

CAREER & TECHNICAL EDUCATION RECRUITMENT GUIDE

CREATE. BUILD. ENGAGE.



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INTRODUCTION

Career and Technical Education (CTE) is hands-on learning that delivers real-world skills for students. CTE gives learners an academic foundation along with technical skills and hands-on experience in a variety of CTE Career Pathways at every junior high and high school in Utah.

Goal #1: Pathway/Course Messaging – Begin with a clear understanding about the CTE Career Pathways and the sequence of courses taught at each school. Be sure to understand what students can expect within and beyond each CTE Pathway.

Goal #2: Collaboration and Communication – Get a team together. Ensure that school counselors, teachers, and administrators understand the CTE Pathways and course sequencing. Clear up any misconceptions. Work together to determine how to best identify and support students entering and completing the CTE Pathway.

Goal #3: Student and Parent Marketing – Get information out and do it in a variety of ways all throughout the school year. Ensure that feeder school students and parents have access to information to make informed decisions about their choices.

This Recruitment Guide can help you think about different strategies to use to market your CTE programs and recruit students. What attracts and entices one prospective student to inquire, apply, and enroll will not likely attract the other.

- Don't tackle every strategy all at once. Pick a few ideas to start with and build your toolkit of strategies every year.
- Refine what you do each year. Stop doing what didn't work last time – or refine it so that it is better next time.
- Keep your resources up to date.
- Make sure your CTE Pathways and courses are of high-quality so that students want to participate.
- Never stop recruiting!



There are countless reasons why a student might want to pursue a CTE Pathway. Students in CTE Pathways have the opportunity to earn certifications and/or acquire training that prepares them for a specific job or task. Students may enroll in a CTE Pathway to explore potential career options or they may find a purpose to attend school every day.

Five Major Benefits of a CTE Pathway

1. Pathways are focused on early career exploration and guidance.
2. Pathways represent the greatest perceived value and recognition within a respective field through certification and hands-on work-based learning experiences.
3. Pathways provide opportunities for students to build character, learn in a hands-on environment, discover their aptitude for possible careers, and creates a sense of belonging.
4. Pathways provide students an application for academic concepts learned in required high school courses.
5. Students who complete a CTE Pathway have a step up on their peers in their chosen career fields.



TURN YOUR DREAM INTO A CAREER

Set Your Goal

What do you want your program to look like a year from now?

- What is your ultimate goal? Who should be involved in the goal setting process? Is your goal specific, measurable, attainable, realistic, and time-bound—a SMART goal?
- Are you opening a new program/course?
- Are you trying to increase special populations/nontraditional gender enrollment in a current program/course?
- Are you hoping to increase total enrollment in a current program/course?
- Be honest about the strengths and weaknesses of the program/course.



Know Your Audience

What are your students' needs and wants? Create a short student "customer" profile.

- Who is your audience?
- Do you have multiple groups?
- What characteristics do you need to know about your audience in order to relay a clear and engaging message?
- Who is your demographic (age, gender, parent or student)?
- What are their hobbies, interests, likes/dislikes, popular trends inside and outside of school, popular courses (why those courses are popular), and popular "hang out" spots/locations?
- What is their current course schedule?
- How can you connect what they are taking now with CTE courses/ programs?
- Who do they look to when making decisions?
- Who influences them?
- What is their previous knowledge/connection to your program?
- What are their perceptions of your program?
- What are the barriers/ challenges they face to enrolling/participating in your program?



Create a Marketing Plan

Great publicity starts with a plan! **Product. Price. Place. Promotion.**

Product: The “product” is your program/course offerings.

- Prepare your product: Is your program/course a good example of high-quality CTE? Is the program functioning at a level that would attract students?
- Are all parties involved aware of your goals? Are you on the same page?
- Is the information/process for enrolling in your program/course easy to understand/follow?
- What actions does the audience need to take to enroll in the course/program? How will you encourage them to take that action?

Price: Think about costs to marketing your program as well as the “perceived” costs to a student.

- What is your budget? How can you maximize your return on investment? How can you allocate your budget most effectively? What other resources can you utilize to keep costs low? (Career and Technical Student Organizations, counselors, student government, etc.)
- What will the student have to give up in order to enroll in something new?
- What perceptions or other barriers must be overcome?

Place: Think about accessibility and location.

- Will the resources used to market the course/program be in the right place for the audience to find it and “buy” it?
- How can you avoid the other advertisements/flyers/media that may distract your audience from your message?
- How can you distribute your message through multiple channels so that it is accessible to all?



Promotion: If a course/program is out there but no one knows or cares, does it even exist?

INFORM → PERSUADE → REMIND

- What methods will you use to promote the course/program?
 - » Back-to-school night or other recruitment events
 - » Emails sent home
 - » LEA website
 - » Online registration materials
 - » Printed registration materials
 - » Resources at the school (in classrooms, in hallways, in counseling office)
 - » School counselors
 - » Social media
- Think outside the box – What unique methods could you use to promote your program?
- How could you tweak the more traditional methods to stand out?
- Make it personable – Effective marketing today creates an “experience.” How can your message create an experience or build a relationship with your student?
- What specific messages need to be communicated about the course/program?
- Crafting your message:
 - » Communicate on a personal level. Think relationship building.
 - » Why is the course/program important?
 - » What are the benefits of the course/program and why should students want to enroll?
 - » Target a mix of emotions and logic.
 - » Use messengers that "look" like the target audience.
 - » Speak their language.
 - » WIIFM - What’s in it for me? Your message must communicate that instead of “What we do”.



Don't forget these "simple", yet effective recruitment strategies:

- Talk to the students – Do your current students plan to go to the next level of the program? Do they know about it? Offer them specific suggestions of what you think might work for their interests and strengths.
- Talk to your students' friends – Ask your students who they know that might want to enroll in the course/program. Bring them into the classrooms to see what is going on. Have your current students talk to their friends.
- Speak with the counselors – Make sure that your school counselors know about the course/program and can help guide students that express interest in these kinds of programs and career goals.
- Advertise – Hang posters in the hall. Be creative. Have fun! Make them colorful and attention grabbing. Never disparage another program. Be sure to include photos of students of both genders and a variety of ethnicities so that all students can see themselves in the program.
- Stop random students in the hallways – Take a few seconds to talk, find out about them and see if they're interested in the course/program. Polish up your 30-second elevator speech.
- Ask other teachers – Ask if there's any hidden talent in their classes. Make sure they know about the course/program and can share the information with their students. Invite them into your classroom.

Implementation –

Don't be afraid to jump in and be bold.



Utah Career and Technical Education programs and services are open to all students without regard to students' race, color, national origin, sex, age, or disabilities.

Review and Refine

How well did you reach your audience?

- Measure the results of the marketing activities and refine when necessary.
 - » If you can't measure the impact of your marketing activities, then you may as well not be doing anything at all.
 - » Look at the changes in enrollment of the course/program you have targeted. Are your marketing efforts making any difference in enrollment?
 - » If not, reconsider your message and delivery strategies. What are the obstacles?
 - » Try again – or keep going!



