

News You Can Use

March 2011

Schedule your FREE Perkins SP Workshop for FY

2011 –2012—
See Page 2 for more
information!

Inside this issue:

JSPAC workshop scheduling info	2
PPIC's Proficiency Rate Brief (Part of the CA Education Planning For A Better Future Report Series	3
America's Most Over-rated Product: High Ed.	3
Harvard — Pathways To Prosperity Report	4
LAO's 2011-12 CCC Budget Analysis	4
Meet your JSPAC Members!	5
Save the DATE!!!	6
CTE's Role in Student Literacy	6
A bit about JSPAC	7
Links	7



CA Perkins Nontraditional & Special Populations Joint Advisory and Leadership Committee (JSPAC)

Greetings from the JSPAC Co-Chairs

Happy Spring!

The date is set, the location chosen, and the theme has been selected! The 2011 JSPAC Conference is set to be held at the Sheraton Grand Hotel in Sacramento, CA on December 5-7, 2011 the theme and title will be: **Career &**

Technical Education: Success for All!

Key note speakers include: Kevin Fleming, Marty Nemko, and Barbara Nemko. Pre-conference workshops will include:

- **Overcoming the fear of being honest:** Often, we're not honest when we're talking about how best to serve "under-achieving" kids—Join us to learn how to speak the truth,
- **Defined STEM:** Learn about educational media designed to promote and improve STEM education 21st century learning skills for ALL students, not just those interested or already advanced in STEM.
- **Perkins Improvement Workshop:** Is your school facing the prospect of Monitoring due to not meeting your Core Indicators? If so, join us for this CDE/CCCCO workshop.

More details, registration information, an RFP, and workshop/speaker details will be posted to the JSAPC website (www.jspac.org) as they become available! Don't forget to include this conference in your Perkins Professional Development planning activities!

And speaking of FY 2011-12: we will again host regional workshops across California. So plan a workshop in your area & contact Elizabeth Wallner at eawallner@gmail.com.

As many of you have read, there is a great deal of research and many scholarly papers coming out that offer support for CTE & 2-year degrees. Excerpts from and links to some of these papers are included in the pages that follow. Let's strike while the iron is hot! **Advocate NOW!**

Valerie Hesson, Coordinator
[San Diego ROP](#)
K-Adult Co-Chair

Carmen Lamha, Department Chair
[San Francisco City College](#)
Community College Co-Chair

Make Your Voice Heard!

On February 19, the House passed H.R. 1 by a vote of **235-189**. The bill cuts the Perkins Career Technical Education Act by \$102.9 million by completely eliminating the Tech Prep program. However, there is still hope for stopping these cuts! **Our next line of defense is in the Senate.** The Senate is in the process of preparing its own funding bill for FY 2011, and critical decisions will be made by Congress over the next few weeks as the negotiations play out.

Keep up the calls!

CTE advocates must continue to put pressure on Members of Congress so that restoring Perkins funds remains in the forefront of their minds. Although the process has moved to the Senate, the House will still be involved because both chambers have to agree on the final bill.

[Click here to TAKE ACTION](http://www.acteonline.org/Default.aspx) (<http://www.acteonline.org/Default.aspx>)

Schedule Your CA Perkins FREE Nontraditional & Special Populations Workshop TODAY!

Perkins legislation requires you and your staff to participate in professional development! **The JSPAC makes that easy and inexpensive.** We bring you:

- **FREE and comprehensive workshops**
- A periodic newsletter and
- An annual conference

All of these, and more, are designed to provide you and your partners with tools to identify and meet the needs of students, especially those from special populations, in CTE programs - K-12, adult education, and community college.

Everyone benefits — Nontraditional and Special Populations STUDENTS; academic and CTE educators and teachers, Perkins coordinators; CTE deans; administrators; special populations program coordinators; Title IX/504/equity coordinators; Cal WORKs One-Stop directors & staff; student support staff; grant writers; institutional researchers; etc

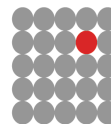
Learning Outcomes: Given the rules and regulations of Perkins IV, participants will be able to do the following by the end of this workshop:

- **Analyze** data for program planning, evaluation and improvement using the vehicle of Perkins IV;
- **Identify** the steps students should take as they select educational program or career;
- **Discuss the Root Causes of and Strategies for** addressing the internal, situational, and school based barriers that prevent students from being successful in CTE programs & occupations.

