



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 9, 2020

Re: Guidance on CTE Funding for Online and Virtual CTE Courses – **w/ Approved List of Courses that May be Offered Virtually**

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 8th. 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.

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



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Virtual and Blended Course List:

The Office of CTE encourages schools and career centers to offer CTE courses through a classroom based or a blended (combination of classroom and virtual) model if at all possible. These models support the highest levels of engagement for the hands-on nature of CTE courses. However, the Office of CTE realizes that schools and career centers sometimes need flexibility to be able to offer courses in an alternative format. To provide this flexibility, the courses highlighted in yellow in the chart below will be eligible for state CTE tuition support if a school or career center offers them in a virtual format for the 2020-2021 school year. As noted in the guidance document virtual and online represent two distinct models that are primarily distinguished by synchronous versus asynchronous delivery. The chart below also details the percentage of a course that must be classroom based (Hands-On Requirement) when offering the course in a blended model. The number of lab hours or hands-on activities required for certifications and dual credits was the primary consideration for determining whether or not a course could be offered in a virtual format and the percentage of time required for classroom based instruction for a blended model. This list will be reevaluated prior to the 2021-2022 school year.

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.

For the 2020-2021 school year only, the cooperative education course will not require a work site placement for the student and the classroom portion may be offered in a virtual format. This waiver will provide flexibility for schools who have restricted on-site placements for part or all of the 2020-2021 school year. The Office of CTE will provide specific standards by the end of July for the classroom portion of the Cooperative Education course. Please note, this waiver to the work-site placement does not apply to the WBL Capstone or Apprenticeship courses.

Course Number	High School Subject Area and Course Title	Funding Category	Funding Level	Approved for Virtual	Hands-On Requirements
5530	3D Computer Animation and Visualization	Less Than Moderate Value	Level 1	NO	50%
5268	Administrative and Office Management	High Value	Level 2	NO	50%
4522	Advanced Accounting	High Value	Level 1	YES	
5360	Advanced Child Development	Introductory		YES	
5070	Advanced Life Science, Animals (L)	Moderate Value	Level 1	NO	50%



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5074	Advanced Life Science, Plants and Soils (L)	Moderate Value	Level 1	NO	50%
5072	Advanced Life Science: Foods (L)	Moderate Value	Level 1	NO	50%
5608	Advanced Manufacturing I	High Value	Level 1	NO	50%
5606	Advanced Manufacturing II	High Value	Level 2	NO	50%
5340	Advanced Nutrition and Wellness	Introductory		YES	
5518	Aerospace Engineering	Moderate Value	Level 2	NO	50%
5002	Agribusiness Management	Moderate Value	Level 1	YES	
5088	Agriculture Power, Structure, and Technology	High Value	Level 1	NO	50%
5276	Anatomy and Physiology	High Value	Level 1	NO	50%
5008	Animal Science	Moderate Value	Level 1	NO	50%
5640	Architectural Drafting and Design I	Moderate Value	Level 1	NO	50%
5652	Architectural Drafting and Design II	Moderate Value	Level 2	NO	50%
5514	Automotive Collision Repair I	Moderate Value	Level 1	NO	50%
5544	Automotive Collision Repair II	Moderate Value	Level 2	NO	50%
5510	Automotive Services Technology I	High Value	Level 1	NO	50%
5546	Automotive Services Technology II	High Value	Level 2	NO	50%
5524	Aviation Flight	Moderate Value	Level 1	NO	50%
5520	Aviation Maintenance I	Moderate Value	Level 1	NO	DUAL ENROLLMENT
5522	Aviation Maintenance II	Moderate Value	Level 2	NO	DUAL ENROLLMENT
5528	Aviation Operations	Moderate Value	Level 1	NO	50%
5258	Banking and Investment Capstone	Moderate Value	Level 2	YES	



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5344	Biochemistry of Foods	Moderate Value	Level 1	NO	50%
5219	Biomedical Innovations	High Value	Level 1	NO	50%
5593	Building and Facilities Maintenance I	Moderate Value	Level 1	NO	50%
5594	Building and Facilities Maintenance II	Moderate Value	Level 2	NO	50%
5592	Building and Facilities Management I	High Value	Level 1	NO	50%
5595	Building Facilities and Management II	High Value	Level 2	NO	50%
4560	Business Law and Ethics	Less Than Moderate Value	Level 1	YES	
5239	Career & Technical Education Pilot Course	Pilot			REQUIRES CTE-NSCW
5650	Civil Engineering and Architecture	High Value	Level 2	NO	50%
5570	Commercial Photography	Less Than Moderate Value	Level 1	NO	50%
5534	Computer Integrated Manufacturing	High Value	Level 2	NO	50%
4801	Computer Science I	High Value	Level 1	NO	50%
5236	Computer Science II	High Value	Level 2	NO	50%
5253	Computer Science III: Cybersecurity Capstone	High Value	Level 2	NO	50%
5250	Computer Science III: Databases	High Value	Level 2	NO	50%
5251	Computer Science III: Informatics	High Value	Level 2	NO	50%
5249	Computer Science III: Software Development Capstone	High Value	Level 2	NO	50%
4800	Computers in Design & Production	Introductory		NO	50%
5580	Construction Trades I	Moderate Value	Level 1	NO	50%
5578	Construction Trades II	Moderate Value	Level 2	NO	50%
4830	Construction Trades: Electrical I	High Value	Level 1	NO	50%



