

Appendix I: CTE Program Approval Process

CTE Program of Study Description:

- A CTE Program of Study consists of a secondary component and a post-secondary component leading to a post-secondary certificate of completion, a degree, or an industry-recognized credential.
- CTE Programs of Study must lead to occupations in high-skill, high-wage, in-demand career areas (as listed at [Regional High Demand, High Wage Occupations](#)).
- Courses within a CTE Program of Study must be based on, and aligned with, industry-validated technical and academic standards.
- CTE Program of Study content standards and assessment strategies must be validated by local or regional employers or industry groups.
- The secondary component and post-secondary component may be approved separately or jointly. Separate approval must explicitly show the alignment of standards across the two educational levels.

CTE Program of Study Purpose:

- Provide cornerstones for quality CTE program design;
- Contribute to the systemic development, evaluation and continuous improvement of programs;
- Ensure opportunities for students to engage in standards-based, industry-validated curriculum, instruction, and assessment;
- Ensure a program is of sufficient size, scope and quality to serve the needs of the students;
- Provide students quality learning experiences that lead to the attainment of academic, technical and employability skills, high school diploma requirements and preparation for post-secondary opportunities; and
- Promote—where possible—a consistent process for regional or statewide program approval, program evaluation, and overall program quality.

Core Elements of a CTE Program of Study: Standards and Content, Alignment and Articulation, Accountability and Assessment, Student Support Services, Professional Development.

Program Design and Development — A summary

CTE Program of Study approval is the process for determining a program's ability to establish and sustain the CTE Program of Study Core Elements, to address workforce development and education needs and to provide students with the necessary academic and technical skills for entry to a postsecondary opportunity. The process is also a vehicle for identifying program quality, continuous improvement, and possible technical assistance needs. CTE Program of Study approval establishes eligibility for Perkins federal funds to supplement local funding. To attain a CTE Program of Study approval, a program must have documented implementation evidence for each of the Core Elements' indicators. New programs (never before offered) desiring to access Perkins funds must receive authorization to apply from the local or regional Perkins eligible entity and ODE. Appendix C describes an ambitious action plan which includes technical assistance provided to eligible recipients to ensure:

- Information is available to students, parents and other partners about programs and pathways available to students.
- Coordination of programs and services available that include multiple entry and exit points and that include an understanding of all aspects of learning including a work-based learning opportunity.
- The use of current state, regional and local labor market data are used to design relevant programs to meet demand; and
- Equal access to CTE programs of study by non-traditional and special populations resulting in a reduction of performance gaps for CTE concentrator.
- Collaboration among eligible recipients through our regional coordinator.

For more information, contact your CTE Regional Coordinator (see the [CTE Regional Coordinator list](#)).

Postsecondary CTE

As noted in the beginning of this section, CTE Programs of study include a secondary and a postsecondary component. On occasion, there is a postsecondary program that is not reasonably aligned to a secondary program. When these programs are identified, the CCWD works in partnership with ODE to coordinate the postsecondary education component of CTE Programs of Study, which are supported by Perkins V.

All postsecondary CTE programs must demonstrate alignment to business and industry needs. CCWD staff will guide the CTE program application and approval process to ensure that approval time frames can be met. After completion of the approval process, the CCWD director sends a letter to the college president indicating that the program has been approved.

Planning Guide

The Planning Guide is a quick reference to the steps and timelines that apply to degrees and certificate of completion approval. See Program Awards and Application Components. Learn more about CTE.

Postsecondary CTE Program Approval Point of Contact Responsibilities

The CTE point-of-contact (POC) was established in 2005 to streamline communications between colleges and CCWD, increase local capacity at the campus level, and lead the local program development and application process. Many college POCs are the CTE deans or instructional administrators with responsibilities for CTE programs. College POCs are recognized as a key resource for staff and other administrators for questions and issues related to CTE program approval. Local POCs are the first line of communication with state staff POCs (CCWD) to assist in the process of program approval.

College POCs are expected to contact CCWD early in the program conception, design, and development process. As soon as this notification is received, an education specialist in the career area related to the new program, will be identified to work with the colleges to provide technical assistance and guidance.