

CA PERKINS JOINT
**Special
Populations**
ADVISORY COMMITTEE

Promoting **Equity & Student Success**
Through Career Technical Education

Career Technical Education: Success for All

2011-2012 Regional Workshop



JSPAC is jointly funded by the

California Department of Education

&

California Community College

Chancellor's Office



CA Perkins **JSPAC Mission** is to promote equity and success in Career Technical Education (CTE) by providing educators with research-based professional development, instructional strategies, and resources.

*“Promoting **Equity & Success**
through Career Technical Education”*

CA Perkins



Joint **S**pecial **P**opulations **A**dvisory **C**ommittee

- **JSPAC** is a unique committee designed to:
 - **Promote educational equity** and
 - **Be a voice** between “The Field” & CDE/CCCCO
- The committee is comprised of 30 members, 10 from each group below:
 - K-adult
 - CA Community Colleges
 - Business, labor, and industry



Agenda

- Introductions
- Perkins
- Data
- Root Causes & Strategies and Questions
- What Students need to know
- JSPAC
 - Products
 - Professional Development
 - Research



Official Contacts

Committee Monitors

- Russ Weikle, California Department of Ed.
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- Sharon Wong, CA Community College Chancellor's Office
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Project & fiscal management

Grossmont-Cuyamaca Community College District

- Stan Schroeder, Project Director
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- Tammy Montgomery, Program Coordinator
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CCC Special Populations Collaborative



- Laurie Harrison
laurierharrison@gmail.com
- *“Make a Difference for Special Population Students: Practical Tips and Tools for Educators.”*
- Reports
 - Core Indicators Longitudinal Study By TOP Codes by Regions
 - Core Indicator Data & Analysis - Statewide, by Region/TOP Codes
- Advice From Experienced Practitioners
 - Enhancing the Success of Special Population Students in Career and Technical Education
- Effective Practices

www.cccspecialpopulations.org OR www.vteabp.com



Speaker Information

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Perkins Students from Special Populations (SP)



Include:

- Individuals with **disabilities**
- **Displaced** homemakers
- Individuals from **economically disadvantaged** families;
 - inc. foster children
- Individuals with **Limited English Proficiency (LEP)**
- **Single parents**;
 - inc. single pregnant women & teen parents
- Individuals preparing for a career that is **Nontraditional** (NTO) by gender



Perkins '08-'12

- **Federal legislation**

- Governs what you **CAN, MUST, and CAN'T** do with CTE programs.
- Available online at:
 - http://www.schoolsmovingup.net/cte/downloads/cteplan_122808.pdf
- **Core Indicators**
 - **Accountability measures for SP student success**
 - **Identify GAPS & SUCCESSES in CTE Programs for **SP** students**



Perkins Act Requires

Each LEA/School/College set a **performance goal** for each Core Indicator

If the goals are not met at a minimum of 90%, the LEA will have to take corrective action and, with continued **lack of goal attainment**, the LEA faces a **possible loss funding**

Perkins funds are to improve or expand programs ONLY!



CA State Plan '08-'12 Goals

- Build a **demand-driven** CTE system (use LMI)
- Ensure **access** for all students to CTE
- Realize the concept of **lifelong learning**
- Leverage the current momentum of high school reform... to promote CTE to **engage students**
- Understand how CTE contributes to **CA's economic future**
- Promote **continuous improvement** of CTE services

[CA State Plan for CTE '08-'12](#) -- Page 55

Perkins Act: things to know & understand



- **Who writes the Plan?**
- **How can I get involved?**
- **What is the Allocation Process**
- **What CTE Programs are receiving funding?**
 - **Why? To what end?**
 - **What Core Indicator GAP are they addressing?**
 - **Is there Labor Market Indicator (LMI) data that indicates a need to expand this program?**
 - <http://www.labormarketinfo.edd.ca.gov/>

Equity must be a part of ALL Educational Programs



You Insure that it is by:

- Knowing the **intent** and **letter** of the law
- Understanding the **four steps** students must
- Insuring your Core Indicator **data is accurate**
- Identifying what **assistance** is available
- Asking **questions**



