Prioritizing CTE

Through and Beyond COVID-19

COVID-19 (the coronavirus) has caused a significant disruption in our education system. Career Technical Education (CTE) has been particularly affected due to the nature of instruction and required laboratory- and work-based learning components. As state agencies are focused intently on their reopening plans — many of which do touch upon CTE — this tool aims to support state CTE leaders as they consider the wide array of challenges unique to supporting CTE learners and programs through this transition and beyond.

Even as states finaize school reopening plans, the work of supporting learners during and after this pandemic will require regular recalibration and adjustments given the ongoing unknowns related to the coronavirus. This tool is designed to help state leaders identify and prioritize those actions and activities that will ensure that learners stay supported and that CTE programs continue to grow and thrive. Using quality and equity as guiding principles, state CTE leaders should consider solutions that not only affect the re-opening of schools and campuses but also shape the future for stronger CTE as a vital component of our education and workforce systems.

This tool provides a set of guiding questions that will require exploration and input — from your CTE data system, your staff and peers within other agencies with responsibility for CTE, practitioners in the field, learners and families and industry partners. These decisions are complicated and do not always have easy answers, but they will only be improved through input from those most affected.

How to Use This Tool

This tool is designed to assist in the preparation of a plan for supporting learners, schools and institutions in the school year ahead, regardless of the state's reopening plan. The tool is organized around the key topics that must be addressed for learners to access high-quality CTE experiences: Equity & Access

⇒ Equity and access;

⇒ CTE teachers and faculty;

⇒ CTE instruction;

⇒ Assessments and credentials;

⇒ Work-based learning;

⇒ Counseling and advisement; and

⇒ Career Technical Student Organizations

Within each of these topic areas are four sub-sections:

⇒ *Key Questions to Consider* includes short-term (1-6 months) and longer-term (12-18 months) questions, which are designed to elevate and encourage a review of challenges and opportunities during reopening and beyond;

⇒ *How to Answer the Questions* suggests what information is needed to assist in developing a plan and how that information can be gathered;

⇒ *Sample Strategies* offers suggestions about actions states can begin to take to address the issues and opportunities presented; and

⇒ *Action Planning* provides a space for leaders to identify key action steps in priority order.

The final section of this tool includes an optional action plan template to help organize the various short- and longer-term priorities and lay out an implementation plan.

CTE and COVID-19 Resources

⇒ Advance CTE's COVID-19 resource page: https://careertech.org/covid19

⇒ Advance CTE's COVID-19 blog series: http://blog.careertech.org/?cat=1035

⇒ Association for Career Technical Education's COVID-19 planning guide: https://www.acteonline.org/professional-development/high-quality-cte-covid-19-planning-guide/

Equity and Access

The coronavirus and school closures undoubtedly have affected certain learners more than others, including but not limited to those without access to technology or broadband; learners with disabilities who struggle to engage in virtual learning; learners who are enrolled in equipment-heavy programs of study; and learners who have had to take on more responsibilities in their households, such as child care. Any strategy for supporting learners through the coronavirus must have equity and access at its center and focus on those learners who will need the greatest supports and those programs that are most difficult to provide under current conditions.

The state's role is twofold. First, states should identify and share strategies with districts and colleges to keep equity and access a primary focus of quality CTE. Second, state leaders can help facilitate new partnerships to assist districts and colleges with re-opening and address ongoing concerns related to the coronavirus.

Key Questions to Consider

Short Term

1. To what degree did learners, including learners with disabilities and other marginalized learners, have access to quality CTE during school closures?

2. What special considerations or accommodations have been given to serving learners with disabilities within the current coronavirus response?

3. How effective was distance learning in meeting each CTE learner's needs?

4. What professional development and technical assistance to address equity and access have teachers, faculty and local administrators received, and what do they need going forward?

5. What equity and access issues will be presented by restrictions on transportation of learners, especially to and from regional/area technical centers? Will any populations of learners be particularly affected?

6. What equity and access issues will be presented by social distancing requirements on the campus? Will any populations of learners — or program areas — be particularly affected?

