Empowering Students to Pursue their Career Goals

Albuquerque, NM August 29, 2019



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Welcome

- Workshop time
- Breaks & Lunch
- Materials
- Logistics





Pre-Workshop Survey



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Background





Siemens Corporation Identifies Challenges



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Siemens Corporation

- Challenges in finding qualified employees
- CTE is pathway to many high-wage, indemand careers
- Students and parents don't see CTE as option
- Wanted to find out more about parents and students and what would motivate and/or discourage them from considering CTE programs



Siemens Corporation Identifies Challenges

Siemens supports Advance CTE work to identify solutions







Strategies for Attracting Students to High-quality CTE

Advance CTE, supported by the Siemens Foundation:

- Commissioned focus groups
- Conducted a national survey
- Explored attitudes of parents and students currently involved in CTE
- Report issued in April 2017









"The Value and Promise of CTE: Results from a National Survey of Parents and Students"





Research Goals

Explore what middle & high school parents and students know and think about CTE

Understand motivators and barriers to enrolling in a CTE program

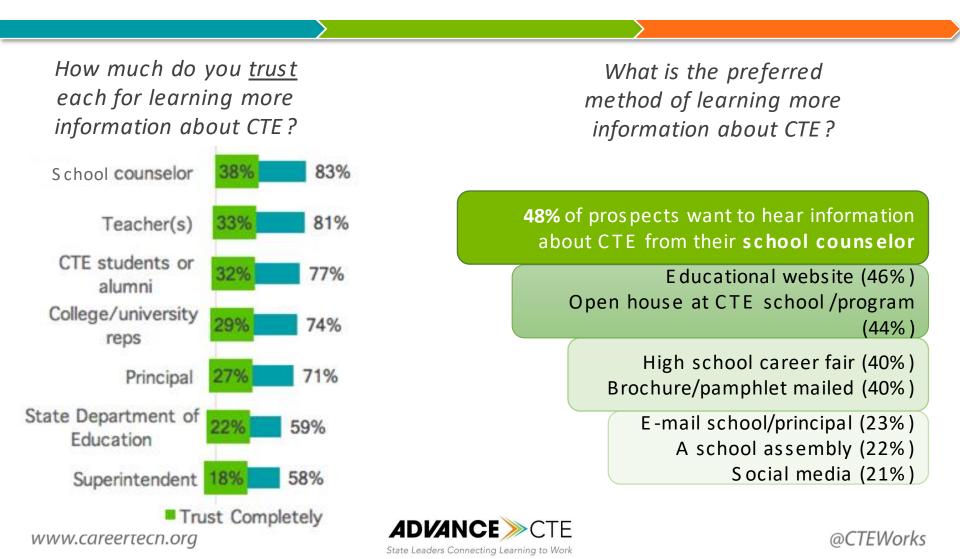
Determine which messages are most compelling to consider a CTE program and which are not

Identify trusted decision-makers and effective communication channels for CTE





School Counselors Are Most Trusted Messengers



Siemens Corporation Identifies Challenges Siemens supports Advance CTE work to identify solutions The Value and Promise of CTE Survey provides insight

Training Developed for School Counselors



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How to support school counselors?

- Partner with ASCA and ACTE
- Create an advisory committee
- Develop a one-day training for school counselors delivered throughout the country
- Launch at ASCA and ACTE national conferences
- Train the trainer
- Host trainings throughout the country

School counselors develop action

www.cogertahorg



Key Understandings

Upon completion of today's training, participants will understand that:

- 1. School counselors 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
- 2. CTE delivers real options for **all** students for college **and** rewarding careers, inside and outside the classroom
- 3. 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
- 4. CTE delivers real-world skills for students through hands-on projects, internships, mentoring and networking with community members
- 5. CTE students are more likely to have a post-high school plan



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Learning Objectives for Training

- Locate and describe national, state and local labor market data. Understand current and emerging workforce trends that impact CTE programs and career decision making
- 2. Identify and discuss the various components and benefits of a high-quality CTE program of study
- 3. Discuss the range and variability of options available in CTE
- 4. Explain the importance of access and opportunities to CTE for ALL students.
- 5. Describe how implicit bias impacts career advisement, career exploration and decision making and identify strategies aimed at addressing implicit bias.
- 6. Describe specific effective strategies utilized to assist students with career exploration and development in K-12 and identify potential strategies to implement in their community.
- 7. Use effective messages to companying the value of CTE to various www.careertech.org stakeholder groups. State Leaders Connecting Learning to Work

Strategic Action Planning

- Develop an individual set of next steps with specific strategies to reach students, parents/guardians, administrators, other school counselors and/or other stakeholders within the next two months to communicate the value of CTE.
 - Define challenge
 - Define goal
 - Select audiences and how to reach them
 - Next steps to achieve goals



Before we go any further...

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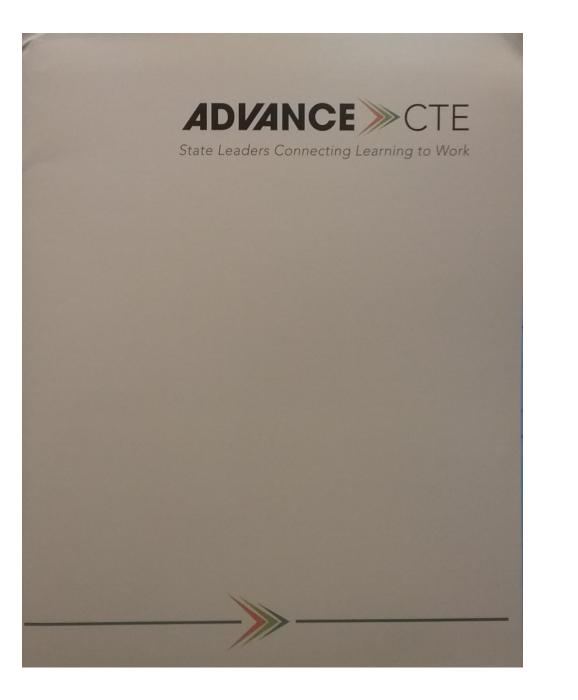












Resources

- Glossary
- Survey results
- Fact sheets
- ASCA Mindsets & Behaviors and Annual Agreement

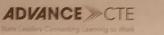




EMPOWERING STUDENTS TO PURSUE THEIR CAREER GOALS

INFORMATION AND RESOURCES FOR SCHOOL COUNSELORS, GUIDANCE AND CAREER PROFESSIONALS

PARTICIPANT WORKBOOK







Activity Types



Group



Activity



Flip Chart



Reflection







Activity #1

Activity: Workbook - Page 4

 Identify one challenge that you face in your school or community related to Career and Technical Education

Put that challenge on Page 21, Line 1 of the Action Plan



Perceptions of CTE

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Activity #2

Activity: Workbook - Page 4



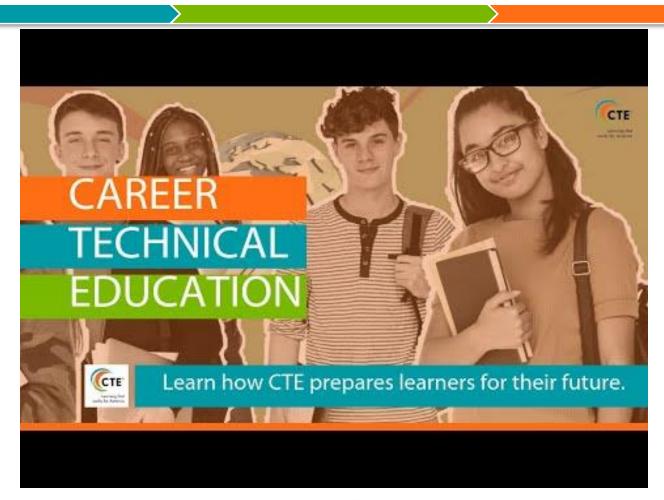
words or phrases that you think about when you hear



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CTE 101



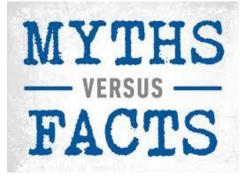




CTE: From Past to Present

Vocational Education (The Past)	Career Technical Education
High School Focused	Links Secondary, Postsecondary and Workforce
6 to 7 Program Areas	16 Career Clusters with 79 Career Pathways (New Mexico- 16 Clusters, 79 Pathways)
In Lieu of Academics	Supports and Reinforces Academic Learning
Tracked	Fully Integrated
Terminal	Continuous, Lifelong Learning





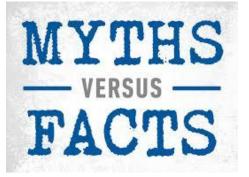


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- 78% of CTE concentrators enroll in postsecondary education full-time immediately after graduating (NEW MEXICO - 58%)
- CTE students have many opportunities to earn college credit in high school through dual and concurrent enrollment

http://s3.amazonaws.com/PCRN/docs/NACTE_FinalReport2014.pdf





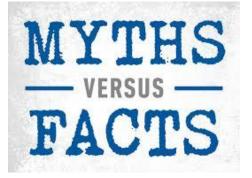


Fater: CET: Dotermipioswers learners to explore multiple career options

- CTE programs of study start broad before providing career pathway specific knowledge and skills
- CTE provides hands-on training mentoring and internships to expand professional networks
- Students understand real-world value CTE provides







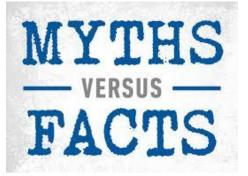


Farente contration of the state of the state

- 92% of high school students take some form of CTE
- 33% of students in the highest socio-economic status quartile took three or more CTE credits
- 91% of parents of CTE students were satisfied with the way CTE helps their children get a leg up on future careers

<u>http://www.nrccte.org/sites/default/files/publication-</u> <u>files/nrccte_cte_typology.pdf</u>

https://cte.careertech.org/sites/default/files/CTE Myths and Facts 2017.pdf www.careertech.org





Farget: cEETdEesblend&ademic and technical skills to enhance the learning experience

CTE programs, technical coursework reinforce core academics, enabling learners to strengthen their academic studies with real-world learning





CTE and Student Achievement



This is in your resources in your folder

 Graduation rate for CTE concentrators is about 95% - approximately 10 percentage points higher than the national average*

(NEW MEXICO - 94%, which is 23 percentage points higher than the state's adjusted cohort graduation rate!)-

 45% of students say CTE provides them with real-world examples that help understand academic classes

* Carl D. Perkins Career and Technical Education ADIANCE Proceed Formance Program Year 2013-14 www.careertech.org

CTE Prepares Students for Careers of Their Choice



This is in your resources in your folder "What is CTE"

Career Technical Education is an educational option that provides learners with the knowledge, experiences and skills they need to be prepared for college and careers.