COMMUNICATION

Exceptional communication skills are critical to any plan for recruiting students. Communication must be a clear priority and not approached as an afterthought. Communication must be approached creatively and strategically. Be nimble and creative at using social media and other technologies to effectively communicate with stakeholders.

This section includes information about:

- ▶ [Advocacy](#)
- ▶ [Course Naming Magic](#)
- ▶ [Industry Partnerships](#)
- ▶ [Nontraditional Careers](#)
- ▶ [Parent Engagement](#)
- ▶ [Print/Audio/Video](#)



Advocacy

The most effective advocacy tool for CTE is YOU! Becoming an advocate is one of the most important actions you can take to secure the future of CTE. A variety of tools are available which will provide step-by-step directions and examples to help you reach policymakers at the local, state, and federal levels, as well as in your community.

Advocacy communication is persuading an audience to take a desired action. It's about connecting a central message with an audience in a way that compels them to act.




Advocacy starts with a core message.

Advance CTE has created a guide called [CTE Advocacy 101](#) to help you put your advocacy goals into action.



Course Naming Magic

All recruiting and marketing efforts should have a consistent message that includes a specific style. Promotions that take a multi-faceted approach with a consistent, identifiable message most often see the best results. Course naming magic is no different. In this resource, the name of your course, as it appears on the registration card, should be consistent with your other promotion efforts. For example, If you are teaching a series of engineering courses, and have tied your promotional efforts to the job outlook for engineers in big companies represented in Utah, you might use logos of these big companies in your materials. If you are using these logos, course naming magic suggests you attach a small version of the company logo to the name of the course on the course selection card. An example is shown below:

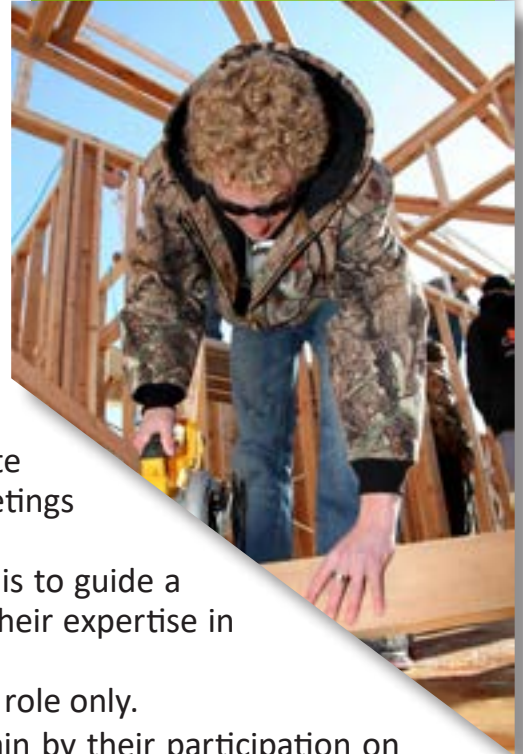
| Course Name | Course # | Credits | Select |
|--|-------------|---------|--------------------------|
| Electronics 1  | 38010000021 | 0.5 | <input type="checkbox"/> |
| Engineering Principles 1  | 38010000151 | 0.5 | <input type="checkbox"/> |
| CAD Mechanical Design 1  | 38010000051 | 0.5 | <input type="checkbox"/> |

There are a couple things to keep in mind with this kind of promotion. First, if you are using recognizable registered trademarks you must obtain permission to use them before going any further. Second, once you have obtained permission to use the logos, present the idea to your administration team. Be ready for feedback/recommendations, as the purpose of this is brand recognition and triggering memory when it comes time to act on the call-to-action of all your other materials.

Industry Partnerships

Build an Education/Industry CTE Advisory Committee

- Members of an advisory committee should represent business and industry, education, labor organizations, special populations, community, government, students, parents, and teachers. Most of these members should share a working knowledge of the jobs and competencies required for related occupations, related labor market needs, and courses necessary to meet those needs. The committee should provide advice in the design, development, delivery, evaluation, and continuous improvement of state and local CTE programs.
- Determine the purpose of the advisory committee. State the purpose openly. Determine the number of meetings necessary to accomplish the work.
 - » Generally, the overlying purpose of a committee is to guide a program through continual improvement using their expertise in the occupational area.
 - » These committees should function in an advisory role only.
- Consider what the industry partners will be able to gain by their participation on this committee. What's in it for them? How is this a good use of their valuable time away from their work? The value of the partnership to the industry partners is of utmost concern. If there isn't value, they will not participate.
- Invite partners from related local businesses. Your committee should be made up of some of the community/business members with whom you have strong relationships. You can use this committee to help build relationships with newer business partners as well. Have strong committee members invite others to join.
 - » There is no fixed number of committee members. However, the committee should be large enough to be representative of the career area/program, yet not so large that work cannot get done.
 - » There should not be more district or school staff than representatives of business/industry.



Industry Partners (continued)

What CTE Advisory Committees Provide

For students:

- Definition of criteria and necessary pre-requisites for entering an occupation or profession.
- Internships and on-the-job training sites.
- Career placement for students completing programs.
- Scholarships to help deserving students.
- Guest speakers to talk to students about various aspects of careers and occupations.
- Provide student job shadowing, mentoring, and internship opportunities, when available.
- Tours of local businesses for students.
- Conducting “mock” interviews with students.
- Encourage nontraditional (gender-based) students to enroll – let them see someone that “looks like them” in the careers.



Industry Partners (continued)

For teachers:

Helping teachers formulate their professional development plans by providing opportunities to return to the workplace for up-to-date training.

- Informing teachers about and inviting them to attend technical seminars and workshops.
- Mentoring teachers.
- Helping to recruit qualified/capable students into the CTE program.
- Providing in-depth partnering opportunities in the classroom.
- Linking various program levels – middle schools, high schools, and postsecondary education: vertical alignment in cones and clusters.

Curriculum and Course Advisement

- Reviewing curriculum for relevancy and completeness related to competencies, skills, and knowledge.
- Suggesting new curriculum ideas based on changing technology.
- Reviewing performance standards for students.
- Recommending “real-life” lab experiences for students.
- Reviewing instructional materials and resources.
- Reviewing student leadership/professionalism skills and assisting in the development of the curriculum.
- Making suggestions for serving students with special needs.
- Assisting with short and long-range program planning.
- Evaluating capstone projects.

Equipment and Facilities

- Making recommendations regarding new equipment.
- Reviewing safety standards in lab.
- Making recommendations for facilities remodeling.
- Being involved in program evaluation.

Community Public Relations

- Making recommendations for program improvements with local administrators and policy makers such as school boards, county officials, state and federal legislators.
- Interpreting community input to staff and administrators.
- Helping to market CTE program merits to students, parents, and counselors.



Nontraditional Careers

A nontraditional career is defined as any occupation in which women or men comprise 25 percent or less of its total employment. For example, a dental hygienist is a nontraditional occupation for a male and an auto mechanic is a nontraditional occupation for a female. It is important to help students recognize nontraditional career opportunities, unrestricted by social or cultural expectations.



Strive to improve the achievement of students and special populations in secondary programs that lead to high-skill, high-wage, and in-demand careers. Students considering an occupation that is nontraditional for their gender gives them the freedom to pursue the full range of careers that support their interests and use their abilities.

