

Louisiana Department of Education

Spring 2026 Counselor Institute Workshop



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

Key Responsibilities for Counselors in Louisiana

Support student social and personal development



Prepare students for college, career, and military pathways



Promote academic achievement and remove barriers to learning



Advocate for fair access to opportunities for all learners



Envision every student being supported to thrive academically, socially, and personally



Counselor Institute Workshop Agenda

Time	Session
8:30-9:00 a.m.	Arrival & Sign In
9:00-9:15 a.m.	Opening, Welcome and LDOE Updates
9:15-9:30 a.m.	ASVAB Presentation
9:30-10:15 a.m.	Panel Discussion: <i>Working Together for Students Success-CTE and School Counselor</i>
10:15-10:25 a.m.	Transition to Breakout Sessions
10:25-11:10 a.m.	Breakout Block I: <i>Interactive Workshop (Maximizing Student Opportunities, Career Integration and Planning)</i>
11:10-11:20 a.m.	Transition to Breakout Sessions
11:20-12:05 p.m.	Breakout Block II: <i>Interactive Workshop (Maximizing Student Opportunities, Career Integration and Planning)</i>
12:05-12:15 p.m.	Closing and Survey



Objectives for Counselor Institute Workshop

Participants will:

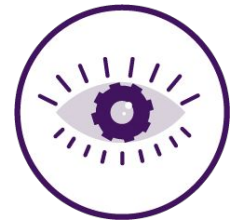
- Understand their role in assisting students with developing skills that will allow them to graduate service career and/or college ready.
- Understand the how and why students of all interests and capabilities can graduate with credentials that will provide them with career and life long opportunities.
- Understand that **all** students are career students. The goal is to ensure that students graduate prepared.



LDOE Updates



Financial Literacy

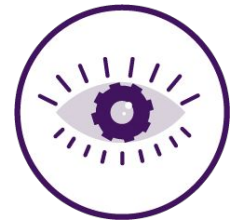


For Fall grade 9 entry 2024-2025 and thereafter, **Financial Literacy** is required for **TOPS University** students, and has its own category as a course requirement.

For students entering grade 9 in the Fall 2024-2025 on the **TOPS Tech** diploma pathway, **Financial Literacy** is a required course and may be used to satisfy one of the four math credits.

For **TOPS Tech** grade 9 entry *prior* to 2024-2025, students must take four units of math, of which Financial Math is an option.

Computer Science



For Fall grade 9 entry 2027-2028 and thereafter, **Computer Science** is required.

For TOPS University, this requirement can be satisfied by fulfilling the credit in math, science or a Foreign Language ([R.S.17:5025](#)).

For TOPS Tech, this requirement shall be one of the nine credits in Jump Start or it can be satisfied by fulfilling the credit in math or science ([R.S.17:183.3](#)).

[December 10 BESE Agenda](#)

Individual Graduation Plans



By the end of the **eighth grade** every student shall begin to develop an Individual Graduation Plan to guide the next academic year coursework and to assist the student in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall postsecondary plan.

By the end of the eighth grade, each student's Individual Graduation Plan or the student's Individualized Education Program, if applicable, shall list the required core courses to be taken through the tenth grade and shall identify the courses to be taken in the first year of high school.

By the end of the **tenth grade**, each student's Individual Graduation Plan, shall outline high school graduation requirements relevant to the student's chosen postsecondary goals.

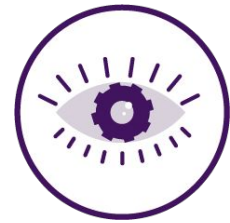
IGPs should be reviewed, updated and signed by a parent or guardian on a yearly basis.

[Individual Graduation Plan](#)

[R.S. 17:2925](#)

Please refer to [Bulletin 741](#) for additional details.

Minor Employment VS CTE Employment Certificates



All students in work-based learning programs are required to hold an employment certificate. The specific type (Minor Employment Certificate vs. CTE Employment Certificate) is dependent on the **nature of the opportunity**.

Cooperative Education (Co-Op): Students employed in a part-time job (ex, Super 1, Raising Cane's, etc.) must obtain a [Standard Minor Employment Certificate](#).

Standard Employment Certificates:

- No expiration date
- Application to employ a minor
- Completed and signed by: Employer representative, parent/guardian
- Prohibited occupations apply

Minor Employment VS CTE Employment Certificates



Internships: Students participating in high-dosage opportunities (a total of 106.2 hours of on-the-job training) must obtain a **CTE Employment Certificate**.

