

Vertical Alignment

Building a Continuum of Learning: Aligning Career Demands to Classroom Offerings



Welcome & Activator

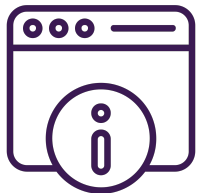


Write down one question on your mind or one takeaway you hope to gain from the session today!

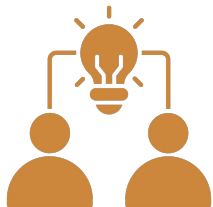


Counselor Institute Goals

LDOE's newly formatted Counselor Institute is designed to:



Share key information on supports, policies, and resources from the state-level to local practitioners



Provide an engaging space for counselors to **share problems of practice, build community, and expand their impact**



Counselor Institute Scope & Sequence

TODAY!

**Strategies for Bolstering
K-12 Attendance**

How can I use my knowledge of students to help the attendance team build stronger daily attendance habits?

**Vertical Alignment from K-12
to Career Opportunities**

How can I help students see how what they're learning today connects to who they want to become tomorrow?

**Strengthening School |
Post-Secondary
Connections**

How can I create more opportunities for students to confidently take their next step after high school, whatever path they choose?



Session Topics and Agenda

Learning Topics

Time

Sub-topics

01

A Shared Vision of Student Success

20 min

- What is vertical alignment?
- What does success look like?
- Counselor rubric

02

Career Connections in School

20 min

- Review strategies and best practices
- Showcase vertical alignment in North Carolina and Georgia
- LA case study

03

Utilizing LDOE Resources

10 min

- Explore and apply LDOE's career pathway resources
- Rubric evidence of practice



Vertical Alignment: Learning Objectives (LOs)

LO1: Shared Vision of Student Success

Align on the vision for success for CTE programming at the elementary, middle, and high school level.

LO2: Career Connections in School

Understand how career pathways are introduced to students by **(1)** examining how experiences build intentionally across school levels and **(2)** reviewing best practices at the elementary, middle, and high school levels.

LO3: Utilizing LDOE Resources

Review LDOE's resources for career pathways and understand how to use them effectively in your day-to-day work.

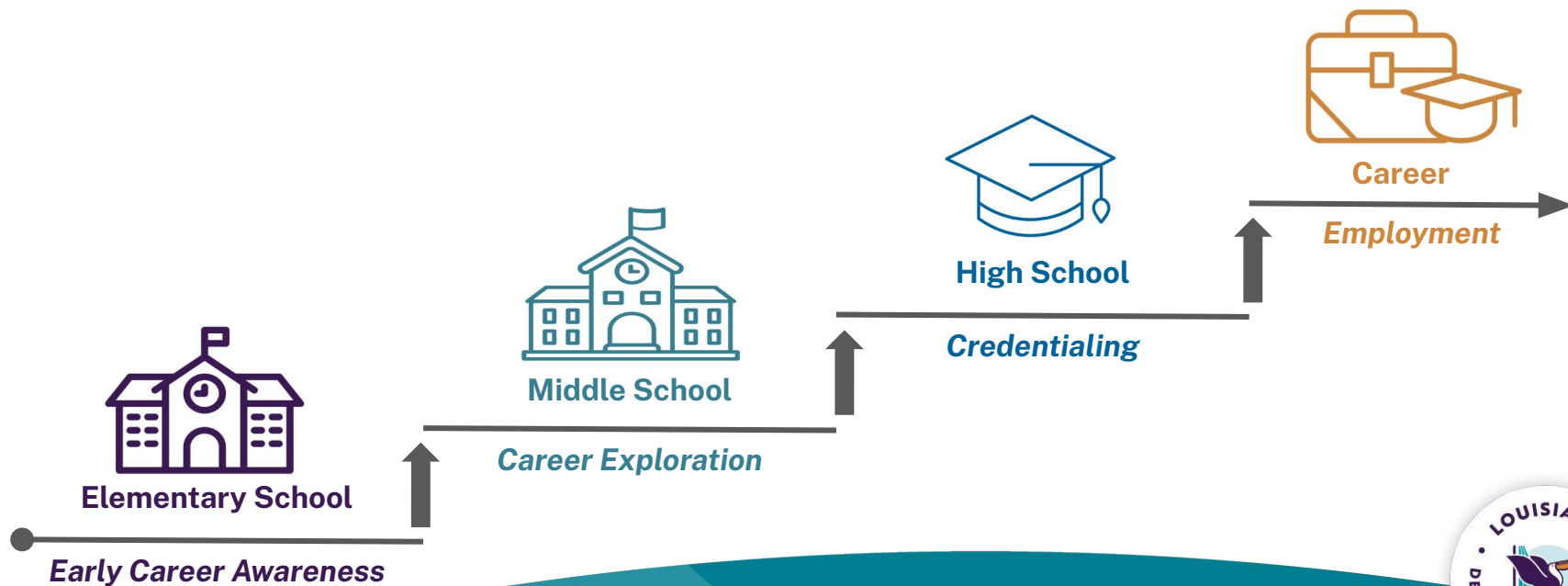


Crafting a Shared Vision to Empower Student Success



What is Vertical Alignment?

