



NLPS Frequently Asked Questions

The following document provides answers to many of the most common questions received regarding secondary career and technical education. The document is specifically focused on the most common questions around the transition to Next Level Programs of Study, Indiana's new secondary CTE course sequences. The document will continue to be built out as new questions arise.

Newer questions are denoted in red. Questions regarding current content or suggestions for future additions can be directed to CTE@gov.IN.gov.

Looking for additional information? You can find a variety of resources on our NLPS resource page on the Office of CTE website. To access these resources, [click here](#).

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Background for NLPS Transition

The 2018 reauthorization of Perkins V, the federal law that oversees career and technical education (CTE), provided an opportunity to rethink our current CTE system. A significant change in the bill was a new federal definition of a CTE concentrator based on course completion rather than credits earned. The change in definition is particularly significant in Indiana because a CTE concentrator designation is included as a postsecondary readiness competency in Graduation Pathways.

A team of individuals was assembled by the Governor's Workforce Cabinet at the direction of Governor Holcomb to review the state's CTE system. The action team's review concluded that improvements were necessary in 3 overall areas: consistency, intentionality, and overall quality.

- **Consistency** - NLPS seeks to increase the consistency of CTE course offerings to ensure all CTE students have the same opportunity to learn essential skills regardless of the location they are taking a course. Our previous system made it possible for a CTE concentrator to earn 4 credits (about 300 instructional hours) at one location but need 12 credits (about 900 instructional hours) at another location. NLPS restructures the current Level 1 courses available under Perkins V into three 2-credit courses to ensure schools and career centers are teaching the same standards regardless of where the program is being offered.
- **Intentionality** – NLPS directly aligns secondary courses to postsecondary competencies, providing students who have discovered their passion the opportunity to earn more postsecondary credentials and make progress towards postsecondary degrees while in high school.
- **Quality** – New course standards increase the rigor in many CTE courses and provide greater benefits to students. Students will now see increased opportunities to earn dual credits, obtain postsecondary credentials, and participate in work-based learning experiences.

These three focus areas are a framework for an overall goal of seeing more students that participate in CTE obtain a high-quality credential of some nature along with their high school diploma. The Office of CTE continues to work collaboratively with other state agencies towards a goal of seeing at least 60% of Hoosiers with a quality credential beyond a high school diploma by 2025.

NLPS Capstone Courses

Capstone courses have intentionally been designed to have fewer dual credit and contact hour requirements than the Concentrator courses. Aligning to fewer dual credits allows flexibility for schools to embed work-based learning opportunities into the Capstone course when possible. Capstone courses are available for multiple credits per semester, similar to current Perkins V Level II courses.

Q1: Can students complete some, but not all, of the dual credit courses in a Capstone course?

A1. Schools have the option of offering the capstone for 1-3 credits per semester. The Office of CTE will be identifying priority competencies aligned to the dual credit courses that should be completed first if the course is only being offered for 1 credit per semester. These priority competencies will be selected based upon which courses are required for the CT (Certificate).

- Courses that are required for the TC/CG (Technical Certificate/Certificate of Graduation), but are only available through dual enrollment, have been placed in the Capstone course. Schools may choose to teach this content without dual credit or work with a postsecondary partner to be able to provide students with the opportunity to complete the courses through dual enrollment.

Q2: Are there benefits or consequences if a student who reaches concentrator status does not take (or complete) the Capstone course?

A2. Schools are encouraged to offer at least the first two credits of the Capstone course for students, but there is no penalty if they don't. In many cases the required courses for a short-term certificate will not be able to fit into the concentrator courses and the student will need to take some credits of the Capstone course to complete the CT.

- The Capstone courses have been designed to provide up to 150 instructional hours of embedded work-based learning experiences. This focus means many of the Capstone courses are only aligned to 12 or fewer dual credits. Students are expected to be enrolled in at least two credits of related instruction to take advantage of the embedded work-based learning experiences.

Q3: Can students complete a work-based learning (WBL) course or experience in place of the Capstone course?

A3. Absolutely. The WBL capstone course (5974) is still available for students and maintains its current prerequisite of at least one advanced course (a Concentrator A or Concentrator B course). If a student is not completed the required related instruction described in the previous question as part of their WBL experience, the WBL capstone course should be used rather than the Capstone course for a NLPS pathway.

