EMPOWERING STUDENTS TO PURSUE THEIR CAREER GOALS

INFORMATION AND RESOURCES FOR SCHOOL COUNSELORS, GUIDANCE AND CAREER PROFESSIONALS

PARTICIPANT WORKBOOK

ADVANCE CTE
State Leaders Connecting Learning to Work

ACTE

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

EMPOWERING STUDENTS TO PURSUE THEIR CAREER GOALS

CONTENTS

Workshop Overview

This workshop will provide school counselors with information, tools and resources to increase their understanding of high-quality Career Technical Education (CTE) to ensure that messages to students, parents, families and other stakeholders accurately reflect the value of CTE. Participants will emerge with an enhanced knowledge of the full range of career options to empower students to pursue their career goals and will expand their existing strategies for effective career advisement. Finally, participants will develop a specific action plan to engage select stakeholders to increase participation in CTE and support their students' preparation for the full range of post-high school opportunities.

KEY UNDERSTANDINGS

School counselors completing this workshop will understand that:

- They play a unique and specific role in providing students, parents and families information on the options for CTE in their community to address the career development needs of students;

- CTE delivers real options for **all** students for college **and** rewarding careers, inside and outside the classroom;

- CTE can start a student on a path toward a career he or she is passionate about while the student earns valuable experience, credentials, college credit and more;

- CTE delivers real-world skills for students through hands-on projects, internships, mentoring and networking with community members; and

- CTE students are more likely to have a post-high school plan.

LEARNING OBJECTIVES

At the conclusion of this training, participants will be able to:

- Discuss key findings from the national research report *The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students* regarding students' and parents' attitudes about CTE and use this information in their communities and for engagement activities.

- Identify and discuss the various components and benefits of a high-quality CTE program of study, including work-based learning, industry-valued credentials and early postsecondary opportunities.

- Locate and describe national, state and local labor market data and understand current and emerging workforce trends that affect the development of CTE programs and career decision-making.

- Discuss the range and variability of options available in CTE and know how to access information on programs in their specific state and local CTE delivery systems.

- Explain the importance of access to and opportunities for CTE for **all** students.

- Describe how implicit bias affects career advisement, career exploration and decision-making and identify strategies aimed at addressing implicit bias.

- Identify and describe specific effective strategies to assist students with career exploration and development in K–12 and determine potential strategies to implement in their community.

- Use effective messages to communicate the value of CTE to various stakeholder groups.

- Develop individual strategic next steps with specific strategies to reach students, parents, administrators, other counselors and/or other stakeholders within the next two months to communicate the value of CTE.

ABOUT THIS WORKBOOK

The Participant Workbook consists of sections that correspond to the workshop agenda and includes group exercises as well as questions to be answered independently. The workbook also provides space for additional reflection and notes.

The workbook is intended to be a resource for participants to assist in implementing strategies in the future, with relevant resources and materials provided and/or cited for further reference.

ACTIVITY TO BE COMPLETED

GROUP EXERCISE

FLIP CHART USE

REFLECTION

Workshop Agenda

Welcome/Overview of Workshop

Pre-Workshop Survey

Introductions and Identification of Challenges

Perceptions of CTE

Current and Emerging Workforce, Labor Market Information and CTE

Deeper Dive into High-Quality CTE Programs of Study and the CTE Delivery System

Career Exploration and Career Development

Understanding Implicit Bias and its Impact on Career Advisement.

National Research on Student and Parent Attitudes

Core Messages for CTE

Strategic Next Steps

Post-Workshop Survey

Pre-Workshop Survey

Please complete the Pre-Workshop Survey completely and honestly. These results will provide information on the effectiveness and impact of this workshop..

INTRODUCTIONS AND IDENTIFICATION OF CHALLENGES

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PERCEPTIONS OF CTE

CTE is not widely known or understood by the general public. Many common misperceptions and stigma are associated with CTE. What is some of the common language used and/or associated with the term "CTE"?

Write at least three words or phrases that you think about when you hear "CTE."

1. _____

2 _____

3. _____

Video: CTE 101

1. After watching the video and reflecting on this presentation, what do you think students, families, other school counselors and educators in your community need to hear about CTE to dispel some common myths?

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2. What data points about student achievement and graduation rates are important to use when communicating in your community/school about CTE?