Vertical alignment is the **intentional coordination of curriculum and pathways** across elementary, middle, and high school **that reflect local community and workforce needs.**



Why Vertical Alignment Matters



Motivates young students and expands access to high-demand careers

Early exposure connects classroom learning to real life, builds purpose, and helps students identify their interests, strengths, and potential high-wage career pathways via work-based learning (e.g. internships, apprenticeships, co-op education).



Aligns credential attainment with labor market demand

If a system has limited course offerings or low credential attainment when cross referencing against regional labor market demand, it signals a misalignment between career education and local workforce needs, leaving fewer students prepared for and connected to the region's most promising jobs.

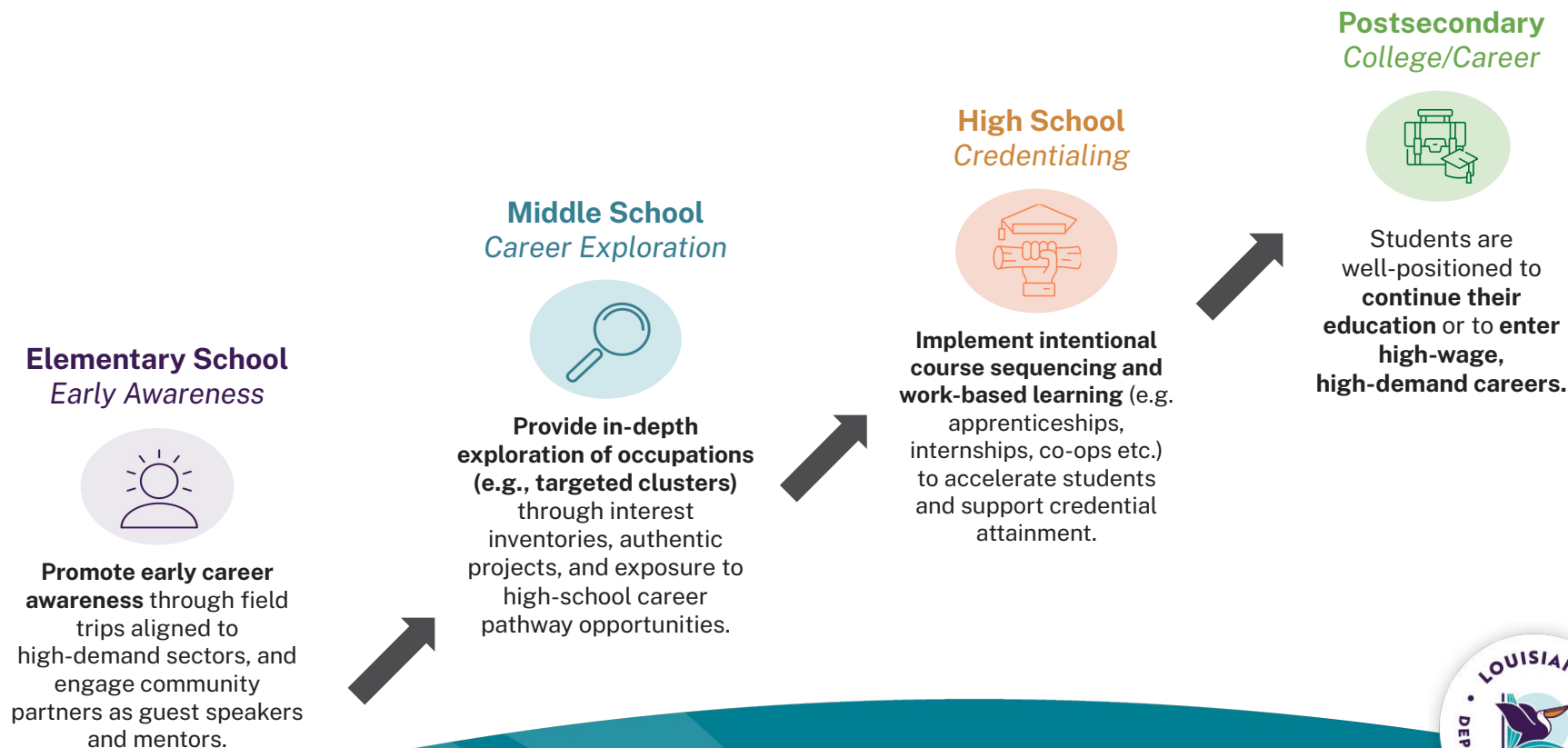


Directly impacts SPS

Achieving high quality IBCs with workforce acceleration, reaching college readiness followed by advanced college coursework, and on time graduation through IGP-aligned advising is directly recognized in the three Thrive indicators.

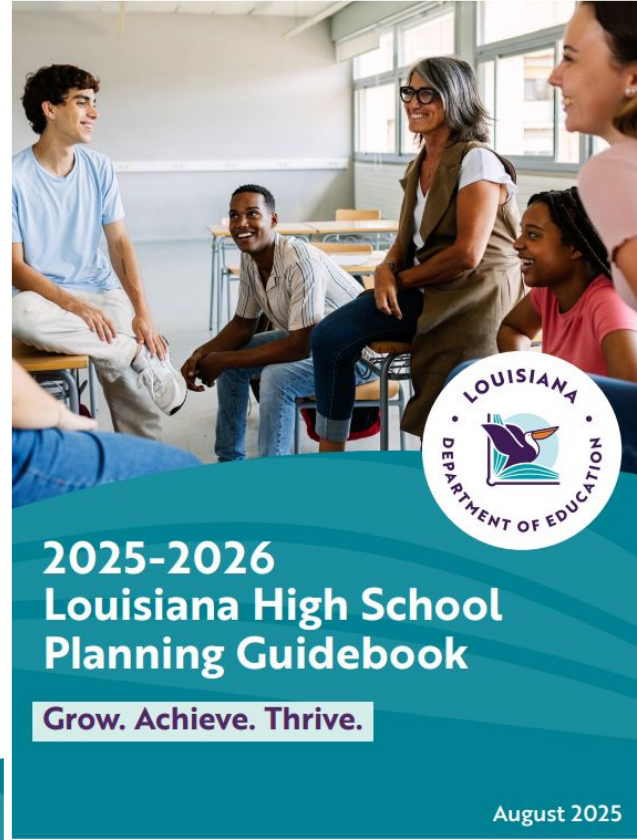


What Does Success Look Like?



Louisiana's High School Planning Guidebook:

A guide to prepare students for career and college success



Louisiana School Counseling Vision

A clear vision for a school counseling program achieves the following:



Vertical Alignment and the Counselor Rubric

How does work on vertical alignment fit into the new counselor rubric?



Domain 1: Vision & Goal Setting

Use the resources on the **Jump Start Graduation Pathways site** (e.g., *fact sheets, credential lists, regional pathways*) to set program priorities, select target pathways, and define credential goals that improve SPS.



Domain 2: Student Services

Counselors guide students to select CTE and Jump Start courses aligned with their interests and career goals, **using the IGP template, updated course lists, Fast Forward pathways, and Jump Start 2.0 pathways** to design vertically aligned course plans that advance college- and career-success.



Domain 3: Leadership, Advocacy, and Reflection

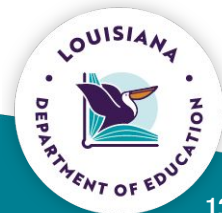
Advocate for early-exposure opportunities, career exploration, and credential pathways that lead to high-opportunity CTE fields, and strengthen your knowledge of CTE courses to better advise students.



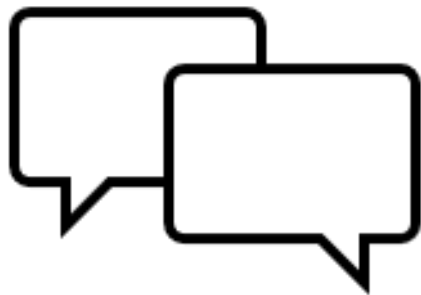
Domain 5: School & Community Engagement

Engage and collaborate intentionally with **students, families, employers, and ES-MS-HS counseling teams** to vertically align programs and transitions to support continuous learning.

For questions on the counselor rubric, please email leads@la.gov or candace.joseph@la.gov



Solo Reflection



Can you think of a specific time when a student followed a really clear path? What made that possible?



