



## Office of CTE Bi-Weekly Update August 9, 2022

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](#).

Welcome back! The hope and promise that come along with the start of each school year is always an exciting time. Our team at the Office of CTE is looking forward to a great year. We are particularly excited to work with many of you to transition to NLPS this year after a successful opt-in year last year. This bi-weekly update will continue to be our primary way of sharing information with you. Have questions? Share those with [CTE@gov.IN.gov](mailto:CTE@gov.IN.gov) and a member of our team will follow up.

### Online and Virtual Course Policy

The OCTE has continued to work with our Principals and Directors advisory group to update the online and virtual course policy to include NLPS courses and pathways. This change in policy is necessary to help ensure the consistency and quality of CTE programs regardless of how they are delivered. As mentioned in our last update, it was determined that there would be a select group of NLPS approved for funding when offered virtually.

After reviewing the quantity and types of hands-on experiences required for the programs of study, **the following programs of study have been approved for virtual delivery**. Credits earned in these approved courses also count for concentrator status when offered in an online method (in addition to counting when offered virtually). Please note that this approval does not imply a recommendation to offer courses virtually or online. The OCTE strongly encourages schools to offer all CTE programs in-person anytime possible. The complete guidance document is [available here](#).

Business Administration	Entrepreneurship	Legal Studies/Paralegal
Business Operations	Finance and Investments	Marketing
Computer Science	Hospitality Management	Natural Resources
Digital Design	Human Services	Nutrition
Education Careers	Insurance	Software Development

Only the concentrator courses (Principles, Concentrator A & Concentrator B) in these pathways have been approved for virtual and online delivery. Capstone courses have not been included in this list due to the embedded work-based learning opportunities within those courses.

The Office of CTE is continuing to consider additional pathways, specifically in Health Science, Agriculture, and STEM, and the possibility of approving individual courses within a pathway for virtual delivery.

## NLPS Capstone Courses

Many of you are ready to begin offering NLPS Capstone courses this school year. Below are a few reminders as it relates to Capstone courses based on questions received:

- The NLPS Capstone courses are designed to be similar to the current Level II courses in that they may be offered for 1-3 credits per semester and ideally embed high quality work-based learning experiences.
  - Students are expected to be enrolled in at least 2 credits of classroom instruction in order to take advantage of the embedded WBL opportunities. Students that are not being enrolled in classroom related instruction should be enrolled in the WBL Capstone Course (5974).
- As long as a student doesn't exceed 6 credits in a pathway for a given year, students may be enrolled in a Concentrator A and/or B course and the Pathway Capstone course at the same time.
- There are additional capstone options for students besides the NLPS pathway capstone and the WBL Capstone course. Students who have completed the concentrator sequence in any pathway (except Entrepreneurship), are able to enroll in the Entrepreneurship and New Ventures Capstone.
- Students that have completed the concentrator courses for an Ag program of study may take Agribusiness Management, Agricultural Research, Ag Biotechnology, or a Supervised Agricultural Experience.

For more complete details regarding the Capstone courses, please refer to [Page 8 of the NLPS FAQ](#).

## Monitoring CTE Program Quality

As part of the transition to NLPS, the Office of CTE is focused on ensuring the opportunities available through NLPS translate to improved student outcomes. The primary outcomes of focus are credentials earned, dual credits earned, and participation in work-based learning. The move to Perkins 5 and NLPS pathways (and the retiring of Perkins IV pathways) provides the opportunity to monitor programs of study for the measures of program quality listed above much more closely. We will be able to identify student cohorts at the state, CTE District, and school level that have begun a particular pathway to review their level of completion and the outcomes achieved. The goal is simply to better measure the effectiveness of CTE programs. This data will help our office to provide better technical assistance at all levels to improve the opportunities available for students participating in CTE.

