Advance CTE Train the Trainer: *Empowering Students through Career Technical Education and Career Advising*

Module

Module 2: Career Technical Education (CTE) and Communicating the World of Work

Expected Delivery

90-120 minutes

NOTE: Delivery timing can be customized throughout the activities and discussions selected below. Time of activity, content, slides or discussion is an estimate.

Tools

- Surveys
- Worksheet
- Slide Deck
    (*) = common slides across modules
    ! = We recommend adding 'break' slides to the slide deck as deemed appropriate

Overview

Section	Timing
Introductory Exercise and Community Agreements	20-25 minutes
Myth vs. Facts and Role of Counselors in Communicating CTE	10 minutes
Introduction to CTE and LMI Terminology and Discussion 1	10 minutes
Workforce and Education Landscape and Optional Discussion 2	10-12 minutes
State Workforce Data/Trends and Discussion 3	7-12 minutes
State and National LMI resources and Activities 1-3	25-40 minutes
NOW, NEXT and Reflection: Application of LMI Data	10 minutes

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Materials

Virtual
- ☐ Slide Deck with notes
- ☐ Laptop/Desktop computer
- ☐ Microphone/headset/phone
- ☐ Jamboard or Mentimeter or other annotation tool to engage attendees
- ☐ Optional (not provided by Advance CTE):
    - ☐ CEU sign up, if applicable
    - ☐ Sign in tool/attendance roster, if applicable
    - ☐ Follow up survey/session evaluation for facilitator, if applicable

In-Person
- ☐ Slide Deck with notes
- ☐ Laptop/Desktop computer
- ☐ Projector
- ☐ Screen
- ☐ Sticky Notes/Post-Its
- ☐ Large Chart Paper
- ☐ White Board
- ☐ Dry Erase Markers
- ☐ Writing utensils
- ☐ Optional (not provided by Advance CTE):
    - ☐ CEU sign up, if applicable
    - ☐ Sign in tool/attendance roster, if applicable
    - ☐ Follow up survey/session evaluation for facilitator, if applicable

Supplemental Materials
- [Handout Hub](#) - this handout provides additional resources that can be highlighted as needed during this module
- [Sample Community Agreement](#)
- Video Links:
    - [Success in the New Economy (OFFICIAL) - YouTube](#)
    - [Five Rules of the College and Career Game - CEW Georgetown](#)
- National LMI Resources:
    - Career One Stop: https://www.careeronestop.org/
    - O*NET: www.onetonline.org

- My Next Move https://www.mynextmove.org/
  - U.S. Bureau of Labor Statistics: https://www.bls.gov/k12/
  - Pathway2Careers:https://dashboard.pathway2careers.com/usa/report
- Link or QR Codes for Surveys (to add to slide deck if desired)

Pre Survey		Post Survey	

Engagement Icon Legend

For ease of facilitation and exercise tracking, icons are matched across the facilitation guide, worksheet and slide deck.

	Group Activity		Reflection and Consideration
	Video		Questions to ponder or discuss

Purpose

Workforce needs have changed dramatically, even since 2020, and a high school diploma is not sufficient for most careers that provide family-sustaining wages. This is rooted in the global shift from an industrial to knowledge-based economy. There is currently a misalignment between college degrees and labor market needs. Postsecondary credentials, technical skills and lifelong learning are all critical for individuals to be successful. It is important that school counselors understand how to share information about the economy as well as labor market information to guide students and their families in exploring career options.

High-quality CTE must be responsive to workforce needs. School counselors should be familiar with understanding workforce needs and trends in order to guide students. This module will provide information regarding the workforce and labor market information (LMI) and share resources school counselors can use in their career exploration activities. Moreover, the information can assist in framing the discussion about reasons why CTE is important in addressing skill gaps for employers and providing multiple pathways for entering and progressing in high-demand, living-wage careers for learners.

Finally, this module will provide options to practice applying LMI to existing interactions with families and learners.