Q4: Can the capstone course be combined with a Concentrator A or B course?

A4. Yes, as long as the student does not exceed 6 total credits of coursework. This means that students could complete the Concentrator B (Concentrator A could be used depending on pre-requisites) and 4 credits of the Capstone course.

- Capstone courses have been designed around the technical courses that are required for the Technical Certificate (TC). Schools are encouraged to have students complete the TC first before focusing on courses required for an associate degree. However, if schools are having students complete courses beyond a TC they can use the Advanced CTE College Credit courses for the appropriate career cluster.

Q5: What is the Technical Skills Development course and when/how should it be included within NLPS?

A5. The Technical Skills Development (TSD) course was designed to meet two different purposes depending on the situation.

- The first option is to take the TSD course to provide additional instructional/learning time. This time may be used to provide students with additional hands-on or lab time or intensive work-based learning experiences.
- The second option is for situations where a student is participating in an NLPS at a career center but has already completed the Principles course earlier in their high school career. For example, a freshman student took Principles of Agriculture and then later enrolled at a career center for the Precision Agriculture pathway. The student could enroll in the Technical Skills Development course in place of the Principles course, alongside enrolling in one or both of the Concentrator courses.

This will also provide students the opportunity to earn the dual credit for the Principles course if they did not earn the dual credit their freshmen year.

- The course allows students to earn 2 elective credits (does not count for concentrator status) and the course is funded at \$300 (introductory level).
- TSD must be used with a multi-period block that includes a Concentrator A or B course. Schools should use course code 7156 for enrollments in the TSD course.

Industry Certifications

Q1: Is there a comprehensive list of industry certifications that are available to high school students taking NLPS courses?

A1. The best starting place is the Graduation Pathways Eligible Industry Certifications list [found here](#). That is the list of industry certifications students can earn that count for Graduation Pathways. The [NLPS Review Document](#) also does list out some certifications that students can earn within various NLPS courses. However, the work of adding certifications into that document is incomplete, so there are additional certifications other than those listed, that students can earn within NLPS courses.

Q2. Who is responsible for covering the cost of certification testing?

A2. The state provides some funding, but currently it would only cover a minority of a school's costs in most cases. There is currently a \$200,000 line item that is divided up based on the certification exam data submitted into our system (InTERS). This line item has been increased to \$2 million for the fiscal year beginning July 1, 2023. Schools are encouraged to try to evaluate other potential funding sources they may have that could assist with these costs. However, in the absence of state support or the school being able to dedicate funding the responsibility of the cost would ultimately fall on the student.

Q3. How can I recommend that a certification be added to the State Promoted Industry Certification list?

A3. The applications are received the Department of Workforce Development and then reviewed by a cross-agency team. The link can be found on this page <https://www.in.gov/dwd/career-training-adult-ed/indianas-promoted-industry-certifications/>

Q4. What are the criteria for a certification to be added to the Graduation Pathways Eligible Industry Certifications List?

A4. For a certification to be included in the Graduation Pathways list it first must be on the Promoted Industry certification list and then meet several additional criteria. The criteria are [outlined here](#).

Q5. Do students need to obtain concentrator status prior to gaining or attempting certification?

A5. The short answer is no, a student does not have to take any particular course prior to taking a certification exam. If a student obtains the knowledge in some other way and passes the

exam, they will still earn the industry certification (and be able to count that towards Grad Pathways if the certification is on the eligible list).

However, just taking the certification without going through the program of study limits their ability to earn dual credits, obtain concentrator status, and make progress towards other credentials. In most cases a student is going to earn a certification after going through a course(s) where the standards cover skills that are tested through the certification.

Depending on the pathway, a student may be ready to earn a certification after just one of the Concentrator courses (so before they reach concentrator status) but rarely after just the Principles course. OCTE staff are working on fully updating the Review Document to indicate what certifications align with which courses, but some of the certifications are indicated in the document currently.

Dual Credit and Dual Enrollment

Q1: Are all NLPS courses eligible for dual credit?

A1. Whenever possible, NLPS courses have been directly aligned to postsecondary programs and courses and are available for dual credit. However, there are courses within a few pathways (i.e., BioMed and Engineering) that are not aligned to any postsecondary courses.

