

**In order to ensure a strong start to 2020-2021, every school system should invest in operational and educational systems to ensure their students have uninterrupted access to non-core academics and Career and Technical Education.**

## Introduction

Recent events underscore the urgency for providing equitable access to high quality non-core academic and Career and Technical Education (CTE) courses. School systems will need to be innovative and act boldly as they build responsive systems that support uninterrupted education in non-core academic and CTE courses.

The purpose of this guidance is to provide resources and processes for school systems to use to support non-core academics and CTE. This guide will enable school systems to develop systems that broaden access to uninterrupted instruction by:

- Thinking critically about the role of digital and non-digital resources;
- Prioritizing developing resources, providing access to materials and equipment, and securing technology;
- Providing multiple learning formats for adaptive continuous learning in non-core academics and CTE and
- Partnering with the community, business and industry, economic development organizations, postsecondary institutions, training providers, course choice providers, and other school systems.

Schools systems can apply for incentive funds to support continuous instruction such as non-core and CTE software licenses, simulations and subscriptions, and/or digital non-core and CTE textbooks and curriculum. School systems should take the following steps when planning for and implementing uninterrupted learning for non-core academics and CTE:

### [STEP 1: Determine learning formats.](#)

- [Digital Learning](#)
- [Non-Digital Learning](#)
- [Blended Learning](#)

### [STEP 2: Determine which course materials and partnerships are available.](#)

- [Lesson Development](#)
- [Technology, Supplies, and Materials](#)
- [Supplemental Course Allocation](#)
- [Postsecondary Partnerships](#)
- [Industry, Economic Development, and Community Partnerships](#)
- [School System to School System Partnerships](#)

---

## STEP 1: Determine learning formats

School systems must be adaptive and innovative as they consider and plan for alternative and progressive approaches to continued instruction across changing environments. With access to asynchronous learning, students are not bound by time and place; synchronous learning may occur at the same time from many different places. As school systems plan for the non-core academic and CTE course offerings, they should consider the academic, technical, and relational needs for each content area. This can include engagement between instructors and students, access to technology and

resources, digital literacy skills, and diverse learner needs. Consideration of these needs are embedded in these learning formats:

- Digital Learning
- Non-Digital Learning
- Blended Learning

### **Digital Learning**

Digital learning can occur in a synchronous or asynchronous format or a combination of the two.

Delivering synchronous instruction in non-core academics and CTE offers opportunities for students to engage with educators and materials in a live format. This social format allows educators to adjust instruction, differentiate based on immediate feedback, and assess understanding utilizing both verbal and non-verbal cues. Collaborative workspaces and video conferencing options include [Google Meet](#), [Skype](#), [Zoom](#), [Elevate K-12](#), [Microsoft Teams](#), and [Cisco Webex](#).

Asynchronous non-core academic and CTE delivery allows instructors to scaffold content and supportive materials in such a way that students engage with the content at their own pace. The absence of direct facilitation requires a different set of best practices. Educators can use lessons and content created for face-to-face instruction or access resources available through vendors that support non-core academics and CTE. Resources and platforms include the [Career and Technical Education Vendor Guide](#), [World Language Guidance](#), and [Physical Education Resources](#), [EdgeFactor](#), [Nepis](#), [Google Classroom](#), [Padlet](#), [Khan Academy](#), and [TedED](#).

Combining both synchronous and asynchronous learning digitally allows for differentiation in instruction. The options available to support content delivery through a singular application supporting live instruction, independent working, and collaborative working among learners are [Google Apps for Education](#), [Microsoft Teams](#), [NearPod](#), [Discord](#), [Slack](#), [ViewSonic](#), [Clever](#), and [Amazon Web Education](#).

### **Non-Digital Learning**

For school systems with limited access to technology resources and for non-core and CTE courses that require hands-on and project-based learning, options should be provided for families such as:

- Project prompts with a broad menu of options using little to no home equipment.
- Work-based learning projects.
- Access to materials and resources necessary to continue uninterrupted engagement with content including experiential learning students can access at home, such as carpentry kits with pre-cut materials, tools, hardware, and blueprints.
- Access to materials and supplies often available in the classroom, such as paint and brushes for art courses, instruments for music courses, and breadboards for STEM courses.
- Activity kits for students to complete small-scale construction, robotic, or electronic projects.
- [Ready-to-take-home packets](#) for health and physical education.

### **Blended Learning**

Blended learning is flexible, opportunistic, individualized educator-facilitated learning that maximizes time and place and combines digital and non-digital options to support delivery of content in diverse settings. Whether rotating, flexing, or flipping, the learning environment is dynamic, versatile and adaptive; thereby ensuring that learning transcends events. As school systems plan for innovative, adaptive systems, blended learning may be the vehicle to transition from static, didactic learning to a student-centered delivery system incorporating 21st Century technical and academic skills.