Learning Objectives

- Understand terminology and types of labor market information (LMI)
- Understand the role of school counselor in communicating CTE, with a focus on labor market information
- Explore, Reflect and Discuss state labor trends and their alignment with CTE programs
- Learn where to find labor market information in your state/community
- Explore how to integrate labor market information in career advising and communication with learners and families

Facilitation Guide

Introductory Exercise and Community Agreements
Time: 20-25 minutes

Section		Slides
Welcome and Pre-Survey Link* **Time: 3-5 minutes**		**1-3**
Key Messages and Context: • Completion of this survey (and the post-survey at the conclusion of the module) helps support the importance and value of this training as well as serves to prove its effectiveness. Instructions: • Encourage attendees to complete prior to the start of the workshop • *Virtual:* Place link into chat and give a few moments of silence for attendees to complete • *In-person:* Create a QR code for the survey to be taken with attendees personal devices and offer a few moments of silence to complete.		
Community Agreements* **Time: 3-5 minutes**		**4**

Key Messages and Context:
- We desire to have candid and potentially vulnerable conversations today. Community agreements strive for each attendee to feel comfortable sharing their story and supporting others in their work.
- This list was compiled to support virtual training environments. It is not an exhaustive list.

Instructions:
- Use a state or local model to create a set of agreements to guide interaction and engagement during the session
- Ask for additions and changes, then ask each attendee to verbally confirm or use an affirmation tool on the platform to reach collective agreement.

Ice Breaker & Introductions* Time: 7-10 minutes	**5**

Key Messages and Context:
- Each ice breaker question in each module is unique to the topic being addressed.
- Since we will be talking about Career Development today, share with the group what work/employee attribute made you good at your job - it can be answered as a present day perspective OR have attendees reflect back on when they were a younger person (middle school, high school aged or so).
- Share with attendees that this guiding question is a great way to kick off this topic and conversation when delivering it to their peers and others in the future.

Instructions:
- An icebreaker question is included in each module. Feel free to use or edit to include your own.
- *Virtual*: have the introductions and answer to the icebreaker be put into chat OR an annotation tool like Mentimeter or Jamboard, etc. Show results on the screen for participants to review.
- *In-person*: Have everyone introduce themselves and answer the icebreaker out loud OR in a 'turn to your partner' style.

Learning Objectives* Time: 2 minutes	**6**

Key Messages and Context:
- The learning objectives are unique to each module. The time spent in this training experience will result in these objectives being obtained. We'll hold ourselves accountable for that.

Instructions:
- These are the generalized outcomes of the module content. It might be best to animate this list and go over each one prior to moving onto the next slide. If there are a few more local or state specific objectives, feel free to add them.

NOW, NEW, NEXT* Time: 2 minutes	7

Key Messages and Context:
- This is a theme of these modules. NOW is helping attendees reflect on what they already know. NEW is helping attendees reflect on what they have learned and NEXT is helping attendees think about action steps, planning for future ideas and implementing post-training.
- Have attendees refer to the worksheet. We will reference this page throughout our time together.
- NOW indicates a reflective moment around what is in place. NOW is an indicator of what you can quickly recite and would share in the metaphorical 'elevator' or 'sidewalk chat' or 'dinner party' or 'family reunion' or 'water cooler' etc.....[insert whatever is most culturally relevant for you and/or the group here]
- NEW will be the space where something is pulled from today's information. An idea, an initiative, new program implementation. A-Ha's! New nuggets of knowledge. Big or small, the details that are NEW can live here for reference at the end and into the future.
- NEXT is used for looking to the future. What will you try? What will you implement? What will you take action on? What will you want to learn more about? Who else do you need with you to make it happen? ETC.... Structure and strategy around these ideas will accompany you a the end of the session

Instructions:
- Review the definitions for Now, New, Next.
- Inform attendees that we'll be pausing during NOW NEW NEXT slides that come up during our time together in these modules.
- Please point attendees to the Page 1 and 2 of the worksheet for this module for the guiding questions/prompts each time NOW NEW NEXT comes up.

