



## MEMORANDUM

**To:** CTE Directors, Principals, and Superintendents  
**From:** Anthony Harl, Assistant Director of CTE – Programs  
Chris Deaton, Assistant Director of CTE – Data and Accountability  
**Date:** July 1, 2020  
**Re:** Guidance on CTE Funding for Online and Virtual CTE Courses

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The following document provides guidance for schools and CTE centers regarding state CTE funding for courses offered in different formats. The Office of CTE has been working, even prior to the pandemic, to develop more comprehensive guidance that encompasses the breadth of distance learning options that are available to schools and students. Schools being closed and having to shift to remote learning plans this spring only increased the need for current guidance to be updated. This document outlines four different formats in which CTE courses may be offered: traditional classroom, virtual, blended, or online and details the state funding eligibility for enrollments in each model.

The following guiding principles have informed our guidance throughout the spring and into the summer and are provided to demonstrate the unique nature of CTE courses/programs. The value and benefit provided by CTE courses/programs is diminished for students who enroll and participate in courses that are offered in a manner that does not align with these principles.

1. CTE courses/programs provide the opportunity for students to earn credentials, like postsecondary certificates and degrees and industry certifications. Maintaining credentialing throughout this time is critical for the benefit of students and employers. Without the ability to earn credentials, students may be limited to entry-level positions despite their advanced training or may need to repeat training.
2. CTE courses are best taught in a face-to-face manner where students have the opportunity to learn and practice skills in a hands-on manner. In fact, many courses have hands-on requirements that cannot be replicated or recreated in a virtual environment.
3. The overwhelming majority of CTE courses are eligible for dual credit, and therefore it is necessary that we align secondary CTE practices to postsecondary practices. Both Ivy Tech Community College and Vincennes plan to open their CTE labs to allow students to complete hands-on requirements this summer. These lab requirements are applicable to dual credit courses.



4. Providing all students equitable access to high quality CTE programs of study that provide the opportunity to earn dual credit, industry certifications, and complete work-based learning has always been a priority for CTE programs and is even more important during this time.

In addition to the guiding principles, it is important to consider the intended purposes of CTE funding. When used in combination with basic tuition support, CTE course funding is intended to offset 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. Most CTE courses have hands-on requirements that must be met in order to earn valuable credentials associated with the course.

**CTE Funding Guidance Related to Course Delivery Methods**

The guidance below is intended to align with the guiding principles and ensure that CTE funding will continue to serve its intended purposes.

State CTE course funding has always and will continue to support enrollments in CTE courses delivered through the preferred classroom course model of instruction. For the 2020-2021 school year, a limited number of approved courses will now be eligible for CTE course funding when offered in a virtual format. A list of approved virtual courses will be made available on the GWC website by July 8<sup>th</sup>. Additionally, under certain conditions, enrollments in a blended (hybrid) format will be eligible for state CTE course funding for the 2020-2021 school year. 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. Regardless of funding, students may still earn high school credits for completion of online courses or unapproved virtual courses.

<b>Course Delivery Method</b>	<b>Previous SY</b>	<b>2020-2021 SY (Due to COVID-19)</b>	<b>Future SY</b>
<b>Classroom Course</b> <i>(face-to-face)</i>	Fully Funded	Fully Funded	Fully Funded
<b>Virtual</b> <i>(online - synchronous)</i>	Not Funded	Fully Funded <i>for approved courses</i>	Will review prior to the 2021-2022 SY
<b>Blended (Hybrid)</b> <i>(face-to-face/virtual)</i>	Undefined	Fully Funded <i>must meet hands-on requirements</i>	Will review prior to the 2021-2022 SY
<b>Online Only</b> <i>(online-asynchronous)</i>	Not Funded	Not Funded <i>unless postsec dual enrollment agreement</i>	Not Funded <i>unless postsec dual enrollment agreement</i>



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**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** - COVID-19 has created a **temporary** need to consider the use of a Blended (also called Hybrid) Virtual / Classroom Course model that 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).



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**Specific Situations:**

1. Will a student who takes advantage of a school or career center's option to begin the year through distance learning be eligible for CTE funding in a course that has hands-on, in-person requirements?
  - a. The student must be enrolled and participating in a funding eligible course format on or before the ADM count date which is Sept 18, 2020. Individual schools or career centers may establish earlier deadlines and policies regarding student options for participating in these courses.
2. What if a student is considered medically vulnerable and it is not safe for them to participate in a classroom course model?
  - a. A student who is able to demonstrate that they are medically vulnerable may continue in a blended model beyond the count date and be eligible for full funding as long as the school or career center provides accommodations to allow the student to complete the required hands-on activities.
3. What would happen if the school chooses to operate on a hybrid model where students attend in-person less than 50% of the instructional hours?
  - a. A hybrid model may be approved through a CTE Nonstandard Course Waiver for Course Requirements. The school or career center will need to demonstrate how they plan to provide students with the necessary contact hours to remain eligible for dual credit.
4. What if schools have to close due to the COVID-19 virus?
  - a. A school or career center will not be held responsible for lost instructional time in a classroom or blended course due to a COVID-19 closure by executive order or by order of the local board of health. It is important to note that while this situation will not impact funding eligibility, it does not remove or provide a waiver to any dual credit or credential requirements.