

Distance Learning for All Career and Technical Education Guidance



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Introduction

In these unprecedented times of the COVID-19 pandemic, there is much uncertainty for students, parents, teachers, administrators, and communities across Oregon. We hear their concern for our current seniors as they approach graduation. We also realize that those in the earlier grades are missing key instruction and credit due to school closures and missed class time. **We acknowledge and are committed to providing additional support for students and families facing unique challenges such as students experiencing disability, emergent bilinguals, and families navigating poverty and houselessness.**

To address these concerns and mitigate the impacts of school closure, ODE has compiled the *Distance Learning for All: CTE Guidance*, which is designed to assist schools in providing learning opportunities for seniors to ensure that they meet Oregon's graduation requirements and to support students in earlier grades in continuing their CTE programs. It is in response to Governor Brown's announcement on April 8, 2020 that our students would not be returning to school for the remainder of the year in order to focus on the health and safety of all Oregonians.

This document provides guidance on how to administer Career and Technical Education within Oregon's [Distance Learning for All](#) framework. We want to acknowledge the expertise of our exceptional CTE regional coordinators, administrators, and CTE teachers across Oregon and their ability to innovate. We offer the following framework while allowing local flexibility to administer Career and Technical Education in the most suitable way for your students. In addition to the resources included in this guidance document, Oregon educators can collaborate and share resources on the [Oregon Open Learning](#) website.

CTE Guidance Continuing CTE courses in Distance Learning for All

For many students, their CTE program is a motivator for engaging in school. These courses are a pathway to building the skills and knowledge necessary to be successful in their future careers. Many students find the hands-on learning opportunities of CTE as a way to bridge school and out of school experiences. This can also pose unique challenges for educators and administrators as Oregon implements Distance Learning for All. The steps and resources below are the starting point to continuing meaningful career and technical education during school closures.

1. Standards

Review the standards for the course to determine what needs to be taught. Choose the standards that are most feasible to the Distance Learning for All context of your district and the content of the course.

Distance Learning for All Career and Technical Education Guidance



Resources

[Oregon Skill Sets](#) (or local equivalent)
[CTE Course To Standards Crosswalks](#)
[Distance Learning for All Website](#)

2. Instruction

Identify methods for delivering instruction that are available or can be developed to teach the standards in the Distance Learning for All home learning environment. In doing so, ensure equity and access for all students and encourage active connections between teachers with students. Where possible look for collaborative opportunities to work with teachers across the school to offer [applied academics](#).

Resources

[ACTE Distance Learning Resources](#)
[CTE Online: Career & College Ready Starts Here \(California CTE Online Resources\)](#)
[Transition to Teaching Online](#) (Register before May 1, 2020)

3. Assessment

Identify and provide multiple methods and opportunities for students to engage in learning professional skills and demonstrating proficiency of the standards for your courses. Assessments can take a variety of forms including discussions, written documentation, presentations, demonstrations, performances, products, work-based learning, Career and Technical Student Organizations (CTSOs) - Career Development Events (CDE), tests, or quizzes. Be sure that assessment methods are accessible and attainable by all students in the current learning environment. Establish and communicate grading criteria in a descriptive rubric, following your district's grading policies and aligning to state requirements for Pass/Incomplete (or local equivalent) as you develop assessment options.

Resources

[Oregon Open Learning CTE Group](#)
[ACTE Distance Learning Resources](#)

Ideas for Distance Learning Projects and Assessments by CTE Program Area:

CTE programs often require equipment, supplies, and consumables. Similar experiences can be had through the use of learning packets that can be distributed to students or online programs. These distance learning experiences can be built around learning that can be done in the student's environment with either materials included in a learning packet or things commonly available. Packets should be both digital and physical to address the needs of students who do not have internet access. Many college partners are also making additional resources available to high school teachers and students. Educators are encouraged to join [Oregon Open Learning](#)

Distance Learning for All Career and Technical Education Guidance



to share and co-create CTE learning. Please review the following suggestions. The last bullet in each set contains the link to the relevant CTSO.

