System Supports: Key Questions to Consider

Cross-cutting Questions

- As summer begins, have you reopened facilities to serve any students? If yes, what are the early lessons learned?
- Have decisions been made about offering in-person, remote or blended learning for the fall semester? If not, who will make those decisions and when will they be made?
- Have learners and their guardians, where appropriate, been surveyed about their needs and preferences for technology, support services and more? Do these surveys address CTE instructional needs specifically?
- How can CTE leaders be involved in discussions around reopening in your area?
- Have CTE programs been specifically included within your campus, district or state's reopening plans? If not, how can these guidelines be updated to include CTE needs and challenges?
- What challenges do you foresee that may be overlooked by leaders without expertise in CTE, and how can you share relevant information with those leaders?
- What funding sources are available to help with the costs associated with whichever instructional model is chosen?
- What, if any, budget cuts are anticipated to CTE programs due to economic challenges in your area?
- How do you plan to recruit students to CTE in light of new instructional models? Will your messaging and choice of media need to change?
- How will you communicate with learners, guardians and partners about changes to instructional delivery, schedules, curriculum, work-based learning and other CTE course elements? How will you keep all stakeholders updated throughout the year on the impact of these changes and any new developments?
- What are your district's or institution's plans for future closures or other delivery changes that may be necessary during the year?

In-person Questions

- How will classes or other events on campus comply with group size limitations in your local area through creative scheduling, use of space or other strategies? How will you promote appropriate social distancing among students and staff?
- How will learner health screenings be implemented on a regular basis? Who will be responsible? How will student health data be protected?

> This is an excerpt from High-quality CTE: Planning for a COVID-19-impacted School Year. Access the complete guide for additional content about providing high-quality CTE programs in a COVID-19-impacted school year. **Last Update:** June 22, 2020
>
> This document is not legal advice, nor is it an exhaustive list of every consideration or action that CTE educators may need to take for the 2020–21 school year. Readers should defer to federal, state, local and/or institution requirements and guidance. The instructional models, ideas, resources, tools and examples shared do not constitute endorsements of any products, services or strategies, as different products, services and strategies will work in different contexts. As knowledge is gained, this guide may be updated to incorporate new ideas and resources and emerging issues.

System Supports: Key Questions to Consider (Continued)

In-person Questions (Continued)

- How can you provide enough personal protective equipment for students and staff, particularly if you have donated supplies you may have previously stocked?
- Will staff and/or students be encouraged or required to wear masks on campus? If so, how will you supply those masks? How will they be cleaned and/or replaced and how will you enforce the policy?
- What sanitation procedures will be encouraged or required, including handwashing as well as cleaning of facilities, equipment and supplies? How will you implement and enforce these procedures?
- How will transportation options and schedules be modified for social distancing?
- How will you provide continued remote learning for medically vulnerable students and staff?
- If you are a shared-time center administrator, how can you effectively schedule student time on campus in coordination with partner schools while maintaining social distancing? How will students be transported to the center?

Remote Questions

- What plans will provide internet connectivity and access to computers or mobile devices for all students?
- How will a shift to remote learning impact accreditation or funding?
- How will the need for hands-on practice and requirements for industry certifications and licensure be ccommodated? Will these experiences be all remote, or can learners return to campus in isolated instances? (More questions on these topics can be found in other sections of this guide.)
- If you are a shared-time center administrator, how will you coordinate with local schools on technology interoperability?

Blended Questions

- Which student groupings, calendar adjustments and other scheduling factors will impact how students transition between remote and in-person instruction?
- How will transportation options, broader instructional schedules and course schedules be modified to maintain student access to a full range of high-quality CTE programs?
- How will instructor schedules be modified to accommodate the workload inherent in delivering remote and in-person teaching?
- Does the blend chosen provide enough hands-on learning for CTE students? If not, how can it be adapted?
- If you are a shared-time center administrator, how can you effectively schedule student time on-campus in coordination with partner schools while maintaining social distancing? How will students be transported to the center? How will you coordinate with local schools on technology interoperability?

Access & Equity: Key Questions to Consider

Cross-cutting Questions
- How will the availability, scheduling and delivery of tutoring and other interventions impact students' ability to participate in CTE courses?
- How can professionals and paraprofessionals with expertise in special education, English language instruction and other services help you support learners with different needs?
- How will you maintain communication with learners and their families about their needs, both educationally and for services like food, housing and transportation?
- How will you support learners' social-emotional and mental health needs?
- How can you support learners' access to and continuation along high-quality career pathways?

