



Office of CTE Newsletter
February 27, 2023

This update is provided by the Indiana Office of Career and Technical Education, housed under the Governor's Workforce Cabinet. We welcome your support in encouraging anyone who would benefit from the information to join our listserv. Individuals can [sign up here](#). Questions can be shared with CTE@gov.IN.gov.

CTE Spotlight: National CTE Month

A Message from State Director Anthony Harl:

If you look closely at the logo for National CTE Month, you will notice the phrase *Celebrate Today, Own Tomorrow*. [Our last newsletter](#) highlighted some of the positive trends our data is showing as a way to celebrate the progress we have made together to re-envision CTE in Indiana. As National CTE month concludes, our team is excited about the possibilities that lie ahead for helping more Hoosier students be better prepared for career success.

A couple items mentioned last issue were the increase in students earning Perkins V concentrator status and some of the improvements in our measures of program quality – credential attainment, dual credit attainment (9 or more credits in a pathway), and WBL participation (75+ hours). Transitioning to the more challenging Perkins V concentrator definition (two advanced courses) was a significant adjustment, but students are already seeing tangible benefits in these priority student outcomes. Data from our recently submitted federal report shows the following:

- 4,907 students earned a credential last year (2021-2022), 2,475 more than the prior year
- 7,218 students earned 9 or more dual credits in a pathway, 2,083 more than the prior year
- 4,320 students participated in WBL (75+ hours), 2,541 more than the prior year

As we strive to build on these outcomes, our attention is on further improving students' experience in CTE programs. A couple particular areas of emphasis with the programs of study now largely developed are **career advising** and **work-based learning**. Some highlights of our current efforts here include:

- Engaging with stakeholders to provide more relevant exploratory options earlier to help students find their passion and be able to take full advantage of the programs of study in high school.



CELEBRATE TODAY,
OWN TOMORROW!

- Providing advising and tools to ensure students are maximizing opportunities to earn credentials of value while in high school. Our successful dual credit attainment numbers present an exciting opportunity to transition those results into credentials (particularly certificates and degrees).
- Partnering with state agencies and other organizations to provide additional resources around WBL. More information will be available later this spring, including some workshop opportunities.

While student outcomes and their experience in CTE are always our priority, we know that CTE also has many positive ripple effects for our state. Our team has worked hard in recent years to more closely connect our efforts to Indiana’s workforce and talent needs. Partnerships with a wide variety of stakeholders are helping inform our work to grow and develop cutting-edge CTE programs for the economy of the future.

Companies looking to grow or make new investments in Indiana are increasingly interested in our state’s talent pipeline, particularly in emerging sectors like semiconductor and pharmaceutical manufacturing. As we look to build out and grow programs such as Smart Manufacturing - Industry 4.0, Biotechnology, Industrial Automation and Robotics, and Cybersecurity, this work plays an essential role in meeting the current and future talent needs of employers and achieving economic growth for communities across our state.

It continues to be an exciting time to be part of CTE and we’re committed to making sure that more students have the opportunity to *Own Tomorrow!* I encourage you to keep the conversation going past February about the many benefits of CTE. Maybe share a copy of this newsletter or a past one with a colleague or friend who may not be as familiar with CTE. Regardless of your role, tell your story and let people know the impact that CTE has had on your career, business or broader community.

Happy CTE Month!

2023 CTE Awards for Excellence

Nominations for the 2023 CTE Awards for Excellence close this Friday. Please remind anyone in your network that may be submitting applications to be sure to complete those this week. Click on the links below for additional information on submitting a nomination.

- [Secondary Information and Nomination](#)
- [Postsecondary Information and Nomination](#)

The Office of CTE is excited to have Ivy Tech Community College President Dr. Sue Ellspermann as this year’s keynote speaker. The annual Awards for Excellence celebrates accomplished secondary and postsecondary students, programs of study, employer partnerships, and school counselors and career coaches in CTE throughout the state. This year’s event will be held on May 3, 2023, in Indianapolis.

The Awards for Excellence is a partnership between the Office of CTE and the [Indiana Association for Career and Technical Education \(IACTE\)](#). In advance of this year’s ceremony and to commemorate CTE Month, IACTE has posted a recap video of the 2022 ceremony.