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4832	Construction Trades: Electrical II	High Value	Level 2	NO	50%
5497	Construction Trades: Heavy Equipment I	High Value	Level 1	NO	50%
5495	Construction Trades: Heavy Equipment II	High Value	Level 2	NO	50%
5496	Construction Trades: HVAC I	High Value	Level 1	NO	50%
5498	Construction Trades: HVAC II	High Value	Level 2	NO	50%
5802	Cosmetology I	Less Than Moderate Value	Level 1	NO	80%
5806	Cosmetology II	Less Than Moderate Value	Level 2	NO	80%
5822	Criminal Justice I	Moderate Value	Level 1	NO	50%
5824	Criminal Justice II	Moderate Value	Level 2	NO	50%
5440	Culinary Arts and Hospitality I	Less Than Moderate Value	Level 1	NO	67%
5346	Culinary Arts and Hospitality II: Culinary Arts	Less Than Moderate Value	Level 2	NO	80%
5458	Culinary Arts and Hospitality II: Hospitality Management	Moderate Value	Level 2	YES	
5203	Dental Careers I	High Value	Level 1	NO	67%
5204	Dental Careers II	High Value	Level 2	NO	67%
4834	Design Fundamentals	Introductory		NO	50%
5620	Diesel Service Technology I	High Value	Level 1	NO	50%
5624	Diesel Service Technology II	High Value	Level 2	NO	50%
5538	Digital Electronics	Moderate Value	Level 2	NO	50%
5412	Early Childhood Education I	Moderate Value	Level 1	NO	50%
5406	Early Childhood Education II	Moderate Value	Level 2	NO	50%
5408	Education Professions I	High Value	Level 1	NO	50%



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5404	Education Professions II	High Value	Level 2	NO	50%
5684	Electronics and Computer Technology I	Moderate Value	Level 1	NO	50%
5694	Electronics and Computer Technology II	Moderate Value	Level 2	NO	50%
5210	Emergency Medical Services	High Value	Level 1	NO	50%
5616	Energy Industry I	Less Than Moderate Value	Level 1	NO	50%
5618	Energy Industry II	Less Than Moderate Value	Level 2	NO	50%
5698	Engineering Design and Development	Moderate Value	Level 1	NO	50%
5966	Entrepreneurship and New Ventures Capstone	Moderate Value	Level 2	YES	
4818	Environmental Sustainability	Moderate Value	Level 2	NO	50%
5420	Fashion & Textiles Careers I	Less Than Moderate Value	Level 1	NO	50%
5421	Fashion & Textiles Careers II	Less Than Moderate Value	Level 2	NO	50%
5820	Fire and Rescue I	Moderate Value	Level 1	NO	50%
5826	Fire and Rescue II	Moderate Value	Level 2	NO	50%
5102	Food Science	Moderate Value	Level 1	NO	50%
5550	Graphic Design and Layout	Moderate Value	Level 1	NO	50%
5572	Graphic Imaging Technology	Less Than Moderate Value	Level 1	NO	50%
5282	Health Science Education I	High Value	Level 1	NO	50%
5290	Health Science Education II: Athletic Training	Moderate Value	Level 2*	NO	50%
5288	Health Science Education II: Medical Forensics	Moderate Value	Level 2*	NO	50%
5284	Health Science Education II: Nursing	High Value	Level 2*	NO	75%
5214	Health Science Education II: Pharmacy	High Value	Level 2*	NO	60%



