

Indiana Technical Education Reporting System (InTERS)



Guidebook
May 1, 2022

General Information

The Office of CTE continues to work to make InTERS the primary place schools and career centers complete necessary processes with their career and technical education programming. A few processes that were previously completed through a paper format have recently been moved over into a digital format through InTERS. This guidebook currently provides instructions on the new Adoption and Course Inventory Form and information on other subjects will be added to this document in the coming weeks.

Program of Study Adoption and Course Inventory Form Purpose

The program of study adoption and course inventory form will provide the Office of CTE (OCTE) with information needed to best support schools and career centers with their CTE course offerings. The form is a variation of the course inventory form schools were required to submit in previous years (this has not been required the past two years). One central goal of Next Level Programs of Study is ensuring that courses and programs are delivered with greater consistency regardless of location. This form helps accomplish that goal by providing data on what programs of study and CTE courses schools and career centers are offering, along with information about how they are being offered. Two other important purposes the form serves are shared below:

- **Size, Scope, and Quality:** One of the responsibilities of the OCTE is to monitor and ensure that programs of study and CTE courses meet a standard of size, scope, and quality (See Appendix A on Page 15). This process, through the question sections and by detailing course instructors, will help us to better meet this responsibility.
- **Simpler Waiver Process:** While consistency is a focus of NLPS, the OCTE recognizes that there are differences between schools and career centers that may necessitate modifications to programs of study to meet the local needs of a community. Instead of requiring submission of numerous nonstandard course waivers, this form includes an option to propose modifications to a program of study that will stay in effect for a 3-year cycle.

Contents

The rest of the guidebook provides information on how to submit programs of study and courses into the new program of study adoption form in InTERS. Please do not hesitate to reach out to CTE@gov.in.gov if you have questions or need assistance.

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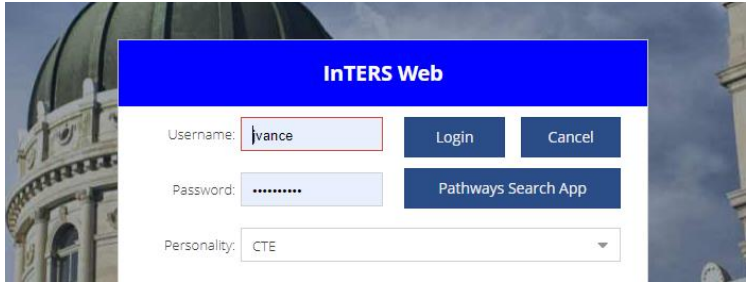
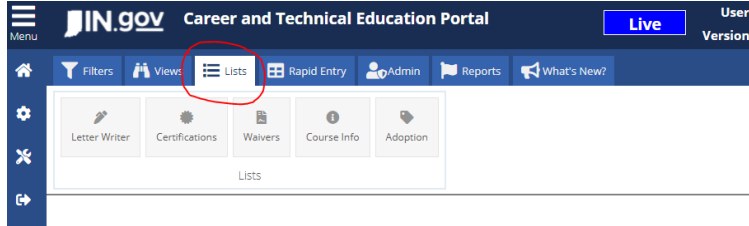
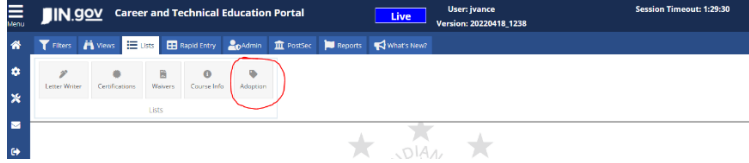
Accessing the System and Adoption Form

General Information:

The Area CTE Director has the option of submitting adoptions for all courses in the district or they may share access to InTERS to have individual schools submit their own.

If you need an account and do not have a username or password, please contact your Area CTE Director.

