LAUNCH NEBRASKA

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Nebraska Career and Technical Education Guidance for Reopening

This document was created with the support of
career and technical education teachers from across the state.

Nebraska Career and Technical Education Guidance for Reopening

Nebraska Career and Technical Education (CTE) acknowledges that CTE classrooms will need to look different this upcoming school year to ensure the safety of all students and instructors. Nebraska CTE has been challenged to continue to provide high quality CTE and workplace experiences to students. It is the vision of Nebraska CTE to deliver coordinated, relevant learning opportunities that engage each student in high-quality, rigorous education. These opportunities will be enhanced by partnerships with business and industry, workforce, and economic development leaders, allowing learners to turn their passion, talents, and strengths into successful careers and fulfilling lives.

We have all been faced with unprecedented teaching challenges and many relate to CTE programs. To ensure we are preparing career ready students, the following guidance document has been prepared. These recommendations have been made in collaboration with Nebraska CTE staff, teachers, and colleagues across the country. The goal of this document is to provide guidance in the variety of settings where CTE takes place. The purpose of this document is to outline protocols schools should consider given their particular level of risk as determined by their Local Health Department and/or the Department of Health and Human Services. This document complements the Planning a Safe Return to School guidance.

This document serves as a guide. Please refer to the Nebraska Department of Education's Perkins Management Guide found online to review what expenses would be allowable uses of Perkins Funds.

Guiding Principles of Nebraska CTE

Primary to the mission and vision of Nebraska CTE are four guiding principles that are highlighted in the Nebraska Perkins V State Plan. These principles are recognized to provide focus to the work of Nebraska CTE and intended to result in outcomes aligned to the mission and vision. They are foundational to all efforts. As we plan for a year of uncertainty, these guiding principles are still the basis of Nebraska CTE's work to ensure all students are postsecondary, career, and civic ready.

Equitable
Each student must have access to high quality CTE programs regardless of circumstance. Considerations for delivering instruction must meet the needs of all students, including those who are members of a special population. More information about Special Populations can be found here.

Relevant
Understanding different workforce demands during the pandemic is essential. Now more than ever, students should be utilizing and practicing their career readiness skills to be best prepared for an ever changing workforce.

Innovative
Nebraska CTE has demonstrated the ability to innovate and be creative by taking a bold approach to the challenges that have been presented. Educators must continue to innovate to ensure students are developing the career readiness skills needed.

Coordinated

CTE must be coordinated across programs so students have a clear understanding of expectations and opportunities no matter the classroom setting. CTE teachers should work alongside other academic areas to ensure the career readiness skills are being embedded and students are achieving.

Contents of this Document

General considerations for CTE are listed below. In addition, each career field is listed with guidance around unique classroom settings where hands-on learning experiences take place regularly. Each Nebraska Career Field Specialist's contact information can be found under their respective career fields or here.

General Guidelines for Nebraska CTE

Disinfect CTE Equipment and Workspaces

Guidance is shared below specifically for the unique classrooms that are categorized by each career field. It is recommended that a process and schedule be implemented to disinfect CTE equipment and classrooms.

- Utilize this guidance for disinfecting equipment.

- Increase signage in the classroom with reminders to wash hands, glove, face covering, etc.

- Create folders or packets for each student to have or get digital copies of materials instead of using textbooks if possible. Textbooks cannot be disinfected, but after sitting for 72 hours are good for use again.

- Follow CDC Guidelines on how to appropriately wear face coverings.

- Additional disinfection of equipment guidance can be found here.

CTE Classrooms

The following guidelines are generalized for the CTE classrooms. As Nebraska schools begin the complicated transition into the fall, it is critical to address many human capital considerations. More information about these considerations can be found here.

- Encourage individual work.

- If partner pairing is not an option, here are a few options to consider: rotation stations, more stations with tools/lab equipment/ etc.

- Create student cohorts within each class that only work together when students need peer help or are working on a project.

- Post limited occupancy expectations for smaller spaces (i.e storage areas, back rooms of school store, tool rooms, finishing rooms, locker areas, etc.)

- If working with a business or industry partner, limit in person contact and implement virtual meetings or phone calls.

- Limit outside visitors into the classroom (guest speakers) and try to connect in a virtual setting such as Zoom. When virtual experiences are not practical, social distancing guidelines must be followed.

