

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

Module

Module 1: Shifting Perceptions of Career Technical Education

Expected Delivery

60-75 minutes. This module is intended to be integrated with one additional module, in particular Module 6: Communicating CTE to Learners and Families.

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*

! = Recommend adding 'break' slides to the slide deck as deemed appropriate

Overview

Section	Timing
Introductory Exercise and Community Agreements	20-25 minutes
Role of Counselors in Communicating CTE, Activities 2 & 3	10-15 minutes
Myths and Facts About CTE	10 minutes
Activity 4, Reflection and Wrap-up	13-20 minutes

Materials Needed

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](#)

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

Despite the strengthened national spotlight on Career Technical Education (CTE), lingering stigmas about the value of CTE still remain and enrollment in secondary programs remains stagnant in many states. Additionally, CTE must overcome its history where programs did not serve learners equitably and instead created dead ends for historically marginalized learners to college and career success.

This module aims to dispel myths about CTE and conduct candid conversations about current perceptions of CTE among learners and stakeholders. This module will also provide building blocks and messages for attendees to conduct these conversations and shift perceptions in their communities.

Learning Objectives

- Explore personal and cultural perceptions of CTE;
- Understand how CTE has evolved over the past several decades;
- Explore myths and facts about CTE; and
- Identify related national, state, and local data to incorporate in career advisement

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. <p>Instructions:</p> <ul style="list-style-type: none"> Use this sample as a guide, and build on using 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 shifting perceptions and how we view or can influence the view of CTE in our communities and work environments.
- 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 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.

Role of Counselors in Communicating CTE and NOW

Time: 10-15 minutes

Section

School Counselors as Trusted CTE Messengers* Time: 2-5 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 students and parents. 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:



Activity 1: Perceptions of CTE

Time: 5 minutes

12

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
- Activity 1: This activity helps to level set attendees' perception of CTE to guide what should be focused on most in the module. Some of the phrases shared by attendees will likely underscore that many people do not understand what CTE is; may not know what high-quality CTE looks like; and/or may not know how to explain CTE to individuals or groups.

Instructions:

- Slide 12: Direct attendees to Page 1 of the worksheet. Let them know we are going to complete the NOW step to NOW, NEW, NEXT by doing a quick-fire activity of what we know about CTE.
- Ask attendees to write down at least three words or phrases that come to their mind when they hear “CTE.”
 - For more advanced audiences, it may also be helpful to add a question to share three words of how learners and families perceive CTE.
- After 1 minute, ask for a few responses and discuss together.
- *Virtual*: It is most helpful to have attendees see the responses on a screen via an annotation tool that allows them to be anonymous (Jamboard, Mentimeter, etc.). However, as an alternative attendees could share via chat, come off mute, quick small group breakout, etc.
- *In-Person*: It is most helpful to format the activity to allow attendees to be anonymous and honest. This could be done by having attendees write answers on sticky notes, collect and put on a piece of paper. Attendees could also answer via an annotation tool such as Jamboard or Mentimeter. However, more direct methods could include turning to a neighbor, think/pair/share in a mini group of 3-4, call out answers, etc.
- Invite attendees to talk about their answers if they feel comfortable doing so.



CTE 101 Video
Activity 2: Worksheet Page 3

Time: 5 minutes

13-14

Key Messages and Context:

- This video provides a high-level overview of what CTE is today and its value to learners.
- Activity 2: This activity helps to level set attendees’ perception of CTE to guide what should be focused on most in the module. Some of the phrases shared by attendees will likely underscore that many people do not understand what CTE is; may not know what high-quality CTE looks like; and/or may not know how to explain CTE to individuals or groups.

Instructions:

- Watch the video prior to sharing with attendees.
- Slide 13: The video is approximately 3 minutes long.

- Following the video, indicate that attendees will dig deeper into many of the points made in this video in order to more fully understand and discuss CTE options with students, their families, other school counselors and educators.
- Slide 14: Direct attendees to Page 3 of the worksheet and ask them to answer the questions for two minutes on their own.
- *Virtual*: Encourage attendees to share reactions via chat.
- *In Person*: If time, ask for a few attendees to share their reactions out loud

Myths and Facts About CTE

Time: 10 minutes

Section	Slides
Myths and Facts about CTE	Time: 10 minutes 15-22
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • This section of slides guide attendees through historical perspective and acknowledgements of CTE’s past and the high-quality foundation of its present. • It is important to acknowledge CTE’s history as not always serving learners, and how it is intentionally designed to do so today. • It is also important to guide attendees in wondering and discussing how historical perceptions of CTE impact equitable enrollment and completion of CTE programs today. • When possible, it is most impactful when you are able to include a learner scenario or story from your state to accompany facts from the slides. Testimonial videos or documents can be supplemented in the presentation. • For each slide, click for Myth to appear, then click again for the Fact to appear via animation. Click again for the bulleted statistics to appear. <p>Instructions:</p> <ul style="list-style-type: none"> • Share slides. Give attendees time to digest information. Supplement with state or local data about learner achievement where possible. It may be helpful to provide context to attendees that most state data available is still from pre-COVID years. • Additional context is provided in the presentation notes. • Connect slide deck information back to the perceptions attendees shared in Activity 2. Some facts may echo what attendees shared, while others may challenge them to 	

have a shift in mindset.

- Slide 16: Provide specific examples of careers that may not be considered CTE but are. Additionally, it may be helpful to provide an example of how a learner can progress in iterative learning through CTE.
- Slide 17: Provide context on National Career Clusters® Framework, pathways and alignment here if Module 3: Expanding and Elevating High-Quality Career Technical Education will not be presented.
- Slide 18: Provide specific examples of early postsecondary opportunities available at the local and state level and how credit is counted.
- Slide 19: Emphasize that CTE is designed to empower learners to gain skills that can be used in any career, even if they don't ultimately pursue the career pathway they explore at the secondary level. Invite attendees to share examples of how learners currently explore careers in their school.
- Slide 20: Inform attendees that CTE is becoming increasingly competitive and that there must be diligence in collecting, analyzing and acting on data on enrollment trends and equity to ensure each learner can fully participate in CTE. When possible, share how local or state leaders are monitoring equity in CTE program enrollment and
- Slide 22: Inform attendees that this can be an 'elevator pitch' of sorts for CTE created by Advance CTE that summarizes the facts from the preceding slides. Supplemental statistics could be added for extra 'punch'.

Reflection and Wrap-up

Time: 13-20 minutes

Section		Slides
 	NOW, NEW, NEXT	Time: 10 -15 minutes
Key Messages and Context: <ul style="list-style-type: none"> • 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. 		23-24

Instructions:

- Remind attendees that it takes intentional and often difficult work to shift perceptions of CTE, and requires leveraging connected stakeholders and resources to achieve systemwide understanding of the value of CTE and reinforce positive messages and outcomes when communicating CTE.
- Slide 23: 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 to reflect on any myths that were dispelled.
- After a minute, invite attendees to share responses if they are comfortable.
- Next, organize attendees in small groups.
- Slide 24: Inform attendees that they are going to evaluate the resources and people they have in their community or state to help shift perceptions of CTE and brainstorm next steps in small groups.
 - Encourage attendees to think about the perception they most need to shift.
- Inform attendees that one attendee per group will be encouraged to share out their next steps.
- Direct attendees to make notes under the NEXT section of their worksheet.
- After 10 minutes, reconvene attendees and invite one attendee per group to share their insights and NEXT.
- 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**

25-27

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
- ★ 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 any or all other modules to extend professional development. Module 6 is a recommended pairing due to the communication, messaging and perception focus.