



Indiana Office of
**Career & Technical
Education**

GOVERNOR'S WORKFORCE CABINET

CTE “Back on Track”: Guidelines for Re-opening Facilities and Returning to In-person Instruction

The following document contains specific guidance for CTE programs. As noted in the [IN-CLASS](#) guidance document shared by the Indiana Department of Education, guidance for CTE programs is being provided by the Governor’s Workforce Cabinet and the Office of CTE. It is essential for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while still providing a quality education program. We encourage all school officials to review this guidance to ensure districts are implementing safe and effective CTE programs.

To consider a wide range of perspectives, the Governor’s Workforce Cabinet formed a CTE “Back on Track” working group to help develop this guidance for reopening facilities and returning to in-person instruction. In addition to GWC and Indiana Office of CTE staff, the working group included the following individuals representing schools, career centers and other state agencies:

Steve Baker, Principal
Bluffton High School

Dr. Patrick Biggerstaff, Director of CTE, Vice President
Area 31 Career Center, ACTE Administrative Div.

Dr. Andrew Findlay, Dean CTE Early College
Vincennes University

Jody French, Principal
Perry Central High School

Greg Gastineau, Board Member
State Board of Education

Dr. Gene Hack, CTE Director, Past President
C4 Columbus Area Career Connection, IACTED

Tari Lambert, Director of Transfer IN
Commission for Higher Education

Tim McRoberts, Associate Executive Director,
Indiana Association of School Principals

Brian Murphy, Executive Director
State Board of Education

Dr. Rebecca Rahschulte, Vice President K-14
Initiatives, Ivy Tech Community College

Dr. Ken Sauer, Sr. Associate Commissioner
Commission for Higher Education

Alan Taylor, CTE Director, Cabinet Member
Prosser Career Education Center, GWC

Dan Ulrich, Executive Director,
Indiana Association of CTE Districts

Matt Walsh, Academics Specialist
Indiana Department of Education

Dr. Lindsey Weaver, M.D., Chief Medical Officer
Indiana State Department of Health

More than 200,000 secondary students were enrolled in CTE programs of study across the state of Indiana during the 2019-2020 school year. Each program of study provides the opportunity for students to earn postsecondary and/or industry credentials and participate in work-based learning experiences. COVID-19 school closures during the 2019-2020 school year impacted the ability of CTE students to complete work-based learning and core content hours needed to earn required credentials in career fields.

This guidance for CTE programs has been written with a focus on getting CTE “Back on Track” as soon as possible through a summer bridge program. The program will utilize in-person summer school to provide CTE students that had their CTE programming disrupted this spring due to the COVID-19 pandemic the opportunity to complete in-person, hands-on requirements. The guidance that follows provides health protocols and expectations for operating in-person CTE summer bridge programs. The summer bridge guidance will be updated as necessary.



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A few additional considerations specific for the start of the 2020-2021 school year have also been provided in this document. **Further guidance for the fall semester will be provided in the coming weeks** based on a review to determine the feasibility and appropriateness of the summer bridge guidance for the regular school year.

Guiding Principles:

The following guiding principles have informed our guidance for re-opening facilities and returning to in-person instruction and are provided to demonstrate the unique nature of CTE courses/programs in relation to other core academic courses.

1. CTE courses/programs provide the opportunity for students to earn credentials, like postsecondary certificates and degrees and industry certifications. Maintaining credentialing throughout this time is critical for the benefit of students and employers. Without the ability to earn credentials, students may be limited to entry-level positions despite their advanced training or may need to repeat training.
2. CTE courses are best taught in a face-to-face manner where students have the opportunity to learn and practice skills in a hands-on manner. In fact, many courses have hands-on requirements that cannot be replicated or recreated in a virtual environment.
3. The overwhelming majority of CTE courses are eligible for dual credit, and therefore it is necessary that we align secondary CTE practices to postsecondary practices. Both Ivy Tech Community College and Vincennes University plan to open their CTE labs, with institutional health and safety protocols in place, to allow students to complete hands-on requirements this summer. These lab requirements are applicable to dual credit courses.
4. Providing all students equitable access to high quality CTE programs of study that provide the opportunity to earn dual credit, industry certifications, and complete work-based learning has always been a priority for CTE programs and is even more important during this time.

