

Career and Technical Education (CTE) Additional Considerations



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Approximately 51,000 high school Oregon students are enrolled in CTE, and each takes part in one of the over 900 state-approved programs of study (POS). Each POS provides the opportunity for students to gain necessary skills to successfully enter postsecondary training or enter into an in-demand career. In Spring 2020, school building closures impacted the ability of CTE students to complete hands-on and work-based learning experiences needed to advance in their career training. Depending on the nature of the CTE program, some students were able to engage in distance work around their area of technical interest. Others focused more on core content because their particular technical area was difficult or impossible to replicate satisfactorily at a distance.

When high schools choose their instructional model (On-Site, Hybrid, or Comprehensive Distance Learning) for the 2020-21 school year, schools must plan their CTE instruction in order to support students as they transition to careers and college.

Required:

- Ensure students have access to CTE programs.
- Continue to follow all Federal and state guidelines for use of Federal and State CTE funds.
- Restrict sharing of food and drink in Culinary Food labs and similar settings. Students may prepare food and drink for themselves, only.*
- Anticipate that student run early child programs will need to comply with all relevant public health guidance outlining the enhanced cleaning, disinfecting, physical distancing, face covering use, and hygiene requirements for these programs.
- Determine the appropriate safety measure for the Culinary Foods labs while food is being prepared and consumed. This may include, but is not limited to, staggered schedules, repurposing of space, use of gloves, increased hand washing protocols, and prioritizing “to go” options for food.

Recommended:

- ⇒ Prioritize maintaining CTE courses that are part of approved programs of study.
- ⇒ Continue to work with CTE educators to differentiate instructional strategies to meet student needs and ensure all students have access to CTE.
- ⇒ Schedule CTE instructional time in conjunction with other content areas/educators.
- ⇒ Share resources and services with other districts offering the same CTE programs for common virtual classrooms, especially regarding challenging content that students commonly struggle to master.

Career and Technical Education (CTE) Additional Considerations



- ⇒ Consider how strategic scheduling can maximize in-person and synchronous *distance* learning, and what content within each course can be delivered through independent, asynchronous coursework.
- ⇒ Conduct lab hours on a flexible schedule at school for fewer students per day.
- ⇒ Strategize ways to include exploration of careers and career pathways in collaboration with parents, content educators, counselors, and career coaches.
- ⇒ Encourage CTE teachers to engage with CTSOs (CTE student leadership organizations) in expanding access and opportunity for practice and assessment of professional skills.

Planning for Next Steps:

- **Ongoing Professional Learning, Collaboration, and Shared Practice**
 - Review ODE's [CTE instructional models](#).
 - Plan for potential school closure and interruptions to on-site instruction.
 - Provide professional learning for CTE educators and opportunities for CTE educators to meet in professional learning communities.
 - Select curriculum materials for online learning. The [Oregon Open Learning](#) provides a space to find, openly licensed content to support CTE instruction.
- **Assess status of CTE inventory**
 - Create and use a safety/health protocol when touching equipment or taking inventory.
 - Inventory supplies and equipment donated to local health authorities and first responders during the COVID-19 emergency response.
 - Identify lost materials and supplies due to the inability to enter school buildings. Examples may include plants that were left uncared for and food for culinary programs that spoiled.
 - Replenish CTE equipment and supplies prior to the 2020-21 school year. Coronavirus Aid, Relief, and Economic Security (CARES) Act funds can be used to purchase new equipment and replenish donated supplies in the event that loaned equipment cannot be recovered or appropriately disinfected for reuse. Contact your district office about the opportunity to use CARES funding.
- **Disinfect CTE equipment and workspaces**
 - Create a process and schedule to disinfect CTE equipment following [CDC](#), public health guidelines, and your [school's operational blueprint](#).
 - Implement a policy for CTE students to wear disposable gloves, face coverings, and aprons at all times when working with CTE equipment, as it may be impractical to individually disinfect all CTE items such as nails, wires, clay, etc.
 - Establish a process to recover and disinfect loaned equipment from health care facilities.