- Follow district guidelines on disinfecting CTE areas. (Material Safety Data Sheets MSDS Sheets)

- Increase signage in the classroom with reminders to wash hands, glove, mask, etc.

Credentialing

Ensure students have the equipment and tools they need to obtain certification tied to courses or programs of study. Contact the appropriate career field specialists for specific certification requirements.

Digital Learning Considerations for Remote CTE Instruction

- Utilize Learning Management System

- Provide online Career and Technical Education simulations. *See each career field section for specific resources.*

- Utilize CTSO Competitive Event Resources *See each career field section for specific resources. A comprehensive list of resources can be found here.*

- Provide Online Credentialing Opportunities

Specific Career Field Guidance

Agriculture Food and Natural Resources

Career Field Specialist:
Sarah Heideman, sarah.heideman@nebraska.gov

Yellow/Orange

Shop/Metals Lab

- Provide adequate, usable, and appropriate training, education, and informational material about classroom/shop functions and student health and safety, including proper hygiene practices and the use of any workplace controls (including PPE). Additional guidance found here.

- Redesign workflow to decrease cohort interactions that meet the close contact criteria (contact within six (6) feet for several minutes or more).

- Have dedicated work areas/cells for each contact pod when possible.

- Six (6) feet distancing should be marked in queue lines (i.e. stationary tools, workbenches, tool cabinets, sinks, etc.).

- Post limited occupancy expectations for smaller spaces (i.e. finish/stain rooms, storage areas, etc.)

- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction. Additional information found here.

Animal Science Labs/Classrooms:

- The risk of animal-to-person spread is considered to be low.

- It is considered safe for students to handle and work with animals by following recommendations and guidelines.

- Encourage frequent hand hygiene when working with animals.

- Advise all staff and students to stay home if they are sick.

- Avoid introductions if new or "outside" animals to existing populations.

  o If new animals must be introduced, separate (quarantine) them from the others for at least two weeks.

Approach management and use of animal classrooms and labs with these guidelines:

- o Keep animals (especially those more susceptible to SARS-CoV-2, cats, dogs, small mammals like ferrets and rabbits) separated by 6 feet
- o Prevent unnecessary contact between animals housed at the school or lab area (i.e. spacing between pens, staggering animals with empty pen or space in between etc.)
- o Avoid unnecessary handling of all animals housed at the school or used in a lab
- o Limit individuals into the animal laboratory to essential people (i.e. students in the class and teachers). Post signs to indicate public and other visitors not allowed.
- o Monitor animals for signs of illness
- o Clean and disinfect animal areas frequently, including between uses for different animal species as well as equipment, tools and other items.
- o Ensure facilities and lab space has adequate ventilation for animals and people
- o Limit interactions and maintain 6 feet social distance between people working with animals in the lab area
- o Do not use common feed dispensers and other shared surfaces that cannot be cleaned and disinfected between uses
- o Limit items allowed in the animal area.

For more in-depth information and guidelines for handling animals, visit this [site](#).

Greenhouse:

- Post person capacity limit.
- Follow district guidelines on wearing face coverings based on risk level.
- Use hand sanitizer upon entry and after exiting the greenhouse.
- Only students and teachers can enter the greenhouse. Post signs on the greenhouse door indicating it is not open to the public.
- Conduct public sales of plants online or outside. Consider digital or online payments to decrease handling cash money, checks, and credit cards.

Red

- Animal care should be limited to the least number of staff or students as possible to maintain animal health and welfare.
- Utilize the resources curated from the NDE. Agriculture Food and Natural Resources digital resources can be found [here](#).
- Utilize [FFA](#) Resources

BMIT (Business, Marketing, and Management and Communication and Information Systems)

Career Field Specialist:

Mary Janssen, mary.janssen@nebraska.gov and

Jacqui Garrison, jacqui.garrison@nebraska.gov

Yellow/Orange

School-Based Enterprises/School Stores

- Create an online alternative such as a website to sell products online in case of or in preparation of the physical school store becoming more limited or shut down. Take into account how you would fill orders and ship if students and or teachers aren't allowed back into the building.

- Determine an order and pick up system for outside visitors/customers, as most will not be allowed in the building.

- Order smaller quantities of perishable items or items with expiration dates.

- Plan for alternative assessments if the school store is part of a class or grade for students and if the schools would move to limited or a complete shut down again.

