



Office of CTE Bi-Weekly Update July 29, 2021

This update is provided by the Indiana Office of Career and Technical Education, housed under the Governor's Workforce Cabinet. The Office of CTE will share an update on a bi-weekly basis throughout the academic year as was done the year prior. Subscribers should expect to receive the update on Thursday mornings.

The bi-weekly update is the primary way the Office of CTE shares information related to career and technical education with the entire CTE community. We welcome your support in encouraging anyone who would benefit from the information to join our listserv. Individuals can [sign up here](#). If you are no longer interested in receiving these updates, a link to unsubscribe can be found at the end of this update. Questions can be directed to CTE@gov.IN.gov.

Next Level Programs of Study

This fall, schools and career centers across Indiana are implementing several of the 53 Programs of Study that were completely redesigned last school year. The information on those NLPS pathways is found in the [NLPS Review Document](#) that was shared last spring. Our team appreciates your partnership over the last couple of years throughout the CTE redesign and is excited to see many of the programs begin to be implemented this school year. Important reminders and information on what to expect this year with NLPS is shared below.

Transition Reminder: The 2021-22 school year will serve as a "soft launch" of NLPS courses. Schools and career centers are encouraged to share feedback as our team works to provide students with high quality opportunities for credential attainment through NLPS. All entities, whether implementing this year or not, should keep these important NLPS transition reminders in mind:

1. The class of 2025 must use NLPS courses to earn CTE concentrator status.
2. Current Level 1 courses, such as Welding Technology I and Health Science Education I, will be limited to 1 credit per semester beginning with the 2022-2023 school year. Level 2 courses will be eligible for 1-3 credits in 2022-2023 but will be reduced to 1 credit in 2023-24.
3. All current Advanced courses that are not integrated into NLPS will be phased out and no longer available beginning with the 2024-2025 school year.

2021-2022 NLPS Adopters: Schools and career centers implementing NLPS courses this fall are encouraged to revisit the [NLPS Review Document](#). The document was updated in late May and contains the required competencies for the courses and dual credit information. A formal dual credit crosswalk for NLPS courses will be available by the end of August.

To offer NLPS courses for dual credit this fall, entities should reach out to Ivy Tech or VU as soon as possible (if not already completed) to discuss dual credit capabilities and to ensure that MOU agreements can be completed prior to the fall student registration deadline.

NLPS Enrollment Information: This section contains information on a couple of shortcuts available when enrolling students in NLPS courses within InTERS.

1) InTERS will give schools that import enrollments the opportunity to automatically convert current course enrollments that are being offered for 3 credits to the 3 courses that make up the concentrator sequence for NLPS pathways. On their import sheet, schools will simply add an “N” to the current course code (old course) and add the appropriate pathway code. **A list of available pathways with pathway codes and course codes may be found [here](#).** During the import, InTERS will automatically create the sessions for the Principles, Concentrator A, and Concentrator B course. Please note that this will only work if you are offering all 3 concentrator courses. Additionally, the changes are only entered in InTERS and not in the school’s students information system (SIS). An option for schools that manually enter records is in the works and will be available in the next couple of weeks. We hope to be able to provide more details on this option in the next update.

2) Schools have the option to enroll students in NLPS courses as a part of one program (instead of individual courses) and remain eligible for full CTE funding. This means that a school’s enrollments will be able to align to content that was actually taught during the semester and should help when awarding grades at the end of a term. The only requirement is that a school must enroll students in the same number of credits in both the first and second semester (or each trimester). For example, a school may enroll a student in Principles of Welding for 2 credits along with 1 credit of Shielded Metal Arc Welding in the first semester and enroll in the second credit of Shielded Metal Arc Welding along with 2 credits of Gas Welding Processes in the second semester. **Please note that this rule only applies to NLPS courses and may not be used with current courses.**

Next Steps for NLPS: Our office is already at work on developing the remaining programs of study and finalizing the capstone courses that were not finalized for this school year. **All courses are on schedule to be created by the end of September in time to be included in the Course Titles and Descriptions for the 2022-2023 school year.** Later this fall, Office of CTE staff will form steering teams to create and vet the competencies for these courses by early January.

Additional resources to go along with the NLPS courses will continue to be shared throughout the fall. One example will be an updated version of the [CTE Career Guide](#), including a Spanish version which will be made available online and have hard copies available for purchase.

CTE Employer Connector Tool

The Governor’s Workforce Cabinet recently launched a new tool that allows employers to more easily connect with CTE students who are looking for employment opportunities. Many in the CTE community will be familiar with the fact that CTE students can opt-in to share their information with employers through legislation authored a few years back by now Speaker of the House Todd Huston. The new tool allows employers to connect with these students by requesting their contact information through an online form that is received by Office of CTE staff. Employers can request contact information for

students who have obtained CTE concentrator status and the tool allows them to focus on any particular program that is of interest to the employer.

