



Greetings IAED Advisory Group Members,

Happy spring to all of you! We hope you will join us for our first of two IAED Advisory Group Working Sessions this **May 19 at 4:00 p.m. ET**. During this meeting participants will hear about the IAED work ACTE has been doing, but more importantly it's an opportunity for you to provide feedback on content direction and goals for continued IAED webinars and work. Please join our meeting via this [Zoom link](#) (Meeting ID 870 3228 5680; Passcode 490420; Mobile call-in option +1 301-715-8592).

We are excited to share information on several upcoming events, opportunities and resources for advancing IAED in career and technical education (CTE):

- Please consider applying for one of the many [2023 ACTE board of director positions](#) during the nomination period that is now open through **June 15** (see story below).
- Join us for the next IAED webinar, "[Global Competence as a Lens to Create Inclusive Learning Environments](#)" on **June 21 at 10:00 a.m. ET**, and watch and share our most recent [IAED webinars on-demand](#), especially:
 - "Isms in the Classroom: Student Perspective": Racism, classism, sexism and ableism are but a few of the "isms" that prevent students from inclusion and access to high quality CTE. This webinar is a continuation of the conversation from two webinars held in 2021 from CTE professionals' point of view.
 - "Elevating Learner Voice in CTE": The learner voice is often neglected when decisions are made about CTE programs, even though learners themselves are affected directly by these programs and have invaluable first-hand experiences. This webinar shares information and tools that can help CTE programs engage learners and elevate learner voice in CTE program assessment and improvement activities.
- Check out this new article: "[Inclusive Strategies in CTE Courses Improve Student Engagement](#)"
- Early bird rates are now available for [ACTE's CareerTech VISION 2022](#), taking place this **Nov. 30–Dec. 3** at the Las Vegas Convention Center in Las Vegas, Nevada. We are currently going through submitted session proposals and organizing our best program agenda yet to include numerous IAED in CTE sessions. Watch for the unveiling of the full program in June!

Read on for the latest information on ACTE's IAED information and resources.



Announcing the 2022 IAED Mentors & Mentees

ACTE is excited to share this year's class of mentors and mentees for the 2022 Inclusion, Access, Equity and Diversity (IAED) Mentorship Program, sponsored by IMAGO, which provides yearlong leadership development to ACTE members interested in IAED issues in CTE. The mentors and mentees in the program will participate in monthly check-in calls and attend webinars that focus on IAED issues. [Learn more](#) about the program and meet this year's group of mentors and mentees.



Stephen Weltsch and Amy Lorenzo from the first cohort of the IAED Mentorship Program meet for the first time in-person at West-MEC in January 2022!

Help Cultivate IAED in CTE at ACTE

Please consider helping the association demonstrate its core IAED values by serving as a member of [ACTE's board of directors](#). Applications for the following 2023 board positions are now open through **June 15**.



- President-elect
- Region I Vice President
- Region V Vice President-elect
- Administration Vice President-elect
- Counseling and Career Development Vice President-elect
- Engineering and Technology Education Vice President
- Health Science Education Vice President-elect
- Postsecondary, Adult and Career Education Vice President
- Trade and Industrial Education Vice President

[Learn more and apply!](#)

Spanish Translations of CTE Advocacy Tools

ACTE has recently translated two of its key informational and advocacy infographics into the Spanish language. These resources provide an evidence-based overview of CTE's impact on student achievement, education and employment outcomes, and the skills gap and economy. We encourage you to share these fact sheets with Spanish speakers currently involved or new to CTE as well as those who interact with the Spanish-speaking community, including: students and families; educators, counselors and administrators; and federal, state and local education and workforce leaders. Find these resources [here](#), and see images below.

What is CTE? -- Spanish-Translated Version

CTE Works -- Spanish-Translated Version

Read & Write for Techniques: The Diversity Issue & 2022-23 Editorial Calendar

In the April *Techniques*, writers offer strategies to recruit diverse students in high-wage, high-demand CTE fields of study.