In addition to the measures of program quality, the Office of CTE is particularly interested in placement after completing a program of study in terms of employment, enrollment, or enlistment in military or service groups. There are a couple of ways that schools can help us to better track placement:

- 1) Ask students to provide a post-graduation email (different than their school email) or mobile number to receive short placement surveys after high school.
- 2) Help students understand how their information is used (including an SSN) should they choose to opt-in to sharing it with our office. This information allows our office to complete data matches with

unemployment insurance records and enrollments in postsecondary programs to better understand where CTE students end up after high school.

### CTE Data Snapshot

An ongoing goal of the OCTE is to do a better job of providing performance data for CTE programs. One of the first steps toward accomplishing this goal has recently been taken. A CTE Data Snapshot has been made available on the GWC website [here](#). This snapshot includes enrollment and performance data from the last few years for both secondary and postsecondary. The data that is currently posted is based on completion data that has been entered over the summer.

Our goal is to add data around program quality and CTE District performance in the coming months as well as to provide the data in a more interactive manner.

**Fall InTERS Training:** The success of our data efforts relies on the dedicated efforts of those at the local level who import and enter data for your schools and career centers. Our office will once again be holding fall training sessions for the state's data management system, InTERS. Information will be sent out in the coming days for an upcoming webinar and several in-person training options by the OCTE's InTERS specialist, Jedd Vance. If you or someone you know handles data and may not be on Jedd's email list, send him an email at [JeVance@gov.IN.gov](mailto:JeVance@gov.IN.gov) and he will be sure you receive the training information and future emails pertaining to data.

### Industry Certification Funding

REMINDER - The Office of CTE is still working to distribute the \$200,000 line item for certification funding that was added to the current state budget. Further review and consultation regarding the line item made clear that we needed to adjust our original plans for distributing the funds. The funds are intended to cover the costs of any exams taken rather than certifications earned. Additionally, non-public schools are eligible. In order to distribute the funding fairly and accurately, schools and career centers will have the opportunity to enter additional data into InTERS before the OCTE determines funding allotments.

**Schools and career centers are encouraged to enter any certification exams (passed or failed) completed by students during the 2021-2022 school year by Friday, September 2 into InTERS.**

Following collection of this data, the funding will be distributed later in the fall. Please reach out to [Chris Deaton](#) or [Jedd Vance](#) with any questions.

### NLPS – Program of Study Adoption and Course Inventory Form

The Office of CTE has created a new form to capture information on the CTE course offerings of schools and career centers, including what programs of study entities are adopting. The form is a variation of the course inventory form schools were required to submit in previous years (this has not been required the past couple of years). Information was shared on the form in May and once over the summer.

**The previously requested deadline for schools and career centers to register courses and programs of study in InTERS was August 1.** We know the beginning of the school year brings with it a lot of demands and certainly understand if your school/career center has not yet had the chance to complete the Adoption form. **Please make an effort to have this information submitted by August 15.**

Part of the process is to include the CTE instructor that will be teaching each course. Entering the instructor will allow our team to verify that instructors meet the assignment codes to be eligible for funding. If an instructor vacancy currently exists, entities can simply fill out the course information currently and add in the instructor information at a later date. Only the course and instructor information need to be provided at this time. For cases of dual enrollment, schools are not required to fill in the SPN field for postsecondary faculty. The form also includes a list of 4 questions, which can be responded to later this fall.

A document with instructions on completing the form, guidance on common situations, and additional background on the purpose of this process can be [found here](#). CTE directors are available for questions regarding this process and additional questions can be shared with [JeVance@gov.IN.gov](mailto:JeVance@gov.IN.gov).

### **Guidance Regarding Issuing Adjunct Teacher Permits for CTE**

The Indiana School Boards Association released guidance late last week regarding the issuance of adjunct teacher permits, a new designation approved through legislation last session ([IC 20-28-5-27](#)). The OCTE has been reviewing the legislation as it relates to CTE instructors and has the following information to share.

There are several alternative pathways available for CTE instructors including Career Specialist, Workplace Specialist, and rules for employing unlicensed vocational instructors (commonly referred to the 50% rule) that was approved in legislation in 2019. Given the technical aspects and the safety concerns of CTE courses, schools are encouraged to exhaust these options before using an individual holding an adjunct teacher permit.

