

## Manhattan Strategy Group Career Pathways Project Style Guide

Project team members will follow this style guide for all project documents. It serves to inform project team members of proper grammar and to provide them with writing tips, to ensure that team members write project materials correctly and consistently. Use this style guide for all project documents whether intended for distribution to the Department of Education or for distribution to the public, unless otherwise instructed.

### RESOURCES

**References and citations:** Use the *Publication Manual of the American Psychological Association*, Sixth Edition (APA) for all references and citations.

**Punctuation:** Use APA Chapter 4 for punctuation. Use *The Chicago Manual of Style*, Sixteenth Edition (CMOS) Chapter 6 for punctuation questions the APA does not address.

**Spelling and definitions:** Use the *Merriam-Webster's Collegiate Dictionary* for spelling or definitions.

**Vertical lists** (numbered and bulleted lists): Use CMOS guidelines 6.121 through 6.126 for punctuating vertical lists.

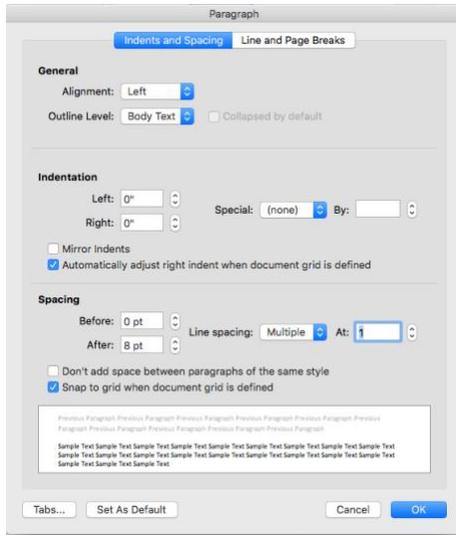
### FORMATTING

**Title page, headings, and sub-headings:** Use the templates starting on page 6 for formatting the title page, main heading and sub-headings, table headings, figure captions, appendix, and figure captions.

**Text font:** Use black Times New Roman (TNR) 12-point font for narrative text.

**Margins:** Use a 1" margin for the top, bottom, and sides of all documents.

**Paragraph spacing:** Do not indent paragraphs. Single space narrative text; set paragraph spacing at 0 pts before and 8 pts after paragraphs.



**Justification:** Left justify all documents.

**Page numbers:** Number each page and place page numbers in the bottom right corner in black TNR 8-point font and without additional text such as *page 1 of xx*.

## GRAMMAR, PUNCTUATION, CAPITALIZATION, ETC.

**Contractions:** Do not use contractions; spell out all phrases.

**Serial comma:** Use serial (Oxford) commas in a list (i.e., the comma before the word *and* or *or* at the end of the list).

**Spaces:** Use one space after a colon or end punctuation (period, question mark, exclamation point).

**Ranges:** Use an en dash (mid-size dash) with no spaces to indicate number and date ranges (January–February, Grades 9–12).

## Titles

**People:** Capitalize an individual’s title only when the title occurs directly prior to their name (Senior Research Analyst Sarah Barnett is responsible for coordinating research for the project). Otherwise, use lowercase (Chris Latham serves as the initiative project director). Do not capitalize phrases that describe someone’s job, tasks, or duties but are not someone’s official title (i.e., trainer, evaluator, director, etc.); only capitalize specific professional job titles.

**Groups and projects:** Capitalize Manhattan Strategy Group (MSG) groups and projects when referring to the specific groups or projects, such as the Career Pathways Network or the Leadership Academy.

## Works

Capitalize the first letter of most words in the specific full name of a paper, case study, quality assurance plan, technical assistance guide, etc. (*Leadership Academy Communications Plan*). Do not capitalize pronouns, articles, or conjunctions, except when they are the first word in a title (*A Collective Overview of the States' Progress*). Use lowercase when making a general reference to a paper, case study, quality assurance plan, or technical guide, (*the communications plan for the Leadership Academy*).

Italicize the title of a publication that has chapters, articles, or other divisions, such as a book, journal, newsletter, or magazine, (*Moby Dick*).

Enclose the title of a shorter publication or a section of a longer publication, such as articles, chapters, or poems in double quotation marks ("Key Principles of College and Career Readiness").