Agriculture Science and Technology / Natural Resources / Forestry:

- Within the agriculture science program utilize the Agriculture Experience Tracker software that is provided to all agriculture programs through the HB 2444 legislation.
- Continue Supervised Agriculture Experience (SAE) programming and augment to fit the needs of the individual student in a manner that conforms with the social distancing and Distance Learning for All thresholds developed by and managed by the local school district.
- Provide flexibility for students to identify contextual models or examples within their home environment that would fit within the parameters of classroom learning projects (plant production = home landscaping or container gardening, animal science = animal care at home and/or virtual planning of an agriculture or natural resource management system).
- Utilize the online / virtual Career Development Event programming of the Oregon FFA / FNRL in meeting the individual learning goals of the students.
- Develop a management plan for the family pet, including feeding schedule, budget of enterprise, exercise schedule, etc.
- Encourage students to fulfill the local FFA / FNRL chapter student leadership responsibilities as it relates to leadership and committee assignments. To the extent possible, complete the modified activities or events.
- To the extent possible, engage the FFA / FNRL student leadership officer team to host a virtual chapter banquet to recognize individual students within the FFA / FNRL chapter on their accomplishments and personal recognition award areas.
- Teachers are encouraged to participate within the weekly virtual Professional Learning Communities of the Oregon Agriculture Teacher Association (OATA) - Wednesdays and/or Oregon Natural Resource Educators Association (ONREA) - Fridays. The PLCs provide resources, guidance, mentoring and overall support for the teachers during this unprecedented time period.
- To the extent possible, work/engage in family farming operations, natural resource operations or agriculture related business and apply skills learned through the agriculture / natural resources courses.
- Related CTSO: [FFA](#), [FNRL](#)

Arts, AV, Communications:

- Given common materials, students can produce commercial and creative art pieces and promotional materials that can be captured using a smartphone and submitted for consideration. Physical products can even be shipped back to the school.
- Students can use 2D and 3D drawing applications (e.g., SketchUp) to design promotional materials, product examples, and such.

Distance Learning for All Career and Technical Education Guidance



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- Students can use smartphones or apps like FlipGrid to develop newscasts/webcasts/podcasts on issues of the day, “safe-distance” walking tours of the immediate area, and how-to videos.
- Students engaged in computer science and IT ordinarily have access to resources online for programming practice. Gear (e.g., tablets, Arduinos, etc.) can be distributed to students at distance to support their work away from the customary school environment.
- If students can be linked via the internet, the availability of tech gear can form the foundation of a virtual “Hack-a-thon” or design challenge involving the students’ choice of several different challenges.
- Related CTSO: [SkillsUSA](#), [TSA](#)

Architecture, Drafting, CAD/CAM, Computer Graphics, Computer Aided Design:

- Instead of building projects to be generated in its final staging (printing, final coding, production), allow the student to present their work in its nearly concluded format/condition. If the student can not produce the widget, then show the process and procedures that lie immediately before the final stage of production.
- Students present a file of processed documents that show “what will happen next” and a statement of what will exist post-production. If the educator were to plug in the file in October, the result would be the final product so-described.
- If unable to access the resources of the school, students should have the ability to access tools (Google Docs and Open Office) in order to complete work in a productivity suite. [Sketch Up](#) is a free tool that works on Chromebooks that students can learn to use through a [video-intensive fundamentals](#) course.
- Design on paper your dream X (e.g., house, car, radio, widget).
- Related CTSO: [SkillsUSA](#), [TSA](#)

Audio & Video Production and Technologies, Broadcasting, Performance Arts:

- Products can be captured and edited on a smartphone emailed or uploaded online.
- Develop a 3-minute podcast or vlog that can be captured on a phone, applying specific criteria that should be in-hand at the advanced level.
- See also ideas in **Arts, AV, Communications.**
- Related CTSO: [SkillsUSA](#)