Creating a Continuum of Learning that Inspires Future Careers



Vertical Alignment in Action

Integrate career-related themes in subjects and engage in **project-based learning**



BEST PRACTICES



Host career fairs and guest speakers, or shadow HS students through CTE programs

Middle School:

Simulate workplace experiences & provide micro-internships

High School:

Provide apprenticeships, internships, and co-op educational opportunities

Utilize age-appropriate tools to help identify strengths and career interests



Key Strategies for Success



Quest for Success

- Introduce students to **essential 21st-century skills**
- Help students **explore career options**
- **Teach durable skills**, goal setting, and workplace readiness
- Prioritize **work-based learning** opportunities (e.g. internships, co-op education, apprenticeships)
- Ensure all students have **access to exploration opportunities**



Shifting the CTE Narrative

- **Reframe CTE** as a **high-quality, skills-based pathway** – not a “plan B”
- **Tailor CTE messaging** to students and parents
- Highlight **industry credentials, work-based learning opportunities, and local alumni success**



How to Build a Seamless Pathway

The [Jump Start Graduation Pathways](#) and [Fast Forward](#) landing pages provide resources that guide counselors in designing course pathways that prepare students for credential attainment, including:

- ➔ **[Jump Start Industry Credential Fact Sheets:](#)** Information on IBCs in the Jump Start graduation pathways *(updates are in progress)*
Use: Introduce fact sheets early in advising to highlight opportunities and identify the Jump Start pathway aligned to students' credential goals.
- ➔ **[Jump Start 2.0 Pathways:](#)** Course sequences with clear progression towards credential attainment
Use: Refer to updated course lists when building IGPs and schedules to demonstrate course relevance and stackability that accelerate students' progress.
- ➔ **[Fast Forward Program:](#)** Prepares students for high-skill, high-wage, in-demand occupations
Use: Connect students to **Jump Start pathways, TOPS University, or Registered Apprenticeship** pathways that allow them to earn a high school diploma and an associate degree or apprenticeship credential.



Your Role as a Counselor



Staying Current on CTE and Jump Start Offerings

Ensure that advising and programming align with state-recognized credentials and current labor market demands to enhance career relevance and student outcomes.



Strengthening Vertical Collaboration Across School Levels

Share knowledge and set clear expectations for skills and prerequisites to minimize transition gaps and foster continuous learning (e.g., through vertically aligned apprenticeships/internships).



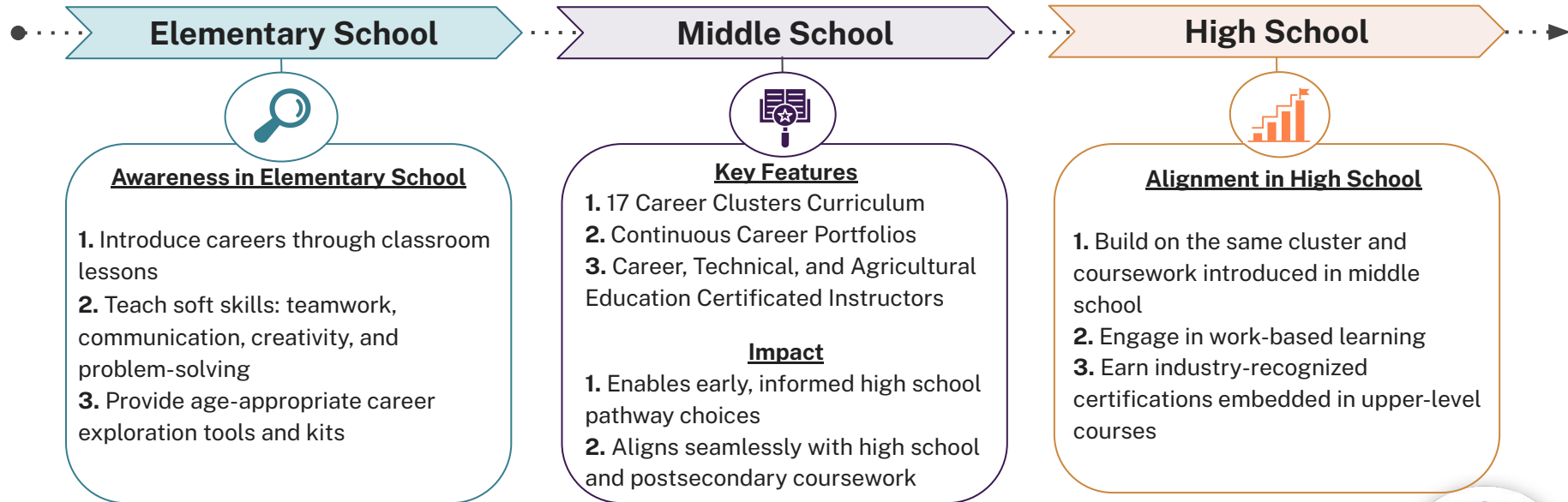
Aligning IGPs to Credential Attainment to Improve SPS

Anchor students' coursework in approved sequences and credential requirements to promote course readiness, on-time graduation, dual enrollment, and successful credential attainment.