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3. Are you aware of your state and/or local CTE student achievement data? Where can you go to find this information?

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RESOURCES:

Perkins Collaborative Resource Network: https://cte.ed.gov/

Advance CTE: https://careertech.org/cte-your-state

CURRENT AND EMERGING WORKFORCE, LABOR MARKET INFORMATION AND CTE

Workforce needs have changed dramatically over the past few decades, and a high school diploma is no longer sufficient for most careers that provide family-sustaining wages. This change is rooted in the global shift from an industrial economy to a knowledge-based economy. College degrees and labor market needs are currently not aligned. 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.

1. What resources do you currently use to provide labor market information to help students understand career opportunities in your community?

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2. How could you use labor market information and other resources to assist students and their families in understanding career opportunities?

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NOTES:

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DEEPER DIVE INTO HIGH-QUALITY CTE PROGRAMS OF STUDY

Given the complexity of 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 some variations. It is also important that school counselors understand their state and local CTE delivery systems so they can be effective advocates for their students.

1. What Career Clusters® are available in your state/school/district/community?

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2. How does your state and/or district use the Career Clusters for career exploration?

_____

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3. What else do you need to find out about Career Clusters in your state/school/district/community?

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Key Components of a High-Quality CTE Program of Study

Program of Study — The term "program of study'"means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary levels that — (A) incorporates challenging state academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the state, region, tribal community or local area; (D) progresses in specificity (beginning with all aspects of an industry or Career Cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

Key components of a high-quality program of study include:

a) ***Work-Based Learning*** — Work-based learning experiences offer students opportunities to reinforce and deepen their classroom learning, explore future career fields, and demonstrate their skills in an authentic setting. They can take many forms, depending on the design of the experience and the population being served, but they have the potential to be a powerful mechanism for ensuring that more students understand the world of work, build a professional network, and gain technical and employability skills that will serve them throughout their lives. Work-based learning is often described as a continuum — starting with career awareness activities in early grades and extending to career preparation. Types of work-based learning include:

  · **Apprenticeship:** An apprenticeship combines paid on-the-job training under the supervision of experienced journey workers with related classroom instruction. A Registered Apprenticeship is an apprenticeship program that is registered with the U.S. Department of Labor and meets all federal and state standards. Upon completion of a Registered Apprenticeship program, participants receive an industry-issued, nationally recognized credential that certifies occupational proficiency, is portable, and can provide a pathway to the middle class.

  An apprenticeship consists of five components: (1) employer involvement; (2) on-the-job training; (3) related technical instruction; (4) paid work experience; and (5) award of a nationally recognized industry credential.

  · **Capstone:** In an established and coherent sequence of courses, a capstone is the final, most advanced course, in which students apply their learning from the preceding courses. A capstone can also refer to a multi-faceted assignment that serves as a culminating academic and intellectual experience for students, typically at the end of a program or career pathway. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation or performance. Capstone projects also tend to encourage students to connect their projects to community issues or problems and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations or internships.

  · **Cooperative Work Experience Program (CO-OP):** A CO-OP is a partnership that links school, community and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. CO-OPs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite supported by training plans developed cooperatively by the employer, certified work-based learning coordinator, instructor and student.

The work experience component (paid or unpaid) of a CO-OP is related to the student's CTE program of study, with the primary goal to develop career relevancy and competence.

- **Internship:** An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, and they give employers the opportunity to guide and evaluate talent.

- **Job Shadowing:** Job shadowing is a form of career exploration in which a student learns about a particular job by following a worker throughout the day.

- **Mentorship:** A mentorship is a one-to-one, personal or professional relationship with a volunteer from the business/industrial community who helps students become aware of career opportunities and work ethics. This work is outside of the formal obligations of a teaching or supervisory role.

- **Practicum:** A practicum is an advanced-level course, often in a specialized field of study, in which a student has an opportunity to apply the knowledge and skills he or she is learning in class to a work experience (and vice versa).

- **Pre-Apprenticeship:** A pre-apprenticeship is a program or set of strategies designed to prepare individuals for entry into an apprenticeship program. Instruction may vary in length and scope and may include basic skills training, academic skills remediation, or an introduction to the industry. Completers may be accorded preferential consideration for entry into an apprenticeship program and/or applied time served or credits earned toward fulfilling program requirements.

