

State Approval Policies and Procedures for Postsecondary Career and Technical Education

National Research Center for
Career and Technical Education

UNIVERSITY OF MINNESOTA

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Rodney J. Merkley

George H. Johnston

August 2007

Funding Information

Project Title: National Research Center for Career and Technical Education

Grant Number: V051A990006

Act under Which Funds Administered: Carl D. Perkins Vocational and Applied Technology of 1998
P. L. 105-332

Source of Grant: Office of Vocational and Adult Education, U.S. Department of Education
Washington, D.C. 20202

Grantees: National Research Center for Career and Technical Education
University of Minnesota
1954 Buford Avenue
St. Paul, Minnesota 55108-6197

Director: James R. Stone, III

Percentage of Total Grant Financed by Federal Money: 100%

Dollar Amount of Federal Funds for Grant: \$2,400,000

Disclaimer: The work reported herein was supported under the National Dissemination for Career and Technical Education, PR/Award (VO51A990004) and/or under the National Research Center for Career and Technical Education, PR/Award (VO51A990006) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Discrimination: Title VI of the Civil Rights Act of 1964 states: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Title IX of the Education Amendment of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Therefore, the National Dissemination Center for Career and Technical Education and the National Research Center for Career and Technical Education, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Table of Contents

Executive Summary	v
Introduction.....	1
Significance of the Study.....	3
Research Questions	3
Organization of the Study.....	4
Literature Review.....	5
The Community College Role in Postsecondary CTE	5
Accountability and Standards.....	6
Links to Business and Industry.....	8
Connections Between Secondary and Postsecondary Institutions	9
Summary of the Literature.....	10
Methods.....	11
Research Design	11
Data Collection and Verification Procedures.....	11
Data Recording Procedures	13
Data Analysis.....	13
Restrictions and Limitations.....	13
Results.....	17
Research Question One: State Approval Policies for New Postsecondary CTE Programs...17	
Research Question Two: Occupational Standards.....	24
Research Question Three: Labor Market Influences	29
Research Question Four: Articulation in Postsecondary CTE	31
Conclusion.....	34
Conclusions and Recommendations	35
Summary of Research Questions and Implications.....	35
Policy Implications.....	37
Concluding Thoughts	37
References.....	39
Appendix A: Definitions	45
Appendix B: State Web Sites	47
Appendix C: Data Collection Instrument	49
Appendix D: State Summaries.....	59

Executive Summary

This study examined the final program approval for new postsecondary Career and Technical Education (CTE) programs and program review policies and procedures for existing programs based on publicly available Web sites and on follow-up interviews with representatives in the final state approving agency. The purpose of the study was to inventory the various state-level policies and procedures and examine how occupational standards were being incorporated into approval processes. In addition, the study examined the methods by which the states ensured that programs were aligned with labor market needs and how articulation efforts were being incorporated into the final state program approval policy and procedure. The study was limited to public, two-year degree-granting institutions and did not include any policies and procedures for private or proprietary institutions. The study also did not examine non-credit CTE courses or programs that did not lead to a degree or certificate.

Most states posted information concerning two-year postsecondary program approval on available Web sites. A majority of states (26) used the same approval process for new postsecondary CTE programs and non-CTE (primarily transfer programs). Three states (Arizona, Delaware, and Pennsylvania) were excluded from the study because policy and procedural decisions on program approval and review were not administered through a centralized state agency. Two states (Alaska and Hawaii) did not have centralized state-level agencies but utilized the policies and procedures of the state university system that were publicly available on their respective Web sites and were included. Washington, DC does not have its own community college system, but relies on neighboring states to provide these services for its students. Therefore DC was not included in this study.

The study had four distinct components: an inventory of final state approval policies for new program approval and program review of existing programs; an analysis of how occupational standards were included in new program approval and existing program review; an inventory of the methods identified at the state level to help ensure program alignment with labor market needs; and an inventory of how articulation between secondary and postsecondary CTE programs were mentioned in the final program approval or review process.

The basic program approval pattern consisted of two options: centralized state-level approval and local approval. Centralized state-level approval was the most common, whereby the final decision to approve a new postsecondary program was made by an approving agency in the state. Many states in this type had a two-stage approach to new program approval. The first stage was a very brief and concise overview of the new program, which was either posted to a Web site or distributed directly to other state college administrators for review and comment. Colleges could file grievance against the new program typically for unnecessary duplication of an existing program or other reasons. The final state approving agency would review the recommendations or grievances and make a final determination as to whether or not formal approval should be sought by the originating institution. The second stage was the submission of a formal and detailed application or proposal by the originating institution to the state approving agency. The

independent type delegated most, if not all, approval processes to local colleges. As a result, these institutions acted as independent entities with little or no state-level involvement in new program approval or the review of existing programs.

The most common elements in new program approval processes include program descriptions (sometimes with courses and course sequences identified), budget estimates, accreditation/licensures (as appropriate), and various other requirements. Many states use a single process for the approval of all two-year postsecondary programs, CTE and otherwise. In other words, the same process used to approve an associate of arts or science degree (primarily a transfer degree) is used to approve an applied associate of science degree (almost exclusively a terminal degree.)

One potential concern, particularly for states with a two-stage process, was the amount of time needed for approval. Depending on the extent of grievances or recommendations, stage one may require additional time to resolve before the formal application or proposal may be submitted for final approval. On average, representatives in the final approving agency reported that new program proposals or applications are approved in slightly longer than three months from the time the new program proposal was received at the state level. Two states (Colorado and Texas) currently use on-line or internet-based applications to streamline the approval process.

The actual use of the term *standards*, as related to occupational standards, was not consistent and took many different meanings across states. The most common interpretation referred to those types of skills and performance necessary for employment as developed in consultation with business and industry. A second category of standards were those associated with the credentialing needed for a specific occupation, such as state licensure. There was little evidence that state agencies had either the time or expertise to determine the appropriateness of the standards suggested by the local institutions and therefore appeared to assume or trust the local institution's judgment. This is not to suggest that occupational standards are not being adopted or implemented; rather, that the scope of this study prevented in-depth analysis of local implementation. It is also possible that state approval agencies rely on external accrediting agencies such as regional accrediting bodies or specialized accrediting bodies (such as those in the health occupations) to ensure applicable occupational standards have been incorporated into the new program.

Most state-level policies and procedures on new program approval and review of existing programs contained economic elements that could be classified as either direct or indirect. Direct economic elements included estimates on income and expenses with sufficient specificity to suggest that the estimates would be reasonably accurate. Other direct economic elements included enrollment estimates, tuition calculations, facility expenses, faculty expenses, materials, and equipment. Indirect elements included changing economic factors such as labor market needs and often utilized various forms of employment-related trend data, such as unemployment statistics, employer need surveys, and employment forecasts. There appeared to be wide variation in the scope of labor market projections (local, regional, national, and international)

used for these estimates. This variance may indicate certain states may perceive some economic sources to be more reliable than others or may delegate the responsibility of selecting the most appropriate data source to the individual institutions.

Articulation was mentioned in approximately half (24) of state proposals for new postsecondary CTE programs and indirectly mentioned in the review of existing programs by one state (Illinois). Most proposals and applications did not specifically require an articulation agreement (of any type—secondary to postsecondary or between postsecondary institutions) in the program approval process and only required additional information if an articulation agreement existed. The most common form of articulation mentioned in the new program approval process was articulation agreements between postsecondary institutions (17), followed by articulation of any type (9), articulation between the program and secondary programs (7), and articulation agreements between the program and CTE postsecondary programs (2). The lack of discussion on articulation in the new program approval process may indicate that articulation is not a primary factor in determining whether or not a new program should be approved, or it may mean that articulation issues are dealt with in other legislation.

Introduction

Career and technical education (CTE) programs constitute a significant percentage of postsecondary education in the United States and have received considerable funding by the federal government through the Carl D. Perkins legislation. In its Final Report to Congress, the National Assessment of Vocational Education (NAVE) estimated that one-third of all undergraduates and two-thirds of all community and technical college students who have declared a major are CTE students (Silverberg, Warner, Fong, & Goodwin, 2004, p. 124). Postsecondary CTE programs are designed to enable successful graduates to enter the workforce or, to a lesser extent, to transfer to a four-year institution to pursue a baccalaureate degree. The importance of these programs; the level of local, state, and federal funding; and the presence of occupational standards and regulatory agencies governing CTE programs have resulted in various state policies and procedures concerning the approval of new and review of existing CTE programs. Furthermore, recent changes in the Carl D. Perkins Act of 2006 (Perkins IV) have intensified discussion on these issues.

Table 1 reports relevant sections of Perkins IV where changes are likely to have the most impact. Previous Perkins Acts did not specify core indicators for postsecondary CTE programs although these indicators were implied. Section 111(b)(2)(B) reinforces the need for assessment of student achievement through the use of industry-recognized standards if such standards are available and appropriate.

A significant change from previous Perkins legislation is the existence of sanctions for failure to meet core indicators. Sections 123(a)(1) and 123(a)(3)(A) impose penalties for failure to meet agreed-upon performance goals at the state level. Section 123(b)(2) imposes penalties for failure to meet agreed-upon performance goals at the local level. State and local decision makers must become cognizant of these changes if they wish to avoid penalties. Of some concern, however, is how the determination will be made if industry-recognized standards exist and are applicable.

Previous Perkins legislation included use of funds to develop articulation agreements between secondary and postsecondary CTE programs. Perkins IV expands the permissible use of funds to include articulation between two- and four-year institutions. Section 124(c)(3) clearly indicates that some postsecondary articulations between subbaccalaureate and baccalaureate degree-granting institutions are desirable, as does Section 203(c)(3)(B). The legislation does not spell out the exact nature of these agreements and does not, for example, specifically state or imply if the subbaccalaureate degree might be the Associate of Applied Sciences (AAS) degree to a baccalaureate degree.

States have never been required to approve courses and programs at the state level. However, Section 135(c)(12) seems to imply that the federal government is now requiring that states have some role in the development of new CTE courses and programs. It is not clear exactly what that role is to be or how the federal government understands that these approval processes have been executed in the past.

Table 1. *Perkins IV Legislative Changes*

Area of Change	Section	Description
Core Indicators for Postsecondary CTE Students	113(b)(2)(B)	Specifically identifies core indicators for postsecondary students which shall include: <ul style="list-style-type: none"> • Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate. • Student attainment of an industry-recognized credential, a certificate, or a degree. • Student retention in postsecondary education or transfer to a baccalaureate degree program. • Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high-skill, high-wage, or high-demand occupations or professions. • Student participation in and completion of CTE programs in nontraditional fields.
Sanctions: State-level	123(a)(1)	If a state fails to meet at least 90 percent of an agreed-upon state-adjusted level of performance for any of the core indicators, the state shall develop and implement a program improvement plan in consultation with various groups (with special consideration to performance gaps between subgroups) during the first program year succeeding the program year for which the state failed to meet the performance level.
1	123(a)(3)(A)	After providing notice and opportunity for a hearing, the Secretary may withhold all or a portion of the state’s administrative and leadership funds if: <ul style="list-style-type: none"> • The state fails to implement an improvement plan. • The state fails to make any improvement in meeting performance levels within the first program year of implementation of the improvement plan. • The state fails to meet at least 90 percent of an agreed-upon state-adjusted level of performance for three consecutive years.
Sanctions: Local-level	123(b)(2)	If a local recipient fails to meet at least 90 percent of an agreed-upon local-adjusted level of performance for any of the core indicators, the local recipient shall develop and implement a program improvement plan in consultation with various groups (with special consideration to performance gaps between subgroups) during the first program year succeeding the program year for which the local recipient failed to meet the performance level.
Postsecondary articulation	124(c)(3)	New permissible Uses of Funds: Support for initiatives to facilitate the transition of subbaccalaureate CTE students into baccalaureate degree programs—Statewide articulation agreements between subbaccalaureate degree-granting career and technical postsecondary education institutions and baccalaureate degree-granting institutions
	203(c)(3)(B)	Link secondary schools and two-year postsecondary institutions, and if possible, four-year institutions of higher education, through nonduplicative sequences of courses in career fields, the use of articulation agreements, and opportunities for concurrent enrollment
State role in program approval	135(c)(12)	Improving or developing new CTE courses, including development of new proposed career and technical programs of study for state approval and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level can obtain postsecondary credit toward an associate or baccalaureate degree

The final state policies concerning the approval of new CTE programs, articulation of CTE programs and courses, use of labor market demands in the process of approval, and incorporation of occupational standards into CTE programs have not been clearly addressed in the published literature. The potential variance between individual state-approved policies and procedures, as well as the increased demand and accountability of CTE programs in the 2006 Perkins legislation, have made the necessity of understanding state-approved CTE policies and procedures critical.

Significance of the Study

The current policies and procedures used by states to approve new and to review existing postsecondary CTE programs are not known. The lack of information concerning these policies and procedures in individual states is problematic at both the national and state levels. National policymakers often develop and implement policy mandates that have a direct impact on individual states. This study is designed to inventory the final state agency approval policies and procedures for CTE programs, which will provide national policymakers critical information to judge the feasibility of future policy, as well as implementation issues that may arise. Similar to national policymakers, state policymakers are often tasked with allocating limited higher education financial resources and employ a number of different measures to determine the feasibility of a new postsecondary CTE program and the 3.5.5 Cost-effectiveness of an existing CTE program. The inventory resulting from this study will provide state policymakers with a broad array of policies and procedures to select from to modify their existing policy to make more informed decisions.

Research Questions

The presence of comprehensive postsecondary CTE approval policies and procedures may be critical to ensuring student success in locating employment upon graduation, enabling students to possess the competencies necessary for employment, and providing students with clear opportunities to continue formal education. Additionally, a complete inventory of the specific policies and procedures utilized by states may provide policymakers with vital information to make informed decisions impacting CTE programs. This research addressed four research questions:

1. What are the state policies and procedures for the approval of new and review of existing postsecondary CTE programs?
2. What is being done in each state to help ensure consistency between postsecondary CTE programs and occupational standards?
3. What is being done in each state to help ensure that postsecondary CTE programs are responsive to labor market needs?
4. What are state policies regarding articulation between secondary and postsecondary CTE programs and between subbaccalaureate and baccalaureate postsecondary CTE programs?

Organization of the Study

The final report is organized into several sections. The literature review provides a foundation for the research in the current body of published literature. The methodology outlines the participants, research design, and overall methods employed to answer the research questions. The results and discussion sections present the findings and interpretation, which has been organized by research question. The conclusion summarizes the study and outlines areas of further research. The appendices contain a listing of state Web sites, a copy of the instrument, a list of terms, and individual state summaries.

Literature Review

The passage of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) has renewed discussion by educators, policymakers, and other stakeholders on how to best meet its requirements. In the introduction to *Perkins Act of 2006: The Official Guide*, the Association for Career and Technical Education (ACTE) notes that Congress has shown its support for career and technical education. While accountability has been a significant component of previous legislation, Perkins IV adds new requirements for local and state programs. Sanctions have become more specific. At the postsecondary level, technical skill proficiency should include student achievement on technical assessments that are aligned with industry-recognized standards when possible. Other accountability measures include student placement in high-skill or high-demand occupations or professions (ACTE & Brustein, 2006, p. 9).

This literature review will briefly discuss the role of the public, two-year community college in providing postsecondary career and technical education (CTE), the current status of accountability and skill standards in postsecondary CTE, the links between postsecondary CTE and business and industry as they relate to placement and high-demand occupations, and the current status of connections between secondary and postsecondary CTE (another provision of Perkins IV). Because states face sanctions for failure to comply, this review will also examine several models of how states have chosen to govern themselves with respect to providing postsecondary CTE. These structures may either ease or impede the implementation of this legislation.

The Community College Role in Postsecondary CTE

CTE has been a part of public, two-year college education since the early twentieth century (Bragg, 2001). CTE is one of five missions identified as central to the mission of the comprehensive community college (Cohen & Brawer, 2002). However, as Bragg (2001) noted: Particularly since the Truman Commission report in 1947, vocational education has taken on greater prominence within the mission of community colleges, but what is meant by vocational education is a far cry from the view of post-World War II educators (p. 1).

The National Assessment of Vocational Education (NAVE), in its final report to Congress, reported that Perkins-funded institutions, especially community colleges, are the main providers (40.4%) of for-credit vocational programs (Silverberg, Warner, Fong, & Goodwin, 2004, p. 127). The report also notes that institutions that receive Perkins funds (primarily community colleges) serve vocational students through for-credit courses and programs (p. 128). The report notes that it is important to distinguish between for-credit and noncredit offerings because Perkins favors for-credit coursework, partially because Perkins funding to postsecondary institutions is based on a formula weighted toward the number of students who receive federal financial aid (Pell grants) and also because accountability measures include the completion of a postsecondary degree as a key measure of performance (p. 129). Other findings of the NAVE Final Report to Congress

include that, among those students who are pursuing for-credit coursework, a higher percentage (58.3%) are enrolled in sub-baccalaureate programs (vocational, academic, and undeclared majors) compared to students who are pursuing baccalaureate degrees (p. 130) and that enrollment in associate degrees far exceeds enrollment in certificate programs.