We are also delighted to announce the [2022-23 editorial calendar](#) with the publication of eight print issues of *Techniques*. Please review the themes and consider submitting an article covering IAED in CTE programming, best practices and more. Contact [Lia Milgram](#), managing editor, with questions or story ideas.



Read Techniques

New Inclusive Language Guide

Check out ACTE's new [Inclusive Language Guide](#) that appears in the April issue of *Techniques*.

INCLUSIVE LANGUAGE GUIDE

Words are powerful. Communication is one of the most essential tools for success in education and the workforce, and in life. As career and technical education (CTE) seeks to empower all learners, we're challenging ourselves to choose language that celebrates our differences and makes everyone feel included.

We acknowledge that this list of resources is not exhaustive, nor will it ever be complete. Language evolves. And we welcome your feedback.

ACTE's Inclusive Language Guide is available for *Techniques* readers and CTE faculty to download and consider. acteonline.org/tech-inclusive-language-guide

AGE

Regardless of age, terms such as person and individual are always appropriate. Refer to individuals' age only if it is relevant to the story or the purpose of the writing.

- Individuals under the age of 18 can be referred to as children, youth, adolescents, girls, boys, young men, young women, young people, learners and/or students; they should not be referred to as kids.
- Individuals over the age of 18 can be referred to as adults, people, women, men, students, learners, educators, partners and stakeholders.
- Individuals over the age of 65 can be referred to as older adults, older people, women, men, students, learners, educators, partners and stakeholders; they should not be referred to as the elderly, aging or senior citizens (APA Style, 2021a).

DISABILITY

Refer to individuals' disabilities only if it is relevant to the story or purpose of the writing. Further, understanding that people with disabilities express a range of opinions regarding person-first and identity-first language, all communications should reflect this nuance.

However, "It is permissible to use either approach or to mix person-first and identity-first language, unless or until you know that a group clearly prefers one approach, in which case, you should use the preferred approach. Mixing this language may help you avoid cumbersome repetition of 'person with . . . ' and is also a means to change how authors and readers regard disability."

Identity-first language

Identity-first language "allows the individual to claim the disability and choose their identity rather than permitting others (e.g., authors, educators, researchers) to name it or to select terms with negative implications." (e.g., a blind person) (APA Style, 2021b).

- Many in the deaf community prefer identity-first language and may capitalize Deaf "when referring to a particular group of deaf people who share a language and a culture." Avoid the term hearing impaired (National Association of the Deaf, 2022).

Person-first language

Person-first language emphasizes the person over the disability (e.g., a student with epilepsy).

- Do not use negative and/or condescending terminology, such as wheelchair-bound; say instead, wheelchair user. Likewise, avoid terms that can be regarded as slurs, such as cripple or nuts.
- When discussing individuals with developmental and/or intellectual disabilities, don't use hierarchical labels such as high functioning or low functioning. Likewise, avoid euphemisms, such as special needs and physically challenged. Preferred terms include disabled person, person or student with a disability, person with a mental illness, deaf person, autistic person (APA Style, 2021b).

RACIAL AND ETHNIC IDENTITY

Consider how you can "strive to accurately represent the world and its diversity. Often, [race] is an irrelevant factor and drawing unnecessary attention to someone's race or ethnicity can be interpreted as bigotry. There are, however, occasions when race is pertinent." The Associated Press (2022) and APA Style offer valuable guidance on reporting and writing about issues involving race.

- African American takes no hyphen.
- Avoid euphemisms such as anti-Asian sentiment. Alternatives may include anti-Asian bias, anti-Asian harassment, anti-Asian comments, anti-Asian racism or anti-Asian violence, depending on the situation.
- Asian American takes no hyphen.
- Black is capitalized, but white is not (Associated Press, 2020).
- Do not use Caucasian as a synonym for white, unless in a quotation.
- Do not use either Black(s) or white(s) as a singular noun. For plurals, phrasing such as Black people, white people, Black teachers, white students is preferable when clearly relevant.
- Capitalize Indigenous and Native American as appropriate. Use unless referring to language in legislation and education datasets that uses American Indian.

Sincerely,
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