- Include new safety procedures as a part of your training program for your new "employees" (students) working in the enterprise.

- Use of shared objects such as writing utensils (for employees and customers) and equipment to make products and merchandise, should be limited when possible, or cleaned between uses.

- Develop a schedule for increased, routine cleaning and disinfection within the store and on surfaces.

- Consider having clearly defined pathways for outside customers to travel when in the school building, implementing contactless payment systems, and establishing a process to disinfect work areas before and after services are administered. Depending on your school rules, you may need to limit or not allow outside visitors.

- Alter the school store area to maintain social distancing examples include:

- Move electronic payment reader away from cashier.

- Use verbal announcements, signs, and visual cues to promote social distancing.

- Remove/rearrange furniture to meet social distancing standards.

- Provide remote shopping alternatives (e.g., delivery, pick-up)

- Develop a plan for cleaning and disinfecting. More information can be found here.

- Clean and disinfect frequently touched surfaces (e.g., counters, shelving, displays).

- Provide students/ employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19. Click here for more information.

- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that students and customers remain at least 6 feet apart in lines and at other times.

- Limit the number of people (customers) allowed into the store area to ensure proper social distancing.

- Specialize responsibilities to students to limit contact with other areas of the store. For example, certain students are only assigned to the checkout, others are only assigned to re-stocking merchandise, etc.

- Limit the amount of students working within the store, especially if students cannot practice proper social distancing.

- Decide on a policy dealing with customers touching and trying on merchandise. Some examples may include:

- Encourage customers to use hand sanitizer/wipes before trying on items and to keep protective face coverings on during fitting.

- Determine procedure for disinfecting items that have been tried on or touched by customers. For example, consider separating and steam cleaning items that have been taken into fitting rooms, and wait a safe time period before putting items back on sales floor. More information can be found here.

- Keep work groups of students that always work together, don't change schedules or students frequently. Additional guidance can be found here.

- Signage in store for customers regarding new procedures. Additional information can be found here.

Red

- School stores close.

- Notify vendors of closing and cease new orders or deliveries.

- Remote learning is occurring. Utilize the resources curated from the NDE.

- Utilize CTSO Competitive Event Resources:

    ◊ National FBLA-PBL

    ◊ Nebraska FBLA-PBL

    ◊ DECA

Yellow/Orange

Computer Labs

- If possible, students should be assigned to a device/hardware (headphones, mouse, etc...)
- Space students out in labs so that they are not sitting next to one another. Additional information can be found [here](#).
- Utilize dividers between machines.
- Sanitize keyboard, mouse, monitor, computer desk, and chair before and after each use.

Software

- Ensure students have access to needed software to meet the Nebraska CTE Programs of Study Standards.
- Utilize the [Future Ready Considerations for Digital Learning](#).
- Utilize the [NDE's Data Governance, Data Security and Privacy](#) information.

Microsoft Information Technology Initiative

- Curriculum is able to be delivered in-person and remotely using Microsoft Imagine Academy in partnership with a Learning Management System (LMS).
  - ◊ Computer Science
  - ◊ Microsoft Office Suite
- [Certifications](#):
  - ◊ Microsoft Office Specialist
  - ◊ Microsoft Technology Associate
  - ◊ Microsoft Technical Certifications (available October 2020)

Red

- Appropriate Technology and software must be accessible to students in CTE courses that have specific requirements.
- Utilize the resources curated from the NDE. BMM and CIS resources can be found [here](#).
- Utilize CTSO Competitive Event Resources:
  - ◊ [National FBLA-PBL](#)
  - ◊ [Nebraska FBLA-PBL](#)
  - ◊ [DECA](#)

Health Sciences

Career Field Specialist:
Carol Packard, carol.packard@nebraska.gov

Yellow/Orange

- Provide adequate, usable, and appropriate training, education, and informational material about classroom/lab functions, student health and safety, including proper hygiene practices and the use of any workplace controls (including appropriate safety attire (face coverings).

- Students will practice proper gloving including removal and disposal.

- Sanitize blood pressure cuffs, stethoscopes, manikins and other healthcare simulation equipment between each student's use and/or class periods. Drying time would be needed for disinfecting equipment.

- All disposable equipment (e.g. gloves, face shields, lung bags, gauze, bandages) must be single use only per student and per instructor.