To host a meeting all you do is:

- **Choose a date**
- **Provide a room, screen, power strip, & parking info.**
- **Send out a JSPAC provided flyer to ALL your CTE, Equity, and STEM partners**

Contact Elizabeth Wallner at 916-455-4643 or eawallner@gmail.com to hold the best date for your **FREE workshop!**



California **Special Populations**

All Regional Workshop Areas Available.

Book now!:

- Far North
- North
- North Coast
- Bay/South Bay
- Fresno/Modesto
- South Coast
- Inland Empire
- San Diego
- LA/Orange County
- Other?

California Education: Planning for a Better Future

By: [Eric Larsen](#) and [Margaret Weston](#) at the Public Policy Institute of California — www.ppic.org

PROFICIENCY RATES ARE INCREASING, BUT MANY STUDENTS DO NOT ATTAIN PROFICIENCY

Proficiency rates among California students continue to rise. At the end of the '09–10 school year, the share of students who demonstrated proficiency on the California Standards Test was greater than 50 percent in both English language arts (ELA) and math. California's proficiency rates have increased more than 18 percentage points over the last seven years, and rates of proficiency growth have been similar across all student subgroups.



California schools appear to be heading in the right direction, but the fact that more than 40 percent of all students are not proficient in ELA and math suggests that we still have a long way to go. And although proficiency rates have increased in all subgroups, significant proficiency gaps—such as the gap between white and Latino students—remain.

Moreover, budget cuts may make it difficult to maintain the rate of progress we have seen since 2003.

For the complete article, please visit: http://www.ppic.org/content/pubs/report/R_111ELR.pdf

Digging up a Career's Downsides

By [Marty Nemko](#)

"I'm verbal and like to argue, so I'll be a lawyer."

"I'm good in science and I want to help people, so I'll be a doctor."

Many people make cavalier career decisions after they graduate because they're eager to finally settle on something. TV certainly doesn't help. Do you really think most lawyer gigs are as fascinating as those on *Law & Order*? Official career resources aren't very revealing, either. The American Chemical Society's 2,000-word profile of a career in hazardous waste management, for example, mentions not one drawback. Its fluffy summary: "This fast-paced line of work is challenging, profitable, and dynamic."

Yet every career has downsides, and unearthing them early could save you from having to restart your career in a few years. The good news is that some basic career detective work isn't difficult. It might even be fun. Here's a three-step process for determining if that perfect-sounding career really is.

Step 1: Read. The simplest way to learn about a career is to read what's been written about it. Here are some resources. To filter out biases, don't rely on just one: --The Occupational Outlook Handbook www.bls.gov/oco provides definitive if dry profiles of hundreds of popular careers. --Best Careers, 2007, www.usnews.com/usnews/biztech/best_careers_2007, by *U.S. News*. Read profiles of 25 top-rated careers (including their downsides), plus revelations about ten overrated careers. *See how much money you'll earn in the career (<http://www.labormarketinfo.edd.ca.gov/>) and how much money your family will need to live in your community (www.insightcced.edu).

Step 2: Ask. Once you've read up, talk with professionals in the field. The information they offer might be less thorough, but you'll get a local perspective, plus nuggets unlikely to find their way into print. Speak with at least 3 people to avoid getting too narrow a perspective. In addition to people you might know, try members of a field's professional association (It's membership list may be on its website). Email or phone them, or attend the group's next convention or a local chapter meeting.

Here are some questions that might help unearth the dirt about a career, as well as its delights:

- Would you walk me through your own experience in this career, from your training through today?
- What should I know about this field that *might not appear in print*?
- Are there particularly desirable and undesirable ways to get trained?
- Does this field have particularly desirable and undesirable niches?
- Why might a person leave this field?

Step 3: Try. There's no better way to assess if you'll really like a career than by experiencing it first-hand. Here's the easiest approach: Ask people in that career if you can watch them at work for an hour or two. Identify candidates just as you would when asking questions about the career. After that, if the career still excites you, consider taking an internship or job in which you get to work with people in that career. How do you know when you've done enough career snooping?