The Employer Connector Tool can be accessed [here](#). Comments or questions regarding the tool can be directed to SRourke@gov.IN.gov.

Students can opt-in to making their information shareable by filling out the CTE Student Release Form found at the following links: [English version](#); [Spanish version](#)

Work-Based Learning Toolkit

The Governor’s Workforce Cabinet and Office of CTE continue to promote work-based learning (WBL) as a key component of high-quality CTE programs. To assist schools and career centers in improving their WBL components, the Office of Work Based Learning and Apprenticeships has worked in partnership with WBL coordinators, state agencies, and other key stakeholders to develop a WBL Toolkit to accompany the K-12 WBL Manual. The toolkit will be released in August alongside an improved WBL manual.

Fall trainings will occur following the release of the WBL Toolkit. These trainings will be similar to the “WBL Bootcamp” offered prior to the pandemic and are aimed for school representatives that work closely with students to provide WBL experiences. The trainings will provide information on the toolkit and an updated version of the K-12 WBL manual that was released in 2019.

Reminder – Office of CTE Course Delivery Policies

The Office of CTE released guidance for online and virtual courses in July of 2020 to address new challenges brought on by the COVID-19 pandemic. Those policies will remain in place for the 2021-2022 school year. The policy document can be found [here](#) and contains a definition of in-person, hybrid (blended), virtual, and online courses. The document also includes a course list that details the requirements for hands-on instruction for courses being offered in a hybrid (blended) model. Courses on the list that are highlighted in yellow are available to be offered 100% virtually. As a part of this policy, online courses are ineligible for CTE funding, unless they are being offered through a postsecondary institution. Because using NLPS courses is optional for this school year, NLPS courses may not be offered 100% virtually or online.

Our office has received several questions regarding whether credits earned in online courses count towards concentrator status and if there exists an approved list of online courses. Our current policy allows credits earned in online courses to count toward concentrator status. However, we strongly discourage the use of strictly online courses for this purpose in alignment with the Office of CTE’s guiding principle around the importance of in-person CTE instruction. Our office no longer maintains an approved list of online courses. Due to the growing number of online courses, our team does not have the capacity to vet or validate each course for alignment to standards. Our office will be reviewing student outcomes of courses that are offered online over the upcoming year to determine if online course credit should be limited to only those courses that have been approved to be offered 100% virtually.

Industry Certifications

Earlier this spring, the General Assembly passed legislation that set aside \$200,000 per year to cover the costs of industry certifications. The GWC is in the process of determining how this funding will be allocated. Our expectation is to be able to cover a sizeable portion of expenses incurred for certification exams between this state funding and assessment grant funding that the Office of CTE will continue to offer this year. Specific details will be shared in the coming weeks.

Promoted Certification List – Grad Pathway Eligibility: The Department of Workforce Development recently posted an updated industry certification list that does not designate which exams will count for Graduation Pathways. Many of you have reached out to our team with questions regarding the list. The Office of CTE is working with DWD and DOE to consolidate the 2019-2020 Grad Pathways eligible certifications and the Addendum list developed last year into a single list of certifications that will count for Graduation Pathways for the 2021-2022 school year.

After this list is finalized, a cross-agency group will be collaborating to develop more transparent criteria and to align promoted certifications to NLPS courses moving forward. This work will serve as the basis for an updated list of promoted certifications that count for Graduation Pathways for the 2022-2023 school year. We anticipate this list being released in conjunction with the Course Titles and Descriptions to help schools plan their pathway offerings for students.

Non-Standard Licensure Waivers

The Office of CTE will be accepting Nonstandard Licensure Waivers through August 30. The deadline is designed for late resignations or emergency situations that may arise. If approved, Nonstandard Licensure Waivers allow a currently licensed teacher to teach a course outside of their licensed area. Approval of licensure waivers are based on the teacher's education, work experience, and the potential for full licensure. Licensure waivers may need to be renewed on an annual basis and may be conditional on progress toward full licensure, completing training, earning relevant certifications, and/or participation in related externships.

Title IX Q&A on Sexual Harassment Regulations

The U.S. Department of Education's Office of Civil Rights (OCR) recently released a [Question and Answer document and Appendix](#) on the Title IX Regulations on Sexual Harassment. The Q&A document clarifies how OCR interprets schools' existing obligations under the 2020 amendments to the Department's Title IX regulations, including the areas in which schools have discretion in their procedures for responding to reports of sexual harassment. The Appendix provides examples of Title IX procedures from a variety of elementary, secondary, and postsecondary schools that may be adapted and helpful to schools in implementing the 2020 amendments. Please contact [Kathleen Ash](#) with any questions concerning the Q&A document or Title IX in general.