To summarize this section, research on Perkins-funded postsecondary CTE needs to focus on for-credit courses and associate degree programs in public, two-year community colleges. There is little research comparing state-level policies and procedures for approval of new for-credit courses and programs in community colleges or for the renewal of existing courses and programs.

Accountability and Standards

In 1990 a report entitled *America's Choice: High Skills or Low Wages* was published by the Commission on the Skills of the American Workforce. It brought attention to the need for changing how America's educational system prepared students for a new workforce (National Center on Education and the Economy, 1990). The report identified the lack of clear standards and student motivation as barriers to achieving a strong workforce. Rahn, O'Driscoll, and Hudecki (1999) also indicated that standards are important because they emphasize accountability based on student performance. In 2000, the No Child Left Behind (NCLB) legislation took a new direction. Once again an emphasis was placed on the development of standards. Although the focus was on traditional academics rather than CTE, standards serve two main purposes. First, standards are thought to clarify expectations for measuring student performance. Second, when standards are incorporated into a sequential curriculum, the students may be required to demonstrate competency and pass assessments before being allowed to continue with the next component or course in the program (Darling-Hammond, 2004; Rahn et al., 1999; Wills, 1993).

While NCLB standards address K-12 education, they also have several implications for postsecondary education, primarily because of the importance of aligning CTE curriculum from K-12 to the postsecondary level to facilitate student transition. According to NCLB, academic standards address content and achievement, with academic content standards specifying what all students are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills, particularly in mathematics and English (reading and writing). Again, according to NCLB, academic achievement standards must be set by the states at the K-12 level and must include "at least two levels of achievement (proficient and advanced) pertaining to mastery of the state's academic content standards", and a third level of basic achievement to assess the progress of "lower-achieving students toward mastering the proficient and advanced levels of achievement" (No Child Left Behind Act of 2001).

In addition to academic skill standards, postsecondary CTE accountability measures include occupational skill standards. The National Skills Standards Act of 1994 created the National Skills Standards Board (NSSB), which facilitated the establishment of occupational skills

standards. These standards were designed to answer two related questions: “What does someone need to do on the job to perform competently?” and “What knowledge and skills are necessary for them to carry out these responsibilities?” (NSSB, 2000, p. 2). In 1992, the U.S. Department of Education and the U.S. Department of Labor collaborated to support demonstration projects for establishing voluntary occupational skill standards. A critical part of the *Goals 2000: Educate America Act of 1994* was the establishment of the NSSB. States could not receive funding for School-to-Work programs unless strategies for establishing career clusters and programs of study were undertaken (Wills, 1997). In 1991, Hoachlander and Rahn (1994) assessed states’ initial efforts in developing performance measures and standards for CTE. At that time only about half of the states reported that they would attempt to assess occupational competencies. A year later, Rahn, Hoachlander, and Levesque (1992) identified the performance measures and standards in each of the 50 states to comply with the 1990 Perkins Act. In 1995 Bailey and Merritt (1995) studied 22 skill standards pilot projects that had been established by the U.S. Departments of Labor and Education, and observed they had made “some important advances” (p. 54). Losh (1995) also looked at the 22 skill standards pilot projects and found that they may “provide a valuable tool for developing a dialogue with local business and industry” (p. 7).

The extent to which skill standards have been incorporated into postsecondary CTE programs is not clear. One national study indicated widespread adoption of skill standards (Parsad & Farris, 2000). Other research (Aragon, Woo, & Marvel, 2004) found that while many community colleges have adopted skill standards, their actual use varies considerably by occupation. There is even confusion about what the term *standards* means in this context. In 2000, Wonnacott (2003) attempted to define terminology consistently, pointing out that even though standards have been part of the national conversation for some time, confusion persists.

In 2003, the NSSB became the National Skills Standards Institute, a voluntary membership organization. Even though information on the NSSB is no longer available on public Web sites, the National Research Center for Career and Technical Education (2007) maintains a repository of academic and occupational skill standards on its Web site at <http://nccte.org/repository/>. The Web site is database driven and allows users to search by kind of standard, source of standard, and career cluster in which the standard might be found.

The NAVE Final Report to Congress (Silverberg et al., 2004) concluded that postsecondary CTE curriculum is geared more to meeting local needs than national skill standards: National skill standards matter, but only if they have value in the market place. So, while community colleges have been quick to create coursework that complements information technology networking certifications that are nationally recognized, such as Microsoft’s or Cisco’s, the colleges have been much less likely to organize curricula around Microsoft’s Microsoft Office User Specialist (MOUS) certification program, a credential that lacks employer support (p. 140).

Despite the lack of clarity surrounding occupational skill standards, Perkins IV requires that postsecondary technical skills be linked to industry standards where possible (ACCT &

Brustein, 2006, p. 9). Perkins IV now provides for sanctions against institutions and states that fail to comply. However, little is known about the processes by which states can require local community colleges to adopt skill standards as a part of their curriculum.

Links to Business and Industry

Perkins IV calls for the establishment of links between education and business and industry with particular emphasis on high-demand occupations. The literature provides some insights into links with local business and industry through the use of program advisory committees and more effective utilization of labor market information.

Kerka (2002) suggests the identification of local labor needs or demands and the alignment of current occupational standards with curriculum are sometimes accomplished by program advisory committees. However, as Kerka indicates, to be effective, the advisory committee must be composed of individuals representing business, industry, labor, or others with the specific knowledge and position in industry. Grubb, Dickinson, Giordano, and Kaplan (1992) found that the sub-baccalaureate labor market is almost entirely local in part because firms generally advertise locally, and they have links with local community/technical colleges. In contrast, “employers routinely search statewide or even nationally for upper-level professional jobs and managerial positions” (Grubb et al., 1992, p. 30). This same study, which was based on case studies in four communities, also found that every community college studied maintained at least some advisory committees.

Overall, there is little recent literature on local advisory committees at community colleges. The NAVE Final Report to Congress (Silverberg et al., 2004) reported an increase in employer involvement in advisory committees based on an internal analysis of a National Employer Survey of 2001. The authors go on to note that

Advisory committees actively contribute to vocational programs by providing advice on individual courses and programs as well as offering off-campus learning experiences for students and faculty. This level of employer involvement is in contrast to that provided by previous advisory committees that only met once or twice a year and had little influence over program design or curriculum content (p. 140).

Kotamraju, Steuernagel, and Jacquart (2002) examined new program development strategies and supply/demand analysis used by the Minnesota State Colleges and Universities System. The authors argue that by refining supply/demand analysis, more precise estimates of program graduates can be made. The authors make a persuasive case for the use of detailed labor market information in the development and adoption of new programs. However, it is not clear how many states or institutions have the capability, resources, or interest in developing and implementing such thorough analysis.

Labor market information is generally understood to mean the “full range of information about labor market conditions and trends” (Sommers, 2000, p. 1). Labor market conditions

and trends—more commonly understood as labor market needs and demands—are used by institutions to justify the need for a new CTE program or justify the continuance of an existing program (Brown, 2003). One measure of labor market needs is employability, thus a common accountability indicator in postsecondary CTE programs is the employment of graduates (Green, Stacey, & Tully, 2005). However, this measure is only available after a program has begun to produce graduates. Kotamraju et al. (2002) pointed out that employment projections and vacancy data (two types of available labor market information) may give conflicting pictures:

The fastest growing occupations over the long term are not necessarily in great demand in the short term, as signified by vacancy data. Given this dilemma, postsecondary institutions attempt to strategically balance both internal and external pressures. External pressures exist from industry where the expectation is on public higher education to constantly provide a supply of skilled workers educated and trained in occupations for which they have the greatest need. Internal pressure exists from the pressure to develop new programs that focus on the personal study and career interests of learners (p. 4).

To summarize this section, labor market information is essential to aligning program offerings with high-skill, high-demand jobs. There is little research on how labor market information is used in new program approval or renewal of existing programs. Nor is it clear if state-level agencies have the expertise necessary for this type of analysis. It is possible that such alignment may occur at the local level as a result of input from program advisory committee, but there has been little recent research on these committees.

Connections Between Secondary and Postsecondary Institutions

The development of smoother transitions between school and work as well as non-duplicative progression of courses between secondary and postsecondary and between two- and four-year institutions has received considerable attention over the years. The School-to-Work Opportunities Act (1994) promised that all students should experience a more rigorous and integrated academic and vocational curriculum at the secondary level (Bragg, 1998). Perkins IV reiterates the need to develop programs of study including academic and CTE content in a non-duplicative progression of courses that lead to an industry recognized credential or certificate at the postsecondary level or an associate's or bachelor's degree (ACTE & Brustein, 2006).

The NAVE Final Report to Congress (Silverberg et al., 2004), states that “articulation agreements remain the cornerstone of Tech-Prep” (p. 183). Articulation “typically involves aligning the content of a particular high school course with a similar community college course or aligning a series of courses that link a high school program to a college program” (p. 183). Tech Prep consortia composed of at least one secondary and one postsecondary institution appear to be widespread. The NAVE Final Report to Congress reported that there are more than 1,000 Tech Prep consortia organized mostly by geography. What is not known is the extent to which these agreements are mandated at the state level or if they exist primarily at the local consortium level.

Summary of the Literature

The literature suggests that research on Perkins-funded postsecondary CTE should focus on for-credit courses and associate programs in community colleges. However, little research exists on state-level policies and procedures for new course and program approval or on evaluation and renewal of courses and programs through review of existing courses and programs. Program outcomes in postsecondary CTE are required to include measures of student achievement based on recognized industry standards where possible. However, it is not clear just where it is possible to utilize these standards or how these standards are incorporated into new program approval policies and procedures. Program outcomes for postsecondary CTE also include placement into high-skill, high-demand occupations. Linkages between community colleges and local business and industry may play a critical role in the identification of local labor market needs, but little research exists on policies and procedures for new program approval at the state level to ensure the alignment between programs and employment, nor is it clear if state level boards/agencies have the expertise necessary for this alignment. Considerable research exists on improving the connections between secondary and postsecondary CTE programs. Considerable effort has gone into the development of local consortia which include both secondary and postsecondary institutions. However, little research exists on the extent to which local articulation agreements have been incorporated into state-level policies and procedures for new program approval.

Methods

This section outlines the research design, sample, instrument development, and pilot testing. It concludes with an overview of the limitations of the research.

Research Design

This is a qualitative study designed to inventory the various processes and procedures used at the state level for the approval of new and existing career and technical education programs at the public, postsecondary program level. The Office of Vocational and Adult Education of the U.S. Department of Education (for whom this research was conducted) specifically requested that data sources be limited to publicly available Web sites subject to verification, where possible, by appropriate state officials. After the data have been verified, a cross-state analysis will be developed to illustrate the national status of the states on the major categories that emerge from the analysis.

Data Collection and Verification Procedures

The first data source was information and policy documents located on publicly available Web sites of the state agency that had identified final approval authority for that state. The state Web sites contained a considerable amount of information that ranged from explicit and detailed to general and vague. All states (except for Arizona, Delaware, and Pennsylvania) posted some information concerning program approval on the final approving agency's Web site. Because three states did not have an identified state agency with final approval authority and hence did not have a publicly available Web site, they were not included in this study. In many cases the specific policies outlining program approval requirements were not specific to CTE programs and applied to all two-year postsecondary programs (including transfer degrees). Additionally, many of the variables sought in the study research design were not available or posted on the state Web site and were described as "undetermined" in the results. When possible, the undetermined information was obtained from the second data source: representatives from the state final approving agency.

The second source of information as well as verification of found data was telephone interviews with representatives of the state final approving agency. While all states were invited to participate, the actual number of states agreeing to participate and confirming preliminary data from the first source was varied (see Table 2). The research staff made repeated telephone calls and sent emails to several representatives in each state to increase participation, but many of these efforts were unsuccessful.

Where data were found on the Web and were confirmed by appropriate state officials, the researchers in this study had a high level of confidence in their accuracy. Where data were found but were not confirmed by appropriate state officials, the researchers had a lower level of confidence in their accuracy. It should be noted that numerous follow-ups were attempted with

Table 2. *State Final Approving Agency Representative Participation*

Participation Level	Number	States
Not included	3	AZ, DE, PA
Data found, but state authorities either did not agree to participate or did not respond to multiple inquiries	15	AL, AR, CT, HI, IN, LA, MD, MA, NH, NJ, NM, ND, RI, SC, TN
Data found and state authorities initially agreed to review preliminary (state profile) data extracted from Web site, but did not respond after reviewing results	9	AK, CA, IA, KY, NC, SD, VA, VT, WV
Data found and state authorities agreed to review preliminary (state profile) data extracted from Web site and did respond	23	CO, FL, GA, ID, IL, KS, ME, MI, MN, MS, MO, MT, NE, NV, NY, OH, OK, OR, TX, UT, WA, WI, WY

identified state officials. It is possible that in some cases the most appropriate state official was not successfully identified (state titles varied considerably) or that the positions were in transition when the follow-ups were attempted.

A broad internet search of each state was conducted to identify the state agency or board responsible for the final approval authority for higher education in each state. The associated Web site(s) were noted (see Appendix B). Once the approving agency was identified, a secondary search was conducted to locate policy documents, program approval applications/proposals, and other policy documents. Since Web site information may be updated at any time, all relevant webpages and documents were printed and filed by state for subsequent analysis.

Consistency in coding (inter-rater reliability) the information obtained from state Web sites and policy documents was critical. Three different staff members were involved in the coding of state policy documents and information. Each staff member reviewed two printed state documents and completed the instrument for each state. The printed information and completed instruments for these states were exchanged and reviewed internally by staff members for consistency. Minor variances in accuracy or staff member interpretation were noted and the terms and coding instructions were slightly modified to ensure consistency.

The final approval entity or department was telephoned to identify the person most knowledgeable of the program approval process for new postsecondary programs and, when applicable, CTE programs. This person was sent an email with a consent form to review the preliminary state data for accuracy and to resolve any coding variable that could not be located in the Web site review. If the person agreed to participate, the person was sent another email with specific instructions on how to complete the review of their state's preliminary data and a Microsoft Word file of the preliminary data. The participant would complete the review in two different ways. First, the participant could review the preliminary data and make necessary changes to the document with the track changes feature in Microsoft Word. Second, the participant and staff members arranged a date and time to review the preliminary document

through a teleconference call. The purpose of the conference call was twofold: to ensure accurate interpretation of Web site and policy documents and to ensure that informal or unpublished practices were captured in the coding of the variables.

Two email reminders were sent, the first reminder one week following the initial email and, if the individual did not respond after the first week, a second reminder was sent two weeks after the initial email. Once consent was obtained, participants were contacted two weeks after the preliminary data was emailed and, if the participant did not respond, a second email was sent a week later. Project staff made approximately three to four phone calls to each participant to encourage them to return the preliminary data and to ensure that the correct person had been identified.

Data Recording Procedures

The research questions were used to develop the four main categories of the coding instrument: approval policies, labor market needs, occupational standards, and articulation. Several key variables were identified and defined under each main categorical heading. The instrument was reviewed internally by project staff members and externally by higher education representatives in Illinois and Minnesota to ensure consistent interpretation of terms (reliability) and that the variables addressed the four research questions (content validity). See Appendix C for a copy of the final instrument.

Illinois and Minnesota state Web sites and policy documents were reviewed and pertinent information was used to code each variable. The completed instruments were again reviewed by Illinois and Minnesota representatives to ensure correct interpretation of Web site information and policy documents. After minor changes to further clarify the definition of each variable, the instrument was used to code each state.

Data Analysis

The analysis of the data resulting from the document reviews and interviews with state approving agency representatives is discussed in this section. The preliminary data results were entered into a comprehensive Microsoft Excel spreadsheet. The rows of data correspond to the coding instrument questions and the columns correspond to each state. The frequencies of the type of responses (e.g., yes, no, undetermined, state, local, both, etc.) was calculated by adding additional columns. The completed spreadsheet was visually analyzed and the presence of any resulting trends, patterns, or themes was examined. The data summary and preliminary analysis were also reviewed by a peer review group.

Restrictions and Limitations

The study was restricted to analysis of Web site and policy documents relating to public, two-year CTE programs and information gathered through telephone interviews. New programs

were understood to be separate from reasonable and moderate extensions of existing programs. Noncredit and nonpublic CTE programs and institutions were excluded.

The agency focus in each state was the final approving agency for new postsecondary CTE programs. Many states may have multiple layers of approval by more than one regional or state agency between the institution providing the CTE program and the final approving agency in the state. The final agency was the focus, since presumably all other mid-level approving agencies would be forced to comply with the requirements of the final approving agency for new postsecondary CTE programs in the state.