When you can answer yes to all four of these questions. Do you believe you will:

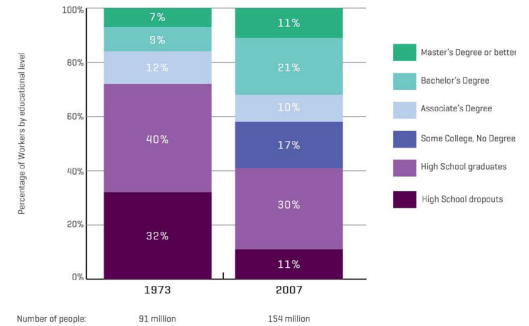
- | | | |
|---|------------------------------|---|
| --Get into a good training program for this career? | -- Get hired in this career? | *— Will you earn a self-sufficiency wage? |
| -- Be good at it? | -- Enjoy the work? | *— Can your family survive? |

If so, congratulations. You've found your career!

* added to original article. Read original article and get all the links at: <http://www.martynemko.com/>

Pathways to Prosperity Project, Harvard Graduate School of Education

February 2, 2011 - Despite decades of efforts to reform education, and billions of dollars of expenditures, the harsh reality is that **America is still failing to prepare millions of its young people to lead successful lives as adults**. Evidence of this failure is everywhere: in the dropout epidemic that plagues our high schools and colleges; in the harsh fact that just 30 percent of our young adults earn a bachelor's degree by age 27; and in teen and young adult employment rates not seen since the Great Depression.



[Pathways to Prosperity: Meeting the Challenge of Preparing Young](#)

[Americans for the 21st Century](#) contends that our national strategy for education and youth development has been too narrowly focused on an academic, classroom-based approach. It is now clear that **this strategy has produced only incremental gains** in achievement and attainment, even as many other nations are leapfrogging the United States. In response, the report advocates development of a comprehensive pathways network to serve youth in high school and beyond.

This pathways system would be based on three essential elements. The first is the development of a broader vision of school reform that embraces multiple pathways to help young people successfully navigate the journey from adolescence to adulthood. **The report contends that at present, we place far too much emphasis on a single pathway to success: attending and graduating from a four-year college.** Yet only 30 percent of young adults successfully complete this preferred pathway. Meanwhile, even in the second decade of the 21st century, most jobs do not require a bachelor's. The report notes that while **the United States is expected to create 47 million jobs in the 10-year period ending in 2018, only a third of these jobs will require a bachelor's or higher degree.** **Almost as many jobs - some 30 percent - will only require an AA degree or a post-secondary occupational credential.** Given these realities, the report argues we need to broaden the range of high-quality pathways that we offer young adults. **This would include far more emphasis on career counseling and high-quality career education, as well as apprenticeship programs and community colleges as viable routes to well-paying jobs.**

Read the report at: http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf

The 2011-12 Budget: California Community College Fees Legislative Analysts Office, January 27, 2011

Summary

The Governor proposes to increase California Community College (CCC) fees from \$26 per unit to \$36 per unit beginning in July 2011. We believe that a fee increase should be an important component of the state's budget strategy for CCC, as it would leverage more federal funds (in the form of federal tax credits) to mitigate programmatic impacts on CCC instruction and services, while having no negative effect on financially needy students (who do not pay fees). While the Governor is on the right track, the Legislature might consider going even further in the budget year to tap additional federal dollars in support of the CCC system. In future years, we recommend the Legislature ensure that CCC fee levels are pegged to the maximum amount covered by federal tax credits.

Fee Increase Would Not Affect Needy Students, Who Are Not Required to Pay Fees.

In considering any fee increase, the Legislature should consider the potential effects on student affordability and access. For financially needy CCC students, affordability is preserved through the Board of Governors' (BOG) fee waiver program. This entitlement program is designed to ensure that community college fees will not pose a financial barrier to California residents. It accomplishes this by waiving enrollment fees for residents who demonstrate financial need. The program has relatively high income cut-offs. For example, a CCC student living at home, with a younger sibling and married parents, could have a family income up to approximately \$65,000 and still qualify for a fee waiver. The family's income cut-off would increase to roughly \$80,000 if the same student lived away from home. An older, independent student living alone could have an income up to about \$45,000, and a student with one child could have an income up to about \$80,000 and still qualify for a waiver.

