

# Effectively Communicating Career Technical Education to Engage Every Learner: A Recruitment & Engagement Tool

## Video Series

### Section 1: Getting Started



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State Leaders Connecting Learning to Work

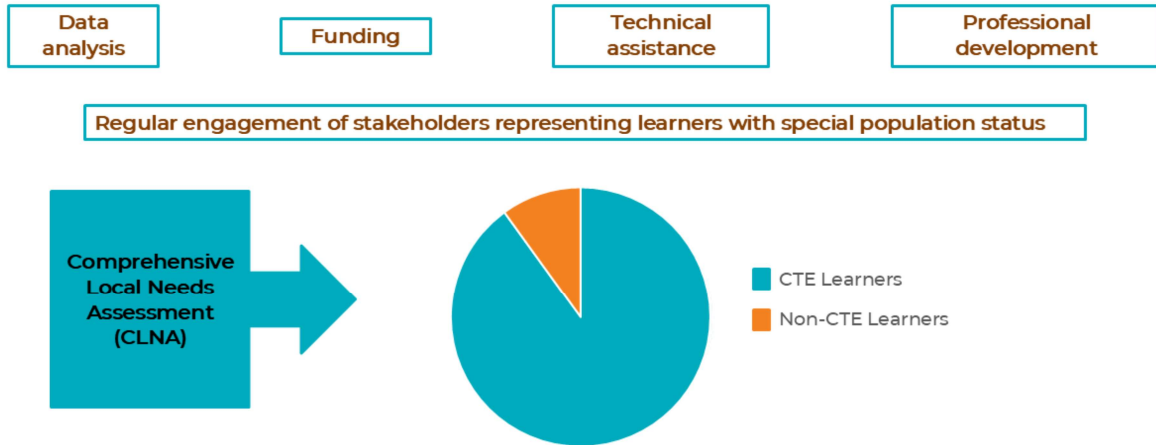
Welcome to the Effectively Communicating Career Technical Education to Engage Every Learner: A Recruitment and Engagement Tool focused on using the power of relationships, messaging, and effective communication practices to enhance recruitment systems and structures to ensure all learners have access to and can succeed in high- quality CTE programs.

Thank you for your interest and commitment to this work!

This video series is accompanied by a workbook with corresponding reflections and activities for each video. In Section 1 we will provide an overview of how to use this tool, including building your team and getting started with the work. After watching this video, you will complete Section 1 of the accompanying workbook.

Why does communicating and connecting with learners matter, and how does it connect to your current work?

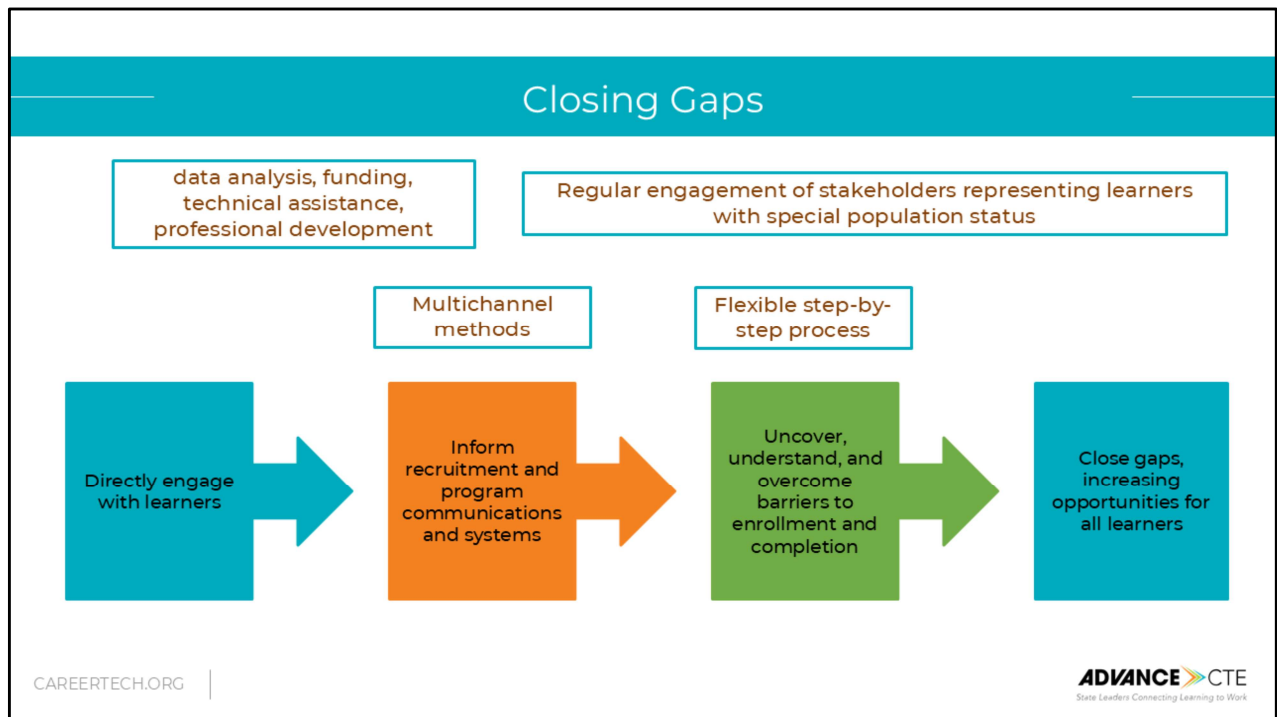
## Connecting Communications and Perkins V



