



News You Can Use

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

January 2011

FREE Perkins SP Workshop —

San Diego March 16.

See Page 2 or

www.jspac.org

for more information!

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www.jspac.org

Greetings from the JSPAC Co-Chairs

Greetings and Happy New Year!

We hope that this finds you well rested and ready to go after a holiday season of family and celebration! We are all busy with the CA Perkins JSPAC's annual tasks as well as planning the 2011-2012 fiscal year activities designed to enable you to bring about change for your students.

On November 29—December 1, 2010 at the Sheraton Grand Hotel in Sacramento, CA, we hosted our annual conference: A Decade of Change: A Decade of Goals! It was a huge success with a sell out crowd, a diverse selection of workshops and keynote speakers. We have posted the PowerPoints or notes from the workshops and speakers online. Visit the JSPAC website at www.jspac.org, click on Resources, and look for the 2010 Conference folder. This year, we rolled out the "Perkins Office" at the workshop—staffed during select times by CDE & CCCCO Specialists. One attendee's response to meeting one-on-one with their specialist was

that it made the entire trip worth while—all else was a bonus!

Additionally, we have presented a Special Populations workshop at the CAROP Conference as well as regional workshops in Berkeley, Sacramento, Mt. San Jacinto, Barstow, Yucipa, Imperial Valley, Redding, San Diego, and Bakersfield. No wonder Elizabeth is tired! However! We still have additional space for several more workshops. Have you met your school's needs and Perkins IV requirement's for Special Populations professional development? See page two to schedule a workshop in your area.

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

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

[GUIDE TO FEDERAL CARL D. PERKINS ACT/CTE FUNDING](#)

This guide has been developed by the Statewide Agriculture and Natural Resources Discipline/Industry Collaborative grant, Accountability Committee, to inform faculty statewide as to the purpose, meaning, and relevance of the CTE Core Indicator (CI) Reports and how programs are impacted and evaluated by these reports at the local level.

The Guide answers three basic questions:

- What are Core Indicators?
- Why are Core Indicators important?
- What are Special Populations?

Additionally, the Guide provides a short list of strategies for improving each of the CI and provides a list of Websites where additional strategies for serving special population students may be found on the JSPAC website at:

http://jspac.org/repository/Core_Indicator_and_Special_Populations_Brochure_-_Ag.pdf

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**

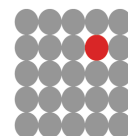
Contact Elizabeth Wallner at 916-455-4643 or eawallner@gmail.com to hold the best date for your **FREE** workshop!

Regional areas available to the right, other areas are open for discussion!

Register now for the San Diego Workshop!
March 16, 2011, 2:00 p.m. to 4:00 p.m.
 More information is on the JSPAC website at
www.jspac.org

Regional Workshop Areas Still Available:

- North Coast
- Bay/South Bay
- Fresno/Modesto
- South Coast
- LA/Orange County
- Other?



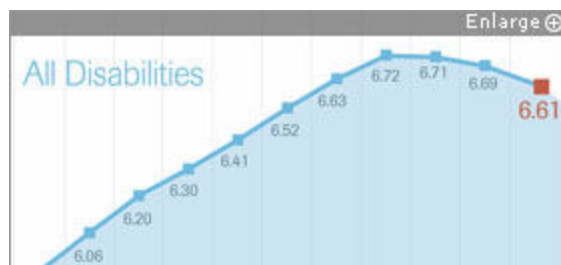
California **Special** Populations

[Learning-Disabled Enrollment Dips After Long Climb](#) (Education Week—Sept. 8, 10)

By [Christina A. Samuels](#)

After decades of what seemed to be an inexorable upward path, the number of students classified as learning-disabled declined from year to year over much of the past decade—a change in direction that is spurring debates among experts about the reasons why.

The percentage of 3- to 21-year-old students nationwide classified as having a “specific learning disability” dropped steadily from 6.1 percent in the 2000-01 school year to 5.2 percent in 2007-08, [according to the most recent data available](#), which comes from the U.S Department of Education’s 2009 Digest of Education Statistics. In numbers, that’s a drop from about 2.9 million students to 2.6 million students.



A learning disability—a processing disorder that impairs learning but not a student’s overall cognitive ability—is the largest, by far, of the 13 disability classifications recognized by the main federal special education law. Forty percent of the approximately 6.6 million students covered under the Individuals with Disabilities Education Act, or IDEA, fall into that category.

