ADDRESSING SPECIAL POPULATIONS IN CTE REMOTE LEARNING
WE MUST ACCEPT FINITE DISAPPOINTMENT, BUT NEVER LOSE INFINITE HOPE.

DR. MARTIN LUTHER KING
Webinar Outcome: To inform and recommend guiding considerations for strategic/continuity planning of CTE remote learning for special populations.
Here to provoke the plans for CTE Remote Learning

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Infinite Definitions

**Providing opportunities** where students don’t need to see an instructor: via mail, email, online. Something where **they don’t have to go to a physical space to take training** – Brian Boomer

Spring 2020 Distance Education has different expectations than fall – It was anything we could do to help students continue learning the best way we could. Looking forward to Fall - synchronous and asynchronous, creating virtual lab environments... The answer would **change for each institution, department, student.** – Alexander Berry

Bringing CTE online to students – **Beautifully blending together across systems, populations – redefining CTE in a virtual space** - Renee Marshall, Education Consultant

Virtual Learning is looking at the **individual students’ learning needs** – not having to physically be on campus – Diana Enriquez

**Flexibility** – All materials online but also videos types of demonstration, with flexible labs times – Larry Paredes

**Creating a virtual learning experience** that is **different for every student** – Tonette Salter
Present Lens – CTE Remote Learning

TRENDS:

Crisis Remote Learning
Addressing access needs - broadband, computers, laptops, food, physical mailing addresses, curriculum, internet and devices need, connectivity, faculty/instructors training of online instructional, shifts in grading and testing

Intentional Remote Learning
Addressing learning needs - engagement, content/curriculum, relationship, connection, asynchronous, MERRI (Meaningful, Engaging, Relational, Relevancy, Insightful) learning
For your school, county, institution, are Special Populations needs addressed in CTE Remote learning by crisis remote learning, intentional remote learning or both?

Crisis Remote Learning - Finite
Addressing access needs - broadband, computers, laptops, food, physical mailing addresses, curriculum, internet and devices need, connectivity, faculty/instructors training of online instructional, shifts in grading and testing

Intentional Remote Learning - Infinite
Addressing learning needs - engagement, content/curriculum, relationship, connection, asynchronous, MERRI(Meaningful, Engaging, Relational, Relevancy, Insightful) learning
### Number of students enrolled in offered courses entirely online (2015-16)

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
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<tbody>
<tr>
<td>Primary</td>
<td>1,700</td>
</tr>
<tr>
<td>Middle</td>
<td>1,800</td>
</tr>
<tr>
<td>High</td>
<td>10,300</td>
</tr>
<tr>
<td>Combined (K-12)</td>
<td>5,300</td>
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</tbody>
</table>
# students enrolled in any distance education online courses (2017-2018)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6,932,074</td>
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</tbody>
</table>

Data Prior-19 Post-Secondary Institutions
## DATA FALL COVID-19 CAEP Student Technology Survey

### Type of Devices

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>61%*</td>
</tr>
<tr>
<td>Tablet</td>
<td>22%</td>
</tr>
<tr>
<td>Laptop/Computer</td>
<td>74%*</td>
</tr>
</tbody>
</table>

*Students who both phone and laptop/computer

### Feeling about Online Learning

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>I can continue learning</td>
<td>99%</td>
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</tbody>
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Voices of Distance Education Experiences
Larry Paredas CTE Faculty, Veleka Iwuaba ABE/ASE Chair, Dulce Caldino DeNovellis Student, Jessica Wilson Parent, Renee Marshall (Administrator)

Finite
Please give one current example of a difficulty in Distance Education.

Infinite Silver-Lining (Hope)
Please give one example of an opportunity Distance Education has provided you.
CTE Remote Learning of Distance Education

Infinite Silver-Lining (Hope)
Opportunity to reimagine education with insight to students, parents, faculty/teacher, institutional needs that will truly embody equitable education. Creating a beautifully blended educational authentic learning experience.
CONGRATULATIONS!
(TAKE A SCREENSHOT OF THIS SLIDE TO VERIFY PARTICIPATION TO YOUR DISTRICT)

CERTIFICATE OF COMPLETION
California Department of Education
Career and College Transition Division
CTE Distance Learning Webinar