Q2: Do courses have to be taken for dual credit to count for concentrator status?

A2. No, concentrator status is only determined by completion of the secondary course. We understand that it will be difficult for some schools to offer each course for dual credit. However, dual credits and credentials earned are high-quality outcomes that provide great benefits to students and schools should do all that they can to take advantage of the alignment to postsecondary.

Q3. What if our school doesn't have teachers qualified to teach dual credit courses in our building?

A3. NLPS courses are meant to be flexible enough to be offered in a variety of settings and most importantly in the way that students can enjoy the most benefits. Dual credit opportunities are a significant emphasis of NLPS, but the Office of CTE recognizes that not every school or site is able to offer dual credits for each CTE course. In these cases, dual enrollment (taught by a postsecondary instructor either on campus or at the high school) provides a particularly good option for schools to consider.

Q4. How do we implement dual enrollment as part of an NLPS pathway?

A4. The first thing to consider when looking at dual enrollment options is that the student is being enrolled in and is completing the secondary course for concentrator status and the school likely desires that the enrollment be eligible for CTE funding. For example, having students complete WELD 100 at Ivy Tech is simply the way that a school has chosen to cover the standards for the Principles of Welding (7110) course.

- For a course to count for concentrator status and be eligible for funding, the student must complete 2 secondary credits over the course of the year (or a semester if using the Program Enrollment option). The Program Enrollment option is described on [Page 3 here](#).

- In cases where there are not multiple postsecondary courses, like Principles of Welding, the additional high school credit could be used to complete a student success course and/or to complete the ITCC Technical Math course (MATH 122) that is required for the credential. This option would cover some of the updated college and career standards that will be added to all Principles courses later this spring.

Q5. What if the dual enrollment course doesn't cover all the competencies listed for the course in the NLPS pathway?

A5. When there are competencies included in a secondary course that don't align to a postsecondary course the high school is responsible for covering the secondary standards if enrolling students in the course. In some cases, postsecondary institutions may only offer one of the two courses that are aligned. The student can still earn the college credit, but they must also cover the competencies for the high school course.

Q6: How can schools meet all the contact hour requirements that must be covered for students to earn Ivy Tech and/or Vincennes University dual credits?

A6. The required contact hours have been taken into consideration when deciding which postsecondary courses could be paired together to create a secondary course. The standards development steering teams, made up of secondary and postsecondary instructors, have verified that there is enough time available to meet the required hours. Schools may also choose to use the Technical Skills Development course to provide additional time to meet these requirements.

Q7: If schools have dual credit agreements with colleges/universities other than VU or ITCC do they have to change those relationships?

A7. The Office of CTE and the Commission for Higher Education continue to work with public institutions around the state to discuss the role they may play in NLPS. Our goal is to develop a process and criteria that would allow 4-year public institutions the opportunity to align their courses to NLPS courses which would give schools more options in choosing postsecondary partners.

CTE Funding

Q1: Many of the new competencies/standards require students to use equipment or software. Will the state help pay for any material costs schools are unable to cover?

A1. Through the federal Perkins Grant and the additional state tuition support for CTE programs, the state of Indiana invested over \$200 million dollars in the most recent year to help cover the costs of CTE programs. The Office of CTE also provides targeted grant opportunities like Reserve Grants for CTE Districts and the [Education Readiness Grant program](#) to assist with implementing or expanding CTE programs. Schools are discouraged from offering programs that they are not fiscally able to support with the appropriate facilities, equipment, and materials.

- Where possible, the Office of CTE will provide grant opportunities to help schools transition to NLPS.

Q2: Is funding available to help support industry certification exams since that is a focus of NLPS?

A2. The state budget currently allocates a \$200,000 line item to help cover the cost of industry certification exams. The funding is allocated based on certification data submitted to InTERS. This line item has been increased to \$2,000,000 per year in the state budget passed in May 2023 for the upcoming two fiscal years.

Q3: Will schools still receive funding if they offer only one or two courses in an NLPS program of study? (e.g., Principles course only or just a Concentrator A/B course)

A3. A student who has not completed the Principles course may take a Concentrator A or B course for elective credit. However, because the student did not meet the prerequisite requirements, the enrollment would not be eligible for CTE funding.

