

CTE Update

News and Notes for August 19 – September 1, 2020



To: CTE Directors, Principals, Superintendents, School Counselors, CTE Instructors

From: Indiana Office of CTE and Governor's Workforce Cabinet

Date: August 19, 2020

Re: CTE Bi-Weekly Update

This update covers several topics our office has been receiving questions on over the last couple of weeks. While we have attempted to address many of your questions through this update, we know that the variety of school district re-entry plans across the state will mean that many of you may still have additional questions specific to your situation. Please continue to reach out to CTE@gov.IN.gov with any questions or concerns. Your continued collaboration is appreciated as we work to ensure students receive high-quality instruction in CTE courses this year.

New information and questions this week

- CTE Funding Eligible Hybrid Schedule Examples
 - CTE Funding Update
 - New Perkins V Performance Indicators
 - INFAME Announcement
 - Next Level Programs of Study
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CTE Delivery Models: Fall Semester 2020

In the last update we included a link to a brief survey for CTE Directors and Principals to find out more about school re-opening plans and their plans to offer CTE. Out of 58 responses, two-thirds of all schools or career centers are returning to full in-person instruction or a hybrid schedule. 9 of the 10 schools that are beginning the year virtually are allowing CTE courses to be offered in-person.

Nearly 30% of all respondents shared they were beginning the school year on a hybrid schedule. The most common form of a hybrid schedule divides students into two cohorts. CTE centers are generally dividing this based upon the students sending school but high schools may choose to offer it based on the students last name. Schools were having the two cohorts attend in a variety of combinations. Several were having each cohort attend two days a week and the 5th day was a virtual day for all. Other schools are using a schedule based on the program. Programs which had greater hands-on requirements were meeting 4 days a week, while others that only required a 50% split were meeting 3 days a week.

Our office encouraged a traditional high school who was trying to figure out how to offer their CTE courses, to consider bringing their CTE students in for a half-day block of time one day a week to complete their hands-on requirements. Their courses generally met for one period a day (50 minutes), each day of the week. Bringing students in for a half-day, one day each week would make the best use of the student's time and would limit the amount of transportation.

Any of these options would allow student enrollments to be fully eligible for CTE funding. Students are attending in-person on a regular basis that includes coinciding participation in both hands-on and virtual instruction. If a school is only having a cohort meet two days a week (less than the required hands on percentage of time), they would need to have a plan to make up the remaining time over the course of

the year. This plan may include the use of a summer bridge program if necessary. The Office of CTE will once again have funding available to help schools provide summer bridge opportunities for students should they need extra time to complete hands-on requirements to meet certification and dual credit requirements.

It is important to note that schools do not need to be operating on the hybrid schedule on the first day or even the first week of school. This includes schools and students that chose to begin the year virtually. We understand that this is a challenging time and everything seems to be changing by the minute. In order to be eligible for funding, students should be meeting the delivery model requirements outlined in the online and virtual course guidance before submitting CTE enrollments in InTERS.

Medically Vulnerable Staff and Students

One of many tough decisions for schools and career centers is how to best serve medically vulnerable CTE staff and students. Several schools mentioned that they are using substitutes, paraprofessionals, or other staff members to cover the in-person, hands-on portion of CTE courses. Schools mentioned providing additional accommodations like a fan in the classroom, smaller class sizes, or creating more social distance through furniture placement.

Several schools are either not allowing medically vulnerable students to take a CTE course that has hands-on requirements or they are choosing to forego CTE funding for those students. We would encourage schools and career centers to consider offering hands-on hours for medically vulnerable students by appointment on virtual days or after school hours. Please keep in mind that unlike previous years, the enrollments may be entered in InTERS on an individual student basis rather than a class basis.

Health Department Recommendations

There are a few counties where the local health department made a recommendation to go virtual or to operate on a hybrid model. When there is a recommendation to go virtual, we encourage schools to discuss with the local department of health a separate plan for CTE courses. To help facilitate these conversations we have shared the CTE Fall Guidance with the school liaison at ISDH. They are planning to share the guidance with each county's health department. The Office of CTE would consider it a forced closure if a school's plan includes a red level which requires everyone to go virtual when the transmission rate or some other metric hits a certain level. In a case like this, schools would not lose CTE funding because they were going virtual.

