

CTE Update

News and Notes for September 2, 2020 – September 16, 2020



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

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

Date: September 2, 2020

Re: CTE Bi-Weekly Update

The CTE Update is intended to provide the CTE community with vital information regarding CTE programming, policies and events. This update began as a weekly update to provide information regarding the COVID-19 pandemic. We will continue to provide this information but will also be including more and more general updates based upon questions our office is receiving. While we will attempt to address many of your questions through this update, we know that the variety of CTE concerns schools 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 Update
 - COVID-19 Assistance Funds
 - Special Topics and Advanced CTE College Credit Course Codes
 - Next Level Programs of Study
 - CTE Student Information Release Form
 - New Requirements for Title IX
 - Cooperative Education
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CTE Delivery Models: Fall Semester 2020

Hybrid schedules being used to limit the number of students in a classroom at one time has created a reliance on a blended learning model for CTE classrooms this fall. A blended learning model combines the best parts of face-to-face learning with online learning both synchronous and asynchronous. Effective blended learning models cycle through face-to-face and online learning based on the content or skills being covered. This is the reason that **CTE delivery plans that are based on back loading the hands-on learning to later in the school year will not be eligible for CTE funding.**

When full in-person instruction is not possible, the Office of CTE has recommended a blended model for courses with hands on requirements to help schools safely operate CTE programs throughout the COVID-19 pandemic. **In order to give schools time to transition and to plan for a blended model, schools and instructors have until the week of October 5th – 9th to begin incorporating in-person instruction into their blended model.** As long as the face-to-face instruction is being incorporated by this time, enrollments will be eligible for full CTE funding. This week was chosen because October 9th is the deadline to submit CTE enrollment data into InTERS.

Most CTE courses have hands-on requirements that must be taught in a face-to-face environment to ensure that students have the best opportunity to master career skills and to meet requirements for dual credits and certifications. The percentage of hands-on requirements listed in the guidance document for virtual and online courses have been shared with schools as a guideline to help with

planning. The expectation is for schools to meet these guidelines over the course of the program. The Office of CTE understands that current circumstances may dictate hybrid schedules which may not be able to meet all of the expected hands-on time. **As long as a school is meeting a significant portion of the expected hands-on time through their hybrid schedule, student CTE enrollments will be eligible for CTE funding.** Schools should have a plan to provide students the necessary time to complete the course with all of the hands-on requirements. This may be accomplished through a return to full in-person instruction, out of school hours, or potentially offering a summer bridge program. 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.

CTE COVID-19 Assistance

The Governor's Workforce Cabinet and the Office of CTE are excited to announce an additional \$1.5 million funding allocation to secondary eligible recipients to help offset additional costs of offering CTE programs during the COVID-19 pandemic. Potential COVID-19 related costs may include:

- Purchasing necessary PPE
- Providing required COVID-19 testing for WBL students
- Covering the cost of needed subs to cover classroom supervision for medically vulnerable staff
- Awarding stipends to teachers for offering additional lab hours
- Purchasing equipment and curriculum materials to support virtual learning

Each eligible recipient will receive a \$20,000 base amount plus a prorated portion of the remaining funds determined by the Perkins distribution.

Advance CTE College Credit and Special Topics courses

The Office of CTE developed additional Advanced CTE College Credit and Special Topics courses for each career cluster for the 2020-2021 school year. These courses were also added to the CTE funding memo for this school year at the same rate as the CTE pilot course. Students may be enrolled in these courses for up to three credits. In order to be eligible for CTE funding, a school must submit for approval a [CTE Nonstandard Course Waiver](#) (NSCW). The NSCW provides key details to the Office of CTE about the content, format and instructor for the course that is used during the review process.

The Advanced CTE College Credit and Special Topics courses were not included on the approved list of virtual courses. A decision on whether the course may be taught virtually or in a blended format with hands-on requirements will be made during the NSCW review process. The Office of CTE will accept NSCW for these courses through October 9, 2020. We will process these waivers as quickly as possible upon submission.