CTE Without Limits* Time: 2 minutes	8-9

Key Messages and Context:
- *CTE Without Limits:* Share the national vision for the future of CTE and how this module advances a future where each student can achieve success in college and the career of their choice without limits
- Inform attendees that this vision is foundational to the content we'll be exploring in

this module. *CTE Without Limits* is organized into five principles (*= especially relevant to this module):
  - ○ Principle 1: Each learner engages in a cohesive, flexible, and responsive career preparation ecosystem*
  - ○ Principle 2: Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem
  - ○ Principle 3: Each learner skillfully navigates their own career journey*
  - ○ Principle 4: Each learner's skills are counted, valued, and portable
  - ○ Principle 5: Each learner can access CTE without borders
- To enact this vision, together we will require:
  - All systems working in concert
  - A commitment to tearing down the barriers that limit opportunity
  - CTE to serve as the catalyst to make this vision a reality

Instructions:
- Share slides
- Inform attendees that this is why this module exists, why this series of modules exist and why we value them taking time out to invest in this content.

Myth vs. Facts and Role of Counselors in Communicating CTE
Time: 10-20 minutes

Section	Slide
School Counselors as Trusted CTE Messengers* Time: 2 minutes	10

Key Messages and Context:
- This section reinforces that school counselors are the top trusted messengers for students and families when it comes to conveying information about CTE. Facilitators are welcome to use the following points as a script.
- Advance CTE's national research released in 2021 supported by the Siemens Foundation found that school counselors continue to be a top go-to source for learners and families to learn about CTE. This module aims to empower counselors to understand the past and present of CTE and empower them to begin shifting perceptions of CTE in their school and community.
- We will review more about the survey in this workshop, but the reason for the development of this specific training is because of this finding: We learned that school counselors and teachers are the most trusted source of information about CTE for families. This is a reminder that YOU are valuable!
- Yet this and other research also showed that school counselors needed support in how to speak about CTE and career advising strategies.

- Advance CTE and Siemens discussed strategies for activating school counselors to have an impact on as many counselors throughout the country as possible. The goal was to create an off-the-shelf training in partnership with ASCA and ACTE and guided by the input of an advisory committee. The advisory committee consisted of members of ASCA and ACTE as well as a few State CTE Directors, State Directors of School Counseling, and national experts in school counseling and career development.
- The members had the opportunity to weigh in and make recommendations throughout the development of the training. The training was first completed in 2019 and updated in 2021, and now it has been provided to state to support our professional development.

Instructions:
- Share slides and provide background on workshop material.

Our Role* Time: 2 minutes	**11**

Key Messages and Context:
- This slide reminds attendees on how counselors can leverage their role to champion CTE and empower learners.
- As a consistent slide across modules, attendees can get familiar with the 'formula' as they enter into becoming a CTE Champion. We revisit this slide again towards the end of the module.
- Let attendees know the purpose of this formula is to help us think about what it takes for us to be a CTE Champion.
- When we help our learners get to know their own personal interests, aptitudes and aspirations, we match those with the competencies/skills needed/expected in the work environment and then add in where in the region or state/community the employment can be had and that gets us into the role of being a CTE champion - especially when we flavor this formula with an awareness of course scheduling, program options and inter/extra/intra curricular experience. Viola!

Instructions:
- Share slides

Myth v Facts: CTE is.... Time: 5 minutes	**12-15**

Key Messages and Context:
- This section sets the foundation of what CTE is for learners and dispels any misconceptions on its relation to the workforce and college.

- Inform attendees that part of being a CTE Champion takes demystifying myths with true facts. Here is one that is relevant to LMI and the world of work.
- Relay to attendees this common and quick way to message CTE is through these three terms: Connected, Responsive and Real.
- Slide 15: This optional discussion is an opportunity to discuss how the term 'college' is perceived and used in your school.