7. What impact did closures have on access to and completion of early postsecondary opportunities for all learners? Will any populations of learners — or program areas — be particularly affected?

8. What course offerings can be added to regional career centers to avoid or limit learner travel? Conversely, what course offerings can be added to sending high schools?

Longer Term

1. Does each learner currently have access to multiple high-quality programs of study across at least three Career Clusters®?

2. How can the lessons learned from remote instruction assist in the expansion of new Career Cluster program offerings to increase access for learners across the state?

3. How can CTE funding (such as from the Strengthening Career and Technical Education for the 21st Century Act [Perkins V] or state resources) support expanded technology solutions for distance learning and the expansion of CTE program offerings?

4. How might course or program standards or curriculum change based on the lessons learned? For example, have certain standards or competencies emerged as priorities and others as less critical?

5. What long-term strategy can be implemented to expand early postsecondary opportunities in all CTE program areas?

How to Answer the Questions

⇒ Collect data, disaggregated by sub-population, on learner participation in and completion of CTE programs and courses (including dual credit courses) pre-closure, during distance learning and after re-opening.

⇒ Conduct a thorough data analysis of access to CTE programs by learner demographics and Career Cluster.

⇒ Engage institution, district and campus leaders to determine which learners — in which programs — were most underserved at the end of the last school year and to identify ongoing barriers and where to redirect supports.

⇒ Engage CTE learners and families, through surveys, focus groups or other means, to understand barriers to participation in and completion of CTE programs for learners, particularly exceptional and marginalized learners.

⇒ Survey CTE instructors to determine professional development deficiencies or other areas of concern related to supporting each learner.

Sample Strategies

✓ Share updated data dashboards with districts and institutions.

✓ Redirect Perkins reserve funds to focus specifically on closing equity gaps that were further widened by the coronavirus and remote instruction.

✓ Redirect Perkins leadership funds to professional development and technical assistance that build capacity among teachers and administrators to address equity and access issues.

✓ Redirect Perkins funds to assist in providing the technology needed to support CTE instruction in distance learning environments.

✓ Provide instructors additional professional development on meeting the needs of learners with disabilities using distance learning and other alternative methods, potentially in partnership with other offices within the state agency.

✓ Open access to remote programs statewide to any learner interested in enrolling.

✓ Identify strategies — including virtual field trips; virtual Career Technical Student Organization meetings, workshops and conferences; virtual interaction with business/industry professionals; etc. — to address social distancing's impact on learner transportation.

✓ Identify partners — such as ride share programs, city/rural public transportation systems, paid or unpaid parent/guardian assistance, etc. — that can supplement existing transportation options.

✓ Meet with secondary and postsecondary administrators to develop a plan for expanding early postsecondary offerings using remote learning.

✓ Explore the use of Coronavirus Aid, Relief, and Economic Security Act (CARES) funds to expand internet options and opportunities for virtual learning.

✓ Create formal and regular spaces for CTE learners and families to provide input and feedback on the supports and resources being provided.

Action Planning

What key action steps, in priority order, does your state need to take to address equity and access?

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CTE Teachers and Faculty

Having an adequate supply of CTE instructors has long been a challenge in providing quality CTE at scale across the country. This shortage has been exacerbated by the impact of the coronavirus as many instructors are justifiably concerned about engaging in face-to-face instruction in the short term. In addition, for most instructors, remote instruction is still new and not something they were prepared for in pre- and in-service training. While how much instruction will take place in person vs. remotely remains unclear, some portion of instruction very likely will be remote, with many states and communities planning to offer hybrid options. State leaders need to build out strategies that both support their instructors through these challenging times and ensure that learners continue to have access to quality and qualified CTE instructors so they can continue to make progress in their CTE programs.