Core Indicator Data

- **Accuracy** is of paramount importance!
- Data is reported to CDE/CCCCO annually by your school/LEA/College
 - **You have the data first!**
 - Data that comes back from CDE/CCCCO is by DISTRICT
 - Unless you're doing district planning, you want the PROGRAM data from **YOUR program.**
 - **You already have that data!**
- **Data is *useless* if you don't use it!**
 - Determine the gaps/successes!
 - Decide how to close the gaps and replicate the successes





Common Data Errors

- K-12
 - 1S1 – Reporting on PASSED versus PROFFICIENT +
 - 3S1 -- Wrong Numerator or Denominator
 - 100%
 - SP Data that are out of sync with the rest of the population
- CCC

Data & Root Causes Exercises



- **Data Exercise**

- Take the data given to you and find:

- **Anomalies** in the data, things that jump out at you
- LMI data that “seems hinky” -- income, hiring, and/or job growth information that **sounds an alarm**

- **Root Cause Exercise**

- Once you have decided the gaps, think about the most **probable Root Causes** for the gaps **at your school**

- From the Root Causes, & blank ones to add your own, **assemble them into a hierarchy** from most important to least important. **Can you add SOLUTIONS?**

- **DOES NOT have to be linear**



Primary Root Causes

Academic Proficiency	School Climate
Access to & Participation in STEM	Media Input
Career Guidance and Practices	Occupational Choice
Curriculum Materials	Self-Efficacy
Family Characteristics	Student Attitudes
Instructional Strategies/Classroom Climate	Support Services
Isolation based upon Gender	Early Exposure
Role Models (Lack of or providing)	Stereotype Threat
Others?	

What you need to examine:



- Over/under representation
 - **75%/25% gender rule**
 - Less than 25% of any gender (in an occupation) makes a program NT (See NT Brochure/CDE database)
 - **+/- 10% ethnicity rule**
 - 10% difference in **program enrollment versus school representation** may indicate a recruitment or counseling bias

Data Concerns:	
What does the data indicate?	Timing of Measurement?
Can you trust the data?	Reliability?
What else is needed?	Coverage?



Possible **GAPS** in Core Indicators

- NT or underrepresented students **not enrolled**
- All or none of one **ethnic group** enrolled (+/- 10%)
- **X special population** not participating/completing the course or program
- SP groups not earning a **passing grade**
- Not enough **students overall**
- Low number of transfer or employment - **jobs!**
- Insufficient students enrolled in **NT programs**
- **The opposite indicates successes... What is happening in this program?**

Questions to ask about Data



- Is there an **equitable balance** of program participants?
- Is data **disaggregated**?
- Does the data **answer questions** such as:
 - Does the program have a consistent effect on **all** students?
 - Where are gaps or disproportionate representation?
 - Do females and males perform equally?
 - Are some ethnic or SP groups underperforming?
Outperforming?
- Are you meeting the needs of the **labor market**?

Sample Data – re. Gender



Course	Total Enrolled	# Males	# Females	% Males	% Females
Auto Tech I	63	42	21	66.67	33.33
Auto Tech II	58	41	17	70.69	29.31
Auto Tech III	41	33	8	80.49	19.51
Auto Tech IV	23	21	2	91.30	8.70
Aggregate CTE Programs	185	137	48	74.05	25.94

Guide for Program Improvement Perkins IV: NT CTE Program Participation & Completion

National Alliance for Partnerships in Equity: www.napequity.org

Sample Data – re. Ethnicity



Program	Total # Enrolled	# Hispanics M & F	% Hispanics	% Hispanics enrolled/Dist	Between 18.34% & 38.34%?
Agriculture	225	19	8.44	28.34%	No
Auto Tech	185	47	25.40	28.34%	Yes
IT Academy	24	1	4.17	28.34%	No
Nurses Aide	35	9	25.71	28.34%	Yes
Bus. & Off.	145	47	6.21	28.34%	No
Marketing	176	35	19.89	28.34%	Yes
Aggregate Data	790	158	20.00	28.34%	Yes

- **What questions come to mind? What more do you need?**

LMI Data for careers analyzed above:



Career	Hourly Mean	Projected Growth		Degree Required	# of Emp. in CA
		#	%		
Automotive - Service Tech/Mech.	\$20.64	5,300	7%	Post Sec. Training	64,610
Ag - Ag & Food Sci. Tech.	\$16.97	300	9.7%	AA	32,051
IT - All Other	\$40.75	5,000	15.1%	AA	52,365
Nurses Aide	\$13.61	22,700	21%	OJT	15,970
Business/Office – Secretary	\$18.04	-700	-0.6%	OJT	266,032
Marketing –Ad.. Sales Agent	\$29.65	1400	8.6%	OJT	26,265

To Make a Career Decision...