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The importance and impact of this work is rooted in requirements found in federal law. The Carl D. Perkins Career and Technical Education Act (Perkins V) requires states to use data analysis, funding, technical assistance, professional development, and regular engagement of stakeholders and partners representing learners with special population status to ensure that all learners can have access to and succeed in high-quality Career Technical Education (CTE) programs, and especially learners who are currently underrepresented in these programs. For example, each state is required to use at least 0.1% of its state leadership funds, or \$50,000, whichever is less, to recruit special populations into CTE programs. Perkins V also introduced the Comprehensive Local Needs Assessment (CLNA), and while the specific details of the CLNA may vary by state, in all cases it calls for districts and institutions to share information on how they are making data-informed decisions to close enrollment and participation gaps. In doing so, states are able to prioritize state supports to aid local CTE leaders in closing those gaps.



The Effectively Communicating CTE to Engage Every Learner Recruitment and Engagement Tool connects the aforementioned levers required in Perkins V to this work and offers multichannel methods for building and applying knowledge for engaging with and creating communications for specific audiences.

This tool provides a flexible step-by-step process for state and local CTE leaders to build meaningful relationships with a focus audience from a chosen population, increase partner engagement, and develop ongoing cycles for enrollment data analysis to create more effective CTE recruitment and program communications for all learners.

Through regular engagement with key stakeholders, in this instance learners, we can inform recruitment and program communications and systems, helping us to uncover, understand, and determine how to overcome barriers to enrollment and completion, which results in closing gaps. Simply put, using this tool can empower your team to have more opportunities to increase CTE enrollment with all learners, especially those underrepresented in your CTE programs.

Before we get into how to use this tool, let's explore the foundational work that led to the creation of the Effectively Communicating CTE to Engage Every Learner recruitment tool.

## Foundation of This Work

Arkansas

Colorado

Louisiana

Oregon

Tennessee

Wyoming

- Cohort of six states that participated in workshops, action planning and intensive technical assistance
- An informational video series based on the workshops with accompanying worksheets
- Further adjusted based on the feedback of state and local CTE leaders who participated in the Community of Practice and an advisory group specifically for the refinement of this tool.

Workshops

Informational Video Series

Advisory Group

Final Tool

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In 2023-2024, Advance CTE provided technical assistance to six states, with the generous support of the Siemens Foundation, through the Building Sustainable State Recruitment and Communications Systems to Reach Diverse Learners cohort. The six states, Arkansas, Colorado, Louisiana, Oregon, Tennessee, and Wyoming, participated in a series of workshops and action planning, and identified goals and recruitment communication activities they would complete, ultimately designed to assist in closing enrollment, participation, and completion gaps for the focus audience.

This tool is based in the content of the workshops provided to the six cohort states. The content was fine tuned and delivered to participants of the Community of Practice as short videos with accompanying worksheets. An advisory group of state and local level CTE leaders then provided feedback that helped to refine this tool into what it is today.