## Lists

### Vertical lists

For numbered lists, use Arabic numerals for primary items and lowercase Roman numerals for secondary items. Numbering a list implies that the order of list items is significant.

For bulleted lists, use solid black dots for primary items and hollow black dots for secondary items. Use a bulleted list if the order of list items is not significant.

Indent vertical lists five spaces from the left margin. Ensure that items in a vertical list are parallel; for example, all noun phrases or all verb phrases, but not a mixture of noun and verb phrases.

**In-text lists:** For seriated in-text lists, enclose each number or letter in parentheses [(1) or (a)].

**Tense, voice, and person:** Use present tense and active voice as often as possible; they make documents more engaging and easier to read. Do not use personal pronouns like *I* and *we*; instead, use *the MSG team* or similar phrases.

**Numbers:** Spell out numbers zero through nine; use numerals for numbers 10 and greater. If a sentence contains both, use numerals for all numbers in that sentence.

**Dates:** Include the year in all dates in project materials, in order to maintain an accurate reference point. When writing a month/day/year date in text, place a comma between the year and the next word (*January 1, 2020, was a significant date*). Do not capitalize season names (*winter, spring, summer, fall, autumn*).

**Areas of study:** Do not capitalize the name of an area of study unless the name is otherwise a proper noun (career and technical education, English, math, science, social studies, art, music).

## PROJECT ACRONYMS, SHORT FORMS, AND SELECTED TERMS

**Degree names:** Use this form for degree names: Master of Arts degree in education from The George Washington University.

### Acronyms

Spell out all acronyms at first use and enclose the acronym in parentheses immediately after first spelling it out. Apply this rule to state names as well. Do not capitalize the first letter of each word in the phrase unless the phrase is a proper noun [career and technical education (CTE), United States Department of Labor (DOL)]. Use the acronym in all subsequent occurrences in the same document, including at the start of a sentence and paragraph. Do not use an acronym if it will appear fewer than three times.

To form the plural of an acronym, place a lowercase *s* at the end of the acronym (SMEs); to form the (singular) possessive of an acronym, place an apostrophe and *s* at the end of the acronym (MSG's).

Below is a list of common acronyms for this project. Note the capitalization for each example.

- adult basic education (ABE)
- Alliance for Quality Career Pathways (AQCP)
- Association for Career and Technical Education (ACTE)
- career and technical education (CTE)
- career pathways (CP)
- Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)
- Division of Academic and Technical Education (DATE)
- Employment and Training Administration (ETA)
- Jobs for the Future (JFF)
- Leadership Academy (Academy, LA)
- learning management system (LMS)
- local education agency (LEA)
- Manhattan Strategy Group (MSG)
- National Association of Workforce Boards (NAWB)
- National Governors Association (NGA)
- National Research Center for Career and Technical Education (NRCCTE)
- networked improvement communities (NICs)
- Office of Career, Technical, and Adult Education (OCTAE)
- Pathways to Results (PTR)

- performance work statement (PWS)
- Perkins Collaborative Resource Network (PCRN)
- program of study (POS)
- Regional Educational Laboratory (REL)
- Southern Regional Education Board (SREB)
- state education agency (SEA)
- statement of work (SOW)
- subject matter expert (SME)
- Technical Assistance (TA)—when used to refer to a project deliverable
- Trade Adjustment Assistance Community College and Career Training (TAACCCT)
- Transformative Change Initiative (TCI)
- U. S. Department of Education (ED)
- U. S. Department of Health and Human Services (HHS)
- U.S. Department of Labor (DOL)
- U.S. Department of Transportation (DOT)
- Workforce Innovation and Opportunity Act (WIOA)

### Selected Terms

- website: not Website, web site, or Web
- postsecondary: do not hyphenate
- check-in: hyphenated as a noun or adjective (*check-in was quick and painless; go to the check-in desk*)
- check in: not hyphenated as a verb (*I'll meet you when we check in at the hotel*)
- biweekly/bimonthly/etc.: can mean either twice in a period or once every two periods; instead of *bixxxx*, use a more specific phrase

Do not capitalize the following words and phrases unless they are part of the official title of a document, deliverable, or event:

- administrator
- career pathway(s)
- coach
- deliverable
- director
- subject matter expert

## DESIGN OF PROJECT MATERIALS

**Deliverables:** Match the number, title, and capitalization of the deliverables to what is printed in the statement of work.