...Students Must Have:

- **A Fiscal Goal**
 - How much money is required?
- **Self Knowledge**
 - What interests and skills?
 - ID 8 – 10 careers utilizing these skills and/or interests
- **Understanding of the Labor Market**
 - Careers must: 1) pay self-sufficiency **wages**, 2) be **expanding** & 3) have **training** available locally
 - **Eliminate** jobs that don't match these criteria
- **A Plan**
 - **Choose a career and an education/training location!**

Root Causes & Strategies Document -- Recruitment

Root Causes	Theory	Strategies
Access to and Participation in STEM Activities	Participation and success in STEM courses, especially those taught in an equitable and “hands-on” manner, increase the likelihood of women participating in NTO	<ul style="list-style-type: none"> • Utilize real-life teaching strategies. • Kindle and sustain interest in math. • Make math and science a requirement. • Make other programs available such as after-school or weekend programs or summer camps. • Invite, involve, and educate parents.
Academic Proficiency	When students are academically proficient, they are more likely to persist.	<ul style="list-style-type: none"> • Teach that ability can be expanded. • Intervene to revise underestimation. • Provide math camps. • Identify & assist students who aspire to STEM careers but lack academic proficiency - www.ccsbci.org/

Root Causes & Strategies Document -- Recruitment

Root Causes	Theory	Strategies
Early Intervention	Providing information about CTE careers at the ages at which young people are most open to considering a CTE career & prior to their excluding essential preparation will increase participation	<ul style="list-style-type: none">• Conduct interventions for elementary and middle school students.• Target elementary and middle school students, especially for math interventions.• Intervene early in youth's development.

- **What other strategies have YOU used?**
- Which strategies would work for your SP group(s)?
 - What modifications would be needed to adapt for your SP?
- What other strategies have you tried?
 - Were they successful
 - What were the barriers?



Questions to ask about Recruitment

- Is **career guidance** easily available?
- Are **varied recruitment** methods used?
- Are **materials adapted (and targeted)** to different populations?
- Are the individuals doing the recruiting trained on the **importance of reaching** and recruiting all students?

Retention

Root Causes	Theory	Strategies
Support Services	Students enrolled in NT CTE programs who receive support services are more likely to succeed.	Provide tutoring, child care, transportation, and tuition assistance etc... <ul style="list-style-type: none">• 311 / 211• www.freecarindex.com/• www.insightcced.org & www.fafsa.ed.gov• www.childcare.gov/• www.bettersoftskills.com/quiz/
Instructional Strategies	Many students prefer learning experiences that they help to design, are learner centered, & that involve them in a community	<ul style="list-style-type: none">• Provide professional development (PD) relating to gender• Stress PD self-assessment• Utilize intervention for IT skills enhancement• Utilize virtual & hands-on science activities
Self-Efficacy & Attribution Theory	The strength of a female's self-efficacy is directly related to entry & persistence in an NTO	<ul style="list-style-type: none">• Utilize real-life teaching strategies.• Teach females to self-affirm.• Teach that intelligence is incremental.• Provide training about self-efficacy.• Assess and retrain attribution style.

Retention

Root Causes	Theory	Strategies
Role Models/ Mentoring	A mentoring relationship with an NT role model, esp. one who blends career & non-career well, is a significant factor in a student's pursuit of a NTO	<ul style="list-style-type: none">• Provide training for mentors/mentees.• Ensure positive role models• Showcase role models w/ life balance.• Choose the mentoring format that fits the educational setting• Provide positive, attainable role models• Conduct NT groups & peer counseling• Strengthen support & eliminate barriers
Family Characteristics	Characteristics and engagement of family have a strong influence on career choice	<ul style="list-style-type: none">• Design activities to promote family roles in gender-neutral career guidance• Invite, involve, & educate parents• Involve parents in developing a plan
Stereotype Threat	Achievement is positively influenced by the reduction in stereotype threat	<ul style="list-style-type: none">• Provide professional development• Address the limited development of expressive traits in boys and instrumental traits in girls

- Which strategies would work for your SP group(s)?
- What other strategies have you tried?

