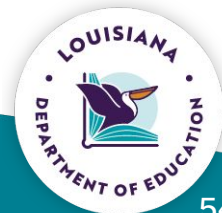
**Reflect on why vertical alignment matters** for local opportunity



**Identify opportunities to** improve coherence and collaboration across grade levels.



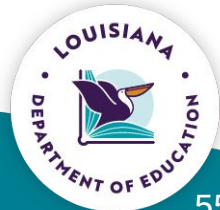
**Set one improvement goal**



# Locating High Demand Industries In Your Region (1 of 4)

1. Head to the Louisiana Works site
2. Scroll down and click on “Area data” under “Wages and Labor Data”

| SERVICES FOR JOB SEEKERS                                                                                                                                                                                                                                                                                                                                                                                                            | REEMPLOYMENT SERVICES                                                                                                                                                                                                                                                                  | EMPLOYER SERVICES                                                                                                                                                                                                                                                                                                                                                                                     | WAGES AND LABOR DATA                                                                                                                                                                                                                                                                                                              | GENERAL RESOURCES AND SERVICES                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>› <a href="#">★ Explore Louisiana HIRE</a></li><li>› <a href="#">Louisiana Star Jobs - Find a job, explore careers New !</a></li><li>› <a href="#">Additional search options</a></li><li>› <a href="#">Post or create a résumé</a></li><li>› <a href="#">Get automated job alerts</a></li><li>› <a href="#">Help using this site</a></li><li>› <a href="#">Job seeker tutorials</a></li></ul> | <ul style="list-style-type: none"><li>› <a href="#">Start or re-open an unemployment claim</a></li><li>› <a href="#">File for weekly unemployment benefits</a></li><li>› <a href="#">Other unemployment services</a></li><li>› <a href="#">How to use HiRE (video) New !</a></li></ul> | <ul style="list-style-type: none"><li>› <a href="#">Post a job opening</a></li><li>› <a href="#">Look for job candidates</a></li><li>› <a href="#">File Employee Separation Notice</a></li><li>› <a href="#">Current occupational trends</a></li><li>› <a href="#">Unemployment information</a></li><li>› <a href="#">Help using this site</a></li><li>› <a href="#">Employer tutorials</a></li></ul> | <ul style="list-style-type: none"><li>› <a href="#">Occupation data</a></li><li>› <a href="#">Industry data</a></li><li>› <a href="#">Area data</a></li><li>› <a href="#">Louisiana Occupational Information System (LOIS)</a></li><li>› <a href="#">LMI statistical reports</a></li><li>› <a href="#">Publications</a></li></ul> | <ul style="list-style-type: none"><li>› <a href="#">Contact us</a></li><li>› <a href="#">Job fairs and events</a></li><li>› <a href="#">Youth services</a></li><li>› <a href="#">Veteran services</a></li><li>› <a href="#">Education and training - eligible training provider list</a></li><li>› <a href="#">Training provider information New !</a></li><li>› <a href="#">Online learning</a></li></ul> |



# Locating High Demand Industries In Your Region (2 of 4)

3. Choose “Parish” as the area type

A screenshot of a web interface showing the 'Area Type' dropdown menu for the state of Louisiana. The 'State' is set to 'Louisiana'. The 'Area Type' dropdown is open, displaying a list of options: 'None Selected', 'None Selected', 'Local Workforce Investment Area', 'Metro Statistical Area (2013 Def.)', 'Metropolitan Statistical Area 2000', 'Parish', 'Regional Labor Market Area', and 'State'. The 'Parish' option is highlighted in blue. A green box highlights the 'Area Type' label and the dropdown menu.

4. Find and select your parish in the “Area” dropdown list

A screenshot of a web interface showing the 'Area' dropdown menu for the state of Louisiana. The 'State' is set to 'Louisiana'. The 'Area Type' dropdown is open, displaying a list of options: 'Concordia Parish, LA', 'De Soto Parish, LA', 'East Baton Rouge Parish, LA', 'East Carroll Parish, LA', 'East Feliciana Parish, LA', and 'None Selected'. The 'Area' dropdown is open, displaying a list of options: 'None Selected'. A green box highlights the 'Area' label and the dropdown menu.