Business and Management

- Students conduct a case study, pitch a product, or complete a pro-forma analysis. These tasks can be captured via cell phone or through an uploaded file.
- Students can develop a family budget based on current resources. This task includes the whole family and teaches basic accounting principles.
- Related CTSO: [DECA](#), [FBLA](#)

Distance Learning for All Career and Technical Education Guidance



Culinary

- With limited kitchen environments, students can still demonstrate skills with traditional methodologies, capture in photo/video and provide review and commentary on production and continuous improvement process.
- Students can conduct a case study on delivery of nutritional services in times of emergency management, complete table-top exercises, and alter scenarios every 24-72 hours.
- Students prepare a meal for your family with what is available, write the procedure, and reflect.
- Related CTSO: [ProStart](#), [SkillsUSA](#)

Education and Training

- Students can conduct a case study of how to manage and maintain business continuity, integrity, fidelity and equity in the delivery of education services.
- Teacher Cadets can engage in the process of distance learning to assist the lead educators and other education programs. For example, early childhood education CTE students are holding virtual Circle time with preschool students under the guidance of the high school teacher.
- Students can document working with younger siblings and assisting with instruction provided by sibling's teacher(s).
- Related CTSO: [SkillsUSA](#), [FCCLA](#)

Health Sciences

- Students can engage in current topics and develop a capstone project around elements of community health, public health, infectious diseases, crisis management, rapid response, international health crisis, education and training.
- Related CTSO: [HOSA](#)

Hospitality and Tourism

- Students work with the current situation in mind: where businesses are being disrupted/impaired. Students can cross-over into Business Management and develop plans to remedy and repair the impacts to customer relations and financial stability.
- Leverage communications tools to safely work with enterprises currently facing these issues; students may provide some helpful answers and insights.
- Related CTSO: [SkillsUSA](#), [DECA](#), [FBLA](#)

Distance Learning for All Career and Technical Education Guidance



Human Services

- Students can engage in analysis of current situations and best practices in delivery of personal care services; how do you make the space clean and safe enough that customers will engage in that place/space?
- Related CTSO: [SkillsUSA](#), [FCCLA](#)

Industrial & Engineering (includes popular areas such as Automotive, Construction, and Carpentry)

- Students access online resources (or work with packets containing needed materials provided by teachers and distributed to students) that will run on equipment they have access to at home.
- Students complete New World of Work packets either online or with packets.
- Programs are taking this opportunity to offer OSHA 10 certifications for their students.
- Students can practice with PVC tubing, and wrapped paper, along with magic markers to practice welding paths.
- Students can troubleshoot engine repairs based on teacher led scenarios.
- Students can use 2D and 3D drawing tools (e.g., SketchUp) to design living and commercial spaces.
- Most design activities can be completed using basic drawing tools and paper--materials can then be provided to the students working at a distance if necessary. Construction and carpentry students can use a variety of paper-based and electronic tools to design furnishing, living spaces, and work spaces.
- Virtual simulations can be found online that mimic different automotive systems (e.g., fuel, ignition, brakes). Similarly, textbooks often feature online-accessible materials to support student learning.
- Learners can complete brief research projects and portfolio elements on aspects of automotive technology, future trends, ideas for innovations, etc.
- Related CTSO: [SkillsUSA](#), [TSA](#)

Law Enforcement & Public Safety

- Students can conduct scenarios, table-top exercises, and case studies related to current topics and public safety issues.
- Related to the present COVID-19 pandemic, students could research/explore the role of all occupations involved in law enforcement and public safety during times of crisis, including how they may interact to provide service to the community under such situations.
- Related CTSO: [SkillsUSA](#)

Distance Learning for All Career and Technical Education Guidance



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Career Exploration at the Middle Grade Level

Career and Technical Education (CTE) is for all learners, and introducing students to CTE can significantly shape their aspirations for career and college. This is an area where it may never be too early to start. Research shows that waiting until high school is far too late for students to begin exploring the careers and options they may wish to consider for life after high school. This is why experts in the field agree that career exploration should begin at the middle school level, if not sooner (see [Broadening the Path: Design Principles for Middle Grades CTE](#)). Further evidence of this can be found in the fact that career exploration down to grade five is specifically emphasized in Perkins V. Introducing younger students to CTE doesn't just develop a pipeline for secondary programs; it provides these students with a pathway for life.