CTE Employment Certificates:

- Require termination date
- Completed and signed by: Training employer, parent/guardian, teacher-coordinator, and student-trainee
- CTE Teacher-Coordinator completes and submits the electronic CTE Employment Certificate via the Louisiana Works website
- Prohibited occupations exemptions exist

laborprograms@la.gov

ASVAB CEP Information for Educators



What is ASVAB CEP?

The ASVAB Career Exploration Program (CEP) is a comprehensive, **no cost, no commitment** career planning resource designed to help young people align their strengths and interests with a post-secondary plan that works.

Students in grades 10-12 and first/second year post-secondary are encouraged to participate.

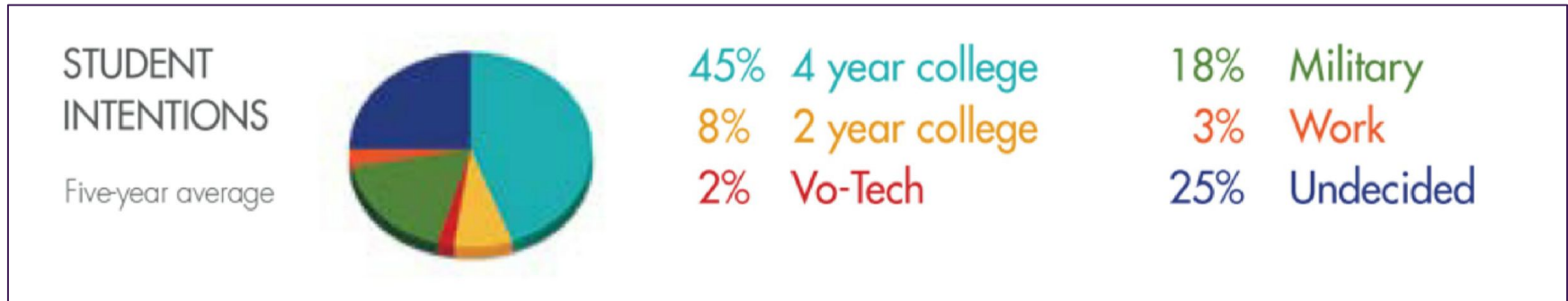
What is ASVAB CEP?

Three key components:

- **Armed Services Vocational Aptitude Battery (ASVAB)** - the most widely-used multiple aptitude test battery in the world measures developed abilities and helps predict future academic and occupational success.
- **Find Your Interests (FYI)** - a 90-item interest inventory designed to help students identify their work-related interests.
- **OCCU-Find** – this career catalog contains data related to 100s of careers with activities to help students put a plan together.

Participant Intentions

The goal of the ASVAB CEP is to enable students to explore a variety of careers related to their skills and interests, rather than limit their exploration by telling them what they can or should do.



ASVAB CEP Benefits Everyone

Students:

- Explore full-spectrum of career opportunities in the context of their skills and interests to find the best fit
- Those interested in the military receive a usable score for enlistment

Parents:

- Provides tools for exploring and planning after-high school options
- Gives students confidence to navigate decision making process

Educators & Counselors:

- Easily integrates into the high school curriculum
 - Incorporates Career Clusters & meets American School Counselor Association National Standards
- All program materials are available at no cost

Services:

- Provides pre-qualified leads which saves time and money
- Participating students can use their ASVAB CEP score to enlist

Bring ASVAB CEP to your school

- ASVAB CEP is easily integrated into curriculum.
Allows students to explore occupations in line with interests and skills and develop strategies to realize career goals.
- The ASVAB test is not just for military entrance.
It is an opportunity for students to explore the full-spectrum of career options and paths to reach their ultimate career goal.
- Participation is completely free.
- All participants make the connection between their unique skills and interest and the world of work.

Bring ASVAB CEP to your school

- Contact your local ESS/TC to schedule a testing session.
Submit testing reservation form requesting top three dates
- Select administration method.
ITA administered: we provide a Test Administrator
SST administered: School Staff are trained and used as test administrators
- Confirmation email received to confirm testing date.
- Scores received.
- Schedule Post Test Interpretation (PTI) Career Seminar approximately two weeks after testing session.

