

2021-2022 Strategic Plan for Implementing ACTE Quality CTE Program of Study Framework

Background: This planning document helps to address the question “What is high-quality CTE?” CAVIT teachers met and reviewed each framework standard addressed in the 2018 ACTE Quality CTE Program of Study Framework. Teachers identified one standard within each of the 12 frameworks to work on during the 2021-2022 school year.

Resources will be implemented to support each of the standards listed below. The addressed standards will allow teachers to work alongside advisory committee members to complete program evaluation, program improvement, and to post-secondary articulation collaboration.

Key Strategic Activity

| Framework | Addressed Standard | Strategic Outcome |
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| Standards-Aligned and Integrated Curriculum | Curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in industry. | Input will be collected from students, parents and industry partners on developed curriculum. |
| Sequencing and Articulation | Secondary and post-secondary CTE staff collaborates regularly on course sequencing, alignment, and credit transfer agreements. | An annual meeting will be held with CAC and PCC staff to sequence and align dual enrollment offered classes at CAVIT. |
| Student Assessment | Each Program of Study incorporates multiple forms of assessments including performance based types. | Staff will implement multiple forms of assessments and analyze data. |
| Prepared and Effective Program Staff | Staff engage in ongoing professional development on a wide range of topics relating to quality CTE. | Staff will be offered CAVIT and outside CTE professional development activity. |
| Engaging Instruction | Instruction is flexible, differentiated, and personalized to meet the needs of students. | Professional development and PLC discussions will be offered to teachers. |
| Access and Equity | Appropriate actions are taken to eliminate barriers to work-based learning, CTSOs, and articulated credit. | Each student will be offered CTSO membership, dual enrollment credit, and work-based learning if applicable. |
| Facilities, Equipment, Technology, Materials | Students demonstrate safe and appropriate use of facilities, equipment, technology, and materials. | Teacher training will be offered on implementing classroom and lab safety. |
| Business Community Partnerships | Partners ensure the program of study offers quality curriculum, provides appropriate assessments, credentials, facilities, equipment, and technology. | Two advisory committee meetings a year will be held to collect input on curriculum, assessments, and facilities. |
| Student Career Development | Stakeholders are provided accurate and timely information on occupational trends, outlook, career opportunities, and educational pathways. | 100% of students will be trained on the Career Tree system. Bi-monthly student training on career pathway trends. |
| Career and Technical Student Organizations | Organization activities develop and reinforce technical, academic, and employability skills. | Monthly CTSO meetings will offer professional development skill training. |
| Work-Based Learning | A continuum of work-based learning is accessible to every student during the program of study. | 80% of students will complete a work-based learning experience. |
| Data and Program Improvement | Labor market information is used to inform program of study decision-making and support program improvement. | Consultation with workforce experts will take place to create plan for future CAVIT programming offerings. |