- **School-Based Enterprises:** School-based enterprises serve as learning laboratories and provide students with opportunities to apply their entrepreneurial, business and marketing skills in addition to other skills related to their career pathways. From catering companies and salons to credit unions and auto shops, school-based enterprises can take on many forms across Career Clusters.

- **Youth Apprenticeship:** A youth apprenticeship is an on-the-job learning option designed for high school students that includes a combination of classroom instruction and paid on-the-job training that culminates in a portable credential of value.

b) *Credentials* — Credentials signal what individuals know and can do, making finding the right candidates for jobs easier for employers. Credentials come in all shapes and sizes, each differing by field of study, the amount of training and education required and value to employers. To help sort through the vast universe of credentials, the following classification is often used:

- **Badge:** Offered virtually, badges certify more granular skill development, such as the completion of a course, workshop or other short-term training.

- **Certificate:** A certificate designates skills gained through education and training after the completion of an assessment or a performance-based exercise. Certificates are often offered as an interim designation on the way to a two-year or four-year degree.

- **Certification:** A certification is a non-credit-bearing award used by employers and industry associations to validate the skills workers need to enter a specific occupation or industry. Recipients must pass a test, and certification is often preferred, though not required, for entry into the field.

- **Degree:** Academic degrees are awarded by accredited postsecondary institutions to recognize the completion of a pre-determined amount of coursework. They are often completed in two or four years, though the rigor, length and field of study vary.

- **Industry-Recognized Credential:** Industry-recognized credentials of value are recognized in the labor market, are portable across state borders, and are valid assessments of student skills. They can take many different forms, including educational degrees, certificates, certifications and licenses. The precise definition and use of industry-recognized credentials vary from state to state, but most include a few common elements, such as they are exam based, administered by third parties, and supplemental to a traditional postsecondary award.

- **License:** Licenses protect entry into certain industries, ensuring that only those who are qualified are permitted to practice. They are often administered by a government agency or a trade association.

Credentials may be stackable, meaning they can build on previous skills and competencies through various stages of an individual's education and training, ultimately leading toward an advanced credential or degree. Credentials can be earned in both secondary and postsecondary CTE.

c) *Early Postsecondary Opportunities* — Early postsecondary opportunities are courses and/or exams that give students the chance to obtain postsecondary credit while still in high school. Terms related to early postsecondary learning opportunities include:

- **Articulation Agreement:** Articulation agreements are formal agreements between public school districts and postsecondary institutions to align high school and postsecondary curricula to create sequences of courses offering skill attainment without unnecessary duplication.

- **Articulated Credit:** Articulated credit is college credit provided retroactively by an individual college upon matriculation for successful completion of college-level, high school coursework.

- **Concurrent Enrollment/Credit:** Concurrent enrollment is the subset of dual enrollment courses taught by college-approved high school teachers. Through concurrent enrollment, students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit when they successfully pass the course.

- **Dual Enrollment/Dual Credit:** Through dual credit courses, high school students have the opportunity to earn high school and college credits simultaneously. These courses are taught by high school faculty, adjunct college faculty or college faculty at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities.

- **Transcripted Credit:** Transcripted credit refers to college-level credits that students receive on their transcript prior to entering college after completing courses while in high school.

d) **Career Technical Student Organizations (CTSOs)** — A CTSO is a co-curricular organization that provides experiential learning for CTE students through competitions, leadership opportunities and business partnerships.

CTSOs enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. CTSOs work as an integral component of the classroom curriculum and instruction. Students build upon employability and career skills and concepts. CTSOs help guide students in developing a career path and provide opportunities for gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state and national levels and attend leadership development conferences to network with other students as well as business and industry partners.

According to the National Center for Education Statistics:[4]

- 1.5 million high school students participate in dual enrollment courses.

- More than 600,000 dual enrollment credits were earned in CTE courses (one-third of all dual enrollment credits earned).

Assigned Group # _____

Each table will discuss one of the components of a high-quality CTE program of study. Identify a recorder at each table and record the examples on flip charts.

Table 1: Work-Based Learning (WBL)

Table 2: Credentials

Table 3: Early Postsecondary Opportunities

Table 4: Career Technical Student Organizations (CTSOs)

What are some examples of work-based learning, credentials, early postsecondary opportunities or CTSOs that you are aware of in your school/district/community?