ASVAB CEP Information for Educators

Mona Tate

Education Services Specialist
Shreveport MEPS

Office: (318) 216-4956

Mobile: (224) 480-7348

Email: ramona.g.tate.civ@army.mil

Meloney Cairns

Education Services Specialist
New Orleans MEPS

Office: (504) 799-0886

Mobile: (847) 489-7635

Email: meloney.f.cairns.civ@army.mil



Working Together for Student Success

How School Counselors and CTE Supervisors Work Together

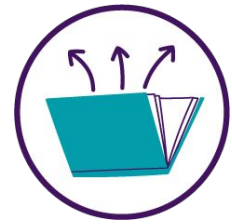


Panel Discussion

Panelists

Session	CTE Supervisor	School Counselor
Ouachita	Dr. Angela Crumpton-Lawrence (Ouachita) acrumpton@opsb.net	Shawanda Smith shawandasmith@opsb.net Casey Averitt caveritt@opsb.net
St. Bernard	Aleen LeBoeuf (St. Bernard) Aleen.LeBoeuf@sbpsb.org	Dr. Zinnia Lewis Zinnia.lewis@sbpsb.org
St. Bernard	Ronnie Seal (St. Charles) rseal@wearescpps.org	Tara Thomas (St. Charles) tthomas@wearescpps.org
Calcasieu	Dr. Ellender (St. Landry) tellender@slpsb.org	Nicole Manuel nmanuel@slpsb.org

Panel Discussion Questions



How do school counselors and CTE supervisors in your district collaborate to align CTE efforts across schools? Why is this important?

What communication practices do you utilize to ensure students receive consistent messaging about Jump Start, Fast Forward and career pathways?

What strategies have worked best to increase student enrollment and persistence in CTE pathways?

What types of ways do you advertise CTE programs to support both college and career bound students while ensuring parents understand both?

How do you ensure that all students and parents understand the similarities and differences between TOPS University and TOPS Tech?

Panel Discussion Questions



What strategies have you tried that have not worked as intended to increase student enrollment and engagement in CTE programs?

What types of career exploration and vertical alignment practices do you use to identify students for CTE early?

If you could improve one process to better support student success, what would it be?

Questions?

Break/Transition to Sessions

Session 1: Maximizing Student Opportunities (Room ?)

Session 2: Career Integration and Planning (Room ?)



Breakout Rooms

Scan the QR code to access the resources for each session

[Reframing CTE Messaging](#)



[Career Integration and Planning](#)