States without a centralized approval agency for two-year CTE programs were included when these programs were managed by a centralized entity (e.g., university system or state government agency) within the state; otherwise these states (i.e., Arizona, Delaware, and Pennsylvania) were excluded. Washington, DC does not have a stand-alone community college system and relies on surrounding states to provide these services and was therefore not included.

The final limitation of the study concerned the accuracy of the policy documents located on the final approving agencies' Web sites. The final approving agencies were responsible for the amount, accuracy, and currency of the policy documents. The amount of policy documents, organization of these documents, and detail contained in the documents varied considerably. As a consequence, several state final approving agencies may be demonstrating exemplary practices associated with new and existing postsecondary CTE programs; however, since the available policy information posted on the agency's Web site was limited, these states may not be frequently acknowledged in the results section. Data that could not be located on the final approving agencies' Web sites was obtained in telephone interviews with representatives in the final approving agency.

Forty-seven states were invited to participate in confirming the preliminary data for their particular state. Fifteen participants did not agree to participate or did not respond; nine states consented, but did not review the preliminary data or respond; and twenty-three states agreed to participate and reviewed the preliminary data for accuracy. A majority of the data used for this study was located within state program approval applications/proposals and other policy documents; however, several data points were not located.

Whereas additional information was obtained through interviews with state officials, few changes were made in how the variable was originally coded; most of the additional information was used to complete undetermined variables. In those instances where state officials did not review the data, the results of the internet search were used without additional clarification or confirmation. Since the study was not designed to determine if the policies and procedures were being implemented, the results did not capture the degree to which policies and procedures were practiced or enforced.

The reasons why representatives in the final approving agency did not participate or respond was unclear. Multiple follow-up emails and additional follow-up telephone calls were

made with only a limited increase in responses. Eventually it was determined by the research staff that further attempts at making contact would be inappropriate and might actually violate restrictions suggested by the University of Illinois Institutional Review Board. It is possible that the appropriate state officials were never correctly identified. There is considerable variation across states as to the title for the state-level administrator responsible for postsecondary CTE activities. It is also possible that the timing of the attempts to make contact (summer) occurred during periods of transition in the various state offices.

Results

This section presents the findings according to each research question. The research questions were:

1. What are the state policies and procedures for the approval of new and review of existing postsecondary CTE programs?
2. What is being done in each state to help ensure consistency between postsecondary CTE programs and occupational standards?
3. What is being done in each state to help ensure that postsecondary CTE programs are responsive to labor market needs?
4. What are state policies regarding articulation between secondary and postsecondary CTE programs and between subbaccalaureate and baccalaureate postsecondary CTE programs?

Research Question One: State Approval Policies for New Postsecondary CTE Programs

The first research question sought to determine the final approval policies for approval of new and review of existing postsecondary CTE programs. The state standards and approval policies were divided into two distinct components: initial approval of new programs and review of existing programs. The initial approval of a new postsecondary CTE program occurs when an institution identifies a need for a new program and initiates a formal approval process through the appropriate state agency responsible for the final approval. The program review process examines an existing program to determine whether or not it should be continued based on a variety of factors, such as student completion rate, labor market demand, and graduates' employment rate.

Initial CTE Program Approval

This section presents the two different options that emerged from the Web site review and interviews from higher education representatives. The different approval systems are defined and discussed. The remainder of this section examines the process involved in the most prevalent formal approval type: centralized state agency.

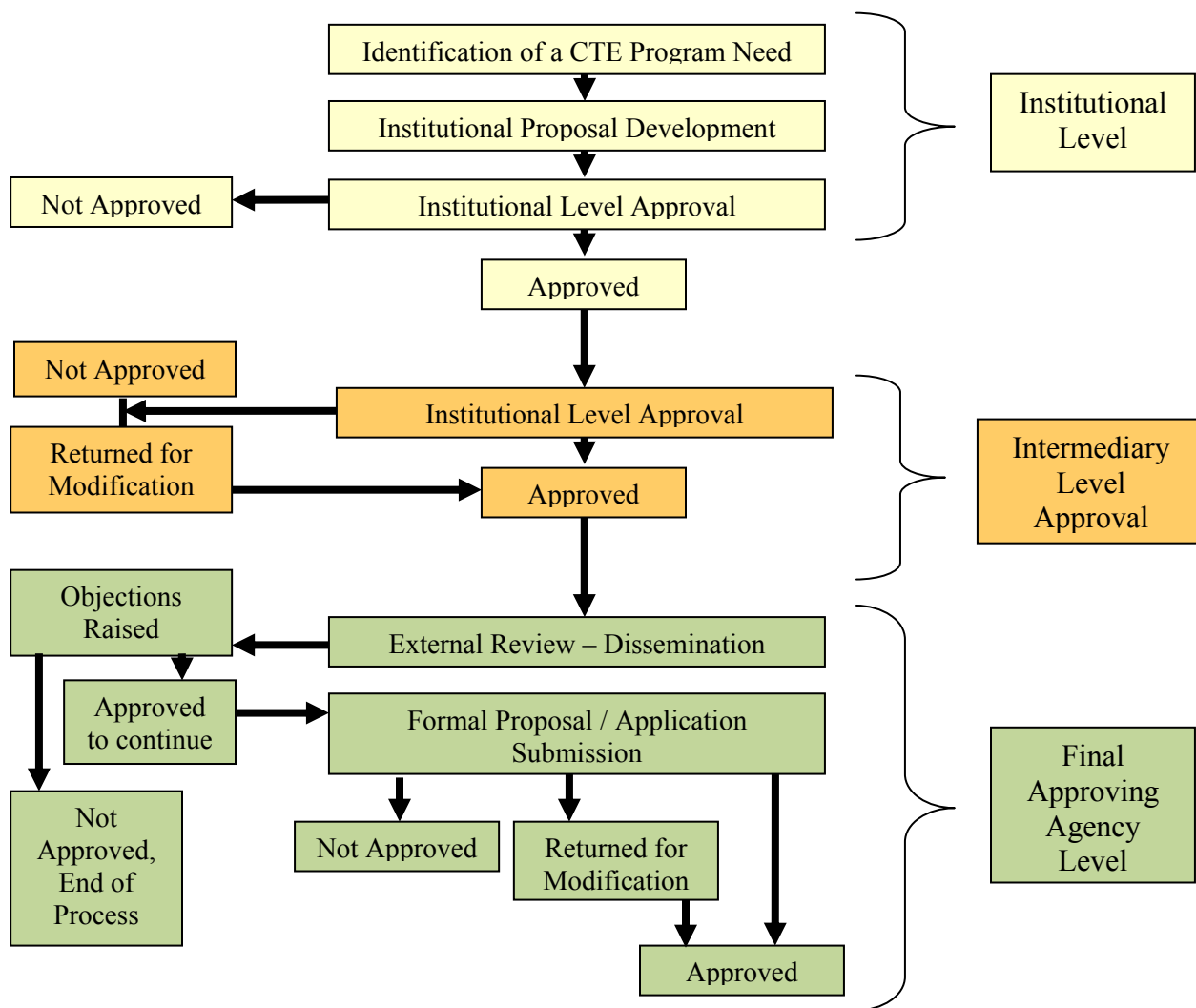
Approval types. The final approval process of new postsecondary CTE programs in the states followed a predictable pattern (see Figure 1). New program approval was composed of two different options: centralized state-level approval or local approval. The approval process in the centralized state-level approval type was initiated by the individual institution, which identified a need for a new program based on labor market need or other locally determined information. The local institution would then develop an internal proposal and would receive approval through the institutional governing board. Certain programs and states established an intermediary approving agency. This agency was not the final approving agency in the state and was not included in the scope of the study. The final approving agency typically sent the initial

proposal from the originating institution to other colleges, businesses, or other stakeholders for review and comment. After the external review, the final approving agency reviewed the proposal or application and made a determination to not approve the program, return the proposal or application for modifications (subsequent to approval), or approve the program.

The local option type of program approval was used by Arizona, Delaware, and Pennsylvania. These states did not have a final approving agency and postsecondary institutions within these states initiated and granted approval of new programs and reviewed existing programs independent of any final approving agency in the state.

Approval process. A majority of the states require formal approval of a proposal before a new postsecondary CTE program may be offered; however, there are a few notable exceptions where a program may be offered before approval. Examples include Montana, which allows an

Figure 1. Postsecondary CTE Program Approval Flowchart



institution to offer the program immediately after the initial proposal is sent to the state board; West Virginia, which does not require new programs be approved prior to being offered but does require that these programs be reviewed at the end of the first year; and Michigan, which only approves Perkins-funded CTE programs (all other programs are approved at the institutional level).

The main elements comprising a majority of state applications and proposals included: an external review, program description, list of specific courses, and economic factors (including a demonstration of no unnecessary duplication, program income, student enrollment, and program expenses) (see Table 3). Additionally, the time required to approve new postsecondary CTE programs and the presence of a separate approval process specifically for postsecondary CTE programs was examined.

A number of states have a two-stage (notice of intent and final proposal) process or require an external review of the new program proposal prior to review by the final approving authority in the state. The Washington State approval process is typical of the two-stage process. In Washington and others with similar processes, the notice of intent is usually a brief overview of the new program and is published on a Web site or sent to other institutions in the state for review. The external reviewing institutions may file a formal objection, which is reviewed by the final approving agency. A judgment is made by the final approving authority and the proposal is allowed to continue through the formal approval process or is returned unapproved to the initiating institution.

A description of the program was a key element in a majority of new program proposals. A description typically ranged from a summary, such as from the Rhode Island Board of Governors for Higher Education (2006): “Summary description (not to exceed 2 pages) of the proposed program” (p. 8) to Indiana’s Commission for Higher Education (1990) detailed description that required a description of “the proposed program and state its objectives; admission requirements, anticipated student clientele, and student financial support; the proposed curriculum; form of recognition; program faculty and administrators; needed learning resources; and other program strengths” (pp. 6-7).

Forty-five states required a description of the new program, one state did not, and one state was undetermined. A majority of states (45) required a list of courses in the new program, but only 27 of these states also required a description of the sequence of courses.

Economic factors appeared to comprise several key aspects of the new program approval processes, including those related to demonstrating that the program was not an unnecessary duplication of existing programs, enrollment projections, detailing program income (e.g., tuition, grants, fees, etc.), and outlining program expenses (e.g., faculty needs, facilities, materials, etc.).

Unnecessary program duplication was found to be a key component of 41 states’ state approval processes. The criteria of determining whether a program was unnecessarily duplicative appeared to be primarily dependent upon the regional presence of another similar program. Many

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Table 3. Overview of New Postsecondary CTE State Approval Processes by State

State	Program Description	List of Courses	Course Sequence	No Unnecessary Duplication	Enrollment Projections	Income Sources	Program Expenses	Approval Time (Months)	External Review	Distinct CTE Approval	Course Approval	Program Termination
AK	Y	N	N	Y	Y	Y	Y		N	N	L	L
AL	Y	N	N	Y	N	N	N		Y	N	L	B
AR	Y	Y	Y	Y	Y	Y	Y	3	Y	N	L	L
CA	Y	Y	Y	Y	Y	Y	Y		Y	Y	B	S
CO	Y	Y	N	Y	N	N	N	2	Y	Y	L	B
CT	Y	Y	Y	Y	Y	Y	Y		Y	N	L	L
FL	Y	Y	N	Y	N	N	N	3	N	N	L	L
GA	Y	Y	Y	Y	Y	Y	Y	2	N	Y	B	S
HI	Y	Y	N	U	Y	Y	Y		Y	N	B	U
ID	Y	Y	Y	Y	Y	Y	Y	2	N	Y	B	B
IL	Y	Y	N	N	Y	Y	Y	3	Y	N	L	B
IN	Y	Y	Y	Y	Y	Y	Y		U	Y	S	U
IA	Y	Y	Y	Y	Y	Y	Y		Y	U	U	U
KS	Y	Y	Y	Y	Y	Y	Y	2	N	Y	L	L
KY	Y	Y	Y	Y	Y	U	U		U	N	L	S
LA	Y	Y	Y	Y	Y	Y	Y		Y	Y	L	S
MA	Y	Y	Y	Y	Y	Y	Y		Y	N	L	B
MD	U	Y	Y	Y	Y	Y	N		Y	Y	L	S
ME	Y	Y	Y	Y	Y	Y	Y	7	Y	Y	L	B
MI	Y	Y	Y	N	Y	Y	Y	.25	N	Y	L	L
MN	Y	Y	N	Y	Y	Y	Y	1	N	Y	L	L
MS	Y	Y	Y	Y	Y	Y	Y	1	N	N	L	B
MO	Y	Y	N	Y	Y	Y	Y	2	Y	N	L	L
MT	Y	Y	N	Y	Y	Y	Y	0	Y	Y	S	S
NC	Y	Y	Y	Y	Y	Y	Y		Y	N	L	L
ND	Y	Y	N	Y	Y	Y	Y		Y	Y	U	B
NE	Y	N	N	Y	Y	Y	Y	3	N	N	L	B
NH	Y	Y	Y	Y	Y	Y	Y		N	N	U	B
NJ	Y	Y	N	Y	Y	N	Y		Y	N	L	L
NM	Y	Y	Y	Y	Y	Y	Y		U	U	L	U
NV	Y	Y	Y	Y	Y	Y	Y	3	N	N	L	L
NY	Y	Y	Y	Y	Y	N	N	1	N	N	L	L
OH	Y	Y	Y	Y	Y	Y	Y	4	N	N	L	L
OK	Y	Y	N	Y	Y	Y	Y	3	Y	N	L	B
OR	Y	Y	Y	Y	N	Y	N	1.5	Y	N	L	L
RI	Y	Y	N	Y	Y	Y	Y	4	Y	N	L	B
SC	Y	Y	Y	Y	Y	Y	Y	6	Y	N	L	B
SD	Y	U	U	Y	Y	Y	Y		Y	Y	U	U
TN	Y	Y	N	Y	Y	Y	Y		N	Y	L	B
TX	Y	Y	Y	Y	Y	Y	Y	2	Y	Y	S	S
UT	Y	Y	Y	Y	Y	Y	Y	4	Y	N	L	L
VA	Y	N	N	Y	Y	Y	Y		N	N	L	B
VT	Y	Y	U	U	Y	Y	Y		Y	Y	U	S
WA	Y	Y	Y	Y	Y	N	N		Y	Y	L	B
WI	Y	Y	N	Y	Y	Y	Y	14	Y	N	S	B
WV	N	N	N	N	N	N	N		N	Y	U	U
WY	Y	Y	Y	N	Y	N	N	2.5	Y	N	L	L
Total/Average	45	41	27	41	42	38	37	3.05	28	19	33	16

Notes. AZ, DE, and PA were not listed

U – Undetermined

Bold Italic states indicate the information was confirmed by a representative in the state final approving agency

Totals represent Yes or Local totals.

new program proposals required the institution completing the proposal to provide evidence that the program was not currently in existence in the state or the same service area/region. The Kansas procedures concerning unnecessary duplication were representative of many states:

The institution shall provide evidence that the proposed new program does not unnecessarily duplicate existing programs within the region or those programs affecting the region. Where applicable, the following evidence shall be included:

- (a) Results of studies of public and private training programs such as industrial firms, private schools, proprietary schools, and apprenticeship programs within or affecting the region;
- (b) Classification of Instructional Programs (CIP) code;
- (c) Method or type of proposed instruction;
- (d) Syllabus of courses in the proposed program;
- (e) Specify faculty requirements, if any;
- (f) Listing of all courses in the proposed program; and
- (g) Outcomes of proposed program (Kansas Board of Regents, 1995, p. 136).

Other states, such as Texas, appeared to use geographical distances as the primary determining criteria to determine unnecessary duplication: “Explain how the program would not unnecessarily duplicate existing programs of the same type within fifty miles. Identify the closest college(s) and the distance from the institution” (Texas Higher Education Coordinating Board, 2003, p. Chapter 5, p. 8).

Other economic factors most prevalent in new program applications included estimates of student enrollment, program income, and program expenses. Forty-two states required enrollment projections in new postsecondary program applications. The number of states requiring income sources was lower, with 38 states requiring program income sources. Thirty-seven states required program expenses to be documented.

Connecticut provided an illustration of the most common method of indicating projected student enrollment for a new program. The new program application in Connecticut required institutions to indicate projected student enrollment for the first three years of the program and distinguished enrollment by internal transfer from enrollment by new students (Connecticut Board of Governors for Higher Education, 2006). Similarly, estimates of new program revenues (income) were required for the first three years and were distinguished by tuition (full and part-time), extension fund fees, and other sources. Finally, estimated expenses for the first three years were also required and were categorized by faculty, support staff, library, equipment, and other expenses. Each of the program’s expenses were documented on a single page and aligned by year, which enabled a determination of the financial balance of the new program over a three-year period.