In-person Questions
- Will medically vulnerable learners and instructors return to campus? If not, how can you provide technology and online platforms for them to learn and teach remotely?
- Can you schedule separate, one-on-one time for medically vulnerable learners on campus or through socially distanced visits at home?
- Can you acquire transparent masks or face shields for instructors who work with learners who are deaf or hard of hearing and English learners?
- Can you let blind and low-vision learners practice navigating redesigned facilities?
- What low-tech or high-tech assistive technologies will learners need for socially distanced in-person instruction?

Remote Questions
- Will the district or institution provide computers and hotspots to all learners or to learners who need them? Will your program use Perkins and CARES Act funding for these purchases, or coordinate with other community services?
- If learners must use specific technology or materials for a project at home, how will you fund and provide those materials?
- How will you address learners who have conflicts, such as working or caring for siblings, during synchronous instruction?
- What accessibility features are available through your LMS; for instance, captioning and described media, text-to-speech capabilities and assessment accommodations?
- How can you verify the accessibility of educational technology tools, including XR and other simulations? Who in your IT and/or special education department can assist with this?
- How can you develop course modules with easy-to-implement accessibility features like clean design and captioning? How can you design remote assessments with appropriate accommodations?
- How and when can learners contact you or other staff, such as special education professionals or English language instructors, for additional support and explanation?
- How can you provide learners with a menu of different ways for interacting and demonstrating their knowledge and skills?
- How can you protect and empower learners against cyberbullying and harassment?

Blended Questions
- If the blended scenario in your district or institution puts medically vulnerable and/or special population learners back on campus, how will you schedule and space these groups to maintain social distancing?
- How will instructors balance their in-person teaching time with these learners while offering remote instruction to all other learners?

Standards-aligned & Integrated Curriculum:
Key Questions to Consider

Cross-cutting Questions
- How can you prioritize content and standards to help learners build the most relevant knowledge and skills, in the event of future closures? How can your advisory board contribute to these decisions?
- Are there particular standards that need additional review or reteaching? How can you integrate skills that would normally have been taught in the prior school year?

In-person Questions
- How can you teach employability skills, particularly communication, collaboration and teamwork, in a socially distanced manner?
- How can you modify curriculum and standards when certain technical skills are meant to be executed as a group working together in close quarters? Can more socially distanced activities or simulations be substituted?
- Do you need to frontload hands-on practice or a particular set of knowledge and skills in the event of future closures?

Remote Questions
- Which curriculum tools have been most effective this spring in the remote environment and should continue to be used? What are the gaps in standards where new, remote curriculum and instructional resources are needed? How can CTE leaders help instructors choose and vet these resources for quality and accessibility?
- How will standards that require in-person instruction or practice be met? How can your advisory board contribute to these decisions?
- How can safety training be integrated into remote curriculum?

Blended Questions
- Which standards can most easily be taught through remote instructional methods and which require in-person practice?
- How might you better sequence curriculum in "chunks" of in-person and remote time?

Sequencing & Articulation: Key Questions to Consider

Cross-cutting Questions
- What institutional changes will impact early postsecondary opportunities for high school students? How can institutions work together to mitigate those effects?
- How can postsecondary institutions expand accelerated credit attainment through prior learning assessments and competency-based approaches for awarding credit?
- What structures exist to facilitate open, timely communication about changes to instructional delivery or other policies and their implications for students and educators?

In-person Questions
- Will students be allowed to attend courses on the college campus? Will instructors from the college be allowed to come on the high school campus?
- How will institutions develop policies and scheduling and transportation options that minimize exposure risk for learners accessing two campuses?
- Will courses modified for social distancing still count for credit?
- Will enrollment caps impact student access to early postsecondary opportunities or courses needed for articulation/credit transfer?

Remote Questions
- Will courses count for postsecondary credit when learning is happening all or almost all remotely?
- How will you collaborate across learner levels to revisit course sequences? If course sequences and articulation agreements drift too far apart, will you realign or cancel agreements?

Blended Questions
- How will schedules for students be aligned across institutions to account for blended learning?

Student Assessment: Key Questions to Consider

Cross-cutting Questions
- How will you assess learning loss when classes resume?

In-person Questions
- How can you modify assessments when performance tasks call for a group to work together in close quarters? Can more socially distanced tasks or simulations be substituted?
- How will changes made to assessments for social distancing impact accommodations for special populations?
- How will you schedule performance assessment to maintain social distancing?
- If your usual testing centers for industry certification or licensing exams remain closed, can you proctor assessments on campus or at a worksite?