Instructions:
- Share slides. Make sure to give attendees time to digest information and connect to what they know NOW about CTE.
- Slide 13: Other terms seen on this slide are quick to use, copy, borrow for websites, literature, messaging and just practicing out loud as a way of describing CTE to others. Note the terms in BOLD, these are what we want attendees to walk away remembering.
- Slide 15: Slightly humorous and is yet another way of messaging CTE. In this, depending on the state, the surf and turf metaphor may or may not be culturally relevant. Note this with attendees to ensure we model equity even with our CTE graphics.

Introduction to CTE and LMI Terminology
Time: 10 minutes

Section	Slides
Workforce Changes, CTE and LMI Terminology Time: 10 minutes *OPTIONAL Discussion 1: LMI Points to Consider*	**16-20**
Key Messages and Context: - CTE programming shifts and changes according to the changes/shifts in workforce and labor market. - CTE is known for having its own terminology. These are a few terms that speak loudest towards employability and the world of work. - This section is meant to help attendees feel comfortable with LMI terminology and connect terms to themes they already know and use. - Inform attendees that one of the main premises for how CTE programs become invested in, is workforce and employability needs. CTE programs change, evolve and	

shift according to the matching shifts/evolving and changes in workforce and employment.

Instructions:
- Take the time to simplify and thoroughly explain these terms. When possible, utilize attendees with CTE experience to support you.
- **OPTIONAL Discussion #1** (Slides 19-20): This discussion can be an option for attendees to make connections on LMI terminology and what is currently happening in their school, community and state/local economy. Include the questions based on timing, level of interest and intended outcome of the module. Utilize chat box, annotation tool, small break out, large group 'off mute' situation or if in-person a 'turn and talk' opportunity for attendees to have smaller conversations with each other addressing as many of these prompts as they are able. Potentially even consider these reflection questions as 'homework' for attendees to complete, collaborate and share out at a later date.
- Don't forget to do a share out!
- Attendees can use the NOTES section of the worksheet to keep track of ideas, insights and actions.

Workforce and Education Landscape
Time: 10-12 minutes

Section	Slide
Videos: Workforce and Education Trends Time: 10-12 minutes *Optional Discussion 2: Reactions to Videos*	21-23
Key Messages and Context: • Media elements such as these two videos are helpful in not only creating audience engagement, but also for messaging LMI and Workforce Trends. • CTE is connected to the story of local, state and national level economies (the economic story) • Programs of Study or Sequencing of Courses in CTE supports the meaningfulness and relevance of college majors.	

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Instructions:
- Slide 21-22: Explore short snippets of both videos on and then dive into a very brief reflection discussion.
- Video #1 - Success in the New Economy. This video is about 10min 30sec long so depending on the timing of this module for the facilitator, the best section to view relevant to LMI begins at 4m23s mark and until the 7 minute mark.
- Upon viewing, ask attendees what they heard.
- Video #2: Almost 2 minutes. The entire video can be viewed.
- Again, upon viewing, ask attendees what they heard.
- **Optional Discussion 2** (Slide 23): Conduct a discussion on any information that surprised attendees, that they may not agree with, and/or how it applies to what learners in their schools perceive.

State Workforce Data/Trends
Time: 7-12 minutes

Section	Slide
Understand State and Regional Workforce Data/Trends **Time: 7-12 minutes** *Discussion 3: Reflect on LMI Data*	24-26
Key Messages and Context: ● This section allows you to include state outcomes for the LMI data points discussed in the previous section and connect it to CTE programs offered. ● You are encouraged to use screen shots, graphics, videos and other visual aids. Instructions: ● Slide 24: Add one or more slides of state or local LMI data points that align with the terms previously discussed and pertain to high-wage, high-skill and in-demand fields for your audience. ● Add known state or local websites, tools, platforms, resources as deemed relevant, beneficial and valued. ● Later in the module, attendees will have the opportunity to learn how to integrate this data into their conversations with learners and families. ● **Discussion 3** (Slide 26): Encourage attendees to reflect on the data shared either by coming off of mute, online tool or chat (virtual), or out loud to help each attendee apply this to their day to day work. When possible, provide additional resources to help attendees collect useful LMI data.	