BARRIERS

Keep in mind the barriers that may prevent students from pursuing a nontraditional career. Turn what may be a negative career or personal barrier into a positive career opportunity.

| Nontraditional Career Barriers | Nontraditional Personal Barriers |
|--|--|
| Fear of change | Lack of career information |
| Fear of the unknown | Lack of proper training |
| Lack of encouragement from teachers and counselors | Lack of support and unsupportive attitudes |
| Lack of equality in education | Lower wages (possible) |
| Lack of self-confidence | Transportation |
| Lack of support from friends and family | |
| Lower wages (possible) | |
| Negative attitudes | |
| Personal stereotypes | |
| Sexual harassment | |
| Workplace discrimination/lack of acceptance | |

Nontraditional Careers (continued)

HOW TO ASSIST STUDENTS IN PURSUING A NONTRADITIONAL CAREER

- Help students recognize all career opportunities unrestricted by gender, social, or cultural expectations.
- Discuss employment opportunities using labor market data.
- Highlight graduates, and current students, of CTE programs who are working in nontraditional occupations. (Use photos and testimonials when highlighting graduates and students.)
- Plan a variety of activities for students to participate in that highlight the positive aspects of pursuing a nontraditional career.

ACTIVITIES

To highlight the positive aspects of students pursuing a nontraditional career, there are many nontraditional career centered activities your school can host such as:

- Apprenticeships
- Career fairs
- College and Career Awareness course (middle/jr. high school)
- Guest speakers/assembly
Invite alumni, industry partners, or other positive role models, who are employed in a nontraditional career, to speak.
- Internships
- Job shadows
- Open house
Invite parents/guardians
- Work-Based Learning

RESOURCES

Career Exploration/Gender Equity/Resources for Women and Men

<https://www.schools.utah.gov/cte/nontraditional?mid=1020&tid=5Sdf>



Parent Engagement

Career and Technical Education can sometimes have a stigma issue with parents and students still believing that CTE is a “lesser option” compared to traditional high school. However, we know that parents and students involved in CTE Pathways are extremely satisfied with their education. We also know that parents are a critical audience to reach if you want to increase student enrollment into CTE programs.

Advance CTE has developed an important resource to assist LEAs in engaging parents and guardians and encouraging them to consider CTE as an option for their child. This requires a deliberate and strategic plan. [Value Promise Parent Engagement Strategy](#)

Print/Audio/Video

Creating a campaign that uses various media to promote your program will pay dividends in your recruiting efforts. Each of the three media types listed in the title can be approached separately, or in some combination to achieve the desired results. The descriptions below provide an isolated view of how each is used. Be creative and combine the media in purposeful ways to create the kind of buzz that brings all kinds of students to your program.

Print

Static visual media can come in many different forms. What you need to know is what your limitations are. Your school may limit where and how many flyers you post, they may limit the size, or may even have a school-wide ban on flyers. Banners are a great way to get attention. There are higher costs for banners and stands, but they can usually be reused. (Tip: If you are going to reuse printed media, avoid printing dates or other information that may change from year to year.) Stickers and buttons are also great ways to share a message using print. Be careful with stickers, as kids are very adept at attaching stickers in/on places they do not own.

Audio

School announcements are typically presented over the intercom system. Consider writing a scripted “radio” commercial to promote your program. These can be pre-recorded and played back, or it can be a live script during the announcements. Other applications for these audio scripts could include a quick spot during a school assembly, or the school’s auto caller system.

Video

Some schools have video monitor systems in the common areas. Some schools have video announcements. It’s also possible to ask all the {history} (insert a class in which all students enroll) teachers to play the video for a minute at the beginning of each of their classes. Any way you look at it, videos can be very engaging. If it’s a good one, teenagers have a tendency to share those kinds of things on social media.



Social Media

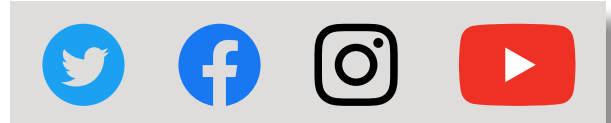
Promoting Career and Technical Education using various social media platforms — Twitter, Facebook, Instagram, and YouTube — will not only increase your district's/school's visibility but is a great way to advocate for CTE by showcasing your students and the CTE programs offered in your district/school. Using social media to communicate your message is also a great way to recruit students to your high-quality CTE programs.

Build social media communities to interact with parents, students, your community, and industry partners. Successfully engage with your communities by posting daily messages. This is a great way to advocate for CTE and to promote the CTE Career Pathways in your district/school.

So, which social media platform is best for your district/school to use and to invest your time? To make this decision think about your audience and who to share your message with. Keep in mind that 70 percent of U.S. adults use a social media platform. Pew Research Center provides a [Social Media Fact Sheet](#) that provides details about who uses social media.

Today, social media is not just a chatting platform but is a powerful source of knowledge and awareness. Advance CTE developed a social media guide called [Promoting Career and Technical Education: Social Media Guide](#) that provides tips when using social media, specifically [Twitter](#) and [Facebook](#). Some of the topics covered include:

- Create a compelling post
- Facebook terminology
- The dos and don'ts in social media engagement
- Understanding Facebook
- Understanding Twitter
- What makes a social media post worth sharing?



[Instagram](#), a social media platform owned by Facebook Inc., allows users to edit and share photos and videos. In the U.S., more than 110 million photos and videos are uploaded each day. As of July 2019, more than 50 billion photos have been shared on Instagram. Instagram is an excellent platform to use to showcase photos of students participating in the CTE programs in your district/school. Use Instagram Stories to showcase student success stories. Below are resources outlining how to sign up, use, and navigate Instagram, including basic terminology.



- [How to Use Instagram](#)
- [Instagram 101: Understanding the Basics](#)
- [Instagram Stories](#) – Enables users to share multiple photos and videos that appear together in a slideshow format. These photos and videos will disappear after 24 hours.



[YouTube](#) is a video sharing platform where nearly 5 billion videos are watched every day. Videos range from Hollywood movie trailers and music videos to amateur video blogs (vlogs). On average, each month eight out of ten 18-49-year-olds watch YouTube.

There are two types of YouTube users, video creators and video viewers. Be a video creator and create engaging videos highlighting the CTE programs in your district/school. Uploading videos about your CTE programs to a district/school YouTube channel is a great way to recruit students to your programs.

- [What Is YouTube? How Do I Use It?](#)
- [How to Create a YouTube Channel](#)
- [How to Use YouTube](#)

NOTES

ENVIRONMENT

An ideal school environment embraces the idea that all students can learn in a safe learning space with knowledgeable and caring teachers and school leaders. The quality of the school environment affects attitudes, behaviors, and performance. The communities engagement with the school is affected by the environment. There are many possible strategies that can be used to recruit students that involves the environment.

This section includes information about:

- ▶ [Cross-Curricular Events](#)
- ▶ [Inviting Environment](#)
- ▶ [Print and Nonprint Resources](#)
- ▶ [YouTube Videos](#)



Cross-Curricular Events

There are a number of ways CTE teachers can work together to recruit students to their programs. The number one requirement is to have CTE teachers who are willing and work well together.



