

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



# 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, connection, asynchronous, MERRI (Meaningful, Engaging, Relational, Relevancy, Insightful) learning



# Data Prior COVID - Secondary

Number of students enrolled in offered courses entirely online (2015-16)	
<b>Primary</b>	1,700
<b>Middle</b>	1,800
<b>High</b>	10,300
<b>Combined (K-12)</b>	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, [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.





**TONY THURMOND**  
State Superintendent  
of Public Instruction

# CONGRATULATIONS!

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