There were several other common elements in many new postsecondary CTE program proposals. These included the time typically required to approve a new postsecondary CTE program application or proposal, the presence of a specific approval process for CTE programs that differed from traditional transfer programs, and the entity responsible for approving individual courses within a program and terminating existing CTE programs.

The time required by the final approving authority in the states from the time the proposal or application is received to approval ranged from immediately (Montana) to 14 months (Wisconsin) with an overall average time of approximately 3 months. In slightly less than half the states studied (26) the formal approval process for postsecondary CTE programs was not unique and the same process used to approve CTE programs (Associate of Applied Sciences – AAS) was used to approve other, non-CTE public two-year programs (Associate of Arts – AA or Associate of Sciences – AS).

The entity responsible for the approval of individual courses was most commonly the individual institution (33), followed by the state (4) and combined – local and state (4).

The termination of an existing program appeared to be primarily a function of the both the individual institutions and state (17), followed by the individual institution (16) and the state (8).

Existing Program Review

The periodic review of existing postsecondary CTE programs has the potential to more frequently examine the performance of these programs than the initial approval process, which was the primary reason why program review policies and procedures were included in this study. The evaluation of existing postsecondary CTE programs is a frequent occurrence for most states. Forty-two states have established policies and procedures concerning the evaluation of existing programs, six states have no policy/procedure, and two were undetermined. The frequency with which existing postsecondary CTE programs were reviewed ranged from annually to every 10 years, with an average of approximately every 4 years (see Table 4). The different procedures for existing program review, as well as the entity responsible for determining review criteria and specific examples illustrating the variance between the different states were presented.

The state (22) was the most common entity responsible for determining the criteria of program reviews, followed by the local institutions (9) and both local and state (8).

The information concerning review processes has the potential to be misleading. For example, Texas Higher Education Coordinating Board (2003) may conduct an on-site review of programs if the college fails to meet two of the following criteria:

1. Workforce education [CTE] programs must produce at least 15 graduates in a three-year period under review.
2. Each workforce education program must place in the workforce at least 90 percent of program graduates within one year following graduation.
3. If a license or other professional credential is required for entry into an occupation, the number of students who take and pass the license or other required credentialing exam must be at least 90 percent, or the number of students who take and pass the exam must be no more than five percent lower than the number of students who took and passed the exam statewide for the preceding three years for which complete data are available (p. 5).

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Table 4. Overview of Existing CTE Program Review Elements by State

State	Program Review Process	Review Frequency (Years)	Criteria Entity ^a	Review Criteria				
				Enrollment Rates	Graduation – Completion Rates	Placement Rates	Student Outcomes	Cost
AK	Y	5	L*	-	-	-	-	-
AL	Y	1	S	N	Y	N	N	N
AR	Y	10	S	N	Y	Y	Y	N
CA	Y	2	B	Y	Y	Y	Y	Y
CO	Y	5	S	Y	Y	Y	N	N
CT	N	-	-	-	-	-	-	-
FL	Y	5	S	Y	Y	Y	Y	Y
GA	Y	1	S	Y	Y	Y	N	N
HI	Y	5	B	Y	Y	Y	U	Y
ID	Y	V	S	Y	Y	Y	Y	Y
IL	Y	5	S	Y	Y	Y	Y	Y
IN	Y	-	L*	-	-	-	-	-
IA	Y	5	U	-	-	-	-	-
KS	Y	5	L*	-	-	-	-	-
KY	Y	1	L*	-	-	-	Y	-
LA	Y	-	U	-	-	-	-	-
MA	Y	3	S	N	Y	N	N	N
MD	Y	-	L*	-	-	-	-	-
ME	Y	5	S	Y	Y	Y	Y	Y
MI	Y	5	S	Y	Y	Y	N	N
MN	Y	V	B	N	N	N	Y	N
MS	Y	1	S	Y	Y	Y	Y	N
MO	Y	-	L*	-	-	-	-	-
MT	Y	7	L*	-	-	-	-	-
NC	Y	1	S	Y	Y	Y	Y	N
ND	Y	7	U	Y	Y	N	Y	N
NE	Y	7	B	Y	Y	N	N	Y
NH	Y	-	L*	-	-	-	-	-
NJ	N	-	-	-	-	-	-	-
NM	Y	1	L*	-	-	-	-	-
NV	Y	10	S	Y	N	N	Y	Y
NY	Y	1	S	N	Y	Y	Y	N
OH	N	-	-	-	-	-	-	-
OK	Y	5	S	Y	Y	Y	Y	N
OR	Y	1	B	N	Y	Y	Y	Y
RI	Y	6	B	Y	Y	Y	Y	Y
SC	Y	1	S	Y	Y	Y	Y	N
SD	U	-	-	-	-	-	-	-
TN	Y	5	S	Y	Y	Y	Y	Y
TX	Y	4	S	N	Y	Y	Y	N
UT	Y	5	S	Y	Y	Y	Y	Y
VA	Y	5	S	Y	Y	N	Y	Y
VT	Y	1	S	Y	Y	Y	Y	Y
WA	Y	V	B	Y	Y	Y	Y	Y
WI	Y	1	B	Y	Y	Y	Y	Y
WV	Y	5	S	Y	Y	Y	Y	Y
WY	N	-	-	-	-	-	-	-
Total^b	42	4.03^c	22^d	24	29	24	25	17

Note. AZ, DE, and PA were excluded

L – Local Institutions, S – State, U – Undetermined, LD – Local decision and may vary between institutions, V – Variable
 Bold Italic states indicate the information was confirmed by a representative in the state final approving agency.

^aAgency responsible for determining review criteria, ^bTotal “Yes”, ^cAverage, ^dState, Local, and Both (State and Local) Total

* Indicates that the use of review criteria was at the discretion of the individual institution.

While in this case the state (Texas) does not examine enrollment rates, no policy or procedure was located that prevented individual institutions from initiating an independent review that examined enrollment more frequently. In other words, an indication of “N” may signify either that the state does not require a particular program review element or that the determination to review a particular element may reside with the individual institution.

Another example of a state review process examining only a single facet of an existing program was Alabama. The Alabama Commission on Higher Education (2003) primarily examines the average number of graduates to determine the viability of a program, which is number of graduates obtaining a degree. For example, in diploma, certificate, and associate degree programs, the minimum viability standard is 7.5 annual graduates per program. However, there appears to be exceptions for CTE programs in Alabama. CTE programs appear to have less stringent standards “if the institution can document that the student successfully completed a minimum of 20 quarter hours or 15 semester hours of technical skills courses during the reporting period and left the program for purposes of gainful employment.” Additional exceptions to the Alabama viability standard included employment/placement of students, transfer of students to another institution, market demands, the lack of duplication of the program in the state, or the success of graduates.

New Hampshire provided another example of where the state requires existing programs to be reviewed and where most of the program review process is delegated to the individual institutions: “Program review, which includes currency of curriculum and faculty, market need, program enrollment and retention, and number of graduates is the responsibility of the local campuses under the direction of the President and Vice President of Academic Affairs” (New Hampshire Community Technical College Board of Trustees, 2006). A similar example from the Nevada System of Higher Education (2006) of the procedures for reviewing an existing program recognized that the review criteria of an existing program may vary between institutions due to mission and responsibilities and recommended the use of both quantitative and qualitative data in the evaluation process. Specific evaluation criteria included “quality, need/demand for the program, relation to the institutional mission, 3.5.5 Cost, relationship to other programs in the System, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services” (Title 4, Chapter 14, p. 4). However, the specific meaning of quality or the level of need/demand was not specified and could have different meanings.

Overall, the approach to the review of existing CTE programs and the processes involved in the review appeared to vary considerably from state to state and among different local institutions within a single state.

Research Question Two: Occupational Standards

The second research question sought to determine what is being done in each state to help ensure consistency between postsecondary CTE programs and occupational and academic standards. The limiting factor in responding to this research question was how individual state

policy and procedure interpreted standards differently, which made the determination of clear and overarching themes impossible. Additionally, it was important to remember many states (see Table 1) did not distinguish between CTE and other postsecondary program approval policies, which may be partly responsible for the low number of states requesting information concerning the incorporation of occupational standards. This section presents how the final state approval agencies mention occupational standards in the new postsecondary CTE program approval applications and proposals, the role of the final approving agency in the determination of appropriate occupational standards, and how advisory boards may contribute to the development and incorporation of applicable occupational standards in CTE program curricula.

Use of Occupational Standards in Program Approval

A review of state postsecondary CTE proposals for new CTE programs and other policy documents was conducted to identify instances in which the words *skill*, *occupational*, *industry*, *standards*, or *business* were indicated. While new program proposals in 14 states required some level of documentation describing how the program would incorporate occupational skill standards as either a required component or the program curriculum, see Table 5. When occupational standards were mentioned in within new program applications or proposals, the specific language, such as that used by Idaho, was common: “Identify the accrediting agencies, business and industry standards, and state or federal licensing boards that apply to this program. Provide the basic criteria established by the relevant agency or board and describe how the program will meet these criteria” (Idaho Division of Professional-Technical Education, 2006, p. 2).

When the representatives from the participating final approving agencies were interviewed, 20 representatives (six more states than indicated in policy documents) stated that individual institutions were required to explain how any applicable occupational standards had been included in the program as part of the new program proposal process. In addition to the apparent inconsistency between the language used in policy documents and interview statements by representatives, the representatives also provided different interpretations of skill, occupational, industry, or business standards or applied different interpretations. Many of the interviewees perceived requirements pertaining to accreditation, licensing, or certification (ALC) as a occupational standard and a responsibility of the individual (local) institution. Five of the states which indicated that standards were part of the application process during interviews also required a description of how the institution would ensure that the program would obtain ALC. What entity was responsible for deciding which standards were appropriate was not always clear, but appeared to be primarily a function of the individual institution and not the state approving agency. Only Florida, Georgia, and Texas made reference to a set of occupational standards that were maintained by the final approving agency or similar state agency.

The seemingly low number of states requiring the incorporation of occupational standards may be due to an assumption that these standards are part of program accreditation, licensure, or certification or primarily a function of the individual institution. For example, a representative of the final approving authority in a Northeast state indicated that there was an assumption by the

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Table 5. Occupational Standards Inclusion in New CTE Programs by State

State	Standards Established at Local, State, or Both	Standards Mentioned in Application	Standards Mentioned in Interviews	Accreditation, Licensure, Certification	Advisory Board Required
AK	L	N	-	N	N
AL	U	N	-	Y	Y
AR	S	Y	-	Y	N
CA	L	Y	-	Y	Y
CO	B	Y	Y	Y	Y
CT	L	Y	-	Y	N
FL	S	Y	Y	Y	Y
GA	S	Y	Y	Y	Y
HI	U	N	-	Y	U
ID	B	Y	Y	Y	Y
IL	L	Y	Y	Y	N
IN	U	N	-	Y	U
IA	L	Y	-	Y	Y
KS	L	N	N	Y	Y
KY	L	Y	-	Y	Y
LA	U	Y	-	Y	U
MA	U	N	-	Y	N
MD	L	N	-	N	N
ME	S	N	Y	Y	Y
MI	L	N	N	Y	Y
MN	L	N	N	Y	N
MS	S	N	N	Y	N
MO	L	N	N	Y	N
MT	L	N	Y	Y	Y
NC	U	N	-	Y	Y
ND	U	N	-	Y	U
NE	L	N	N	N	Y
NH	U	N	-	N	U
NJ	L	N	-	N	N
NM	U	N	-	Y	Y
NV	L	N	N	Y	N
NY	L	N	N	Y	N
OH	L	N	Y	Y	N
OK	L	N	Y	Y	Y
OR	L	Y	Y	Y	Y
RI	U	N	-	Y	N
SC	U	N	-	Y	N
SD	U	N	-	N	U
TN	L	N	-	Y	N
TX	S	Y	Y	Y	Y
UT	B	N	Y	Y	Y
VA	L	N	-	N	N
VT	U	N	N	Y	U
WA	B	Y	Y	Y	Y
WI	B	N	Y	Y	Y
WV	L	N	-	N	N
WY	L	N	N	Y	N
Total^a	3	14	14^b	39	21
	23 ^c				
	5 ^d				

Note. AZ, DE, and PA were excluded

Bold Italic states indicate the information was confirmed by a representative in the state final approving agency.

^aTotal Yes in all columns

^bSix states with policy language with written standards were not interviewed; it anticipated these states would have confirmed the necessity of occupational standards within new program proposals

^cLocal Total

^dBoth (local and state) Total.

approving state agency that local institutions would ensure that a new CTE program would meet the requirements of the various state regulatory agencies in the program curriculum, and as a result, verification of these standards as part of the new program approval process was unnecessary.

A representative of a final approving agency in the Midwest indicated the lack of expertise and time were the primary factors why occupational standards were not required in the new program approval process:

We really don't have the time to go into each program to see if the standards have been included. More importantly, we don't have the expertise required in these specialized areas to recognize if the correct standards have been included or not. Furthermore, the program would not survive if the standards were not addressed. Graduates could not get certified or get jobs, which would result in low enrollment, which would result in the program's end.

It would appear that the staff in the final approving agency in this state may recognize that the individual institution and in particular the faculty or curriculum committee of the specific program has the time and expertise to determine what occupational standards are necessary for the success of the program. Given the number of different CTE programs and the unique and diverse occupational standards in each particular program, the ability to adequately review these standards to determine if the most appropriate standards have been included may be limited by, as the interviewee indicated, the lack of time and expertise. Additionally, while 14 states mentioned occupational standards in new program applications, it was not clear exactly how these standards were used in the decision to approve the program.

Texas and Florida have established unique and detailed processes to ensure that occupational standards have been included or *are available* for new programs. The Texas Skills Standards Board (TSSB) (see <http://www.tssb.org/>) contains the specific occupational skills for a number of occupations. For example, the Heavy Equipment Maintenance Technician program has several key activities, performance criteria, occupational skills and knowledge, and conditions (see Figure 2).

When the occupational skills for a new program are contained within the TSSB, institutions are required to document if these skills have been included in the new program and, if they have not been included, provide an explanation. Florida has developed a collection of curriculum frameworks that include specific occupational standards for a variety of disciplines, as well as course content (Florida Department of Education, Office of Workforce Education, 2006). In Florida, these curriculum frameworks provide a working model for new programs and, when in existence, the institution is required to include the appropriate framework into the curriculum.

Program advisory committees, which have been traditionally used by CTE programs to identify the need for a particular program and to provide recommendations concerning program curricula (standards), may also be an avenue by which occupational standards are determined and incorporated into program curricula. Twenty-one states mentioned or required the use of a program advisory board, but the policy language concerning the composition, use, and

Figure 2. Occupational Standards Example – Texas Heavy Equipment Maintenance Technician

Key Activities	Performance Criteria	Occupational Skills and Knowledge	Conditions
Those duties or task clusters that are necessary to perform each critical work function.	Specific demonstrable performance and standards that indicate when the key activity has been performed successfully.	Those skills and knowledge that are specific to the occupation, such as technical processes or procedures common across the occupation that are critical to the related key activity.	Tools, resources, and equipment necessary to carry out key activities and their related performance criteria.
1.1 Perform all operations and equipment handling while adhering to safe practices	<p>1.1.1 Utilize and store spray paints and other chemicals using appropriate personal equipment in approved areas.</p> <p>1.1.2 Demonstrate safe work habits and utilize safety and personal protection equipment, according to industry-recognized general safety rules.</p>	<ul style="list-style-type: none"> • Knowledge of OSHA, EPA, and MSHA safety rules and regulations and company or original equipment manufacturer (OEM) specifications • Knowledge and application of first aid and CPR • Knowledge of personal protection equipment and emergency equipment and materials 	<p>Using the following tools, resources, and equipment:</p> <ul style="list-style-type: none"> • Appropriate personal protection equipment (PPE) • Appropriate emergency equipment and materials

frequency of meetings of the program advisory board varied considerably. Additionally, several representatives from final approving agencies were unfamiliar with the potential difference between an institutional curriculum committee and an advisory board for a specific program. The Kentucky Community and Technical College System (2006), which includes very specific and detailed policy language outlining the specific role and duties of a program advisory board, was a notable exception:

- Membership – the membership of these committees shall be representative of the businesses and industries for which the program provides education and training. Members shall represent the various levels of management and labor of the business or industry. A majority of the members must be external to the institution. A student representative shall serve as an appointed member of the committee.
- Meetings/Minutes – Program advisory committees shall have at least two (2) meetings per year. Minutes to document activities and recommendations will be maintained and distributed for all program advisory committee meetings.
- Responsibilities – The program advisory committees shall counsel, advise, and consult with the program staff on: (1) implementation of curriculum; (2) safety; (3) equipment

needs; (4) projects for student learning; (5) advocacy of the program in the community; (6) recruitment of students; (7) work-based learning; (8) job placement of students; (9) community resources available; and (10) information regarding the program and improvement thereof (p. 4.3.4).

