Career & Technical Education

COVID-19 GUIDANCE

Career and Technical Education (CTE) emphasizes real-world skills and practical knowledge within a selected career focus to meet the needs of the local community. High-quality CTE programs provide opportunities for direct engagement between industry, learners, and instructors, often include leadership development and work-based learning experiences, and enable learners to earn credentials of value.

Leverage CTE Network for System Supports

What sets CTE apart is also what presents unique challenges in the COVID-19 (coronavirus) era as CTE leaders face a number of specific challenges to support the learners, partners, industries, and the communities they serve. As CTE teachers plan for either remote, hybrid, or full reentry instruction in accordance with the NMPED Reentry Guidance, we have the opportunity to leverage Chamber of Commerce, workforce, economic development, Career and Technical Student Organization (CTSO) alumni, and local industry partners to help think through key issues and maintain communication throughout our local networks.

Ensure CTE Remains a Priority

In addition to ensuring that learners stay on track and are working toward high school graduation and postsecondary completion, attention needs to be paid to ensuring that learners continue to make progress within CTE programs and can complete all relevant coursework, experiences, and credentials.

The Association for Career and Technical Education (ACTE) High-Quality CTE Planning COVID-19 Guide is a recommended resource for New Mexico programs to plan for the 2020–2021 school year. This comprehensive guide provides access to further resources aligned with the elements of the ACTE High-Quality Framework. The guide is intended to support CTE leaders and includes key issues; resources, tools, and examples; access and equity implications; and questions to consider.

NEW MEXICO Public Education Department

Sample questions from ACTE High-Quality CTE Guide: Planning for a COVID-19-impacted School Year

	REMOTE	HYBRID BLENDED	FULL REENTRY IN-PERSON
Sequencing & Articulation	Will courses count for postsecondary credit when learning is happening all or almost all remotely?	How will schedules for students be aligned across institutions for blended learning?	Will enrollment caps impact student access to early postsecondary opportunities or courses needed for articulation/credit transfer?
Access & Equity	If learners must use specific technology or materials for a project at home, how will you fund and provide those materials?	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 can you support learners' access to and continuation along high-quality career pathways?
Assessment	What other aspects of industry credentials, such as seat time and work-based learning requirements will be impacted by remote learning, and how can business partners help you navigate these challenges?	Which standards within your program are best assessed in person, and which can be evaluated remotely?	How will you schedule performance assessment to maintain social distancing?
Engaging Instruction	How will you apply project-based learning to the remote environment?	How can you maximize in-person time by moving instruction and at least some demonstration to the remote space?	How can you design projects and group work with social distancing in mind?
Facilities, Equipment, Technology & Materials	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?	How will equipment and facilities be transported and deep cleaned between different groups of students?	How can you reduce the sharing of tools or equipment among students? Will learners be responsible for cleaning and sanitation before and/or after usage?
Business & Community Partnerships	How can you use virtual platforms for guest speaking, mentoring, industry tours and job shadows to continue to engage industry and community partners?	How will you schedule industry engagement opportunities to maximize access for learners, faculty and/or staff who are on modified schedules?	How can you host advisory board meetings with social distancing, either on campus or at another site?
Student Career Development	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 provide learners with access to career development resources both when they are at home and on campus?	How can you adapt interactions with business and community representatives, like industry tours, guest speakers and mock interviews, to maintain social distancing?
CTSOs	How can your current service projects or fundraisers be adapted to the virtual space? What new opportunities might be available?	If you have longer-term projects, how will you manage those without students on campus every day? Are there project roles that need to be reassigned or redistributed?	How will you schedule chapter meetings for social distancing and to maximize participation? Even if students return to campus, can you meet virtually?
Work-Based Learning (WBL)	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?	In School-Based Enterprises, how can you design school-based WBL projects and activities to accommodate limited time on campus?	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?
Data & Program Improvement	How can you use data on virtual engagement to improve instruction in the remote space?	How can you compare performance data across the in-person and remote portions of the curriculum and use it to inform instruction?	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?