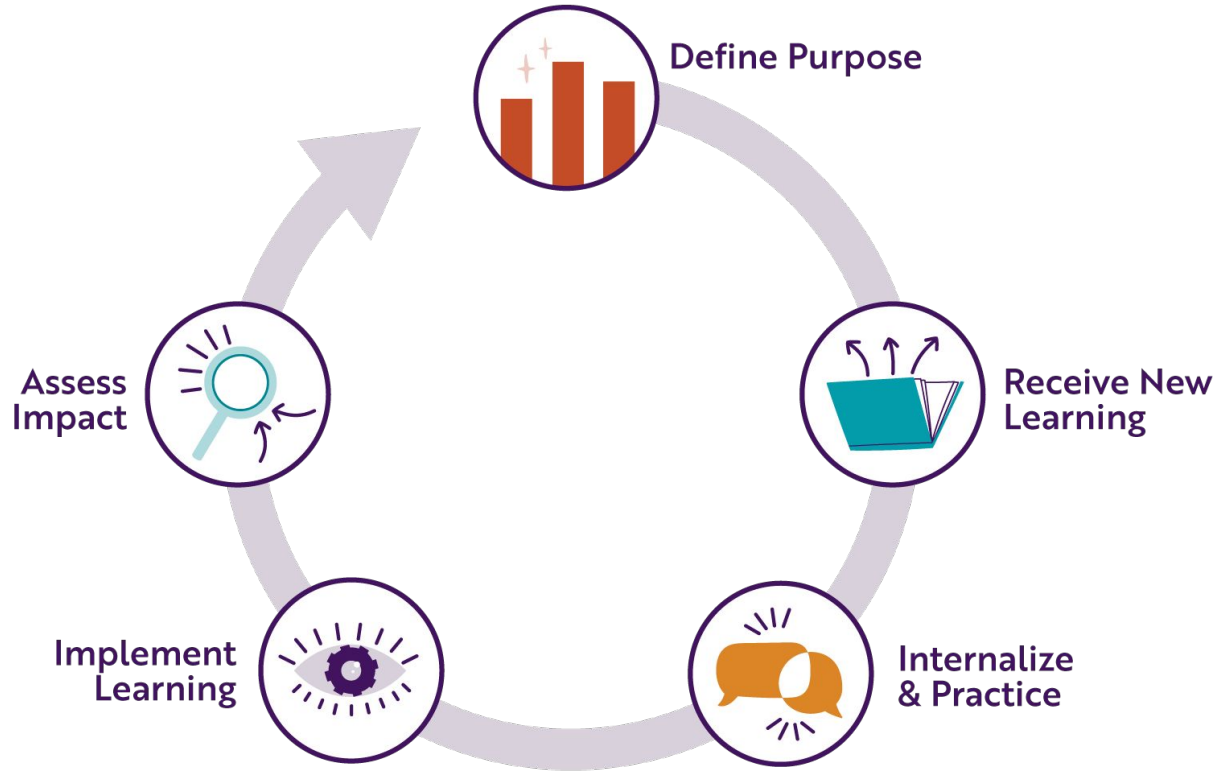


All Students Are Career Students:

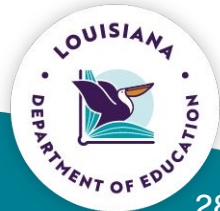
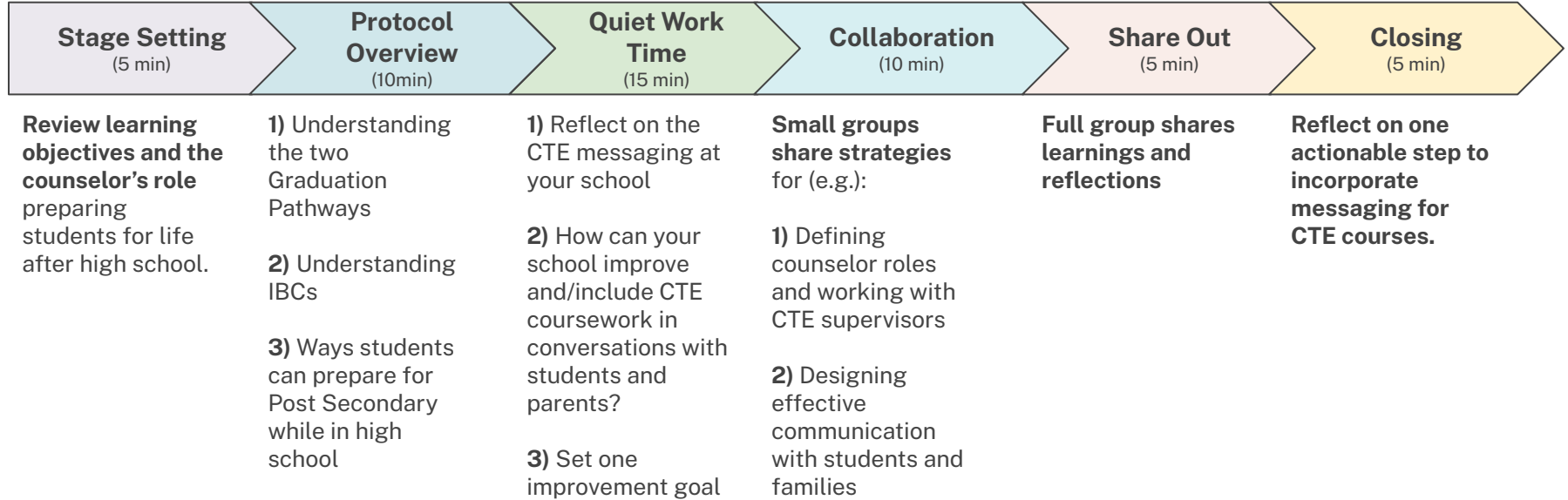
Maximizing Student Opportunities



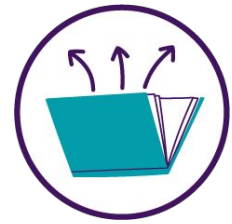
High-Quality Professional Learning Cycle



Workshop Overview



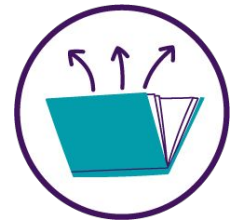
ALL Students are Career Students



Students may pursue different postsecondary pathways, but the goal is for **every** student to enter the workforce and should be prepared for career success.

Workforce readiness remains essential for long-term success for all.