# Locating High Demand Industries In Your Region (3 of 4)

5. Click “Continue” and wait for a new page to load

Make an area selection using the items below. After you have made your selection, click the *Continue* button.

Area (change area selection): [Cameron Parish, LA](#)

Continue

6. At the top of the new page, select “Employment and Wages”

**Summary** | [Jobs](#) | [Candidates](#) | [Supply and Demand](#) | [Education, Training and Experience](#) | [Employment and Wages](#) | [Demographics](#)

# Locating High Demand Industries In Your Region (4 of 4)

7. On the Employment page, scroll down to find “Industry Employment Distribution.” This will show a list of the top industries in your parish!

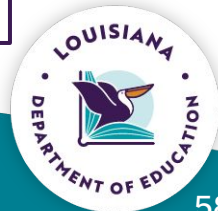
**Industry Employment Distribution** ?

This section shows the industries with the highest number of employees in Cameron Parish, LA for the 1st Quarter, 2025.

Activate a column title to sort.

| Rank ↕ | Industry Sector ↕                   | Number of Establishments ↕ | Number of Employees ↕ |
|--------|-------------------------------------|----------------------------|-----------------------|
| 1      | Total, All Industries               | 157                        | 3,981                 |
| 2      | Manufacturing                       | 8                          | 1,410                 |
| 3      | Construction                        | 31                         | 1,236                 |
| 4      | Public Administration               | 15                         | 243                   |
| 5      | Transportation and Warehousing      | 19                         | 207                   |
| 6      | Retail Trade                        | 13                         | 117                   |
| 7      | Administrative and Waste Services   | 11                         | 82                    |
| 8      | Wholesale Trade                     | 10                         | 76                    |
| 9      | Health Care and Social Assistance   | 7                          | 57                    |
| 10     | Arts, Entertainment, and Recreation | 4                          | 45                    |

Download Print



# Collaboration



Gather in groups of two or three to share your strategies and ideas.

*Topics for collaboration can include:*



**Strategies to advance vertical alignment** at your school



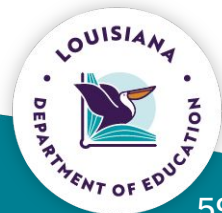
**Strengths and growth areas** of your district's current alignment practices



**Key partnerships to build** and how they can improve alignment across school levels



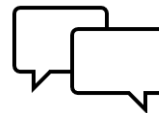
Any **questions you still have** about LDOE's vertical alignment strategy



# Share Out



Come back together with the group and share your reflections and strategies.



**Take five minutes to share  
your learnings and reflections  
with the whole group.**



# Closing & Action Steps



## Vertical Alignment Learnings

- **Vertical alignment** means building from early awareness (ES) to exploration (MS) to preparation/credentials (HS) so students see a clear path to high-demand careers.
- **Counselors are the connective tissue** linking student interests and goals to school priorities and career opportunities.