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5215	Health Science Education II: Physical Therapy	High Value	Level 2*	NO	50%
5132	Horticultural Science	Less Than Moderate Value	Level 1	NO	50%
5352	Housing and Interior Design Careers I	Moderate Value	Level 1	NO	50%
5460	Housing and Interior Design Careers II	Moderate Value	Level 2	NO	50%
5336	Human and Social Services I	High Value	Level 1	YES	
5462	Human and Social Services II	High Value	Level 2	YES	
5216	Human Body Systems	High Value	Level 1	NO	50%
5366	Human Development and Wellness	Introductory		YES	
5610	Industrial Automation and Robotics I	High Value	Level 1	NO	50%
5612	Industrial Automation and Robotics II	High Value	Level 2	NO	50%
5686	Industrial Technical Maintenance I	Moderate Value	Level 1	NO	50%
5688	Industrial Technical Maintenance II	Moderate Value	Level 2	NO	50%
5230	Information Technology Support I	Moderate Value	Level 1	NO	67%
5231	Information Technology Support II	Moderate Value	Level 2	NO	67%
5232	Interactive Media	Less Than Moderate Value	Level 1	NO	50%
4524	Introduction to Accounting	Introductory		YES	
4796	Introduction to Advanced Manufacturing and Logistics	Introductory		YES	
5056	Introduction to Agriculture, Food, and Natural Resources	Introductory		YES	
4518	Introduction to Business	Introductory		YES	
4790	Introduction to Communications	Introductory		YES	
4803	Introduction to Computer Science	Introductory		YES	



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4792	Introduction to Construction	Introductory		YES	
5438	Introduction to Culinary Arts and Hospitality	Introductory		YES	
4794	Introduction to Design Processes	Introductory		YES	
4802	Introduction to Engineering Design	Introductory		NO	50%
5967	Introduction to Entrepreneurship	Introductory		YES	
5380	Introduction to Fashion & Textiles	Introductory		YES	
5272	Introduction to Health Science Careers	Introductory		YES	
5350	Introduction to Housing and Interior Design	Introductory		YES	
4784	Introduction to Manufacturing	Introductory		YES	
5614	Introduction to the Energy Industry	Introductory		YES	
4798	Introduction to Transportation	Introductory		YES	
5136	Landscape Management I	Moderate Value	Level 1	NO	50%
5137	Landscape Management II	Moderate Value	Level 2	NO	50%
5982	Marketing in Hospitality and Tourism	Moderate Value	Level 1	YES	
4836	Mechanical Drafting and Design I	High Value	Level 1	NO	50%
4838	Mechanical Drafting and Design II	High Value	Level 2	NO	50%
5217	Medical Interventions	High Value	Level 2	NO	50%
5274	Medical Terminology	Introductory		YES	
5962	Merchandising	Moderate Value	Level 1	YES	
5180	Natural Resources	Moderate Value	Level 1	NO	50%
5234	Networking I	High Value	Level 1	NO	67%



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5245	Networking II: Cybersecurity Capstone	High Value	Level 2	NO	67%
4588	Networking II: Infrastructure	High Value	Level 2	NO	67%
5257	Networking II: Servers	High Value	Level 2	NO	50%
5456	Nutrition Science Careers I	Less Than Moderate Value	Level 1	YES	
5457	Nutrition Science Careers II	Less Than Moderate Value	Level 2	YES	
5170	Plant and Soil Science	Moderate Value	Level 1	NO	50%
5782	Precision Machining I	High Value	Level 1	NO	50%
5784	Precision Machining II	High Value	Level 2	NO	50%
5394	Preparing for College and Careers	Preparing for College and Careers		YES	
5218	Principles of Biomedical Sciences	High Value	Level 1	YES	
4562	Principles of Business Management	High Value	Level 1	YES	
5644	Principles of Engineering	Moderate Value	Level 1	NO	50%
5914	Principles of Marketing	Moderate Value	Level 1	YES	
5986	Radio and Television I	Less Than Moderate Value	Level 1	NO	50%
5992	Radio and Television II	Less Than Moderate Value	Level 2	NO	50%
5842	Recreational and Mobile Equipment I	Less Than Moderate Value	Level 1	NO	50%
5844	Recreational and Mobile Equipment II	Less Than Moderate Value	Level 2	NO	50%
5472	Residential Property Management Careers I	High Value	Level 1		DUAL ENROLLMENT
5858	Residential Property Management Careers II	High Value	Level 2		DUAL ENROLLMENT
4728	Robotics Design and Innovation	Introductory		YES	
5984	Sports and Entertainment Marketing	Moderate Value	Level 1	YES	



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5918	Strategic Marketing	Moderate Value	Level 1	YES	
5601	Supply Chain Management and Logistics	High Value	Level 1	YES	
5229	Sustainable Energy Alternatives	Less Than Moderate Value	Level 1	NO	50%
5622	Tractor/Trailer Operation	High Value	Level 1	NO	70%
5211	Veterinary Careers I	High Value	Level 1	NO	50%
5212	Veterinary Careers II	High Value	Level 2	NO	50%
5602	Warehouse Operations and Materials Handling	Moderate Value	Level 1	YES	
5776	Welding Technology I	High Value	Level 1	NO	80%
5778	Welding Technology II	High Value	Level 2	NO	80%
6148	Apprenticeship	Work-Based Learning		NO	100%
6162	Cooperative Education	Preparing for College and Careers		YES	
5974	Work Based Learning Capstone	Work-Based Learning		NO	100%