

ACTE Quality CTE Program of Study Framework



Element 10: Career and Technical Student Organizations (CTSOs)

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 Career and Technical Student Organizations Element

This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

- a. The organization is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.
- b. The organization is aligned with relevant national, state and/or local standards.
- c. Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.
- d. The organization provides opportunities for students to interact with business professionals.
- e. The organization provides opportunities for students to participate in relevant competitive events.
- f. The organization provides opportunities for students to participate in relevant community and school service activities.
- g. The organization provides opportunities for students to participate in leadership development activities.
- h. The organization is supervised by CTE staff with clearly defined roles.



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Additional Criteria Relevant to Career and Technical Student Organizations

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 Career and Technical Student Organizations element.

- *Standards-aligned and Integrated Curriculum:* Criteria addressing the knowledge and skill standards within CTE curriculum, which are fostered through intra-curricular CTSOs, and the need for students to apply what they've learned in authentic scenarios, such as CTSO activities (a, b, c, e).
- *Prepared and Effective Program Staff:* Criteria about professional development, administrator supports and collaboration opportunities that help staff effectively implement CTSOs (d, f, g).
- *Engaging Instruction:* Criteria addressing project-based learning and contextualized instruction, which are instructional strategies used within CTSOs (b, c).
- *Access and Equity:* A criterion about eliminating barriers to extended learning experiences, such as CTSOs, for all students (g).
- *Business and Community Partnerships:* A criterion describing partners' roles in CTSO activities (e).
- *Student Career Development:* Criteria about incorporating extended learning experiences, such as CTSOs, into student education and career plans; providing information on these experiences to students and families; and ensuring career development professionals have up-to-date information about these opportunities (b, d, h).
- *Data and Program Improvement:* A criterion about the use of data for program improvement, which may include data about CTSOs (c).