

ACTE Quality CTE Program of Study Framework



Element 8: Business and Community Partnerships

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.

Criteria Under the Business and Community Partnerships Element

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

- a. Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.
- b. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.
- c. The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.
- d. Partners ensure that the program of study meets current and future workforce demand and skill needs by:
 - identifying, validating and reviewing curriculum
 - identifying appropriate assessments and recognized postsecondary credentials
 - evaluating facilities, equipment, technology and materials to ensure consistency with industry standards
- e. Partners support students' and teachers' extended learning by:
 - identifying, providing and evaluating work-based learning experiences for students
 - participating in CTSO activities; for example, by serving as mentors and judges
 - offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills
- f. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program of study goals.
- g. Partners support program of study sustainability by advocating for and promoting the program of study.
- h. Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.



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Additional Criteria Relevant to Business and Community Partnerships

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 Business and Community Partnerships element.

- *Standards-aligned and Integrated Curriculum:* Criteria about developing curriculum with employer input; basing curriculum on industry-validated standards; and sharing and reviewing standards and curriculum with stakeholders, including partners (a, d, f, g).
- *Sequencing and Articulation:* A criterion about coordinating programs of study with partners in broader career pathways systems (h).
- *Student Assessment:* Criteria about selecting assessments that measure industry-validated knowledge and skills and lead to relevant credentials, which may be informed by partner input (e, h).
- *Prepared and Effective Program Staff:* Criteria about professional development and administrator supports that help staff build effective business and community partnerships and maintain up-to-date industry knowledge and skills, which may include partner-provided externships (b, d, f).
- *Facilities, Equipment, Technology and Materials:* Criteria addressing the need for facilities, equipment, technology and materials to reflect industry standards and describing how partners can help maximize student access to relevant facilities, equipment, technology and materials (a, f).
- *Student Career Development:* A criterion about sharing labor market information, which may be informed by partner input, with students and families (f).
- *CTSOs:* A criterion about opportunities for students to interact with business professionals through CTSO activities (d).
- *Work-based Learning:* Criteria addressing meaningful interaction with business professionals through work-based learning as well as partner responsibilities during these experiences (e, f).
- *Data and Program Improvement:* Criteria about the need for partners to understand the value of data and about sharing data and collaborating with partners as part of program improvement (a, c, h, i).