- [2022 Recap Video](#)

2022 Awards for Excellence Winners: IACTE has also posted a full list of the winners from the 2022 ceremony complete with a bio/description. You can find the 6 outstanding secondary students that were awarded last year and winners from the other secondary categories at the following link: [Secondary Award Winners](#). Find the winners from the postsecondary categories at this link: [Postsecondary Award Winners](#).

NLPS Capstone Courses

Building on the [Capstone section shared in a January newsletter](#), here are some additional reminders based on questions received:

Each Next Level Program of Study has been designed to include a capstone course that is specific to the pathway or a group of pathways. Examples include the capstone courses in Welding Technology, Business Administration, Education Professions, and the Healthcare Specialist Capstone.

- These pathway specific capstone courses are **designed to be similar to the current Level II courses**, such as Welding Technology II and Health Science Education II: Nursing. They may be offered for 1-3 credits per semester (students may be enrolled in 2, 4 or 6 total credits over the course of the year), **have their own unique set of content standards and competencies**, and ideally embed high quality work-based learning experiences (up to 150 instructional hours have been built into the design of the capstone courses).

Students enrolled in a NLPS pathway capstone course, are expected to learn and have the opportunity to master the content standards/competencies of the course.

- Students participating in a WBL only experience that focuses on applying the skills and competencies learned in the concentrator courses and does not teach and offer the opportunity to master the standards of the capstone course should be enrolled in the WBL Capstone Course (5974).

Teacher capacity will be a challenge for some schools when offering these capstone courses. The standards/competencies of the pathway capstone course may be taught in a traditional classroom, through postsecondary, a training provider, or through on-the-job training (OJT) under a mentor or supervisor. Because of the number of dual enrollment only courses that are in the capstone course, they often represent a great opportunity for a student to go on an Ivy Tech/Vincennes campus and take the coursework needed to complete a certificate. The high school may be able to use the CTE funding received to help cover or defray the tuition costs of the courses.

Dual Enrollment within Next Level Programs of Study

NLPS courses are meant to be flexible enough to be offered in a variety of settings and most importantly in the way that students can enjoy the most benefits. Dual credit opportunities are a significant emphasis of NLPS, but the Office of CTE recognizes that not every school or site is able to offer dual credits for each CTE course. In these cases, dual enrollment (taught by a postsecondary instructor either on campus or at the high school) provides a particularly good option for schools to consider. Our team has received several questions regarding how dual enrollment models will meet funding and concentrator status requirements, especially when college courses are generally only one semester long

or are offered in shorter sessions (i.e. ITCC 8-week courses).

The first thing to consider when looking at dual enrollment options is that **the student is being enrolled in and is completing the secondary course** for concentrator status and the school likely desires that the enrollment be eligible for CTE funding. For example, having students complete WELD 100 at Ivy Tech is simply the way that a school has chosen to cover the standards for the Principles of Welding (7110) course.

- **For a course to count for concentrator status and be eligible for funding, the student must complete 2 secondary credits over the course of the year (or a semester if using the Program Enrollment option).** The Program Enrollment option is described on [Page 3 here](#).
- In cases where there are not multiple postsecondary courses, like Principles of Welding, the additional high school credit could be used to complete a student success course and/or to complete the ITCC Technical Math course (MATH 122) that is required for the credential. This option would cover some of the updated college and career standards that will be added to all Principles courses later this spring.
- Students may be able to complete more postsecondary courses when using the Program Enrollment option. For example, a high school may choose to give the student 2-3 periods of release time over the course of the whole year. In this case, students could be enrolled in the Principles course for 2 secondary credits (periods) in the 1st semester and then the Concentrator A course for 2 credits (periods) in the 2nd semester. Depending on the amount of release time, students may be able to complete all three concentrator courses.

Another situation that arises with dual enrollment is when there are competencies included in a secondary course that don't align to a postsecondary course. In these situations, the high school is responsible for covering those secondary standards if they are enrolling students in the courses. In some cases, postsecondary institutions may only offer one of the two courses that are aligned. The student can still earn the college credit, but they must also cover the competencies for the high school course.

Online and Virtual Policy

This past August, an updated online and virtual policy was shared for NLPS courses. The overview of that policy can be [found here along with the full guidance document](#). 15 NLPS pathways were approved for virtual delivery at that time and language was included indicating that our team was still reviewing additional NLPS pathways for virtual approval. An update on any additional pathways added for virtual approval will be shared in our next newsletter.