On the next few slides, we will explore the workbook and overall scope of this work. You may want to open the workbook and follow along as we go over using the tool.



The Effectively Communicating CTE to Engage Every Learner tool is designed to be used by CTE educators and leaders at any level. The seven, short videos provide information on the core components of building effective communications through relationship building, direct engagement with the audience, auditing current communications efforts, developing, tailoring, and testing messages, and using short- and long-term data to adjust and enhance ongoing recruitment communications efforts.

This video series is accompanied by the Effectively Communicating CTE to Engage Every Learner workbook with sections and activities that correspond to each of the videos. This tool is designed to guide, support, and compliment work that you are already doing to close gaps in participation and completion for every learner, and especially those categorized as special populations in Perkins V. The workbook is able to be used multiple times to focus on different state and local audiences of populations underrepresented in CTE.

This tool can be customized to the individual needs and resources of each user, whether on a local, regional, or state level. A sample timeline defining the minimum anticipated time needed to complete the specific sections of the workbook should be used as a guide and adjusted to the specific needs of each user.

## Using This Tool

CLICK THIS ICON TO WATCH THE VIDEO → CLICK THIS ICON TO DOWNLOAD → CLICK THIS ICON TO RETURN TO THE CONTENTS PAGE →

### SECTION 1 GETTING STARTED

**Objectives**

- ✓ Gain an understanding of the overall project purpose, content, and approximate timelines with key project roles for each stage of this engagement and communications work in Video 1: Getting Started.
- ✓ Determine assignments for project functions.
- ✓ Begin to plan the desired timeline for completion of each section.
- ✓ Become familiar with the terminology used via the glossary section.

**Preparation**

Watch Video 1: Getting Started [\[LINK\]](#) and download the video transcript [\[LINK\]](#).

### SECTION 1 Reflection and Next Steps

**REFLECTION**

What are the biggest potential risks to project completion and timeliness?

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**NEXT STEPS**

- ✓ Discuss project functions assignments, ideal team members, and timeline with senior leadership or your administrator.
- ✓ Onboard individuals connected to the project and share Video 1: Getting Started.
- ✓ Identify competing priorities and timelines among key project members to inform and adjust the project schedule.
- ✓ Record lessons learned (what worked, what did not) and any routines or actions needed to sustain the work in the [Planning and Tracking Tool](#).
- ✓ Watch Video 2: Building Meaningful Relationships [\[LINK\]](#).

<b>SECTION 1</b> GETTING STARTED <small>Designate key functions, determine the timeline, gather data.</small> <b>2 weeks</b>	<b>SECTION 2</b> BUILDING MEANINGFUL RELATIONSHIPS <small>Assess relationships and conduct relationship-building activities.</small> <b>1 month</b>	<b>SECTION 3</b> ASSET-BASED FRAMING <small>Change the narrative with asset-based framing to reduce stigma and bias.</small> <b>2 weeks</b>	<b>SECTION 4</b> GETTING TO KNOW YOUR AUDIENCE <small>Assess audience knowledge and conduct direct engagement with learners.</small> <b>2 months</b>	<b>SECTION 5</b> MAXIMIZING EFFECTIVE COMMUNICATIONS <small>Conduct the communications audit and continue direct engagement with learners.</small> <b>1 month</b>	<b>SECTION 6</b> DEVELOPING, TAILORING, TESTING MESSAGES <small>Conduct direct engagement for message tailor-test.</small> <b>2 months</b>	<b>SECTION 7</b> CONTINUING THE WORK <small>Continue engagement, message review, short and long-term data, sustain and scale.</small> <b>6+ months</b>
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The workbook contains some functional features to help make it accessible and easy to use, such as

Icons with clickable links to the videos, transcripts and table of contents

Section objectives

Details on how to prepare for each section

Internal links to content throughout the workbook so you can easily go back and view information that you have completed in a previous section

Fillable fields for your answers

Next steps that build on the content of the workbook and prepare you for the next section.

