

# ACTE's High-quality CTE Framework

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# High-quality CTE Initiative



ACTE embarked on a multi-step project in 2015 to:

1. Synthesize the different voices in the high-quality CTE dialogue
2. Identify a comprehensive, research-based quality CTE program of study framework
3. Test the framework
4. Integrate it into our efforts to recognize and disseminate information on best practices within CTE

# Validation Process

- Structural and content analysis of existing frameworks and standards
- Stakeholder feedback through focus groups, presentations and surveys
- Expert review
- Pilot testing of Beta Version 4.0
  - Results on self-evaluation positively linked to technical skill attainment and completion
  - Positive results for utility

# Framework Overview

- 12 elements with 92 criteria plus an additional element on System Supports
- Non-duplicative (to the extent possible)
- Focused on single program of study
- Ideally, multiple people would take part in the evaluation, but still useful for a single user
- Highly-specialized programs may need additional elements
- Primary goal is program improvement

# High-quality CTE Elements

1. Standards-aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. Career and Technical Student Organizations
11. Work-based Learning
12. Data and Program Improvement

Additional element: System Supports

# Ideas for Use

- Teacher preparation
- New teachers
- Professional development
- Awards/recognition
- Perkins Comprehensive Local Needs Assessment

# ACTE's High-quality CTE Self-Evaluation Instrument

- Holistic approach to programmatic review
- Captures the breadth of activities that impact program scope, delivery, implementation and quality
- Demonstrates how your programs measure against a relevant set of standards

<https://www.acteonline.org/professional-development/high-quality-cte-tools/>

# Self-evaluation

## 2018 ACTE Quality CTE Program of Study Framework



### Self-Evaluation Instrument

October 2018 | [www.acteonline.org/high-quality-CTE](http://www.acteonline.org/high-quality-CTE)

Through its ongoing High-quality CTE initiative, ACTE has developed a research-based quality framework to describe the key components of a high-quality CTE program of study. The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis.

This instrument supports use of the framework in local program self-evaluation. The program self-evaluation is best conducted as part of a collaborative effort among program stakeholders, and a variety of materials should be consulted in order to demonstrate performance in each of the framework elements. All criteria have equal weight.

To complete the evaluation, use the following simple 0-3 rubric to rate your program of study on each of the 12 criteria organized under the 12 elements. You can use the boxes marked "Evidence" to record the sources of information and key components of your program that you considered in order to determine your ratings. After rating yourself on each criterion within a particular element, total the points your program earned for that element. Calculate your percentage score by dividing the points your program earned by the total points possible for that element (each element's total possible points are included in the ratings tables below).

You can also complete the program self-evaluation online at [www.acteonline.org/high-quality-CTE](http://www.acteonline.org/high-quality-CTE), which automatically calculated scores and be connected to the High-quality CTE Tools online library for elements identified as needing improvement.

Use these descriptions to help you choose which rating best describes your program of study in relation to each criterion.

**0 = Not at all achieved:** No evidence of the criterion in the program of study.

**1 = Minimally achieved:** The criterion is minimally implemented in the program of study. For example:  
 - implementation is just beginning  
 - implementation is evident infrequently  
 - implementation is evident in a small portion of the program of study  
 - access is limited to a small segment of students

**2 = Moderately achieved:** The criterion is evident in the program of study but implementation is uneven or incomplete. For example:  
 - only part of the criterion is evident  
 - implementation is evident part of the time, but not on a sustained and regular basis  
 - implementation is evident in portions of the program of study  
 - access is available to most, but not all, students

**3 = Substantially achieved:** The criterion has been fully implemented throughout the entire program of study. For example:  
 - all parts of the criterion are evident  
 - implementation is evident on a regular and sustained basis  
 - implementation is evident across all portions of the program of study  
 - access is available to all students

	0= Not at all achieved	1= Minimally achieved	2= Moderately achieved	3= Substantially achieved
<b>1. Standards-aligned and Integrated Curriculum</b> This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.				
a. The curriculum is based on industry-validated technical standards and competencies.				
b. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.				
c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.				
d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.				
e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.				
f. Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.				
g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.				
<b>TOTAL POINTS EARNED</b>				
<b>TOTAL POINTS POSSIBLE</b>				21
<b>PERCENTAGE SCORE (points earned/points possible)</b>				
<b>Evidence:</b>				