Root Causes	Theory	Strategies
Media (negative)	The constant and often gender stereotypical exposure of electronic media solidifies gender stereotyping.	<ul style="list-style-type: none"> • Teach critical thinking about the way in which the media portray CTE and NTOs. • Emphasize the role of education. • Monday Morning Ad Discussion
Media (positive)	National media portrayal of individuals performing the job duties of a NTO in a positive light increases participation of the NT gender in that career.	<ul style="list-style-type: none"> • Provide positive NT role models through established media. • Emphasize the role of education. • Provide programs that build positive body image. • Classroom visitors, posters, web...

- What other CTE specific issues are being addressed on your campus?
- Have your counselors received specific CTE training and information?
- Is CTE represented in a positive light on your campus?
- Do you have SP educators in your CTE programs?
- Are your CTE and academic programs integrated?

Questions to ask about Retention



- Do you talk to your students? Ask them questions, offer **personal** empathy, etc...?
- Are students provided with, or referred to, **support services**?
- Are support groups available?
 - Personal
 - Family
 - Special Populations: NT, single parents, disabled, ESL, etc...
 - Tutoring **study groups** available?
- Is **financial support** available?



Questions to ask about your CTE



- Is **positive information about CTE** available and given to **all** students?
- Are efforts made to **recruit & place NT** students?
- Are NT Students **recruited in groups**?
- Is the training facility **accessible to all**?
- Is the training facility **welcoming to both genders, all ethnicities and abilities**?
- Are **role models** of all students (NT, disabled, & ethnically diverse) visible and available to all?
- Are **CTE, academic & soft skills** addressed?

80,000?



Students NEED a:

- **Fiscal Goal**
 - How much money is required to live in **their** community?
- **Self Knowledge**
 - What interests and skills? **ID 8-10 career options**
- **Understanding of the Labor Market**
 - Do the careers pay enough? Are they expanding? Is training or education available locally
 - Eliminate jobs that don't match these criteria
- **A Plan**
 - Choose a career and an education/training location!

FOUR EASY STEPS!!



Fiscal Awareness (Step #1)

- Financial Literacy for Teens – Chad Foster
- **Insight: Center for Community Economic Development**
 - www.insightcced.org
 - 156 family configurations, 58 CA counties
 - Includes: Housing, child care, food, health insurance, transportation, taxes
- **Reality Check**
 - <http://www.californiarealitycheck.com/>
 - A game to play to where students decide where they want to live, how they want to live, and how much it will cost them!



Reality Check

After High School you will need to work to pay for housing, transportation, clothes... You will need money. You will need an occupation.

A comparison



- Family of three
 - One parent, **one infant** and one school age kid
 - Sacramento = \$3,847/monthly (\$21.86/hr, \$46,169/yr)
 - Ventura - \$4,723/Monthly (\$26.83/hr, \$56,674/yr)
 - One parent, one school age kid, **one teenager**
 - Sacramento = \$3,091/monthly (\$17.56/hr, \$37,093/yr)
 - Ventura - \$3,874/Monthly (\$22.01/hr, \$46,483/yr)



Self Awareness

(Step #2)



- Your Career Center
- One Stop Centers
- EDD: Labor Market Info
 - Quick Assessment
 - Interest Profiler
 - Work Importance Profiler
- Who Do you want 2 be? - www.whodouwant2b.com
- Roadtrip Nation – www.roadtripnation.com
- CA Career Zone – www.cacareerzone.org
- School to Employment Pathways System – www.cpec.ca.gov/accountability.steps.asp
- O*Net Online <http://online.onetcenter.org/skills/>



- CA Employment Development Department
 - <http://www.labormarketinfo.edd.ca.gov>.
 - Explore jobs in your area with the Occupation Profile
 - Do you need training?
 - And more...



