



Summer has ended and Career Technical Education (CTE) learners are starting their fall CTE experiences. With a new school year comes new opportunities to help learners explore the career pathways that will lead them to fulfilling careers with a family-sustaining wage. Advance CTE remains committed to elevating the resources you need so that state and local systems can empower each learner to navigate and achieve their career goals.

Below are resources, tools and guides from the [Learning that Works Resource Center](#) for you to equip, empower and elevate your own capacity to remove barriers to CTE and give access to all. These resources will support your engagement strategies for learners and their families.



matter what route their educational journey takes.

**Did you know?** Advance CTE has published [fact sheets](#) on various topics to increase your knowledge on and help communicate key CTE facts and issues.

## Additional Resources



*Communicating Career Technical Education: Learner-centered Messages for Effective Program Recruitment*

*Ready for What? How Multiple Graduation Pathways Do—and Do Not—Signal Readiness for College and Careers*

*The Shifting American Economy: Key Messages & Strategy Considerations*

## Getting to Know Advance CTE: Meet Haley Wing



Haley directly supports Advance CTE's state policy initiatives, implementation strategies and member engagement activities as a Senior Policy Associate. Haley's projects include specific attention to equity and high-quality career pathways.

**Q: Why is including family engagement in your state's CTE messaging strategy so important to program success?**

Families play a valuable role in helping their learners navigate educational and career decisions and they are influential in shaping learners' perceptions about their futures. Family engagement in state CTE messaging strategies provides the opportunity for community members to share their unique experiences with the system and inform leaders of the ways they can meet the needs of the learners they serve. Bringing families into the fold of messaging strategies for CTE programs allows the co-creation of communication materials to meet both learners' and families' needs in how they digest and receive

information. Building relationships with families through meaningful and authentic engagement in the decision-making process for CTE programs help to build trust which

influences how families perceive the CTE system and its value for their learners.

**Q. What are some common misconceptions about how states should engage with families?**

Many family engagement efforts are designed with a deficit-based lens and focus on what families can't or won't do. However, families are children's first teachers and they see more, know more and can do more with the educational system as a valuable partner to support learners. Most family engagement programs include one-off meetings that aren't inclusive of all schedules and accessibility or consist of a standalone survey. Family engagement is not a program but rather a practice that must be planned and implemented with intentionality and fidelity. States must remain flexible, accessible and inclusive in their design of family engagement practices and strive to engage families in every stage of CTE program design and implementation.

**Q. How important is targeted messaging for family engagement to equity within CTE programs?**

Equitable family engagement describes conditions where all families of learners are positively involved in their learner's education. In order to reach families of all backgrounds, states must understand their experiences and how best to communicate with them. By understanding, learning and creating *with* families and *for* families, leaders are more knowledgeable about how to better support learners and families in ways that they need, ensuring equity.

**Q. Who are the most powerful messengers when it comes to family engagement?**

Family engagement is most likely to gain traction at the system level when top leadership values and promotes family partnership and develops policies to support family engagement as a core strategy that is essential to the agency's mission and goals. Families can provide authentic collaboration with agency partners in planning, designing and monitoring system improvements that impact learners and their communities and provide lived experiences that represent the direct encounters that families have had with services, programs, policies and systems as well as their understanding of their own communities and children. State, district and local leaders have the opportunity and responsibility to meaningfully engage families and intentionally include them in the development of CTE programs that impact their children and their communities.

*Advance CTE will provide more strategies for family engagement in its next New Skills ready network release in October.*



State Leaders Connecting Learning to Work



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