Listed below are several CTE programs that are interrelated to each other.

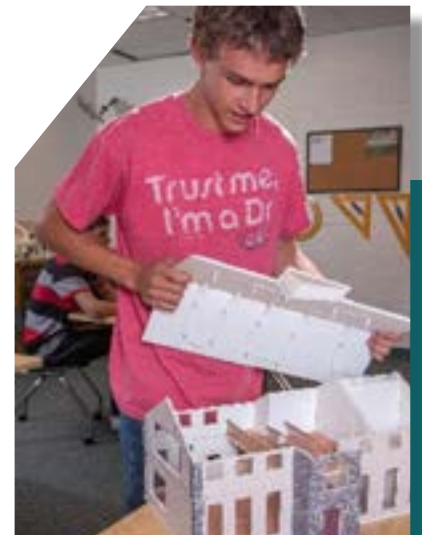
- Automotive | Graphics
- Culinary Arts | Hospitality
- Health Science | Business Law
- IT | Engineering
- Production Graphics | Marketing
- Sewing Construction | Textiles and Screen Printing
- Woods | Manufacturing Principles

Teachers can plan lessons utilizing students from both programs that work to the strengths and strands and standards of the other program. This will introduce students from the opposite program to other CTE offerings.

Examples of Cross-Curricular Events

- Students in the architectural design (CAD) course work with students in the interior design course to build a model home that includes flooring, light fixtures, and furniture. Similar to a miniature model home.
- Students in the biotechnology course work with biology or chemistry students to explore solutions to genetic mutations.
- Students in the sewing construction and textile courses work with the screen printing and business students to create clothing that can be sold in the school store.

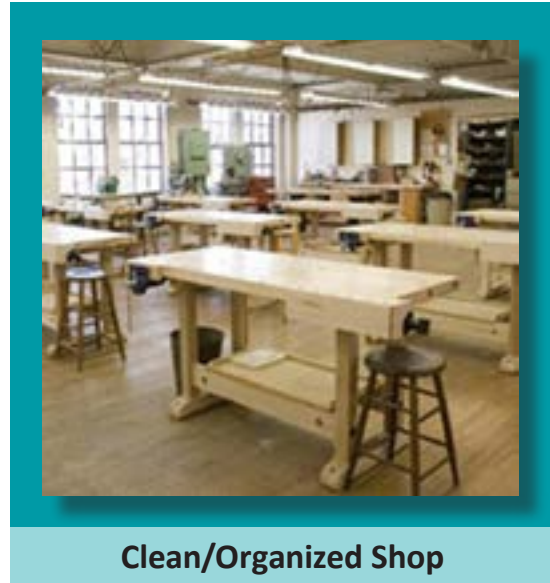
Many of these projects can be a project where students not only apply the skills learned in their CTE Pathway but also can be used as a fundraiser for CTSO events.



Inviting Environment

Clean Classroom/Workspace

The classroom is the first place a student gets to see and feel how organized the teacher is and judge how the course will be managed. By creating a welcoming space students will want to be there. When they walk into a professional looking classroom, that is organized and clean, they can feel more comfortable. The workspace should be inviting with just the right amount of color, lighting and course presentations on the walls. As the teacher is designing the classroom, make sure that a collaborative space is included where students can work together in teams and problem solve.



Display/Trophy Cases

Any display/trophy type space that is outside the classroom (or even inside the classroom) should be exciting and student centered. Similar to bulletin boards, this space needs to be well thought out and designed to promote the courses taught, CTE Pathways, and student work. This is an easy way to promote the fun of the course. Many students love the opportunity to show off their well-designed work as well as brag about their accomplishments. This space can be used to promote student achievement and awards as well as promote the CTSO that supports the course among many other great ideas.



Bulletin Boards

Bulletin boards can be the hardest space to fill in the classroom. Thought-out well-designed bulletin boards and wall space can provide students with information about course standards, concepts, and vocabulary. Well organized bulletin boards can promote courses and CTE Pathways offered in the school and help students decide on courses to be taken at later semesters/grades. A teacher can also include career information including types of careers, wages, and other career resources.



Themes and Vocab Walls



Pathways Course to Career Information



Student Spotlight and Career Information

THE COTTONWOOD HIGH
CTE PATHWAYS

ARTS, AUDIOVISUAL TECHNOLOGY

TV Broadcasting Technician, Commercial Photography, Digital Media, Graphic Printing
Classes: TV Broadcasting, Photography, Digital Media, Commercial & Advertising Art, Entrepreneurship, Graphic Communication, Internship
Success Skills: Organization, Dependability, Creativity, Public Speaking, Computer Skills, Communication, Math, Reading

BUSINESS MANAGEMENT & ADMINISTRATION

Customer Service & Management, Office/Administration Support & Technical Support
Classes: Economics, Accounting, Business Management, Entrepreneurship, Business Communication, Business Office Specialist, Digital Media, Graphic Communication, Internship
Success Skills: Organization, Dependability, Public Speaking, Computer, Communication, Math, Reading, Problem Solving

EDUCATION & TRAINING

Pre-K Early Childhood Education
Classes: Child Development, Early Childhood Education, Accounting, Entrepreneurship, Food & Nutrition, Internship
Success Skills: Organization, Dependability, Communication, Math, Reading, Problem Solving, Creativity, Patience

FINANCE

Accounting & Financial Operations
Classes: Accounting, Business Communications, Business Management, Business Office Specialist, Economics, Internship
Success Skills: Organization, Dependability, Communication, Math, Reading, Computer, Problem Solving, Cash Handling, Budgeting, Public Speaking

HEALTH SCIENCE

Exercise Science/Sports Medicine
Classes: Exercise Science/Sports Medicine, Health Science, Medical Anatomy & Physiology, Medical Terminology, Internship
Success Skills: Communication, Math, Reading, Science, Computer, Healthy Habits, Organization, Dependability

Print Resources

Utah CTE has a wealth of resources available to promote your CTE programs and to advocate for CTE.

CTE Career Pathways Charts

- **CTE Career Pathways charts** outline the secondary courses leading to an industry-recognized credential of value and shows the connection to postsecondary education and training.

Region Publications

- **LEA and Region At-A-Glance** documents highlights key CTE datapoints from the previous school year. Share this document with educators, local school board, parents, and your community.

State Publications: Flyers

- **Career Clusters:**
Each flyer highlights Utah CTE data within the 13 Career Clusters.
- **CTE General Information:**
This group of flyers includes the Purpose of Value of CTE, the Utah CTE At-A-Glance, the Utah CTE Fact Sheet, and other flyers highlighting Utah CTE.
- **CTSOs:**
The Career and Technical Student Organization (CTSO) flyers profile the mission, goals, service, and data of each of the eight Utah CTOS.