Other states, such as California, outlined the role of a program advisory board in general terms: an advisory committee “made up of typical employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program” should be created for any new vocational program (California Community Colleges, 2003, p. A-14). The individual institutions were presumably permitted to establish and modify the advisory board processes in California and other similar states.

Research Question Three: Labor Market Influences

The third research question was designed to determine what is being done in each state to help ensure that postsecondary CTE programs are responsive to labor market needs or demands. Few states made a distinction between labor market needs and demands in new postsecondary CTE proposals. However, the Nebraska Coordinating Commission for Postsecondary Education (2006) was a notable exception:

B. Evidence of Need and Demand

1. Need for the program—in the institution, the community, the region, the state, or the nation. The institution provides information, such as data, surveys, or studies, regarding:
 - Workforce needs of business, industry, and employers;
 - Job and educational advancement opportunities for graduates; and
 - Potential for the program to contribute to society and economic development, where appropriate
2. Demand for the program—the extent of student interest in the proposed program. The institution provides studies, surveys, or other evidence about student demand, including:
 - The number of students expected to enroll in the program in each of the first five years of operation, and
 - The minimum number of students required to make the program viable.

This section presents data concerning the states requiring labor market need or demand information, the specific type of data required, and the geographical area of the need or demand mentioned by states. Since a large number of states did not separate labor market needs and demands in new CTE program applications and proposals (such as Nebraska), it was impossible to determine the focus of the proposal, and the data was presented as labor market demand or need as a single variable.

The requirement for new postsecondary CTE programs to be based on labor market need or demand was the most common element of all applications and proposals. All of the states examined (47) except West Virginia required a description in the application or proposal to clearly illustrate the labor market need and/or demand for the program (see Table 6).

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Table 6. Labor Market Need or Demand Requirements in New CTE Program Approval by State

State	Labor Market Description Mentioned in Application	Labor Market Description		Specific Need/Demand Sources	Labor Market Geographical Area of Need or Demand		
		Mentioned in Existing Program Review			Local	State	Multi-State (National)
AK	Y	N		Y	N	Y	N
AL	Y	N		N	N	N	N
AR	Y	N		Y	N	Y	N
CA	Y	Y		Y	Y	Y	N
CO	Y	Y		N	Y	Y	N
CT	Y	N		Y	N	N	N
FL	Y	Y		Y	Y	Y	N
GA	Y	Y		Y	Y	N	N
HI	Y	Y		N	N	Y	Y ^a
ID	Y	Y		Y	Y	N	N
IL	Y	Y		Y	Y	Y	N
IN	Y	U		Y	Y	Y	N
IA	Y	U		Y	Y	Y	N
KS	Y	N		Y	Y	Y	N
KY	Y	Y		U	Y	Y	Y
LA	Y	U		N	Y	Y	N
MA	Y	N		N	Y	Y	N
MD	Y	N		Y	Y	Y	N
ME	Y	Y		Y	Y	Y	N
MI	Y	N		N	Y	N	N
MN	Y	N		Y	Y	N	N
MS	Y	Y		Y	Y	Y	N
MO	Y	Y		N	Y	Y	Y
MT	Y	N		N	Y	Y	N
NC	Y	Y		Y	N	N	N
ND	Y	U		N	U	U	U
NE	Y	Y		N	Y	Y	Y
NH	Y	N		N	Y	Y	Y
NJ	Y	N		Y	Y	N	Y
NM	Y	U		Y	Y	Y	Y
NV	Y	Y		N	Y	Y	Y
NY	Y	N		N	Y	Y	N
OH	Y	Y		Y	Y	Y	Y
OK	Y	Y		Y	Y	Y	N
OR	Y	Y		Y	Y	Y	Y
RI	Y	Y		N	N	N	N
SC	Y	N		Y	Y	N	N
SD	Y	U		N	Y	Y	Y
TN	Y	Y		Y	N	Y	N
TX	Y	N		Y	Y	Y	N
UT	Y	Y		Y	Y	Y	Y
VA	Y	N		Y	Y	Y	Y
VT	Y	N		Y	U	U	U
WA	Y	Y		Y	Y	N	N
WI	Y	N		Y	Y	Y	N
WV	N	Y		N	N	N	N
WY	Y	N		N	Y	Y	Y
Total^b	46	22		29	36	33	14

Note. AZ, DE, and PA were excluded

Bold Italic states indicate the information was confirmed by a representative in the state final approving agency.

^aHI specifically mentioned “international”

^bTotal Yes in all columns.

Examples of the requirements found in many new program applications included language similar to that used in Georgia: “Statement of Need for Program in the Service Area: (Examples of topics that may be included – student interest, employment opportunities, demand for services, and trend analysis . . .” (Georgia Department of Technical and Adult Education, 2005, p. 2). In addition to labor market need or demand for the program, two additional and closely related characteristics of labor market information were examined: type of labor market information required (e.g., employer surveys) and the geographical area of the need or demand.

The type of labor market information required in the new postsecondary CTE program application often included employer surveys, state unemployment data, or other information. The new postsecondary CTE program application from Mississippi State Board for Community and Junior Colleges (2006) was characteristic of the language used by many states:

Employment Needs Data: Enter statement in support of employment needs in the proposed program. Attach copy of support data in summary form indicating the name and site of potential employer(s) or trainees, revealing annual employment opportunities. Project number of annual potential employment from the proposed training program. Also include data obtained from the MS Employment Security Commission (p. 2).

The states not indicating the type of labor market need or demand information presumably allowed individual institutions to determine the specific or applicable data types to include in the new program application or proposal.

Local labor market need or demand (36 states) was the most common geographical level required in proposals, followed by state (33) and national (14). The states not indicating the geographical area of the need or demand presumably left the determination to the local institutions.

Research Question Four: Articulation to Postsecondary CTE

The fourth research question sought to examine the state policies regarding articulation between secondary and postsecondary CTE programs. Results are divided into two main areas: secondary to postsecondary and two-year postsecondary to four-year postsecondary articulation. Secondary to postsecondary articulation pertained to agreements which enable secondary students to complete postsecondary courses while in secondary school. Two-year postsecondary to four-year postsecondary articulation pertained to agreements that allow for course credits taken at one postsecondary institution to be transferred to another.

The results in this section focused on how states incorporated articulation agreements in new postsecondary CTE program proposals or applications, which may be independent from any legislation encouraging or mandating articulation. This section illustrates how states have mentioned secondary to postsecondary and postsecondary to postsecondary articulation in new postsecondary CTE program proposals and provides several illustrations of the policy language used by individual states (see Table 7).

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Table 7. *Secondary and Postsecondary Articulation in New CTE Program Approval by State*

State	Mentioned in New Programs	Description of Articulation in New Programs			
		Secondary Articulation Mentioned	Postsecondary Articulation Mentioned	Postsecondary CTE Articulation Mentioned	Nonspecific Articulation Mentioned
AK	N				
AL	N				
AR	N				
CA	Y				Y
CO	Y		Y		
CT	Y		Y		
FL	Y				Y
GA	N				
HI	N				
ID	Y				Y
IL	Y	Y	Y	Y	
IN	Y		Y		
IA	Y	Y	Y		
KS	Y	Y	Y		
KY	Y		Y		
LA	N				
MA	Y				Y
MD	Y	Y	Y		
ME	N				
MI	Y				Y
MN	Y		Y	Y	
MS	Y		Y		
MO	N				
MT	N				
NC	N				
ND	N				
NE	N				
NH	N				
NJ	N				
NM	Y		Y		Y
NV	N				
NY	Y		Y		
OH	Y				Y
OK	Y				Y
OR	Y	Y	Y		
RI	Y		Y		
SC	Y		Y		
SD	N	Y	Y		
TN	Y				Y
TX	Y	Y	Y		
UT	N				
VA	N				
VT	N				
WA	N				
WI	N				
WV	N				
WY	N				
Total^a	24	7	17	2	9

Note. AZ, DE, and PA were excluded

Bold Italic states indicate the information was confirmed by a representative in the state final approving agency.

^aTotal Yes in all columns.

Articulation in New Postsecondary CTE Program Proposals

Twenty-four states mentioned articulation in new postsecondary CTE applications or proposals. When articulation was mentioned, four different types of articulation language were found: secondary articulation, postsecondary articulation, postsecondary CTE articulation, and nonspecific articulation.

New postsecondary CTE program proposals rarely required institutions to describe how the proposed new program was articulated with secondary programs. In the seven states mentioning articulation with secondary institutions, the language used was often in general terms, such as in the Kansas Board of Regents (2006) application for new postsecondary CTE programs: “Describe the program’s curriculum integration plan (Tech Prep, 2+2, etc.).” Another and more descriptive example was the application language used by the Illinois Community College Board (2004): “Articulation: Specify how the program is structured or articulated to provide a career ladder for students. Include information on articulation with secondary schools, articulation between certificate and AAS degrees, and articulation with baccalaureate instruction” (p. 22). The Illinois example requires some description not only of secondary, but also other types of postsecondary articulation as well.

The most common form of articulation mentioned in new postsecondary CTE program proposals was articulation between two different types of postsecondary programs. Seventeen states included proposal language that specifically required information concerning articulation between postsecondary programs or how program credits would transfer to other postsecondary programs. Connecticut illustrates the most common language used in new program applications for both CTE and transfer postsecondary programs: “Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit which will transfer” (Connecticut Board of Governors for Higher Education, 2006). Another and more detailed description was the language used by the Rhode Island Board of Governors for Higher Education (2006) new program proposal concerning transfer agreements:

All proposals for undergraduate programs submitted by Rhode Island public institutions of higher education should include the following:

- a. Regarding course-by-course transfer agreements:
 - 1) A list of currently offered courses in the proposed program that details course equivalencies from the most recent version of the Transfer Guide for Students . . .
 - 2) A list that suggests courses at other Rhode Island public institutions that might be equivalent to the new proposed courses . . .
 - 3) A narrative citing the reason(s) courses in the proposed program do not at this time transfer (e.g., they are junior-level courses . . .
- b. Regarding program transfer agreements, indication of plans to develop a program transfer agreement for the proposed programs. Dates for future discussions and names of key participants should be included. If no program transfer is contemplated, a detailed rationale for this decision should be supplied.

This example was provided because its policy language addresses two levels of articulation (course and program) and was required information if articulation agreements did not exist, both of which were uncommon. More frequently, states such as Connecticut referred to credit or courses only, whereas Rhode Island examined the potential transfer of single courses and entire programs. Additionally, the proposal used by RIBGHE also required a description outlining why the courses or program would not transfer. Other states, such as Connecticut, used language that appeared to only require a description of articulation when agreements existed.

The least common articulation mentioned in new postsecondary CTE program proposals or applications was the specific articulation of CTE courses and programs. Only two states, Illinois and Minnesota, mentioned CTE articulation in their new program application or proposal documents. The articulation of CTE programs was directly cited by the Illinois Community College Board (previously illustrated) and was indirectly mentioned by Minnesota in the instructions for new program applications. In Minnesota, AA and AS degrees are required to be articulated and AAS (a common designation for CTE programs) programs “may also negotiate articulation agreements” (Minnesota State Colleges and Universities, 2004).

Nonspecific articulation was the second most common language used in new postsecondary CTE program applications or proposals. Nonspecific language did not refer to secondary, postsecondary, or postsecondary CTE and only asked for information concerning articulation. The language used by Idaho’s Division of Professional-Technical Education (2006) *Proposal to Initiate a New and/or Expanded Technical Program* provides a prime example of nonspecific articulation language: “Describe how this program will articulate with other programs in the state.” Similar example is the language used by Ohio Board of Regents (1998): “As appropriate, specify the articulation arrangements that will be in effect for the program. Attach documentation for such arrangements, if any” (p. 402.04). In both of these examples, which are characteristic of the other states in this category, the language concerning articulation did not specifically mention secondary or postsecondary.

Conclusion

There is considerable variation across states with respect to structure, policies, and procedures governing the approval of new programs and the review of existing programs. The typical contents of new program approval applications and of program review guidelines, including their wide variation across state agencies and community college systems, suggests that the decision making process about the establishment of new programs is for all practical purposes delegated to the local institutions. There is also wide variation of the application of the term “standards” across systems and there is evidence to suggest that state agencies lacked either the time or the expertise necessary to determine the appropriateness of the standards suggested by local institutions. There is even wider variation across state agencies in their understanding and application of criteria related to labor market conditions as a part of program approval and review. Articulation appears to be largely outside of policies and procedures for approval of new programs and review of existing programs.

Conclusions and Recommendations

Summary of Research Questions and Implications

The four research questions examined four main areas: 1. New and existing program approval, 2. Occupational standards, 3. Labor market influences, and 4. Articulation. These research areas are briefly discussed below.

New Postsecondary Program Approval/Existing Program Review

National legislation requiring states to approve postsecondary CTE programs was not located during the study. Perkins IV may be interpreted by state policymakers to mandate the state approval of postsecondary CTE programs; however, since Perkins IV has recently been released, state interpretations have not yet surfaced. However, numerous state policy documents were located that provided the final approving agency with the legislative authority to approve new and review existing postsecondary CTE programs. These final approving agencies were found in every state (except for Arizona, Delaware, and Pennsylvania) and followed a predictable pattern that started at the institutional level and concluded at the final approving agency. The authority of states to implement such a program approval pattern seemed, as a result of numerous financial and viability requirements in new program proposals and applications, to be closely associated with the states' desire to regulate how the states' higher education resources are used and to demonstrate fiscal accountability.

More than half of the states (26) used a single process for the approval of all two-year postsecondary programs (both CTE and transfer programs). In other words, the same process was used to approve an Associate of Arts degree (primarily a transfer degree) as an Associate of Applied Science degree. The possible reason(s) for using a single system or the necessity for a separate approval system for CTE programs was not entirely clear. Direct evidence providing a clear explanation was not located and may be related to the pragmatic needs of individual states, as well as the frequency with which institutions seek the final approval of new postsecondary CTE and non-CTE programs.

Implementation external regulations such as industry standards for assessment might occur either when new programs are implemented or when older, existing programs are periodically reviewed. For most community colleges the introduction of a new CTE program is a relatively infrequent event. To fully understand how external regulations are being implemented requires a working knowledge of how existing programs are reviewed. The review of existing postsecondary CTE programs appears to be an effective method of periodically reviewing an existing program to determine if it is sufficiently meeting objectives or goals. However, only 42 states have established policy outlining program review procedures and many of these only measure single characteristics of the programs or delegate the review process to the individual institutions in the state. Additionally, the considerable time periods between evaluations (up to 10 years) may limit the effectiveness or ability of the program reviews to adequately judge an

existing program in a timely manner. While this study did not specifically examine the program review practices at the local or institutional level, it is highly probable that local institutions engage in more frequent and expansive program reviews than final approving agencies require.

Occupational Standards

While industry-recognized standards are mandated by Perkins IV where available and applicable, the wide variation of application across agencies and systems suggests that this aspect of the legislation may prove difficult to enforce consistently and fairly. The use and interpretation of occupational, business, or industry standards in the new postsecondary CTE program approval process was inconsistent. The identification and selection of appropriate occupational standards seemed to be determined by the individual institution in most states. A few states, notably Texas and Florida, have established consistent standards to be used statewide, but these states appeared to be the exception rather than the rule. The final approving agency in most states seemed to trust local institutions to determine which occupational standards should be included or believed that the licensing, accrediting, or certification associated with some occupations would sufficiently outline applicable occupational standards. These standards may vary considerably by occupation (some occupations may not have established standards) or by licensing agency in each state.

State final approving agencies may not have the time or expertise to adequately judge whether or not a particular set of occupational standards for a new postsecondary CTE program are appropriate. Local advisory boards/committees; state licensing, accreditation, or certification agencies in each state; and other state regulators may be in the ideal position to determine or dictate the best occupational standards for an institution's postsecondary CTE program. However, local and state needs and regulations may make it impossible to establish a single set of occupational standards that adequately meet the needs of the various communities and state regulatory agencies.

Labor Market Influences

The use of labor market need or demand was common in new postsecondary CTE program approvals and reviews. Recognizing the difference between the lack of qualified job applicants and existing employment positions (an employment gap) is a straightforward process and a common component of new postsecondary CTE program proposals and applications. However, current employment gaps may not be entirely predictive of future employment gaps. The time delay from when an institution applies for the approval of a new CTE program to the time the first graduates of the program become employed may be three years or more. Additionally, states ranged considerably in the time required by the final approving agency (up to 14 months); exceedingly long approval times by the final approving agency may impair the originating institution's ability to respond to an identified need in a timely or effective manner.