**Examples:** Follow the examples on pages 6–9 for cover sheets, headings, tables, captions, etc.

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# TECHNICAL ASSISTANCE FOR IMPLEMENTING CAREER PATHWAYS SYSTEMS INITIATIVE

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Draft Leadership Academy Communication Plan

ED-VAE-15-D-006

Deliverable: 2.2.a Draft and Final Outreach and Communication plan



JANUARY 25, 2020  
MANHATTAN STRATEGY GROUP

## **I. PURPOSE OF THE PLAN**

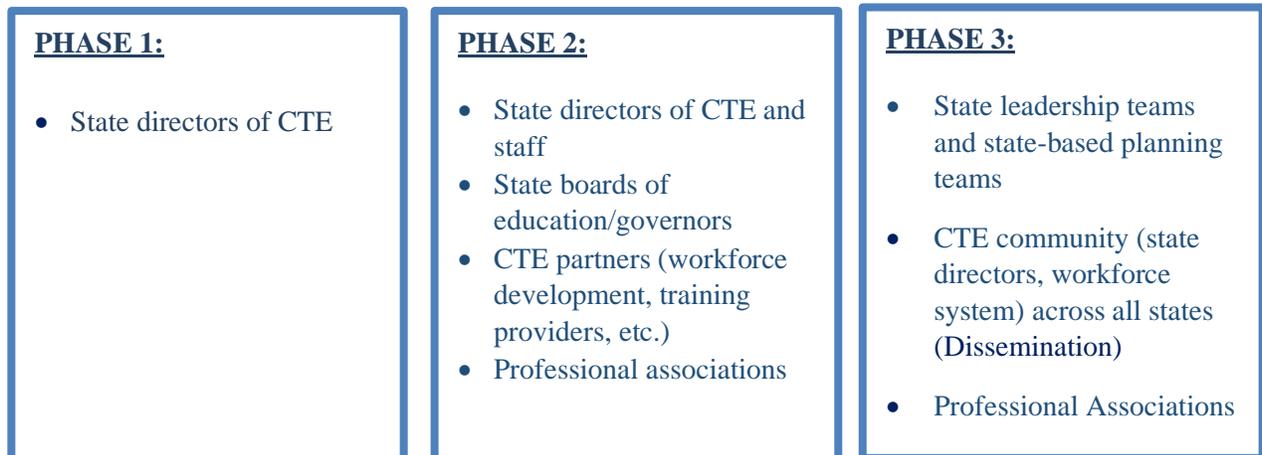
Increasing the knowledge of secondary and postsecondary career and technical education (CTE) leaders is critical to the Office of Career, Technical, and Adult Education (OCTAE). With the passing of the Workforce Innovation and Opportunity Act (WIOA) and the need to address a mounting skills gap and income inequality, OCTAE is developing a Leadership Academy to ensure that CTE leaders have the skills to integrate and implement career pathways into their state systems.

### **Goals**

The overarching goal of the communications plan is to design and implement an outreach strategy to increase awareness and uptake among CTE state secondary and postsecondary leaders in the Academy. In order to accomplish this, the MSG team will approach communications in three distinct phases.