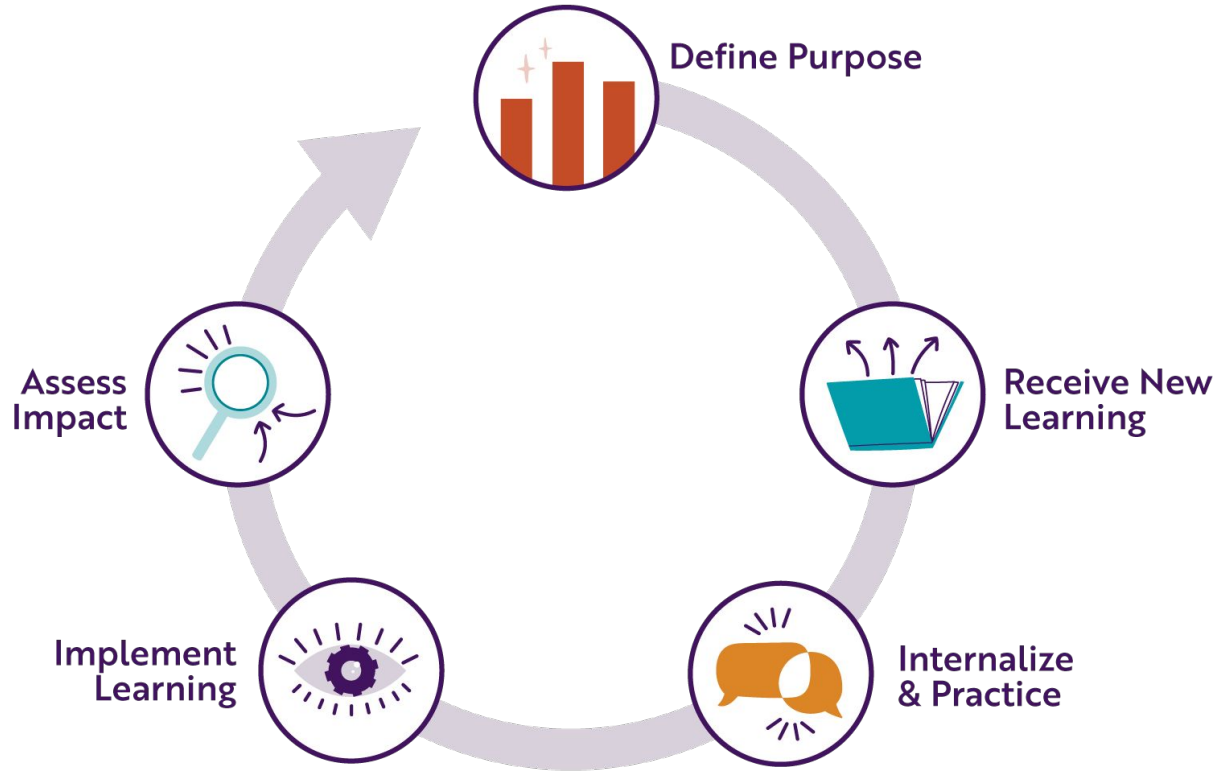
**Activity:**  
**Write out one actionable step you can take to advance vertical alignment in the coming month.**



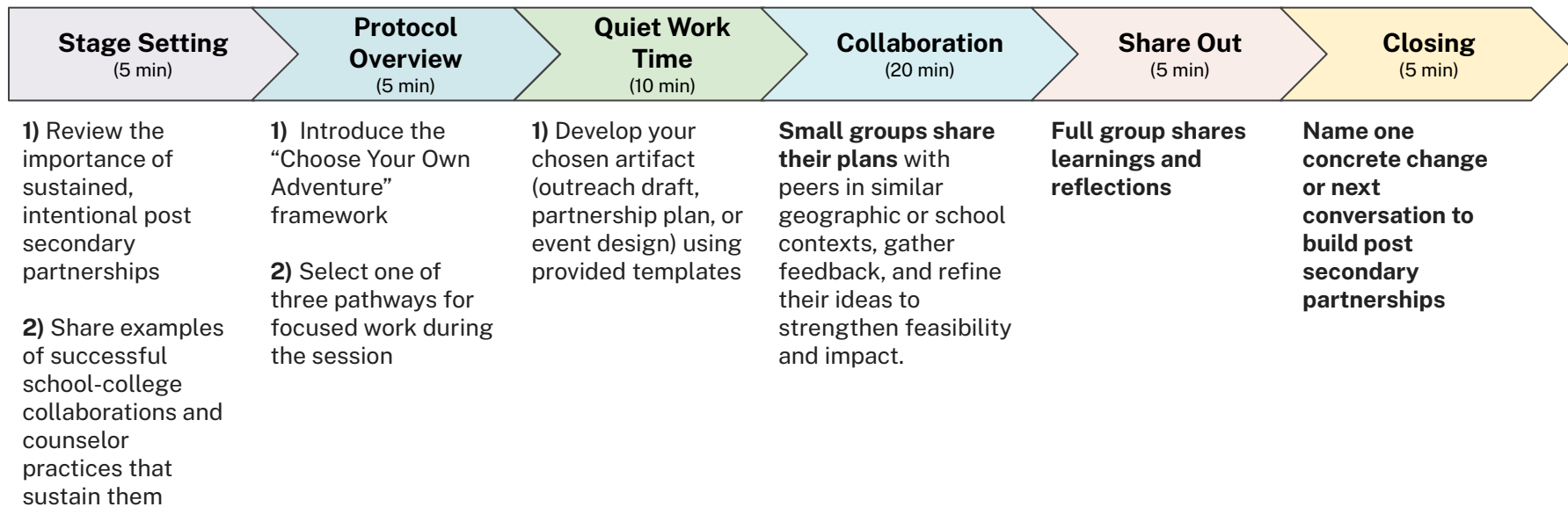
# Building & Strengthening Post-Secondary Partnerships



