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

## Module
Module 3: Expanding and Elevating High-Quality Career Technical Education

## Expected Delivery
75-110 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 (minutes) |
|---|---|
| Introductory Activity and Community Agreements | 20-25 minutes |
| Introduction to Components of High-Quality CTE, Activities 1-2 and Discussion 1 | 25-30 minutes |
| Key Components of High-Quality CTE and Optional Discussion 2 | 25-35 minutes |
| Activity 1 (continued): Know, Wonder, Opportunities Revisit and Optional Activity 3 | 5-15 minutes |
| Reflection and Wrap-up | 3-5 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 Links

- Handout Hub - this handout provides additional resources that can be highlighted as needed during this module
- Sample Community Agreement
- 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

Given the complexity of Career Technical Education (CTE), having a clear understanding of what high-quality CTE is and the various CTE delivery systems is important. While state delivery systems have many commonalities, they also have important variations, and some components are central to designing high-quality systems. It is also important that school counselors and connected stakeholders understand their state and local CTE delivery systems so they can effectively empower learners to understand the quality and breadth of their education options.

## Session Objectives

- Gain a clear understanding of what comprises high-quality CTE programming and how it serves each learner
- Become knowledgeable of the variations of state and local CTE delivery systems and how delivery design can be leveraged to deliver equitable program access and enrollment.
- Identify and discuss the various components and benefits of a high-quality CTE program of study, including: work-based learning, industry-valued credentials, early postsecondary opportunities, Career & Technical Student Organizations and top considerations to ensure equitable access to these experiences for each learner.
- Connect understanding components of high-quality CTE to the role of counseling and career advising professional to guide each learner towards equitable learning experiences and outcomes.

## Facilitation Guide

### Introductory Exercise and Community Agreements
Time: 20-25 minutes

| Section | | Slide |
|---|---|---|
| **Welcome and Pre-Survey Link***      **Time: 3-5 minutes** | | 1-3 |
| Key Messages and Context:<br>• 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.<br><br>Instructions:<br>• Encourage attendees to complete prior to the start of the workshop<br>• *Virtual:* Place link into chat and give a few moments of silence for attendees to complete<br>• *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:<br>• 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.<br>• This list was compiled to support virtual training environments. It is not an exhaustive list.<br><br>Instructions:<br>• Use a state or local model to create a set of agreements to guide interaction and engagement during the session<br>• 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 |

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Key Messages and Context:
- Each ice breaker question in each module is unique to the topic being addressed.
- This guiding question has attendees reflect back on their own high school learning experience and whether or not a contextual class like a CTE class was the 'best' part of a typical high school day. If not, what was so great about a class or a high school experience? Is it the same for students now? Could CTE be the best part of a students day today? If not, why not? What needs to be different?
- 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 NEXTis 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

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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?

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 Page 1-2 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.

## Introduction to Components of High-Quality CTE
Time: 25-30 minutes

| Section | Slide |
|---|---|
| **School Counselors as Trusted CTE Messengers\*   Time:  2 minutes** | **10** |
| Key Messages and Context:<br>● 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.<br>● 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.<br>● 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!<br>● Yet this and other research also showed that school counselors needed support in how to speak about CTE and career advising strategies.<br>● 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.<br>● 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 states to support our professional development.<br><br>Instructions:<br>● Share slides and provide background on workshop material. | |
| **Our Role\*        Time:  2 minutes** | **11** |
| Key Messages and Context:<br>● This slide reminds attendees on how counselors can leverage their role to champion CTE and empower learners. | |

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- 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:

| | |
|---|---|
| **Reflecting on High-Quality CTE Knowledge**<br>***Activity 1: Know, Wonder, Opportunities Speed Writing***<br>**Time: 5 minutes** | **12-15** |

Key Messages and Context:
- These slides will help set up the attendees for reflecting on their current level of knowledge and the areas that need knowledge growth. pertaining to this topic.
- Over the course of this module, this activity will cover the NOW and NEW portion of the NOW, NEW, NEXT theme.
- It also will provide the facilitator a perspective on the attendees level of knowledge, comfortableness and awareness.
- This is meant to be speedy so to not give attendees too much time to dive into specifics or begin to dive into conversations not pertinent to the slide

Instructions:
- Slide 13: Inform attendees that the next few minutes will be focused on 'dumping' out (quickly) everything they know about the list of high-quality CTE components.
- This will be the NOW of the NOW, NEW, NEXT theme using the Knowledge, Wondering, Opportunity format.
- Slide 14: Review the terms, Know, Wonder, Opportunities
  - **K** is for the **Knowledge** that the attendees already have, believe they have or perceive.
  - **W** is for the **Wondering** attendees might be doing or wanting. Something they question, something they are curious about, something to ask.