- Student-to-manikin ratio: 1:1 Must be cleaned and disinfected immediately after each class. More information can be found here.

- Require each student to have their own pocket mask with one-way valves when instructing CPR. More information can be found here.

- AED-to-student ratio: 1:1 AED trainers must be cleaned and disinfected immediately after use. More information can be found here.

Red

- Remote learning is occurring. Utilize the resources curated from the NDE. Resources can be found here.
- Utilize CTSO Competitive Event Resources:
  - ◊ HOSA

Human Sciences and Education/ Family and Consumer Sciences

Career Field Specialists:

Kristin Vest, kristin.vest@nebraska.gov and

Chelsey Greene, chelsey.greene@nebraska.gov

Yellow/Orange

- Intentional, direct teaching of the food safety and sanitation standards using industry approved material to all students enrolled in FCS/Culinary Arts classes to prepare students to safely prepare food in classrooms, at home and in restaurants/food service operations.

- Example: ServSafe has free COVID-19 training and resources available

- Incorporate COVID 19 procedures into written lab procedures. An example can be found here.

- Practice food safety (i.e. wash food, wear gloves, use correct cutting boards and prevent cross contamination) as normally expected.

- Direct teaching of how to remove gloves in a safe and sanitary manner.

- Utilize the National Restaurant Association's free downloadable information here.

- Disposable (one use) tasting spoons, plates, etc. should be used in all lab settings. Remove flatware from the individual kitchens to avoid the chance of using them for tasting by students.

- Remove flour, sugar, spices, etc. from individual kitchens and locate in a centralized space so use can be monitored.

- Start labs by washing hands, then sanitizing all work surfaces and equipment.

- Implement hand washing policy to require two hand washes during lab. Students should stay in the lab area and not return to the desk or classroom area without changing gloves and washing hands.

- In addition to all classroom door knobs, regularly disinfect cabinet and pantry doors and other high touch surfaces.

- Establish a work zone with equipment and/or work space assignments (minimum 2 linear feet per student of counter space).

- Communicate with custodial staff and find out what they are responsible for cleaning/ sanitizing and how often this will happen.

- Sanitizer: post instructions for dilution or have a teacher mix. Students may be sensitive to sanitizer. Prevent use of sanitizer by students who are sensitive.

  o Provide a pail of sanitizer for each lab unit.

- Provide checklist for equipment sanitation: work surfaces, sinks including faucet and levers, stove dials and doors, refrigerator door handles. Sanitation to be completed prior to getting equipment and food/supplies.

- Use dishwasher or wash, rinse and sanitize all equipment prior to the end of class (follow ServSafe or Health Department Guidelines). Air dry equipment.

   o If hand mixers or blenders are used, the handles and controls should be sanitized before storage.

- When possible, set up lab stations with only necessary equipment and premeasure ingredients. Limit student access to bulk ingredients such as flour and sugar.

- While not ideal, labs could be demonstrations by student teams or teacher-led demonstrations to limit the number of students in labs.

- Keep groups the same. Use smaller lab groups with clearly defined responsibilities for cleaning, gathering supplies, etc.

- Use disposable food service items (e.g. utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher and sanitize.

- Separate sampling into individual portions before eating. Assign each student individual food portions to sample away from others.

- Consider lab products and if equipment should be shared (with sanitation between) or individually assigned. Sanitize all equipment before starting and at the end of the lab.

- Culinary Arts/Foods laboratories (countertops, stovetops and sinks) should be sanitized after use and/or between classes. Sanitation guidelines can be found [here].

- Students actively preparing food in a Culinary Arts or Foods Lab should wear the following safety attire at all times: foodservice disposable gloves, face covering, apron or chef's coat. Aprons, skull caps and chef coats should be assigned to individuals and laundered after individual student use. These items should not be reworn by multiple students. Towels should be laundered after each lab. Ensure clean towels/aprons/potholders are handled with clean hands and wearing of a mask. At a minimum, provide plastic disposable aprons for students.

- Reduce the amount of paper handling. Laminate recipes or lab directions. If they need to be reused, sanitize them after use. Lab reports should be turned in electronically to reduce paper/writing utensil contact.

- Reduce recipes so less of a product is made.

- Culinary Arts/ProStart Catering/School-based Enterprise: If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children or guests with food allergies.