Summer Bridge Program Logistics

The Governor's Workforce Cabinet is offering a grant program to support eligible recipients that offer in-person summer school. The procedures and practices that are listed below will apply to all locations offering a summer bridge program.

1. Summer Bridge Program can run from July 6, 2020, through the start of the fall semester. This timeline presumes Indiana reaches Stage 5 of Governor Holcomb's "Back on Track" plan as scheduled and schools, based on current executive orders, are able to reopen on July 1st.
2. The summer bridge program is for students who were enrolled in CTE programs that were disrupted due to the COVID-19 virus. Students may need to:



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- a. Complete core content requirements for dual credit courses;
- b. Complete preparation for industry certification and state licensure exams;
- c. Need time for remediation and to take industry certifications exams; and/or
- d. Complete required WBL and clinical placement hours to finish programs so they may complete licensing.

Summer Bridge Program Health Protocols

1. Students and employees should be trained to recognize symptoms of COVID-19 and to understand any required/recommended health protocols that have been implemented.
2. Students and instructors are expected to self-screen by answering the questions below or by following a locally developed self-screening procedure prior to attendance on a daily basis.
 - a. Have you had close contact with someone who has tested positive for COVID-19 within the past 14 days?
 - b. Are you currently ill? Do you have any symptoms of a cold, cough, or shortness of breath? Have you temporarily lost your sense of taste or smell?
 - c. Do you currently have a fever or have you had a fever within the past week?

ISDH recommends that before deciding to require temperature checks, schools should consider the fact that because body temperatures may be impacted by a number of factors, temperature checks will not eliminate the risks in buildings and/or on buses. In addition, temperature checks can be challenging and expensive to administer due to a lack of personnel and equipment.

3. Students and employees should be excluded from the school environment if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 that is not otherwise explained by other health conditions unrelated to COVID-19.
4. Once a student or an employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC. Currently those guidelines are:

Untested – Persons who have excluded themselves or been excluded and have not received a test proving or disproving the presence of COVID-19 may return if the following three conditions are met:

- The individual no longer has a fever (without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since symptoms first appeared.



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Tested Positive or Symptomatic - Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

- The individual no longer has a fever; and
- Other symptoms have improved; and
- At least 10 calendar days have passed since symptoms first appeared; **OR**
- The individual has received two negative tests at least 24 hours apart.

Tested Positive- Asymptomatic - Persons who have not had symptoms but test positive for COVID-19 may return when they have gone 10 calendar days without symptoms and have been released by a healthcare provider. Students may also return if they are approved to do so in writing by the student's health care provider.

Any of these scenarios will likely make it difficult for the individual to return to the classroom during the short window of time that is available for the summer bridge program. If a student is not able to complete a course/program during the summer bridge program due to illness, the school or career center should try to provide an opportunity for the student to complete later in the fall.

5. Schools should be prepared to respond to COVID-19 cases when they occur in their facilities. This will require a mandatory reporting system for all teachers, administrators, staff and students to report any documented positive cases of COVID-19 in their school. Schools should contact the local health department immediately. Unless extenuating circumstances exist, the district/school will work with the local health department to assess factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine building closure.
6. Staff and students are encouraged to wear a mask while in the classroom and in the lab. The minimum expectation is to follow similar precautionary measures that is required of the related industry while in a lab setting. For example, cosmetology students must wear a mask at all times and only use equipment that can be sanitized between each use. Each program area should review industry specific health and safety protocols as part of the summer bridge program.

Summer Bridge Program Social Distancing Expectations and Considerations

The procedures and practices that are listed below will apply to all locations offering a summer bridge program.