- ○ **O** is for the **Opportunity**. This is where attendees can think bigger than what their realities are, think broader and consider things that haven't been done yet or haven't been tried. It can also be where attendees consider unintended consequences of decisions or initiatives or projects or programs.
- Slide 15: Ask attendees to refer to the chart on Pages 3 of the worksheet and complete the Know and Wonder columns.
- The chart can also be used as a small group informal evaluation done by each attendee, small group of attendees or as a full group with a rapid fire popcorn round of calling out what they 'know' or 'wonder' exist in the component.
- *Virtual:* In breakout rooms, this activity can be executed with one individual being the scribe and other members sharing their KWO. Conduct a large group share out and track responses in the chart for attendees to view.
- *In Person:* Chart can be transcribed on large pieces of paper or printed. Conduct a large group share out following small groups (if selected). Note responses in the chart for attendees.

| | | **Level-Setting CTE: Career Clusters**   **Time: 10 minutes**<br>*Activity 2: Worksheet Questions* | **16-21** |
|---|---|---|---|

Key Messages and Contexts:
- One of the best parts of CTE is that we have an organizational 'map' of sorts that helps us organize our programs, course sequences and even have teachable color coded models that help students 'see' themselves in their future as employed individuals.
- This section provides some larger picture context of how CTE is organized before delving into program components.
- Inform the attendees that nationally, there is a common grouping of occupation areas, known as the National Career Clusters® Framework.
- Every state organizes them differently depending on their labor market and economy.
- Feel free to add the facilitators local state career cluster model here.
- Because CTE is also about Career Development, note that the Career Cluster Finder - seen on Slide 20 - can be used as one of the many assessments students can do to gain insight into their interests and aspirations.

Instructions:
- Share slides
- Slide 19: Additional context can be added by providing the state or local career

cluster model.
- Slide 20: Pull up the link and walk attendees through the resource.
- **Activity 2** (Slide 21): Invite attendees to reflect and quickly answer questions on Page 4 of the worksheet.

| ? | **Level-Setting: State and Local CTE Systems**    **Time: 5-10 minutes** *Discussion 1: State CTE Delivery Systems* | **22-25** |
|---|---|---|

Key Messages and Context:
- CTE is delivered differently across the nation. No one state delivers it the same.
- Slides 22 and 23  give a 30,000ft view of the national view of how CTE is delivered, generally from across the nation.
- Slide 24 provides a placeholder if you would like to add talking points or graphics for the state or local delivery method.
- Discussions and guest speaker helps give a local/state specific perspective

Instructions:
- Slides 22 to 23: CTE delivery methods in the national perspective to relay to attendees. Refer to Advance CTE's CTE Delivery Systems resource in the Handout Hub.
- Slide 24: Invite a local guest speaker or select a knowledgeable attendee to speak about CTE delivery systems if possible.
- **Discussion 1** (Slide 25): Ask attendees to turn to their 'neighbor' or reply in the chat or if no one is interacting, do a brief short breakout virtual session to have small groups discuss the prompts.

## Key Components of High-Quality CTE
Time: 25-35 minutes

| Section | Slide |
|---|---|
| **Programs of Study**          **Time: 5 minutes** | **26-30** |
| Key Messages and Context:<br>- CTE programming begins with the creation of an intentional Program of Study (POS) This is akin to a glorified course plan. A POS reflects the sequence of courses, in and out of school opportunities, pre-postsecondary  options, postsecondary training opportunities and career roles/titles. | |

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- This is the element of CTE that supports informed scheduling, meaningful registration and collaboration between School Counselors and CTE representatives. Ideally, a 'reverse scheduling model' can occur where CTE courses get put into students' schedules FIRST followed by other required coursework for graduation.

Instructions:
- Introduce the concept of Program of Study elements to the audience. Note that each state may look different in their templates and components. A sample is included in Slide 29 for support.
- Slide 26: Emphasize that a high-quality program of study will have the following four components (in addition to core CTE coursework) that will be discussed during the remainder of the module: work-based learning, credentials, early postsecondary opportunities, and Career Technical Student Organizations.