Remote Questions
- What assessments that work for you in the face-to-face classroom can be modified to the remote environment? How can your business partners contribute to these decisions?
- How will you provide feedback to learners?
- How will you manage the time needed to assess student skills, particularly if you must assess performance individually?
- How will you develop remote assessments that measure content knowledge and skills rather than skills using the online platform?
- How will you continue to provide accommodations with remote assessments?
- How can you use simulations, at-home kits, video or similar tools for assessment?
- How will you facilitate credentialing exams through remote proctoring, alternative testing sites or other flexibilities?
- What other aspects of industry credentials, such as seat time and work-based learning requirements, will be impacted by remote learning? How can your business partners help you navigate these challenges?

Blended Questions
- How will you coordinate online and in-person assessments to cover course content without too much repetition?
- Which standards within your program are best assessed in person, and which can be evaluated remotely?
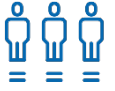
Prepared and Effective Program Staff: Key Questions to Consider

Cross-cutting Questions
- How will changes in or waivers to instructor preparation and certification regulations impact your staffing decisions? Can you identify barriers and advocate for flexibility from the state?
- How will institutions support the full range of instructor and staff needs, including physical, mental and social-emotional needs?

In-person Questions
- How will you protect medically vulnerable instructors and staff? Will these teachers be offered remote or non-teaching positions? Can their class sizes be reduced to allow for less exposure?
- Will you need more substitutes, adjuncts and paraprofessionals to oversee students in smaller, socially distanced groups? If so, how will you facilitate these arrangements?
- How will you build time into the calendar for additional responsibilities or activities that take longer because of social distancing and safety?
- How will you build time into the calendar for socially distanced professional development? What topics are the highest priority to address?
- How will instructors and staff access in-person or virtual communities of practice or professional associations to support their development?
- How can you better prepare educators through professional development in case a sudden shift to remote learning must occur?

Remote Questions
- How will you ensure that instructors and staff have reliable computer and internet access? How will you help instructors with special needs to access assistive devices?
- How will you build time into the calendar for planning and grading remotely, which may include extra time spent assessing learners individually?
- How will you build time into the calendar for remote professional development? Will it be synchronous across the department, school or institution, or will instructors be responsible for finding their own relevant professional development, or a combination of both? What topics are the highest priority to address?
- Will instructors and staff have access to virtual communities of practice or professional associations to support their development?
- Can virtual work-based learning platforms and industry speakers remotely engage with instructors about changing industry needs or even offer externships?

Blended Questions
- Can medically vulnerable instructors teach the remote portions of a course, while other instructors provide in-person instruction?
- How will you build time into the calendar for planning and grading across both the in-person and remote portions of the course?
- How will you build time into the calendar for professional development for blended learning? What topics are the highest priority to address?
- How will you work with instructors and staff to develop schedules that accommodate the workload of providing both remote and in-person teaching?

Engaging Instruction: Key Questions to Consider

Cross-cutting Questions
- How will you work to rebuild a classroom community and support learners' social-emotional needs?

In-person Questions
- How can you design projects and group work with social distancing in mind? Will learners and instructors have devices in the classroom so they can collaborate remotely and maintain distancing, even when they're in the same physical space?
- If you have learners who remain at home, how will you engage them in instruction and collaboration?

Remote Questions
- Which instructional strategies have been most effective this spring in the remote environment and should continue to be used?
- What instructional techniques that work for you in the face-to-face classroom can be modified to the online space?
- How can you clearly organize learning to help students navigate online instruction?
- How can you clearly communicate remote classroom norms and expectations to learners? How will you address negative behavior in the online space?
- How will you support students to collaborate, discuss and reflect on course content online?
- How can learning be personalized in the remote space? How will you have periodic one-on-one interactions with learners?
- How will you apply project-based learning to the remote environment?
- What practical skills can you demonstrate over video?
- If you send home textbooks or paper packets, how will you help learners engage with these materials? How frequently will materials be exchanged between students and instructors?
- If you send home kits of materials, how will you promote safe usage? What instructions will you include? How will students get completed kits back to you?

Blended Questions
- How can you maximize in-person time by moving instruction and at least some demonstration to the remote space?

Facilities, Equipment, Technology & Materials:
Key Questions to Consider

In-person Questions

- How can furniture and equipment in labs be arranged so that students remain socially distanced during class time? If this cannot be accomplished, can you use clear barriers between workstations or even situate labs outside?
- How will you efficiently clean and sanitize classrooms, lab spaces and tools? Will learners be responsible for cleaning and sanitization before and/or after usage? How much time will you schedule for cleaning?
- How can you reduce the sharing of tools or equipment among students?
- Do you have enough PPE for staff and students? How will you restock supplies of PPE in time for classes to resume?

