

CTE Update

News and Notes for September 16, 2020 – September 29, 2020



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

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

Date: September 16, 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. While we attempt to address many of your questions through this update, we know that the variety of CTE concerns schools across the state have 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

- InTERS Adjustment Period Protocols
 - CTE Funding Recap 2020-2021
 - CTE Program Monitoring
 - Indiana's Promoted Certifications List for 20-21
 - Next Level Programs of Study Timeline
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InTERS Fall Enrollment Information

This Friday, September 18th is the ADM count date and **all course enrollments are due in InTERS by October 9th**. Additional information regarding InTERS data submission is provided below.

Fall Course Enrollment Submission Deadline: Any questions about entering data should be directed to Chris Deaton or Jedd Vance. A webinar was provided on September 1st regarding submitting data into InTERS and can be accessed [here](#). The Office of CTE will be offering a virtual open lab session on Friday, October 9th from 9:00 am – 12:00 pm to assist schools with finalizing their enrollment data submissions in InTERS. Please follow the [registration link](#) to register for the open lab session.

Adjustment Period Protocol: We have received several inquiries regarding adjusting enrollments during the adjustment window which runs from October 9th through October 23rd. Considering all of the complicating factors for entering enrollments this year and to ensure that schools receive appropriate funding for CTE courses, **a student's enrollment status may be changed during the adjustment window**. For example, if a student has not been attending the in-person aspects of a blended course by October 9th but begins doing so on October 20th, their enrollment may be changed from virtual to blended. All enrollment data will be final on October 23rd.

CTE Funding Recap for Fall Enrollments 2020

The following information is provided as a reminder of CTE policies that may impact eligibility for CTE funding for the 2020-2021 school year.

When crafting CTE policies that might impact CTE funding, the goal of the GWC and the Office of CTE 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.

Remote Learning Policies: The Office of CTE has defined and updated policies for remote learning delivery models and expanded funding options for virtual and blended courses for the 2021-2022 school year. The [guidance document](#), released July 9, 2020, defines each of the remote learning delivery models and details the requirements that must be met to be eligible for funding. The guidance also includes a list of courses that are eligible for funding when offered virtually and details the hands-on, in-person requirements for courses that are offered through a blended model.

In-Person and Blended (Hybrid) Course: As communicated in previous updates, CTE in-person and blended courses should begin by the week of October 5th in order for schools to submit accurate data into InTERS by the October 9th submission deadline. It is our understanding that nearly every school or career center has either begun in-person CTE instruction or has a plan to begin doing so by the week of October 5th. If your district is currently not offering an in-person option for CTE instruction and does not have a plan in place to begin doing so by the week of the 5th, please make our office aware by sending an email to chdeaton@gov.in.gov.

Hybrid Schedules: Many districts are utilizing hybrid schedules and have communicated potential difficulty in reaching the 50% in-person contact hour requirements included within the blended course definition. As stated in the last update, 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, in-person time. **As long as a school is currently meeting a significant portion of the expected hands-on time through their hybrid schedule and they have a plan to provide students the necessary time to complete the course, course enrollments can be marked as blended and will be eligible for CTE funding.**

New Course Titles: There are several new course titles for the 2020-2021 school year. The [guidance document](#) that was released in February announced that in order to be eligible for funding, schools must submit a CTE nonstandard course waiver before using any CTE Special Topics or Advanced CTE College Credit course code. The guidance document also shared information regarding the revised Cooperative Education course.

CTE Course Requirements: As detailed in the [2020-2021 CTE Funding Memo](#), the Office of CTE has enacted new business rules to match course requirements listed in the 2020-2021 Course Titles and Descriptions to enrollments in InTERS. Enrollments that do not match the course requirements will not be eligible for CTE funding. Course requirements include, but are not limited to, the required semesters for the course and the required prerequisites.

CTE Program Monitoring

CTE program monitoring was an identified area for growth in the Perkins V State Plan. Starting this school year, each Perkins Eligible Recipient, secondary and postsecondary, will be assigned to a pool. Each year, one pool will be selected and a data audit will be ran on each institution. At least two secondary and one postsecondary recipient will be selected based upon the results of the data audit for a desk audit followed by an on-site review. The desk audit and on-site review will take place the following school year.

In addition to Perkins monitoring, the Office of CTE will be initiating a data auditing process for all CTE programs that receive 30A funds. This data audit will identify situations that raise red flags or concerns. The concerns include, but are not limited to:

- A single CTE course receiving excessive amounts of CTE funding.
- A large number of students assigned to a single Teacher of Record.
- Students enrolled in an excessive number of CTE credits for a semester.
- Instructor qualifications related to data mismatch between teacher licensure and assignment codes or the lack of a valid School Personnel Number (SPN).

In addition, we will be tracking or monitoring how each school performs on measures of program quality (refer to the section Perkins V Performance Indicators for more info) which include:

- CTE concentrators that earn 9 or more dual credits in a pathway.
- CTE concentrators that earn a postsecondary credential, including promoted certifications that count for graduation pathways.
- CTE concentrators that participate in a Work-Based Learning experience for at least 75 hours.

Indiana's Promoted Certifications List

Due to the disruption caused by COVID-19, the review process for the Promoted Certifications list was not able to be completed. The 2019-2020 Promoted Certifications list will remain in effect for 2020-2021 school year. Some certifications that had gone through the review process may be added to the certifications list during this school year. No certifications that are on the current list will be removed for the 2020-2021 school year.

Next Level Programs of Study Update

Below is an outline of the timeline for implementation of Next Level Programs of Study. We will continue to use this update to provide information on Next Level Programs of Study in subsequent updates.

September – October: We are currently working to finalize the course sequences for all 70+ programs of study and to add the new courses to the 2021-2022 Course Titles and Descriptions. This process includes sharing secondary review docs with selected instructors and reviewers for postsecondary aligned pathways or pathways that will have a significant number of new courses.

November – December: The Office of CTE is creating a Career Guide that students, parents, and school counselors may use as a resource to learn more about what CTE has to offer, Next Level Programs of Study, and information on available careers by careers cluster. There will be an online version of the guide available by the beginning of November.

Throughout November and December the Office of CTE will be offering regional implementation workshops. These workshops will be geared towards CTE Directors, School Principals and School Counselors.

January – February 2021: The Office of CTE will be facilitating convenings in January and February of 2021 with secondary instructors to develop the secondary course standards for all new programs of study courses.

Spring 2021: The Office of CTE will continue to provide technical assistance and support for CTE instructors and school counselors that are implementing the Next Level Programs of Study courses.

Fall 2021: The first three courses for each Next Level Program of Study will be available to schools beginning in the fall of the 2021-2022 school year. We are working on a **transition plan that will be available before the end of September that will allow schools to offer current CTE courses or Next Level Programs of Study Courses to meet the requirements Perkins IV or Perkins V pathways.**

Relevant Information from previous updates:

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 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.

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.

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