  This slide is also a space for a local voice to share about more specifics for POS in the state.
- Slide 30: A placeholder to add additional local information or invite a guest speaker. Before continuing, invite attendees to take notes on the upcoming components on Page 8 of their worksheet.
- Kindly remind attendees that the Program of Study model is a great way to connect with school counselors and career development initiatives. It speaks to having a meaningful career conversation and building very thoughtful course schedules and even reisioning registration processes.

| Component 1: Work-Based Learning | Time: 5 minutes | 31-33 |
| --- | --- | --- |

Key Messages and Context:
- This section begins to introduce attendees to the concept of work-based learning (WBL). It will help attendees be able to not just become aware of the requirement of WBL in CTE, but also how to collaborate with CTE to support students who would thrive best by participating in a WBL experience.
- Slide 32: Work-based learning is delivered on a continuum, and it is desired that learners in CTE receive one of more experiences across all four categories.
- CTE has always had WBL as its foundational pedagogy for teaching and learning. In the year 2022 and beyond, when WBL is a hot topic for many, it helps rise CTE to the top of policy conversations and investments.
- For school counselors, WBL is simply Frank Parsons' career development theory of the 1940s coming back to life. It entails helping young people be introduced to the world of work earlier than later to support their learning journey and the national workforce.

- Slide 33 provides the option to add more local information or a guest speaker.

Instructions:
- Share slides. Include a local or state subject matter expert as needed.
- Invite attendees to take notes on each component starting on Page 8 of their worksheet.
- Let attendees know that these slides, words, terms and information is generally a nationwide perspective.
- Slide 31: Emphasize that WBL is an equity initiative, supporting each student to thrive in a setting where they feel most comfortable learning in high school and beyond. It is also imperative that when designing and recommending WBL experiences that they be designed on the margins to be accessible for each learner.
- Slide 32: Refer attendees to Page 5 of the worksheet for a more complete listing of WBL continuum activities.
- Inform attendees that WBL is now an option for states to choose as an accountability metric for CTE programs. About half of states have chosen to adopt this metric.

| Component 2 and 3: Credentials and Early Postsecondary Opportunities Time: 7-12 minutes | 34-39 |
| --- | --- |

Key Messages and Context
- This slide series begins to introduce attendees to the concept of postsecondary credentials, types of credentials, and how they can be leveraged at the secondary level through early postsecondary opportunities.
- This section also emphasizes how credentials are best leveraged when learners follow career pathways where credentials can be intentionally earned, or 'stacked'.
- According to a recent [Credential Engine report](), over 1 million credentials are offered in the United States. Not all credentials are created or valued equality, so it is critical that counseling professionals understand and guide students to pursue high-quality credentials *of value* that lead to in-demand, high-wage and high-skilled careers.
- This section also emphasizes that CTE is not college OR career, but college AND career and how school counselors and career advising professionals can empower learners to jumpstart their postsecondary journey through CTE.
- CTE has always had dual/concurrent enrollment as its foundational pedagogy for teaching and learning. In the year 2022 and beyond, restoring postsecondary enrollment remains a hot topic, it helps raise CTE to the top of policy conversations and investment.

Instructions:
- Share slides. Discussed each term fully to help attendees understand the breadth of credential opportunities.
- When possible, include local context or invite a local speaker to share learners can participate in these opportunities at the state and local level.
- Slide 35: Insert state or local model where possible.
- Slide 36: Inform attendees that dual/concurrent enrollment is now an option for a secondary CTE program quality indicator under the Carl D. Perkins Act (Perkins V). However, states will differ in regards to what level of accountability they will hold their programs accountable. About a quarter of states have chosen this metric.
- Slide 38: Participation in postsecondary opportunities that lead to credentials, when designed well, can remove equity barriers to enrollment and completion of postsecondary education.
- Slide 39: Placeholder for a local expert on credentials and early postsecondary opportunities

    This can also be an opportunity to discuss potential equity and access barriers that could prevent a learner from participating in an early postsecondary opportunity.

| | | |
|---|---|---|
| ? | **Component 4: Career Technical Student Organizations (CTSOs) and NOW, NEW, NEXT Revisit**<br>**Time: 7-12 minutes**<br>*Optional Discussion 2: CTE Delivery Challenges* | **40-43** |