- If sewing machines are unable to be spaced 6 ft apart to ensure proper social distancing between students, collaborate with school administration to see if plexiglass walls can be added between machines.

- Sewing machines and tools should be made available per student. If that is not available or feasible, sewing machines (irons, ironing boards, cutting mats, etc.) should be disinfected between student use. Small sewing tools (shears, pins, pincushions, etc.) should be checked out to individual students if at all possible.

- Hand sewing kits including needles, pins, pincushions, thread could be made available for each student.

- Interior Design tools should be made available per/student. Small hand tools (rulers, pencils, etc.) should be checked out to individual students if at all possible.

- RealCare Babies used in child development courses should be cleaned using the following guidance: *To disinfect Baby, remove and wash all clothing. Then, use rubbing alcohol or disinfectant wipes containing an alcohol concentration of 60% or greater. This is an antimicrobial solution which kills 99.99% of germs within 10-30 seconds. Gently wipe down Baby and accessories, and accessories and let them air dry for 30 minutes. (We do not recommend using bleach to disinfect). Additional guidance can be found* [here](#).

- Early Childhood Education students participating in practicums in community or school-based childcare centers should wear masks, follow good personal hygiene and follow all [industry-based guidelines](#) for safely working in those settings. More information can be found [here](#).

- Early Childhood Education programs that provide preschool/childcare as a function of an FCS Education program or ECE course should be closely monitored following industry standards for child care.

- If working with a business or industry partner on a project, be aware of social distancing if meeting in person. Limit in person contact and try to implement virtual meetings or phone calls.

Red

- Remote learning is occurring. Students enrolled in FCS/Culinary Arts may be preparing food lab experiences at home and should practice food safety (i.e. wash food, wear gloves, use correct cutting boards and prevent cross contamination) as normally expected. Clean and sanitize before and after all labs.

- If possible, provide pre-measured ingredients for students to take home to complete lab experiences with asynchronous learning experiences.

- FCS teachers will utilize many of the remote teaching resources found on the following websites:

    ◊ [NDE Digital Learning Resources for FCS](#)

    ◊ [OER Commons Instructional Resources for FCS](#)

    ◊ [FCS Resource and Curriculum Library - Nationally Curated](#)

    ◊ [FCCLA Remote Learning Resources](#)

    ◊ [PDK International Resources](#)

Skilled and Technical Sciences

Career Field Specialists:

Tony Glenn, tony.glenn@nebraska.gov and

Greg Stahr, greg.stahr@nebraska.gov

Yellow/Orange

Shop/Metals Lab

- Provide adequate, usable, and appropriate training, education, and informational material about classroom/shop functions and student health and safety, including proper hygiene practices and the use of any workplace controls (including PPE). Additional guidance found here.

- Redesign workflow to decrease cohort interactions that meet the close contact criteria (contact within six (6) feet for several minutes or more).

- Have dedicated work areas/cells for each contact pod when possible.

- Six (6) feet distancing should be marked in queue lines (i.e. stationary tools, workbenches, tool cabinets, sinks, etc.).

- Post limited occupancy expectations for smaller spaces (i.e. finish/stain rooms, storage areas, etc.)

- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction. Additional information found here.

Tools and equipment

- Have hand sanitizer available at high traffic areas

- Cleaning and sanitizing surfaces should only be done according to the school's policy for other high frequency use areas. Overuse and improper use of disinfectants does not provide any additional protection and can expose students and staff to harmful chemicals. Additional guidance found here.

- Most tools and equipment that rest for 42-72+ hours may be depending on the surface material. More information can be found here.

- If you clean and disinfect equipment you must follow the correct procedure and manufacturer recommendations:

  ◊ Example cleaning resource from Milwaukee Tool

  ◊ EPA recommended steps for effective disinfecting

  ◊ EPA resource for proper dwell time of disinfectants (many are 5-10 mins.)

- Use individualized tools and welding equipment PPE when possible.

- Sharing of safety glasses and welding helmets should be discouraged.

- If sharing tools, use assigned numbered tools to individuals or contact pods as much as possible. (Examples: Student #1 uses hand tool #1 or students #1-4 use hand tool #1)

- Use individual safety glasses if supplies and budget allow.

- If safety glasses must be shared, properly disinfect (before and after?) each use.