Key Questions to Consider

Short-Term

1. How do Centers for Disease Control and Prevention (CDC) guidelines assist in directing the technical assistance provided to districts and colleges on the new realities for classrooms and laboratories? Specific areas of consideration include:

    - Cleaning and disinfecting of classrooms, laboratories, restrooms and social spaces;

    - Use of shared materials or objects, especially with hands-on work in the classroom or laboratory, and the cleaning and disinfecting of shared materials and objects;

    - Social distancing and physical barriers that limit the number of learners in a classroom or laboratory, including spacing of those learners;

    - Groups of learners working together, including the size of the groups and personal protective equipment (PPE) requirements; and

    - Hand hygiene, face coverings and PPE.

2. How do modified layouts and physical barriers affect laboratory instruction?

3. What is the teacher/faculty capacity to support distance and hybrid learning in CTE programs?

4. What professional development is needed to support distance or hybrid learning in CTE programs?

5. What supports and trainings are necessary to prepare teachers and faculty for the new guidelines for face-to-face instruction?

6. How will your state balance remote instruction with face-to-face instruction if it allows a hybrid model?

7. Are any specific regions of the state and/or CTE program areas likely to have the largest shortages of qualified teachers and faculty?

Longer Term

1. What state-level mechanisms can be leveraged to encourage, incentivize or remove barriers from potential teaming or pooling of teachers within and across districts and institutions? Or across secondary and postsecondary?

2. What modifications are needed to teacher certification and qualifications to address shortages in critical areas?

3. What strategies must be implemented to provide or supplement quality teachers in rural and remote areas?

4. What additional support must be implemented to assist alternatively certified teachers in addressing the changes required by the coronavirus?

5. What additional hybrid learning strategies should be implemented to ensure quality CTE in all program areas and in all locations?

6. How can business/industry partners be leveraged to build more capacity within schools and colleges and augment instruction?

How to Answer the Questions

⇒ Review the CDC guidelines for schools (and industry sectors) and consider their application to CTE classrooms and laboratories.

⇒ Review use of Perkins and state CTE funding to address new needs based on coronavirus.

⇒ Survey teachers and faculty on their ability and capacity to deliver instruction face to face vs. remotely.

⇒ Engage a panel of school and CTE administrators to assist in creating guidelines for CTE instructors based on CDC guidelines.

⇒ Conduct an analysis of CTE teacher and faculty data to forecast potential shortages.

Sample Strategies

✓ Work with local and state health officials to determine strategies for unique CTE classroom and laboratory situations.

✓ Review current professional development plans and alter them to include any needed professional development and technical assistance to address issues caused by the coronavirus.

✓ Partner with the state teacher certification system to determine the future needs of teachers by program area, considering the age of current teachers.

✓ Analyze existing data and survey teachers/faculty on their plans for the next school year (e.g., whether they plan to retire, whether they are comfortable providing face-to-face instruction, etc.).

✓ Engage teachers unions to discuss potential flexibility and supports to enable more creative solutions for instruction.

✓ Partner with an industry association to develop virtual lesson plans that can augment instruction.

Action Planning

What key action steps, in priority order, are needed to address CTE teachers and faculty?

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CTE Instruction

Determining the impact of school closures on learning, as well as reflecting on what worked — and did not work — as the nation shifted rapidly to distance learning, is critical as states contemplate how to proceed in the next school year. Prior to re-opening for the school year, preparing instructors and administrators for effective teaching and learning given the current situation, as well as identifying new models of or supports for distance and hybrid learning, is essential.

Key Questions to Consider

Short Term

1. What strategies are needed if class/laboratory size is restricted to ensure that each learner has access to CTE instruction?

2. What strategies are required to assess and compensate for loss of learning during school closures?

3. How can digital infrastructure and delivery of virtual CTE programming be enhanced for all learners to participate?

4. How can virtual reality allow for applied learning across a variety of program areas?

5. What assistance do learners (and their families) need to maximize the effectiveness of distance learning?

6. Given the challenges and opportunities of distance learning, what skills and behaviors are most important for each learner to demonstrate in each CTE program?

7. What high-yield pedagogical practices will have the greatest impact on improved learning for each learner in an environment of distance or hybrid learning?

Longer Term

1. How can hybrid instruction address challenges related to teacher shortages and lack of equitable access to quality CTE coursework?