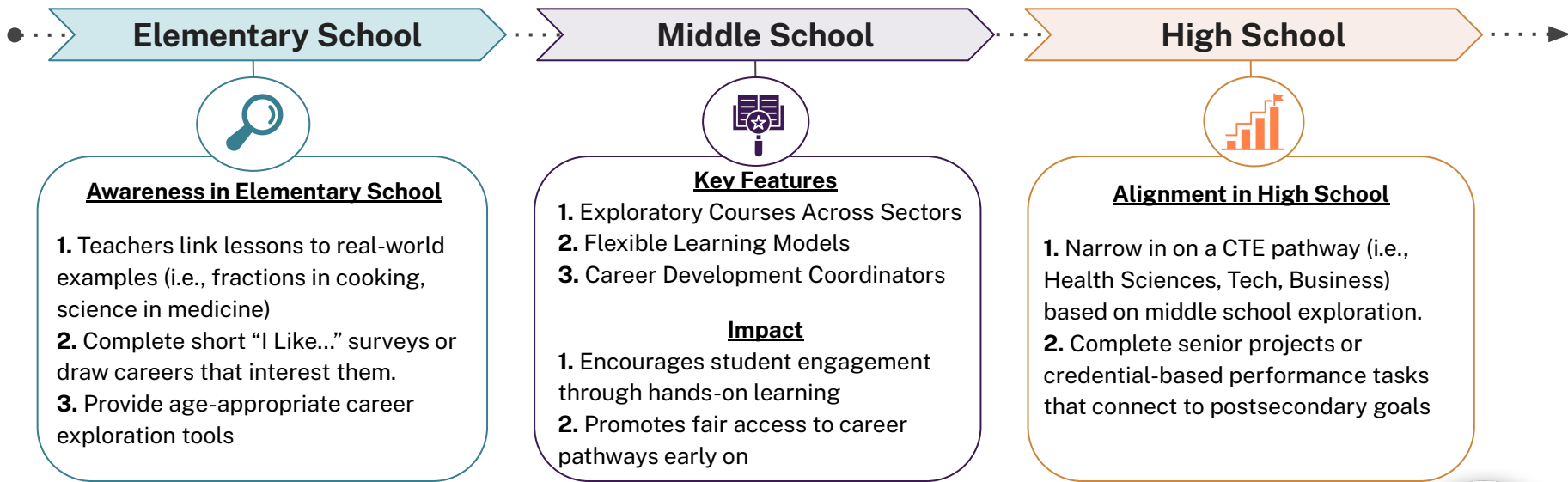
Case Study #1

This state-funded Career Development Program **provides middle school students with CTE courses aligned to high school academies.**



Case Study #2

This career exploration program offers **middle school CTE as exploratory courses that are controlled, allowing districts to tailor offerings to community needs.**



Case Study #3



Connecting Middle to High School

Middle school students at **Evangeline Reimagine Academy** can choose a “zone” to explore, engage in hands on learning, then **tour high school career centers and labs** to connect their current learnings to more advanced coursework.

Connecting High School to College



High school students **tour college campuses and meet college reps** to learn more about and prepare for the admissions and application process.

+

Connecting High School to Career

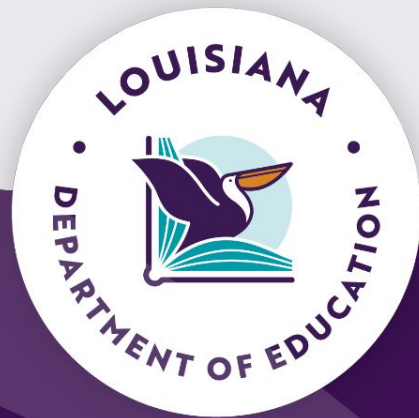


High school students **tour employer facilities and speak to professionals** to understand how CTE programs, dual enrollment, IBCs stack towards a credential in the field.

For more information on MS career exploration, please reach out to Liz Chatelain at liz.chatelain@epsb.com.