It is worth mentioning again that the suggested timeline contains the anticipated minimum time to complete each section based on the types of activities, planning, and stakeholder engagement that is involved. This tool is not intended to be done in a single session, a week, a month, or even a year! The time you spend digging into this work is setting or enhancing the foundation for meaningful learner and stakeholder engagement that will strengthen your CTE programs and ensure that all learners have access to and can succeed in high-quality CTE programs.

# Using This Tool

## SECTION 1 GETTING STARTED

### Objectives

- ✓ Gain an understanding of the overall project purpose, content, and approximate timelines with key project roles for each stage of this engagement and communications work in Video 1: Getting Started.
- ✓ Determine assignments for project functions.
- ✓ Begin to plan the desired timeline for completion of each section.
- ✓ Become familiar with the terminology used via the glossary section.

### Preparation

Watch Video 1: Getting Started [LINK] and download the video transcript [LINK].



This tool can be customized to the individual needs and resources of each user, whether on a local, regional, or state level. Below is a sample timeline defining the minimum anticipated time needed to complete the specific sections of the workbook. This timeline is a guide and should be adjusted to the specific needs of each user.



## SECTION 1 Designate Key Project Functions

### Instructions

Use the following chart to identify who from your team will perform the key project functions. These functions can be customized to fit the needs of your specific team. In some cases, one person may cover multiple functions; in other cases, one or more people may be assigned per function. You can find a detailed description of each function in the video and the accompanying video transcript.

Functions	Name(s)	Email	Notes
Project lead			
Outreach and engagement (can be broken out into separate functions as desired)			
Learner representative(s)			
Marketing/communications liaison/lead			
Senior leadership or administrator			

To complete the work, it will be essential to engage with various CTE collaborators, some of whom you may already work with on a regular basis. Section 1 of the workbook helps you identify and map out your collaborators for this work. We will discuss in detail the suggested functions that will be covered by you or other collaborators throughout this process.

## Key Project Functions

Functions	Name(s)	Email	Notes
Project lead			
Outreach and engagement (can be broken out into separate functions as desired)			
Learner representative(s)			
Marketing/communications liaison/lead			
Senior leadership or administrator			

The work of engaging with learners and families to inform recruitment communications and systems should be a collaborative effort. To help you identify the individuals that will be the most effective for moving this work forward, we have identified some key project functions. These functions can be customized to fit the needs of your specific team. In some cases, one person may cover multiple functions; in other cases, one or more people may be assigned per function.

Section 1 has broken down key project functions into project lead, outreach and engagement, learner representatives, marketing and communications liaison/lead, and senior leadership or administrator. Let's dig into each of these project functions.



## Key Project Functions

### Project lead

- Oversees all aspects of the project
- Coordinates the team
- Keeps the work moving forward
- Helps to navigate challenges and obstacles
- Ensures accurate documentation

### Outreach and engagement

- Lead for engaging with the focus audience and collaborators
- Keeps the team informed
- Ensures accurate documentation
- Works closely with the learner representative(s)

### Project lead

- Oversees all aspects of the project and timeline
- Coordinates and facilitates communication among collaborators,
- Keeps the work moving forward
- Helps to navigate challenges and obstacles
- Ensures accurate documentation of the work and lessons learned

### Outreach and engagement (which can be broken out into separate functions as desired)

- Leads the work of engaging with the focus audience and collaborators outside of the project team
- Keeps those involved informed of outreach and engagement efforts, and the impact
- Ensures accurate documentation of the results of outreach and engagement
- Works closely with the learner representative(s)

## Key Project Functions

### Learner representative(s)

- Serves as a liaison between learners and the project collaborators
- Is an active part of decisionmaking
- Helps to facilitate learner engagement activities

### Marketing/communications liaison/lead

- Coordinates with the marketing/communication department
- Able to create digital assets
- Works closely with all team members

### Senior leadership or administrator

- Works closely with the project lead and facilitates resources

### Learner representative(s)

- Serves as a liaison between learners and the project collaborators
- Is an active part of decisionmaking
- Helps to facilitate learner engagement activities

### Marketing/communications liaison/lead

- Coordinates with the marketing/communication department or serves in place of an official marketing/communications team
- Able to create digital assets in Canva or another platform
- Works closely with all team members

### And lastly Senior leadership or administrator

- Works closely with the project lead and helps to facilitate resources and necessary approval for the work