Read the complete report at: http://www.lao.ca.gov/analysis/2011/highered/ccc_fees_012711.pdf



CA Perkins IV Joint Special Populations Advisory Committee Members 2010-2011

COMMITTEE MEMBERS REPRESENTING K-ADULT EDUCATION			(CCSESA Region)
Garlin Cephas	garlin.cephas@ousd.k12.ca.us	Oakland	(4)
Jewel Cole	jcole@rcoe.us	Riverside	(10)
Valerie Hesson	vhesson@sdcoe.net	San Diego	(9)
Ida Johnson	ijohnson@mcoe.org	Merced	(7)
Jodi Loeffler	Jodi_Loeffler@khsd.k12.ca.us	Bakersfield	(8)
Marian Murphy-Shaw	mshaw@siskiyoucoe.net	Siskiyou	(2)
Rolando Rosas	rrosas@fcusd.org	Sacramento	(3)
Rita Thomas	rdt@hartsdistrict.org	Santa Clarita	(11)
VACANT— Contact Tammy Montgomery to apply		Tuolumne/Amador	(6)
VACANT— Contact Tammy Montgomery to apply		Santa Cruz	(5)
VACANT— Contact Tammy Montgomery to apply		Northern Coast	(1)
COMMITTEE MEMBERS REPRESENTING COMMUNITY COLLEGE EDUCATION			(CCCCO Region)
Rosie Antonecchia	rantonecchia@palomar.edu	San Diego	(10)
Carmen Lamha	clamha@ccsf.edu	San Francisco	(3/4)
Dena Montiel-Childress	montiel_dena@sac.edu	Santa Ana	(7/8)
Julie Pehkonen	Julie.Pehkonen@rcc.edu	Riverside	(9)
George Railey	grailey@chabotcollege.edu	Bay Area	(3/4)
Martha Rodriguez	martharodriguez@whccd.edu	Coalinga	(5)
Wendy Slobodnik	slobodw@scc.losrios.edu	Sacramento	(1/2)
Julius Sokenu	jsokenu@vccd.edu	Ventura	(6)
Jan Swinton	jswinton@glendale.edu	Glendale	(7/8)
Dan Turner	dturner@yccd.edu	Yuba City	(1/2)
COMMITTEE MEMBERS REPRESENTING PUBLIC/PRIVATE SECTOR			
Cynthia Easton, Architecture	cynthia@eastonarchitects.com	Sacramento	
Deanna Hanson, Consulting	dhanson@naf.org	Sacramento	
Wei Hsieh, CA Conservation Corp	wei.hsieh@ccc.ca.gov	Sacramento	
Suzanne Moreno, Mentoring	Suzanne@encouragetomorrow.org	Fresno	
Patty Perkins, Consulting	pp@perkins.org	San Francisco	
Patricia Servin, CCCC	pservin@cccco.edu	Sacramento	
Lynn Shaw, Long Beach CC	lshaw@lbcc.edu	Long Beach	
Freda Walker, Consulting	fwalker@sisqtel.net	Etna (Far North)	
2 VACANCIES— Contact Tammy Montgomery to apply			
STAFF MEMBERS			
Laurie Harrison	laurieharrison@gmail.com	Nevada City	
Tammy Montgomery	Tammy.Montgomery@gcccd.edu	Sacramento	
Stan Schroeder	stan.schroeder@gcccd.edu	San Diego	
Elizabeth Wallner	eawallner@gmail.com	Sacramento	
Russ Weikle, CDE	rweikle@cde.ca.gov	Sacramento	
Sharon Wong, CCCC	swong@cccco.edu	Sacramento	
EX-OFFICIO MEMBERS			
Sheila Bollenbach, CDE	sbollenbach@cde.ca.gov	Sacramento	
Louise Chiatovich	lchiatovich@yahoo.com	Aptos	

Thirty committee members, representing the diversity of California K-Adult (10 members), Community College (10 members), and Industry (10 members), meet a minimum of three times per year to plan activities that will support the purpose of the project. A representative from the California Department of Education (CDE) and a representative from the California Community Colleges (CCC) serve as co-chairs to the committee.

Save the Date!

CA Perkins Joint Special Populations Conference will be held on December 5-7, 2011 at the Sacramento Sheraton Grand Hotel.

Plan your budgets accordingly, block the days in your calendar, build your team, and join us for another fun and informative time! More details at www.jspac.org as available!