State Publications: Other

- **College and Career Ready**
The College and Career Ready publications include an 8.5"x11" poster, a 28"x36" poster, a pocket card, and a bookmark.
- **CTE: Preparing Students for College and Career**
This brochure highlights the Utah CTE College and Career Pathways, including quotes from Utah CTE students.
- **Door Banners**
Banners include 13- 24'x74' individual door banners showcasing a Utah CTE student.
- **Pathways and Facts by Career Cluster**
Includes 13- 11"x17" posters highlighting the Utah CTE Career Pathways within each of the 13 Career Clusters. Posters include national and state occupational data.
- **Shift from Vocational Education to CTE**
This infographic illustrates the shift from vocational education to career and technical education. Available in sizes 11"x17" and 28"x36".
- **Students Advocate for CTE: Success Stories**
Thirty Utah CTE student success stories organized by Utah State Board of Education Board Member district.
- **What Is Your CTE Story?**
Use this fillable form to obtain success stories from Utah CTE students in your program.
- **What Students Are Saying about CTE**
This brochure features CTE data and quotes from CTE students in each program area.



Nonprint Resources

Utah CTE Logo

Our state campaign, CTE: Learning that works for Utah, can be used in your efforts to increase support, awareness, and advocacy for CTE. The state logo is available from the CTE Director in your district. [The Authorized User's Guide](#) includes guidelines and information on color schemes and fonts, so you can create customized or complementary materials that reflect the logo brand. Consistent usage and vigilant stewardship are critical in order to effectively establish the CTE brand.

The Utah CTE logo communicates a strong and consistent message about the value of CTE. By using the CTE: Learning that works for Utah logo you are showing you support Utah's efforts to create, implement, and sustain quality CTE programs of study. The logo is available in a range of formats that are appropriate for print and online use.



Learning that works
for Utah

YouTube Videos

There are numerous videos posted on the [Utah CTE YouTube channel](#) to assist you in promoting your CTE program. View the “playlists” tab for the following:

- CTE 101
 - » Advance CTE video
 - » Utah CTE PPT
- Turn Your Dream into a Career
 - » This video series highlights Utah students training in CTE Career Pathways.



NOTES

EVENTS

Recruitment events are a great way to engage students by promoting high-quality CTE courses. Event details are critical to putting on an engaging event. Planning a communication strategy to promote the event is also important. You will need to appeal to the largest possible number of students, instilling in them a desire to know more about the high-quality CTE courses and programs available, and provide them with accessible information that makes it easy for them to follow through in registering for the programs/courses. Remember to be approachable, listen carefully, streamline the information, and follow-up with students who attend the events.

This section includes information about:

- ▶ [Career Fairs, Open Houses, Back-to-School Nights, and Course Fairs](#)
- ▶ [CTE Monopoly](#)
- ▶ [CTE Month/Week/Days](#)
- ▶ [CTE School Program Tours](#)
- ▶ [CTSO Week Activities](#)
- ▶ [Food Truck Day](#)
- ▶ [Lunch and Learn](#)
- ▶ [Parent/Teacher Conferences](#)
- ▶ [Reality Town](#)
- ▶ [Recruiting Assemblies](#)
- ▶ [CTE Signing Day](#)
- ▶ [Summer Camps](#)



Events: Career Fairs, Open Houses, Back-to-School Nights, and Course Fairs

Career fairs, open houses, back-to-school nights, and course/class fairs are large productions designed to impact large volumes of students or other stake holders. Planning for these types of events can take weeks or even months, but the more time you invest the more successful the event will be.

Career fairs are good Work-Based Learning activities, as well as a way to network with industry and possibly involving them in classrooms, advisory boards, and/or possible internship sites for students.

Guidelines on Planning a Career Fair/Open House

Determine the needs and interests of your target audience.

- Do you want it broad and diverse or focused on a particular career area?
- Include businesses that are both large and small.

Determine your budget for the event.

- Advertising
- Door prizes
- Facility costs (tables and chairs etc.)
- Refreshment

Invite local companies to participate.

- Select a company based on relevancy to your audience.
- Compile a spreadsheet/database of contact information for potential participants.

If you have never interacted with a company before, describe to them the benefits of attending, the type of audience that they would reach, how many attendees are expected, etc.

Consider including seminars and workshops on different topics relevant to your target audience.

Choose a location with plenty of space for tables/booths and large enough to accommodate the number of anticipated visitors. Also, consider parking availability.



Guidelines on Planning a Career Fair/Open House (continued)

Prepare a packet for the companies as they arrive to set up. Include:

- Contact information
- Event program
- Location of their table/booth
- Specific instructions
- Wi-Fi login information

Prepare information for participants/attendees:

- Event program
- Handouts, featuring QR codes with additional information
- Map of facility

Advertise the event by using:

- Bulletin boards
- Emails
- Social media
- Video/Audio announcements
- Websites

Staffing — Involve your PTA, student government, CTSOs, or others to assist you during the event:

- Audio visual set-up
- Facility set-up
- Greeters
- Hospitality room
- Signage
- Ushers

You may choose to have an event to showcase the courses/programs at your school, usually targeted to your incoming students from the middle/junior high schools. You are basically trying to sell those students on signing up for CTE classes.

Guidelines on Hosting a Back-to-School Night/Course Fair:

- Follow many of the same guidelines as a career fair, but rather than inviting companies to staff a booth or table, have CTE teachers fill that role.
- Show off the CTE skills students could learn in those courses.
- Use current students and/or CTSO members to assist you in providing interactive activities at a given table/booth.
- Treats, samples of items made, or other prizes may attract prospective students to a given course or content area.



CTE Monopoly

This activity would be great to use during CTE Month. The inspiration for the activity comes from the McDonald's Monopoly game. There are many ways to implement this idea into your recruitment plan. We have provided one option below:

Purpose: To increase student awareness of the CTE program and CTE course offerings in your school. This is a great way for students to get to know the CTE teachers.

Goal: Students try to collect three similar CTE Pathway "properties" by answering CTE related trivia from each CTE teacher in the school.

- Each "set of properties" has a prize attached to it. The first student to collect all three properties wins the prize (e.g. headphones, gift cards, other items that are enticing to students).
- Some of the single property pieces can also have small prizes attached (e.g. candy bar, food item from the school store, if applicable, CTE apparel or swag).
- The grand prize should be something worth the time and effort for a student to try and collect all three property pieces (e.g. iPad, quality headphones, gift card, etc.)



Instructions/Rules:

1. Depending on how many CTE teacher you have, split CTE teachers into similar CTE Pathways or content areas. For example, business, marketing, IT, auto, woods, etc. You will need three teachers that teach similar courses to become one "set of properties." For example, two business and marketing teachers would become the "Park Place" and "Boardwalk" on the board. You can label them by the exact titles you see on the Monopoly game or come up with names that fit your teachers and their content.
2. Create property pieces for students to collect (similar to the McDonald's Monopoly pieces) from each CTE teacher.
3. Each CTE teacher should have a variety of pieces to hand out randomly to each student who answers the CTE trivia correctly.
4. Some property pieces should be easier to obtain than others. The properties attached to the grand prize should be harder to collect.
5. Create rules for the students to follow. For example, students can only visit a CTE teacher's room before and after school.
6. Create trivia questions that would help increase awareness to your program (e.g. which teacher provides an opportunity for students to become certified in Microsoft Office software such as Word, PowerPoint, and Excel? What does CTE stand for? What CTE Pathway would you be interested in as a student and why?)
7. If students do not know the answer, allow them to go find the answer and come back.