Utilizing Key LDOE Resource to Ensure Vertical Alignment



Statewide Standardization



To ensure statewide consistency, all schools should **use the same advising frameworks** and common language **from the resources provided on the Jump Start website** when guiding students' course and pathway decisions.



State Focus List

1

Share the [Louisiana Industry-Based Certification \(IBC\) State Focus List](#) to illustrate the range of available credentials and connect them to students' individual interests.

Louisiana Industry-Based Certification (IBC) State Focus List		
Revised as of 08/08/25		
Certifying Agency	Certification	Jump Start Level
Adobe	Adobe Certified Professional	Basic
	Adobe Certified Professional in Visual Design, Video Design, <u>OR</u> Web Design	Advanced
	Adobe Certified Expert	Advanced
AWS Certification	Amazon Web Services Foundational	Advanced
	Amazon Web Services Associate	Advanced
American Design Drafting Association (ADDA)	Architectural Apprentice Drafter	Basic
	Mechanical Apprentice Drafter	Basic
American Hotel & Lodging Association – Educational Institute	Hospitality and Tourism Specialist	Advanced
	Certified Hospitality Supervisor	Advanced
American Welding Society (AWS)	AWS Structural Welding (or modified version accepted by regional employers)	Basic: ABC Pelican Level 1
		Basic
		Advanced: ABC Pelican Level 1
		Advanced
American Production and Inventory Control Society (APICS)	Certified in Logistics, Transportation and Distribution	Basic
Apple, Inc./Certipoint Exam Developer	App Development with Swift – Certified User	Advanced
Autodesk	Autodesk Certified User AutoCAD	Basic
	Autodesk Certified User Inventor	Advanced



Jump Start Fact Sheets

2

Refer to the [Jump Start Fact Sheets](#) for pathway-specific certification and graduation requirements.

Certified Nurse Aide (CNA) July 2020 JUMP START	
Certifying Agency	Louisiana Department of Health (LDH) Prometric (Exam Developer and Administrator)
Description of Credential	A Certified Nurse Aide (CNA) is an individual who has successfully completed a Nurse Aide Training Program (NATP) and a Competency Evaluation Program (CEP) approved by the State as meeting the requirements of 42 CFR 483.151 – 42 CFR 483.154, or who has been determined competent as provided in 42 CFR 483.150(a) and (b). Nurse aides meeting these requirements are listed as certified on the Louisiana Nurse Aide Registry. Basic State: 1. IBCR 010 – Certified Nurse Aide
Graduation Pathway Inclusion	Jump Start 2.0: Health Sciences
	K-16 Pathway: LSU Biomedical Sciences
Certification Resources	Jump Start 1.0: Certified Nursing Assistant; Patient Care Management
	Application, Testing Instructions, and Sample Tests School Responsibilities FAQs Examination Content Outlines (Candidate Information Bulletin, pages 12 - 18) Nurse Aide (CNA) Training and Certification
System Requirements	Prometric Internet Based Testing Requirements
Testing Details	Testing Details (Prometric Candidate Information Bulletin pages 1-10) Online Testing Application Paper Testing Application CNA Clinical Rotation Requirements Clinical Skills Testing Room Equipment and Supplies Re-testing (Prometric Candidate Information Bulletin page 10) Prometric Clinical Skills Administration Checklist Prometric Louisiana In-Facility Test (IFT) FAQ for approved IFT sites
Test Accommodations & Language Access	ADA Accommodations Request Packet
Testing Methodology	Paper Exam Option: No Online Exam Option: Yes Hands-on Skills Assessment: Yes Work Experience Required: No Clinical Rotation Required: Yes
Test Proctoring and Security	Test security should be aligned to state and district policies, including but not limited to, Bulletin 118 §5305 Test Security



Jump Start Graduation Pathways

3

Use the [Jump Start Graduation Pathways](#) to identify courses eligible for credential completion.





Pathway Brief



HEALTH SCIENCES

For incoming freshmen beginning 2020-2021

OVERVIEW
 The Health Science Jump Start 2.0 Pathway prepares students to recognize, assess, diagnose, treat, and manage patient and medical needs in pre-hospital, disaster, hospital, medical office, and/or home health care settings. Students in this pathway study basic, intermediate, and advanced EMT procedures; emergency surgical procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of diseases and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; professional standards and regulations. This pathway exposes students to occupations in biotechnology research and development, diagnostic services, health informatics, support services, and therapeutic services in private businesses, industry, community organizations, and health care facilities. This pathway also equips students to have careers in allied health services that are preemptive and centered on wellness.

