

2025 SPRING MEETING

Empowering CTE's Leaders & Learners

Sponsor Communications Guidelines

These guidelines apply to posts for our [Learning that Works blog](#) (Gold, Platinum, and Diamond Level) and email to attendees (Diamond Level).

The audience for these communications are State Career Technical Education (CTE) Directors and their staff. [Learn more about their role.](#)

For questions, please contact Layla Alagic at lalagic@careertech.org

Dos

- Consider length. Please keep your entry to **500 words or less**.
- Utilize our abbreviated style guide to ensure consistency in language and style.
- **Clearly state how state leaders can use your product, service, or resource** (e.g. *X equips state CTE leaders to do Y, State CTE leaders can use X to scale/replicate Y, X can be implemented at a statewide level to help achieve Y*)
 - View blogs from 2024 Fall Meeting: [Example 1](#), [Example 2](#), [Example 3](#)
- When possible, connect to our vision for the future of Advance CTE. How does your product, service, or resource impact the work of state CTE leaders and connect to [our mission and vision](#)?
- Give examples - **provide evidence where your product, service, or resource was impactful at the state level**. If specific state examples are not possible, be clear about how your product, service, or idea is scalable to the state level.
- **Incorporate the theme - Empowering CTE's Leaders & Learners** - and how your product, service, or resource connects. Photos and graphics that are demographically diverse are encouraged to help break up the text.
- Utilize asset-based language when discussing individuals or groups of people.

- **Provide clear next steps** on how attendees can access or utilize what you are sharing.
- Include the author, title, organization, and email in italics at the end of your blog.

Don'ts

- **Don't** simply announce a report or product - we want members to understand how it benefits them.
- **Don't** include endorsements from Advance CTE members without expressed written permission.
- **Don't** just provide local-level context or examples — **our attendees need to be able to apply this to their work at the state level.**
- **Don't** use deficit-based language that assigns negative attributes or circumstances to a broad group of people.

Notes

- **All blogs will be approved by Advance CTE prior to publishing.**
- Advance CTE reserves the right to make grammar and spelling corrections to your entry, but will notify the sponsor if any additional changes are suggested.
- Additionally, Advance CTE will propose modifications if a submission includes language that is not asset-focused or in line with our commitment to accessibility and full support for all learners and leaders.
- Advance CTE may add relevant internal tags to your entry.
- Advance CTE reserves the right to alter the posting schedule of your entry and will give at least 72 hours notice.

Advance CTE Abbreviated Style Guide

Career Technical Education: CAPITALIZE first reference and use the parentheses (CTE). Second reference use acronym (CTE). **CTE:** When writing about or referring to CTE, it is important to provide the audience with an explanation of what the letters “CTE” represent—and thus, it is essential that the first or early use of “CTE” in your communications include a reference to CTE as the brand name for “Career Technical Education.”

State Directors: FIRST REFERENCE: State CTE Directors. SECOND REFERENCE: State Directors CAPITALIZED.

Learners: Advance CTE prefers the use of the term ‘learner’ instead of ‘students’ to reflect programs that reach individuals of all ages.

Academic degrees: If mention of degrees is necessary to establish someone’s credentials, the preferred form is to avoid an abbreviation and use instead a phrase such as: Fatima Kader, who has a doctorate in psychology. Use an apostrophe in “bachelor’s degree”, “a master’s,” etc., but there is no apostrophe in “associate degree,” “doctorate,” “Bachelor of Arts,” or “Master of Science.”

Acronyms: Always spell out the full name of any organization or program on the first mention followed by the acronym in parentheses. On second and subsequent mentions, just the acronym can be used.

Percent: Use the percent symbol when accompanied by a number. There is no space between the number and percent symbol. Spell out “percentage” when not accompanied by a number.

EXAMPLE: When asked to rank the quality of their education experience, 92% of learners in CTE programs were very satisfied.

EXAMPLE: The chart illustrates the percentage of learners who completed a postsecondary credential in New Mexico.

High-skill, high-wage, in-demand: Use hyphens when being used as an adjective before a noun; do not use hyphens when the adjective follows the noun. Always LOWERCASE.

EXAMPLE: The state identified high-skill, high-wage and in-demand careers. The state identified careers that are high skill, high wage, and in demand.

Career Cluster®/ Career Clusters®: Use the ® symbol and always capitalize Career Clusters. Always use & instead of ‘and’ when writing out the Career Cluster areas.

Comma usage: Use a serial or Oxford comma in between elements in a series of three or more items, including before the final item.

EXAMPLE Learners could participate in graphic design, computer science, and engineering programs.

Titles of Individuals: CAPITALIZE formal titles such as assemblyperson, city councilor, delegate, etc. when they are used before a name. LOWERCASE when the title follows the name or refers to a position in general.

EXAMPLES: Executive Director of Marketing Carolina Espinoza; Carolina Espinoza, executive director of marketing (APA Publication Manual, p. 166, 2023)

Inclusive Language Guidance

Nonhandicapping Language

- Put people first not their disability

Problematic: disabled person

Preferred: individual with (who has) a disability, individuals/learners with disabilities

Preferred: Follow individual or organizational preferences if you are able to

- Do not label people by their disability

Problematic: epileptics, patients, invalids, hearing-impaired people, visually challenged person, wheelchair-bound person

Preferred: individuals with epilepsy, individuals who are hard of hearing, individual who is vision impaired, person who uses a wheelchair

Discussion of gender

- Avoid word endings that use a particular gender or terms that use 'man' to describe all humans. *EXAMPLES: police officer, not policeman; Member of Congress or Representative, not Congressman; Chair, not Chairman; humanity, not mankind.*

Discussion of underrepresented populations

Preferred: racial minorities, ethnic minorities, racial-ethnic minorities, racial minority students, ethnic minority students, racial-ethnic minority students, people of color, underrepresented people, underrepresented groups

- Advance CTE surveys use the following racial and ethnic categories: Asian, Black, Hispanic/Latina/Latino/Latinx, Alaska Native, Middle Eastern or Arab American, Native American or Alaska Native, Native Hawai'ian or other Pacific Islander, White, Prefer not to say, Other, and Multiple races/ethnicities
- Advance CTE uses the term 'Latinx or Hispanic' to be inclusive of all individuals of those origins when the region or country of the individuals mentioned is not known.
- The term "family" is the preferred and most inclusive language to discuss adults connected with the care and well-being of learners. If conducting research with certain adults connected to a learner, be specific about the group being studied.