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Choose the question below that correlates with the group you are in. The questions that follow may guide your answers.

How would you determine if these **work-based learning experiences** are meaningful and/or part of a high-quality CTE program of study?

_____

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_____

What data/metrics are collected on the student's experiences? Is there any follow-up post-graduation or at another specific time after the WBL experience? Are students hired by employers after their WBL experience concludes? Is the WBL experience explicitly linked to classroom learning? Are learners graded for WBL activities? Is there a formal training plan that is signed by an employer, learner, and/or parent/guardian? Do worksite supervisors provide feedback to the school on the student's performance?

How would you determine if these **credentials** are meaningful and/or part of a high-quality CTE program of study?

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Do these credentials provide learners with employment opportunities upon completion? Is the credential that is earned part of a stackable credential? Is the credential recognized by postsecondary education (i.e., does the credential provide college credit)? Is the credential nationally recognized? How many students in the program of study earn this credential ?

How would you determine if these **early postsecondary opportunities** are meaningful and/or part of a high-quality CTE program of study?

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How many students are earning dual credit in the program of study? Is there a related need for this postsecondary degree in the labor market (i.e., will the postsecondary credits be valuable in the future)? What is the quality of postsecondary instruction? Are high school teachers or college faculty leading the instruction? What data exist regarding degree attainment for learners who were provided early postsecondary opportunities in high school?

How would you determine if these **CTSO experiences** are meaningful and/or part of a high-quality CTE program of study?

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Is the CTSO integral to the CTE instructional program (i.e., is it not just an after-school, extracurricular program)? Do the students participate in state and national leadership development experiences? Have the students in the CTSO been recognized at the regional, state and/or national levels? Is the adviser a CTE instructor in the related area? Do CTSO students have the opportunity to engage with employers in the related field?

CAREER EXPLORATION AND CAREER DEVELOPMENT: CAREER ADVISEMENT STRATEGIES

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 learners' interests and provide career awareness and exploration for all — 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 learners. 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.

1. Identify one strategy that you are currently using for career advising/development at the middle and/or high school levels.

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_____

A recorder at each table will write the strategies identified by the table on a flip chart.

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

The State of Career Technical Education: Career Advising and Development will provide the backdrop for examination of current career development practices to enhance efforts and/or to identify potential new strategies for career advisement.

Ensure that career advising and development is a school- and community-wide effort, with effective coordination between school counselors and school administration and active participation from classroom instructors and community organizations

Explore partnerships between secondary and postsecondary systems and institutions to both gather more data on existing strategies and implement new strategies as appropriate

Examine and improve current career advising and development strategies so that they are all part of one broad, cohesive strategy designed to guide all learners effectively to the careers of their choice

Improve the effectiveness of Individual Learning Plans (or equivalent) by scaling up innovative practices, including having students begin them in middle school, and working with school counselors to ensure that ILPs are integrated into a broader career development process

2. Which recommendations above would be of value to your school/community and would help address potential gaps in your local career development system?

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NOTES:

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UNDERSTANDING IMPLICIT BIAS AND ITS IMPACT ON CAREER ADVISEMENT, CAREER EXPLORATION AND DECISION MAKING

Because school counselors are involved in facilitating the career exploration process with diverse student populations, it is essential that they are aware of the unintended impact that implicit biases may have on students, especially under-represented students. While often well meaning, counselors may steer students toward career interests stereotypically associated with specific characteristics, such as gender, race and ethnicity. Moreover, students themselves, as well as their families, may limit their options based on their narrow perspectives and experiences. This section will raise awareness about this critical issue and explore strategies that can be implemented to continually assess efforts to minimize the impact of implicit bias.

Kirwan Institute Defines and Explains Implicit Bias[5]

What Is Implicit Bias?

- Attitudes or **stereotypes** that affect our understanding, actions and decisions in an **unconscious** manner. These biases, which encompass both favorable and unfavorable assessments, are activated **involuntarily** and without awareness or intentional control.

Key Characteristics:

- **Are unconscious and automatic:** They are activated without an individual's intention or control.

- **Are pervasive:** Everyone possesses them, even those avowing commitments to impartiality.

- Do not always align with explicit beliefs.

- Have real-world effects on behavior.