COLLEGE AND CAREER CONNECTIONS
Finding high-wage career opportunities directly out of high school can be challenging. It typically requires advanced capstone credentials accompanied by work experience and/or apprenticeships in the field.

High School to Career	Community/Technical College to Career	University to Career
Emergency Medical Technician	Paramedic	Emergency Medical Doctor
Dental Assistant/Pharmacy Aide	Dental Technician/Pharmacy Technician	Dentist/Clinical Pharmacists
Nurse Assistant	Licensed Practical Nurse	Registered Nurse
Medical Assistant	Medical Records/Health Information Technicians	Medical Doctor

CAPSTONE CREDENTIALS
In order to graduate, Jump Start students must earn at least one credential from the options below.

Regional (Emerging)	Basic	Advanced
Career and Technical Certificate (LCTCS)*	Certificate of Technical Studies (LCTCS)*	Technical Diploma (LCTCS)*
Certified Coding Associate (CCA*)	Certified Nurse Aide	Certified Clinical Medical Assistant (CCMA)
Certified EKG Technician	Dental Assistant - NOCTI	Emergency Medical Technician (EMT)
National Certified Insurance & Coding (NICIS)	Emergency Medical Responder (EMR)	Expanded Duty Dental Assistant (EDDA)
Phlebotomy Technician	IFSA Firefighter I	IFSA Firefighter II
	Geographic Information System - Entry Level Technician Certification	
	Patient Care Technician/Assistant	
	Pharmacy Technician Certification (ExCPT)	
	Pharmacist Technician Certification (PTCE)	

Course Code	Credits Allowed	Credits Required	Course Name	Actions
090530	1	0.5	Advanced CPT Coding	
100303	1	0.5	ADVANCED NUTRITION AND FOOD (1 CREDIT)	
100301	0.5	0.5	ADVANCED NUTRITION AND FOOD (1/2 CREDIT)	
090016	0.5	0.5	AHEC OF A SUMMER CAREER EXPLORATION (1/2 CREDIT)	Added 2021-2022
155010	1	0.5	ALLIED HEALTH SCIENCE	
090101	1	0.5	ALLIED HEALTH SERVICES I (1 CREDIT)	
090102	2	2	ALLIED HEALTH SERVICES II (2 CREDITS)	
090104	1	0.5	ALLIED HEALTH SERVICES II (1 CREDIT)	
090105	2	2	ALLIED HEALTH SERVICES II (2 CREDITS)	
150306	1	0.5	ANATOMY AND PHYSIOLOGY	
150329	1	0.5	Anatomy and Physiology II	
150330	1	0.5	ANATOMY: DE-CBIO 2213 HUMAN ANATOMY & PHYSIOLOGY I	
150331	1	0.5	ANATOMY: DE-CBIO 2214 HUMAN ANATOMY & PHYSIOLOGY I	
150332	1	0.5	ANATOMY: DE-CBIO 2223 HUMAN ANATOMY & PHYSIOLOGY II	



IGP Template

4

Continue to reference the [Jump Start Graduation Pathways](#) and use the [IGP template](#) to advise students on course selection.

LOUISIANA DEPARTMENT OF EDUCATION

INDIVIDUAL GRADUATION PLAN

BASIC INFORMATION

Name: _____ 9th Grade Entry Date: ☐ Academic Support Plan Attached

High School Attending: _____ Originating Middle School: _____

EDUCATION GOALS

Diploma Pathway: ☐ TOPS University Diploma ☐ Jump Start TOPS Tech (Career) Diploma

Diploma Endorsements: ☐ Community Service Diploma Endorsement ☐ State Seal of Biliteracy ☐ STEM Diploma Endorsement

Financial Aid & Scholarships: ☐ TOPS Honors ☐ TOPS Performance ☐ TOPS Opportunity ☐ TOPS Tech Early Start ☐ TOPS Tech ☐ Financial ☐ Completion Date: _____

COLLEGE & CAREER GOALS

Career Specialty/Occupation (Option 1): _____ Career Cluster/B (Option 1): _____ Career Specialty/Occupation (Option 2): _____ Career Cluster/B (Option 2): _____

Jump Start Graduation Pathway: Choose one: _____ Jump Start Graduation Pathway: Choose one: _____

Post-High School Workforce Plans: ☐ On-the-Job Training ☐ Military ☐ Employment ☐ Certifications ☐ Statewide ☐ Regional ☐ Complementary