Make a Plan

(Step #3)



- Where is **training** located?
 - CDE -- <http://www.cde.ca.gov/re/sd/co/index.asp>
 - CA Career Pathways -- <http://www.capathways.org/>
 - CCCCO --
<http://www.labormarketinfo.edd.ca.gov/?pageid=1013>
- Where are the **jobs**?
 - <http://www.jobcentral.com/>
 - <http://www.caljobs.ca.gov/>
- Sample career and education planning page available at www.jspac.org

Links



- Role model Project for Girls
 - <http://www.womenswork.org/girls/careers.html>
- Self Efficacy
 - www.des.emory.edu/mfp/self-efficacy.html
- Stereotype Threat
 - <http://reducingstereotypethreat.org/>
- Attribution Theory
 - www.learning-theories.com/weiners-attribution-theory.html
- NT Resources: www.nontraditionalcareers.com/
 - Wider Opportunities for Women; www.wowonline.org
 - National Women's Law Center: www.nwlc.org
 - Teen NOW CA: www.cacsap.org



More Links

- **Generating Expectations for Student Achievement**
 - <http://www.graymill.com/gesa.html>
- **National Clearing House for English Language Acquisition**
 - www.ncela.gwu.edu
- **WestEd → Quality Teaching for English Learners**
 - www.wested.org/cs/tqip/print/docs/qt/home.htm
- **National Center for Learning Disabled (NCLD)**
 - <http://www.nclld.org/>
- **National Center for Secondary Education & Transition**
 - www.ncset.org
- **National Dropout Prevention Center for Students with Disabilities**
 - www.ndpc-sd.org/
- **Scientists with Disabilities**
 - www.as.wvu.edu/~scidis/organize/fsdrole.html

Still More Links



- Institute for Women in Trades, Technology & Science
 - www.iwitts.org
- State Building and Trades Council of California – Women Build California
 - <http://www.sbctc.org/>
- Women in Nontraditional Employment Roles – WINTER
 - <http://www.winterwomen.org/>
- Fight the Type
 - www.fightthetype.org
- Nontraditional Careers Statewide Leadership
 - www.nontrad.info



We focus on NT because:

- **Approximately twice as many female headed households are in poverty as opposed to male headed households**
 - 6% → 17% Asian
 - 16% → 39% Hispanic
 - 27 % → 39% Black
 - 12% → 26% White
 - <http://www.census.gov/hhes/www/poverty/detailedpovtabs.html>
- **Gender is not a good predictor of academic skills, interests, or emotional characteristics**
 - <http://www.napequity.org/pdf/Stereo.pdf>, NAPE
- **Women have a 90% chance of becoming sole support of themselves and/or their family at some time in their lives**
 - www.jspac.org



Tools to help you in your quest:

- CA Perkins Nontraditional and Special Populations Joint Advisory Committee – www.jspac.org
- JSPAC Brochures
- [www.MySkillsMyFuture. Org](http://www.MySkillsMyFuture.Org)
- [Fight The Type.org](http://FightTheType.org) & Nontrad.info/101
- Counseling materiel from CDE -- www.whodouwant2b.com
- MAVCC Toolkit II – www.mavcc.org
- Illinois Materials - <http://www.icsps.ilstu.edu/>
- Hawaii Materials - <http://www.hawaii.edu/cte/>

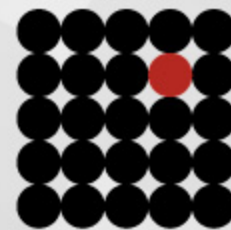


JSPAC Needs You!

- **We need your input** to continue to improve our services to you and CA's CTE students.
 - **Contact** Tammy Montgomery, Russ Wiekle, Sharon Wong or your presenter
 - **Visit** the JSPAC website at www.jspac.org
 - **Join** the list-serve -- www.jspac.org
 - **Apply** to be a member of JSPAC
 - **Attend** meetings, workshops, annual conference
 - **December 5-7, 2011 – Sheraton Grand, Sacramento, CA**

Thank you for making a
difference for our CTE
students!

Hand in your Evaluations
for a door prize drawing!



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