CTE Delivery Model Survey

We appreciate each of the directors and the principals that have completed the CTE Back on Track Survey. We know there are schools that are still developing their plans or have not yet had the chance to complete the survey. **The Indiana Office of CTE will leave the survey open for the next few weeks so that each CTE Director and school principal has a chance to complete the short [survey](#) to share their corporation and/or district's plan for offering CTE courses and programs this fall.**

The information provided will help facilitate discussion between school leaders about various delivery models and will help our office to determine what steps are necessary regarding CTE Nonstandard Course Waivers. We will share a summary of the results from the survey in the next update. In the meantime, please feel free to contact us via the CTE@gov.in.gov email to be connected with other schools that may be trying to make similar decisions.

CTE Funding Update:

Potential Change for the ADM Count Date: There has been a lot of discussion regarding the Fall Count Date over the last week or so. We are still waiting to hear from the SBOE if the day will be pushed back to later in the year. Regardless of what happens with the count date, the Office of CTE needs to keep the October 9, 2020 deadline in place for 30A submissions. The October 9th deadline is necessary because 30A funding is based upon first semester enrollments and we have been asked by IDOE to submit CTE enrollment information as scheduled in order for them to prepare estimates for January payments.

Basic Tuition Support for Virtual Enrollments: We have received several questions regarding how the discussion over funding for virtual enrollments impacts CTE funding for CTE courses offered online, virtually, or blended. The conversation regarding 85% versus 100% funding is in regards to the basic tuition support that a school corporation receives for each student enrollment. CTE funding is considered additional tuition support that a school may receive on top of their basic tuition support for CTE enrollments. Any potential change to the law regarding basic tuition support for virtual enrollments would not impact funding policies for CTE course enrollments.

Funding for Remote Delivery of CTE: The remote delivery policies for CTE courses released on July 9th, for the 2020-2021 school year represent an expansion of funding eligible course delivery models available to schools due to Covid-19. Prior to these new policies, all online courses, even virtual synchronous models, were ineligible for funding. By defining the various remote delivery options, CTE enrollments in online dual enrollment courses, approved virtual courses, and blended or hybrid models are eligible for funding.

When crafting funding policies, our goal is to align with the intended purposes of CTE funding, the guiding principles of CTE, and to provide as much flexibility as possible while leveraging CTE funding to ensure that all students have access to high quality CTE courses and programs that lead to positive student outcomes like dual credit, industry certifications, and work-based learning opportunities.

As shared multiple times in other guidance, schools will not lose CTE funding if they are mandated to close due to an executive order by the Governor or an order by the local department of health.

InTERS Fall Training

The Office of CTE will be providing InTERS Fall training virtually. Please see the link below to register for the upcoming webinar that will take place on September 1st from 10am-1pm.

<https://attendee.gotowebinar.com/register/4128536828799596304>

CTE Dual Credit and Industry Certification Requirements

Transitioning to remote learning this past spring highlighted several challenges for CTE dual credit. One of the biggest challenges may have been how students would be able to complete the hands-on, lab contact hours requirements for dual credits and industry certifications. Considering the number of schools that may need to operate virtually or on hybrid schedules, as well as the potential of periodic closures, the challenges associated with high school versus postsecondary and industry certifications course requirements will likely persist.

In order for students to earn dual credits and many industry certifications they must meet prescribed course/certification requirements that in many cases can only be accomplished through hands-on, in-person instruction. Our office has yet to hear of these requirements being lessened or waived. Schools and career centers are encouraged to plan accordingly and consider these requirements when making decisions regarding how CTE courses will be delivered.

Any school or career center that is planning to offer a CTE dual credit course through a virtual or hybrid model to a whole class or to individual students should consult with their postsecondary dual credit partner to make sure that students will be eligible for dual credits. Ivy Tech and Vincennes University have expressed that they will work with their high school and career center partners to assess instructional modality options, considering various factors such as the course content and feasibility to offer through virtual instruction.