- NLPS are designed to give students the opportunity to earn concentrator status and to earn credentials while they are in high school. Offering only part of a pathway does not provide this opportunity to students. Thus, schools are strongly discouraged from offering a Principles course without at least offering the corresponding Concentrator A and B courses for at least one pathway. However, course enrollments would still be funded in scenarios where only the Principles course is offered.

NLPS Course Sequence and Student Progression

Q1: What considerations went into the design of the NLPS courses and sequence?

A1. In order to provide greater consistency and adjust to the new definition of a concentrator in Perkins V, each Level I course has been divided into three smaller courses. Each of these smaller courses are two credit, two semester courses. This new structure ensures that each student in the pathway will have the chance to master the same content through the concentrator sequence.

- While NLPS changes the course structure, the number of credits available in each pathway remains at 12.
- To provide greater intentionality, NLPS are aligned to postsecondary credentials whenever available. The programs of study are aligned to relevant certificates available through Ivy Tech Community College and Vincennes University.

Changes in federal law require programs of study to lead students through a non-duplicative sequence that moves from general occupational knowledge and skills through advanced courses that provide more specific occupational competencies. The NLPS sequence meets this requirement and includes all the technical courses that are required to earn the 30-hour certificate whenever available. Where shorter term certificates are available, the courses required for the CT were included in the concentrator sequence and if needed the first two credits of the capstone course.

The NLPS sequence has been designed to include the 8-10 technical courses typically required for a postsecondary technical certificate. This required moving to a model that equates 1 high school credit to 3 college credits while meeting contact hour requirements. Therefore, most NLPS courses are aligned to two college courses.

Q2: How do I propose a modification for an NLPS course sequence?

A2. Modifications can be proposed through the pathway/course adoption form in InTERS. These were due for the 23-24 SY on May 1, 2023. You can access the [guidebook for submitting a proposed modification here](#) (information begins on page 8).

Q3: Many NLPS courses are linked to more than one postsecondary course, are schools and career centers allowed to pick which postsecondary course they wish to align to?

A3. The entirety of the standards for each NLPS course must be taught. When a course is aligned to more than one postsecondary course, teaching all the standards will generally mean that you are aligning to all listed postsecondary courses. Achieving the certificates, certifications, etc. that a particular NLPS contains requires teaching to all the aligned postsecondary courses.

Q4: What is the process to request a Locally Created Pathway?

A4. Locally Created Pathways are approved through the State Board of Education. Information on this process can be found on the Department of Education's [Graduation Pathways webpage](#) under "Grad Pathway Requirement 3".

Q5: What advice is there for smaller schools who may have trouble teaching all these classes or offering a wide variety of pathways to students?

A5. The NLPS structure represent a hybrid of the Perkins IV definition of a concentrator (earn 6 credits in a pathway) and the completion of at least two advanced courses definition found in Perkins V. Schools are encouraged to focus on offering high-quality pathways that provide students the opportunity to earn a credential. This may mean offering fewer overall pathways in some cases. There are several options available to expand current pathway offerings including complementing Career Center/Co-op programs or taking advantage of dual enrollment opportunities.

Q6: Does a student have to start an NLPS as a 9th grader?

A6. No, a student may progress through an NLPS in a variety of ways. While there are 4 courses within each NLPS pathway, it does not mean that a student must take 1 class per year of high school. How a student progresses through an NLPS is a local decision and should be based on the pathway and what is best for the student.

- Taking 1 course per year may be optimal in certain pathways, such as Agriculture, Engineering, Biomedical, or Business. In some other pathways, starting the NLPS later and taking two courses in one year may be a more ideal fit.
- When determining when to offer the Principles course, schools should consider a student's readiness to complete associated dual credits. Some students may not be ready to take a dual credit class as a freshman. In these cases, it may be better to have the students fully explore a career cluster by taking an Introductory course their freshman year and wait until their sophomore year to begin an NLPS pathway. Most students would have enough flexibility in their schedule to take 2 courses their Junior and Senior year if necessary.

- Health Science or Welding are examples of pathways which may be better taught in longer blocks of time (2 or 3 period blocks). To facilitate offering courses in this way, a school may co-enroll students in up to 6 credits within a pathway. For example, a student may be enrolled in the Principles, Concentrator A, and Concentrator B course during their junior year and then complete the capstone course for 6 credits their senior year.