2. How might CTE program offerings need to change to ensure ongoing alignment with shifting high-skill, high-wage, in-demand opportunities?

3. How might CTE program offerings need to change to ensure ongoing alignment with emerging critical, cross-cutting skills, such as digital literacy?

How to Answer the Questions

⇒ Collect data, disaggregated by sub-population, on learner participation in and completion of CTE programs and courses (including early postsecondary courses) before closures and after re-opening.

⇒ Collect input and feedback from administrators, instructors and other key faculty to document the successes and barriers of distance learning.

⇒ Collect data on the alternative learning strategies districts and campuses used to enhance CTE instruction.

⇒ Collect data on the regression of CTE learners in mathematics and other key academic disciplines during closures.

⇒ Conduct an analysis on the alignment of CTE program offerings and learner participation to current workforce needs.

Sample Strategies

✓ Review comprehensive local needs assessment data and state data to determine the professional development and technical assistance needed to address and close learning gaps for special populations.

✓ Offer professional development to make alternative delivery of CTE instruction more effective on topics such as:

- Coaching and mentoring;
- Virtual lesson plan development and use;
- Delivery of formative assessments; and
- Communication with families.

✓ Conduct an ongoing analysis of the effectiveness of alternative delivery strategies for each CTE program and curricular content.

✓ Develop statewide, online CTE courses — potentially in partnership with virtual high schools — made available to any district or college.

✓ Identify missed learning standards and content that are prerequisites to future learning.

- Create a different schedule for the first few weeks of the school year, with longer blocks for addressing missed learning standards and content that are prerequisites for future learning.
- Create a six-week catch-up course to address specific critical missed standards and content.
- Prioritize a strong review of previous semester standards and key skills in the first few weeks of class.

✓ Develop guidelines to help districts and institutions make decisions about vendors of alternative delivery and online curriculum, considering:

- Alignment to state standards;
- Alignment to industry-recognized credentials; and
- Ability to be accessible and inclusive.

✓ Review CDC guidelines and provide technical assistance on how CTE classrooms/laboratories can implement the guidelines to the best of their ability with regard to social distancing, physical barriers, cleanliness and disinfection and group work.

✓ Partner with other state offices to design and deliver joint professional development and lesson plans for CTE and academic instructors, focusing on key academic discipline application in CTE courses.

✓ Identify new approaches to delivering laboratory experiences at scale, such as creating alternative schedules, leveraging public spaces (e.g., community centers, libraries), partnering with employers to use their facilities, etc.

Action Planning:

What key action steps, in priority order, are needed to address CTE instruction?

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Assessment and Credentials

The sudden closure of schools and colleges during the recent school year created barriers for completing end-of-course and end-of-program assessments and for completing the requirements for obtaining industry-recognized credentials. Looking forward, there is a need to consider strategies to address assessments that were missed last year; determine how and which assessments can be leveraged to benchmark learning loss; and plan how to shift to online assessments, if necessary. At the same time, state leaders must continue to review existing credential requirements and identify scalable strategies for ensuring that learners have the ability to obtain credentials of value, even in a distance learning environment.

Key Questions to Consider

Short Term

1. What existing CTE assessments can be used to benchmark learning at the start of the school year?

2. How was completion of industry-recognized credentials affected by school and college closures and the implementation of distance learning? By program area, which industry-recognized credentials remain attainable, and which will be more difficult for learners to sit for and obtain?

3. What flexibility is available from credentialing authorities or licensure boards?

4. What alternatives are available for remote proctoring or sitting for exams?

5. What impact will a compressed curriculum have on learners' ability to successfully sit for and earn industry-recognized credentials?

Longer Term

1. How can credit for prior learning policies and assessments be leveraged to award credit more flexibly at the postsecondary, and potentially, secondary levels?

2. What instruments and supports can enable CTE systems and instructors to assess learners more holistically over the course of a year or CTE program of study?

3. Can the accessibility of credentials be enhanced with increased distance or hybrid learning?

How to Answer the Questions

⇒ Engage credentialing authorities to determine flexibility in meeting credential requirements, including whether off-campus options such as business/industry locations or remote proctoring are available to meet the requirements.