**Table 1. Sample Themes and Names**

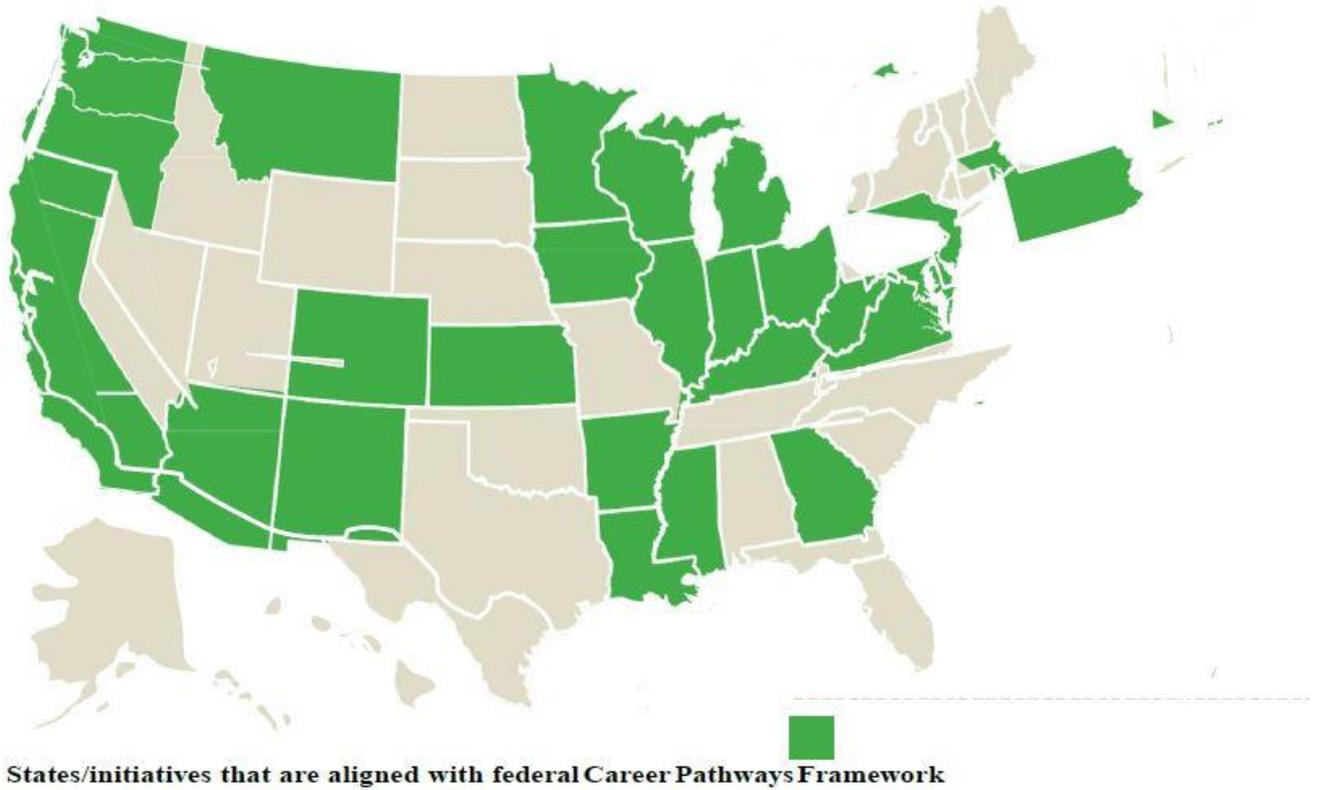
<b>Theme</b>	<b>Explanation</b>	<b>Names</b>
<b>ImPACT</b>	Acronym that encompasses the action of implementation of career pathways; outcomes focused	<ul style="list-style-type: none"> <li>• ImPACT ED –Implementation of Pathways and Career and Technical Education (project name)</li> <li>• ImPACT Academy (Leadership Academy name)</li> </ul>
<b>Design thinking</b>	Human-centered design and problem solving; ties in with TA and Leadership Academy approach	<ul style="list-style-type: none"> <li>• Career Pathways Design Enterprise (project name)</li> <li>• Designing Career Pathways Collaborative (project name)</li> <li>• Career Pathways Design Academy (Leadership Academy name)</li> </ul>
<b>Scaling</b>	Widens the view of career pathways implementation; aligns with approach in TA and Leadership Academy	<ul style="list-style-type: none"> <li>• Scaling Pathways (project name)</li> <li>• Scaling Up Career Pathways (project name)</li> </ul>
<b>Intersection/ putting pieces together</b>	Building on the Advancing CTE in State and Local Career Pathways System Initiative to deepen the field’s understanding and connections between CTE’s POS and career pathways	<ul style="list-style-type: none"> <li>• CTE Pathways Convergence (project name)</li> </ul>



**Figure 1. Audience Targets**

# I. APPENDICES

## APPENDIX A: Federal Career Pathways Framework Map



*Source: CTE IDIQ Performance Work Statement*