

Career & Technical Education

GUIDELINES FOR OPENING CTE FACILITIES & IN-PERSON INSTRUCTION



Building on the New Mexico Public Education Department (NMPED) [Reentry Guidance](#), the Higher Education Department (HED) [Plan for Reopening Campuses](#), and the [CTE COVID-19 Guidance](#), this document contains specific recommendations for safe practices in NM's Career and Technical Education (CTE) programs.

“While we do not yet know the long-term impact this pandemic will have on our nation, we do know that education, especially CTE, will be at the center of rebuilding our economy and the lives of many Americans. CTE leaders have a host of challenges but also a very real opportunity to use this pandemic as a catalyst for change in the way we design, deliver and assess CTE programs to ensure that each learner, no matter their race, ethnicity, age, gender or zip code, is afforded access to and equitable delivery of high-quality CTE in their communities.” ([COVID-19's Impact on CTE](#), ADVANCE CTE June 2020)

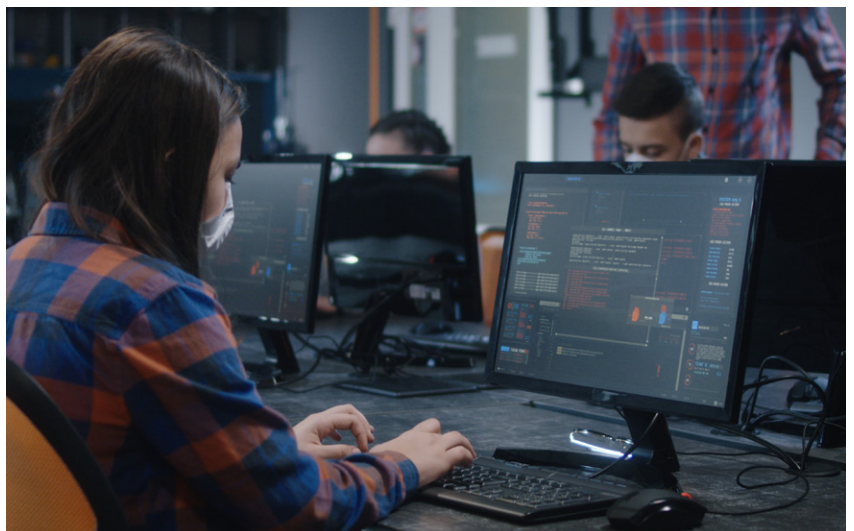
State agency guidance/plans and district/campus reentry plans encourage following Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA) guidance.

The CDC has published [reopening guidelines](#), [disinfecting protocols](#), and considerations for [K-12 schools](#) and [higher education institutions](#).

OSHA provides guidance for [specific worker groups and their employers](#), [respiratory protection](#), and [COVID-19](#).

The CTE focus on real-world skills and applied, project-based learning presents unique challenges for instruction. [High-quality CTE](#) programs provide opportunities for direct engagement among learners, instructors and industry; often include work-based learning (WBL) components; and provide opportunities for learners to earn credentials of value.

CTE courses and workforce programs strive to model best practices in safe occupational environments so that not only the learners, but also the instructors, are safe and confident. Since most CTE courses have hands-on requirements that must be met in order to earn credentials associated with the course, particular consideration should be given as CTE facilities are reopened to provide face-to-face instruction.



Healthy Environments/Operations in CTE Facilities

Disinfect CTE equipment and workspaces

- Conduct a **hazard assessment** of the workplace prior to reopening.
- Create, share, and adhere to a **process and ongoing schedule** to safely disinfect CTE equipment following current CDC/EPA considerations, public health guidelines, and your school's plan.
- Set and maintain expectations for CTE students to wear disposable gloves, face coverings, aprons, or other **PPE outerwear** when working with CTE equipment, as it may be impractical to individually disinfect all CTE items such as bolts, wires etc.
- Provide appropriate **barriers and visual marks** to support social distancing in the workplace.
- **Limit the use of shared tools** and equipment to the greatest extent possible and have an established routine and adequate schedule for disinfecting any items which must be shared.
- Establish a process to recover and safely **disinfect loaned equipment**.

Change How the Space is Used

With reentry into CTE learning environments, programs may have to evaluate how the CTE learning space is used. While CTE programs and spaces vary widely, small and temporary changes may make a big difference with social distancing.