# High-Quality Professional Learning Cycle



# Workshop Overview



# Post-secondary Connections: Learning Objectives (LOs)



## **LO1: Plan for Partnerships**

Depending on your current level of engagement, make a plan for building partnerships with post-secondary institutions.

## **LO2: Identifying & Removing Barriers**

Reflect on how you are providing opportunities to all students through your partnership planning, and what barriers need to be overcome for full student participation.



# Counselor Role in Building Post-Secondary Connections



**Facilitate smooth transition** from middle to high school and support students as they navigate the post-secondary planning and transition process



**Motivate and guide students towards success in specific career goals** by bridging the gap between middle and high school expectations



**Build realistic plans towards credential attainment** by developing step-by-step plans for students



# List of Certificates of Technical Studies Demo

The **LDOE's Certificates of Technical Studies Inventory** will provide a comprehensive, catalog of technical studies certificates from all institutions statewide.

## How to use this resource:

| Program 1                        | Program Name 1                     | Certificate                             | Region   | High Wage High Demand Job (H & S Star Jobs) | AI Foster | Stackable Credential |
|----------------------------------|------------------------------------|-----------------------------------------|----------|---------------------------------------------|-----------|----------------------|
| Certificate of Technical Studies | Carpentry Technology II            | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Electrician (Commercial Wiring 2)  | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Electrician (Industrial)           | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Electrician Residential            | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Industrial Electronic Repair       | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Medical Assistant                  | LDC - Louisiana Delta Community College | Region 8 | No                                          | Yes       | No                   |
| Certificate of Technical Studies | Medical Coding Specialist          | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | Yes                  |
| Certificate of Technical Studies | Patient Care Tech                  | LDC - Louisiana Delta Community College | Region 8 | No                                          | Yes       | No                   |
| Certificate of Technical Studies | Pharmacy Technician                | LDC - Louisiana Delta Community College | Region 8 | No                                          | Yes       | No                   |
| Certificate of Technical Studies | Secure Software Design             | LDC - Louisiana Delta Community College | Region 8 | No                                          | Yes       | No                   |
| Certificate of Technical Studies | Medical Office Specialist          | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Medical Records/Billing Specialist | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |
| Certificate of Technical Studies | Medical Lab Assistant & Phlebotomy | LDC - Louisiana Delta Community College | Region 8 | No                                          | Yes       | Yes                  |
| Certificate of Technical Studies | Welding Arc SMAW                   | LDC - Louisiana Delta Community College | Region 8 | Yes                                         | Yes       | No                   |