Steps:

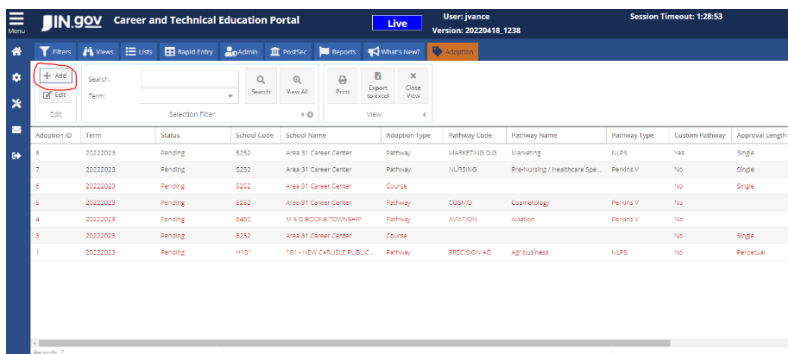
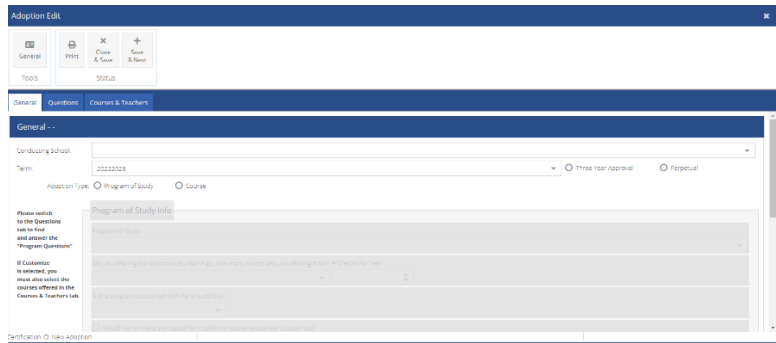
Accessing InTERS and the Adoption Form	
Log into the CTE Personality of InTERS with your username and password	
Select Lists	
Select Adoption	

Adding a New NLPS or Perkins 5 Pathway without Modification

General Information:

- If your school is in the process of phasing out a Perkins 5 pathway and only offering the Level II course (i.e. Welding Technology II) we encourage you to simply add that as a course.
- If you are transitioning to NLPS but are only offering the Principles course we encourage you to submit the adoption form for the entire program of study.

Steps:

Adding a New NLPS without Modification	
<p>Select “Add” in the upper lefthand corner of the screen to open a new adoption form.</p>	
<p>Enter the conducting school code by typing the name or selecting from the drop-down list.</p> <p>The conducting school is the school that is offering the course on their campus regardless of whether it is a CTE Districtwide shared program or not.</p> <p>The Term defaults to the upcoming school year. In this case, 2022-2023.</p>	

Select Program of Study as the adoption type and select perpetual for the renewal period.

The screenshot shows the 'Adoption Edit' form. The 'Adoption Type' dropdown is set to 'Program of Study' (circled in red). The 'Renewal Period' dropdown is set to 'Perpetual'. The 'Program of Study Info' section is visible, including a 'Program of Study' dropdown, a question about offering a capstone course, and a question about Perkins support.

Enter the program of study information beginning with the name by typing in or selecting from the drop-down list.

Both Perkins 5 and NLPS are available in the drop-down list. Individual programs of study are identified by a unique name. This includes each possible combination of courses for programs of study that have multiple options for the Concentrator A, B or Capstone course.

Offering the Capstone course: This Yes or No question is related to whether the school plans to offer the primary/recommended capstone course for the program of study.

Is this a Perkins Managed Course? This is simply to identify whether this is a CTE District level course or is this program of study a school-based offering. Examples of a Perkins managed course would generally include courses offered at a career center or a shared course at a member coop school. If you are not sure, please contact your Area CTE Director.

After entering the program of study information you may choose to submit responses to the size, scope, and quality questions.

Questions are **NOT** due August 1st. They may be answered later this fall.

