

## MEMORANDUM

**To:** CTE Directors, Principals, and Superintendents  
**From:** Anthony Harl, State Director of CTE  
**Date:** August 8, 2022  
**Re:** Guidance for Online and Virtual CTE Courses

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The following document provides guidance for schools and CTE centers regarding state CTE funding and credit application toward concentrator status for courses offered through different instructional delivery methods. The document builds off guidance released in the summer of 2020 to assist schools in navigating instructional decisions for CTE courses during the onset of the COVID-19 pandemic.

The primary updates are as follows:

- A section beginning on Page 2 titled “CTE Funding and Credit Application Guidance Related to Course Delivery Methods”. This section is designed to address concerns regarding the application of credits toward CTE concentrator status for online courses.
- The addition of selected NLPS approved for virtual and online delivery on page 3.

The guidance maintains the definitions of the 4 types of course delivery methods (in-person, virtual, blended (hybrid), and online outlined in the original guidance (Page 4). Each delivery method maintains its funding eligibility criteria (shown on the chart on Page 2).

In addition to the guiding principles detailed in previous guidance, the Office of CTE considered the following factors while developing this guidance to ensure that CTE funding and CTE/NLPS courses will continue to serve their intended purposes.

- CTE course funding is intended to offset higher operational costs (i.e. materials, equipment, curriculum and staffing) schools and career centers incur in facilitating these courses.
- Funding is also provided to incentivize courses that lead to high-skill, high-wage and in-demand occupations that often require certifications and credentials that have hands-on requirements.
- Allowing credits earned in NLPS courses to apply toward concentrator status when the hands-on requirements are not able to be met erodes the desired consistency and meaningfulness of a concentrator which were the central goal of NLPS.

## CTE Funding and Credit Application Guidance Related to Course Delivery Methods

**CTE Funding Eligibility:** State CTE course funding will continue to support enrollments in CTE courses delivered through the preferred in-person model of instruction. Additionally, enrollments in a blended (hybrid) format remain eligible for state CTE course funding (as long as hands-on requirements are met). **For the 2022-23 school year, a limited number of approved courses within NLPS programs will now be eligible for CTE course funding when offered in a virtual format.** Online course enrollments will remain ineligible for state CTE course funding, unless the online course is being offered through a postsecondary institution through a dual enrollment agreement.

**Credits Applied to Concentrator Status:** The Office of CTE currently allows for credits earned in CTE courses taught through an online model to count towards concentrator status, despite these courses not being eligible for CTE funding (unless offered through a postsecondary institution). This policy will remain in effect for all previously existing Perkins IV courses listed in Part II of the CTE section of the 2022-23 Course Titles and Descriptions.

**Beginning with the 2022-2023 school year, credits attained in NLPS courses taught online will only count toward concentrator status if the program of study/course has been approved for virtual delivery or the course is taught online through a postsecondary dual enrollment agreement.**

Course Delivery Method	CTE Funding	Credit Application
<b>In-Person Course</b> <i>(face-to-face)</i>	Fully Funded	Credits count toward concentrator
<b>Virtual</b> <i>(online - synchronous)</i>	Fully Funded <i>for approved courses</i>	Credits count toward concentrator <i>for approved courses</i>
<b>Blended (Hybrid)</b> <i>(face-to-face/virtual)</i>	Fully Funded <i>must meet hands-on requirements</i>	Credits count toward concentrator <i>must meet hands-on requirements</i>
<b>Online Only</b> <i>(online-asynchronous)</i>	Not Funded <i>unless postsec dual enrollment agreement</i>	Credits count toward concentrator <i>for approved virtual course or online dual enrollment</i>

## Approved NLPS Course List

The Office of CTE encourages schools and career centers to offer CTE courses through a classroom (in-person) based or a blended (combination of classroom and virtual) model if possible. These models support the highest levels of engagement for the hands-on nature of CTE courses.

However, schools and career centers sometimes need flexibility to be able to offer courses in an alternative format. To provide this flexibility, the concentrator courses (Principles, Concentrator A, and Concentrator B) in the following NLPS pathways have been approved to be offered virtually. Please note that the approval does not include the capstone course.

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

The approval of a course to be offered virtually does not automatically include approval to offer the course through a virtual format for dual credit. Any decisions regarding the eligibility for virtual courses to be offered for dual credit will be considered on a case-by-case basis with the school or career center's postsecondary partner.

### Specific Situations:

1. May a school offer a course online that has not been approved for virtual, such as Culinary Arts?
  - a. A school or career center may offer any CTE course online. However, the course will not be eligible for funding and if it is an NLPS course, the credits will only count as elective credits and will not apply toward concentrator status.
2. What happens if a school offers a course approved for virtual, such as Principles of Business Management, online?
  - a. If a school or career center offers a course online that has been approved for virtual delivery, the enrollments in the course will not be eligible for funding but the credits earned in the course will be applied toward concentrator status.
3. How will the application of credits toward concentrator status be tracked?
  - a. The OCTE will continue to track the number of credits that count toward concentrator status in InTERS. Schools will only need to designate in InTERS that the course session was taught online.

## Definitions:

The following descriptions (based on how the method of delivery facilitates the three critical student interactions: with content, the instructor, and other students) are provided to clarify the funding guidance provided in the previous paragraph and to help schools and career centers better understand the expectations for each model.

**Classroom Course** – course activities are organized around scheduled class meetings. Traditional classroom courses are measured by the number of hours spent in required in-person class meetings in various activities including lecture, labs, and workshops. Such courses may involve the usage of computers, for example software simulations and the use of online curriculum that is required to complete course requirements. The online curriculum can only supplant the lecture and direct instruction portion of the traditional classroom. Labs and hands-on activities must still comprise a majority of the classroom experience and the class must be led by a qualified instructor.

**Virtual Course** – web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time. Students interact with a qualified instructor who is appropriately licensed or has the required work experience and is employed by the school or career center. Interactions with the instructor and other students are in a synchronous manner using webcast technology for at least 50% of classroom activities including real classroom experiences like lectures, small groups, workshops, etc. Other activities may be completed in an asynchronous manner. Students may be required to attend campus to take a proctored exam, complete hands-on activities, or to demonstrate skills proficiencies. This model may mix on-campus and remote students.

**Blended (Hybrid) Virtual/Classroom Course** - a Blended (also called Hybrid) Virtual / Classroom Course model mixes in virtual activity with classroom meetings. Virtual activity may be synchronous or asynchronous and must be facilitated by an on-site qualified instructor. Blended courses may involve entire class sections or be provided as an option for individual students. Blended courses are eligible for funding as long as the number of face-to-face contact hours exceed 50% of the total hours and are sufficient to meet all hands-on, lab contact hours required for dual credit.

**Online Only Course** – course sessions take place online and there are no required face-to-face sessions. Assignments may have deadlines but there are no scheduled class times. Most if not all of the activities of the class are asynchronous. While there may be interaction with an online instructor and other online students, there is little to no real-time interaction with other students or a qualified instructor, who is employed by the school or career center (a paraprofessional or a licensed teacher from another curricular area who is providing supervision is not considered a qualified instructor).