- Are **malleable** and can be unlearned, reshaped or changed over time.

1. What are some examples of how implicit bias can affect students' career exploration and decision-making?

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KEY FINDINGS FROM THE VALUE AND PROMISE OF CAREER TECHNICAL EDUCATION: RESULTS FROM A NATIONAL SURVEY OF PARENTS AND STUDENTS

- **CTE Delivers for Parents and Students:** CTE students and their parents are more satisfied with their education experience than those not involved with CTE on nearly every measure, from general satisfaction with school experience to the quality of the classes and opportunities for career exploration.

- **College *and* Career Success Are Both Important Goals for Parents and Students:** A top aspiration for parents and students is finding a career about which the student is passionate. At the same time, college remains a post-high school goal for nearly all parents and students.

- **Prospective Parents and Students Are Attracted to the "Real-World" Benefits of CTE:** Many elements of CTE programs stand out to parents and students, particularly the fact that CTE provides real-world skills within the education system, something parents and students want more of from their education, as well as clear pathways into college and careers.

- **CTE Has an Awareness Challenge:** "Career Technical Education" has just moderate name recognition among parents, students and the general public, and understanding of how CTE is structured and delivered remains limited.

- **CTE Needs Champions and Messengers:** The "who" is equally if not more important than the "what" when it comes to communication. School counselors, teachers and CTE students are among the most trusted sources of information about CTE for prospective parents and students alike.

Key Words and Phrases to Use

- **"Real-world skills"**

- **"Hands-on experiences"**

- **"Explore career options and what you are passionate about"**

- **"Fulfilling, rewarding careers"**

- **"Career" and "career-focused"**

- **"Extra advantage for both college and careers"**

- **"Leadership" and "confidence"**

The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students has provided a lot of insight into the attitudes of students and parents about CTE and their satisfaction with their current education experience.

1. Which audiences are important to communicate with to address the challenge you identified at the beginning of the day?

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_____

2. How do you **currently engage** directly and indirectly with this specific audience (e.g., social media, website, brochures, partnership with PTA, faculty meetings, community meetings, career day, etc.)?

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3. Use the chart below to think through why you need to communicate with the audience. What are your goals for communicating with them? What is stopping you from doing so currently?

Value of audience *Why do you need to communicate with them?*	What are your goals for this engagement and communication? *Why are you reaching out to this group? Do you want to inform them, do you need input and/or support, or do you want them to change their behavior?*	Barrier *What is causing your challenge?*
Example: Instructors interact with families often, so they need to understand the benefits of CTE.	*Example: Educate instructors on CTE programs. Help them encourage students to enroll in CTE programs*	*Example: Instructors do see themselves as responsible for recruiting students. Instructors don't have the resources/supports they need.*

4. Which of the message(s) below would you select and how would you contextualize it?
(Example: Instructors should understand that CTE delivers a real high school experience with more value. CTE learners are more satisfied with their overall education - and even the quality of their teachers - compared to non-CTE students. CTE instructors play a vital role in promoting CTE.)

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CTE Delivers Real Options for Students for College and Rewarding Careers

- CTE programs allow students to explore a range of options for their future — inside and outside of the classroom.

- Through CTE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits and more.

- CTE students are more likely to have a post-high school plan — including college — than other students; just two percent of CTE students say they "don't know" what they will do after high school.

CTE Delivers Real-World Skills

- CTE is a unique opportunity for hands-on learning — putting students at the center of the action.

- CTE provides the skills and confidence students need to pursue career options, discover their passions, and get on a path to success.

- Students in CTE programs and their parents are three times as likely to report they are "very satisfied" with the ability to learn real-world skills as part of the student's current education compared to parents and students not involved in CTE.

CTE Delivers a Real High School Experience with More Value

- CTE programs are part of high school — students can participate in CTE and the other activities they enjoy, such as sports, the arts, or whatever else their friends are doing.

- CTE takes students even further during their high school experience — providing opportunities for specialized classes, internships, and networking with members of their community.

- Students in CTE programs and their parents are twice as likely to report they are "very satisfied" with their high school education experience compared to prospective CTE students and their parents.

4. How will you put this message/these messages into action? How will you reach your audience? Are there specific activities you can implement? Are there specific activities you are already doing where this message can be incorporated? Are there materials you can develop? Consider various formats, including fact sheets, infographics, brochures, PowerPoint slides, in-person meetings and lesson plans.