The screenshot shows the 'Adoption Edit' form. The 'Adoption Type' dropdown is set to 'Program of Study' (circled in red). The 'Renewal Period' dropdown is set to 'Perpetual'. The 'Program of Study Info' section is visible, including a 'Program of Study' dropdown, a question about offering a capstone course, and a question about Perkins support. A red circle highlights the 'Program Questions' section, and a red arrow points to it.

Provide the rationale for each of the questions under the questions tab (not required if adopting a single course).

The questions may be answered later this fall. Schools are encouraged to have instructors contribute to the responses. InTERS allows the user to copy and paste text from other documents like Word docs.

Adoption Edit

General Questions Courses & Teachers

Questions

Program Questions

1. Include a justification for offering the program of study based upon CTE and labor market info.
2. How will you improve academic and technical skills of students participating in CTE programs through integration of academic skills?
3. How will you provide students the opportunity to earn postsecondary credits?
4. What work-based learning opportunities would be available for students?

Certification ID: New Adoption

Go to the Courses/Teachers tab to confirm, select and/or add teachers for the courses.

On the tab, a list of the school's teachers will be provided. A teacher or teachers should be assigned to each course listed.

Vacant positions may be added later.

Adoption Edit

General Questions Courses & Teachers

General

Conducting School: 0001 ADAMS CENTRAL HIGH SCHOOL - ADAMS CENTRAL COMMUNITY SCHOOL

Term: 20222023

Adoption Type: Program of Study Course

Program of Study Info

Program of Study: Accounting and Finance (ACCOUNT) P 8

Are you offering the course? (If so, how many credits are you offering a full # Credits for year)

Yes No

Is this program supported with Perkins dollars?

Yes No

Would like to make a proposal to modify the course sequence? (Customer)

What is the proposed modification and justification for the change?

Certification ID: New Adoption

Under the Courses/Teachers tab you will select the + to add teachers to a course once you have left clicked and selected the course on the lefthand side. If the teachers are already listed, you must verify that they are correct and add any additional/new teachers

Note: There is no need to remove teachers from this list. Simply make sure the correct teacher is listed.

Adoption Edit

General Questions Courses & Teachers

Courses

ID	Course Type	Course
1	B	0
2	A	0
3	B	0
4	C	0

Teachers approved to teach course - 0

ID Teacher ID Teacher Term License Type

Certification ID: New Adoption

A select teacher for course box will appear after selecting + and you must fill out the necessary information.

Select Close/Save to complete the form or Save/Next to complete this form and start a new form.

ID	Course Type	Course
2	A	D
3	B	D
4	C	D
1	P	(7252) Accounting Capstone

ID	Teacher ID	Teacher	Term	License Type
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Adding a new NLPS or Perkins 5 Pathway with a Proposed Modification

General Information:

Schools have the option of proposing a modification to the program of study. If approved, the modification will be approved for a three-year cycle. The primary criteria for approval will be that the student's ability to complete a credential is not impacted.

Common Modifications:

- **Using the Technical Skills Development course** along with a Concentrator A or Concentrator B course for the entire class (A Career Center does not need to submit this as a modification if only students that have completed the Principles course at their home school will be enrolled in the Technical Skills Development course)
- **Substituting a secondary Capstone course for a program of study.** Examples of secondary Capstone courses include WBL Capstone course or the Entrepreneurship and New Ventures Capstone. In addition to including a description in the modification fields, schools should substitute the secondary Capstone course for the primary Capstone course on the Courses/Teachers tab by double clicking on the primary Capstone course.
- **Changing the course sequence of a program of study.** For example, moving a portion of the Capstone course to Concentrator B or flipping the order of the Concentrator A and Concentrator B course. In addition to including a description in the modification fields, schools should flip the courses on the Courses/Teachers tab.
 - *Proposing a modification to flip the sequence of the Concentrator A and Concentrator B course is only necessary if the Concentrator A course is a required prerequisite for the Concentrator B course.*

