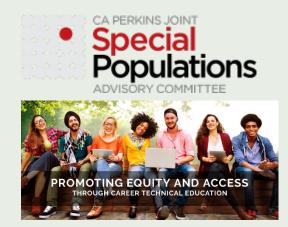
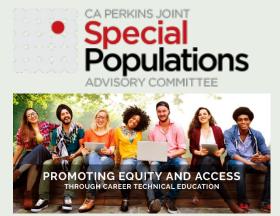
ADDRESSING SPECIAL POPULATIONS IN CTE REMOTE LEARNING



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 flexib Ropulations labs times – Larry Paredes

Creating a virtual learning experience that is different for every studentTonette 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



POLL TIME - (Q/A Box)

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, connects asynchronous, MERRI(Meaningful, Engaging, Relational, Relevancy, Insightful) learning



Data Prior COVID - Secondary

Number of students enrolled in offered courses entirely online (2015-16)	
Primary	1,700
Middle	1,800
High	10,300
Combined (K-12)	5,300



Data Prior-19 Post-Secondary Institutions

students enrolled in any distance education online courses (2017-2018)

6,932,074



DATA FALL COVID-19 CAEP Student Technology Survey

Type of Devices		
Phone	61%*	
Tablet	22%	
Laptop/Computer	74%*	

Feeling about Online Learning	
I can continue learning	99%



^{*}Students who both phone and laptop/computer

Voices of Distance Education Experiences

Larry Paredas CTE Faculty, Veleka Iwuaba ABE/ASE Chair, <u>Dulce Caldino DeNovellis</u> Student, <u>Jessica Wilson Parent</u>, Renee Marshall (Administrator)

Finite

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

Infinite Silver-Lining (Hope)

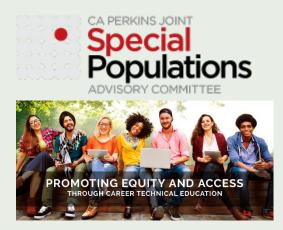
Please give one example of an opportunity Distance Education has provided you.



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.





TONY THURMOND
State Superintendent
of Public Instruction

CONGRATULATIONS!

(TAKE A SCREENSHOT OF THIS SLIDE TO VERIFY PARTICIPATION TO YOUR DISTRICT)