Key note speakers include:

- Kevin Fleming — www.TelosES.com
- Barbara Nemko — [Napa Valley Schools Superintendent](#)
- Marty Nemko — www.martynemko.com

Planned workshop topics include*:

Grant information, Special Population Students and Perkins 101, Green Technologies, STEM careers, Incarcerated/Formerly Incarcerated Students, Veterans, Foster Youth, Success Stories, Legislation, career guidance, FREE CDE/CCCO resources, Industry Collaboration, Working with other Statewide Organizations, etc...

Send Additional Suggestions to Elizabeth Wallner: eawallner@gmail.com

* Subject to change

CTE's Role in Adolescent Literacy

In today's ever-changing global economy, "literacy" describes a broad range of skills necessary for individual success in various aspects of education, careers and life. At its most fundamental level, literacy represents the ability to read, write and communicate—the ability to understand and use language to achieve one's goal. Literacy is a prerequisite to learning in all other subjects, especially as students are exposed to increasingly diverse and intricate texts from which they need to glean knowledge. ...

In fourth grade, U.S. students read and write at levels among the best in the world and are on track to high literacy achievement. However, as students progress in grade level, this positive trend is reversed. By high school, U.S. students perform at much lower levels internationally. Only 35 % of 12th graders are considered proficient in reading and can demonstrate overall understanding of texts, make inferences, draw conclusions and make connections to previous experiences. These numbers are even lower for minorities, students with disabilities and English language learners. ...

CTE leaders have recognized these literacy challenges and have made improving their students' reading and writing skills a top priority. Today's CTE programs are both academically and technically demanding. Students must be able to read, comprehend, analyze and report on high-level information to be successful, not only in their education program, but in their future careers.

As content-area literacy programs have grown in popularity, career and technical educators have been at the forefront of integration efforts, providing a wide variety of opportunities for intensive literacy skill development. Programs have been designed to address key areas identified by research on adolescent reading—reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive reading comprehension strategies, and motivation and engagement¹⁷—as well as incorporate elements like collaborative and process writing.

Research has shown that one of the best ways to help students gain literacy skills is to motivate and engage them with content related to their interests.

Read the entire report on the ACTE website:

http://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Literacy_Issue_Brief.pdf



CA Perkins Nontraditional and Special Populations Joint Advisory and Leadership Committee

JSPAC

phone (916) 476-3881

fax (916) 476-3203

Program Coordinator:

[Tammy Montgomery](#)

Tammy.Montgomery@gcccd.edu

➤ About Joint Special Populations Advisory Committee (JSPAC)

The JSPAC is a committee comprised of educators from the K-12, adult education, and community colleges as well as business, industry, and the trades who are committed to enhancing the Career and Technical Education field as well as encourage students to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and/or high-demand.

➤ Research & Resources

The JSPAC conducts research and develops resources as requested by the field and the State. Visit the JSPAC Website to find reports, position papers, training materials, brochures, etc. that are developed, supported, or sponsored by the JSPAC.

Currently we are conducting research into STEM and **Green Careers**, resources & ways to assist NT students from special populations enter into and be successful in these careers. Preliminary results are included in this newsletter on page 4. Are YOU involved in a STEM or **Green Career program** that we missed—or know someone who is? Please let us know and we will include the program and their successes in the final research report AND you/they can present at the JSPAC Conference!

As we develop or update informational, marketing, or other products (including PowerPoint presentations from our conference), we post them on the website on the **Resource and Research** page (Brochures) as camera-ready art work for you to print as well as have them available in small quantities to send out to you! **Join us at a workshop to get more!**

We are on the web at: www.jspac.org

And finally LINKS to fabulous sites...

- [CA Community College SP Collaborative](http://www.cccspecialpopulations.org) — www.cccspecialpopulations.org
- [CA Association for CTE](http://www.acteonline.org/california.aspx) — <http://www.acteonline.org/california.aspx>
- [Marty Nemko](http://www.martynemko.com) — www.martynemko.com
- [Public Policy Institute of CA](http://www.ppic.org/main/home.asp) — <http://www.ppic.org/main/home.asp>
- [STEM Equity Pipeline](http://www.stemequitypipeline.org/) — <http://www.stemequitypipeline.org/>
- [National Alliance for Partnerships in Equity](http://www.napequity.org) (NAPE) — www.napequity.org — Get Information about the NAPE Professional Development Institute in DC April 11 –14, 2011.