- **Repurpose common areas**
- **Remove or consolidate items for more space**
- **Modular/Rotations**
- **Cohort-based scheduling**

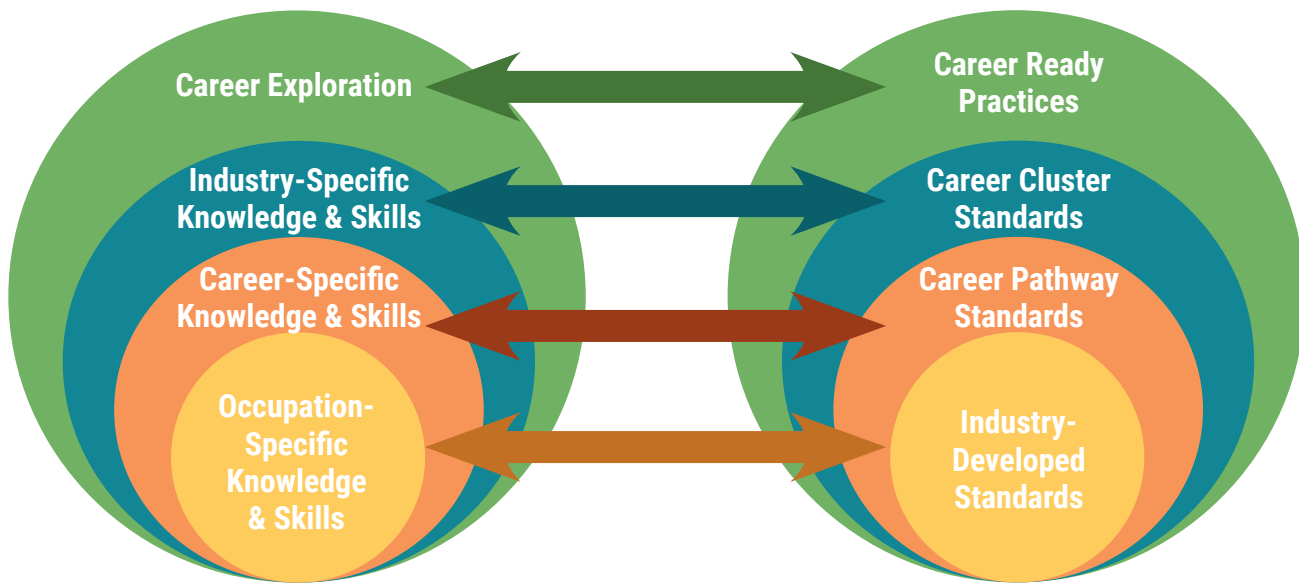
Involve CTE Students in the Reentry Process

CTE students learn employability skills and [Career Ready Practices](#) through responsibilities and opportunities to demonstrate leadership. CTE programs can leverage the Career Ready Practices to support the thoughtful return to in-person instruction. Examples:

- **Act as a Responsible and Contributing Citizen and Employee:** CTE students benefit from being involved in thinking about the near-term and long-term consequences of their obligations and responsibilities in the CTE class.



- **Attend to Personal Health and Financial Well Being:** Support students in making connections between personal health, workplace performance, and personal well-being.
- **Communicate Clearly, Effectively and with Reason:** Hold expectations for CTE students to communicate with peers and instructors to ensure a safe and well managed learning environment. They can maintain sanitation logs for classroom stations.
- **Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them:** Career-ready individuals are aware of problems when they occur and take action quickly to address the problem.
- **Use Technology to Enhance Productivity:** Find and maximize the productive use of technology to accomplish workplace tasks and solve workplace (classroom) problems.
- **Work Productively in Teams While Using Cultural/Global Competence:** Career-ready individuals find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.



Priority Standards for In-Person Instruction

Career exploration, basic safety, research and other related content which is more academic (or may be demonstrated before a student uses tools) could be provided in a virtual environment to accelerate and maximize the impact of hands-on educational time (flipped classroom approach).

Other CTE Program Considerations

- 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 childcare programs must comply with all relevant public health guidance outlining the enhanced cleaning, disinfecting, physical distancing, face covering use, and hygiene requirements for these programs.
- Coordinate with local CTE network.
- Strategize ways to include exploration of careers and career pathways in collaboration with parents, content educators, counselors.



CAREER EXPLORATION RESOURCES:

- [Career Clusters Guide](#)
- [Career Pathways-NM](#)
- [Career Solutions](#)
- [Guía de los Grupos de Las Carreras](#)
- [Internship Portal](#)
- [Mi Próximo Paso](#)
- [My Next Move](#)
- [O*Net OnLine](#)
- [Why I Work](#)