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State and National LMI Resources and Application
Time: 25-40 minutes

Section			Slides
	Introduction to Common LMI Resources *Activity 1: Worksheet Question #1*	**Time: 10 minutes**	**27-32**

Key Messages and Context:
- This section allows you to highlight the main state and/or local tools to research LMI.
- The activity helps attendees get familiar with the tools and get comfortable with beginning to navigate them so they can apply this work beyond this module.
- This section provides strategies to connected to and directly apply LMI data.

Instructions:
- Direct attendees to Page 3 of the worksheet.
- **Activity 1** (Slide 28): - Ask attendees to take a couple minutes to silently complete Question 1 under Questions: Current and Emerging Workforce, Labor Market Information and CTE on how attendees currently use LMI and where they obtain their information. This can also be conducted as a group or breakout discussion.
- Slide 29: After attendees reflect on their own, share this slide as a way to help attendees see that some strategies and tools are more productive than others.
- Slide 30: Add known state or local websites, tools, platforms, resources as deemed relevant, beneficial and valued.
- Slide 31: Provides additional national LMI resources to get you started.
- If applicable, have an attendee who is knowledgeable about these tools or resources to share a brief synopsis of what one can gain by utilizing it.
- Also, if applicable, seek what tools are NOT beneficial for being an effective CTE Champion or LMI advocate and discuss with attendees.
- Slide 32: Have attendees list out their preferred LMI tool in the chat, whiteboard, Jamboard, another annotation tool or on chart paper if in-person. This will help others learn about what aspects of LMI deem most easily received as well as of most interest.

	Getting Comfortable Using LMI Resources *Activity 1: Worksheet Question 2 and 3* *Activity 2: LMI Tool Time*	**Time: 15-30 minutes**	**33-38**

Optional Activity 3: Communicating LMI to Learners and Families	

Key Messages and Context:
- This section provides strategies to stay in touch with and directly apply LMI data.
- This section is an opportunity for attendees to share and practice very specific examples of LMI application to help them feel comfortable outside of this workshop.
- Activity 1 allows attendees to reflect on their work before new strategies are shared.
- Slide 34's strategies help connect this LMI information to attendees' current work. Making a connection will help it not feel like an 'additional' burden of any kind.
- Activity 2 allows attendees to practice using LMI tools in a setting where they can receive assistance and support.
- Activity 3, if time permits, allows attendees to practice communicating LMI in a comfortable environment.

Instructions:
- **Activity 1** (Slide 34 and 35): - Ask attendees to return to Page 3 of the worksheet and take a couple minutes to silently complete Question 2 and 3 to reflect on how they can use the tools and data points just gained in conversations with learners and families. This can also be conducted as a group or breakout discussion.
- Slide 36 provides specific strategies. Optional questions are provided for attendees to share additional strategies.
- **Activity 2** (Slide 37): First take a moment and ask the attendees which tools they would like to preview together. Add options to the slide for a vote out loud or via chat. Then, with you as their guide (or a resident 'expert') navigate the tool.

  Encourage attendees to make notes on Page 4 of the worksheet under Activity 2.

  Ask attendees to look up and note one or two LMI data points that will be used in the next activity.
- **Optional Activity 3** (Slide 38)**:** Have attendees designing a messaging tool like a webpage, flier, brochure or something else, even an elevator speech. This could be a 'homework' item if preferred. If time in the module, this could be a fun group project either in a virtual or in-person setting.

  Encourage attendees to brainstorm or take notes on Page 4 of the worksheet under Activity 3.

