

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

Module

Module 4: Connecting Career Technical Education & Effective Career Advising Practices

Expected Delivery

90-105 minutes

NOTE: Delivery timing can be customized throughout the activities and discussions selected below. Time of activity, content, slides or discussion is estimated, not approximate.

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 Exercise and Community Agreements	20-25 minutes
Role of School Counselors and Discussion 1	12 minutes
The State of Career Technical Education: Career Advising and Development and Top Career Advising Recommendations and Discussion 2	13-18 minutes
Individual Learning Plans, Discussion 3, Activity 1	40 minutes
Reflection and Wrap-up	10 minutes

Materials

Virtual

- Slide deck with notes
- Worksheet
- 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](#)
- Link or QR Codes for Surveys (to add to slidedeck 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

To empower students to explore their future career options and find their passion and purpose, school counselors must implement engaging activities providing a breadth and depth of information across the K-12 continuum.

A successful career advising and development system must respond to students' interests and provide career awareness and exploration for each student — not just those enrolled in CTE. It must encompass a range of career pathways, regardless of the availability of programming in a given school, college, or community, to provide the most options to students. Such a system must seamlessly span the full career advising and development continuum from elementary through postsecondary and include wraparound services, accelerated learning strategies, guided pathways and connections with local employers to ensure smooth transitions into the labor market. Ultimately, building such a system removes barriers to an equitable journey to career and college success.

This section will expose attendees to recent research as well as current promising practices and tools for empowering each student to explore and navigate their own career journey. Attendees will also be to evaluate their current work against recommended strategies, including the use of Individual Learning Plans (ILPs).

Session Objectives


- Gain knowledge on effective career advising strategies, resources and processes to empower students to explore future career options, and evaluate against current work;
- Increase familiarity with Individual Learning Plans (ILPs), their value to career advising and navigation for students and various implementation models at scale at the local and state level

- Develop a mindset that reflects the thinking that a successful career advising and development system must respond to students' interests and provide career awareness and exploration for each student — not just those enrolled in CTE.
- Help foster a seamless career advising and development continuum from elementary through postsecondary; including wraparound services, accelerated learning strategies, guided pathways and connections with local employers to ensure smooth transitions into the labor market.

Facilitation Guide

Introductory Exercise and Community Agreements

Time: 20-25 minutes

Section	Slide
Welcome and Pre-Survey Link*	1-3
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • 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. <p>Instructions:</p> <ul style="list-style-type: none"> • Encourage attendees to complete prior to the start of the workshop • <i>Virtual:</i> Place link into chat and give a few moments of silence for attendees to complete • <i>In-person:</i> 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*	4
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • 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.
- This one honors the work aspirations we had when we were younger people, which is a beneficial reflection as we dive into career development and labor market information.
- 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
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • 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 Page 2 of 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? <p>Instructions:</p> <ul style="list-style-type: none"> • 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 first page 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
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • <i>CTE Without Limits</i>: 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. <i>CTE Without Limits</i> is organized into five principles (*= especially relevant to this module): <ul style="list-style-type: none"> ○ 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.

Role of School Counselors and Initial Discussion

Time: 12 minutes

Section	Slide
School Counselors as Trusted CTE Messengers* Time: 2 minutes	10
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • 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 students 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 states 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 students.
- 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 students 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!

Myth v Facts: CTE is...

Time: 3 minutes

12-13

Key Messages and Context:

- These slides set the foundation of what CTE is for learners and dispel 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. It also connects key aspects of school counseling (college and career advising) to what CTE can offer.

Instructions:

- Share slides. Supplement with local or state learner achievement outcomes when possible.
- After each slide, it may be helpful to do a show of hands or emoji reaction (virtual) on whether these perceptions were expected or new for attendees.



Discussion 1: Why is Career Advising Important?

14

Time: 5 minutes	
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • These three guiding questions will kick off the content of this module and help attendees think about the 'why' and 'how' for career development and advisement. • These questions also elevate the importance of career advising in closing equity and access gaps for populations with differing levels of access to career information and exploration opportunities. <p>Instructions:</p> <ul style="list-style-type: none"> • Discussion 1 (Slide 14): Ask attendees the first question (animate it on the slide if you prefer to only see one question at a time) <ul style="list-style-type: none"> ◦ Why is providing career information to students and families important? • Then, have the attendees reflect/discuss/chat about the 2nd questions: <ul style="list-style-type: none"> ◦ How should it be used to inform student exploration and planning? • Finally, ask attendees to think about their own work <ul style="list-style-type: none"> ◦ What strategies are you currently using to provide career information and planning support? • For more advanced audiences, you may choose not to ask all the questions. • Encourage attendees to take notes on all discussion questions on Page 5 of the worksheet. • <i>Virtual</i>: Have attendees interact virtually via: chat, come off mute, quick small-group breakout, use Jamboard or other annotation tool for virtual sticky notes - two separate boards. Question 3 in particular is helpful to facilitate via a 'speed writing' or quick brain dump rather than a drawn out discussion. • <i>In-Person</i>: Have attendees interact in-person via: turn to a neighbor, think/pair/share in mini groups of 3-4, use sticky notes to respond, put on chart paper. Question 3 is best done through a call-out method that allows for quick sharing. 	