Q7: Can students take just one Next Level Program of Study course (as an elective), such as just the Principles course?

A7. Schools are encouraged to only offer the Principles courses when students also have the opportunity to continue in the pathway to the Concentrator A and Concentrator B course.

- Students are also free to take other NLPS courses as elective courses. However, if the student has not met the prerequisite or course length requirements, the enrollment will not be eligible for CTE funding. Students taking an NLPS course as an elective will often not be able to take advantage of all dual credit opportunities.

Q8: Are the Principles courses and Introductory courses interchangeable?

A8. No, the Principles course for each pathway and the Introductory courses are different courses and serve distinct purposes. An Introductory course offers a broad overview of a career cluster, and the main purpose is to help students explore career interests before starting a pathway. The purpose of the Principles course is to provide necessary knowledge and skills for an individual pathway or a select group of closely related pathways. Principles courses are aligned to dual credit courses required for the Technical Certificate (TC) or Certificate of Graduation (CG) at ITCC and VU respectively.

Q9: Can a Principles level class be offered to students in 8th grade? If so, will the class count as part of the NLPS pathway?

A9. Yes, a Principles course can be offered to 8th grade students. Credit will be received by the student towards their NLPS pathway. However, **this option is discouraged** as Principles courses contain dual credit content designed for high school students and postsecondary providers are not able to award dual credit to 8th graders. Additionally, Principles courses are not eligible to receive CTE funding when offered at the 8th grade level.

- Preparing for College and Careers, Introduction to Agriculture, and Engineering Essentials are the introductory courses currently eligible for funding at the 8th grade level. The Office of CTE is exploring adding additional introductory courses eligible for CTE funding and intend to have an update in the fall of 2023.

Q10: Can the Principles course and the Concentrator A course be taught concurrently during the same block of time?

Q10. No, both courses are aligned to dual credit courses and have required dual credit contact hours. Each course should be taught in a separate block of time or period.

Q11. Where does the Preparing for College and Careers course fit in NLPS?

A11. Preparing for College and Careers (PCC) is still available after the transition to NLPS, as well as other courses that are not part of a specific NLPS concentrator sequence. You can find PCC in the High School CTE Course Titles and Descriptions document [found here](#) (this content is all included in the more comprehensive DOE Course Titles and Descriptions document as

well). From the Table of Contents, just click on Career and Technical Education and Work-Based Learning, then scroll down to Preparing for College and Careers. PCC will still receive credit as an elective on any diploma. As described on Page 2 of the document, only the courses listed in Part II of the document are those being phased out after the 2023-2024 SY.

Instructor Qualifications

Q1: What are the requirements for instructors to teach NLPS courses?

- A1. Assignment codes for NLPS courses are available in the NLPS Review Document. These codes have been developed in collaboration with the Department of Education. As much as possible, assignment codes for current courses have been aligned to their NLPS counterparts to ensure current instructors can teach the NLPS courses.
- Additional requirements may be needed to teach some courses for dual credit. Assignment codes don't equal credentialing requirements for dual credit, those requirements are determined by ITCC and VU. The state does not expect nor are we requesting for these requirements to be lowered. You can find information on faculty dual credit requirements for Ivy Tech [here](#) and [here](#). Information for teaching dual credit courses through Vincennes University can be found [here](#) beginning on page 11.

Transitioning to NLPS from Perkins V

Q1: What CTE course options are available for upcoming cohorts during the transition to NLPS?

- A1. Upcoming cohorts have the following options when taking CTE courses:
- **2023 & 2024 cohort** - The updated definition of a CTE concentrator (completing at least two advanced CTE courses) went into effect for the class of 2023. Therefore, the 2023 and 2024 cohorts must use Perkins V pathways with either current/original courses or NLPS courses.
 - **2025 cohort and beyond** - Must use Perkins V pathways with NLPS courses

Q2: Can students in the 2023 and 2024 cohort use a combination of current CTE courses and NLPS courses?

- A2. No. Students may not use a combination of current/original Perkins V courses and NLPS courses because of duplicative standards. The best resource to know which advanced courses are required for all Perkins V pathways (current/original and NLPS) is the [Master Pathways Document](#).