CTE Student Release Form

The Office of CTE has received several questions regarding the CTE Student Release Information. Based upon the 2018 legislation, schools must provide emancipated students or parents the release form to voluntarily release information regarding their CTE participation. Schools will designate in INTERS if the student or their parent voluntarily agree to release information and should keep a copy of the release form on file. If the emancipated student or their parent agree, the school may share this information with potential employers that contact the school to recruit students with particular career and technical

skills. The release form also allows the Department of Workforce Development to share the student's information with potential employers that contact the Department of Workforce Development.

CTE Funding Update:

Potential Change for the ADM Count Date: The State Board of Education acted Wednesday to keep the September 18th count day the same and to adjust the definition of a virtual student as it relates to determining Basic Tuition Support. As mentioned in the last update, The Office of CTE October 9, 2020 deadline for 30A submissions remains in place. The October 9th deadline is necessary because 30A funding is based upon first semester enrollments and we will need to submit CTE enrollment information as scheduled in order for them to prepare estimates for January payments.

The action taken by the SBOE this morning does not impact the Office of CTE's definition of a virtual or online CTE student. The board's definition of a virtual student applies to [IC 20-43-6-3c](#) and is used to determine the amount of basic tuition support a school would receive. The CTE definition is based solely on their enrollment in a CTE course and is used to determine the amount of additional tuition support generated by CTE 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 provided a webinar training for submitting data into InTERS on Tuesday, September 1st. Please follow the link below to view a recording of the webinar. Additional questions about InTERS data submission may be directed to Chris Deaton, Jedd Vance or the CTE@gov.in.gov email.

[Link to webinar recording](#)

CTE Dual Credit and Industry Certification Requirements

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

With the implementation of Next Level Programs of Study during the 2021-2022 school year approaching the Office of CTE will continue to use this space to share information and updates to help the CTE community better understand the goals and vision of the programs of study. This week we have attached two documents.

The first document is a draft list of Perkins V career pathways that will be available for use with Next Level Programs of Study courses during the 2021-2022 school year. The list has 73 pathways including 10 new pathways like Precision Ag and Certified Clinical Medical Assistant. This list of pathways will be a living document and the Office of CTE will continuously consider phasing out or transforming outdated pathways and the addition of new pathways designed to provide students a high quality experience and to develop the skills needed for high wage, in-demand careers.

We have also included a review document for the Welding Technology program of study. This document provides an overview of Next Level Programs of Study, a FAQ section, and details each of the courses included in the Welding Technology program of study. Other programs of study have been shared with groups to provide feedback on the programs of study.

New Regulations for Title IX

Title IX of the Education Amendments of 1972 is a federal law which protects people from discrimination based on sex in education programs or activities that receive federal funding. On August 14, 2020, new Title IX regulations took effect, which recognize sexual harassment, including sexual assault, as a form of sex discrimination. The new regulations specify that secondary and postsecondary schools must respond promptly and supportively to all reports and formal complaints alleging sexual harassment or sexual assault. Additional requirements include: adopting and publishing a fair grievance procedure; designating a Title IX Coordinator; and disseminating a nondiscrimination policy. A memo outlining several of the requirements is available [here](#). Included at the end of the memo are links to various Title IX resources which may be helpful in navigating the new regulations. Please feel free to contact Kathleen Ash, MOA Coordinator (KaAsh@gov.in.gov) with any questions or concerns.

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 may be found 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.

A few have asked if the Cooperative Education without the on the job training would fulfill the WBL component for graduation pathways. It is the expectation of the Governor's Workforce Cabinet and the Office of CTE that the Cooperative Education course without the employment requirement would not satisfy the WBL component. If schools are not able to place students at worksite placements, they should consider ways to utilize the service-based or the project-based learning options to satisfy the employability skills requirement.

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