Articulation

In legislation and policy language related to new program approval or program review, the mention of articulation between CTE programs was a very rare occurrence (only Illinois and Minnesota). It was unclear if this was a product of the same approval processes being used for CTE and non-CTE programs or if the frequency of CTE program articulation (especially at the postsecondary level) was a frequent enough occurrence to separate from other postsecondary articulation. Articulation in general (not specific to CTE) was more common and articulation between postsecondary institutions the most common. In a majority of states, only if articulation agreements were in place were they required to be mentioned in the new program proposal or application. It would appear, as a result, that the importance of a new postsecondary CTE program being articulated with another secondary or postsecondary program is marginal as compared to other elements of the program approval process. This is not to suggest that articulation is not occurring or has not been legislatively mandated or encouraged, but it is simply not possible to make that determination from the data sources used in this study¹. Clearly, more research is needed in this area to determine how states will articulate programs of study designed to non-transfer (AAS degrees) in order to be better able to transfer to baccalaureate degrees.

Policy Implications

States have essentially two options when making decisions on issues related to postsecondary education. Decisions can either be made at some centralized state level or the decisions can be delegated to local institutions. There is also considerable variation in how centralized state-level decisions are made. This observation is not new. McGuinness (1997) Tollefson and Fountain (1992), and Richardson and de los Santos (2001) have all written on this topic. Furthermore, states may exercise a state-level policy on one issue and utilize the local option on other issues. The question then becomes, “What impact will Perkins IV have on how states make decisions?” States that delegate decisions to local institutions will still be held accountable for meeting agreed-upon outcomes. Furthermore, under Perkins IV, the local institutions will now also be subject to sanctions for failure to meet agreed-upon outcomes. Due to the considerable variation found in how states make these decisions, it is unlikely that a single “one size fits all” response will emerge. Therefore, it is likely that postsecondary CTE programs and associated outcomes will continue to vary considerably as well.

Concluding Thoughts

It was beyond the scope of this study to examine exactly how the various policies and procedures identified on Web sites and through contacts with state agency personnel are actually implemented at the local level and what additional factors influence the local decision-making

¹ More information concerning legislative policy on articulation may be found on the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Web site: http://www.aacrao.org/pro_development/transfer.cfm

process. A study which more carefully focused on implementation practices might be useful in identification of “best practices” or, at the very least, help to determine variations between stated and actual practices.

Finally, given the ever changing nature of state policies and procedures, additional research is needed on how, when, and why states make changes related to policy and procedure concerning new postsecondary CTE approval and the review of existing CTE programs.

References

- Alabama Commission on Higher Education. (2003, April). *2003 annual report on program viability*. Retrieved July 3, 2007, from <http://www.ache.state.al.us/Acadaffr/Program%20Viability/AnlRpt03.pdf>
- Aragon, S. R., Woo, H., & Marvel, M. R. (2005). The role of national industry-based skill standards in the development, implementation, and assessment of community college curriculum. *Journal of Career and Technical Education*, *21*(2), 35–50.
- Association for Career and Technical Education & Brusteim, M. (2006). *Perkins Act of 2006: The official guide*. Alexandria, VA: Author.
- Bailey, T., & Merritt, D. (1995, December). *Making sense of industry-based skill standards*. Berkeley: University of California, National Center for Research in Vocational Education.
- Bragg, D. (1998, April). *How students assess their school-to-work opportunities*. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Miami Beach, FL.
- Bragg, D. (2001). Opportunities and challenges for the new vocationalism in American community colleges. *New Directions for Community Colleges*, *30*(3), 3–15.
- Brown, B. L. (2003). *Connecting CTE to labor market information*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- California Community Colleges. (2003). *Program and course approval handbook*. Sacramento, CA: Author.
- Carl D. Perkins Vocational Education Act of 1984. P.L. 98-524.
- Carl D. Perkins Vocational and Applied Technology Education Act of 1990. P.L. 101-892.
- Carl D. Perkins Vocational-Technical Education Act Amendment of 1998. P.L. 105-332.
- Carl D. Perkins Career and Technical Education Improvement Act, 20 U.S.C. § 2301 (2006).
- Cohen, A. M., & Brawer, F. B. (2002). *The American community college*. San Francisco, CA: Jossey-Bass.
- Connecticut Board of Governors for Higher Education. (2006). *Application for licensure of a program of higher learning within an accredited Connecticut institution of higher learning*. Retrieved July 3, 2007, from <http://www.ctdhe.org/Regs/PDFs/ProgramApplication.pdf>
- Darling-Hammond, L. (2004). From “separate but equal” to “no child left behind”: The collision of new standards and old inequalities. In D. Meier & G. Wood (Eds.), *Many children left*

- behind: How the No Child Left Behind Act is damaging our children and our schools* (pp. 3–32). Boston, MA: Beacon Press.
- Florida Department of Education, Office of Workforce Education. (2006). *Standards, benchmarks, & frameworks: Career and technical education curriculum frameworks*. Retrieved July 3, 2007, from <http://www.fldoe.org/workforce/dwdframe/>
- Georgia Department of Technical and Adult Education. (2005). *New program request*. Retrieved July 3, 2007, from <http://www.dtae.org/teched/standards/forms/newprogramrequest.081105.dot>
- Green, K., Stacey, P., & Tully, P. (2005, April). *The whole is greater than the sum of its parts: How shared accountability can foster improved secondary-postsecondary collaboration*. Retrieved July 3, 2007, from http://www.cesso.org/content/pdfs/cte_measures_nasdcte.pdf
- Grubb, W. N., Dickinson, T., Giordano, L., & Kaplan, G. (1992, December). *Betwixt and between: Education, skills, and employment in sub-baccalaureate labor markets*. Berkeley: University of California, National Center for Research in Vocational Education.
- Hoachlander, G., & Rahn, M. L. (1994). National skill standards: Everyone agrees on the destination. Getting there is another story. *Vocational Education Journal*, 69(1), 20–22, 47.
- Idaho Division of Professional-Technical Education. (2006). *Postsecondary professional-technical education: Proposal to initiate a new and/or expanded technical program*. Retrieved July 3, 2007, from <http://www.pte.idaho.gov/ppscoord/pdf/fullpro.pdf>
- Illinois Community College Board. (2004). *Program manual for the Illinois public community colleges*. Springfield, IL: Author.
- Indiana Commission for Higher Education. (1990). *Guidelines, policies, and procedures for developing new academic program proposals*. Indianapolis, IN: Author.
- Kansas Board of Regents. (1995, July). *Policy and procedures manual*. Retrieved July 3, 2007, from http://www.kansasregents.org/download/aca_affairs/policymanual/policymanual.pdf
- Kentucky Community and Technical College System. (2006). *Kentucky community and technical college program advisory committees*. Retrieved July 3, 2007, from <http://www.kctcs.edu/employee/policies/volumeII/volII4-3-4.pdf>
- Kerka, S. (2002). Effective advisory committees. *In brief: Fast facts for policy and practice*, 17. Columbus: The Ohio State University, National Dissemination Center for Career and Technical Education. Retrieved July 3, 2007, from <http://www.nccte.org/publications/infosynthesis/in-brief/in-brief17/inbrief17-advcomm.pdf>

- Kotamraju, P., Steuernagel, B., & Jacquart, M. (2002). *New program development strategy and supply/demand analysis: The relationship between postsecondary degree program outcomes and occupational needs in Minnesota*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education. Retrieved July 3, 2007, from <http://www.ed.gov/about/offices/list/ovae/pi/hs/kotamraju.doc>
- Losh, C. (1995, December). *National skill standards projects: Their influence on state & local technical education*. Paper presented at the American Vocational Association Convention, Denver, CO.
- McGuinness, A. C. (1997). *Essay: The functions and evolution of state coordination and governance in postsecondary education*. Denver, CO: Education Commission of the States.
- Minnesota State Colleges and Universities. (2004). *Academic program approval manual* (online). Retrieved July 3, 2007, from <http://www.academicaffairs.mnscu.edu/researchandplanning/acadmanual.html>
- Mississippi State Board for Community and Junior Colleges. (2006). *New program application*. Retrieved July 3, 2007, from <http://www.sbcjc.cc.ms.us/pdfs/application.pdf>
- National Center on Education and the Economy. (1990, June). *America's choice: High skills or low wages! The report of the Commission on the Skills of the American Workforce*. Rochester, NY: Author. Retrieved July 3, 2007, from http://www.skillscommission.org/pdf/High_SkillsLow_Wages.pdf
- National Skills Standards Board. (2000). *Built to work: A common framework for skills standards*. Washington, DC: Author.
- Nebraska Coordinating Commission for Postsecondary Education. (2006). *Guidelines for submitting proposals for new instructional programs and new organizational units*. Retrieved July 3, 2007, from <http://www.ccpe.state.ne.us/publicdoc/ccpe/rules/ch4RNIPGuide.asp>
- Nevada System of Higher Education. (2006). *Nevada System of Higher Education planning, program review, articulation and enrollment policies*. Retrieved July 3, 2007, from http://system.nevada.edu/Board-of-R/Handbook/Title-4/T4-CH14.doc_cvt.htm
- New Hampshire Community Technical College Board of Trustees. (2006). *Academic section: Program review and evaluation*. Retrieved July 3, 2007, from <http://www.nhctc.edu/documents/ACADEMICSECTION-Revised1-24-07.pdf>
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 115 Stat. 1425 (2002).

- Ohio Board of Regents. (1998). *Operating manual for two-year campus programs*. Columbus, OH, Author.
- Parsad, B., & Farris, E. (2000). *Occupational programs and the use of skill competencies at the secondary and postsecondary levels, 1999*. Washington, DC: U.S. Department of Education, National Center for Educational Statistics. Retrieved July 3, 2007, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000023>
- Rahn, M. L., O'Driscoll, P., & Hudecki, P. (1999). *Taking off!: Sharing state-level accountability strategies*. Berkeley: University of California, National Center for Research in Vocational Education.
- Rahn, M. L., Hoachlander, E.G., & Levesque, K. (1992). *State systems for accountability in vocational education*. Berkeley: University of California, National Center for Research in Vocational Education.
- Richardson, R. C., Jr., & de los Santos, G. E. (2001). Statewide governance structures and two-year colleges. In B. K. Townsend and S. B. Twombly (Eds.), *Community colleges: Policy in the future context* (pp. 39–56). Westport, CT: Ablex Publishers.
- Rhode Island Board of Governors for Higher Education. (2006). *Regulations governing academic changes in Rhode Island public institutions of higher education*. Providence, RI: Author.
- School-to-Work Opportunities Act, Pub. L. No. 103-239 (1994).
- Silverberg, M., Warner, E., Fong, M., & Goodwin, D. (2004). *National assessment of vocational education: Final report to Congress*. Washington, DC: U.S. Department of Education, Office of the Under Secretary, Policy and Program Studies Service. Retrieved July 3, 2007, from <http://www.ed.gov/rschstat/eval/sectech/nave/navefinal.pdf>
- Sommers, D. (2000). Work force information and career-technical education. *In brief: Fast facts for policy and practice, 10*. Columbus: The Ohio State University, National Dissemination Center for Career and Technical Education. Retrieved July 3, 2007, from <http://www.nccte.org/publications/infosynthesis/in-brief/in-brief10/inbrief10-workforceinfo.pdf>
- Texas Higher Education Coordinating Board. (2003). *Guidelines for instructional programs in workforce education*. Retrieved July 3, 2007, from <http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/gipwe.htm>
- Tollefson, T. A., & Fountain, B. E. (1992). A quarter century of change in state-level coordinating structures for community colleges. *Community/Junior College Quarterly of Research and Practice, 16*(1), 9–14.

Wills, J. L. (1993). *Overview of education and industry skill standards systems in the United States – Volume I*. Draft report for the Institute for Educational Leadership, U.S. Department of Education.

Wills, J. L. (1997). *Voluntary skill standards and certification: A primer*. Washington, DC: U.S. Department of Education, Employment and Training Administration.

Wonacott, M. E. (2003). Industry-sponsored credentials. *In brief: Fast facts for policy and practice*, 23. Columbus: The Ohio State University, National Dissemination Center for Career and Technical Education. Retrieved July 3, 2007, from <http://www.nccte.org/publications/infosynthesis/in-brief/in-brief23/inbrief23-indspon.pdf>

Appendix A: Definitions

The following definitions have the associated meanings throughout this report.

Articulation – a written commitment that is agreed upon at the state level or approved annually by the lead administrators of (a) a secondary institution and a postsecondary educational institution, or (b) a subbaccalaureate degree-granting postsecondary educational institution and a baccalaureate degree-granting postsecondary educational institution; and a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions (Carl D. Perkins Career and Technical Education Improvement Act, 2006).

Associate of Arts degree (A.A.) – a degree designed and intended to transfer to a four-year or baccalaureate degree program. The degree typically focuses on arts, humanities, or social/behavioral science (Illinois Community College Board, 2004).

Associate of Applied Science degree (A.A.S.) – a degree or occupational program designed to prepare individuals for employment or advancement in various occupations (ICCB, 2004).

Associate of Science degree (A.S.) – a degree designed and intended to transfer to a four-year or baccalaureate degree program. The degree typically focuses on science disciplines, including math, biology, or physical sciences (ICCB, 2004).

Labor Market Information – includes labor market needs and demands. Labor market need is the level of need, as identified by employer surveys or unemployment data, that a particular geographical area has for a CTE program. Labor market demand is the number of prospective students requesting the program and who would potentially enroll in it (Nebraska Coordinating Commission for Postsecondary Education, 2006).

Occupational Standards – the set of knowledge and skills developed by business, industry, educational institutions, or other relevant organizations that are necessary to perform a particular occupation with an acceptable level of competency (Aragon et al., 2005).

Postsecondary Education – an institution of higher education that provides not less than a two-year program of instruction acceptable for credit toward a bachelor's degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level (Carl D. Perkins Career and Technical Education Improvement Act, 2006).

State Program Approval – processes used by a state to approve a new CTE program at a public postsecondary institution. Generally the approval is completed by a centralized higher education

coordinating/educational board and in some cases by a university system. The process is often initiated by the institution completing a formal proposal or application, which outlines the purpose of, goals of, need for, and other characteristics of the program.

Program Advisory Committee – a group of individuals including employers, business/industry practitioners, institutional faculty, and/or community representatives who provide recommendations in program design, occupational standards, and/or other issues influencing the program.

Program Review – a periodic review of an existing program to determine if it has achieved predetermined goals and/or objectives and is financially viable.

Tech Prep – a program of study that (a) combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study; or an apprenticeship program of not less than two years following secondary education; (b) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available; (c) provides technical preparation in a career field, including high skill, high wage, or high demand occupations; (d) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses; (e) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field; (f) leads to placement in high skill or high wage employment, or to further education; and (g) utilizes career and technical education programs of study, to the extent practicable (Carl D. Perkins Career and Technical Education Improvement Act, 2006).

Appendix B: State Web Sites

Note: All URLs current as of July 1, 2006.