CTE gives **purpose** to learning by emphasizing **realworld skills** and practical knowledge within a selected **career focus**. Students in CTE pathways take specialized courses, in addition to required core courses, at the secondary and postsecondary/adult levels.



Activity #3

Page 5

- What do think students, families, other educators in your community need to know about CTE to dispel myths?
- What data points are important?
- Where can you find this information?

ndividual state data available:

https://careertech.org/state-snapshots



https://cte.ed.gov



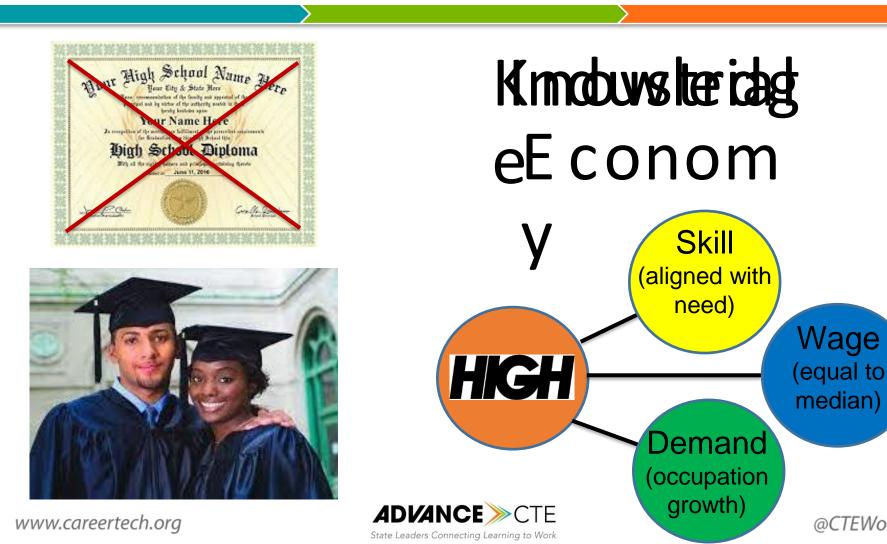
Current and Emerging Workforce, Labor Market Information & CTE



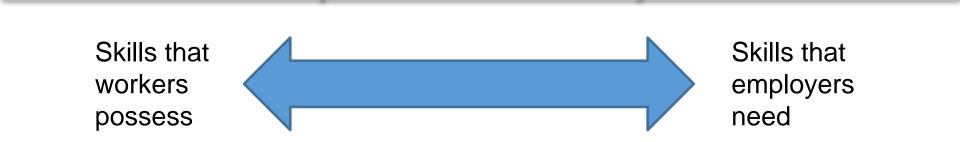




Workforce Changes



Skills Gap in the U.S.



- 53% of all careers in US today require more than a high school diploma but less than a four-year degree
- Many in technical fields such as health care, information technology and advanced manufacturing
- Only 43% of workers have these skills

State of the Skills Gap: Perceptions of the Role High School Plays in Preparing Students for Success in Career. (2017). Edge Research and K12 Inc. Retrieved from https://www.k12.com/career-technical-education.html



New Jobs Added in U.S. Since 2011

80,000

Jobs for workers with a high school diploma or less

Jobs for workers with postsecondary education

"A Stronger Nation" Lumina Foundation (strongernation.luminafoundation.org)

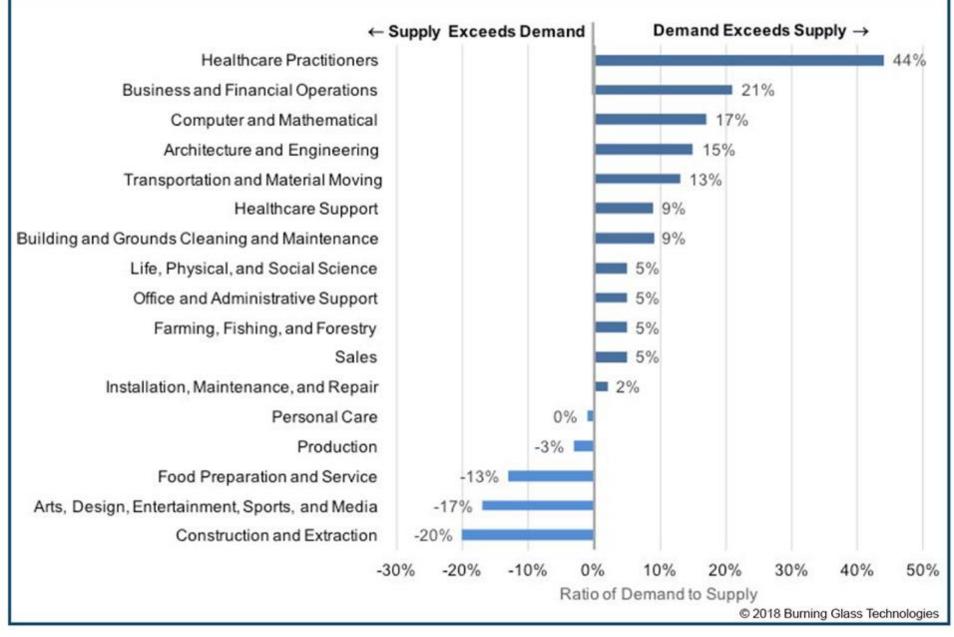


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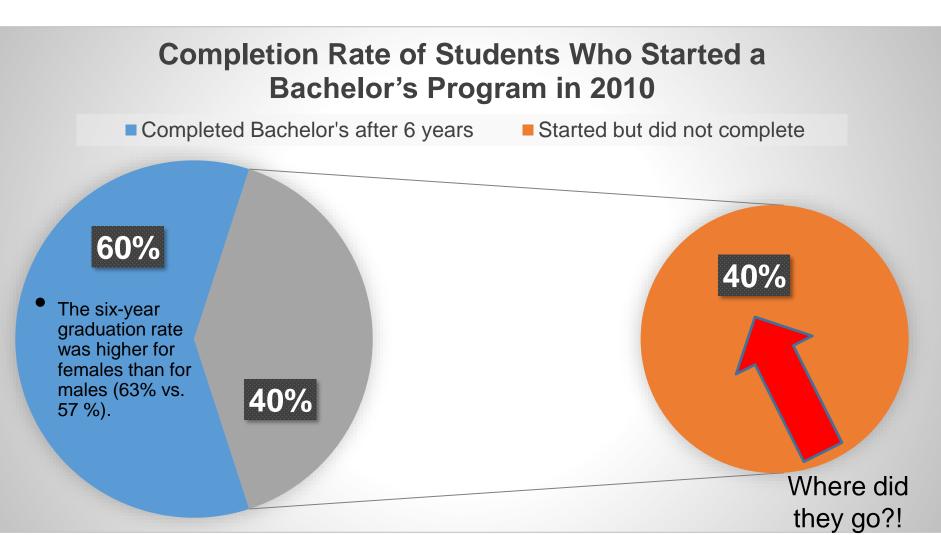
11,500,000

DEMAND/SUPPLY RATIO BY OCCUPATION





Is the Goal to Get into College?



https://nces.ed.gov/programs/coe/indicator_ctr.asp

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Does Bachelor's Degree = Workforce Ready?