Next Level Programs of Study Update

As you may recall from previous updates, the Office of CTE and Governor’s Workforce Cabinet are collaborating with Ivy Tech, Vincennes and other state agencies to redesign the current CTE system. The focus of the redesign efforts so far have been on restructuring current career pathways into Next Level Programs of Study. The Office of CTE has held CTE instructor summits, worked with a CTE Directors and Principals group, and most recently, have awarded Next Level Programs of Study pilot programs to 12 different sites. We will continue to work with these various groups throughout the fall and winter to prepare for the first phase of implementation during the 2021-2022 school year.

Drafts of Next Level Programs of Study will be shared with select groups over the next two weeks to gather feedback to help develop the Course Titles and Descriptions. We plan to release a career guide in mid to late October to launch the Next Level Programs of Study. The Office of CTE will provide implementation support through regional implementation workshops in November and December.

Opportunity through Indiana Manufacturer’s Association – INFAME Accepting Applications



The Indiana Federation for Advanced Manufacturing Education (INFAME), a partnership of regional manufacturers, is accepting applications from high school seniors for the fall of 2021.

This is a work-and-learn, apprenticeship style career program for outstanding seniors who want to enter a high-tech field that offers great wages and opportunity for advancement.

All chapter locations are accepting applications. Visit indianafame.com for details, or contact Andrew Berger at aberger@indianamfg.com to get connected.

Perkins V Performance Indicators:

The 2020-2021 school year is the first year that Indiana schools will be operating under the new Perkins V Performance Indicators. Perkins V replaced the Technical Skill Attainment performance indicator with three options for measuring program quality. The three measures include postsecondary credential attainment, postsecondary credit attainment, and work-based learning participation. Indiana made the decision to monitor all three measures of program quality. There is a significant difference in how the measures of program quality are determined now compared to previous performance indicators. We have included the definitions below including the numerator and the denominator.

Postsecondary Credential Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who attained a postsecondary credential. A postsecondary credential will be defined as a promoted industry certification or state issued license that counts as an Indiana’s Graduation Pathways Postsecondary Readiness Competency, or a postsecondary certificate, technical certificate, or degree.

Postsecondary Credit Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who earned at least 9 postsecondary credits in courses that map toward a postsecondary certificate or degree program.

Work-Based Learning Participation Numerator: The unduplicated number of CTE concentrators in the reporting cohort who participated in at least 75 hours of a work-based learning experience where the student has a work record in a position(s) aligned to the student's career pathway on their graduation plan. Examples of a work-based learning that would fit this definition include: job site placement and internship; apprenticeship/pre-apprenticeship; State Earn and Learn; clinical or practicum; school-based enterprise; or simulated work environment.

Denominator: The unduplicated number of CTE concentrators in the reporting cohort. A concentrator is any student who has completed at least two advanced courses in a single Career and Technical Education program or program of study.

Cooperative Education

We have received several questions regarding Cooperative Education over the last couple of weeks as more schools are interested in safer options to WBL for their students. As a reminder, the minimum 15 hours per week on the job training requirement has been waived for the 2020-2021 school year. To provide additional flexibility the school based course that would normally accompany the OJT may be offered virtually (please note that this does not include asynchronous online models). The course standards for the school based course are attached to this update and will be posted on the GWC website [here](#). The course standards, pulled from WBL Capstone standards, the state's employability skills standards, and postsecondary transition courses, are intended to serve in the interim while formal standards are developed this winter.

In Case You Missed It: CTE Back on Track Fall Guidance Webinar

If you missed the CTE Back on Track Fall Guidance Webinar that was held on Thursday, July 23, 2020 you should be able to view it by inputting your name and email [here](#). Please let us know if you experience any issues. The webinar included an outstanding panel discussion regarding the impact of the pandemic on CTE and how CTE differs from other academic programs.

Please feel free to contact the Office of CTE at cte@gov.in.gov if you have additional questions or concerns.