Remote Questions

- Can learners access facilities and equipment through affiliated campuses, partner institutions, local union training centers or businesses for in-person, hands-on instruction?
- What equipment or technology do students need to practice applied skills remotely? Can that be accomplished using video, simulations or mobile labs? Could you band together with other districts or institutions for the start-up costs for simulators or mobile labs?
- Which instructional resources, such as online textbooks, modules or videos, can be made available online for students (assuming internet access issues have been addressed)?
- Are there personal tools, supplies or manipulatives that could be made available to students learning from a distance? How will you distribute and collect, as well as sanitize, personal tools and supplies?
- How will safety concerns be addressed with personal tools and supplies used at home? What instructions/remote training will you provide?

Blended Questions

- How will equipment and facilities be transported and deep cleaned between different groups of students?

Business & Community Partnerships: Key Questions to Consider

Cross-cutting Questions

- If your district or institution is facing budget cuts, will you need to eliminate programs, instructors or staff? How can your CLNA and advisory board help you make these decisions?
- If your community is facing new or shifting labor market needs, will you be able to develop new programs or customized training in response? Will you be closing or scaling back programs where demand has decreased? How can your CLNA and advisory board help you make these decisions?
- How can you prioritize requests and streamline interactions to avoid overwhelming business and community partners?

In-person Questions

- How can you host advisory board meetings with social distancing, either on campus or at another site?
- How can you modify student engagement with industry professionals, such as guest speakers or mentoring programs, to accommodate social distancing?

Remote Questions

- How can you host advisory board meetings remotely? Do you have an approved synchronous platform for meetings with third parties?
- How will you maximize engagement in virtual advisory meetings?
- How can you meet accreditor or state agency requirements for virtual advisory meetings?
- How can you keep in touch with partners through other methods like email and phone, while not overburdening them?
- How can you use virtual platforms for guest speaking, mentoring, industry tours and job shadows to continue to engage industry and community partners?

Blended Questions

- How will you schedule industry engagement opportunities to maximize access for learners, faculty and/or staff who are on modified schedules?

Student Career Development: Key Questions to Consider

Cross-cutting Questions
- How can educators, WBL coordinators, paraprofessionals or other staff assist with career development responsibilities, as many counselors and advisers focus on other needs?
- How can career development activities be embedded more fully into course content?
- How will you access information and professional development about understanding short-, medium- and long-term workforce projections and helping students navigate a changing economy?
- How can you keep all learners informed about their breadth of career and education options?
- How can you provide frequent communication and additional supports or incentives to help students transition along their career pathways, in light of uncertain economic conditions?

In-person Questions
- How and where can you meet with learners (and when needed, their guardians) for career advisement, while maintaining social distancing?
- How can you adapt interactions with business and community representatives, like industry tours, guest speakers and mock interviews, to maintain social distancing?
- How can you adapt career and transition fairs to social distancing? Can students and employers sign-up for one-on-one or small group meetings?
- Even if students return in person, how can you leverage virtual platforms for career advisement, career fairs and other career development and exploration experiences?

Remote Questions
- If you don't already have access to a virtual career information and planning portal, will your state, district or institution be making this investment, or are there free tools you can use? Which system would work best for your students?
- How can you advise learners through virtual tools, phone, messaging or email?
- How can you provide interactions with business and community representatives through virtual platforms?
- How can you help learners conduct research about careers using online resources and virtual consultation with industry professionals?
- How can you stage mock interviews, provide resume assistance or help students apply for further education or jobs through synchronous or asynchronous tools?
- How can you schedule and host virtual career or transition fairs that allow for synchronous, one-on-one or small group meetings?

Blended Questions
- How can you provide learners with access to career development resources both when they are at home and on campus?
- How can you work to ensure that any decisions made about instructional calendars, lab time or course offerings when moving to a blended schedule do not negatively affect students as they transition to the next step on their education and career pathways?

Career & Technical Student Organizations: Key Questions to Consider

Cross-cutting Questions

- How can student leaders have a voice in decision-making about CTSOs in a COVID-19-impacted school year?
- How can you prepare students to move forward with projects given uncertainties like possible closures and pending decisions about competitive event formats?
- How will you communicate any changes in activities to students, families and partners, as appropriate?
- How can you continue to engage business and community partners?

In-person Questions

- How will you schedule chapter meetings for social distancing and to maximize participation? Even if students return to campus, can you meet virtually?
- How can you modify processes for electing officers or appointing committees for social distancing? Even if students return to campus, can you use remote tools for elections?
- How can you help learners modify projects to comply with social distancing?
- Are there travel restrictions in place that affect student participation in events?
- How can students participate in leadership training with social distancing, or virtually if in-person events are cancelled?
- How can you adapt fundraisers and service projects for social distancing? Are there new needs in your community your students could help meet?
- If you have members who remain at home because of illness, possible exposure or underlying medical conditions, how will you keep them involved?