TOPS University Diploma Pathway



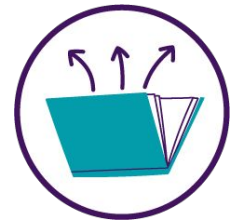
Students can still access career-focused coursework.

IBC attainment can:

- Strengthen employability while in college
- Support work-based learning opportunities

Career Readiness: Academic readiness **plus** workforce-aligned skills.

TOPS Tech Diploma Pathway



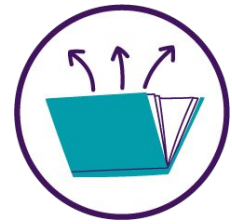
Jump Start provides sequenced, career aligned coursework.

IBC attainment can:

- Lead to high-wage, high-demand careers
- Supports direct workforce entry and postsecondary education

Career Readiness: Industry Based Credential ***plus*** aligned coursework

Industry Based Credential (IBCs)



IBCs are valued across all pathways

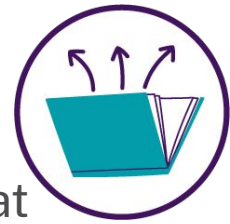
IBC attainment can benefit students:

- That enter the workforce;
- That attend community and technical colleges;
- That attend four-year universities

IBCs signal validated, industry-recognized skills

Career Readiness: IBCs demonstrate workforce readiness for all students

Meaningful High School Experiences



Every student should be prepared for post-secondary opportunities that ensure they are successful.

Multiple pathways to demonstrate college and career readiness

- IBCs, Dual Enrollment, Fast Forward, Registered Apprenticeships, CTC, CTS and Associates Degree Programs

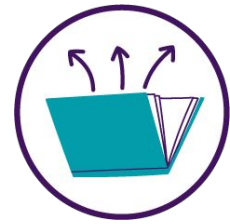
Meaningful High School Experiences



What exactly are Basic Bundles and IBCs and how are they beneficial to all students?

- IBCs - An industry-based credential of value is a portable, third-party verified certification or license that validates mastery of specific technical or workplace skills required by employers. These high-value credentials directly align with in-demand, high-wage occupations, providing measurable economic and professional advancement for individuals.

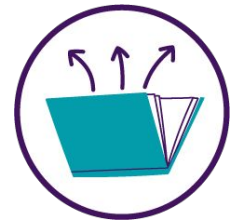
Meaningful High School Experiences



- Basic Bundles - A Basic Bundle is a set of stackable credentials, where each earned credential adds value to a student's qualifications, enhancing their competitiveness in the job market. While individual credentials may have limited value on their own, achieving a bundle of industry-validated credentials demonstrates that a student possesses a comprehensive set of technical skills that are highly valued by employers.

The connection: Both are designed to align with high-demand, high-wage occupations in Louisiana, ensuring that the skills gained are valued by local employers.

Meaningful High School Experiences

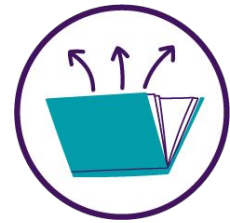


How can TOPS University students benefit from earning IBCs?

Why is this important?

- Schools may include career electives/CTE in TOPS schedules to help students earn IBCs.
- Evidence of workforce competencies strengthens post-secondary applications and scholarships.
- May articulate for college credit in community/technical programs

Overcoming Misconceptions



- Belief that IBCs are not rigorous
- Scheduling conflicts between academics and CTE
- Lack of understanding of credential value-counselors, administrators, parents and students