\$1.4 trillion in student debt

www.careertech.org

½ U.S. adults
regret earned
degrees
ADVANCE ➤ CTE

State Leaders Connecting Learning to Work

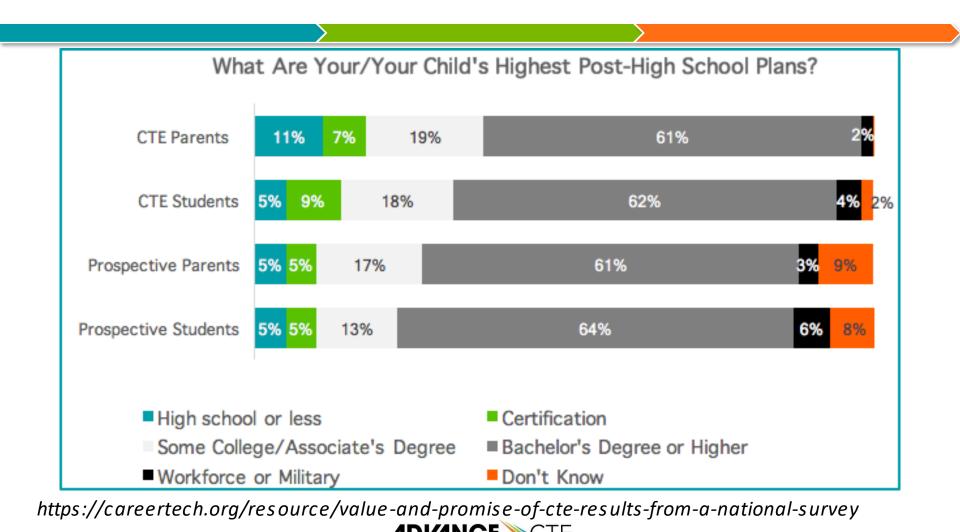
6 million jobs at risk from degree inflation

College is Broader than Four-Year Institutions

- Community college and technical college are both "college"
- Institutions that award postsecondary credentials or degrees
- Apprentices are increasingly earning postsecondary credits and community/technical colleges serving as education providers for industry partners



"College" is the Goal for All



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ADVANCE CTE State Leaders Connecting Learning to Work



Georgetown University: Goodjobsdata.org

GOOD JOBS THAT PAY WITHOUT A BA

A STATE-BY-STATE ANALYSIS

By Anthony P. Carnevale, Jeff Strohl, and Neil Ridley



Georgetown University Center on Education and the Workforce, Good Jobs That Pay without a BA: A State-by-State Analysis

2017



"Good Jobs" Without a Four-Year Degree

- "Good jobs" pay an average of \$55,000 per year, and a minimum of \$35,000
- <u>New "good jobs" are going to workers with some college</u> <u>education and associate's degrees rather than workers</u> <u>with high school diplomas</u>
- <u>There are 30 million "good jobs" that pay for workers</u> without a BA and 36 million for those with a BA or higher
- The manufacturing, transportation, and utilities industries remain a major source of "good jobs" for workers without a BA

https://goodjobsdata.org/wp-content/uploads/Good-Jobs-wo-BA.pdf



Industries with most growth in "good jobs" since 1991

- Leisure and hospitality and personal services gained 1,380,000
- Healthcare services gained 1,330,000
- Financial consulting/business services gained 980,000
- Education services gained 260,000
- Government services gained 70,000

https://goodjobsdata.org/wp-content/uploads/Good-Jobs-wo-BA.pdf



"Good Jobs" State Data by Industry & Median Earnings

- New Mexico Construction & Extraction, \$58K
- Delaware Health Care Practitioners/Technical, \$57K
- Indiana Manufacturing/Production, \$57K
- Montana Natural Resources, \$75K
- Missouri Transportation, \$53K
- Louisiana Construction & Extraction, \$66K
- Massachusetts IT/Financial/Real Estate, \$63K

May also be in management and office support within these industries https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf



State-specific Analysis

- Wyoming, New Jersey and Maryland have the largest share of "good jobs" for workers without BAs
- Utah saw the largest gains in the country of blue collar "good jobs" for non-BA holders
- States in the West and northern Plains saw the largest gains of "good jobs" in skilled-service industries
 - Arizona, Montana, Idaho, North Dakota (New Mexico is 11th)
- Associate's degree holders in Minnesota increased their share of "good jobs" by 31% (New Mexico was 11%)

https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf



More Education is Usually Better

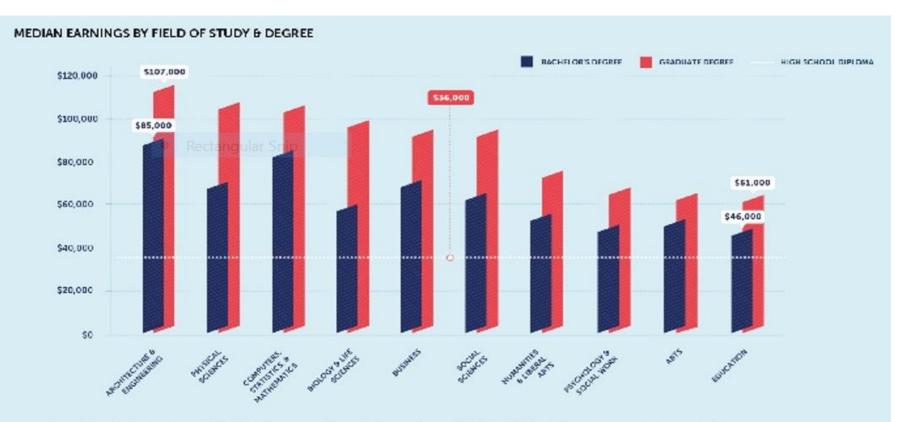
- Median earnings increase with each level of educational attainment
- Median earnings of a high school diploma holder is \$36,000, while a BA holder makes \$62,000 and graduate degree \$80,000

https://cew.georgetown.edu/cew-reports/5rules/



Majors Matter

The difference in annual median earnings between the highest and lowest paying majors is \$39,000



iource: Georgetown University Center on Education and the Workforce analysis of American Community Survey (ACS): 2009-2006 pooled one-year berson level microdata files.

Less Education Can be Worth More

- 28% of associate's degree holders and many workers with one year certificates, earn more than the average BA holder
- Some bachelor's degree holders earn more than the average worker with a graduate degree
 - Associate's degree holders in STEM and health care earn more than bachelor degree holders in liberal arts

Five Rules of the College and Career Game (May 2018): <u>https://cew.georgetown.edu/cew-reports/5rules/</u>



Understand State and Regional Data/Trends







State Specific Key Industries

Welcome to the New Mexico Workforce Connection Online System

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

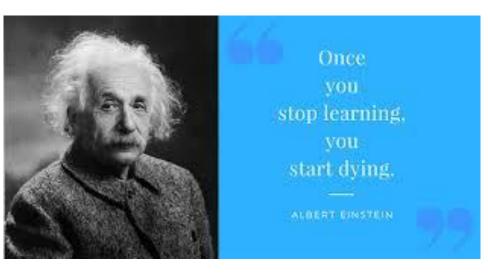
New Mexico's official online portal to virtual job matching services, employment resources, the Unemployment Insurance Tax & Claims System, and much more.

https://jobs.utah.gov/wi/update/empind/

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It's Not About Discouraging a BA



- Careers that have career trajectory
 - $CNA \rightarrow LPN \rightarrow RN \rightarrow BSN$ \rightarrow Advance Practice
 - Stackable Information Technology credentials

 Occupations are growing and/or declining based on automation/technology



YOULOVEIT

S chool C ouns elo r R ole

phedon ISSION YOU ARE THE WORLD GREAT AT IT NEEDS IT LOCATION YOU ARE PAID FOR IT = CAREER RELATED PURPOSE

And make sure our students know that this will likely change several times in their lives...and that's OK!

ADVANCE CTE



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Activity #4

Small Group Discussion – Page 6

- What resources do you currently use to provide labor market information to help students understand career opportunities in your community?
- What ideas do you have about how you could you use labor market information and other resources to assist students and their families about understanding career opportunities?





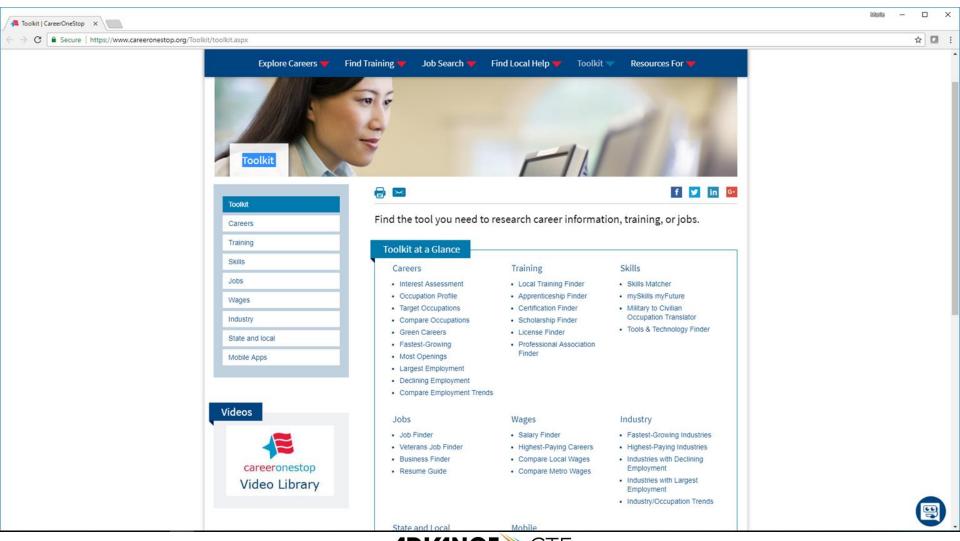
Common LMI Resources

www.careertech.org





CareerOnestop.org



www.careertech.org

ADVANCE CTE

www.onetonline.org



State Leaders Connecting Learning to Work

New Mexico Pathway 2 Careers







BLS Information

SUBJECT AREAS INFLATION & PRICES

EMPLOYMENT

RESOURCES FOR

BUSINESS LEADERS

CONSUMERS

DEVELOPERS

ECONOMISTS

INVESTORS

JOBSEEKERS

PUBLIC POLICYMAKERS

STUDENTS & TEACHERS

SURVEY RESPONDENTS

AT A GLANCE TABLES

COMMISSIONER'S CORNER

SPOTLIGHT ON STATISTICS

CAREER INFORMATION FOR

ANNOUNCEMENTS

RESEARCH

DEMOGRAPHICS

BUSINESS COSTS

INDUSTRIES

KIDS

MEDIA

MORE

SHARE

State Labor Market Information Contact List

Disclaimer: Links to non-BLS sites are provided for your convenience and do not constitute an endorsement