## Project Lead Planning and Tracking Tool

Functions	Name(s)	Email	Notes
Project lead			
Outreach and engagement (can be broken out into separate functions as desired)			
Learner representative(s)			
Marketing/communications liaison/lead			
Senior leadership or administrator			

SECTION 1 PROJECT LEAD PLANNING AND TRACKING TOOL							
<b>Getting Started</b>	<b>Est Time: 2 Weeks</b>	<b>Start Date</b>	<b>End Date</b>	<b>Who Is Responsible</b>	<b>Status</b>	<b>Notes/Lessons Learned</b>	
	VIDEO 1				-		
	SECTION 1 workbook				-		
	Identify data source for naming underrepresented groups in CTE				-		
<b>Building Meaningful Relationships</b>	<b>Est Time: 1 Month</b>	<b>Start Date</b>	<b>End Date</b>	<b>Who Is Responsible</b>	<b>Status</b>	<b>Notes/Lessons Learned</b>	
	VIDEO 2				-		
	SECTION 2 workbook				-		
	Conduct relationship-building actions				-		
<b>Changing the Narrative With Asset-Based Framing</b>	<b>Est Time: 2 Weeks</b>	<b>Start Date</b>	<b>End Date</b>	<b>Who Is Responsible</b>	<b>Status</b>	<b>Notes/Lessons Learned</b>	
	VIDEO 3				-		
	SECTION 3 workbook				-		
	Continue relationship-building actions				-		

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In section 1 of the Effectively Communicating CTE to Every Learner workbook, there is an opportunity to list who will fill which project functions. Remember, one person can fill more than one function as needed or wanted.

Once you've identified the person or persons for each project function, you can use the Project Lead Planning and Tracking Tool also in Section 1 of the workbook to begin to build out your timeline and assign milestone tasks to team members. You can also use this Planning and Tracking Tool to determine the ideal start and end dates of tasks and who connected to the project will be responsible.

Please note that the times listed (for example "Est Time: 2 Weeks") represent estimates and the minimum amount of time suggested for completing that phase of the project and can be customized to best meet your needs and capacity. As the work progresses, this tool can also be used to track progress by completing the "Status" column. Use the "Notes/Lessons Learned" column to record what worked, what did not work, and thoughts on routines or actions needed to sustain the work throughout each phase of the project.

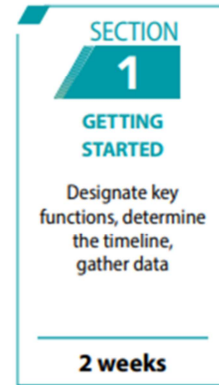
## Next Steps

### Complete section 1 of the workbook:

- Designate team members for key project functions
- Project Lead Planning and Tracking Tool

### Section 2: Building Meaningful Relationships

- The importance of and actions to build trust
- The role of relationships in increasing the efficacy of recruitment communication efforts and closing gaps



Now it's time to get started! , Complete Section 1 of the Effectively Communicating CTE to Engage Every Learner workbook, where you will designate individuals for key project functions and use the Project Lead Planning and Tracking Tool to determine the timeline and assign and track the work. You will also find additional next steps in the workbook to finish Section 1 and prepare for Section 2. The anticipated minimum time required to complete Section 1 is approximately 2 weeks though it may take you more or less time.

In the next section of this series, we will focus on building meaningful relationships with various audiences within a community, an integral part of effectively closing gaps in participation and enrollment for special populations in CTE.

# ADVANCE CTE

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The Effectively Communicating Career Technical Education to Engage Every Learner: A Recruitment and Engagement Tool has been made possible thanks to the generous support of the Siemens Foundation.

To view CTE messaging research conducted by Advance CTE and sponsored by Siemens Foundation, please visit <https://careertech.org/what-we-do/case-making-communications/engage-families-learners/> or scan the code.



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This concludes the section 1 video of the Effectively Communicating Career Technical Education to Engage Every Learner: A Recruitment and Engagement Tool. For more information on the CTE messaging research conducted by Advance CTE with learners and families and supported by the Siemens Foundation, please visit [careertech.org/what-we-do/case-making-communications/engage-families-learners](https://careertech.org/what-we-do/case-making-communications/engage-families-learners/) or scan the code.