The adjunct teacher permit will also meet the standard for a qualified instructor and may be used to employ an instructor for a CTE course or program. Any student enrollments in the CTE course or program would be eligible for the CTE enrollment grant.

The Office of Career and Technical encourages school corporations to use actual work experience or teaching experience as much as possible. Teaching experience in this case would most likely be tied to postsecondary teaching or an eligible training provider. Additionally, when considering a possible instructor for a dual credit CTE course it is important to consider whether the individual would have the knowledge and experience to be credentialed to teach the CTE course for both high school and college credit (dual credit). Beginning this year, CTE programs will be evaluated on how well they are meeting the measures of program quality which includes credential attainment, dual credit attainment, and work-based learning participation.

### **Resources for CTE Educators**

One of the most common questions our office receives is around curriculum resources or materials for CTE courses. The Office of CTE has a standing policy against vetting or promoting specific curriculum resources. However, we are excited to provide two new ways to help connect educators teaching the same program of study.

**FocusEd Discussion Platform:** The FocusEd discussion platform is coming soon! The discussion boards will allow teachers to ask questions to others who teach the same thing they do, share resources, etc. Administrators will be able to discuss with other administrators throughout the state questions and get

assistance, as well as, share resources. Counselors can ask administrators or directors questions they need to know about CTE. All in all, the FocusEd discussion boards will allow CTE to grow stronger by working together for the ultimate goal of giving our CTE students the absolute best.

FocusEd is a partnership between the Indiana Association of Career and Technical Education (IACTE) and the Office of CTE. IACTE is doing some final testing of the platform and anticipates making the site available soon. Please go to <https://indianaacte.org/groups/> to check out the site. You don't have to be a member of IACTE to use the resource but you will need to create an account.

**Pathways Search App:** You can find a list of schools that offered specific courses or programs by using the Pathways Search App on the [InTERS Web Portal](#).

- From the login screen, select Pathways Search App button (You do not need to login)
- On the next screen select Continue
- Choose Course Lookup (or Browse Pathways) from the list on the right.
- Type the course code or name of the course in the SEARCH box.
- The list of courses will automatically filter to the appropriate course.
- Select the school symbol at the end of the course row to see a complete list of all schools that are offering the course.

### Next Level Programs of Study Resource Reminders

**InTERS Career Pathways App:** Users of the InTERS system may have noticed some additional features have gone live in the [InTERS Career Pathways App](#) that is available from the InTERS homepage. The application has been previously described on Page 2 [here](#).

These additional features are being refined and built out in the next few weeks and information will be shared in the June newsletter from our office. Features that either currently exist or will be added include the ability to browse pathways for Perkins IV, V, and NLPS, lookup courses and see what other schools are offering, find approved certifications, and review course funding levels.

**NLPS Planning Guide:** The Planning Guide is designed to help schools and career centers take full advantage of the benefits available within the newly redesigned CTE structure. The Planning Guide includes helpful information regarding scheduling options/considerations when implementing NLPS.

**NLPS Review Document:** The latest version of the NLPS Review Document was shared in the last update on 5/2 and can be [found here](#). The Review Document is the best resource for specific course information for all programs of study included in NLPS. Find information on the latest updates in the [last issue of the CTE update](#).

**Master Pathways List:** The Master Pathways List was slightly updated in early April and is [available here](#). One significant change is that Anatomy and Physiology (5276) has been added as an option for the Concentrator A course and Healthcare Specialist Capstone (7255) has been added as a capstone option in the Biomedical Sciences program of study. Adding these courses will allow students the opportunity to earn dual credits or industry certifications that will count toward Technical Honors Diploma requirements.

**NLPS FAQ:** Have a question about NLPS implementation? The [NLPS FAQ](#) is the best central resource to find guidance/answers shared by the Office of CTE through the bi-weekly update or other means.