In the spring of 2024 Indiana submitted a new four-year state plan covering fiscal years 2024-2027. The plan, approved by the U.S. Department of Education in July 2024, determines goals and policies for Indiana CTE programming under the *Strengthening Career and Technical Education for the 21ˢᵗ Century* (Perkins V) *Act.* The state plan outlines several goals and areas of focus for Career and Technical Education in the state of Indiana, one of the most significant being clarified definitions for size, scope, and quality for CTE programming. Below is the definition utilized in the state plan (Page 33). The full text of the plan can be found here.

Size
Eligible recipients must provide a sufficient number of CTE 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.

- Each eligible recipient (consortium, individual LEA or institution) serving over 3000 students (Grades 9-12 for secondary or total enrollment for postsecondary) must provide at least 10 programs of study that meet the minimum requirements for scope and quality in at least 6 of the 16 career clusters.
- Each eligible recipient (consortium or individual LEA) serving less than 3000 students (Grades 9-12 for secondary or total enrollment for postsecondary) must offer at least 8 programs of study in at least 5 of the 16 career clusters.

Scope
Programs of study must be aligned to high wage, high skill, and in-demand occupations and articulated to postsecondary credentials (certificates > 15 credit hours and degrees) where available.

- Secondary programs of study offer students the opportunity to go beyond concentrator status by offering at least two credits of a capstone experience.
- Postsecondary programs of study may align to industry certifications as long as completion requires at least 240 hours of instruction or training and attainment of the industry certification is validated by the third-party vendor.

Quality
Secondary programs of study must meet the following requirements to count toward the minimum programming threshold:

- Achieve student enrollments that are at least 50% of the student capacity;
- Be taught by a qualified instructor;
- Meet the minimum facility and equipment requirements for a minimum of 10 students;
- Cover the standards and competencies associated with each state-approved course and adhere to course requirements in terms of sequence and length;
- Provide career coaching and navigation guidance to help students best prepare for college and career opportunities;
- Develop employability and leadership skills through a wide range of embedded and stand-alone WBL opportunities;
- Maintain on-going relationships among education, business, and other community stakeholders through advisory boards or sector partnerships to help validate and keep current the technical and workforce readiness skills and program improvement; and
- Provide the opportunity for students to achieve at least 1 of the 3 elements below:
  - Credential Attainment: earn a graduation pathways eligible credential of value;
  - Postsecondary Credit: earn at least 9 college credits in a pathway through dual credit; and/or
  - WBL Capstone Participation: complete a WBL capstone experience.

Postsecondary programs of study must meet the following requirements to count toward the minimum programming threshold:

- Be approved through the Commission or approved for the Workforce Ready Grant program;
- Provide students the opportunity to be a postsecondary CTE Concentrator (earn 12 credits or program completion)
- Ensure faculty meet Higher Learning Commission standards;
- Hold institutional and/or program accreditation by an accrediting body recognized by the USDOE, if available;
- Develop employability and leadership skills through a wide range of embedded and stand-alone WBL opportunities; and
- Maintain on-going relationships among education, business, and other community stakeholders through advisory boards or sector partnerships to help validate and keep current the technical and workforce readiness skills and program improvement; and
- provide opportunities for secondary alignment and articulation, including evidence of operational agreements with secondary schools for dual credits.