Remote Questions

- Is there an approved synchronous platform that you can use for meetings? How will you schedule virtual meetings to maximize participation?
- If your state will host competitive events virtually, which events will be available to students and how can you help them prepare?
- Which virtual leadership trainings can students can participate in?
- How can your current service projects or fundraisers be adapted to the virtual space? What new opportunities might be available?

Blended Questions

- How will you offer chapter meetings if some students are on campus while others are working remotely?
- If you have longer-term projects or fundraisers, how will you manage those without students on campus every day? Are there project roles that need to be reassigned or redistributed?

Work-based Learning: Key Questions to Consider

Cross-cutting Questions
- Has your local department of health, county government, state, system, district and/or institution provided any guidance, waivers or other changes to WBL requirements?
- What capacity for WBL do local businesses have? Do they need interns and apprentices? Do they have time to coordinate job shadows or similar experiences?
- How will you continue to align WBL training plans with desired learning outcomes?

In-person Questions
- Will your local department of health, county government and/or institution allow students to go to a worksite, or are all off-campus activities cancelled?
- Will your industry partners allow learners and/or teachers on the worksite? Are there essential businesses in which you could place learners?
- If learners can be on worksites, what social distancing is required? How will you address liability? How will educators monitor the safety of students in those placements, as well as the desired learning outcomes?
- If learners would normally use public transit or school buses to get to the worksite, can another transportation option be found?
- How can you integrate WBL into the classroom through industry-driven projects or by transforming the classroom into a simulated business? Can industry partners offer guidance, collaboration and evaluation in remote or socially distanced ways?
- Will your local department of health, county government and/or institution allow SBEs to reopen with social distancing, or can you switch to an online order and delivery model?

Remote Questions
- How can you use virtual WBL platforms and other remote tools that connect learners and industry partners and help learners learn about work?
- Does your CTE program of study lend itself to virtual internships, apprenticeships or clinicals? Do you have industry partners who are in a position to support virtual interns or apprentices?
- How can you integrate WBL into the remote classroom through industry-driven projects or by transforming the remote classroom into a simulated business? Can industry partners offer guidance, collaboration and evaluation remotely?
- If you offer any SBEs, how can these continue to operate remotely?
- How can you use simulations to enable students to practice employability skills in authentic workplace scenarios?
- Will any worksite placements be allowed for students even if campuses remain closed?

Blended Questions
- How will institution and program scheduling decisions facilitate access to WBL experiences for all students?
- How can you design school-based WBL projects and activities to accommodate limited time on campus?
- If you are operating an SBE, how will you assign tasks to different groups of students as they rotate on and off campus?

Data & Program Improvement: Key Questions to Consider

Cross-cutting Questions
- How can you use disaggregated CTE data (by special and underserved populations, including those required in Perkins V) to evaluate the quality of instruction in a COVID-19-impacted environment?
- How can you compare data to prior years to begin to identify differences in performance under new instructional models?
- How can you transparently communicate to learners and their guardians, where appropriate, about the impacts of new instructional models and plans to address those impacts?
- Where can you access current, region-specific labor market information and lists of high-skill, high-wage and in-demand occupations?
- Will your state require you to complete the next Perkins CLNA sooner than 2022, or give you the option of updating your CLNA based on new challenges?
- How will performance targets for Perkins or other state reporting be impacted by new instructional models, particularly Perkins secondary program quality indicator(s)? Will you be revising your targets or measurement approaches for any indicator(s)? Is your state shifting its guidance around data collection and reporting?
- How will you use real-time data on student engagement and performance to adjust and improve instruction?

In-person Questions
- How can instructors, staff, administrators, advisory board members and other stakeholders come together in socially distanced ways to analyze data and develop strategies in response?
- If you are responsible for any health monitoring on your campus, do your processes align with FERPA, COPPA and HIPAA? How will you protect student health data?

Remote Questions
- How can you connect with your IT department to ensure online curriculum tools protect data security and privacy?
- How can you use data on virtual engagement to improve instruction in the remote space?
- How can instructors, staff, administrators, advisory board members and other stakeholders come together remotely to analyze data and develop strategies in response?
- How can you identify the learner groups and programs that are transitioning well to remote learning and those that are struggling?

Blended Questions
- How can you compare performance data across the in-person and remote portions of the curriculum and use it to inform instruction?