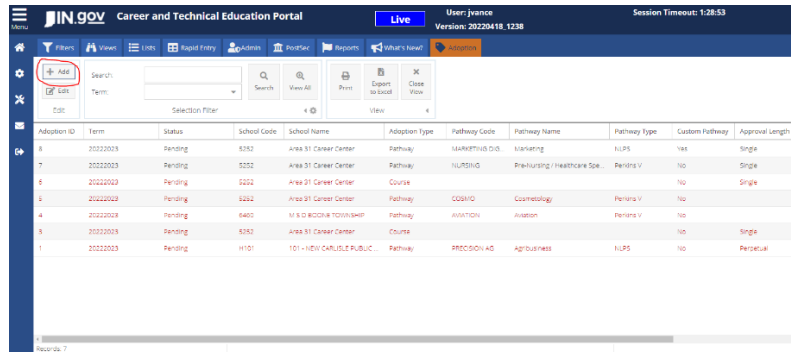
Flipping Concentrator A and B	Flipping a part of Capstone with Conc. B
Principles	Principles
Concentrator B	Concentrator A
Concentrator A	Capstone (2 Credits)
Capstone	Concentrator B Capstone (4 Credits)

- **Adding/substituting courses to a program of study.** For example, using Advance CTE College Credit and Special Topic courses to allow your students the opportunity to complete a higher credential than the TC or CG. If adding courses, schools only need to include the description in the modification field. If substituting, changes should be completed on the Courses/Teachers tab.
- **Offering programs of study through an even and odd year approach** rather than a 1st and 2nd year approach. Schools must create a customized program of study to represent the odd year program of study. Schools can edit the name and the code of the program of study in the modification fields. Schools create a customized program of study by detailing the courses on the Courses/Teachers tab.

Steps:

Adding a New NLPS with Proposed Modifications

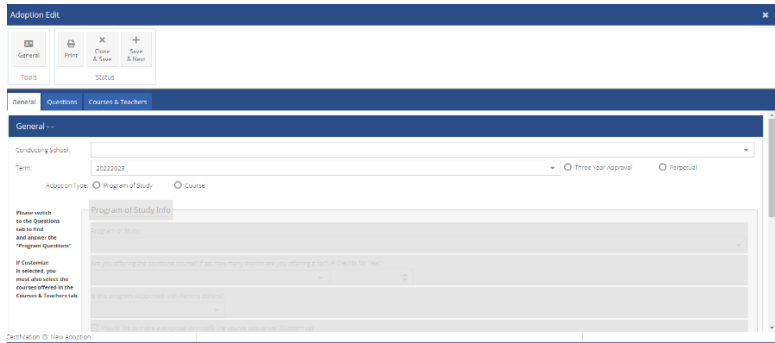
Select "Add" in the upper lefthand corner of the screen to open a new adoption form.



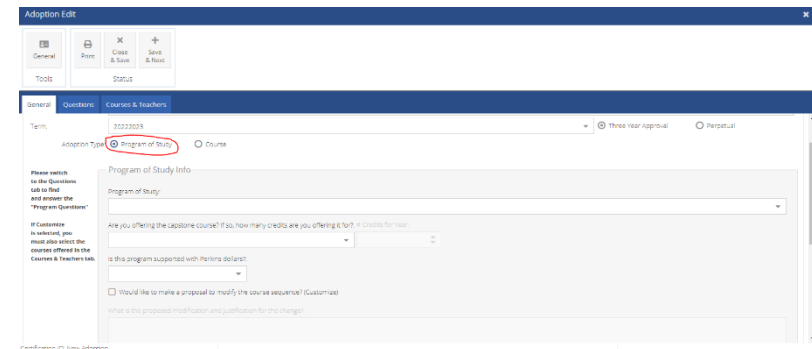
Enter the conducting school code by typing the name or selecting from the drop-down list.