Activity

Reframing CTE Messaging



Break/Transition to Sessions

Session 1: Maximizing Student Opportunities

Session 2: Career Integration and Planning

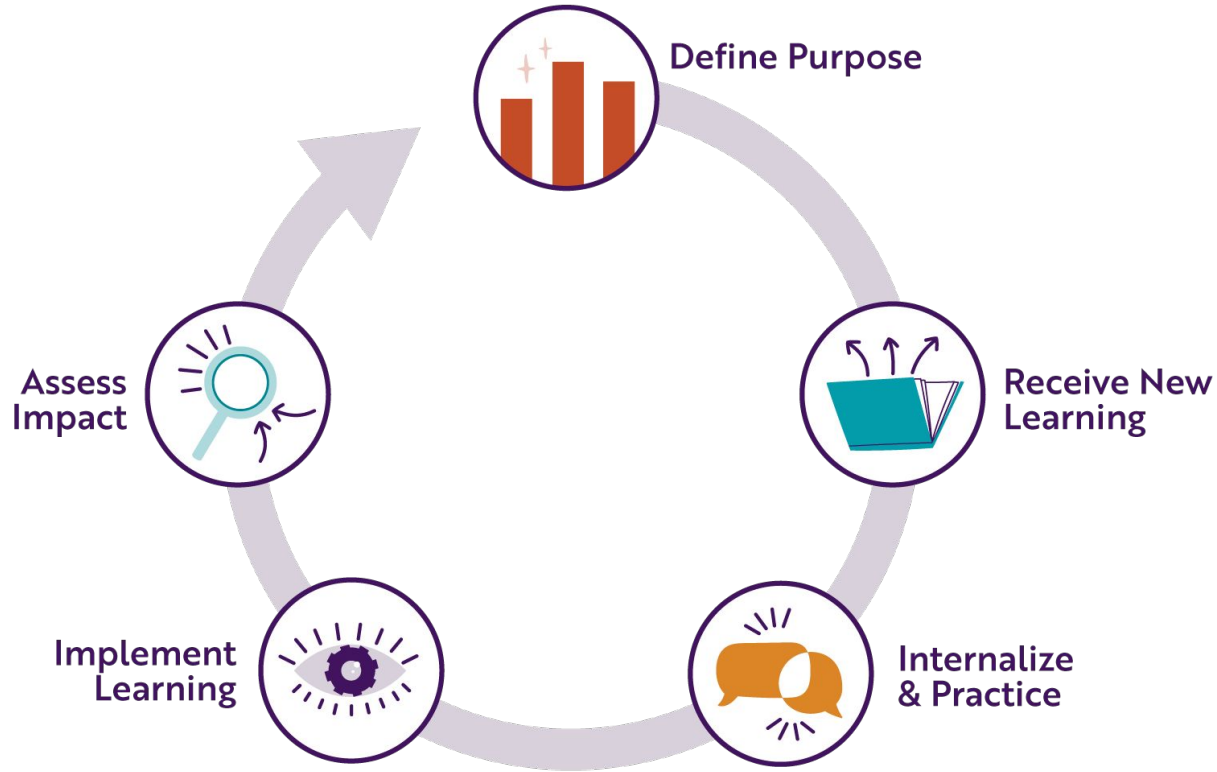


Career Integration & Planning

The Counselor as: Connector, Convener, and Compliance Partner.



High-Quality Professional Learning Cycle



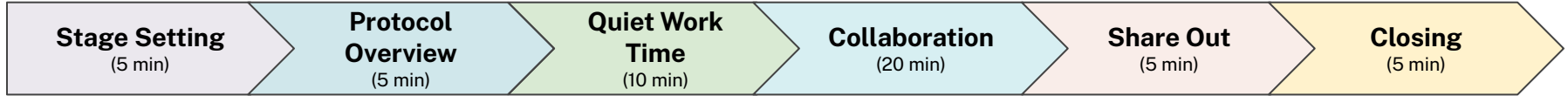
Objectives:

By the end of this session, participants will be able to:

- Define the counselor's role in leading K-12 career integration in collaboration with teachers and CTE Supervisors.
- Identify age-appropriate career integration practices in K-5 that support middle school exploration.
- Align career awareness and exploration activities with Louisiana requirements.
- Apply career interest and aptitude indicators to advising and IGP development
- Establish a simple, sustainable system to monitor career activities.



Workshop Overview



1) Review Louisiana's K-12 career development progression.

2) Establish the counselor's role as system leader in career integration

3) Frame career readiness as sustained, intentional planning

1) Clarify collaborative roles: Counselor, Teacher, CTE, Administration

2) Identify focus areas: K-5 awareness, middle school exploration, high school implementation

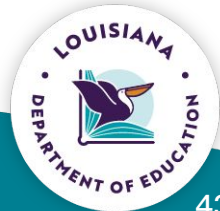
1) Complete on current state quick audit.

2) Identify one priority area for growth

Small groups share their plans for career integration that strengthen feasibility, alignment, and sustainability.

Full group shares one actionable strategy and one implementation barrier.

Name one concrete change or next step to strengthen career integration.