Key Messages and Context
- This slide series shares how CTSOs are organized, their benefits, and connection to CTE programs.
- This slide series will help attendees be able to not just become aware of the requirements of CTSOs in CTE, but also how to collaborate with CTE to help direct students to these programs due to the benefits provided by CTSOs.
- Career and Technical Student Organizations (CTSOs) are a key and unique component to CTE programming. Nationally, there is a set list. Some states may vary.
- It gives permission to organically incorporate student leadership skills into classroom curriculum, pedagogy, culture and more.
- Participation in CTSOs can help remove equity barriers to participation in leadership opportunities. However, this section is also an opportunity to help attendees think

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carefully on how to reduce or remove barriers to participation in all CTSO experiences.
- Following the information, attendees will process what new information they have learned by revisiting the NOW, NEW, NEXT concept.

Instructions:
- Share slides. Provide examples of the types of experiences CTSO learners participate in.
- Slide 40: Let the attendees also know that CTSOs are two things: one is the leadership component organically interwoven into CTE classroom pedagogies, the other is annual competitive events that support students in gaining access to scholarships, internships, apprenticeships and employment. CTSO competitive events can be integrated into classroom curriculum as lesson plans and graded projects.
- **Optional Discussion 2** (Slide 42): If attendees are new to this information, allow attendees to receive clarity or additional details about the components by asking questions from Option 1.

  If attendees are part of CTE or a high-knowledge group, choose Option 2 and invite attendees to share their greatest challenges to CTE program delivery and brainstorm solutions.
- Slide 43: Reintroduce attendees to the NOW, NEW, NEXT concept. Invite them to reflect on NEW knowledge gained and make notes on Page 2 of their worksheet.
- Stay on Slide 43.

### Know, Wonder, Opportunities Revisit and Component Deep Dive
Time: 5-15 minutes

| Section | Slide |
|---|---|
| **Activity 1: Know, Wonder, Opportunities  Revisit**<br>**Time: 5-15 minutes**<br>*Optional Activity 3:* **Considerations & Reflection on the Components of High-Quality CTE Programs of Study** | **44-47** |
| Key Messages and Context:<br>• This section will complete the NOW, NEW, NEXT concept by revisiting the Know, Wonder, Opportunities activity to allow attendees to apply their learning to future action.<br>• It is encouraged for this activity to be done in a group setting to encourage | |

knowledge sharing.

Instructions:
- Direct attendees to return to Page 3 of the worksheet.
- Slide 44: Review the terms, Know, Wonder, Opportunities
  - **K** is for the **Knowledge** that the attendees already have, believe they have or perceive.
  - **W** is for the **Wondering** attendees might be doing or wanting. Something they question, something they are curious about, something they want to ask.
  - **O** is for the Opportunity. This is where attendees can think bigger than what their realities are and consider things that haven't been done yet or haven't been tried. It can also be where attendees consider unintended consequences of decisions or initiatives or projects or programs.
- Slide 45: Like before, inform attendees that the next few minutes will be focused on 'dumping' out (quickly) everything they are thinking about as opportunities to improve CTE programs based on the new knowledge gained.
- Slide 46: Before conducting the group activity, share the questions on this slide if needed to guide the conversation about potential opportunities.
- Inform attendees that additional questions to consider about each program quality component can be found on Page 7 of their worksheet.
- Direct attendees to complete the Opportunities column of the chart.
- *Virtual:* In breakout rooms, this activity can be executed with one individual being the scribe and other members sharing their Opportunities. Conduct a large group share out and track responses in chart for attendees to view.
- *In Person:* Chart can be transcribed on large pieces of paper or printed. Conduct a large group share out following small groups (if selected). Note responses in the chart for attendees.
- **OPTIONAL Activity 3** (Slide 47): This is an optional activity for attendees if time or if interested, particularly if attendees have high knowledge about CTE. Direct attendees to Page 6 of the worksheet and pick two of the components to discuss. Ask attendees to reflect for 3-4 minutes on the question under the respective components on Page 7. Then, conduct small group discussions about reflections, experience and challenges with the two chosen components.

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**Reflection and Wrap-up**
Time: 3-5 minutes

| Section | Slides |
|---|---|
| **Final Resources and Wrap-up    Time: 3-5 minutes** | **48-50** |

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 links.
- 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
- 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

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★ 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
- 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 5:Understanding Implicit Bias and Impact on Career Advisement, Career Exploration and Decision Making for aligned professional development.