The conducting school is the school that is offering the course on their campus regardless of whether or not it is a CTE Districtwide shared program or not.

The Term defaults to the upcoming school year. In this case 22-23.



Select Program of Study as the adoption type and select three-year renewal.



Enter the program of study information beginning with the name by typing in or selecting from the drop-down list.

Both Perkins 5 and NLPS are available in the drop-down list. Individual programs of study are identified by a unique name. This includes each possible combination of courses for programs of study that have multiple options for the Concentrator A, B or Capstone course.

Offering the Capstone course: This Yes or No question is related to whether the school plans to offer the primary/recommended capstone course for the program of study.

Is this a Perkins Managed Course? This is simply to identify whether this is a CTE District level course or is this program of study a school-based offering. Examples of a Perkins managed course would generally include courses offered at a career center or a shared course at a member coop school. If a you are not sure, please contact your Area CTE Director.

Select the modification box to propose a modification to the program of study.

Once the box is selected InTERS will automatically open the modification fields to be completed.

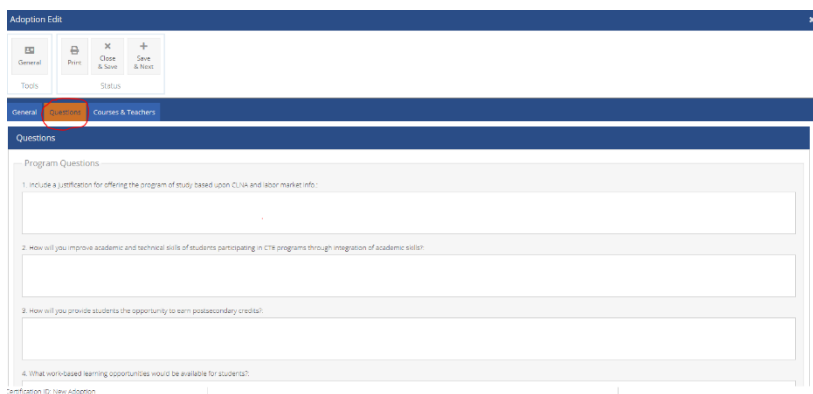
Please provide as much detail as possible in the proposal box to assist the OCTE staff with reviewing the proposal.

After entering the program of study information, you may choose to submit responses to the size, scope, and quality questions.

Questions are *NOT* due August 1st. They may be answered later this fall.

Provide the rationale for each of the questions under the questions tab (not required if adopting a single course).

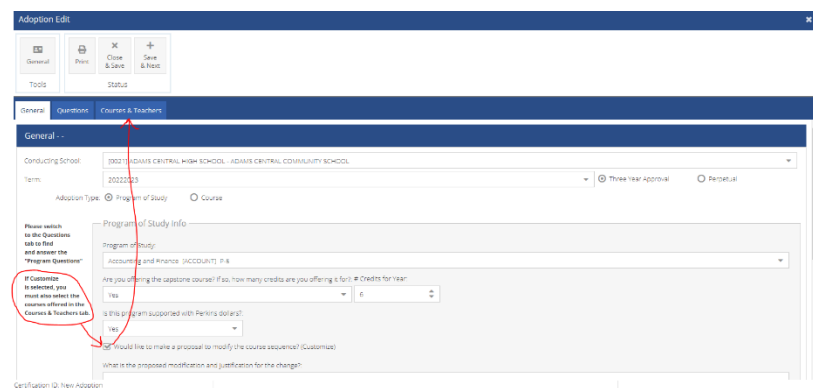
The questions may be answered later this fall. Schools are encouraged to have instructors contribute to the responses. InTERS allows the user to copy and paste text from other documents like Word docs.



Go to the Courses/Teachers tab to confirm, select and/or add teachers for the courses.