Activity/channel/delivery system	Purpose	Frequency
Example: Brochure for instructors to give to middle school parents/guardians	Example: Provide a ready-made resource for instructors to inform parent/guardians of CTE offerings	Example : Instructors use it at back-to-school night and parent/teacher conferences

Each group identifies a recorder and reporter and reports out on flip charts.

STRATEGIC NEXT STEPS

1. What is the problem you want to address?
Examples: Parents and families are not aware of the CTE options that exist in our district; parents and students believe that CTE is only for students who are not going to college; administrators see only admission to a four-year college as an indicator of success; counselors in our school do not understand quality CTE; our community lacks the capacity for CTE.

2. What is your goal?

3. Which stakeholder group(s) do you need to reach to communicate the value of CTE and how it supports student success and enhances career advising? Check all that apply.

    o Students

    o Parents and families

    o Counselors

    o Administrators

    o Teachers

    o Other

4. What data/facts/stories are important to share?

5. What information or resources do you still need to gather to more fully address this gap/challenge issue/problem?

6. What are you going to do within the next two months to communicate the value of CTE to stakeholder group(s) and enhance career advising for students?

Examples:
To further engage counselors, administrators and teachers: *Provide a presentation at a staff meeting that addresses some specific aspect of CTE and/or share CTE programs and student outcomes in the community.*

To engage parents and families: *Host a series of career events that include parents and families along with students and describe the various career pathway options available in your school and/or community.*

To engage students: *Provide information about in-demand careers and related CTE programs in your community and invite employers to speak to students.*

To inform counselors of resources: *Provide an in-service training for counselors on the importance of labor market information and include your local workforce member and/or a labor market specialist from your state or region.*

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Steps	Who is responsible?	Who else needs to be involved?	What resources are necessary? (What do you need to complete the steps?)	When will this step be completed?
1				
2				
3				
4				

Upon completion of your action plan, individuals will report out.