Counselor as System Leader

Leadership Responsibilities:

- Convene collaboration between teachers & CTE
- Ensure developmentally appropriate career exposure
- Guide interpretation of interest/aptitude data
- Monitor IGP compliance and progression
- Protect sustainability



Activity: Current State Quick Audit

Participants rate their school/district (1-4 scale):

- K-5 career awareness is consistent and documented.
- Middle school career exploration is structured and intentional.
- IGP updates are informed by student interest and data.
- Roles between counselor, teacher, CTE are clearly defined.

What Career Integration Means in K-5?

- Career awareness, not career choice
- Focus on skills, curiosity, and relevance
- Embedded into academics



K-5 Counselor & Teacher Roles

Grades K-2

- Community helpers
- Skill-based language
- Career-themed read alouds

Grades 3-5

- Career clusters(informal)
- Real-world project connections
- Interest reflection

Career Development Progression in Louisiana

- **K-2:** Awareness and identity
- **3-5:** Curiosity and connection
- **6-8:** Exploration and interest inventories
- In 8th grade, planning for high school begins.
- **9-12:** Pathways, work-based learning, and IGP updates



Middle School Career Development

Grade 6- Awareness

- Introduce career clusters
- Administer initial career interest inventory
- Connect academics to real-world careers

Grade 7- Exploration

- Deepen cluster exploration
- Career research tied to coursework
- Job shadowing/guest speaker

Grade 8- Planning Launch

- Review and interpret inventory results
- Conduct family IGP meeting
- Develop IGP by the end of 8th grade

High School Career Development

Grade 9- Confirm & Orient

- Review IGP
- Introduce IBCs
- Connect coursework to goals

Grade 10- Plan & Prepare

- Refine career goals
- Begin credential and/or dual enrollment
- Update IGP with specificity

Grade 11- Implement

- Earn IBCs
- Engage in work-based learning
- Align post graduation plans

Grade 12 - Transition

- Ensure work-based learning
- Confirm post graduation plans

Using Career Interest & Aptitude Responsibly

- Interest ≠ aptitude ≠ identity
- Data informs conversations, not decisions
- Multiple indicators matter



Activity: Career Connection Quick Build

Choose:

- One grade band (K-2, 3-5, 6-8, or 9-12)
- One subject area

Answer:

- What career connection fits naturally?
- What transferable skill is highlighted?
- Who supports implementation?
- How does the counselor support?
- What documentation proves it occurred?

Making Career Integration Stick

Simple Accountability

- One career-connected activity per quarter (K-5)
- Counselor-facilitated tracking
- Semester review with administration



Best Practices for Immediate Implementation

- Embed at least one career-connected activity per quarter in K-5
- Embed career relevance in academic classrooms
- Use common career language schoolwide (skills, strengths, relevance)
- Align middle school interest inventories to meaningful advising conversations
- Ensure the an annual IGP quality check, not just a signature check
- Establish a light, shared tracking system across counselor, teacher, and CTE teams
- Track career milestones with intention

Career Integration K-12: What We Leave With

Key Takeaways

- Career development is a K-12 progression, not a high school event;
- K-5 builds awareness and relevance that fuels middle school exploration;
- Counselors are system leaders, not solo implementers;
- Career interest and aptitude data guide conversations, not limit options;
- What gets monitored gets sustained

Activity

Career Integration and Planning



Survey



Thank you for your engagement today!

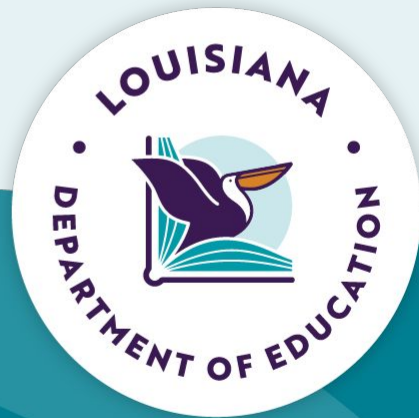
Please take a moment to complete this short feedback survey — your input helps us improve future sessions and better meet your needs.



[LDOE Counselor Institute Post-Workshop Survey](#)



Appendix: Resources



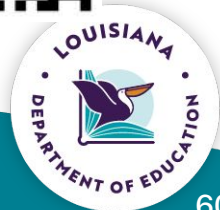
Maximizing Student Opportunities: Key Tools & Resources

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](#)
- [2025-2026 Fast Forward Funding Guidance](#)

Workshop Resources

[Reframing CTE Messaging Handout](#)



Career Integration and Planning: Key Tools & Resources

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

[Career Integration and Planning](#)