Reflection and Wrap-up

Time: 10 minutes

Section	Slides
NOW, NEW, NEXT * Time: 5 minutes	**39-40**

Key Messages and Context:
● This section allows attendees to apply the second and third components of the NOW, NEW, NEXT theme to help them plan next steps beyond this workshop.
● Use the worksheet to help attendees follow along and take notes.
 	
Instructions:
● Slide 39: Ask attendees to return to Page 2 of the worksheet and recap the NOW, NEW, NEXT concept.
● Then, have attendees make notes under the NEW section.
● Slide 40: Use these questions to help attendees determine their NEXT. Ask attendees to make notes on their worksheet. If time, ask attendees to share their next out loud, in the chat or via an annotation tool.
    ○ *Ask if attendees are CTE that they consider this***:**How can I collaborate with CTE educators and leaders to improve CTE messaging, impact scheduling practices, increase outreach to families on course opportunities and even enrich advisory councils?
    ○ *If you are a School Counselor/Career Development Specialist attendee, consider:* How can I collaborate with CTE educators and leaders to improve CTE messaging, impact scheduling practices, increase outreach to families on course opportunities and even enrich advisory councils?
● Encourage attendees who may not have participated much yet to share. Make it clear that there is no 'blaming' here and everyone will be starting in a different place in using these tools and information.	

Final Resources and Wrap-up* Time: 3-5 minutes	**41-43**
Key Messages and Context: ● This is a place to share any final messages and resources. Instructions: ● Remind attendees about the Handout Hub and Advance CTE Learning that Works Resource Center link. ● Refer attendees to the Collective Commitment phrase in the Module Workbook. Encourage attendees to pick one person from the workshop to stay in touch with as an accountability measure	

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- Add the Post Survey link into the chat or show the QR code on screen for attendees to take a quiet moment to complete. Pause and offer silence for a few moments to make sure this gets completed.
- Conclude with content on the last slide re: your contact information (optional) CEUs (if applicable).
- Convey a feeling of CONGRATS for attendees dedicating time and talent to this module.

Facilitation Tools and Tips

Virtual
- ★ Chat box
- ★ Virtual platform emojis
- ★ Annotation tools such as Jamboard, Mentimeter, PollEverywhere, Zoom Polls, etc…
- ★ Worksheet responses and note taking
- ★ Voicing guiding prompts that encourage off-mute responses or chat box interactions

In-Person
- ★ Icebreaker interaction (face to face)
- ★ Round robin introductions
- ★ Individual reflection and note taking
- ★ Small group discussion and note taking
- ★ Worksheet completion
- ★ Sticky note compilation of ideas, strategies, take-aways and more

Facilitation & Participant Engagement Tips
- Read the audience and gauge level of enthusiasm, notice possible questions arising before they even get asked
- Emphasize key messages with shifts in vocal tone and tempo
- Make your passion for CTE contagious!
- Be patient with any technical difficulties, glitches and flow with the notes/script
- Trust yourself. You got this!
- Take a breath. Let the information sit with participants
- Count to five slowly once putting a question out to participants so to await their responses

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- Have attendees put in an emoji every once in a while during virtual formats so to capture their interactive level and gauge their feelings in the training thus far
- Useful resource: https://virtualspeech.com/blog/effective-ways-use-pauses-in-speech

Equity/Inclusion Recommendations
- ❖ Be cognizant of gender, race and ethnic representation used in videos, images, examples given.
- ❖ Remain diligent in checking in with your own implicit biases
- ❖ Be intentional in centering learners rather than systems when talking about outcomes
- ❖ Practice replacing 'All' with 'Each or Every' (ex: Each student can/will/may…..Every School Counselor can/may….)
- ❖ Remember - careers don't have a gender!
- ❖ Honor the use of culturally respectful ice breaker questions and metaphors/analogies. Avoid cliches that can be considered offensive or stereotypical.
- ❖ When showing videos, please turn on Closed Captioning (in person and virtual)

**Training Suggestion: Combine this Module with Module 4: Connecting Career Technical Education & Effective Career Advising Practices for aligned professional development