  ◊ How-to resource on cleaning and disinfecting safety glasses

  ◊ CDC resource on eye protection

Automotive

- Wash hands before and especially after touching the vehicle.

- Another option is to wait over 72 hours before working on the vehicle. More information about the virus stability on a variety of surfaces can be found here.

Red

- Utilize the resources curated from the NDE. A list of STS resources can be found here.

- OpenBook™ is an online learning management system (LMS) consisting of a variety of e-learning modules that help instructors assign and deliver welding content, create quizzes, download welding labs, monitor student participation and assess student progress and performance. Miller's welding training support materials, including PowerPoint presentations, quizzes and more, click here.

- Utilize CTSO Competitive Event Resources:

  ◊ SkillsUSA

Career and Technical Student Organizations

Yellow/Orange

- Consult with the respective state and national organizations for each CTSO to determine what their policies and procedures are for a COVID-19 impacted school year.

- Focus on providing as many opportunities for students as possible, anticipating disruptions.

- Consider if conferences, meetings, service projects, programs of work, and events can be conducted remotely if face to face meetings cannot take place. Consult the Planning a Safe Return document on appropriate numbers for gatherings.

- Follow local health department guidelines regarding social distancing, equipment, and events planning.

- Allow for members to meet during the school day within the school building, while practicing appropriate social distancing protocols, to participate in state or nationally sponsored virtual activities, hold chapter meetings, etc.

- Allow the adviser(s) and members to meet in appropriately-sized groups during the school day to prepare for competitive events, conduct chapter business, deliver programming, etc.

- State officers may participate in events and activities as a member of their local chapter. State Officers should not travel to participate in relation to their role as a State Officer in State and National events.

- Provide chapter advisers the opportunity to participate in CTSO-related professional development during the school day.

- CTSO's are an integral part of CTE programs. CTSO activities, programs, and resources should be incorporated into class curriculum and learning activities.

Red

- Provide virtual opportunities for member involvement, conducting chapter business, etc.

- Utilize state and national organization resources for engaging members in a virtual setting.

Workplace Experiences

Workforce Partnership Specialist:

Therese Marzouk, therese.marzouk@nebraska.gov

Yellow/Orange

- Refer to the [Advance CTE Guidance](#) when making decisions for work-based learning experiences.

- Workplace experience opportunities will be dependent on employers and businesses restrictions based on local health department guidelines.

- Work with the local businesses to ensure safe experiences can be carried out or see what experiences can be completed virtually.

- When virtual experiences are not practical, social distancing guidelines must be followed.

- Look at alternative opportunities at the local school.

- Work with the local business to limit the number of monitoring visits required.

- Use Zoom and phone to connect with the mentors to hold monitoring visits when possible.

- When transporting students, follow the local district transportation policy.

- Connect with Special Education and Vocational Rehabilitation team members to coordinate opportunities for students.

- Additional Strategies for Workplace Experiences can be found [here](#).

Red

- Provide virtual opportunities for students if possible.

- Workplace experiences in agriculture or other businesses deemed essential and where in-person work may be expected must follow all local health guidelines.

- To ensure virtual WBL is just as robust and authentic as it is in-person, the following factors should be considered when designing virtual experiences:

  o How are students intentionally engaged in opportunities for self-reflection and supported to work independently?

  o What is the guidance for employers to communicate safely and provide intentional mentoring to students?

  o How are expectations for work products and outcomes being communicated to students?

  o Are virtual platforms being utilized to maintain as much interactivity and targeted engagement as possible? (Use of polls, working in small break-out groups, etc.) More information can be found [here](#).

Additional Resources

Advance CTE Prioritising Through and Beyond COVID-19
https://cte.careertech.org/sites/default/files/Prioritizing_CTE_During_COVID_July2020.pdf

ACTE Distance Learning Resources
https://www.acteonline.org/professional-development/opportunities/distance-learning-resources/

Maryland Recovery Plan
http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf

New York Reopening Schools Guidance
http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf

National Restaurant Association
https://restaurant.org/covid19

Iowa Internship Guidance
https://educateiowa.gov/documents/iowa-work-based-learning/2020/07/high-school-internship-guidance

Tennessee CTE Reopen Plan
https://www.tn.gov/content/dam/tn/education/health-&-safety/CTE%20Reopening%20Guide.pdf