Options for activities that will best fit this particular time and place for learning might include:

- Craft personalized education and career plans in collaboration with parents, counselors, and teachers to guide decisions about future course-taking and potential careers.
- Participate in online career and technical student organization (CTSO) activities and student-to-student connection to develop leadership, collaboration and communication skills in areas of interest and already determined academic and skill-building focus.
- Interact with employers, companies and career exploratory video libraries to take tours, job shadow and learn about the “day-in-the-life” of today’s workforce.
- Explore and develop their Employability and Professional Skills, as recognized by leading companies as critical to work-readiness and success after high school:
 - critical thinking
 - problem solving and adaptability
 - oral and written communications
 - collaboration
 - creativity
 - personal and team responsibility (professional or “soft” skills)
 - professionalism and ethics
 - technology use
- Participate in online “interviews” for positions. These can be captured using smartphones or applications such as FlipGrid to safely share.

Resources:

[Oregon Connections](#)

Career and Technical Education Student Leadership Organizations (CTSOs)

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

Distance Learning for All Career and Technical Education Guidance



Learning for All plan, districts and schools can include strategies for students to engage in leadership opportunities as part of the strategy to attend to their care and connection. Districts may want to support CTSO sponsors by recommending the following steps to ensure equitable opportunities for CTSO participation.

1. Establish a set of policies and procedures to ensure that students are able to participate in chapter/state/national activities without regard to their specific situation.
2. Identify each student's ability to engage in the activity and provide support to help include any students who would be excluded because of access to technology, etc.
3. To the extent possible host virtual meetings that would allow for members to fulfill their CTSO officer and/or committee leadership responsibilities associated with the local CTSO chapter.
4. Host online/telephone meeting for CTSO members.
5. Chapter advisors are encouraged to connect with the national CTSO virtual Professional Learning Communities.

CTE Data Collection

Career and technical education has its own data collection requirements. This academic year is a transition year from the legal requirements of Perkins IV to the new requirements outlined in Perkins V. Only CTE enrollment data is required for federal Perkins reporting this year. Schools will also report industry recognized credential (IRC) attainment for Secondary Career Pathways funding. CTE enrollment and IRC will be the only required CTE data collections in 2019-2020 for secondary schools. The CTE data collection will have an extended opening window to accommodate disruptions in school schedules. The CTE data collection will be open through August 21, 2020.

CTE Fiscal Guidance

CTE programs often have multiple funding sources including a mix of federal and state funds. All program funding sources are trying to provide flexibility to districts to use funds appropriately as they adjust budgets to meet the demands of providing Distance Learning for All.

Perkins Funds:

The Office of Career Technical and Adult Education (OCTAE) at the US Department of Education indicated they are working with Congress to grant more flexibility. There are concerns about grantees that are unable to expend all funds due to school closure and cancellations. Under current law, all unspent Perkins funds are recaptured by ODE and then redistributed to

Distance Learning for All Career and Technical Education Guidance



recipients via formula. OCTAE is working on waivers to allow the amount of unspent funds can be returned directly to the grantee. This has not been formally accepted yet, but it is on the radar at the federal level and is a priority. If your district is part of a CTE consortium, your [CTE Regional Coordinator](#) will be working closely with their members to plan and adjust Perkins spending moving forward.

Checking out Perkins Inventory Items to Students:

Items on the Perkins inventory should include items with anticipated use of longer than one year with a purchase price of greater than \$200. Items on the Perkins inventory are intended for use within the approved CTE Program of Study. For the remainder of the 2019-2020 school year, the authorized Perkins agents may check out Perkins inventory to individual students. The intent and purpose of the temporary assignment of Perkins inventory items must be explicit to CTE Content Standards and the students' individual learning plans respective to CTE coursework and cannot supplant the district responsibility. Locally established policies and procedures must be followed to ensure the check out, check in and inventory management process is consistent with school practices. Additionally, the asset management and loss prevention practices must be enforced.