SPENDING & TIME USE b. UNEMPLOYMENT Þ ALABAMA Þ Mr. Jim Henry, Director PAY & BENEFITS Labor Market Information Division b. Alabama Dept. of Labor ь. PRODUCTIVITY 649 Monroe St, Room 4427 WORKPLACE INJURIES Montgomery, AL 36131-2280 INTERNATIONAL Phone: (334) 242-8859 Fax: (334) 242-2543 REGIONAL OFFICES Þ Email: jim.henry@labor.alabama.gov PROGRAMS A-Z Internet: www2.labor.alabama.gov/LAUS/default.aspx

ALASKA

Mr. Dan Robinson, Director Research and Analysis Section Alaska Dept. of Labor & Workforce Development 1111 West 8th Street Juneau, AK 99801 Phone: (907) 465-6040 Fax: (907) 465-2101 Email: dan.robinson@alaska.gov Internet: almis.labor.state.ak.us

ARIZONA

Mr. Doug Walls, Acting LMI Director Office of Economic Opportunity 100 N. 15th Avenue, Suite 103 Phoenix, AZ 85007 Phone: (602) 771-1258 Fax: (602) 771-1207 Email: doug.walls@oeo.az.gov Internet: https://laborstats.az.gov/

ARKANSAS

Mr. Rob Marek, Administrative Services Manager Arkansas Dept. of Workforce Services 1501 S. Main Street Little Rock, AR 72201 Phone: (501) 371-1027 Fax: (501) 683-5858 Empily report marel/@arkaneae any

US Bureau of Labor Statistics State Contacts

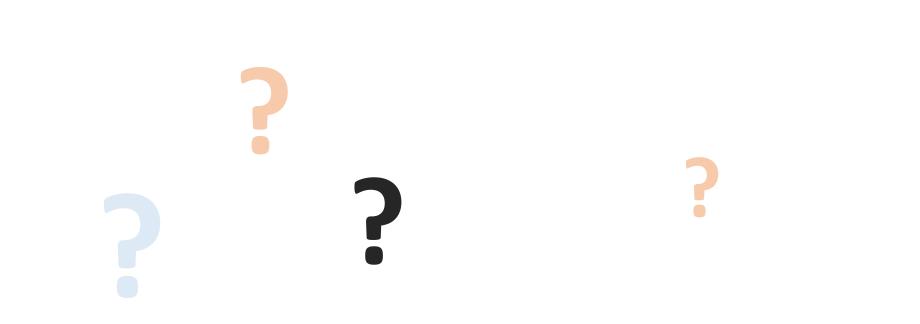
https://www.bls.gov/bls/ofolist.htm



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Questions/Comments









Break







High-Quality CTE Programs of Study

National Career Clusters[®] Framework









NATIONAL CAREER CLUSTERS®

FRAMEWORK



www.careertech.org

Career Clusters Framework

- Provides a vital structure for organizing highquality CTE programs
- Organizing tool for curriculum design and instruction
- Guide in developing programs that bridge secondary and postsecondary
- Helps students discover their interests and passions and choose an educational pathway



Variability Among States

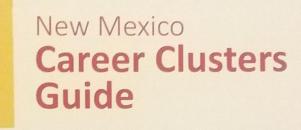
Examples:

- Utah has combined the Marketing & Business Management clusters to make 15 clusters
- Montana is implementing 11 Career Clusters
- Colorado, Florida, Georgia and Michigan added "Energy" as a 17th Career Cluster
- Nebraska, Kansas and Colorado rearranged the 16 Career Clusters into six career fields





New Mexico Rocks!







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Interest Profiler

Please follow instructions on page 5 to take the interest assessment.

Build kitchen cabinets Lay brick or tile Develop a new medicine Study ways to reduce water pollution Write books or plays Play a musical instrument Teach an individual an exercise routine Help people with personal or emotional problems Buy and sell stocks and bonds Manage a retail store Develop a spreadsheet using computer software Proofread records or forms Raise fish in a fish hatchery Conduct chemical experiments Study the movement of planets Compose or arrange music Draw pictures Give career guidance to people Perform rehabilitation therapy Operate a beauty salon or barber shop Manage a department within a large company Load computer software into a large computer network Operate a calculator Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies Prive a truck to deliver packages to offices and homes Examine blood samples using a microscope Inves	Unsure	Dislike	Like	Work Activity
Develop a new medicine Image: Study ways to reduce water pollution Write books or plays Image: Study ways to reduce water pollution Play a musical instrument Image: Study ways to reduce water pollution Teach an individual an exercise routine Image: Study ways to reduce water pollution Help people with personal or emotional problems Image: Study ways to reduce water pollution Buy and sell stocks and bonds Image: Study Ways to reduce water polluter software Proofread records or forms Image: Study Ways to reduce water polluter software Proofread records or forms Image: Study Ways to reduce water polluter software Proofread records or forms Image: Study Ways to reduce water polluter Raise fish in a fish hatchery Image: Study Ways to reduce water polluter Compose or arrange music Image: Study Ways to reduce to people Preform rehabilitation therapy Image: Study Ways to reduce to people Perform rehabilitation therapy Image: Study Ways to reduce water software into a large company Load computer software into a large company Image: Study Ways to reduce water software into a large company Load computer software into a large company Image: Study Ways to reduce water software into a large company Load computer software into a large company Image: Study Ways				Build kitchen cabinets
Study ways to reduce water pollution Write books or plays Play a musical instrument Teach an individual an exercise routine Help people with personal or emotional problems Buy and sell stocks and bonds Manage a retail store Develop a spreadsheet using computer software Proofread records or forms Repair household appliances Raise fish in a fish hatchery Conduct chemical experiments Study the movement of planets Compose or arrange music Draw pictures Give career guidance to people Perform rehabilitation therapy Operate a beauty salon or barber shop Manage a department within a large company Load computer software into a large company Load computer software into a large company Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Lay brick or tile
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Draw pictures Give career guidance to people Perform rehabilitation therapy Operate a beauty salon or barber shop Manage a department within a large company Load computer software into a large computer network Operate a calculator Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Study the movement of planets
Give career guidance to people Image: Comparison of the state o				Compose or arrange music
Perform rehabilitation therapy Operate a beauty salon or barber shop Manage a department within a large company Load computer software into a large computer network Operate a calculator Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Draw pictures
Operate a beauty salon or barber shop ////////////////////////////////////				Give career guidance to people
Manage a department within a large company >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>				Perform rehabilitation therapy
Load computer software into a large computer network Operate a calculator Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Operate a beauty salon or barber shop
Operate a calculator Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Manage a department within a large company
Assemble electronic parts Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Load computer software into a large computer network
Drive a truck to deliver packages to offices and homes Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Operate a calculator
Examine blood samples using a microscope Investigate the cause of a fire Create special effects for movies				Assemble electronic parts
Investigate the cause of a fire Create special effects for movies				Drive a truck to deliver packages to offices and homes
Create special effects for movies				Examine blood samples using a microscope
V/////X///////////////////////////////				Investigate the cause of a fire
Deint ante for plane				Create special effects for movies
Paint sets for plays				Paint sets for plays

Record total number of likes for each color/pattern in boxes below:



_

Career Cluster Interest Survey

- Found on Careertech.org
- English:
 - <u>https://cte.careertech.org/sites</u> /default/files/StudentInterestS <u>urvey-English.pdf</u>
- Spanish:
 - <u>https://cte.careertech.org/sites</u> /default/files/StudentInterestS <u>urvey-S panish.pdf</u>

Career Clusters Interest Survey			
Name			
School	Date		

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. (Chemistry 5. Agriculture	Total number circled in Box 1
-------	--	---	--	--

Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 5. Solve technical problems. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/ Technology Education	Total number circled in Box 2
--	---	---	--

Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3
---	--	---	--

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

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Activity #5

Reflection – Page 7

The questions in your workbook on page 7 will help in understanding what information you need about Career Clusters in your state and community.





Program of Study

Defined by Strengthening Career and Technical Education for the 21st Century Act

Coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses both academic and technical knowledge and skills, including employability skills;
- Aligned with the needs of industries in the economy
- Progresses in specificity
- Multiple entry and exit points that incorporate credentialing; and
- Culminates in the attainment of a recognized postsecondary credential







New Mexico Career Clusters Guide



Key Components of a High-Quality CTE Program of Study

- Work-based Learning
- Credentials
- Early Postsecondary Opportunities
- Career and Technical Student Organizations (CTSO)



Defining Work-based Learning

Related Experiences			CAREER PREPARATION
		WORK-BASED LEARNING	
	CAREER EXPLORATION		
Primary Purpose	Exploring options in order to foster motivation, consideration of opportunities and informed decision-making	Learning through real experience in order to reinforce academics, promote higher-order thinking, promote psychosocial development, and deepen career and workplace-related knowledge	Preparing for entry into a specific profession
Approximate Grade Levels	Primarily grades 5–8, but continuing into higher grades as a discreet activity, and sometimes starting earlier as a way to spark students' imaginations	Primarily grades 9–12, but continuing into postsecondary education as a means to promote learning	Primarily grades 13+, but can begin earlier as long as opportunities for continued learning are not compromised

https://www.wested.org/online_pubs/workbasedlearning. pdf

www.careertech.org



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Work-based Learning

A continuum of experiences beginning in early grades through middle and high school – and into postsecondary that builds students awareness of careers. Types of workbased learning include:

- Job shadowing
- Mentoring
- School-based enterprises
- Internships
- Youth apprentices hips
- Registered apprenticeship



