

The CTE Update is sent out bi-weekly and is intended to provide the CTE community with vital information regarding CTE programming, policies and events. Questions regarding the content included in each update can be directed to [CTE@gov.IN.gov](mailto:CTE@gov.IN.gov).

---

### Next Level Programs of Study Update

---

#### NLPS Course Frameworks/Standards:

An updated version of the NLPS Review Document that includes the competencies and standards for NLPS courses available during the 2021-2022 school year is now available. **Find it on our website [here](#).** The Office of CTE is accepting questions or comments regarding individual competencies through June 1<sup>st</sup>. This public comment period is to help identify competencies that require additional clarification or to identify any inaccuracies. Comments can be shared via [this form](#).

Please utilize the updated version of the NLPS Review Document going forward. In addition to the inclusion of competencies and standards, other changes have been made to the Review Document. These changes are a product of feedback received from instructors, CTE directors, and other stakeholders throughout the standards development process. Highlights of those changes are outlined below. More detailed changes within individual Programs of Study will be discussed in upcoming instructor workshops.

- **Postsecondary Course Alignment Modifications:** The postsecondary courses that NLPS courses are aligned to have been updated in several cases. The majority of these were in response to changes in postsecondary requirements and concerns raised about the time needed to cover the competencies. The changes should allow for more in-depth discussion and hands-on learning within the relevant pathways.
- **Course Title Changes:** The changes detailed above necessitated that some course titles be changed from their initial version to better represent the course content. Course title changes along with a summary of pathway changes will be identified on an updated version of the [Master Pathway Document](#) by Tuesday, April 13.
- **Digital Design Pathway Creation:** A new Digital Design program of study has been developed to consolidate Commercial Photography, Graphic Design and Layout, and Interactive Media into one pathway with multiple options for the Concentrator B course. The standards steering committee concluded that this structure would be more manageable for schools to offer and will still provide opportunities for students to earn a Technical Certificate in Visual Communications.

**April Instructor Workshops:** As mentioned in our last update, Office of CTE staff will be holding several instructor workshops this month. Instructors interested in attending a workshop should register [here](#). Please register for the workshop that is most applicable based on your teaching portfolio.

The dates and career cluster areas are as follows:

- Workshop #1: Tuesday, April 20 from 3:30-4:45 (Advanced Manufacturing, Architecture and Construction, Transportation)
- Workshop #2: Thursday, April 22 from 3:30 – 4:45 (Health Science, Public Safety, STEM)
- Workshop #3: Tuesday, April 27 from 3:30 – 4:45 (Education and Training, Hospitality, and Human Services)
- Workshop #4: Wednesday, April 28 from 3:30 – 4:45 (Agriculture)
- Workshop #5: Thursday, April 29 from 3:30 – 4:45 (Business Mgmt & Admin, Marketing, Finance, Arts, AV Tech & Communication, and Information Technology)

These workshops are intended for secondary instructors who are implementing NLPS courses this fall. Workshops will be presented by the Office of CTE in collaboration with Ivy Tech Community College and Vincennes University. All workshops will be 75 minutes in length. Topics covered will include developing an instructional map, potential grading practices, meeting dual credit requirements, and reporting enrollments to the state. Instructors will also have some time to ask questions.

Additional opportunities will be available in the weeks following these workshops for instructors to receive technical support from Office of CTE staff either in an individual format or alongside instructors in a specific subject area.

**NLPS Dual Credit Agreements:** For those of you that are planning to implement Next Level Programs of Study courses this fall, we are working with the Commission for Higher Education and postsecondary partners to finalize the CTE Dual Credit Crosswalk for NLPS courses and should have it finished by the end of April. We realize that many of you are in the process of finalizing student enrollments for the Fall semester and may soon be asked to complete your dual credit MOUs for next school year. Completing the crosswalk in April should provide entities plenty of time to finalize MOU agreements before school lets out for the summer. Specific deadlines for Ivy Tech and VU will be shared when available. Please let us know if you have any questions.

**NLPS Frequently Asked Questions:** Individuals with questions regarding Next Level Programs of Study are encouraged to continue utilizing the [NLPS FAQ](#) as an initial resource. Additional information will be added to the document over the next few weeks to provide the most complete resource possible for NLPS related questions. Questions regarding content in the FAQ or suggestions for additional items to be added can be shared with [CTE@gov.IN.gov](mailto:CTE@gov.IN.gov).

---

### Spring INTERS Training

---

The annual Spring INTERS training will be held in a virtual format as it was last year. This training will take place on April 27<sup>th</sup> from 10:00 am – 1:00 PM. A recording will also be made available following the training. Please register for the training [here](#).

---

### 2021 Legislative Update

---

The below chart provides a status update on several pieces of legislation relevant to CTE. Individuals are encouraged to review the Indiana General Assembly [website](#) for complete and up-to-date information on legislative activity.

Our office has received several inquiries related to the provision in House Bill 1001 which eliminates funding for less-than-moderate value courses. The Senate version of the budget (passed out of the Senate Appropriations Committee on 4/8) reinstates this funding. The Governor’s Workforce Cabinet has been providing information to legislators, their staff, and other interested stakeholders on the impact of any changes to this funding and will continue to do so throughout the remainder of the budget process.