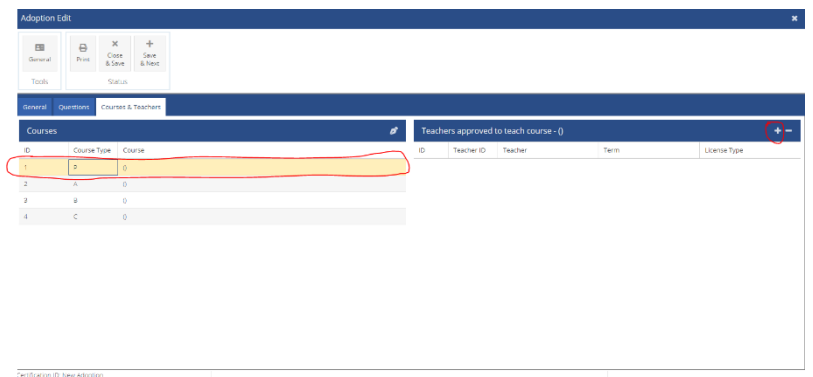
On the tab, a list of the schools teachers will be provided. A teacher or teachers should be assigned to each course listed.

Vacant positions may be added later.

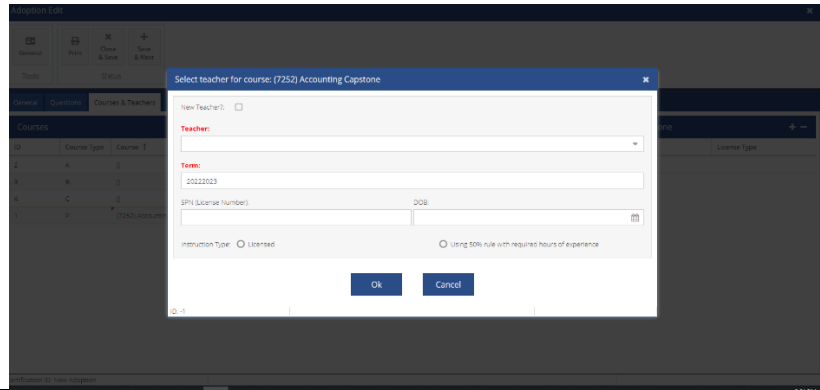


Under the Courses/Teachers tab you will select the + to add teachers to a course once you have left clicked and selected the course on the lefthand side. If the teachers are already listed, you must verify that they are correct and add any additional/new teachers.

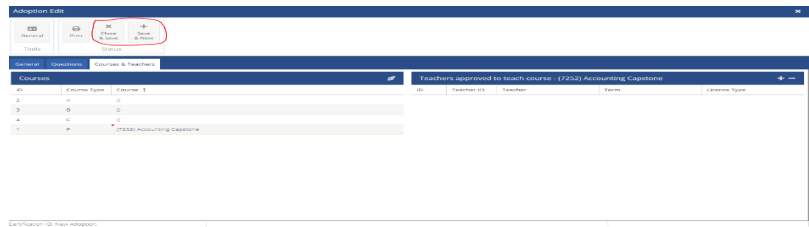
Note: There is no need to remove teachers from this list. Simply make sure the correct teacher is listed.



A select teacher for course box will appear after selecting + and you must fill out the necessary information.



Select Close/Save to complete the form or Save/Next to complete this form and start a new form.



Adopting Individual CTE Courses

General Information:

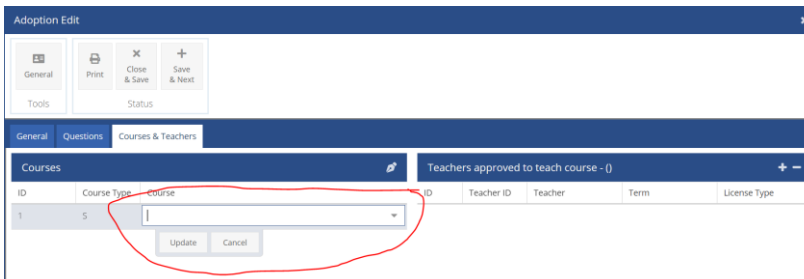
- Schools should also adopt individual courses that they are offering that fall outside of a Perkins 5 or NLPS.
- If your school is in the process of phasing out a Perkins 5 pathway and only offering the Level II course (i.e. Welding Technology II) we encourage you to simply add that as a course.