Credentials

A credential is a signal for what individuals know and can do. Credentials can be earned in secondary or postsecondary and precise definitions may vary across states. Types of credentials include:

- Badges
- Certificates
- Certifications
- Degree
- Industry-Recognized Credentials
- Licenses







Undergrad	Bachelor of Science in Fire Science			
Certification	National Fire Protection Association Certification			
Undergrad	Fire Department Academy			
Undergrad Associate of Applied Science in Fire Science				
Certification ASHI Blood Borne Pathogen Awareness				
Certification NIN	IS National Incident Management System 100, 200 and 700			
High school students may graduate with industry certifications and/or dual enrollment credit toward a college certificate and/or degree.				
Certification HS ASHI CPR American Safety and Health Institute (earned in HS)				
Certification HS ASHI Basic First Aid (earned in HS)				
High School Dual Enrollment				



STACKABLE CREDENTIALS

A series of industry certifications and education earned through career focused programs of study during and after high school



www.careertech.org



Early Posts econdary Opportunities

- Courses and/or exams that give students the chance to obtain postsecondary credit while still in high school.
 Types may include:
 - Dual enrollment/dual credit
 - Articulated Credit
 - Transcribed Credit
- Dual Enrollment is fairly prominent in CTE :
 - 1.5 million high school students participate in dual enrollment courses
 - Over 600,00 dual enrollment credits were earned in CTE courses (1/3 of all dual enrollment credits earned)

*NCES Data



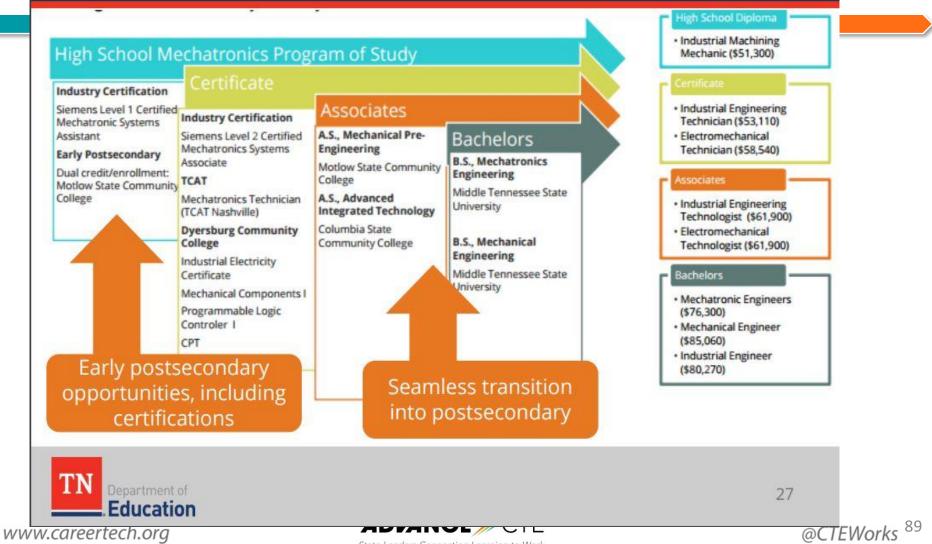
Value of Early Postsecondary Options

- Helps students realize that they can handle collegelevel work
- Studies found that dual enrollment programs have positive effects on postsecondary degree attainment, college access and enrollment, credit accumulation, high school completion and academic achievement.
- Especially relevant for underserved populations, including first generation college seekers.
- Saves students time and money

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf



What Should a Learning Pathway Look Like?



State Leaders Connecting Learning to Work

Career Technical Student Organizations (CTSO)

- Enhance student learning through contextual instruction, leadership development and personal development
- Integral component of classroom curriculum
- Builds on employability and career skills
- Career development competitive events



National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO)

- Business Professionals of America (BPA)
- DECA
- Educators Rising
- Future Business Leaders of America-Phi Beta Lamba (FBLA-PBL)

- National FFA Organization (FFA)
- Family, Career and Community Leaders of America (FCCLA)
- Future Health Professionals (HOSA)
- S kills US A
- Technology Student





Career and Technical Student Organizations











Activity #6

Jigsaw Activity - Page 12 -13

Four groups:

- Table 1: Work-based learning
- Table 2: Credentials
- Table 3: Early Postsecondary Opportunities
- Table 4: CTSO





CTE Delivery System

- Comprehensive high schools
- Technical/Vocational high schools
 - Primarily or solely offer CTE programs
- Area technical centers
 - S hared-time; full time
 - May serve high school students and adult learners
 - Delivered to students from one or more local districts



CTE Delivery System

- Career Academies
 - Stand alone schools or "schools within schools"
 - Prominent career academy models
 - A quarter of all public high schools offer specialized career academies
- Community Colleges
 - Two-year educational institutions
 - Programs lead to associate degrees, diplomas, certifications
 - Technical colleges more likely to focus on career-focused programs





resource folder

Other Resources

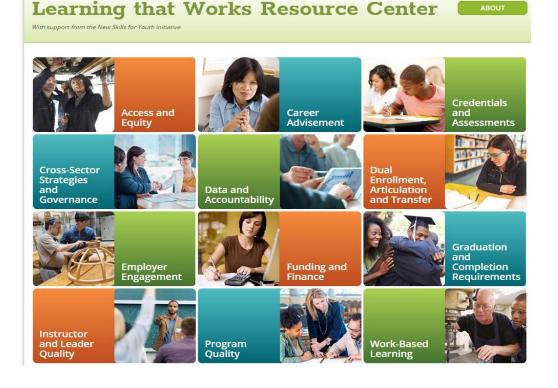
- What is CTE
- CTE and Student Achievement
- CTE and Dual Enrollment
- CTE and Programs of Study
- Delivering Career Technical Education



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Learning That Works Resource Center

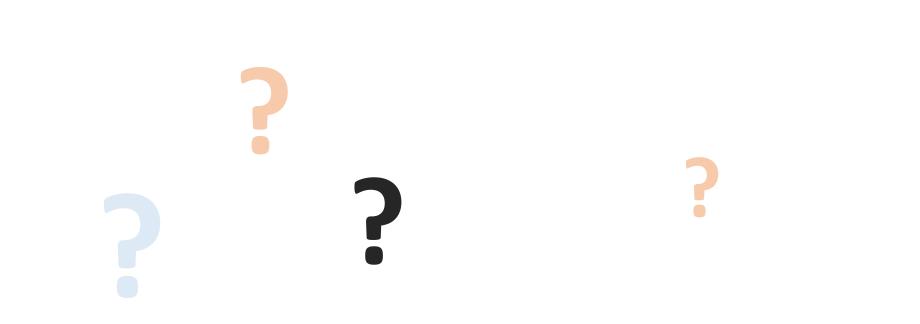
• <u>https://www.careertech.org/resource-center</u>





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Questions/Comments









Lunch





Career Exploration & Career Development

www.careertech.org

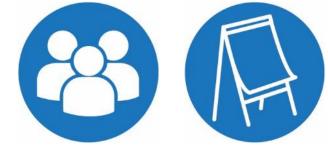




Activity #7

Small group – Page 14

- Each person at their table identifies one strategy (no repeats) that they are using for career advising/development at middle and high schools
- Recorder for each group puts strategies on flipchart





This is in your resource folder

THE STATE OF CAREER TECHNICAL EDUCATION: CAREER ADVISING AND DEVELOPMENT











JPMORGAN CHASE & CO.

The State of Career Technical Education: Career Advising and Development

- Need for information on effective state-level and school-level strategies for career advising and development
- Advance CTE partnered with ASCA to conduct survey research
- Responses from 45 State CTE Directors, 10 State School Counseling Directors and 647 school counselors
- School counselors represented all 50 states and District of Columbia, as well as all grade levels





REPORT FINDINGS

- Major disconnect in state and local responses
- Few states believe their systems are fully aligned throughout K-12
- Career advising and development efforts are much more common at the high school level
- Effectiveness of the strategies is a mixed bag
- 58% of states rate their state systems as only somewhat effective in their career advising and development efforts



REPORT FINDINGS

- The most frequently used strategy is conducting inventories with students to identify their interests, skills and abilities (pg. 17)
- School counselors feel more positive about the effectiveness of strategies they employ than do State CTE Directors
- The strategies identified as being the most effective are not the most employed (pg. 13, 14, & 16)



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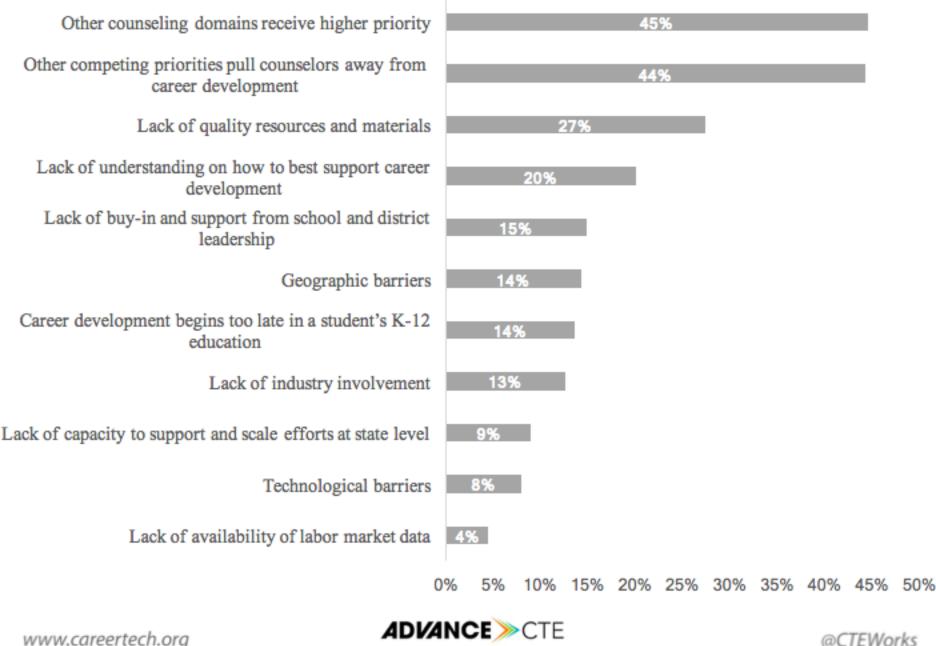
Most effective/least utilized!!