Post-Workshop Survey

Resources

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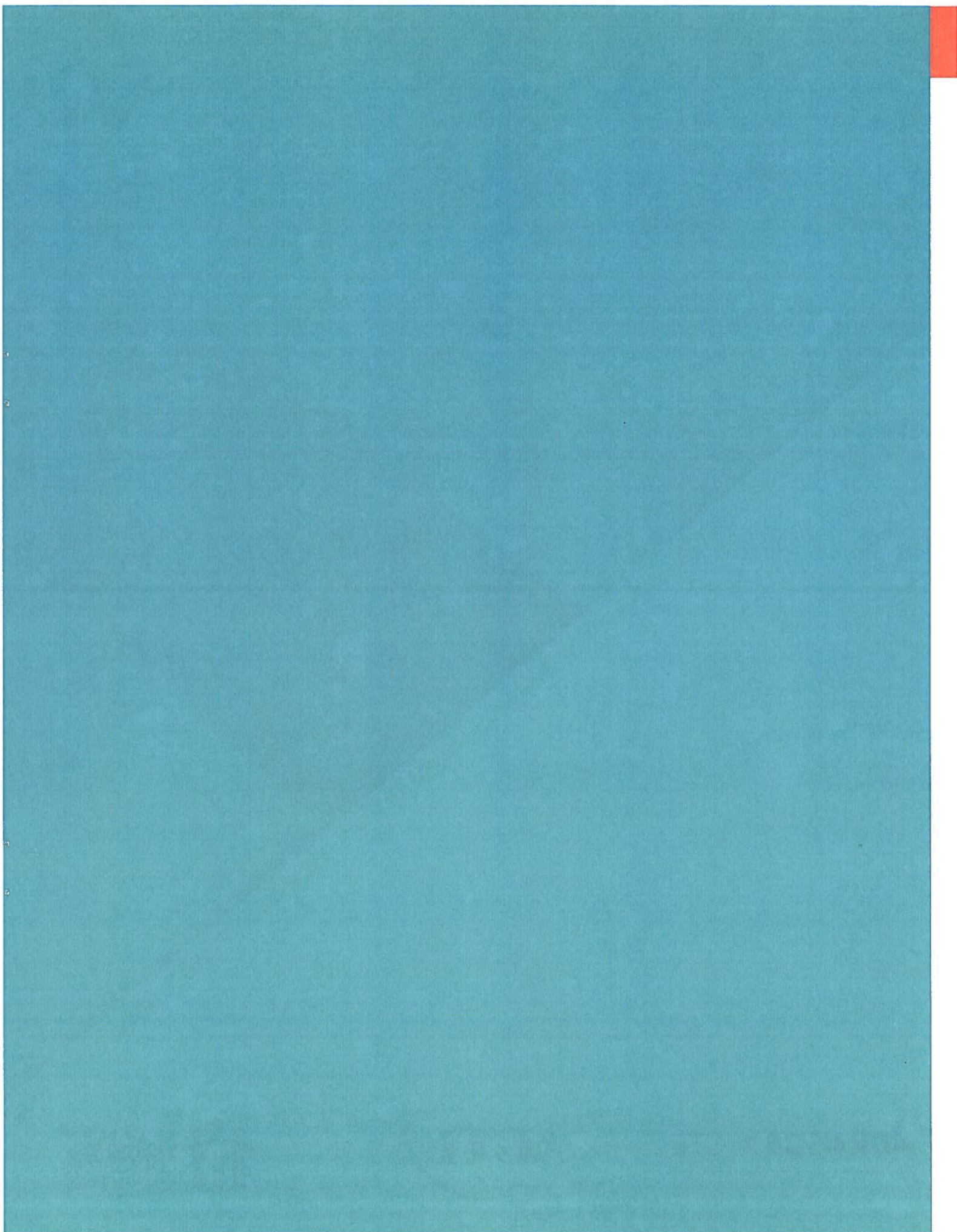
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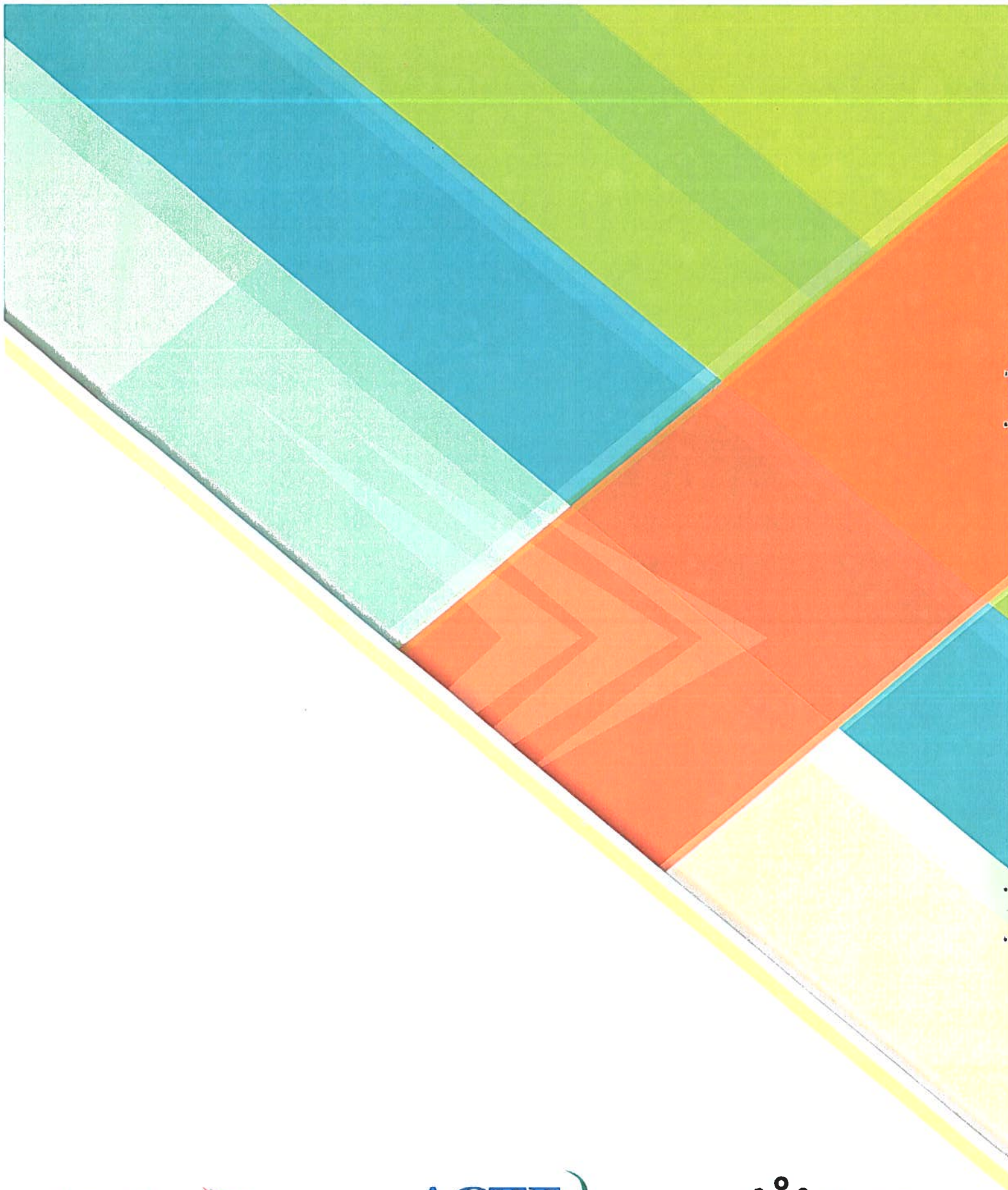
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Notes