Steps:

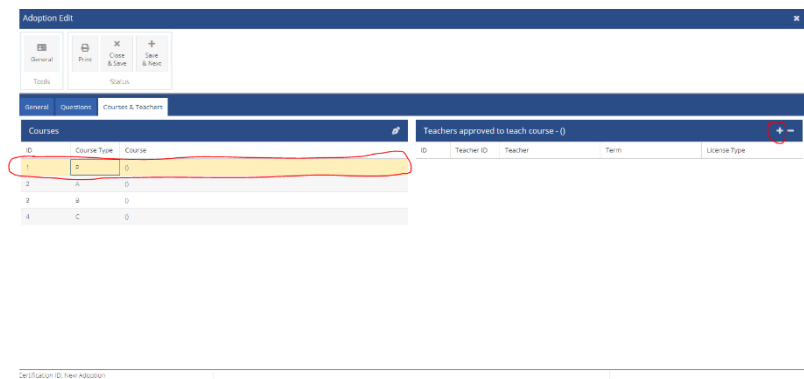
Adding an Individual Course	
<p>Select "Add" in the upper lefthand corner of the screen to open a new adoption form.</p>	
<p>Enter the conducting school code by typing the name or selecting from the drop-down list.</p> <p>The conducting school is the school that is offering the course on their campus regardless of whether it is a CTE Districtwide shared program or not.</p> <p>The Term defaults to the upcoming school year. In this case 22-23.</p>	
<p>Select Course as the adoption type and select perpetual for the renewal period.</p>	

Once on the Courses/Teachers tab double click on the course box to select the course from the drop-down list.

Once selected click update. After selecting update a list of potential teachers should show in the table on the right.

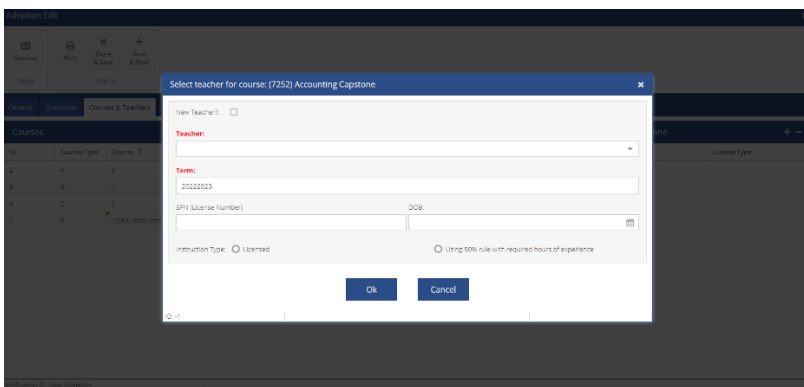


Under the Courses/Teachers tab you will select the + to add teachers to a course once you have left clicked and selected the course on the lefthand side. If the teachers are already listed, you must verify that they are correct and add any additional/new teachers

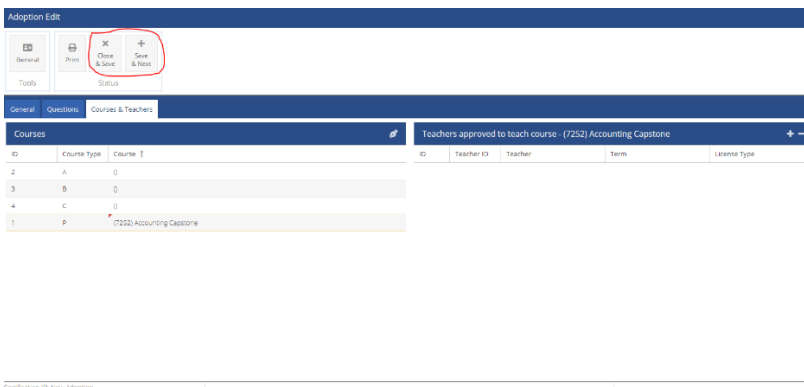


A select teacher for course box will appear after selecting + and you must fill out the necessary information.

