

ACTE Quality CTE Program of Study Framework®



Companion: System Supports

The *ACTE Quality CTE Program of Study Framework*® (2018 version) and 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.

In addition to the framework and self-evaluation, this companion piece describes systemwide policies that create a foundation that enables individual programs of study to achieve quality. These criteria are **not part of the scoreable self-assessment** but acknowledge the impact of higher-level policies on individual CTE programs of study on the ground.

Criteria Under the System Supports Element

This element describes the systemwide policies and practices that must be in place to develop, implement and sustain high-quality CTE programs of study, including policies related to funding; program access; educator development; data systems; industry, agency and cross-system collaboration; research and evaluation; and CTE awareness. These supports may vary across systems and are usually not specific to individual programs; however, they provide the foundation on which all high-quality programs in a state, region or local area operate.

- Funding through a combination of federal, state, regional and/or local sources is sufficient to facilitate the development, implementation and sustainability of high-quality CTE programs of study.
- State, regional and/or local policies and practices facilitate access to high-quality CTE programs of study for all students through data-informed geographic distribution of programs; admissions and scheduling decisions; instructional and wraparound supports; and flexible delivery models among secondary education, postsecondary education and employer and community partners.
- State, regional and/or local policies and practices facilitate high-quality career development and exploration for all students as part of a coordinated and sequenced continuum involving families, education staff and employer partners, as appropriate, including a personalized education and career plan and work-based learning that progresses in intensity.

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Criteria Under the System Supports Element, cont.

- State, regional and/or local policies and practices facilitate the alignment and sequencing of high-quality CTE programs of study, including opportunities to earn relevant credits and credentials that are transferrable or recognized among secondary and postsecondary institutions and valued by employers.
- State, regional and/or local policies and practices facilitate recruitment, preparation, certification, hiring, compensation and support for educators with relevant skills in order to maintain quality while allowing flexibility and responsiveness to CTE educator shortages.
- State, regional and/or local policies and practices facilitate recruitment, preparation, hiring, compensation and support for administrators that position them to effectively lead high-quality CTE programs of study.
- State, regional and/or local policies and practices facilitate data systems that capture the full breadth of information for required reporting, comprehensive local needs assessment and other continuous improvement initiatives, including data about credit and credential attainment, employment and earnings, and work-based experiences.
- State, regional and/or local policies and practices facilitate private and secure data sharing with educators for reporting and continuous improvement and with partners, students and families to transparently communicate student and program outcomes.
- State, regional and/or local policies and practices facilitate alignment of CTE programs of study to employer needs and relevant labor market data to prepare students for high-skill, high-wage or in-demand occupations.
- State, regional and/or local policies and practices facilitate close coordination with career pathways systems, as defined in the Workforce Innovation and Opportunity Act; sector and community partnerships; and other education-workforce partnership initiatives.
- State, regional and/or local policies and practices facilitate relevant, appropriate third-party research and evaluation of CTE programs of study and promote the use of research findings for continuous improvement.
- State, regional and/or local policies and practices facilitate consistent messaging to students, families, employers, media and policymakers that raises awareness of the benefits of high-quality CTE programs of study.