As school systems prepare for students to engage more broadly with online content, the safety of students and school systems is paramount. In addition to ensuring students continue to gain workplace safety knowledge (utilizing resources such as [CareerSafe](#), [Occupational Safety and Health Administration \(OSHA\)](#), [National Restaurant Association](#), [Agricultural Safety and Health eXtension Community of Practice](#)), school systems should take the following steps to ensure the security and privacy of student information:

- Reference [Louisiana’s Data Governance and Student Privacy Guidebook](#) and [Privacy and Security for Distance Learning](#) guidance; and
- Teach digital citizenship as a foundational skill. Resources such as [Common Sense Education](#) and courses such as [Quest for Success](#) and [NICERC Cyber Society](#) focus on providing students with the skills to use technology effectively and safely. Instructor [professional development](#) is available for both Quest for Success and NICERC Cyber Society.

## **STEP 2: Determine which course materials and partnerships are available**

Non-core academic and CTE instruction often require a hands-on component. Rethinking how and where students access content will change the way we think about classrooms, materials, supplies, and lesson development. These changes will be a powerful force in how students engage with content and will require system leaders to think broadly as they plan for non-core academic and CTE purchases. To support continuing instruction outside of the traditional systems and structure, school systems and school leaders must consider:

- [Lesson development](#);
- [Technology, supplies, and materials](#);
- [Supplemental Course Academy/Course Choice](#);
- [Postsecondary partnerships](#);
- [Industry, economic development, and community partnerships](#); and
- [School system-to-school system partnerships](#).

## **Lesson Development**

Non-core academic and CTE course offerings require thoughtful planning, and each school system will need to tailor resources to meet the needs of the students. CTE resources include the [Career and Technical Education Vendor Guide](#), [Specific Industry-Based Credentials \(IBCs\) Fact Sheets](#), and [CTE Online](#). Non-core academic resources include the [World Language Guidance](#), [Physical Education Resources](#), [Course Choice Provider Directory](#), Music Education ([National Association for Music Education](#), [Save the Music Foundation](#), [Education Through Music](#)), Theater Education ([PBS Learning Media](#)), and Art Education ([Educational Technology ClearingHouse](#), [National Gallery of Art \(NGA\)](#), [Museum of Modern Art \(MOMA\)](#)).

The [Distance Learning Adaptation Template](#) is an open access document educators can use to adapt lessons and organize a week of learning for students. Guidance and weekly assignment templates can be used with lessons and projects and/or customized for an educator’s existing curriculum.

Accommodating students’ physical, physiological, and social needs and striving to include the three domains of learning (psychomotor, cognitive, and affective) outside the structured physical education classroom can be challenging. The [Online PE Guidance Document](#), [Online PE Resources](#), and [K-12 Physical Education Handbook](#) are available to provide support to administrators and educators who are providing online physical education. The guidance document, resources, and handbook not only provide support for applying best practices but allow for the development of individuals who have the knowledge, skills, and confidence to enjoy lifetime physical activity. In addition, these resources will assist with lesson planning and assessment strategies as teachers strive to meet state standards and grade-level expectations.

As school systems and schools transition to uninterrupted student access learning, consideration should be given to seeking out or developing sets of emergency distance learning lesson plans to minimize instructional time lost during unplanned, extended dismissals. These lesson plans can provide invaluable support as teachers balance home life with transitioning from one mode of lesson delivery to another. The STEM Pathway providers, for example, are working to create at least two weeks' worth of emergency virtual lesson plans for each pathway course.

### Technology, Supplies, and Materials

As school systems plan, [consideration of technology needs](#) is paramount to building successful programs. School systems should include access to specific technology as they plan for purchasing devices and accompanying licensing software.

School systems should:

- Ensure [educator and student laptops](#) have the minimum requirements to run software and that licensing allows for all necessary devices to have access to the software;
- Ensure input/output devices, such as Wacom Tablets, MIDI Keyboards, or MBox, are available to students, if needed; and
- Provide students with access to equipment, simulations, virtual devices, activity trackers, training, and portable learning systems that allow for augmented access to traditional hands-on content.

Progressive options, such as a robust system for technology integration into traditional analog instruction, should be available as essential operational components to support continuous learning. Examples are listed below.

- Virtual Devices: [Google Glass](#), [Cyber Anatomy](#), [Magic Leap](#)
- Mobile Training Labs and Portable Learning Systems: [Tech Labs](#), [Amatrol](#), [Festo](#), [Flinn Scientific](#)
- Training Simulators: [SimBuild](#), [CMLabs](#), [Lincoln Electric](#)
- Activity Trackers: [Fitbit](#), [Polar](#) and [Garmin](#)
- Utilizing non-traditional methods of providing group work activities through digital collaborative workspaces

### Supplemental Course Academy/Course Choice

The Supplemental Course Academy (SCA) gives school systems access to a variety of courses through online, face-to-face, and hybrid options. The updated 2020-2021 [SCA Provider Directory](#) includes information on available vendors and courses, types of instruction (online, face-to-face, hybrid), types of content (core, non-core, CTE), and courses offered with dual enrollment options found on the [SCA Portal](#). SCA funds should be used to access content and courses from providers instead of incentive funds.