Note: There is no need to remove teachers from this list. Simply make sure the correct teacher is listed.



Select Close/Save to complete the form or Save/Next to complete this form and start a new form



Appendix A:

Program of Study Size, Scope, and Quality:

Indiana does not want to place arbitrary limits or requirements on schools and or career centers in terms of the number of programs offered or the number of students enrolled. Therefore, an eligible recipient will only be required to offer at least one program of study. However, schools and career centers should provide a sufficient number of programs of study to ensure that a significant percentage of students have the opportunity to participate in CTE programs of study that meet the needs of the local labor market.

Secondary Size, Scope, and Quality:

To be of sufficient size, scope and quality, a CTE program of study in Indiana must include or be making progress toward including the following components:

- The program of study must be able to meet the minimum facility and equipment requirements for a minimum of 10 students. Moderate and High Value programs of study will take steps to expand the number of students enrolled, equipment, and/or facilities if the waitlist exceeds 50% of the current capacity.
- Programs of study, including joint programs of CTE and locally developed pathways that have been registered with the state, must adhere to state-approved courses and course sequences. Each program of study must address the standards and competencies associated with each state-approved course through relevant, real-world and applied instructional strategies.
- Secondary programs of study should be structured to encourage persistence in students to go beyond CTE Concentrator status and to pursue valued postsecondary credentials, like certificates, degrees and industry certifications that are integrated into the program of study.
- Students and their families are provided career advisement and academic guidance to help students identify career interests and to best prepare for college and career opportunities. Students should have a personalized multi-year graduation plan that is connected to postsecondary education.
- Programs of study are accessible to all students, specifically students who are members of special populations, by being free from unnecessary barriers to enrollment or participation. Historically underrepresented students are actively recruited and have the opportunity to succeed through necessary accommodations and supportive services.
- The program of study includes the development of employability and leadership skills through a wide range of embedded and stand-alone work-based learning opportunities and participation in career and technical student organizations.

- Programs of study must maintain on-going relationships among education, business and other community stakeholders, such as advisory boards or sector partnerships to help validate and keep current the technical and workforce readiness skills and program improvement.
- The program of study is focused on continuous improvement and engages with partners and stakeholders to achieve performance targets for Perkins performance indicators and utilizes data to identify and reduce disparities and performance gaps among population groups.

Postsecondary Size Scope and Quality

To be of sufficient size, scope and quality, a CTE program of study in Indiana must include or be making progress toward including the following components:

- Postsecondary CTE programs must be aligned with business and industry as validated by local or regional business advisory committees and must be part of one of the allowable cluster areas.
- Postsecondary eligible institutions must provide students with the opportunity to earn a certificate, associate's degree, industry certification, and/or licensure approved by the state in a CTE approved career cluster.
- A postsecondary program of study provides students the opportunity to be a CTE Concentrator. Which is defined as a postsecondary student that earned at least 12 credits within a CTE program or completed such a program if the program encompasses fewer than 12 credits.
- Programs/Programs of Study are strongly encouraged to include work-based learning opportunities for students.
- The program or programs of study achieve or consistently makes progress toward state-determined levels of performance and engages in periodic evaluation, informed by data, to reduce or eliminate disparities or performance gaps and to improve program quality and effectiveness.
- Programs/Programs of Study are accessible to and supportive of all students, especially students who are members of special populations.
- Postsecondary programs of study provide opportunities for secondary alignment, and can provide evidence of operational agreements with secondary schools.