- Connecting students with CTE coursework and career pathways as a career advising and development strategy
- Provide or facilitate work-based learning experiences for students
- Engaging and partnering with industry & community





What barriers do you face in providing effective career development services?



State Leaders Connecting Learning to Work

www.careertech.org

What resources do you use to support career development efforts?

Results from inventory of students skills and interests, or equivalent

Resources provided by ASCA or similar organization

Industry partners willing to serve as mentors, participate in career days/fairs and/or offer work-based learning

Labor market data on job demand and career salaries

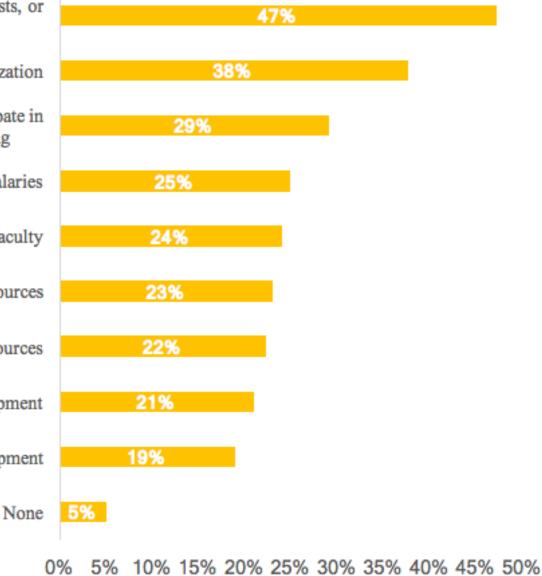
CTE programs and faculty

State-provided curricular resources

Locally-provided curricular resources

Locally-provided professional development

State-provided professional development





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Recommendations

- Provide more effective professional development and resources to school counselors and establish feedback loops to ensure that the professional advising and development is having its intended impact
- 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



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Recommendations

- 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



TEWorks

Recommendations

 Improve the *effectiveness of Individual Learning Plans Next Step Plan* 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



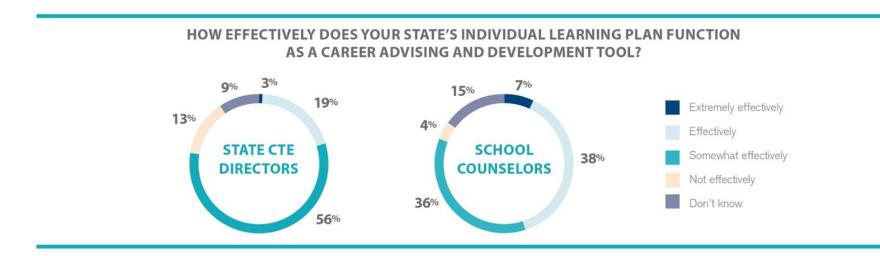


Individual Learning Plans as Career Advising Tool

- Academic and Career Planning Tool
- According to US DOL, 38 states use ILPs but only 21 mandate use for all students
- Effectiveness varies
- Disconnect between state-level and local-level
- Value in beginning plans in middle school
- Engage with parents, guardians and teachers



ILPs can be an effective career advising tool

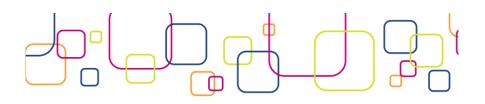


ILPs can be used more effectively by:

- Beginning them in middle school
- Including them as part of a wider conversation and process
- Being clear and strategic about connections made to career pathways and CTE opportunities



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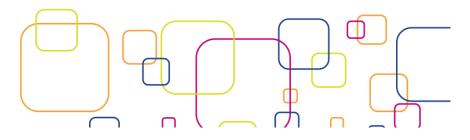
PROMOTING QUALITY INDIVIDUALIZED LEARNING PLANS THROUGHOUT THE LIFESPAN:

A Revised and Updated "ILP HOW TO GUIDE 2.0"



Valuable Resource for Implementing ILPs

by Scott Solberg, Judith Martin, Mindy Larson, Kathryn Nichols, Heidi Booth, Jennifer Lillis, Leo Costa



http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WE B.pdf





Making School Relevant with Individualized Learning Plans

HELPING STUDENTS CREATE THEIR OWN CAREER AND LIFE GOALS



Valuable Resource for Implementing ILPs

V. SCOTT H. SOLBERG







Wisconsin

ACP in Wisconsin

Implementing Academic and Career Planning



4-Year Plan (Traditional)	ACP (The Vision)
Product-based	Process-based
Some or select students (CTE, Special Ed)	All students
Acts as a 4-year plan of courses	Acts as a navigational tool for students grade 6-12 and beyond
Career application in elective CTE classes	Career application in all classes
Career development in elective courses or not at all	Career development infused throughout all courses
Student "on own" for its development	Student-driven with collaboration (mentor and parents)
HS Graduation = End point	HS Graduation = Check point
Career development is only the school counselor's job	Career development is a systematic, whole-school responsibility

https://dpi.wi.gov/sites/default/files/imce/acp/DPI%20Guide%202016%20FINAL%20web.pdf

www.careertech.org





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TAKE A QUIZ

Printed guide available



FIND OUT MORE

START YOUR SEARCH



See what Career Bridge can do for you!



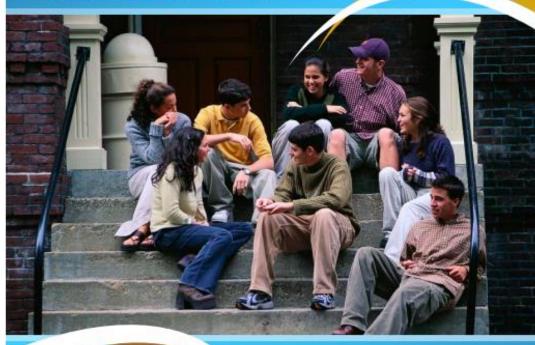




New Mexico

Next Step Plan Template

Guidance and Instructions





Hanna Skandera Secretary-Designate, Public Education Department

Activity #8

Workbook Page 15

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

What could this look like for your school?





Addressing Bias in Career and Academic Advisement





Who is This?





Captain Chelsey Sullenberger



Who is This?





Captain Tammie Jo Schults



Aircraft Pilots and Flight Engineers



Stephanie Johnson, Delta's first black female captain, February 2017

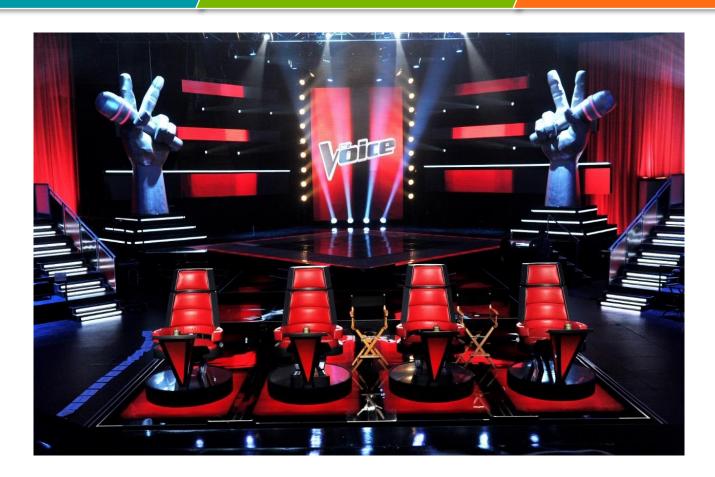
93% are male 1.7% are Black

Source: Census Bureau https://datausa.io/profile/soc/532010/#de mographics





The Blind Audition: The Voice









Who Do you Visualize?



- Nurse
- Welder
- Systems Engineer
- Early Childhood Teacher
- Automotive Technician
- Software Developer
- Financial Advisor





Equity and Access to CTE











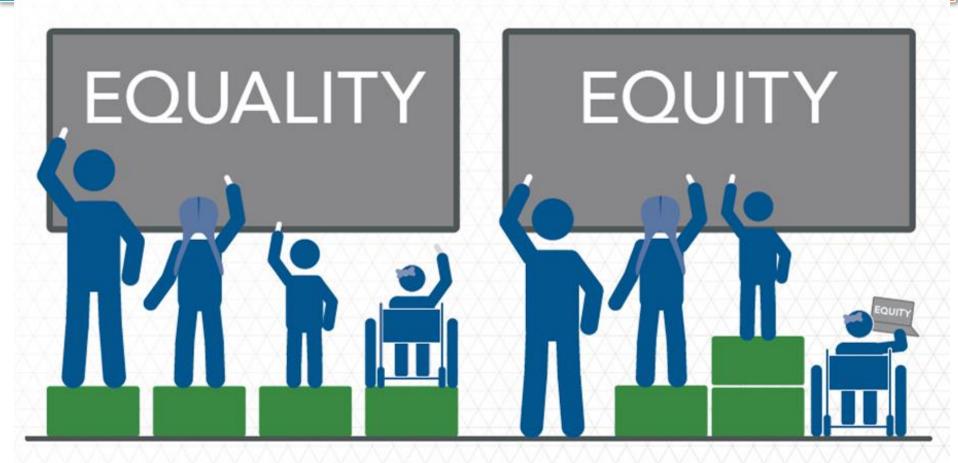






Equity is when every student has what they need to succeed.





