Reflection Tool: CTE 101 for Counselors

Use this tool to organize the people and information that can help you best advise students and families about CTE and to assess your school or district's career development and planning strengths and areas for improvement.

CTE Contacts

Keep track of the CTE contacts who can help you by providing information, sharing feedback or connecting you with additional resources.

Type of Contact	Contact Information	Needs
CTE teachers	_____	_____
CTE administrators	_____	_____
Coordinators and intermediaries	_____	_____
Postsecondary partners	_____	_____
Employer partners	_____	_____
Community partners	_____	_____

CTE Tools, Resources and Information

Use the following chart to document the information and resources you need, progress made and next steps when it comes to CTE, Perkins and career exploration and planning tools.

CTE Programs

What brochures or other recruitment materials developed by your CTE colleagues can you share with students?

_____

What Career Cluster and CTE program of study maps, templates or other tools are available to help you plan with students and families?

_____

What, if any, eligibility requirements exist for CTE courses and experiences?

_____

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How can CTE courses and experiences like earning industry credentials fulfill graduation requirements?

_____

What do students with disabilities need to know about accommodations and modifications that can help them succeed in CTE?

_____

How does transportation to other institutions or worksites need to be factored into a student's schedule?

_____

What additional fees may families be responsible for and what financial help is available for those costs?

_____

Perkins

How are the CTE programs in your school or district currently using Perkins funding to support career exploration and planning? How could Perkins funds support career exploration and planning in the future?

_____

How are they currently using Perkins funding to support special populations? How could Perkins funds support special populations in the future?

_____

How will you support the comprehensive local needs assessment? How could this process be useful to you as a school counselor?

_____

How will you engage with CTE advisory boards? How could these boards be useful to you as a school counselor?

_____

Career Exploration and Planning Tools

What career exploration and planning tools and resources are available to you to use in your counseling practice?

_____

How can you help students identify and explore their strengths and interests?

_____

How can you help students track and provide evidence of their knowledge, skills and experience?

_____

Where can you turn for data to help students understand the labor market and the education pathways that lead to jobs?

_____

How do you align your advising with other career exploration activities?

_____

How can you engage with partners for career exploration resources and opportunities?

_____

Progress in Implementing Quality Career Exploration and Planning

The following is an excerpt from the Student Career Development element of the [ACTE Quality CTE Program of Study Framework®](), ACTE's evidence-based framework that defines high-quality CTE for the full range of activities across a CTE program of study. You and your CTE colleagues can use this rubric to help assess progress in implementing a quality continuum of student career planning, awareness and exploration.

Element 9. Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

a. Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

b. Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

c. Career development activities are aligned with relevant national, state and/or local standards.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

d. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

e. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

f. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

g. Students in the program of study have access to job search information and placement services as they near completion of the program of study.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved

h. Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

    0 = Not at all achieved   1 = Minimally achieved   2 = Moderately achieved   3 = Substantially achieved