Notes

Pre-Workshop Survey

Please identify your State: _____ Grade Level: Middle and/or High School _____	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am confident that I understand all options available for my students through CTE	O	O	O	O
2. I understand parents and students' attitudes about CTE	O	O	O	O
3. I can thoroughly discuss various components of a high-quality CTE program of study with students and parents	O	O	O	O
4. I understand current and emerging workforce trends, labor market data and regularly share this information with students and parents	O	O	O	O
5. I can provide various examples of how CTE delivers real-world skills and starts a student on a path toward a career they are passionate about	O	O	O	O
6. I can explain why CTE is a viable option for ALL students	O	O	O	O
7. I am confident that I can implement multiple effective strategies for career exploration and development for middle and high school students	O	O	O	O
8. I can plan and implement strategies to effectively convey the value of CTE to multiple stakeholder groups, including students, parents, counselors, administrators	O	O	O	O
9. I am familiar with various models of CTE offered throughout my state and throughout the country	O	O	O	O
10. I have the information I need to be a good advocate for CTE	O	O	O	O

What are the three most important things you want to learn through this workshop?

1._____

2._____

3._____

What are the biggest challenges you face in your school and/or community that affect students' interest in CTE?

1. _____

2. _____

3. _____

Post-Workshop Survey

Please identify your State: _____ Grade Level: Middle and/or High School _____	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am confident that I understand all options available for my students through CTE	O	O	O	O
2. I understand parents and students' attitudes about CTE	O	O	O	O
3. I can thoroughly discuss various components of a high-quality CTE program of study with students and parents	O	O	O	O
4. I understand current and emerging workforce trends, labor market data and know how to share this information with students and parents	O	O	O	O
5. I can provide various examples of how CTE delivers real-world skills and starts a student on a path toward a career they are passionate about	O	O	O	O
6. I can explain why CTE is a viable option for ALL students	O	O	O	O
7. I am confident that I can implement multiple effective strategies for career exploration and development for middle and high school students	O	O	O	O
8. I can plan and implement strategies to effectively convey the value of CTE to multiple stakeholder groups, including students, parents, counselors, administrators	O	O	O	O
9. I am familiar with various models of CTE offered throughout my state and in the country	O	O	O	O
10. I have the information I need to be a good advocate and messenger for CTE	O	O	O	O
11. This workshop has provided practical knowledge that I can use upon return to my community	O	O	O	O
12. The facilitator provided the information in a clear, concise way that was easy to understand	O	O	O	O
13. The facilitator was knowledgeable about the content provided	O	O	O	O
14. The facilitator explained the information in a way that helped me understand how I can apply it in my own community	O	O	O	O
15. I would recommend this workshop to others	O	O	O	O

What are the three key actions you will take following this workshop within the next two months?

1._____

2._____

3._____

What can Advance CTE, ACTE and ASCA do to further support school counselors in advocating for CTE and enhancing career development and advising?

1. _____

2. _____

3. _____

What recommendations do you have to improve this workshop?

_____

_____

_____