Alabama	http://www.ache.state.al.us http://www.acs.cc.al.us
Alaska	http://www.alaska.edu/bor/contents/pt10.xml
Arizona	N/A
Arkansas	http://www.arkansashighered.com/Documents/Proposal%20-%20New%20Administrative%20Unit.doc http://www.arkansashighered.com/pdfs/ACM/ACM-ProgReviewProcess.pdf
California	http://www.cccco.edu/programs/programs.htm
Colorado	http://www.cccs.edu/SBCCOE/SBCCOE.html http://www.state.co.us/cche/policies/academic/index.html
Connecticut	http://www.ctdhe.org/Regs/PDFs/ProgramApplication.pdf
Delaware	N/A
Florida	http://www.fldoe.org/cc/overview.asp http://www.facts.org/cgi-bin/eaglec
Georgia	http://www.dtae.org/teched/newprogramrequest.dot http://www.dtae.org/teched/standards/templates.htm
Hawaii	http://www.hawaii.edu/apis/ep/e5/acaf.html http://www.hawaii.edu/ovcaa/academics/planning_approval_deg_programs.htm
Idaho	http://www.boardofed.idaho.gov/policies/iii/g.asp
Illinois	http://www.iccb.state.il.us/pdf/manuals/programmanual3-04.pdf http://www.iccb.state.il.us/pdf/manuals/systemrules.pdf
Indiana	http://www.che.state.in.us/Policies
Iowa	http://www.state.ia.us/educate/ccwp/cc/ppi.html
Kansas	http://www.kansasregents.org/download/adultEd/cc_tech_newprogreq.pdf http://www.kansasregents.org/download/aca_affairs/policymanual/policymanual.pdf
Kentucky	http://www.kctcs.edu
Louisiana	http://www.lctcs.net/acad_policy.html http://asa.regents.state.la.us/PP
Maine	http://intranet.mccs.me.edu/PoliciesandProcedures/procindex.htm
Maryland	http://www.mhec.state.md.us http://www.mhec.state.md.us/career/WIA/mhecwds.htm
Massachusetts	http://www.mass.edu/p_p/home.asp?id=1&iid=1.21
Michigan	http://www.michiganops.net
Minnesota	http://www.academicaffairs.mnscu.edu/researchandplanning/programreviewunit/programapproval/frontpage.html http://www.academicaffairs.mnscu.edu/researchandplanning/programreviewunit/academicpolicyandresources/frontpage.html

State Approval Policies and Procedures for Postsecondary Career and Technical Education

Mississippi	http://www.sbcjc.cc.ms.us/pdfs/application.pdf
Missouri	http://www.dhe.mo.gov/policyforreview.shtml
Montana	http://www.montana.edu/wochelp/borpol/
Nebraska	http://www.ccpe.state.ne.us/PublicDoc/CCPE http://www.nde.state.ne.us/NCE
Nevada	http://system.nevada.edu/Chancellor/Academic-A1/New-Progra/index.htm
New Hampshire	http://www.nhctc.edu/documents
New Jersey	http://www.njpc.org
New Mexico	http://hed.state.nm.us http://www.ped.state.nm.us/div/ctweb
New York	http://www.highered.nysed.gov/ocue
North Carolina	http://www.ncccs.cc.nc.us/Programs/curriculum_applications.htm
North Dakota	http://www.ndus.nodak.edu/policies http://www.nd.gov/cte
Ohio	http://www.regents.state.oh.us/progs/2yrmanual.pdf
Oklahoma	http://www.okhighered.org/admin-fac/academic-forms
Oregon	http://www.oregon.gov/CCWD/ccdirectory.shtml http://www.oregon.gov/CCWD/pdf/CommunityCollegeHandbook.pdf
Pennsylvania	N/A
Rhode Island	http://www.ribghe.org/publicreg.htm
South Carolina	No Web Documents - Documents provided via U.S. Mail
South Dakota	http://doe.sd.gov/postsecondary http://legis.state.sd.us/rules/index.aspx
Tennessee	http://www.tbr.state.tn.us/policies_guidelines/academic_policies/2-01-02-00.htm
Texas	http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm
Utah	http://www.utahsbr.edu/policy/contents.htm
Vermont	http://www.vsc.edu/PublicInformationData/tabid/78/Default.aspx
Virginia	http://www.schev.edu/AdminFaculty/publicPolicies.asp?from=adminfaculty http://www.schev.edu/AdminFaculty/Policies4DegreeProgramsRefGuide.asp?from=adminfaculty
Washington	http://www.sbctc.ctc.edu/workforce/progapprove.asp
West Virginia	http://www.wvctcs.org
Wisconsin	http://systemattic.wtcsystem.edu/Instruction/ESM/default.htm
Wyoming	http://www.communitycolleges.wy.edu

Appendix C: Data Collection Instrument

State Name:

Overall Notes:

Demographic Information

Community Colleges:

Number of Secondary Students Enrolled in Public High Schools:

Number of Secondary Students Enrolled in CTE:

Number of Postsecondary Students Enrolled in Public Community Colleges:

Number of Postsecondary Students Enrolled in CTE:

Perkins Funding Received: \$

Information taken from www.careertech.org

Sources (Documents and Persons Contacted)

Individuals Contacted:

Documents Reviewed:

Websites Visited:

Pending Questions

1.

2.

State Program Policies and Approval Processes – At a Glance

KEY: Y = Yes, N = No, L = Local Decision, S = State Decision, B = Both, U = Undetermined

1. State policies/procedures for the approval of new postsecondary CTE programs

Data Points	State
1.1 Is the final program approving body local or state?	L/S/B
Name of the final approving body:	-
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y/N
State Governing Body	Y/N
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y/N
1.4 Is the approval process different for public and non-public institutions?	Y/N
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y/N
1.6 Who determines the service area for the program?	L/S/B
1.7 Is the application/proposal required to provide a detailed program description?	Y/N
1.8.1 Is a list of specific program courses required?	Y/N
If yes, is the recommended sequence of courses required?	Y/N
1.9.1 Who approves individual courses?	L/S/B
1.10 Does a generic and statewide course list exist?	Y/N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y/N
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y/N
Local, regional, and/or state plan	Y/N
Other organizations and/or groups	Y/N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y/N
1.15 Are anticipated program income sources required for new programs?	Y/N
1.16 Are anticipated program expenses required for new programs?	Y/N
1.17 Are anticipated faculty and staffing needs required to be identified?	Y/N
1.18.1 Are anticipated facility needs required to be identified?	Y/N
1.19 Who determines when a program is terminated?	L/S/B

2. Responsiveness to labor market demands

Data Points	State
2.1 Is a labor market needs analysis required for new program approval?	Y/N
2.2 Is a labor market needs analysis required during program review?	Y/N
2.3 What geographical level of need must be identified?	-
Local	Y/N
State	Y/N
Multi-state (including national)	Y/N
Other (please specify)	Y/N
2.4 Are specific data sources required (i.e., employer survey)?	Y/N
2.5 Is a local advisory board/committee required?	Y/N

3. Consistency between postsecondary CTE programs and occupational and/or industry standards

Data Points	State
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L/S/B
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y/N
During the (existing) program review process?	Y/N
During some other time (please specify)	Y/N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y/N
3.4 Is there a process for the review of existing CTE programs?	Y/N
3.4.1 Who determines how frequently reviews occur?	L/S/B
3.4.1.1 How often is a typical CTE program reviewed? (in years)	
3.4.2 Who determines what elements are evaluated during reviews?	L/S/B
3.4.5 Are similar programs across the state reviewed at the same time?	Y/N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y/N
3.5.2 Graduation/program completion rates	Y/N
3.5.3 Placement rates	Y/N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y/N
3.5.5 Cost	Y/N

- 4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).**

Data Points	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L/S/B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L/S/B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y/N
During the (existing) program review process?	Y/N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	
Postsecondary articulation	
Postsecondary CTE articulation	
Nonspecific (neither secondary nor postsecondary) articulation	

Expanded Coded Program and Approval Process Information

1.0 State Policies/Procedures for Approval of New Postsecondary CTE Programs

- 1.1 Is the final program approving body local or state? (Data point – local or state and the name of the body)
- 1.2 New program approval process
 - 1.2.1 Who must sign off on a proposal/application for a new program (i.e., local administration [i.e., college board, president]; state governing body; and/or other [i.e., local advisory committee, etc.], specify if other)?
 - 1.2.2 Approval system – Are there different approval processes for varying levels of education [i.e. non-credit, certificate, AA, AS]? (Data points – Yes/No, if yes, provide a brief description)
 - 1.2.3 Internet-based program approval process – Are there different approval processes/requirements for internet-based versions of programs than for non-internet-based programs? (Data points – Yes/No, if yes, provide a brief description)
 - 1.2.4 Appeal process for unapproved programs
- 1.3 Is an external review required for new programs? (Data points – Yes/No, if yes, who is/are required to review new applications and what is the focus of the reviews?)
- 1.4 Is the approval process different for public and non-public institutions? (Data point – Yes/No)
- 1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs? Is there a separate and distinct approval process for CTE programs than for non-CTE programs? (Data point – Yes/No)
- 1.6 Who determines the service area for the program? (Data Point – Local level [i.e., college] or State level)
 - 1.6.1 How is the program service area developed? (Data points – geographical boundaries [e.g., county lines] or prescribed distance [time or miles] from the institution)
- 1.7 Is the application/proposal required to provide a detailed program description? (Data points – Yes/No, if yes, provide a brief description)
 - 1.7.1 Program objectives – Are the program objectives required? (Data points – Yes/No, if no, are there other alternatives?)

- 1.7.2 Student competencies – Are specific competencies required of students and are these required in the application/proposal? (Data points – Yes/No, if yes, provide a brief description)
- 1.7.3 Student learning objectives – Are graduates required to show competency in SLOs? (Data points – Yes/No)
- 1.7.4 Student skills – Are graduates required to show competency in skills [if different than SLOs]? (Data points – Yes/No)
- 1.8 Required program courses/curriculum
 - 1.8.1 Is a list of specific program courses required? (Data points – Yes/No)
 - 1.8.2 Course content – Is the content—i.e. objectives, material, syllabi, and/or other standards—required for the course? (Data points – Yes/No)
 - 1.8.3 Is the recommended sequence of courses required? (Data points – Yes/No)
- 1.9 Course approval
 - 1.9.1 Who approves individual courses? (Data points – Are courses approved at the local and/or state level?)
 - 1.9.2 Linkage – Are courses required to be linked to specific programs? (Data points – Yes/No)
 - 1.9.3 Online course approval – Are online courses approved differently than in-class courses? (Data points – Yes/No)
- 1.10 Does a generic and statewide course list exist? Is there a generic course list to assist institutions identify specific credit courses? (Data points – Yes/No)
- 1.11 What is the average time for the state to approve a new program once the new program proposal/application is received? (Data points – How long, in months, does a new program typically take to be approved after the state receives all documents?)
 - 1.11.1 Expedited approval system – Is there an expedited approval system in place for new and emerging employment fields? (Data points – Yes/No, if yes, provide a brief description)
- 1.12 Are enrollment projections for new programs required? Are enrollment forecasts part of the application? (Data points – Yes/No, if yes, how are estimated student enrollments identified?)

- 1.13 Are new programs required to “fit” or be in alignment with:
- 1.13.1 Other local curriculum – Is the program aligned with existing curriculum goals and/or mission? (Data points – Yes/No, if yes, what are the requirements?)
 - 1.13.2 Local, regional, and/or state plan – Is the program required to “fit” into a local, regional, and/or state plan? (Data points – Yes/No, if yes, how or to what degree?)
 - 1.13.3 Other organizations and/or groups – Is the program required to partner or otherwise work with industry, business, or other groups/organizations? (Data points – Yes/No, if so in what way?)
- 1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program? (program components not unnecessarily duplicated in other programs) Are safeguards in place to prevent an unnecessary duplication of existing programs? (Data points – Yes/No)
- 1.15 Are anticipated program income sources required for new programs? Are the sources of income—i.e. tuition, fees, grants, etc.—required to be listed in the application? (Data points – Yes/No, if yes, which specific sources are required?)
- 1.16 Are anticipated program expenses required for new programs? Are the expenditures of the program—i.e. faculty salaries, equipment, resources, etc.—required to be listed in the application? (Data points – Yes/No, if yes, which specific expenditures are required?)
- 1.16.1 Finances – Are the finances of the program detailed and broken out into income/expenditures in the application or is it generic in nature? (Data points – Detailed/Generic)
- 1.17 Are anticipated faculty and staffing needs required to be identified? Does the application seek to determine the availability of faculty? (Data points – Yes/No, if yes, provide a brief description of how this is determined.)
- 1.18 Resources
- 1.18.1 Are anticipated facility needs (e.g., classroom, lab, library) required to be identified? Are the resources required for the program a required component of the application/approval process? (Data points – Yes/No)
 - 1.18.2 Distinguishing of resources – Are distinctions made between existing, new, refurbished, or leased facilities and/or equipment? (Data points – Yes/No)
- 1.19 Who determines when a program is terminated? (Data points – Who determines when an individual program is terminated?)

2.0 Responsiveness to Labor Market Demands

- 2.1 Is a labor market needs analysis required for new program approval? (Data points – What type and level of need must be shown for a new program in the proposal/application?)
- 2.2 Is a labor market needs analysis required during program review? Is the continued labor market need addressed during program (existing) review/evaluation? (Data points – Yes/No, if yes, provide a brief description)
- 2.3 What geographical level of need must be identified? (Data points – What type and level of need must be shown for a new program in the proposal/application [e.g., local, state, multi-state (including national) or other (please specify)]?)
- 2.4 Are specific data sources required (i.e., employer survey)? What data sources are used? (Data points – What specific data sources are mentioned to determine labor market need?)
- 2.5 Is a local advisory board/committee required? Is the use of a local advisory board/committee required for the program? (Data points – Yes/No, if yes, provide a brief description)
 - 2.5.1 How is the committee composed?
 - 2.5.2 What specific duties are assigned to the committee?
 - 2.5.3 How often is the committee required to meet?
 - 2.5.4 Are the minutes a required component of the approval process?

3.0 Consistency Between Postsecondary CTE Programs and Occupational/Industry Standards

- 3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs? Who is responsible for setting the specific occupational standards for programs? (Data points – the local institution or the state)
- 3.2 Where are occupational standards mentioned? In those CTE programs where occupational standards exist and are required, when are they required? (Data points – During the new program approval process, during the [existing] program review process, or during some other time [please specify]?)

- 3.3 How is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process? Is accreditation, licensing, or certification of programs and/or students mentioned? (Data points – Yes/No, if yes, how?)
- 3.4 Is there a process for the review of existing CTE programs? Is there a statewide mandate for the review of existing programs? (Data points – Yes/No)
 - 3.4.1 Who determines how frequently reviews occur? (Data point – local or state)
 - 3.4.1.1 How often is a typical CTE program reviewed? (Data point – years)
 - 3.4.2 Who determines what elements are evaluated during reviews? (Data point – local, state, both)
 - 3.4.3 Individual program/accreditation – Is the process for individual program review/evaluation separate from review/accreditation of the entire institution? (Data point – Yes/No, if yes, who determines what elements of the program are reviewed and when? The state or the institution?)
 - 3.4.4 Compliance or continual improvement – Are program reviews to focused on compliance with standards and/or to ensure continuous improvement of the program?
 - 3.4.5 Are similar programs across the state reviewed at the same time? If the state requires individual program review is there an attempt made to coordinate that process for similar programs across the state? (Data point – Yes/No)
 - 3.4.6 Linkage of Perkins indicators – Is the review clearly associated with Perkins indicators? (Data point –Yes/No, if yes, how are they linked?)
 - 3.4.7 Evaluation consequences – What are the specific consequences, if any, of a less than satisfactory review?
- 3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews? Are the specific indicators used in reviewing a program? (Data point – Yes/No)
 - 3.5.1 Program enrollment rates
 - 3.5.2 Graduation/program completion rates
 - 3.5.3 Placement rates

3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)

3.5.5 Cost

3.5.6 Other (please specify)

4.0 What are the state policies regarding articulation between secondary and postsecondary CTE programs?

4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist? (Data points – local or state)

4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist? (Data points – local or state)

4.3 Where, if at all, are articulation agreements mentioned? (Data points – During the new program approval process, during the [existing] program review process, or during some other time [please specify]?)

Appendix D: State Summaries

The information contained in this appendix is in raw data form and may not be consistent with the final results. Not all items from the “Expanded Coded Program and Approval Process Information” appear in the following state data tables.

All URLs current as of July 1, 2006.