Q3: If my school / district is phasing in NLPS while phasing out current Perkins V course sequences, can students earn concentrator status by combining courses in either/both course sequences?

- A3. Generally, no – If a student begins a CTE pathway taking courses in the Perkins V sequence / pathway, they must complete concentrator status by taking current/original

Perkins V courses. Any student who begins their program of study using NLPS courses must complete all the requirements outlined in that NLPS sequence.

Courses are not interchangeable between the two sequences to earn concentrator status. Many courses may have duplicative standards as stated in the previous question.

Question 8 and 9 in this section provide additional information about scheduling flexibility and options for recoding student's completed courses if needed.

There are some exceptions to this guidance. In cases where a course is listed in both the course sequence for the Perkins V current pathways and the NLPS course sequence, a student can use the enrollment to meet the requirements for either course sequence. The best place to review the course sequences is the [Master Pathways Document](#).

For the 2022-2023 and 2023-2024 school years, if your school is transitioning course offerings and you have a senior impacted by the transition and need assistance reviewing options, please reach out to our office for guidance and recommendations: CTE@gov.IN.gov.

Q4: Can you provide additional clarification on what the definition of a CTE concentrator is moving forward?

A4. Beginning with the 2023 cohort, **Indiana has adopted the following definition of a CTE concentrator based on guidance from the federal Perkins Act:** *A student who completes at least two advanced courses in a single Career and Technical Education program or program of study.*

Advanced courses include the Concentrator A and Concentrator B courses listed in the current/original Perkins V pathways and the NLPS course sequences. The Office of CTE defines *completes* as meeting all required prerequisites and earning at least 2 credits in each advanced course. Under this definition of completes, students will have to earn 2 credits (by passing the course/earning credit using the local district grading scale) in the Principles, Concentrator A, and Concentrator B course within a Next Level Program of Study to qualify as a concentrator under Perkins.

To qualify as a CTE concentrator under Graduation Pathways, the student must also complete the courses required for concentrator status with a C average. The Department of Education and Office of CTE have collectively determined that the Capstone course in a NLPS sequence may be used to meet this requirement. A school may choose to include the cumulative grade average earned in the capstone to meet the C average requirement. If using the Capstone, the C average would be based on grades earned in the following courses: Principles, Concentrator A, Concentrator B, and the cumulative Capstone grade.

For additional questions related to Graduation Pathways, individuals are encouraged to refer to the [Department of Education's Graduation Pathways FAQ](#).

Q5: How should schools make determinations about what programs of study they will offer?

A5. Schools are encouraged to first use the [NLPS Planning Guide](#) when making determinations on program of study offerings. The guide provides a rubric that will assist schools in thinking through multiple factors that are key towards making decisions around program offerings.

Q6: What resources are available to help plan for the transition to NLPS?

A6. The Office of CTE has developed several resources to assist schools and career centers in transitioning to NLPS. These resources can all be found on the Office of CTE's NLPS Resource webpage found at [this link](#). As new resources become available or current resources are updated, information is always placed on this page.

Q7: What updates were most recently made to the NLPS Review Document?

A7. The Review Document was updated in late March 2023. Updates include competencies for several Introductory and previously existing courses that were posted elsewhere. Corrections have been made to the postsecondary alignment and dual credit availability for Criminal Justice courses. Marketing Fundamentals has been added as a course option for the Business Administration program of study. Addition of course summaries and draft competencies for Biotechnology and Water Systems.

A more comprehensive list of updates can be found on the first page of the Review Document, which can be found at the top of our NLPS Resources [webpage here](#). If you believe you have found a mistake in the Review Document or have questions about a specific pathway, please reach out to us: CTE@gov.IN.gov.

Q8: What options are there for scheduling when some students are participating in NLPS and other students are finishing out a Perkins V pathway?

A8. For this year and the 23-24 school year, schools and career centers have the option of offering current Level I courses in the same classroom as NLPS Principles or Level II courses in the same classroom as a Concentrator course. This is known as the co-seating option. An example of this option in practice is shared below:

- During the 2022-2023 school year, a junior student and freshman student could be taking the same class at the same time with the same instructor. The junior would be enrolled in Welding Technology I (5776) and the freshman in Principles of Welding (7110).