⇒ Collect data, disaggregated by special population and Career Cluster, on the number of technical skill assessments completed and not completed due to closures.

⇒ Collect data, disaggregated by special population and Career Cluster, on the number of industry-recognized credentials attempted and earned and not attempted or earned due to closures.

⇒ Survey or engage administrators, teachers and faculty about the assessment instruments available to them and where they see the greatest gaps in measuring learners' progress on and mastery of CTE knowledge and skills.

Sample Strategies

✓ Identify and implement assessments that can be used to determine potential loss of learning in CTE courses during school closures.

✓ Work with credentialing authorities or licensure boards to determine opportunities for out-of-school time to be used to qualify for a credential.

✓ Contact credentialing authorities to address needed flexibility or strategies to make up for the loss of instruction or performance.

✓ Consult with credentialing authorities to determine options for completing work experience or clinical hours.

✓ Review security procedures and honor code protocols for learners to complete assessments and/or credentials.

✓ Explore options for flexibility in which credentials may count for which programs in the short term — for example, allowing business or entrepreneurial-focused credentials to count for accountability purposes in multiple Career Clusters.

Action Planning

What key action steps, in priority order, does your state need to take to address assessment and credentials?

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Work-Based Learning

As business and industry experienced the slowing of operations or closure and states put in place shelter-at-home orders, work-based learning (WBL) was significantly affected, especially at the K-12 level. To ensure that each learner can experience the benefits of WBL, state leaders need to work collaboratively with industry partners, intermediary organizations and other state-level agencies to offer meaningful experiences, including more traditional in-person as well as remote models. The types of skills and activities learners may engage in through WBL should also be reviewed to take into consideration emerging skills and competencies that will be increasingly valued in the future.

Key Questions to Consider

Short Term

1. Given the current economic conditions and social distancing and other coronavirus-related restrictions, which WBL opportunities are currently available (or likely to be available by the next school year) for CTE learners in which program areas? In which regions of the state? Where are there gaps? In areas such as:

   - Career awareness/exploration opportunities such as job shadowing, mentoring, career fairs, etc.?

   - Career preparation/training opportunities such as internships, cooperative experiences, apprenticeships, etc.?

2. What options are available for high-quality virtual WBL, such as school-based enterprises, independent projects and remote experiences?

3. How can industry partners assist in supporting WBL — and helping learners earn the hours they may need — through virtual interaction or other techniques?

4. What role can intermediaries play in ensuring that each learner has access to meaningful WBL, whether in person or remotely?

5. What new partnerships can be developed to provide virtual WBL? For example, how can the public sector play a more active role in providing WBL placements (e.g., the district, campus, local government, etc.)?

6. Do guidelines or requirements about the awarding of credit for WBL need to be reviewed in light of current situations?

7. What technology solutions are being used effectively?

Longer Term

1. How can the lessons learned from virtual WBL assist in the expansion of WBL opportunities to increase access for learners across the state?

2. How might a learning plan/assessment of learners' skills need to change or be modified for a virtual WBL experience?

3. How can WBL and related classroom instruction be delivered cohesively, if one or both are delivered remotely?

4. How can the lessons learned from virtual WBL assist in guidance or other supports around the use and implementation of WBL technology platforms?

How to Answer the Questions

⇒ Collect data on WBL participation and completion from last school year, disaggregated by special population and Career Cluster.

⇒ Engage or survey administrators, teachers and faculty to determine what assistance they need to support virtual WBL. Engage or survey administrators, teachers, faculty and WBL coordinators to assess to what degree WBL was provided at the end of the school year (and to which learners), where any gaps in services are, and what their professional development and resource needs are for the year ahead.

⇒ For states with online and virtual WBL platforms, review the user experience and engagement data to see where improvements can be made.

⇒ For states without online WBL platforms, research online and virtual WBL opportunities, platforms and vendors.

⇒ Partner with business or industry associations (such as chambers of commerce) to survey local industry partners to determine interest in and concerns about providing virtual WBL experiences and to identify any supports they may need to offer WBL going forward.