Alabama Overview

KEY: Y = Yes, N = No, L = Local Decision, S = State Decision, B = Both, U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: AL Commission on Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	N
State Governing Body — Alabama College System	Y
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	N
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	N
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	N

1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	N
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	N

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.ache.state.al.us>, <http://www.acs.cc.al.us>

Alaska Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	L
Name of the final approving body: University of AK Board of Regents	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	N
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	N/A
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	L
1.7 Is the application/proposal required to provide a program description?	Y

1.8.1 Is a list of specific program courses required?	N
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	N
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	Y
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N

3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.alaska.edu/bor/contents/pt10.xml>

Arkansas Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: AR Higher Education Coordinating Board	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N

2.3 What geographical level of need must be identified?	-
Local	N
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	S
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	10
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.arkansashighered.com/Documents/Proposal%20-%20New%20Administrative%20Unit.doc>, <http://www.arkansashighered.com/pdfs/ACM/ACM-ProgReviewProcess.pdf>

California Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: CA Community Colleges Board of Governors	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	L
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	B
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y

1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	U
During some other time (please specify)	U
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	2
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	U
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: No

Main Websites: <http://www.cccco.edu/programs/programs.htm>

Colorado Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: CO State Board of Community Colleges and Occupational Education (CO Community College System – CCCS) and the CO Commission on Higher Education	

1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2
1.12 Are enrollment projections for new programs required?	N
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L/S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	Y

3. Consistency between postsecondary CTE programs and occupational and/or industry standards	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	B
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	S
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.cccs.edu/SBCCOE/SBCCOE.html>, <http://www.state.co.us/cche/policies/academic/index.html>

Connecticut Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: CT Board of Governors for Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	N
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y

1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	N
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	N
3.4.1 Who determines how frequently reviews occur?	-
3.4.1.1 How often is a typical CTE program reviewed? (in years)	
3.4.2 Who determines what elements are evaluated during reviews?	-
3.4.5 Are similar programs across the state reviewed at the same time?	-
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://www.ctdhe.org/Regs/PDFs/ProgramApplication.pdf>

Florida Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: Office of Workforce Education, FL Department of Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S

1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	.25
1.12 Are enrollment projections for new programs required?	N
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	S
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N

3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	Y
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: Yes

Main Websites: <http://www.fldoe.org/cc/overview.asp>, <http://www.facts.org/cgi-bin/eaglec>

Georgia Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: GA State Board of Technical and Adult Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	B
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y

2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	S
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	Y
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.dtae.org/teched/newprogramrequest.dot>, <http://www.dtae.org/teched/standards/templates.htm>

Hawaii Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: University of HI Board of Regents	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	B
1.10 Does a generic and statewide course list exist?	U
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y

1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	U
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	N
1.19 Who determines when a program is terminated?	U
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	N
State	Y
Multi-state (including national)	Y
Other (please specify)	-
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	Y
During some other time (please specify)	U
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	U
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	P
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	U
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	U
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.hawaii.edu/apis/ep/e5/acaf.html>, http://www.hawaii.edu/ovcaa/academics/planning_approval_deg_programs.htm

Idaho Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: ID State Board of Education	

1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	P
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	B
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y

3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	B
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	B
3.4.1.1 How often is a typical CTE program reviewed? (in years)	V
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: Yes

Main Websites: <http://www.boardofed.idaho.gov/policies/iii/g.asp>

Illinois Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: IL Community College Board	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	3
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	-
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	N
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B

2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	U
3.4.5 Are similar programs across the state reviewed at the same time?	Y
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	U

4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	Y
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.iccb.state.il.us/pdf/manuals/programmanual3-04.pdf>,
<http://www.iccb.state.il.us/pdf/manuals/systemrules.pdf>

Indiana Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: IN Commission for Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	U
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	S
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U

1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	P
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	U
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	U
3.4.1.1 How often is a typical CTE program reviewed? (in years)	U
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	U
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://www.che.state.in.us/Policies>

Iowa Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: IA Department of Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-

1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	U
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	U
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	U
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	U
2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	U
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L

3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	U
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://www.state.ia.us/educate/ccwp/cc/ppi.html>

Kansas Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: KS Board of Regents	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	Y
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	S
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	Y
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	N
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: http://www.kansasregents.org/download/adultEd/cc_tech_newprogreq.pdf,
http://www.kansasregents.org/download/aca_affairs/policymanual/policymanual.pdf

Kentucky Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: KY Community and Technical College Board of Regents	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	U
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	B
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	U
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y

1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	U
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	P
1.16 Are anticipated program expenses required for new programs?	P
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	U
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	U

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://www.kctcs.edu>

Louisiana Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: LA Board of Regents	-
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-

1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	B
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	U
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	U
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U

3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	U
During some other time (please specify)	U
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	U
3.4.1.1 How often is a typical CTE program reviewed? (in years)	U
3.4.2 Who determines what elements are evaluated during reviews?	U
3.4.5 Are similar programs across the state reviewed at the same time?	U
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: http://www.lctcs.net/acad_policy.html, <http://asa.regents.state.la.us/PP>

Maine Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: ME Community College System	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	7
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	Y
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	S
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://intranet.mccs.me.edu/PoliciesandProcedures/procindex.htm>

Maryland Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MD Higher Education Commission	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	U
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y

1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	U
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://www.mhec.state.md.us>, <http://www.mhec.state.md.us/career/WIA/mhecwds.htm>

Massachusetts Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MA Board of Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	N
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	Y

1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U

3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	3
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: No

Main Websites: http://www.mass.edu/p_p/home.asp?id=1&iid=1.21

Michigan Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MI Office of Postsecondary Services, MI Department of Labor and Economic Growth	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	N
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	L
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	0.25
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	N
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N

2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: Yes

Main Websites: <http://www.michiganops.net>

Minnesota Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MN State Colleges and Universities Board of Trustees	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	L
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	1
1.12 Are enrollment projections for new programs required?	Y

1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify) - Faculty Requirements	Y
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	Variable
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	N
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	Y
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.academicaffairs.mnscu.edu/researchandplanning/programreviewunit/programapproval/frontpage.html>, <http://www.academicaffairs.mnscu.edu/researchandplanning/programreviewunit/academicpolicyandresources/frontpage.html>

Mississippi Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MS State Board of Community and Junior Colleges	

1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	Y
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	1
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N

3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	S
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify) - Advisory Board	Y
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.sbcjc.cc.ms.us/pdfs/application.pdf>

Missouri Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MO Coordinating Board for Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	N
1.19 Who determines when a program is terminated?	L

2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	U
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L

4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.dhe.mo.gov/policyforreview.shtml>

Montana Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: MT Board of Regents Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	N
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	L
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	S
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	0

1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	-
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	7
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.montana.edu/wochelp/borpol/>

Nebraska Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: NE Coordinating Committee for Postsecondary Education	

1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	N
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	3
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	Y

3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	7
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	N
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.ccpe.state.ne.us/PublicDoc/CCPE>, <http://www.nde.state.ne.us/NCE>

Nevada Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: NV System on Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	N
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	3
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L

2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	Y
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	10
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	N
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L

4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://system.nevada.edu/Chancellor/Department/Academic-A1/New-Program/index.htm>

New Hampshire Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: NH Technical College System Board of Trustees	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	U

1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	U
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	-
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	U
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	N

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.nhctc.edu/documents>

New Jersey Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: New Jersey Presidents' Council	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N

1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	Y
Other (please specify)	Y
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L

3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	N
3.4.1 Who determines how frequently reviews occur?	-
3.4.1.1 How often is a typical CTE program reviewed? (in years)	-
3.4.2 Who determines what elements are evaluated during reviews?	-
3.4.5 Are similar programs across the state reviewed at the same time?	-
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.njpc.org/>

New Mexico Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: NM Higher Education Department	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	U
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	U
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	U
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	U
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	U

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	L
3.4.5 Are similar programs across the state reviewed at the same time?	U
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	-

4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://hed.state.nm.us>, <http://www.ped.state.nm.us/div/ctweb>

New York Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: NY State Education Department, Office of Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	N
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	1
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N

1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.highered.nysed.gov/ocue/>

North Carolina Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: State Board of Community Colleges, NC Community College System	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y

1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	N
State	N
Multi-state (including national)	N
Other (please specify)	Y
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	U
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y

3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	U
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: http://www.ncccs.cc.nc.us/Programs/curriculum_applications.htm

North Dakota Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: ND State Board of Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	U

2.3 What geographical level of need must be identified?	-
Local	U
State	U
Multi-state (including national)	U
Other (please specify)	
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	7
3.4.2 Who determines what elements are evaluated during reviews?	U
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.ndus.nodak.edu/policies>, <http://www.nd.gov/cte>

Ohio Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: OH Board of Regents	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	N
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	4
1.12 Are enrollment projections for new programs required?	Y

1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	N
3.4.1 Who determines how frequently reviews occur?	-
3.4.1.1 How often is a typical CTE program reviewed? (in years)	-
3.4.2 Who determines what elements are evaluated during reviews?	-
3.4.5 Are similar programs across the state reviewed at the same time?	-

3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: Yes

Main Websites: <http://www.regents.state.oh.us/progs/2yrmanual.pdf>

Oklahoma Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: OK State Regents for Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N

1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	3
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L

3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L/S
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L/S
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: Yes

Main Websites: <http://www.okhighered.org/admin-fac/academic-forms/>

Oregon Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: OR Department of Community Colleges and Workforce Development	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	1.5
1.12 Are enrollment projections for new programs required?	N
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	L
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N

4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.oregon.gov/CCWD/ccdirectory.shtml>, <http://www.oregon.gov/CCWD/pdf/CommunityCollegeHandbook.pdf>

Rhode Island Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
What is the name of the final approving body: RI Board of Governors for Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	4
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N

1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	N
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	B
3.4.1.1 How often is a typical CTE program reviewed? (in years)	6
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://www.ribghe.org/publicreg.htm>

South Carolina Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: SC Commission on Higher Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y

1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	6
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y

3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: No Web Documents - Documents provided via U.S. Mail

South Dakota Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: SD Board of Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	U
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	U
If yes, is the recommended sequence of courses required?	U
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	U
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	U
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	N
1.19 Who determines when a program is terminated?	U
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	U

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	-
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	U
3.4.1 Who determines how frequently reviews occur?	U
3.4.1.1 How often is a typical CTE program reviewed? (in years)	
3.4.2 Who determines what elements are evaluated during reviews?	U
3.4.5 Are similar programs across the state reviewed at the same time?	U
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	S
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N

4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: No

Main Websites: <http://doe.sd.gov/postsecondary>, <http://legis.state.sd.us/rules/index.aspx>

Tennessee Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: Appears to be shared: TN Board of Regents and TN Higher Education Commission	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	Y

1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	N
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	N
Postsecondary articulation	N
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	Y

Data Confirmed: No

Main Websites: http://www.tbr.state.tn.us/policies_guidelines/academic_policies/2-01-02-00.htm

Texas Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: TX Higher Education Coordinating Board	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y

1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	S
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	S
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y

3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	4
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	N
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	N
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	Y
Postsecondary articulation	Y
Postsecondary CTE articulation	N
Nonspecific (neither secondary nor postsecondary) articulation	N

Data Confirmed: Yes

Main Websites: <http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkfoceEd/gipwe.htm>

Utah Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: <i>Utah System of Higher Education</i>	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	4
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	B
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify) - Advisory Board	Y
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N

4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.utahsbr.edu/policy/contents.htm>

Vermont Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: Board of Regents for VT State Colleges	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	Y
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	U
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	U
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	U
1.9.1 Who approves individual courses?	U
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	U
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	N

1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	U
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	S
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	U
State	U
Multi-state (including national)	U
Other (please specify)	
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	U
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	U
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	S
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.vsc.edu/PublicInformationData/tabid/78/Default.aspx>

Note: VT only provided a partial review of the preliminary data.

Virginia Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: State Council of Higher Education for VA (SCHEV)	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	N
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	P
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	P

1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	N
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	P
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	Code
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N

3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	Y
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	N
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.schev.edu/AdminFaculty/publicPolicies.asp?from=adminfaculty>,
<http://www.schev.edu/AdminFaculty/Policies4DegreeProgramsRefGuide.asp?from=adminfaculty>

Washington State Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: WA State Board for Community and Technical Colleges	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	Y
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	P
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	N
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	P
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	N
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	Y

2.3 What geographical level of need must be identified?	-
Local	Y
State	N
Multi-state (including national)	N
Other (please specify)	N
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	B
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	B
3.4.1.1 How often is a typical CTE program reviewed? (in years)	Varies
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	N
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	State
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N

4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.sbctc.ctc.edu/workforce/progapprove.asp>

West Virginia Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	L
Name of the final approving body: WV Council for Community and Technical Education	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	-
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	N
1.4 Is the approval process different for public and non-public institutions?	P
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	Y
1.6 Program Service Area – Who determines the service area for the program?	P
1.7 Is the application/proposal required to provide a program description?	N
1.8.1 Is a list of specific program courses required?	N
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	P
1.10 Does a generic and statewide course list exist?	P
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	NA
1.12 Are enrollment projections for new programs required?	N
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	N
Local, regional, and/or state plan	N
Other organizations and/or groups	N

1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	N
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	N
1.19 Who determines when a program is terminated?	P
2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	N
2.2 Is a labor market needs analysis required during program review?	Y
2.3 What geographical level of need must be identified?	-
Local	N
State	N
Multi-state (including national)	N
Other (please specify)	
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	Y
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	N
3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	5
3.4.2 Who determines what elements are evaluated during reviews?	S
3.4.5 Are similar programs across the state reviewed at the same time?	P
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y

4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	P
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	P
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: No

Main Websites: <http://www.wvctcs.org/>

Wisconsin Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: WI Technical College System Board	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	Y
Other (i.e., local advisory committee, etc.)? (please specify)	Y
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y

1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	N
1.9.1 Who approves individual courses?	S
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	14
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	-
Other local curriculum	Y
Local, regional, and/or state plan	Y
Other organizations and/or groups	Y
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	Y
1.15 Are anticipated program income sources required for new programs?	Y
1.16 Are anticipated program expenses required for new programs?	Y
1.17 Are anticipated faculty and staffing needs required to be identified?	Y
1.18.1 Are anticipated facility needs required to be identified?	Y
1.19 Who determines when a program is terminated?	B
2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N
2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	N
Other (please specify)	Y
2.4 Are specific data sources required (i.e., employer survey)?	Y
2.5 Is a local advisory board/committee required?	Y
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	B
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	N
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y

3.4 Is there a process for the review of existing CTE programs?	Y
3.4.1 Who determines how frequently reviews occur?	S
3.4.1.1 How often is a typical CTE program reviewed? (in years)	1
3.4.2 Who determines what elements are evaluated during reviews?	B
3.4.5 Are similar programs across the state reviewed at the same time?	If
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	Y
3.5.2 Graduation/program completion rates	Y
3.5.3 Placement rates	Y
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	Y
3.5.5 Cost	Y
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	B
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	B
4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	Y
During the (existing) program review process?	Y
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://systemattic.wtcsystem.edu/Instruction/ESM/default.htm>

Wyoming Overview

KEY: Y = Yes N = No L = Local Decision S = State Decision B = Both U = Undetermined

1. State policies/procedures for approval of new postsecondary CTE programs	Code
1.1 Is the final program approving body local or state?	S
Name of the final approving body: WY Community College Commission	
1.2.1 Who must sign off on a proposal/application for a new program?	-
Local Administration (i.e., college board, president, etc.)	Y
State Governing Body	N
Other (i.e., local advisory committee, etc.)? (please specify)	-
1.3 Is an external review required for new programs?	Y
1.4 Is the approval process different for public and non-public institutions?	Y
1.5 Is the approval process for postsecondary CTE programs different than that for other CC programs?	N
1.6 Program Service Area – Who determines the service area for the program?	S
1.7 Is the application/proposal required to provide a program description?	Y
1.8.1 Is a list of specific program courses required?	Y
If yes, is the recommended sequence of courses required?	Y
1.9.1 Who approves individual courses?	L
1.10 Does a generic and statewide course list exist?	Y
1.11 What is the average time for the state to approve a new program once the new program proposal/application is received?	2.5
1.12 Are enrollment projections for new programs required?	Y
1.13 Are new programs required to “fit” or be in alignment with:	
Other local curriculum	Y
Local, regional, and/or state plan	N
Other organizations and/or groups	N
1.14 Are institutions required to show a new program is not an unnecessary duplication of an existing program?	N
1.15 Are anticipated program income sources required for new programs?	N
1.16 Are anticipated program expenses required for new programs?	N
1.17 Are anticipated faculty and staffing needs required to be identified?	N
1.18.1 Are anticipated facility needs required to be identified?	N
1.19 Who determines when a program is terminated?	L
2. Responsiveness to labor market demands	State
2.1 Is a labor market needs analysis required for new program approval?	Y
2.2 Is a labor market needs analysis required during program review?	N

2.3 What geographical level of need must be identified?	-
Local	Y
State	Y
Multi-state (including national)	Y
Other (please specify)	-
2.4 Are specific data sources required (i.e., employer survey)?	N
2.5 Is a local advisory board/committee required?	N
3. Consistency between postsecondary CTE programs and occupational and/or industry standards.	Code
3.1 Who determines the specific occupational standards (such as those established by the National Skills Standards Board or by specialized accrediting agencies) for CTE programs?	L
3.2 Where are occupational standards mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
During some other time (please specify)	-
3.3 Is accreditation, licensure, or certification of programs and/or students mentioned in the new program approval process?	Y
3.4 Is there a process for the review of existing CTE programs?	N
3.4.1 Who determines how frequently reviews occur?	-
3.4.1.1 How often is a typical CTE program reviewed? (in years)	-
3.4.2 Who determines what elements are evaluated during reviews?	-
3.4.5 Are similar programs across the state reviewed at the same time?	-
3.5 If program reviews are required by the state, what specific evaluation elements are identified in these reviews?	-
3.5.1 Program enrollment rates	-
3.5.2 Graduation/program completion rates	-
3.5.3 Placement rates	-
3.5.4 Student outcomes (i.e., examinations, certification/licensing, skill competencies)	-
3.5.5 Cost	-
4. What are the state policies regarding articulation agreements? Articulation agreements include secondary CTE to two-year postsecondary CTE (such as Tech Prep) and two-year postsecondary CTE to four-year postsecondary CTE (such as A.A.S. degrees to baccalaureate degree programs).	Code
4.1 Who is responsible for secondary to postsecondary articulation agreements, if they exist?	L
4.2 Who is responsible for postsecondary to postsecondary articulation agreements, if they exist?	L

4.3 Where, if at all, are articulation agreements mentioned?	-
During the new program approval process?	N
During the (existing) program review process?	N
4.4 Type of articulation agreements mentioned in new program approval process	-
Secondary articulation	-
Postsecondary articulation	-
Postsecondary CTE articulation	-
Nonspecific (neither secondary nor postsecondary) articulation	-

Data Confirmed: Yes

Main Websites: <http://www.communitycolleges.wy.edu/>