Career and Technical Education (CTE) Additional Considerations



- **Accelerate CTE completion**

Learning loss and gaps in hands-on skill development are a potential consequence of the school closures.

- Consider implementing a compressed curriculum for CTE courses that focus on critical content related to the knowledge and skills of specific career areas.
- Engage students in learning experiences prior to the school year or outside of the traditional school day depending on school labor policies and partnerships.
- Use diagnostic tests, formative assessments, or other assessment options to assess learning progress and inform instructional decisions.
- Review career plans, secondary transition plans, EL supports, and IEP requirements for CTE students and provide accommodations and intervention support where appropriate.

- **Plan for onsite CTE instruction**

Certain CTE programs require use of equipment that may not be available to students outside of the school setting. These CTE programs may require onsite instruction.

- Follow requirements of [sections 1-3 in RSSL](#).
- Ensure students are actively accessing their CTE curriculum by considering the following:
 - i. Provide students with options for demonstrating their understanding.
 - ii. Incorporate tools and materials that students can access at home.
Collaborate with CTE instructors to plan for how to provide students with hands-on components of the CTE curriculum.
 - iii. Focus on Instruction and Engagement: Acknowledge the challenges and constraints of home-based, remote learning. Remain flexible and open to improvisation. Provide clear instructional goals and keep CTE lessons relevant.
 1. Use online, interactive simulators (e.g., CAD, online welding simulators, safety lessons and fabrication mathematics).
 2. Chunk and scaffold assignments.
 3. Provide short, online learning videos that are integrated into lessons to explain concepts or demonstrations (e.g., Motor Oil on YouTube).
 4. Offer online CareerSafe and OSHA 10 training.
 5. Develop portable lab kits that can be sent home.
- If the school chooses Comprehensive Distance Learning, create opportunities to bring targeted small groups of students into buildings to complete CTE performance tasks. Refer to guidance for limited onsite instruction within [Comprehensive Distance Learning](#).

Career and Technical Education (CTE) Additional Considerations



- **Modify work-based learning experiences**

Work-based learning is an important component of CTE and partnership with business and industry.

- Identify opportunities for students to complete work-based learning hours or industry-mentored projects virtually.
- Follow [physical distancing guidelines](#) for onsite work-based learning experiences.
- When implementing modified schedules, consideration must be given to how physical distancing guidelines will be applied to CTE students participating in on-site, work-based learning.
- Follow [safety protocols](#) when transporting students to and from worksites.
- Follow safety guidelines for any school-based business where clients enter the school building. Implement contactless payment systems, and establish a process to disinfect work areas before and after services are administered. These guidelines would also apply to student enterprises.

- **Include Career Technical Student Leadership Opportunities (CTSO)**

Student Leadership Organizations are a key component of many CTE programs. These provide valuable opportunities for students to develop leadership skills.

- Plan for how CTSOs will continue to be supported and sustained offsite during short term distance learning.
- Establish a set of policies and procedures to ensure that students are able to participate in chapter/state/national activities without regard to their access to technology and internet at their home.
- Host virtual meetings that would allow for members to fulfill their CTSO officer and/or committee leadership responsibilities associated with the local CTSO chapter.
- Encourage chapter leaders to connect with the national CTSO virtual Professional Learning Communities.

- **Career Partnerships and Development**

- Incorporate career/industry guest speakers into CTE courses using an online meeting platform or consider live streaming for enhanced interaction with students.
- Attend meetings held by local/county/state professional associations (e.g. chamber of commerce, rotary club, and small business association) to promote CTE programs and build partnerships.
- Build capacity of and provide support to business and industry partners to enable them to become learning partners in an innovative learning environment.
- Limit in-person CTE program advisory meetings and Comprehensive Local Needs Assessment (CLNA) meetings.

Career and Technical Education (CTE) Additional Considerations



- Provide appropriate PPE for teachers, students and staff to participate in in-person meetings and WBL experiences.