National Alliance For Partnerships In Equity | www.napequity.org DESON BASED ON KLUSTRATION BY AUDREY AND AUBREY SELDEN

Implicit Bias

- Attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner
- Encompass both favorable and unfavorable assessments
- Are activated involuntarily and without awareness or intentional control
- Are malleable and can be unlearned, reshaped or changed over time

http://kirwaninstitute.osu.edu/wp-content/uploads/2017/11/2017-SOTS-final-draft-02.pdf



Basis of Implicit Bias

- Race, gender, ethnicity
- Socio-economic status
- English language learner status
- ■isability

Implicit bias affects everyone — school counselors, students, parents, employers





Unconscious/Implicit Bias

- In the blink of an eye, our brain processes a person's race, gender, style of clothing, height and weight, all without our awareness
- Based on these irrelevant factors, we make associations about how similar someone is to us or how different someone is from us

http://kirwaninstitute.osu.edu/wp-content/uploads/2017/11/2017-SOTS-final-draft-02.pdf



Stereotypes and Implicit Bias

- Who's good with their hands?
- That career is too dirty for girls
- He's too smart to do that
- He's too poor to achieve that goal we don't want to set him up for disappointment
- His/her/their family wouldn't want that for him/her (<u>her</u>/him/them)



Other Examples

- Assuming that a student with a disability will be unable to complete a lab course or other class activity
- Assuming a female will not want to be involved in a class that only males have historically enrolled in — for example, auto mechanics
- Assuming that a student enrolled in many Advanced Placement courses would have no interest in CTE programs



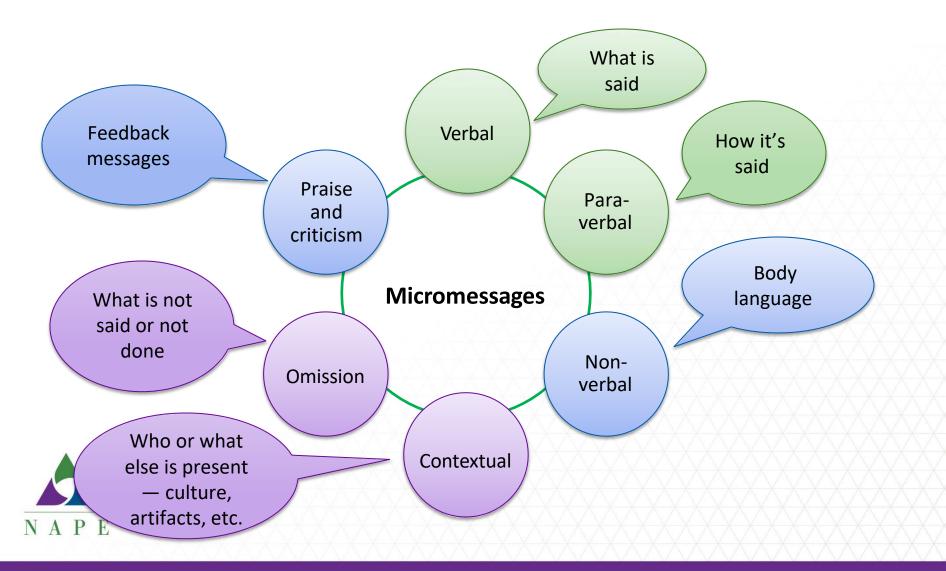
Micromessages

- Small, subtle, universally understood messages that we send and receive through words, gestures, body language, tone of voice and facial expressions whenever we interact with others
- Can be positive and negative
- Most often unconscious or unintentional



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Key Micromessaging Elements



©NAPE 2014

How to Address Inequities in Career Advisement

- Awareness: Admit that, like everyone else, we are biased
- Speak up when you see actions that imply unintended bias
- Model equity in your actions
- Be conscious of micromessaging
- Know the body language dos and don'ts
- Highlight and share positive, accomplished persons in the category of your bias with your students and other educators/counselors
- Attend educator professional development training on addressing bias



Resources

- National Alliance for Partnerships in Equity: <u>https://www.napequity.org/</u>
- Harvard University's Project Implicit: <u>https://implicit.harvard.edu/implicit/</u>





Activity #9

Page 16 - Discuss examples of how unintended, unconscious, and/or implicit bias can impact on students' decisions related to career exploration and career decision making, especially for CTE.





"The Value and Promise of CTE: Results from a National Survey of Parents and Students"

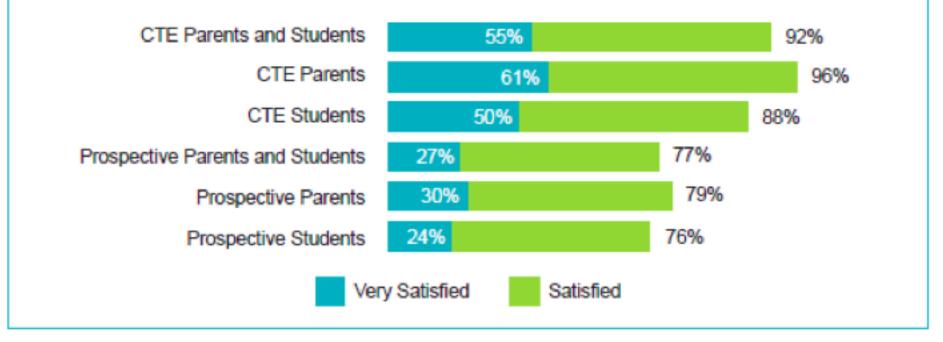






What is most compelling to you?









CTE Delivers for Parents & Students

55% of Current CTE Parents/Students *Very Satisfied* with overall school experience (92% satisfied)

27% of Prospective Parents/Students Very Satisfied with overall school experience (78% satisfied) How satisfied are you with ...? (Very Satisfied)



Current Prospective

Bold = statistical significance between audiences

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CTE Delivers for Parents & Students

Parents and students involved in CTE were **more satisfied** than those not involved in CTE with regards to

their **Dverall education experience**

- Quality of the classes
- Quality of teachers
- ✓ Ability to begin preparing for and get a leg up on your career
- ✓ Opportunities to explore different careers of interest
- ✓ Opportunities to earn college credit(s)
- ✓ Opportunities to earn credits towards a certification
- ✓ Opportunities for internships
- ✓ Ability to learn real-world skills
- ✓ Opportunities to make connections and network with employers
- ✓ Social life opportunities
- ✓ Opportunities to take elective courses



College <u>and</u> Career Success Are Both Important for Parents & Students

70% of Parents & Students strongly agree: finding a career that I/ my child feels passionate about is important 93% agree in total

"The goal is not just to have a good job but to be **happy in what they do**." – MD prospective parent 60% of Parents & Students strongly agree: getting a college degree is important 85% agree in total

"High school is something we need to get through to **get to college**." – MS prospective student



56% of Parents & Students strongly agree: it's important that I/ my child has a job that pays well 87% agree in total

"I want to make stable living and want to have a good job that pays well." – OH prospective student @CTEWorks

Prospective Parents and Students Attracted to "Real World" Benefits of CTE

Focus groups say "real world" skills is unmet need

"In school we learn certain things but not all the necessities to be responsible adults." –MS focus group prospective 86% of prospective parents & students surveyed wish they/their child could get more <u>real world</u> knowledge and skills during high school



student

Most Effective Message: Connecting to the Real World

CTE gives purpose to learning by emphasizing real-world skills and practical knowledge.

Students receive hands -on training, mentoring, and interns hips from employers in their community. They also learn how to develop a resume and interview for a job.

These additional tools and experiences make school more relevant, and ensure students are ready for the real world.



Real World Message Entices Everyone

- Top-ranked message across ALL audiences, by race, ethnicity, education level, income level and geographic distribution
- All subpopulations selected CTE's ability to offer students real-world skills as one of the three most important elements of their education.



CTE Awareness Is Moderate

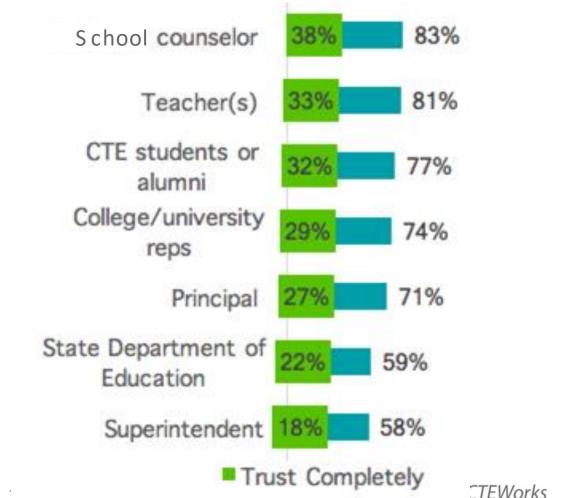
Just **47%** of prospective parents and students have heard of "Career Technical Education" compared to...

- 68% Vocational Education
- 54% Career Center
- 45% Career Education
- 30% Career Academy



School Counselors Are Most Trusted Messengers

How much do you <u>trust</u> each for learning more information about CTE ?