| Program                                 | Program Type 1                   | Program Name                                | AI Foster | Region   | Total Credit | Total Credit Hours |
|-----------------------------------------|----------------------------------|---------------------------------------------|-----------|----------|--------------|--------------------|
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Digital Photography                         | Yes       | Region 7 | 9            | 24                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Audio Technology                            | Yes       | Region 7 | 8            | 24                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Programming for Digital Gaming              | Yes       | Region 7 | 11           | 33                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Information Systems Security Professionals  | Yes       | Region 7 | 8            | 24                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Senior Systems Managers                     | Yes       | Region 7 | 8            | 24                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Instrumentation and Electronics             | Yes       | Region 7 | 9            | 28                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Engineering Graphics                        | Yes       | Region 7 | 11           | 28                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Industrial Manufacturing                    | Yes       | Region 7 | 8            | 18                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Energy Services                             | Yes       | Region 7 | 12           | 34                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Advanced Manufacturing and Mechatronics     | Yes       | Region 7 | 11           | 33                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Residential Electrician                     | Yes       | Region 7 | 9            | 13                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Domestic Air Conditioning and Refrigeration | Yes       | Region 7 | 10           | 28                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | Welding I                                   | Yes       | Region 7 | 7            | 20                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | AAC Welder GTAW                             | Yes       | Region 7 | 6            | 18                 |
| BPCC - Bossier Parish Community College | Certificate of Technical Studies | AAC Welder SMAW                             | Yes       | Region 7 | 6            | 18                 |

If you have feedback on how the inventory could be adjusted to be more helpful for your work, please share by emailing [fastforward@la.gov](mailto:fastforward@la.gov)



# Protocol Overview



**Goals:** 1) Identify high-demand sectors to align credential pathways, 2) Assess vertical-alignment gaps/opportunities, and 3) Plan next steps to promote continuous learning

## *Handout Overview:*

1. **Adventure Path 1: Crafting Outreach:** Identify a potential partner and draft an outreach message (email or call).
2. **Adventure Path 2: Setting Partnership Goals:** Select a current partner, define the purpose of partnership, identify measurable outcomes, and set a communication cadence with the partner moving forward.
3. **Adventure Path 3: Designing a New Event:** Define the event's purpose, audience, and outcomes, identify partners and responsibilities, and list key logistics
4. **All Paths: Access Lens:** Consider how this work increases access for all students and what barriers must be removed.
5. **Collaboration & Support Needs:** Lists internal/external collaborators and any required approvals/support.
6. **Action step:** Commit to one concrete action to build post-secondary connections within the next 14 days.



# Individual Work-Time



Take 10 minutes to complete the Post-Secondary Handout before sharing your reflections in small groups.

## Activity:



**Reflect** on your current level of post-secondary partnerships



**Identify opportunities** to launch new partnerships or strengthen existing ones



**Set one improvement goal**



# Collaboration



Gather in groups of two or three to share your strategies and ideas.

*Topics for collaboration can include:*



**Strategies for building new post-secondary connections** in your community



**Strengthening existing partnerships** to expand student access and opportunity



**Identifying and removing barriers** for all students



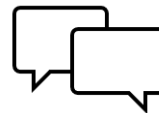
Any **questions you still have** about LDOE's post-secondary connections strategy



# Share Out



Come back together with the group and share your reflections and strategies.



**Take five minutes to share  
your learnings and reflections  
with the whole group.**

# Closing & Action Steps



## Post-secondary Connections Learnings

- **Proactive, well-timed outreach** to colleges/technical schools and employers **expands real options for students**
- **Define partnership routines** (who meets, how often, what data/decisions) **and anchor them to pathway goals and events** (expos, tours, dual-enrollment touchpoints)



**Activity:**  
**Write out one actionable step**  
**you can take to advance**  
**post-secondary connections in**  
**the coming month.**



# Crafting Shared Commitments & Closing Remarks



# Joint Commitment & School Year Goal Setting



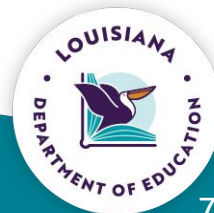
## Step 1: Reflect

1. As a counselor community, **what shared commitment will we make to strengthen alignment, access, and impact statewide?**
2. Personally, **what is one concrete goal you will take on this school year** to advance that commitment in your school or district?