Bill	Relevant Items
<a href="#">HB 1397</a> Passed by House, referred to Senate Appropriations Committee	<ul style="list-style-type: none"><li>The bill would require the Governor’s Workforce Cabinet to establish a course catalog of lifelong learning that would include WBL, pre-apprenticeship, and apprenticeship opportunities in Indiana.</li></ul>
<a href="#">SB 414</a> Passed by Senate, referred to House Education Committee	<ul style="list-style-type: none"><li>The bill would establish a second (Spring) count date for CTE</li><li>The second count date would be for informational purposes only.</li></ul>
<a href="#">HB 1001</a> (Budget Bill) Adopted by House, Senate version passed by committee & awaiting action by full Senate	<ul style="list-style-type: none"><li>The House version includes language to remove less than moderate value as a funding category and eliminate funding for CTE Courses in this category. <b>The Senate version of the budget reinstates this funding.</b></li><li>\$600,000 was included to fund the exam costs for certifications on Indiana’s promoted industry certification list in the House version. This funding is not included in the Senate version.</li></ul>

<p><b><a href="#">HB 1549</a></b> Passed by House and out of Senate committee, awaiting action by full Senate</p>	<ul style="list-style-type: none"><li>• This legislation would task the GWC, IDOE, and CHE with developing and maintaining a Postsecondary Eligible Prior Learning Assessment Clearinghouse.</li><li>• Additionally, those 3 agencies would be tasked with developing a model program, policy guidance, and secondary student learning assessments necessary for Postsecondary Enrollment Opportunities through workbased learning models like youth apprenticeships.</li></ul>
---	---

### Relevant Information from Previous Updates:

#### Hybrid, Virtual and Online Options for 2021-2022 SY

Last July, the Office of CTE released an updated and more clearly defined [policy](#) for offering CTE courses through online, virtual, or hybrid models. While we anticipate minimal need for alternative delivery models in the upcoming school year, the policy will remain in place for the 2021-2022 school year. Important aspects of the policy include:

- A clarification of the difference between an online or virtual delivery model
- A reaffirmation that online courses are not eligible for CTE funding (unless offered through dual enrollment with a postsecondary institution)
- A list of select courses eligible for CTE funding when offered virtually
- A percentage of instruction that must be offered in-person for courses offered in a hybrid manner to remain eligible for CTE funding

Schools and career centers are encouraged to make decisions regarding CTE delivery models based on the Guiding Principles that informed our COVID-19 response. This includes prioritizing in-person instruction wherever possible to give students the opportunity to learn and practice skills in a hands-on manner. Many courses have hands-on requirements that cannot be replicated or recreated in a virtual environment.

The Office of CTE will be closely monitoring the use of Hybrid, Virtual, and Online delivery models throughout the 2021-2022 school year to ensure that requirements are being met and positive student outcomes are being achieved.

---

### Technical Honors Diploma (THD)

---

The Office of CTE has received several questions regarding which courses may be used by the 2023 cohort to earn the Technical Honors Diploma. The Class of 2023 is the first cohort which is required to use Perkins V pathways or Next Level Programs of Study to earn concentrator status.

A list of [approved pathway courses for the 2023 cohort](#), which includes introductory and related courses that may be completed to earn the 6 credits required for the THD, is available on the [CTE Programs of Study webpage](#). This chart will be reviewed and updated to reflect course name changes and to determine if any additions need to be made to individual pathways. Keep in mind that many of the advanced courses may be taken for multiple credits to help meet the 6-credit requirement. The Next Level Programs of Study, which can be used by any cohort, already include 6 credits through the Principles, Concentrator A, and Concentrator B course.

Additional questions have been raised about students not being able to use the BioMed and Engineering pathways to earn the THD. As some may be aware, Ivy Tech recently made the decision to no longer offer dual credit for Biomedical Innovations (BIOT 107) and Computer Integrated Manufacturing (DESN 195) because there was not a strong enough alignment between the curricular content in these courses and the competencies required for the postsecondary course. Decisions regarding whether dual credit is offered for a secondary course are strictly up to the postsecondary institution. The GWC and Office of CTE support this decision, as we share ITCC's conclusion that there is not significant enough alignment present in these pathways in order to offer dual credit at the high school level.

The goal of Next Level Programs of Study, and a requirement within Perkins legislation (federal CTE law), is to create secondary courses that are directly aligned to postsecondary courses. Wherever possible, pathways are infused with postsecondary dual credits and industry certifications and culminate with students' ability to earn a Technical Certificate. The Engineering and Bio-Medical pathways are unique in that they prepare students for careers that in the vast majority of cases require a 4-year degree. The current structure of these two pathways is more exploratory in nature than other pathways. These are valuable pathways for students that are planning to go to a 4-year institution after high school but are not ideal for those students that are looking to enter the workforce directly after high school. If there are continued discussions between PLTW and Indiana's postsecondary institutions to award dual credits or embed relevant industry certifications within these pathways, then there could be an opportunity for these pathways to offer students the ability to earn a THD at some point.