COURSE PLANNING

Subjects	6th-8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker
English						20.00
Mathematics						4.00
Science						4.00
Social Science						5.00
Health						1.50
Physical Education						
World Languages						
Arts						
Electives/CTE						
Electives						
Credit Totals						

EXTRACURRICULAR & EMPLOYMENT ACTIVITIES

Extracurricular: _____ (Awards/Industry-Based Certifications)

Employment: _____

Community Service: _____

ASSESSMENTS

	Academic				Personal			
College & Career Readiness				ACT WorkKeys				ACT Engage
LEAP 2025	English	English I	English II	Geometry				Skills Inventory
	Math	Algebra I	Geometry	Biology				Career Interest
	Science	Social Studies	History	US History/ Civics				Learning Styles
Diagnostic								ONET Profiler

Gifted & Talented Courses **AP, IB, & Cambridge Courses** **CLEP Exams** **Articulated Credit/Dual Enrollment Courses**

Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit

SIGNATURE APPROVALS

Student: _____ 6th-8th/T9 Date: _____ 9th Date: _____ 10th Date: _____ 11th Date: _____ 12th Date: _____

Parent: _____

Counselor/Advisor: _____

Dates LWC data provided: _____

For Fall grade 9 entry 2024-2025 and thereafter, Financial Literacy is required. For grade 9 entry prior to 2024-2025, students must take four units of math, of which Financial Math is an option.



Evidence of Practice: Bringing Today's Learning into the Counselor Rubric

Advising on IGPs and aligning course sequences reflects Domains 1, 2, 3, and 5. **These aren't new tasks — they're evidence of the high-impact work counselors already do.**



Domain 1: Vision and Goal Setting

Evidence Statement: "Articulated a plan for vertically aligned career programming."

Artifacts: Credential attainment targets; plans for classroom and work-based learning



Domain 2: Student Services

Evidence Statement: "Used Jump Start pathways and the IGP template to guide course advising."

Artifacts: IGP completion report; course sequence exemplars



Domain 3: Leadership, Advocacy, Reflection

Evidence Statement: "Used outcomes data to refine advising and program choices."

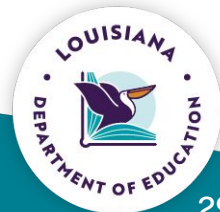
Artifacts: CTE classroom observations; advising reflection journals



Domain 5: School and Community Engagement

Evidence Statement: "Facilitated knowledge sharing across grade levels to strengthen career readiness."

Artifacts: Role-based PD; CTE marketing materials; employer/post-secondary contact logs



Key Takeaways

LO1: Shared Vision of Student Success

- **Vertical alignment intentionally connects curriculum and pathways across grade levels** to align with community and workforce needs.
- **Career awareness and exploration begin well before high school**, and the earlier we start, the more likely students are to persist through graduation and into high-wage opportunities.

LO2: Career Connections in School

- **The list of best practices help students see real connections between what they're learning and where they're headed**, starting with career awareness, moving into career exploration, and culminating in credentialing.
- Other states demonstrate that effective middle school career exposure comes from **connecting current learning to future programs to create a continuous learning pathway**.

LO3: Utilizing LDOE Resources

- The **Jump Start Pathways website** helps guide students in selecting CTE and Jump Start courses aligned to their interests and career goals.
- **Vertical alignment shows up in everyday practice**. When you advise a student on a Jump Start IGP or coordinate middle-to-high school course sequences, you're demonstrating meeting counselor rubric expectations.



Thank you for your engagement today!

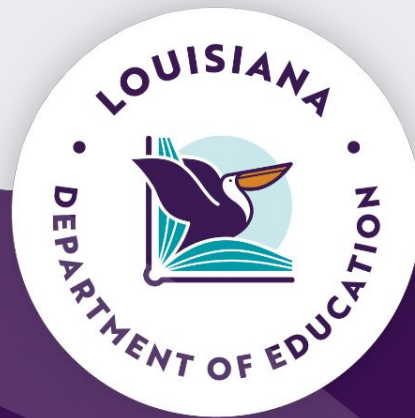
Please take a moment to **complete this short feedback survey** — your input helps us improve future sessions and better meet your needs.



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



Appendix: Resource List



Key Tools and Resources

- [Vertical alignment 1-pager](#)
- [Counselor handbook & rubric guide](#)
- [Jump Start Website](#)
 - [Jump Start Fact Sheets](#)
 - [Jump Start Graduation Pathways](#)
- [Louisiana Industry-Based Certification \(IBC\) State Focus List](#)
- [IGP Template](#)
- [High School Planning Guide](#)

