

# ACTE Quality CTE Program of Study Framework



## Element 6: Access and Equity

The ACTE Quality CTE Program of Study Framework™ (2018 version) and companion self-evaluation instrument is an evidence-based framework defining high-quality CTE. With more than 90 criteria organized under 12 elements, the Framework captures the full range of activities across a CTE program of study that are essential for quality. Access the complete framework, the self-evaluation instrument and resources that support success within each element at [www.acteonline.org/high-quality-cte](http://www.acteonline.org/high-quality-cte).

### Criteria Under the Access and Equity Element

*This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).*

- a. The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.
- b. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.
- c. Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.
- d. Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
- e. Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.
- f. Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.
- g. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students, including special populations.



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### Additional Criteria Relevant to Access and Equity

The Framework criteria are designed to be mutually exclusive to ensure that programs are not doubly rewarded or punished for criteria that they have or have not implemented. However, the following criteria from other elements of the Framework can add relevance to an assessment of progress on the Access and Equity element.

- *Sequencing and Articulation*: A criterion about providing articulated credit opportunities that help students progress to the next level of education, which have demonstrated positive outcomes for historically marginalized students (f).
- *Student Assessment*: A criterion about using multiple forms of assessment, which enable students with differing abilities and learning styles to demonstrate their knowledge and skills (d).
- *Prepared and Effective Program Staff*: Criteria about professional development and administrator supports to help staff improve access and equity in CTE programs of study (d, f).
- *Engaging Instruction*: Criteria addressing flexible and differentiated instruction for diverse learners and classroom management that builds a culture of respect (f, g).
- *Facilities, Equipment, Technology and Materials*: A criterion about maximizing student access to facilities, equipment, technology and materials (f).
- *Business and Community Partnerships*: A criterion about establishing partnerships with a diverse range of stakeholders (b).
- *Student Career Development*: Criteria describing the need for comprehensive career information and development activities, including personalized career planning, for each student (a, b, d, e, f, g).
- *CTSOs*: A criterion describing the expectation that each student will have access to a CTSSO at some during their program of study (a).
- *Work-based Learning*: Criteria addressing the expectation that each student will have access to work-based learning during their program of study and describing procedures that help ensure this access (a, f).
- *Data and Program Improvement*: Criteria about the importance of disaggregated student data in identifying and closing equity gaps, meeting program goals and informing program improvement (c, g, i).