CTE Month/Week/Days

CTE Month is a public awareness campaign that takes place each February to celebrate the value of CTE and the achievements and accomplishments of CTE programs across the country. Utah celebrates CTE Month each year and Utah CTE provides a wealth of resources and information that schools can use to showcase CTE in Utah's middle/junior highs and high schools.

CTE Month – Celebrating CTE Month throughout February will add spirit to your school and classroom and will strengthen morale.

CTE Week – Choose a week to highlight the CTE programs in your school.

CTE Days – Choose a day and give students a chance to explore the [Utah CTE Career Pathways](#) to learn about related careers they can pursue.

During CTE Month [Career and Technical Student Organizations](#) (CTSOs) often have a week aside to encourage their members to give back to their communities through activities, presentations, and recognition.

Ask CTSO members to setup a table, in a commons area, to showcase their respective CTSO to highlight:

- Community engagement
- Leadership opportunities
- Skill development activities
- The organization

CTSO state officers are invited to attend the “CTE Day on the Hill” event at the Utah State Capitol. Although you must be an invited guest to participate in this annual event, you can highlight this event in your school and encourage students, who are not associated with a CTSO, to become a member. Encourage students to talk to a chapter CTSO advisor in your school to get further involved in a CTSO that supports the CTE Pathway they are participating in. Students can explore the eight CTSOs, learn about CTSO leadership opportunities, and discover how to become a state officer.

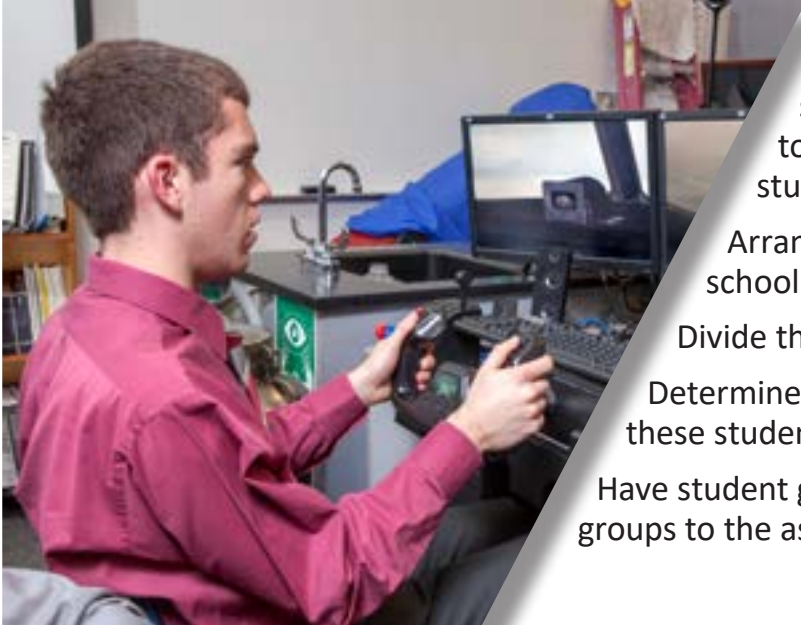
CTE Month Publications and Resources:

- [Announcements](#)
- [CTE Facts](#) — Information highlights CTE in Utah and nationally.
- [Marketing](#) — Includes tips and ideas for promoting CTE at the local level—[district](#), [school](#), and [classroom](#).
 - » [28 Things to Do During CTE Month](#)
This calendar outlines tips and ideas for each day in February to promote CTE.
- [Resources](#) — Includes CTE Month planning calendar, certificate of participation, marquee notification, and CTE testimonial form.



CTE School Program Tours

Another way to expose incoming middle/junior high school students to your high school CTE programs is to bus them to your school and tour them through your schools CTE programs/classes.



Determine how many incoming students are expected and from which feeder schools. Feeder schools need to provide chaperones to accompany each group of visiting students.

Arrange for bussing those students to your school.

Divide them into small groups.

Determine which CTE classrooms you want these students to visit.

Have student government, CTSOs, or PTA guide the groups to the assigned classrooms.



Ask CTE teachers to be prepared with an interactive activity, in their classroom, for the visiting students.

- Use current students in the class to teach/demonstrate one or more interactive activities with the visiting students.
- Provide information about the class such as any prerequisites, etc.
- Buses are your major expense for this activity, but your return on investment is high.

CTSO Week Activities



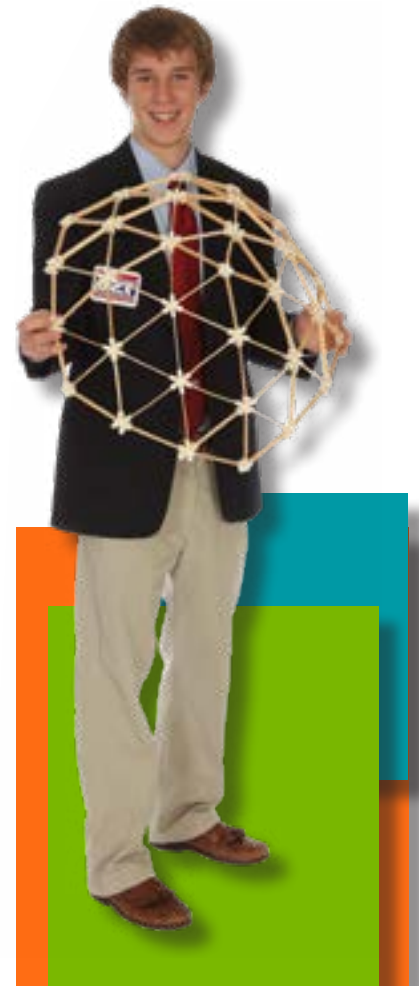
Each CTSO has a week in which they promote their organization. The actual dates vary but in general [FCCLA](#), [FFA](#), [FBLA](#), and [SkillsUSA](#) are in February. [HOSA](#) and [DECA](#) are generally in November. [TSA](#) is in October. [Educators Rising](#) is in February.

Each CTSO has multiple ideas, resources, and prompts to help you plan a week that showcases the experiences, competitions, and benefits of your CTSO.

Have the officers in your CTSO lead the planning for the week. Discuss with your administration how you can market the events of the week. This could be done with a video on the school announcements, CTSO social media, or by putting posters on the walls.

Examples of activities include:

- Creating and displaying career boards/posters for students to look at during lunch or before/afterschool.
- Having members dress up in the colors of their CTSO.
- Playing a trivia game during lunch highlighting the CTE programs your CTSO covers. (Include small prizes — e.g. candy, pencils, etc. — for the winners.)
- Planning a career dress up day, where members dress up in career attire representing the CTE programs within their CTSO.
- Planning and participating in a community service day.
- Having an alumni dinner/event where alumni talk about the opportunities they have had because they were a part of the CTSO.
- Showcasing CTSOs with events such as:
 - » FCCLA — Going to an elementary school and reading to the students and/or demonstrating the importance of healthy snacks.
 - » FFA — Hosting a petting zoo.
 - » HOSA — Hosting a blood drive.
 - » SkillsUSA — Having a paper airplane contest or a virtual welding demonstration during lunch.