⇒ Engage WBL intermediaries to explore how they can and are expanding their support to learners, districts, campuses and employers.

⇒ Engage summer youth employment agencies and organizations to learn how they approached their programs and lessons learned.

Sample Strategies

✓ Redirect Perkins funds to support professional development and technical assistance to increase WBL opportunities for underserved populations.

✓ Ensure that the current definition of WBL includes virtual experiences and other non-traditional models.

✓ Provide, either directly or in partnership with an intermediary, employer guidance for implementing WBL given current situations, including guidance on supervising learners remotely.

✓ Encourage the development and expansion of public-sector WBL opportunities, including at schools, districts and colleges, through guidance and examples from the field.

✓ Assist districts and colleges in shifting to more entrepreneurial/independent WBL experiences (e.g., employers serving as mentors, advisers and/or reviewers of final projects).

✓ Provide guidance for creating and operating school-based enterprises including connecting with local business partners as advisers and adhering to social distancing guidance.

✓ Review and update, as necessary, WBL requirements, including training plans and assessment methods, to include virtual experiences.

✓ Review and update, as necessary, WBL policies to ensure that learners can earn credit for virtual WBL experiences.

✓ Develop a list of virtual tours and presentations provided by business/industry partners to supplement classroom instruction and connect instruction to real-world experiences.

Action Planning

What key action steps, in priority order, does your state need to take to address work-based learning?

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Counseling and Advisement

The coronavirus has put a strain on an already under-resourced career advisement system, with the shortage of school counselors and career counselors being further intensified by short-term budget cuts and the transition to remote learning. However, the academic, career and socio-emotional needs of learners are significant and demand attention. To ensure that learners can not only survive but also thrive in the post-coronavirus environment and economy, it is imperative that systems continue to provide counseling and career advisement — be it virtual, hybrid or in person — especially to those learners who will benefit the most from them while navigating high school, college and the workforce.

Key Questions to Consider

Short Term

1. What did the comprehensive local needs assessments indicate about the status of counseling and career advisement activities?

2. What assurances are in place to make certain each learner receives counseling and career advisement based on their individual needs?

3. How can counseling and career advisement activities be implemented or enhanced in a remote environment?

4. Considering the coronavirus, what additional services should be provided to address the socio-emotional and mental health needs of learners?

5. What strategies are in place to engage families in the career develop process of their learners?

6. How can partners — such as intermediaries, non-profits, after-school providers and community-based organizations — help build capacity for counseling and career advisement across districts and colleges?

7. How can a partnership with the state's school counselors association affect the expansion and quality of counseling and career advisement activities?

8. What technology solutions are being used effectively?

Longer Term

1. How can the lessons learned from virtual counseling and career advisement assist in the expansion of career development opportunities to increase access for learners across the state?

2. How can the lessons learned from virtual counseling and career advisement assist in guidance or other supports around the use and implementation of technology platforms going forward?

3. What research can be conducted about the effectiveness and reach of the state's counseling and career advisement system, particularly for special populations?

How to Answer the Questions

⇒ Engage or survey administrators and counseling and career advisement professionals to assess to what degree counseling and career advisement was provided at the end of the school year (and to which learners), where any gaps in services are, and what their professional development and resource needs are for the year ahead (potentially in partnership with the state's school counselors association).

⇒ Engage or survey learners and families to determine the degree of counseling and career advisement they received last year and what their specific needs are going forward.

⇒ For states with online counseling and career advisement platforms, review the user experience and engagement data to see where improvements can be made.

⇒ For states without online counseling and career advisement platforms, research online and virtual counseling and career advisement opportunities, platforms and vendors.

⇒ Evaluate current counseling and career advisement materials and activities for their capacity to be delivered in a virtual environment.

⇒ Review data collected by the comprehensive local needs assessments and consider any changes needed to capture the status of career development activities.

Sample Strategies

✓ Redirect Perkins funds to make counseling and career advisement materials and activities available virtually to learners and parents.