The SCA catalog targets the following types of courses for high school credit:

- Career and technical preparation,
- Academic work required to achieve Taylor Opportunity Program for Student (TOPS) scholarships,
- Non-core academics such as art and World Languages,
- Advanced coursework not available at the school due to limited resources,
- Dual enrollment, and
- Intensive remediation for students struggling to stay on pace for graduation.

There are a number of SCA Providers that offer non-core academic and CTE preparation courses virtually. Through SCA Course Providers, students participate in quality courses utilizing interactive and user-friendly platforms. These CTE and non-core academic course offerings also allow school systems to diversify their portfolio options while providing high-quality instruction and exposing students to various prospective high-demand occupations. A complete list of offerings can be found in the [SCA Provider Directory](#) or on the [SCA Portal](#).

### Postsecondary Partnerships

Partnerships with postsecondary institutions are an integral part of non-core academic and CTE programs of study. They are an essential link for the smooth transition between secondary and postsecondary educational opportunities, as well as for supporting learning across all modalities.

Working through state, regional, and local partnerships, postsecondary institutions and school systems collaborate to create programs of study to meet state, regional, local, and industry needs. Together, they coordinate communications about available programs of study, the options for accessing courses, and the access to financial and support services for students. [K-16 pathways](#) epitomize these elements of collaboration and coordination. Postsecondary partnerships:

- Ensure seamless transitions by supporting interactions among faculties to develop curriculum aligned to national standards and workforce needs;
- Provide resources and services to underserved students especially those in rural communities;
- Support access to technology;
- Broaden and enhance course offerings;
- Sustain access to educational resources during emergencies; and
- Link educational institutions with economic development organizations, workforce boards and community stakeholders.

Furthermore, through the postsecondary partnerships in the K-16 pathways, school systems and schools can access the planning and implementation resources of partner postsecondary institutions. The STEM Pathways, in particular, are working to ensure that all STEM pathway courses:

- are available in digital, non-digital, or blended formats;
- have available emergency virtual lesson plans; and
- offer digital and non-digital professional development and ongoing teacher support.

### **Industry, Economic Development, and Community Partnerships**

As school systems and schools move forward with flexible learning environments, community and industry partnerships continue to be an underutilized resource. Collaboration with these stakeholders enhance student access to learning opportunities. These partnerships can be a source to seed, bridge, and sustain programs. Some partnerships are included below.

- Louisiana Community and Technical College System (LCTCS), through its [Advisory Committee Handbook](#), provides a roadmap for developing these essential partnerships. Industry partnerships can assist with supporting training for both students and educators, assessing skill performance, providing educator externships and student internships, sharing employment opportunities for students, and identifying in-demand, emerging, and in-the-future industry needs.
- Economic Development partners can provide valuable insight to help build demand-driven and data informed programs that provide students with the skills needed for the jobs of tomorrow.
- [The Louisiana Association for Health, Physical Education, Recreation, and Dance \(LAHPERD\)](#) efforts aim to improve the quality of life through health and fitness and recreational activities. LAHPERD is an affiliate of the American Alliance for Health, Physical Education, Recreation, and Dance.
- The Louisiana Department of Health, through [Well-Ahead Louisiana](#), works to support healthier schools through partnership development and technical assistance to schools and school districts.
- The Louisiana Department of Education's [Healthy Communities](#) grant seeks to improve student health and academic achievement through nutrition, physical activity, and the management of students' chronic health conditions.

- [CDC Healthy Schools](#) works with states, school systems, communities, and national partners to prevent chronic disease and to promote the health and well-being of children and adolescents in schools.

### **School System to School System Partnerships**

Just as postsecondary, community and industry partnerships are integral components of successful CTE and non-core academic programs, collaboration and coordination between and among school systems and schools is as well. The STEM pathways model this relationship through engaging teachers across school systems as a community of professionals. Sharing resources across boundaries mirrors the benefits of postsecondary partnerships. As each entity shares its instructional resources using boundary-neutral platforms, school systems and schools move beyond and reinforce educational tenets that student access to learning is limited only by imagination. Through these partnerships, school systems can maximize resources, enhance student learning, reduce duplication of limited resources and services, address human capital issues, and broaden access and affirm commitment to ensuring access to quality, challenging programs for all.

Using these resources as a guide, school systems and schools have the opportunity to initiate the development of innovative, adaptive operational and educational systems to support Louisiana's students with uninterrupted access to learning.

For more information, contact [jumpstart@la.gov](mailto:jumpstart@la.gov).