Food Truck Day

Food Truck festivals are a sought after, well attended, event across the country. You can simulate the same type of festival with a similar draw of attendees in your school or district.

This can be done in conjunction with multiple programs including business, finance and marketing, culinary arts, food science, dietetics and nutrition, graphic design and communication, and agriculture. This event is to showcase each of these programs in the creation of a food truck business.

Students work in groups to create a business and marketing plan, a unique and interesting menu (which could include locally sourced meats and produce) and the design and display for the menu and the food truck itself as well as the interior design and equipment needed.



On the day of the event students create a “booth” with their business and marketing plan, a sample of an item on their menu, a display of what their menu and food truck would look like, and the interior design of the food truck.

Parents, family, and friends attend the event sampling food and talking with students about their food truck design, menu, marketing and business plan. The event could also be open to the public, where they can purchase the food at the booths and learn about the idea behind the food truck.

As attendees move through each of the “booths” they vote for their favorite food truck, which could consist of different categories of food trucks, e.g. overall, vegan/vegetarian, dessert, or most unique. The possibilities are endless and can be catered to the intent of the event.

The purpose is to not only to showcase what the students are doing in their courses but to also promote each program involved in the event. The best promotion to other students is their peers.



Lunch and Learn

This event can be used in several ways.

1. Introduce the school administration, counseling staff, and/or other teachers to your program. Have students prepare the food for the lunch and present during the lunch about the program. This could include:
 - What they have learned in the program.
 - Structure of the CTE Career Pathway.
 - Future job or internship opportunities.



2. Use this event to invite industry professionals to share, with students and school staff, highlights about the industry.

Ask professionals to share the outlook of the industry, potential jobs for students, and what employers are looking for in a new hire.



The lure of the Lunch and Learn event is that the guests are provided with a lunch and you as CTE staff have a captive audience to teach and inform.



Parent/Teacher Conferences

Traditionally, parent/teacher conferences are a face-to-face tool used to communicate student academic progress and social behavior within a given course to the parent (or guardian) and/or the student. While you have a captive audience, a CTE teacher could also use this as an opportunity to:

- Guide a student into the next course progression within a CTE Pathway or into a different CTE Pathway based on student strengths and interest.
- Encourage participation in a Career and Technical Student Organization (CTSO).
- Showcase your classroom, lab, or shop. This includes the general environment, as well as student projects or work.
- Showcase to the parent or guardian the specific projects or work performed by their student. Relate these skills to the next step in the student's progression to a career.
- Connect with the parent or guardian as a possible classroom resource, particularly if they have a career related to your class content.



CTSOs could also use this time to setup tables/displays to promote and recruit for their organization. This could include demonstrations of CTSO competitive events, fundraising activities, and service projects.

Reality Town

Reality Town is an educational program that gives realistic financial experience to middle school/junior high school students – particularly 8th and 9th graders. This is a two-hour simulation held in a large gathering area such as a gym or cafeteria. Prior to beginning the activity, students are assigned a spouse (or not), and children of various ages. Students can either choose a job they would like to do, or could randomly be assigned a job, and see if they can support their assigned family on that salary. Students learn about loans, tax withholding, and other financial principals. Students move around the space and pay for housing, food, clothing, entertainment, etc., while staying within what they earn from their chosen career. It is like a giant game of “Life”. You will need several adult volunteers to help. Utilize teachers, administrators, and PTA to assist. This activity takes a bit of pre-planning and organization. Give yourself plenty of time because it will be worth it. Visit the [Reality Town](#) website for more details.



Recruiting Assemblies

Organizing an assembly for a grade level can be a great way to recruit students into your program. This kind of project is not for the faint of heart. Several scenarios exist in which a recruiting assembly can benefit your program.

- You are teaching in a comprehensive high school and would like to generate interest in the junior high schools for incoming 9th or 10th graders.
- You are teaching in a CTE magnet or tech center and do not have regular access to students in the incoming grades.
- You are wanting to start a new program and need to show many students at the same time about the program offerings.

Many other scenarios could also benefit from a promotional assembly, however, the scenarios above have a proven track record of seeing increased course requests tied to this kind of recruiting activity.

Setup:

Identify the message you want to share and create a timed outline for the activities and transitions for your event. Clearly identify why you want to present an assembly and set a goal for what you hope to gain in terms of recruitment. A good practice for any recruiting plan is to understand the level of effectiveness of the effort. You will want to devise some way to collect information from participants, and especially recruits. Do this prep work in a collaborative environment and have it ready for review when you ask the principal for time to present the assembly.

Schedule an appointment with the school principal to discuss the possibility of presenting an assembly. Make sure you understand your requirements (i.e. power, A/V, lighting, etc.) During the appointment you will want to have a proposed assembly length, but be gracious about whatever length of assembly is offered. You will also want to discuss why you think an assembly is going to help you reach your goal.

Assuming you have been granted the assembly, assemble your program and prepare materials to drive students to attend the assembly. The last thing you want is to show up and present to yourself.

On the day of the event, arrive early enough to set up and test your gear. It's best to get to know the custodial staff or stage crew who might be handling your A/V and lights. (After the assembly, be sure to thank the administrative staff for supporting your event!)

Things to consider:

- Call-to-action
 - » "Ask your counselor for guidance when registering."
 - » "This is how you register for the class."
- Contests
- Give-aways
- Interactive activities
- Walk-in music



CTE Signing Day

CTE Signing Day can be done several ways and is a GREAT opportunity to spotlight what your CTE department is doing! This is a specifically pre-planned day that you have students sign their commitment to a CTE Pathway or career.

Some overall suggestions for CTE Signing Day are:

- Get your principal to “declare” the day CTE Signing Day. Sponsor something schoolwide. (e.g. donuts at lunch – a lot of donut shops will give you their end of day goodies and they freeze well; a CTSO showcase area with a punch card – the students show off their work, students get punches and turn them in for a prize; CTE Dance Day at lunch – get a DJ; etc.)
- Talk to your mayor and have him/her declare within your city CTE Signing Day. Have mayor write a letter of declaration and post it everywhere!
- Bring industry into your school for the event.

High School: CTE Letter of Intent Signing Day for CAREERS

This can be done at your school to celebrate students who make a commitment to enter an in-demand career or occupation directly from high school.

Great websites with examples:

- [NC3 – Signing Day](#)
- [Signing Day 2020 Flyer – Save the Date](#)
- [Texas Workforce Commission – Signing Day](#)

This is a great opportunity to give away SWAG! You can either use your CTE swag or have your industry partners bring items to give away, especially if a student is making a commitment to one particular industry partner.

High School: CTE Letter of Intent Signing Day for COLLEGE

This can be done at your school to celebrate students who make a commitment to technical education or career pathways leading to in-demand careers and occupations.

Great website with examples:

- [Linn-Benton Community College – Signing Day](#)
- [Northern Iowa Area Community College – Signing Day](#)
- [Rogue Community College – Signing Day](#)

This is a great opportunity to give away SWAG! You can either use your CTE swag or have each postsecondary institution bring items to give away, especially if a student is making a commitment to one particular college, university, tech school, etc.