The State of Career Technical Education: Career Advising and Development and Top Career Advising Recommendations

Time: 13-18 minutes

Section	Slides
Report Findings Time: 7-10 minutes	15-21
Key Messages and Context:	

- This series of slides is intended to inform attendees that a national survey was conducted on how career advising was being delivered across the nation. The findings may feel very similar to trends observed at the state and local perspective. We are not alone in our career development and advisement efforts, struggles, initiatives and results.
- The report also provides a listing of effective strategies and how often they are used among school counselors.
- Slide 21 can be used to encourage attendees to include the main recommendations to their action steps, action ideas, their 'NEXT' plans
- Full Report: <https://careertech.org/resource/state-cte-career-advising-development>

Instructions:

- Familiarize yourself with the content of these slides. They can be shared with attendees quite quickly. The main take-aways are helping attendees recognize that many of the practices they might do within career development and advisement are also those shown in the report. They also might find that there are commonalities about the findings and their own experiences with success and struggles within career development and advisement.
- Elevate information from these slides that best connect with the current experience of attendees.
- Slide 21: Spend more time on this slide. Have attendees really think about the terms in **BOLD**. These are what was found to be most successful nationwide so adding it to their action steps or NEXT mindset is recommended.



NOW, NEW, NEXT

Time: 6-8 minutes

22-23

Discussion 2: Worksheet Page 3 Report Recommendations

Key Messages and Context:

- Revisiting the NOW, NEW, NEXT theme allows attendees to reflect on what they already know, and what is new information to consider for later in the module
- Discussion 2: This discussion helps attendees digest the report findings and recommendations that you just shared.

Instructions:

- Slide 22: Direct attendees to worksheet Page 2 to make notes for this section

- Have attendees reflect on NOW and NEW based on the report.
 - NOW: What information reflects information or experiences they already know?
 - NEW: Did any of the findings or recommendations surprise or intrigue you? Are you currently leveraging any recommended strategies, and to what extent?
- **Discussion 2** (Slide 23): Direct attendees to Page 3 of the worksheet under The State of Career Technical Education: Career Advising and Development Recommendations and let them know this will be the first step of determining their NEXT.
- Ask this question to attendees: Which of these recommendations would be of value to your school/community and would help address potential gaps in your local career development system?
- *Virtual*: Answers can be encouraged through the chat, off mute, using an emoji to vote on the favorite recommendation - which means you'd have to review them again on Slide 19 or do a quick small group break out with members of the same school so to answer this question with utmost meaningfulness.
- *In-Person*: Answers can be encouraged through a 'round robin' call out of attendee responses and facilitator tracks the responses as a 'vote' on chart paper. It could also be a casual conversation amongst team members from the same school too.

Individual Learning Plans (ILPs)

Time: 40 minutes

Section	Slides
Individual Learning Plan (ILP) Overview Time: 10 minutes	24-30
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> ● This large group of slides is focused on the main recommendation from the report findings which is the national model for ILPs: Individual Learning Plans. ● This section provides an introduction to this tool, its benefits and recommendations on the best way to leverage ILPs in collaboration with CTE. ● ILPs look and sound differently across states and even within local regions in states. They are also known as Individual Career and Academic Plans (ICAP). ● Some use a different acronym, affect different grade levels and are 'owned' by different state agencies. ● Completing a meaningful ILP/ICAP process helps learners connect the relevance of education with their career and life goals and pursue a postsecondary pathway and academic course plans that support their goals. It is also a meaningful process to 	

- align skill strengths with a career path and revisit those strengths over time.
- Placeholder slides can be added to provide specific local and state information.
- If your state does not have ILPs, this information is still helpful to take steps to designing a cohesive, seamless career advising experience for students.
- ILPs are powerful tools to advance equity because they can tailor education experiences and supports to meet the needs of each learner.

Instructions:

- Slide 24-26: Inform attendees that the main recommendation from the report findings is the national model for ILPs: Individual Learning Plans. These slides include content from the National Report referenced in slides prior.
- Slide 28-29: includes national maps both as a graphic and as a tool for 'borrowing' other state practices to enhance one's own ILP practice.
 - You may choose to visit the full map on Slide 29 to explore your state: <https://sail.codes/career-map/>
- Slide 30: Use this placeholder to add one or more slides that leverage your own state/local perspective to share more specifics about your own state ILP model.