✓ Provide professional development and technical assistance to strengthen virtual counseling and career advisement.

✓ Develop materials for middle school CTE instructors and school counselors to use in implementing effective career development activities.

✓ Partner with the career information system used in your state to develop new materials that support quality career development.

✓ Meet with the state's school counselors association to discuss the status of career development and potential partnerships to strengthen career development activities.

✓ Establish more regular updates of learners' individual career and academic plans, such as twice a year or quarterly.

✓ Partner with non-profits, industry associations and community-based organizations to build capacity within the system for more mentorship, counseling and career advisement.

Action Planning

What key action steps, in priority order, does your state need to take to address counseling and advisement?

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Career Technical Student Organizations

Career Technical Student Organizations (CTSOs) are an integral part of CTE. From the cancellations of state conferences and competitive events to limits on chapter activities, the coronavirus has had a significant impact on CTSOs' ability to provide meaningful experiences for learners. Recent experiences may provide a new mode of operation for CTSOs in the future as these organizations pivoted to new models of professional development, chapter engagement and competitions.

Key Questions to Consider

Short Term

1. What options are available for local, regional and/or statewide conferences and activities?

   - How do restrictions such as social distancing and group size limits change how regional and statewide meetings and conferences will be conducted?
   - How can competitive events be conducted virtually?

2. What guidance needs to be provided to chapters for conducting chapter activities (e.g., community service, leadership training, advocacy)?

3. How do CTSOs continue to engage families, industry partners, alumni and other stakeholders during restrictions?

Longer Term

1. How can CTSOs strengthen their support of program of study learning standards through alignment with competitive events and activities?

2. How can CTSOs assist in the recruitment of CTE instructors through activities for their members?

3. How can CTSOs strengthen their emphasis on the development of skills needed in the workplace of the future?

How to Answer the Questions

⇒ Survey or otherwise engage CTE teachers and faculty, CTSO advisers and CTE learners around:

   o What has worked for conducting CTSO activities since coronavirus restrictions were put in place; and

   o What they most want and need going forward to continue their support for or involvement in CTSOs.

⇒ Research what the national CTSO offices are recommending and how they are providing support around conducting virtual activities.

⇒ Review restrictions on learner travel and large group gatherings that could affect CTSO activities.

⇒ Review PPE requirements for members, advisers and participants in CTSO activities.

⇒ Review the CTSO calendar of events to determine alternative delivery methods for activities considered essential to CTSO operations.

Sample Strategies

- ✓ Create a sample year-long plan for virtual CTSO chapter meetings and activities during the school year.

- ✓ Create guidance for the virtual delivery of regional and statewide conferences that are engaging and strengthen member professional development.

- ✓ Create a plan for the implementation of virtual competitive events that measure members' technical and leadership/personal development.

- ✓ Shift to virtual professional development and technical assistance for CTSO advisers, with a focus on ensuring strong alignment between CTSO activities and related CTE programs.

- ✓ Share a sample communication plan for families and CTSO supporters to explain the virtual operation and activities this year.

Action Planning

What key action steps, in priority order, does your state need to take to address CTSO activities and operations?

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Appendix: Immediate, Intermediate and Long-Term Action Planning

Each component of this tool asked you to identify up to five key action steps to assist the state in preparing for and implementing strategies to provide quality, equitable CTE this coming year. Review the action steps of each component and prioritize them using the following form.

IMMEDIATE (Next 0-3 Months)		
Main Goals/Priorities	**Action Steps** (Planned)	**Potential Concerns** (Related to goals or actions)
1.	• •	• •
2.	• •	• •
3.	• •	• •

INTERMEDIATE (Next 4-9 Months)		
Main Goals/Priorities	**Action Steps** (Planned)	**Potential Concerns** (Related to goals or actions)
1.	• •	• •
2.	• •	• •
3.	• •	• •

LONG TERM (Next 10-18 Months)		
Main Goals/Priorities	**Action Steps** (Planned)	**Potential Concerns** (Related to goals or actions)
1.	• •	• •
2.	• •	• •
3.	• •	• •