Allowing schools to schedule in this way is designed to ease the ability for both cohorts to remain on track to earn concentrator status without requiring the school to offer two separate sections. This option will be especially helpful for smaller or rural schools who are transitioning to NLPS courses. There are a few things to keep in mind if utilizing this option:

- While the content of the Level I course and the Principles course is similar, the instructor should teach according to the competencies detailed in the Principles course.
- This option is only available when offering current Level I or Level II courses and only if they are being offered for 1 credit per semester/2 credits for the year.
- It is up to the school to ensure that the different student cohorts are enrolled in the appropriate course codes. If a 2023 or 2024 student is enrolled using the NLPS Principles course it will be assumed that they are completing the NLPS path. **A 2025 student enrolled in a Level I course code will not count toward concentrator status.**
- This option in no way allows schools to offer an NLPS Principles course and a NLPS Concentrator course in the same period. These courses are two distinct courses and should be treated as such.
- The Level I course always aligns with the NLPS Principles course for this option. OCTE staff are evaluating each pathway's Level II course to determine the specific NLPS Concentrator course that may be used for this option. For example, in the Health

Science Pre-Nursing Pathway, schools would use the Level II course along with the Concentrator B CNA course.

Q9. A student has taken a Level I Course through Perkins V, but we now only offer NLPS. What options are there for the student to reach Concentrator status?

A9. It is possible to code the student on a Perkins V pathway through the co-seating option discussed above in this situation as well to allow a student in the 2023 or 2024 cohort to complete Concentrator status under the Perkins V pathway. A crossover document to see how Perkins V courses and NLPS courses align can be [accessed here](#).

If the student is going to complete Concentrator status through an NLPS pathway there is also the option to recode a Perkins V course in InTERS after the fact. More information can be provided on how to do this by contacting our team at CTE@gov.IN.gov.

Q10: What will happen to the current CTE courses and pathways?

A10. All CTE courses that are included in the current Perkins V pathways will be phased out, redesigned, or integrated into NLPS by the 2024-2025 school year. None of the courses will be phased out until 2023-2024 at the earliest.

- Beginning in 2022-2023, current Level I courses that are available for multiple credits per semester will be limited to 1 credit per semester. Current Level II courses that are offered for multiple credits will be limited to 1 credit per semester with the 2023-2024 school year.
- **No changes are planned for Introductory and Foundational courses. These courses serve a valuable role at the beginning of a career pathway and there are no plans to change or phase out these courses as part of NLPS implementation.**

Virtual/Online CTE Course Delivery

Q1. What Next Level Programs of Study are currently approved for virtual delivery?

A1 There are currently 18 NLPS pathways approved for virtual delivery. They are shown on the table below with the three most recent additions highlighted in yellow.

Business Administration	Entrepreneurship	Legal Studies/Paralegal
Business Operations	Finance and Investments	Marketing
Computer Science	Hospitality Management	Natural Resources
Digital Design	Human Services	Nutrition
Education Careers	Insurance	Software Development
Agriscience	Biomedical Sciences	Engineering

Q2. What is the difference between courses offered virtually and those offered online?

A2. Beginning with the 2022-2023 school year, credits attained in NLPS courses taught online only count toward concentrator status if the program of study/course has been approved for virtual delivery or the course is taught online through a postsecondary dual enrollment agreement. As shown in the chart below, the Office of CTE defines virtual and online delivery as two separate categories. Additional information can be found in the Guidance for Online and Virtual CTE Courses memo [found here](#).

Course Delivery Method	CTE Funding	Credit Application
In-Person Course <i>(face-to-face)</i>	Fully Funded	Credits count toward concentrator
Virtual <i>(online - synchronous)</i>	Fully Funded <i>for approved courses</i>	Credits count toward concentrator <i>for approved courses</i>
Blended (Hybrid) <i>(face-to-face/virtual)</i>	Fully Funded <i>must meet hands-on requirements</i>	Credits count toward concentrator <i>must meet hands-on requirements</i>
Online Only <i>(online-asynchronous)</i>	Not Funded <i>unless postsec dual enrollment agreement</i>	Credits count toward concentrator <i>for approved virtual course or online dual enrollment</i>