

ACTE Quality CTE Program of Study Framework



Element 2: Sequencing and Articulation

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 Sequencing and Articulation Element

This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.

- a. The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.
- b. The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students' depth of knowledge and skills.
- c. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
- d. The program of study sequence leads to one or more recognized postsecondary credentials, including industry certifications, licenses, apprenticeship certificates, postsecondary certificates and degrees.
- e. The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.
- f. Students in the program of study have opportunities to earn credit that articulates to the next level of education, such as through dual or concurrent enrollment programs or stackable credentials.
- g. Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.
- h. The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.



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Additional Criteria Relevant to Sequencing and Articulation

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 Sequencing and Articulation element.

- *Student Assessment*: Criteria about choosing assessments that match students' current knowledge and skill level within their program of study and lead to recognized postsecondary credential opportunities (b, h).
- *Prepared and Effective Program Staff*: Criteria about professional development and administrator supports that help staff implement high-quality course sequences, vertical alignment and articulation opportunities (d, f).
- *Access and Equity*: A criterion about eliminating barriers to extended learning experiences, such as articulated credit, for all students (g).
- *Business and Community Partnerships*: A criterion about partners' role in identifying recognized postsecondary credentials for inclusion within vertically aligned programs of study (d).
- *Student Career Development*: Criteria describing the need for a sequence of career development activities that support student career planning throughout the program of study and provide opportunities such as articulated credit (a, b, d, e).
- *CTSOs*: A criterion that addresses the availability of CTSOs within vertically aligned programs of study (a).
- *Work-based Learning*: A criterion that addresses the availability of work-based learning within vertically aligned programs of study (a).
- *Data and Program Improvement*: A criterion about the use of data for program improvement, which may include data about course sequences, vertical alignment and articulated credit (c).