The Perkins inventory items remain the property of the Perkins fiscal agent. At no time should the Perkins inventory items be considered to be owned and/or in the permanent possession of the individual student that the inventory items were issued to. Upon the successful completion of the identified student learning outcomes pursuant to the issuing of the Perkins inventory items or when the COVID crisis has passed, the Perkins inventory items must be returned to the authorized Perkins agent.

2019-2020 Perkins Budget Revisions

Guidance for direct recipients and Regional Coordinators: Budget revisions are allowed following the same process as in the past – please send a brief email to Reynold.Gardner@ode.state.or.us indicating requested changes. Once approved, updates need to be made in the Smartsheet Budget Narrative. If you are part of a consortium, please contact your Regional Coordinator for Perkins-spending revisions.

ODE is allowing maximum flexibility in budget revisions:

- 2019-2020 Perkins professional development funds may be used during the summer months.
- Shifting resources between function and object codes will be allowed.
- Waiver of the 10 percent professional development expenditure requirement of 2019-2020 Budget – those funds may be reprioritized.
- Stipends for teachers for activities identified beyond contract time professional development.

Distance Learning for All Career and Technical Education Guidance



- Cancelled travel and registration costs can be charged to Perkins – document that attempts were made to obtain a refund.
- Salary and benefits from Perkins may continue in the same fashion as non-federal funded employees.
- Parameters around supplanting, one-to-one benefit and allowable expenditures ARE still in place.

2019-2020 Secondary Career Pathway Funding

Many CTE programs rely on Secondary Career Pathways funds to expand their services to students. The current Career Pathways grant end date will be extended through June 30, 2021. This will allow recipients to spend those funds appropriately as school closures may have impacted the ability to implement the planned budget. Budget changes that are in line with supporting the CTE program improvement are allowable. Regional Coordinator and school administrators need to approve changes. Grant recipients will track expenses and submit a spending report due after final claim or at the end of the grant period. Districts do not need ODE approval for budget changes unless they are unsure if the expenses are allowable.

2019-2021 CTE Revitalization Grant Program

The CTE Revitalization Grant is designed to support the reinvigoration of existing CTE programs and the introduction of new programs where they currently do not exist. The plan must be tied to high-wage/in-demand/high-skilled career areas relative to the region served; involve community, business/labor/industry partnerships and alignment with postsecondary partners such as community colleges; and support students on their trajectory to career and college. During the 2019-21 biennium, the program is focusing on small districts, federally-recognized tribes, and charter schools. At the time of this writing, the program is going forward with full funding. As reimbursement through EGMS is currently unavailable, we ask that programs spend in such a way that expenditures can be covered by general fund or other monies pending funds being loaded into and available through EGMS. The unique conditions driven by COVID-19 and the move to Distance Learning for All have necessitated changes in the plans programs initially shared. There WILL be an opportunity for recipients to modify plans and allocations. We will provide instructions for this in the coming days, but we intend to make this process as uncomplicated as possible. At this point, the grant period will close on June 30, 2021 as originally planned.

Fiscal resources:

- USDE April 8, 2020 [Fact Sheet](#)

Distance Learning for All Career and Technical Education Guidance



CTE Program of Study Guidance

The CTE Programs of Study is the seamless sequence of courses extending from secondary schools to postsecondary institutions and careers. During this time of Distance Learning for All, the course offerings and services support students in meeting their individualized learning goals and respective career paths.

Program Update and CTE Data Collection:

Earning credit in CTE courses should follow the guidelines laid out in section 5C of the Distance Learning for All guidance. Students enrolled in CTE courses prior to school closure are the participants and courses that should be reported in the CTE data collection. It is recommended that CTE courses which are currently approved be used for accurate data submission.

Ultimately, for data collection purposes, ODE will need to receive data for each student who was awarded CTE credit by the school/district regardless of how the course was offered or what standards were taught. If there are questions, please feel free to contact an ODE CTE specialist.