1. CTE programs must limit the number of students in a classroom at any one time to no more than 50% of the classroom capacity during the summer bridge program.
2. Schools should attempt to designate a single point of entry and traffic path for each CTE course/program. This will help to prevent problems with students congregating, limit access to



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only specific parts of the building, and may limit the need to close the whole school in the event that a student or instructor tests positive for COVID-19.

3. Classroom and lab demonstrations must be done 1-on-1 or in small groups so that students are not within 6 feet of each other. Schools should use signage, tape marks on the floor or place a desk or table between the demonstration area and the students. If social distancing cannot be maintained during demonstrations then other safety precautions should be considered such as creating a plexi-glass barrier or requiring masks.
4. Sharing equipment and machinery should be avoided as much as possible. All shared equipment and machinery must be wiped with a cleaning solution before and after each use. Schools and Career Centers are strongly encouraged to sanitize equipment and machinery between each class session.
5. If possible, necessary supplies and materials should be laid out or distributed by one person to students to ensure that the materials and supplies are handled by as few people as possible. At a minimum, students should maintain social distancing while gathering supplies and materials. Marking spots on the floor would help students maintain social distancing.
6. Students should have a staggered break schedule. An effort should be made to limit the number of students that are allowed to leave the classroom at any one time. Common areas such as snack machines or break areas should be closed or limited to one student at a time.
7. Janitorial services should distribute wastebaskets, tissues, and CDC-approved soap or hand-sanitizer to each classroom and throughout the hallways so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
8. WBL and clinical placements that are required to complete a program for dual credit or to be eligible to take a certification exam should be allowed to resume beginning July 1, 2020, as long as a student has parent permission. Students are expected to complete a school's COVID-19 safety and protocol training or a more extensive employer-required training. Students must follow employer safety protocols and school policies. Any conflicting safety measures must be reviewed and agreed upon by the employer and program coordinator prior to student placement.
 - a. If students were hired as part-time employees after WBL was suspended this spring, then the school may allow the employer to sign off on clinical hours. The sign-off should include verified hours and a skills checklist.
9. School-based enterprises should not be opened to outside clients during summer school. Schools may appeal to the Office of CTE if this expectation makes it impossible to meet program requirements.



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Considerations for Fall

We have provided a few additional items for your consideration to help you plan for fall classes. Additional considerations will be provided as new information becomes available.

- Schools and administrators are facing a wide range of decisions during this time that are much broader than CTE programs. One of the most critical decisions facing schools is whether to return to in-person instruction, continue with remote learning, or implement a blended model. It is important that CTE leaders be involved in these discussions to help provide insights on how any decisions will impact CTE programs and students.
- At this time, current policies restricting the eligibility of online courses for funding will be maintained. The Office of CTE will be conducting a program-by-program review to determine any exceptions. Any exceptions made will assume that instruction is provided remotely by a qualified instructor at the school.
- Schools should begin considering how they may provide virtual or remote learning opportunities for students or instructors that are medically vulnerable this fall. Schools may need to make individual time in the lab or other accommodations available to these students in order to complete hands-on requirements or performance assessments.
- State health officials have indicated that planning for potential future disruptions as a result of a second wave of COVID-19 and/or a potentially severe flu season is advisable. In anticipation of this possibility, many postsecondary institutions are moving their start dates for the fall earlier and hoping to finish their semester by fall break. Following their lead, we recommend that schools and career centers start their CTE programs as scheduled and review their syllabi to try and include as much lab time as possible early in the fall.

Questions:

Please direct any questions regarding this guidance to CTE@gov.IN.gov. The full guidance is available online [here](#).

This guidance is subject to change and will be updated as new information becomes available. Future updates will be provided via our regular CTE Updates, which can be subscribed to [here](#).



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Resources:

[IDOE Indiana's Considerations for Learning and Safe Schools](#)

[CDC Considerations for Schools](#)

[CDC Decision Tree](#)

[CDC's Community Mitigation Strategies](#)