	POINTS EARNED
<b>1. Standards-aligned and Integrated Curriculum</b>	
<b>2. Sequencing and Articulation</b>	
<b>3. Student Assessment</b>	
<b>4. Prepared and Effective Program Staff</b>	
<b>5. Engaging Instruction</b>	
<b>6. Access and Equity</b>	
<b>7. Facilities, Equipment, Technology and Materials</b>	
<b>8. Business and Community Partnerships</b>	
<b>9. Student Career Development</b>	
<b>10. Career and Technical Student Organizations (CTSOs)</b>	
<b>11. Work-based Learning</b>	
<b>12. Data and Program Improvement</b>	
<b>TOTAL POINTS EARNED</b>	
<b>TOTAL POINTS POSSIBLE</b>	278
<b>PERCENTAGE SCORE (points earned/points possible)</b>	

**Congratulations!**  
 You've completed ACTE's Quality CTE Program of Study Framework Self-evaluation.

Now, you can connect to ACTE resources to help you maintain and improve quality in your program of study at [www.acteonline.org/high-quality-CTE](http://www.acteonline.org/high-quality-CTE). In addition, you can help ACTE learn more about the programs of study using this self-evaluation rubric by sharing with us a copy of this completed form, so that we can better target ACTE resources to helping programs assess and improve. This information will remain confidential. To share your results, please email [publicpolicy@acteonline.org](mailto:publicpolicy@acteonline.org).

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# Self-evaluation - Online

INTRODUCTION
EVALUATION
RESULTS

1 of 12

## Standards-aligned and Integrated Curriculum

This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

1.a The curriculum is based on industry-validated technical standards and competencies.

0 = Not at all achieved

1 = Minimally achieved

2 = Moderately achieved

3 = Substantially achieved

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1.b The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.

0 = Not at all achieved

1 = Minimally achieved

2 = Moderately achieved

3 = Substantially achieved

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1.c The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.

### EVALUATION CRITERIA

0 = Not at all achieved  
No evidence of the criterion in the program of study.

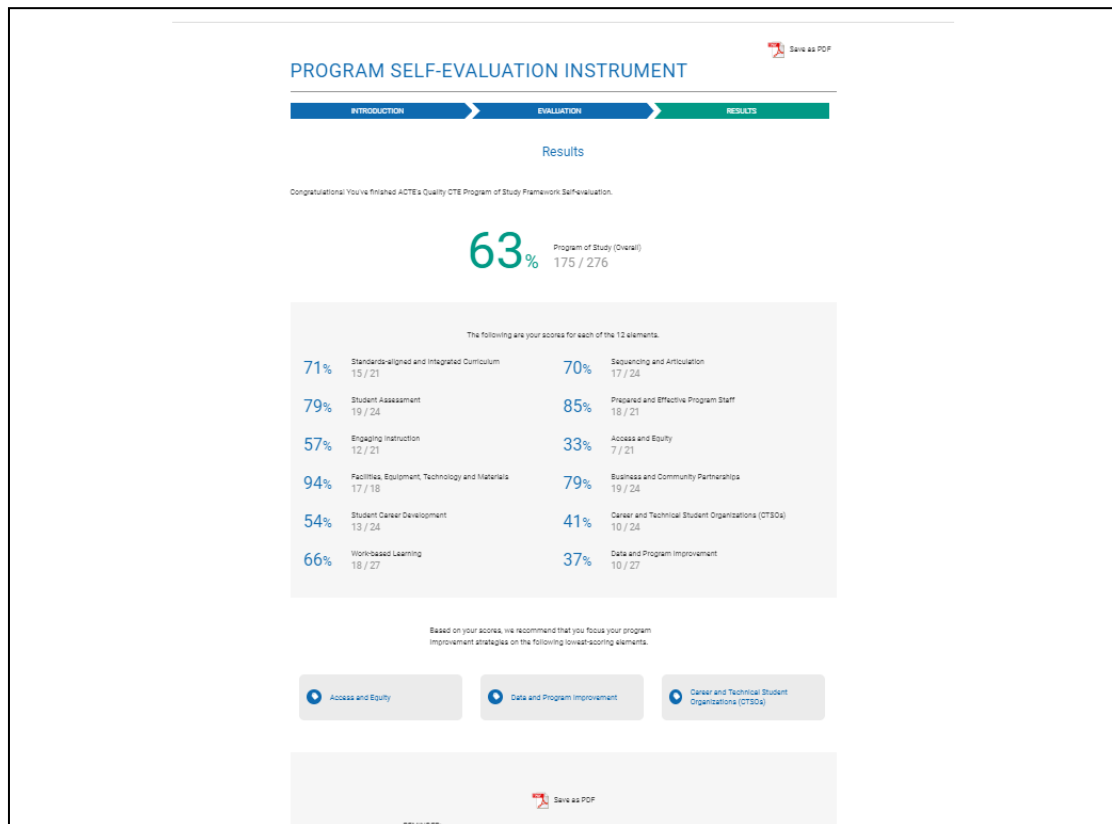
1 = Minimally achieved  
The criterion is minimally implemented in the program of study. For example:

- implementation is just beginning
- implementation is evident infrequently
- implementation is evident in a small portion of the program of study
- access is limited to a small segment of students

2 = Moderately achieved  
The criterion is evident in the program of study, but implementation is uneven or incomplete. For example:

- only part of the criterion is evident
- implementation is evident part of the time, but not on a sustained and regular basis
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- access is available to most, but not all, students

# Self-evaluation - Online



# Resources on Each Element

## ACCESS AND EQUITY

*Access and equity is one of 12 elements of high-quality CTE, defined in ACTE's comprehensive, research-based Quality CTE Program of Study Framework. 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). The following reports, articles, guides and toolkits can help you develop and support access and equity in high-quality CTE programs of study.*

[CTE Program Promotion](#) | [Access and Equity Strategies](#) | [Rural Issues](#)

[Students with Disabilities](#) |

[Economically-disadvantaged Students/Low-skilled Adults/English Language Learners](#)

[Gender Diversity/Nontraditional Participation](#)

### CTE Program Promotion

[Up, Up and Away: Comic Books for CTE Program Promotion](#)

Schutt, Washer and Conrad, ACTE *Techniques Magazine*, February 2018

Comic book design can be an effective tool to promote CTE programs and illustrate pathways to students.

[Messaging Matters: Designing Communications Tools to Support CTE Data Use](#)

Graham and Klein, ACTE *Techniques Magazine*, February 2018

Promoting CTE programs requires sharing CTE data effectively in concise, easy-to-understand formats tailored to users' needs. Examples are provided from the Nevada Department of Education.

[The Power of Micromessages in Marketing, Recruitment and Success in CTE](#)

Williams, ACTE *Techniques Magazine*, February 2018

National Alliance for Partnerships in Equity staff describe a model of change called the Micromessaging Culture Wheel. It was used as part of an inclusive messaging strategy by the Ohio Construction Advisory Council.

[Communicating the Value and Promise of CTE With Parents and Students](#)

Elliott, ACTE *Techniques Magazine*, February 2018

ACTE Awards	>
Events	
Opportunities	>
High-Quality CTE Tools	▼
High-Quality CTE Framework Development	
Standards-Aligned And Integrated Curriculum	
Sequencing And Articulation	
Student Assessment	
Prepared And Effective Program Staff	
Engaging Instruction	
<b>Access And Equity</b>	
Facilities, Equipment, Technology And Materials	
Business And Community Partnerships	
Student Career Development	
Career And Technical Student Organizations	
Work-Based Learning	
Data And Program Improvement	

# Step 1. Identify Stakeholders

- Administrators, educators, students, business partners, counselors and more!
- Most effective as part of a collaborative effort among program stakeholders

## Step 2. Gather Materials

- Student participation/performance data
- Curriculum standards
- Course sequences and pathways
- Lesson plans
- Credit transfer agreements
- Dual/concurrent enrollment policies
- Educator professional development opportunities
- Career guidance activities
- Processes for providing accommodations, modifications and supportive services
- Partnership documents
- Procedures for work-based learning
- CTSO activities
- Program improvement processes
- Findings from surveys or focus groups

## Step 3. Discuss and Complete

- Convene a meeting with stakeholders to discuss and evaluate your program(s)
- Assign a program representative to fill in the rubric and another to record insights gleaned

## Step 4. Apply What You've Learned

- Review your lowest and highest scoring elements
- Engage stakeholders in setting a vision for addressing needs and celebrating strengths—identify resources needed, action items, etc.
- Consider how results and potential action items fit within Perkins V and state policy

# Incorporating HQ Self-Evaluation into CLNA

- The HQ self-evaluation can serve as the foundation of CLNA
- Use the Framework holistically to answer general questions about program quality that might be included in your state's CLNA template, or pull results from individual elements or criteria to address a particular section of the template
- Undertake the self-evaluation for an individual program of study, or evaluate quality across multiple programs of study in a local or regional area

# For more information...

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