State Leaders Connecting Learning to Work

Attitudes Toward Public

- 82% of Americans support job or career skills classes even if that means students might spend less time in academic classes.
- 86% say schools in their community should offer certificate or licensing programs that qualify students for employment in a given field.
- 82% say that it is highly important for schools to help students develop interpersonal skills, such as being cooperative, respectful of others, and persistent at solving problems.

http://pdkpoll.org/results



2017 State of the Skills Gap: Perceptions of the Role High School Plays in Preparing Students for Success in Careers

- 90% of Americans agree that CTE should be offered in every high school.
- 82% of respondents indicated that young people and those entering the workforce today are not equipped with the skills they need to succeed in the jobs available.
- 76% of parents say middle or high school is the right time to explore careers

https://www.k12.com/career-technical-education.html





Need for Messengers



- Counselors are most trusted source for information
- WE NEED YOU!
- Need to communicate high-quality CTE
 - CTE needs messengers to address awareness and perception challenges
 - Opportunities to incorporate CTE messaging into career advisement for students and parents
 - Consider new activities to address communication of CTE to other various stakeholder groups

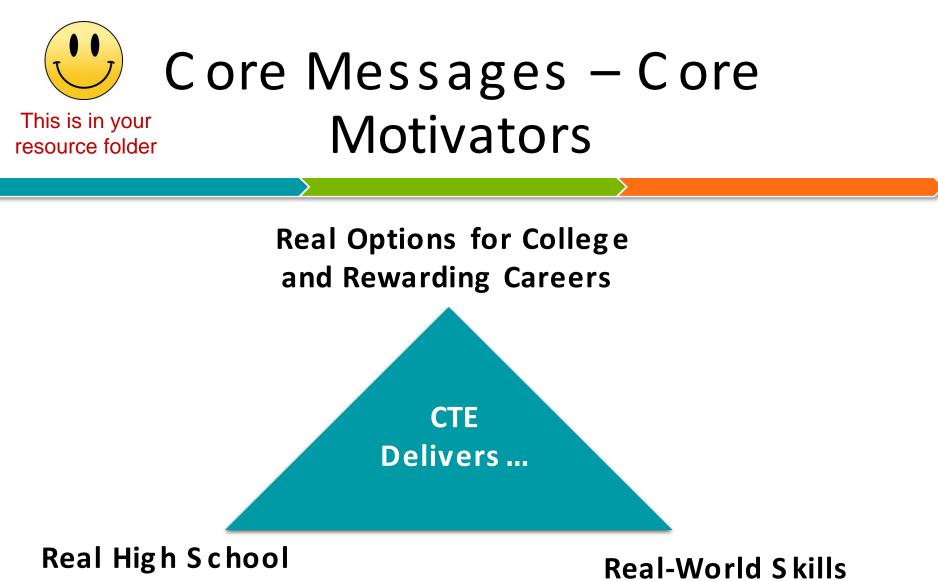




Core Messages for CTE







Experience with More Value











REAL-WORLD SKILLS





REAL OPTIONS for COLLEGE & a REWARDING CAREER

.....

REAL HIGH-SCHOOL EXPERIENCE with MORE VALUE

Words to use when talking about CTE

- College AND Career
- 🕜 Real-world Skills
- 💛 Practical Knowledge
- Hands-on Experience

- 🕜 Mentoring
- 🕜 Internships
- 🧹 Explore Career Options
- V Find your Passion

- Career-focused
- Extra Advantage for both College and Careers
- 🏑 Leadership
- 🧭 Confidence

Sample Supportive Statements

- CTE programs allow students to explore a range of options for their future – inside and outside of the classroom.
- CTE provides the skills and confidence students need to pursue career options, discover their passions and get on a path to success.
- CTE takes students even further during their high school experience – providing opportunities for specialized classes, internships, and networking with members of their community.



Words Not to Use

- High-quality
- Workforce (Students)
- In demand fields e.g. IT, STEM, Manufacturing (Students)
- Putting down high school
- Investment

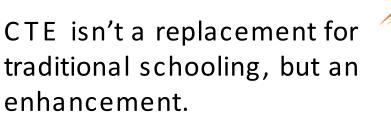


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How to Use the Messages

Parent and student aspirations for career passion opens the door for a conversation about CTE.

Real-world skills and handson experience are a distinct value add.



Emphasize opportunities to explore options, develop interests and get a jump start on both **college and a career**.

Current families value these, and prospects say these are missing. Showcase **real-world skills** and hands-on experiences.

Students are **more** satisfied, **more** focused, **more** prepared, **ADVANCE more** apt to graduate.

How Not to Communicate About CTE

- DON'T position CTE and college as an "either/or" Remember to talk about CTE as a pathway to college and a wide range of post-high school options, and reinforce that students can earn college credits, scholarships, certifications and more through CTE. Don't frame CTE as the "non-college" option, since that directly conflicts with parent and student aspirations.
- DON'T put down high school Having a traditional high school experience is important to parents and students.
- DON'T leave out all the other great high school experiences students can have while participating in CTE – CTE is a part of high school and doesn't take away from students' opportunities to participate in other activities they enjoy, such as sports
- DON'T forget to include employers in the conversation Students want the leg up CTE can give them and highly value the opportunity for mentors, internships and networking with local employers. When describing your programs, talk about these experiences and the specific businesses that are involved.



How Can You Reach your Audience?

48% of prospects want to hear information about CTE from their **school counselor**

Educational website (46%) Open house at CTE school /program (44%)

> High school career fair (40%) Brochure/pamphlet mailed (40%)

> > E-mail school/principal (23%) A school assembly (22%)

Social media (21%)



CTE Social Media Campaign in Maryland



- Pilot a CTE Social Media Campaign in Two School systems (Charles and Talbot Counties)
- Develop Messages for Counselors,
 - Parents, and Students Using Various Media
- Develop a "How To Guide"
- Branding of Maryland State Department of Education Publications



Maryland Sample Messages

1. You Retweeted



CTE Charles County @CTECharles · Sep 1 We know the #challenge of choosing a career path. Talk to your counselor about #CTE so they can #explorepossibilities early!





CTE Charles County @CTECharles · Sep 27 Robert D. Stethem Pharmacy Tech students begin their senior year internships! Explore your #career and #college possibilities with #CTE



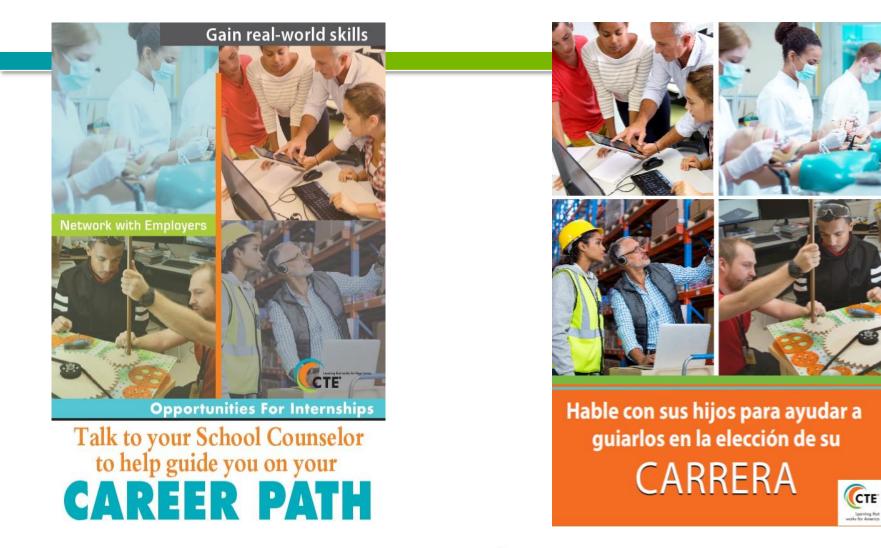








New Jersey





Activity #10

What Challenges Do You Need to Address? — Pages 18 – 20

- Revisit list of challenges identified from beginning of the day
- Which audiences are important to communicate with to address specific challenges?



Activity

- Which messages will you use?
- How will you reach this audience?
- What is the purpose of the communication/engagement?
- How often will you communicate/engage?











Strategic Next Steps

Getting Strategic & Specific





Revisit the Work You've Done Today

- Perceptions Page 5
- Labor Market Information Page 6
- High-Quality CTE Page 7, 12 13
- Career Advisement Strategies Page 14
- Implicit Bias Page 16
- Messaging Pages 18 20
- Flipcharts





Strategic Action

- What is the challenge you want to address?
- What is the goal?
- Which stakeholder groups do you need to communicate with?
- What facts, data, stories and messages do you need to share?
- What information/resources do you still need to address this gap/challenge/problem?



What Strategic Actions Can Be Accomplished?

Examples :

- To further engage school 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 their community.
- To engage parents and families: Host a series of career events that include parents and families along with students that describes 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 school counselors of resources: Coordinate an in-service training for school counselors on the importance of labor market information wand include your local workfor **DVANCE** and or labor market specialist *Works*

Activity #11

Planning Next Steps — Pages 22-23

- 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?
- Next steps:
 - Who is responsible?
 - Who else needs to be involved?
 - Resources
 - Timeline



Report Out

• What are your specific plans?





Complete Post-Workshop Survey





Thank You

- PowerPoint slides will be e-mailed to you following workshop
- You will receive a survey through email two months after the workshop. Please complete this survey!
- Follow up contact: Katie Fitzgerald, <u>kfitzgerald@careertech.org</u>



@CTEWorks¹⁷¹