



# INDIANA STATE BOARD OF EDUCATION

## MEMORANDUM

**TO:** Indiana State Board of Education  
**FROM:** Alicia Kielmovitch, Senior Director of Policy and Legislation  
**RE:** CTE Pathways Updates and Recommendations  
**DATE:** July 11, 2018

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### I. Background/Chronology Regarding State Approved CTE Pathways

In 2011, the Indiana State Board of Education (“State Board”) unanimously approved new College and Career Pathways course titles and descriptions at its December Board meeting.<sup>1</sup> These have been the designated CTE course sequences posted on the Department of Education’s (“DOE”) website as pathway plan templates since that time. The current pathways are broken down as follows:

- I. Cluster (e.g., Agriculture)
  - A. Pathway (e.g., Life Sciences)
    1. Concentration (e.g., Animal Science)

In pathways, courses are strategically sequenced to provide students knowledge on specific topics to strengthen and deepen their understanding as they progress. Additionally, courses are paired together (e.g., Industrial Robotics and Automation I and Industrial Robotics and Automation II) in a deliberate and intentional way to maximize the educational impact of the pathway.

#### A. Previous Changes to State Approved CTE Pathways

The CTE Pathway templates have not been formally updated since the Board’s vote in December of 2011. During the last 7 years, CTE courses have been added, altered, or otherwise revised, without being approved by the State Board. In June of this year, DOE culled and reported data from the reporting system, InTERS, which resulted in State Board staff making the following determinations:

- Several courses no longer existed were in the course catalog and being used;
- Credit was being extended exceeding the prescribed maximums outlined in the course catalog;
- Foundational courses being inserted, though they did not align to the pathway leading to the correlating occupation; and
- Courses being used that were not listed in the state-approved pathway templates.

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<sup>1</sup> As the State Education Agency for the federal Carl D. Perkins Act according to IC 20-19-2-19, the State Board serves as the sole authority to approve and update these pathways and templates.



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## **B. Effect of Changes to State Approved CTE Pathways/Requests from Practitioners**

The discrepancies noted above have created a number of difficulties for practitioners, such as challenges in properly sequencing courses, updating master schedules, or if students satisfied concentrator requirements. Thus, in order to provide clear guidance for practitioners regarding state-approved CTE pathways, State Board staff recommends that the CTE templates, the 2018-19 course catalog, and the reported data be revised and aligned to state-approved CTE pathways.

## **II. Recommendations for 2018-19:**

While it is critical these issues be addressed to ensure the integrity of CTE pathways, timing constraints with the upcoming school year prevent all necessary changes being completed for the 2018-2019 school year. Given this, State Board recommends that DOE address the most critical the issues, which includes:

1. Aligning all documents;
2. Updating the state-approved pathways for the 2018-2019 school year;
3. Deleting courses that no longer exist;
4. Updating pathways to reflect all currently available courses and course titles;
5. Updating pathways to include Work-based Learning and Interdisciplinary Cooperative Education courses;
6. Making state-approved curricular sequences easily comprehensible for practitioners to provide guidance to students on how to progress through the pathways;
7. Updating the dual-credit courses that align with each pathway; and
8. Updating the recognized certifications that align to each pathway.