## Step 2: Peer Share-Out

1. **Pair up** or form small groups.
2. **Share** your school-year goal and how it connects to our shared statewide commitment.
3. **Listen** for common themes and new ideas to take back to your teams.



# Fall Counselor Institute Key Takeaways

We hope today's session was valuable and gave you meaningful opportunities to collaborate with fellow counselors and exchange best practices.



## Attendance Initiatives

- **Counselors have a clear role on school attendance teams** and can move outcomes by setting one measurable, time-bound goal and revisiting data on a regular cadence.
- **Simple tools** (e.g., an attendance intervention plan) **translate strategy into day-to-day actions** with students and families.



## Vertical Alignment

- **Vertical alignment means building from early awareness (ES) to exploration (MS) to preparation/credentials (HS)** so students see a clear path to high-demand careers.
- **Counselors are the connective tissue** linking student interests and goals to school priorities and career opportunities.



## Post-Secondary Connections

- **Proactive, well-timed outreach** to colleges/technical schools and employers **expands real options for students.**
- **Define partnership routines** (who meets, how often, what data/decisions) **and anchor them to pathway goals and events** (expos, tours, dual-enrollment touchpoints).



# Thank you for your engagement today!

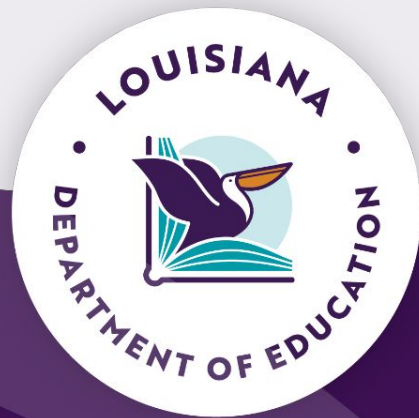
Please take a moment to complete this short feedback survey — your input helps us improve future sessions and better meet your needs.



<https://bit.ly/4qKRup6>



# Appendix: Resources



# Attendance: Key Tools & Resources

## Webinar Resources

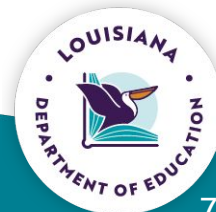
- [The Power of Presence LDOE Attendance Guide](#)
- [LDOE Attendance Landing Page](#)
- [Attendance Team Best Practices](#)
- [LDOE Monthly Call Decks](#)
  - [October 2025 Attendance Meeting Deck](#)
- [High School Planning Guide](#)
- [Blank Student Attendance Plan Template](#)

(QR code)



## Workshop Resources

- Attendance Initiatives Handout
- Attendance Data



# Vertical Alignment: Key Tools & Resources

## Webinar Resources

- [Counselor rubric handbook & rubric](#)
- [Jump Start Website](#)
  - [Jump Start Fact Sheets](#)
  - [Jump Start Graduation Pathways](#)
- [Louisiana Industry-Based Certification \(IBC\) State Focus List](#)
- [IGP Template](#)
- [Fast Forward](#)
- [High School Planning Guide](#)
- [WBL Guidance](#)

## Workshop Resources

- Vertical Alignment Handout
- Louisiana Works Workforce Data



# Post-Secondary Connections: Key Tools & Resources

## Webinar Resources

- [State Focus List](#)
- [Individual Graduation Plan Document](#)
- [Approved Pathway List](#)
- [Course Code List](#)
- [Business, Management, & Marketing Pathways Information](#)
- [Funding Guidance](#)
- [Work-Based Learning](#)
- [Graduation Tracking Guidance](#)
- [High School Planning Guide](#)

## Workshop Resources

- Post-secondary Connections Handout
- LCTCS [list of Community and Technical Colleges](#) by region