CTE Signing Day (continued)

High School: CTE Decision Day for COLLEGE in UTAH

This can be done in conjunction with Utah College Application Week (UCAW). If you are not registered as a UCAW school, talk to your head counselor and get registered!

The end of a students' senior year is often centered on celebrating their graduation from high school. Decision Day is intended to also celebrate their decision to attend an institution of higher education. While National College Decision Day is May 1, anytime in May would be appropriate for this activity. It is easy to honor every senior's postsecondary plans, whether that includes a 2-year or 4-year college degree, military or religious service, or a technical certificate.

Ideas for College Decision Day

- Have a large schoolwide event, inviting student groups from the local college or university to talk about "first year" programs and what it's like to be a student.
- Organize a College Decision Day assembly.
- Have a large carnival-type celebration with activities, games, and a dunk-tank for the school administration.
- Keep things casual by having a quick morning or lunchtime event. Invite seniors, their parents, underclassmen, faculty, and counselors to mingle in the cafeteria for 30-45 minutes. Hosting this event in the morning, prior to 1st period, won't interfere with many events, and working parents can stop in on their way to work. Doughnuts, bagels, muffins, juice and coffee makes it a celebration without spending too much money. Invite the principal to say a few quick remarks about how proud he/she is of the seniors and all their wonderful accomplishments.
- Encourage students and faculty to wear college T-shirts, college colors, or other gear.
- Hang up a picture of each senior and include their postsecondary plans and perhaps also a quote, yearbook-style. Or, have seniors fill out a blank pennant with their name, their college, and any major or career plans.
- Play college fight songs at a table where students can write thank-you notes to teachers or faculty who have helped with their college applications.
- Have a photo wall backdrop where students can take pictures to upload to Facebook, Twitter, or Instagram and encourage use of your own hashtag or use UCAWs #DecisionDay hashtag.
- Create a bulletin board or wall map with names of students and where they are going to college. For example, "Where Is the Class of 2021 Going?"



Summer Camps

Summer camps offer interactive learning experiences to elementary, middle/junior high, and high school age students. They are usually sponsored by educational companies/institutions, postsecondary institutions, or business and industry.

Educational company/institution sponsored camps

STEM camps provide interactive career related learning activities to include, but are not limited to:

- 3D Design and Printing
- Art Design
- Coding
- Cybersecurity
- Game Development
- Robotics
- Video Production
- Virtual Reality

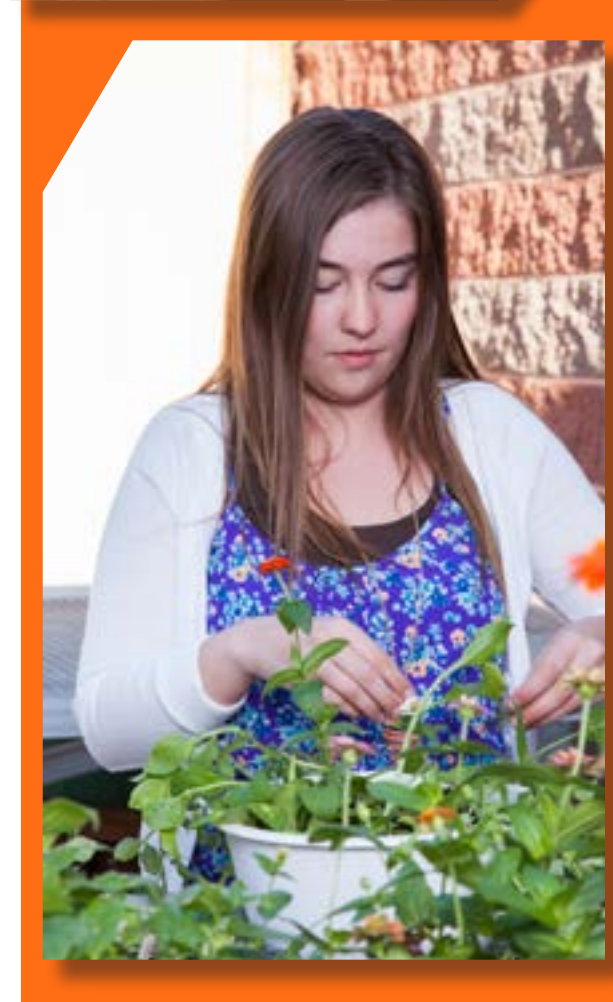
Postsecondary institution sponsored camps

Technical colleges, community colleges, and university departments may choose to offer summer learning programs on their campuses during their summer break. This is a win-win for both student and institution as it is not only an educational opportunity but also a recruiting tool. Check with your local postsecondary institution to see what they offer over the summer for your students that would also enhance your CTE program.

Business/Industry sponsored camps

Local industries are looking to attract students as potential future employees and may sponsor summer learning opportunities. Some examples of businesses that have previously sponsored these types of opportunities include:

- Discovery Space Center
- Intermountain Health Care
- Ken Garff – Code to Success
- Sundance
- Thanksgiving Point
- Utah Business Week



NOTES

CONCLUSION

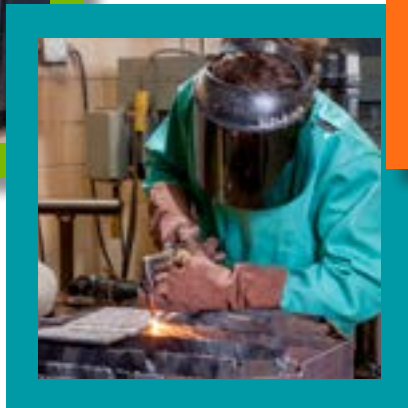
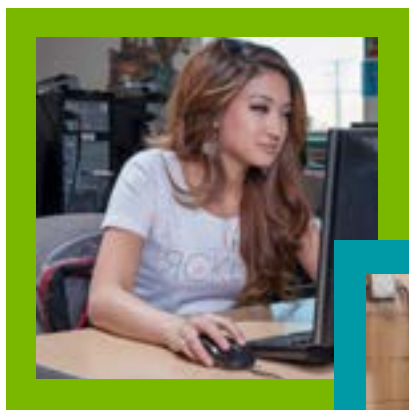
Use this Recruitment Guide to help you think differently about the strategies you use to market your CTE programs and recruit students. Remember what attracts and entices one prospective student to inquire, apply, and enroll will not be the same strategy that attracts another student.

The goal of education is to provide students with access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value. Share these opportunities in every way you can so students are ready for their futures. Help students turn their dreams into a career.

Remember:

- Don't tackle every strategy all at once. Pick a few ideas to start with and build your toolkit of strategies every year.
- Refine what you do each year. Stop doing what didn't work last time – or refine it so it's better next time.
- Keep your resources up-to-date.
- Make sure your CTE Career Pathways and courses are of high-quality so students will want to participate.
- Never stop recruiting!

Now get out there and try something new!



CONTACT US

We're here to support you with your recruiting goals and objectives. As you use this [Recruitment Guide](#), and implement the strategies outlined in the pages above, let us know if you have questions. You can contact us by phone or by email.

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> Natural Resource Science

> Plant Science

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