State Models and Career-Connected Classroom

Discussion 3: ILPs/ICAPs in Action

Time: 20 minutes

31-45

Key Messages and Context:

- This section of slides provides promising state practices to create seamless connections between career advising and CTE.
- The Colorado and Massachusetts models were highlighted in a 2021 Advance CTE report: <https://careertech.org/resource/implementing-individual-career-academic-plans>
- Kansas and Iowa have participated in a [state leadership network](#) connected to the Coalition for Career Development Center to enhance their ILP models.
- Discussion #3: The purpose of this discussion is to help attendees make connections between CTE programming and how meaningful ILP processing can be implemented in CTE classrooms, not just in a school counselor office .

It also helps attendees who are not directly in CTE to see the connection between ILP processes & experiences and CTE programming which focuses on careers and the world of work.

Instructions:

- Familiarize yourself with the state examples before presenting. Let attendees know that these are being shared to help support adding to, enhancing, creating, beginning meaningful ILP processes for their students and families.
- It may be helpful to pause at the end of each state and provide context on how these elements are implemented in your state, and how these models build on that.
- Connect attendees to the ILP report again by putting this link in the chat: <https://careertech.org/resource/implementing-individual-career-academic-plans> so that they can explore the state model on their own. You don't have to become an expert on each state's process, you are simply an informant.
- Slide 31-33: Provides an overview of the findings from Advance CTE's report to set up certain state and local highlights
- **Discussion 3** (Slide 34): What does a career-connected classroom look like?
 - Have attendees take a quiet moment to reflect on everything they have heard and learned from the last series of slides focused on ILPs.
 - Next, share that CTE is all about connecting students to themselves, their future aspirations and getting connected to employment and careers.
 - Discuss how career-connected classrooms can also remove equity barriers to students accessing career advising development opportunities that they feel welcome and supported in.
 - Therefore, knowing now that an ILP process sets up the experience for exploring, planning and managing careers, ask this guiding question.
 - *Virtual*: Encourage answers attendees through chat, a jamboard, a Menti, any other annotation tool, or come off mute.
 - *In-person*: Encourage answers by having the large group popcorn out description words. Include sticky notes if the attendees aren't responding well. Engage attendees to think/pair/share in smaller groups if needed.
- Slide 35: This lists the states that will be highlighted.
- Slide 36: Kansas provides a dynamic visual on how their ILP is organized and connects each piece of the Career Development Cycle. It's a great graphic to borrow when attendees begin to discuss and plan for action items in their NEXT post-module. Focus on this slide the most for this state.
- Slide 37-38: Quickly highlight other tools from the Kansas ILP process.
- Slides 39-41: Slide 39 provides the Massachusetts' Definition of College and Career Readiness and Civic Preparation. This example illustrates how the state can take the lead in providing ready-made materials and processes for consistent ILP (MyCAP) implementation at the local level.

- Slides 42-43: Iowa's example shows how ILPs are integrated into state law. It also illustrates how ILPs/ICAPs are intentional actions by using it as a verb rather than a checklist. This builds on Colorado's model.
- Slides 44-45: Colorado's Meaningful Career Conversations are an example of how to integrate starter conversations about careers into every learning environment (classroom, small group, guidance lesson, library, sports field, bus ride, etc.).
 - These types of conversations are endorsed by the American School Counselor Association (ASCA)
 - Questions span elementary school to adults and are divided into three categories for parents/families, educators and community members such as employers.
 - Ask attendees if they have a similar model of questions and how they are used.



Activity 1: Worksheet Page 4 Think, Pair, Share
Time: 10 minutes

46

Key Messages and Context:

- As this module comes to an end, this final discussion will help tie all the content together and prepare for their NEXT of the NOW, NEW, NEXT model.

Instructions:

- **Activity 1** (Slide 47): Direct attendees to Page 4 of the worksheet.
- It is recommended that this activity be conducted in a Think, Pair, Share format, allowing for personal reflection followed by pair or small-group sharing, then a larger group share-out.
- Be sure to have a few attendees share out prior to concluding.

Reflection and Wrap-up

Time: 10 minutes

Section	Slides
NOW, NEW, NEXT Time: 5 minutes	47
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • This section allows attendees to apply the 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. <p>Instructions:</p> <ul style="list-style-type: none"> • Slide 47: Ask attendees to return to Page 2 the worksheet and recap the NOW, NEW, NEXT concept. • Then, direct attendees to reflect upon the NOW and NEW work conducted earlier in the module, along with the worksheet activity just completed. • Ask attendees to identify one specific action they plan to take to create a more meaningful career advising experience for learners. • 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	48-50
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • This is a place to share any final messages and resources. <p>Instructions:</p> <ul style="list-style-type: none"> • 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
- ★ 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 students 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 2: Career Technical Education (CTE) and Communicating the World of Work for aligned professional development