A Positive Trend?

About 80 percent of children who are classified as learning-disabled get the label because they’re struggling to read. So, scholars say, the dropping numbers could be linked to improvements in reading instruction overall; the adoption of “response to intervention,” which is an instructional model intended to halt the emergence of reading problems; and a federally backed push toward early intervention with younger students.

Other topics discussed include: Reading First initiatives, Early Intervention and Non-school factors that may be fueling the trend.

Read the entire article here: http://www.edweek.org/ew/articles/2010/09/08/03speced_ep.h30.html?

Insight Center’s Californians for Economic Security (www.insightccd.org)

Prior to a student choosing a career, it is imperative that s/he know the **actual** cost of living for **their** family in **their** county. It hurts us all if students obtain a degree, only to find the trade doesn’t pay a living wage. Therefore, knowing how much it costs to live is the first step to self-sufficiency!

“Families living in California pay different amounts for basic household goods depending on where they live and the composition of their household. For example, in lower-cost **Fresno County**, a family of two adults, one preschooler, and one school age child needs \$47,706 a year to cover the cost of basic needs. But in higher-cost **San Francisco County**, that same family needs \$62,183 a year—almost \$15,000 a year more—to pay for those same household expenses.

Insight Center’s Californians for Economic Security (CFES) focuses on what it actually costs to make ends meet in communities across California, as defined by the [Self-Sufficiency Standard for California](#), a **measure of the income needed to cover basic needs available for 156 different family types in each of California’s 58 counties.**

The Self-Sufficiency Standard uses publicly available data to quantify the actual costs of meeting the basic needs for working families by county.”

Once a student selects a possible career(s), encourage them to visit the [CA Labor Market Website](#) to determine if the career(s) pays a living wage, is growing or declining etc.



ConnectEd: The California Center for College and Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for both college and career through [Linked Learning](#)—a high school improvement approach. ConnectEd works in partnership with policymakers, educators, employers and others to promote state policy that enables the creation and expansion of Linked Learning. The following objectives guide our work in the policy arena.

- **INFORM** policymakers, educational leaders, business and industry representatives, parents, advocates, and others stakeholders about the social and economic benefits of increasing student access to Linked Learning **ConnectEd's [Legislative Watch](#) keeps stakeholders informed on recent legislative proposals.**
- **CONNECT** a range of stakeholders to foster healthy dialogue about education reform needs and opportunities.
- **BUILD** local and [state coalitions](#) of partners comprised of stakeholder groups supporting Linked Learning as a vehicle for transforming today's education to meet the needs of tomorrow's economy.
- **ADVANCE** the development of policy supporting Linked Learning at local, state, and federal levels by offering policymakers technical assistance including conducting research, providing lessons learned from schools implementing Linked Learning, drafting language, and providing expert testimony upon request.



[Multiple Pathways To Student Success Report](#) at www.connectedcalifornia.org!

Visit Stateline.org to get information about what is happening in CA in general and around the country on topics from Education to Jobs to Health Care to Homeland Security and much more.

Stateline.org is a nonprofit, nonpartisan online news site that practices journalism in the public interest by reporting on **emerging trends and issues** in state policy and politics.

Each weekday, *Stateline.org's* staff of professional journalists chronicles the **top developments** in all 50 states. We then connect the dots through our original reporting and graphics to spot and analyze developments of **national significance taking shape in the states**. Our goal is to enlighten public debate on topics of importance at the state level, including health care, taxes, immigration, social policy, education, energy, environment, criminal justice, homeland security, transportation and elections.

Stateline.org has **published each weekday** since Jan. 25, 1999, with funding from **The Pew Charitable Trusts**, an independent nonprofit organization that applies the power of knowledge to solve today's most challenging problems.

Pew Center on the State (PCS) **identifies & advances effective policy approaches** to critical issues facing states. It researches emerging topics, develops 50-state comparisons, and highlights innovative approaches among states to complex problems. When the facts are clear, PCS advocates for nonpartisan, pragmatic solutions.



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

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Thirty committee members, representing the diversity of California K-Adult (10 members), Community College (10 members), & 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!

In the meantime, tell us what topics **YOU** want to learn about, tell us who **YOU** want to hear from, tell us what efforts **YOU** (or your colleagues) have made that are changing student outcomes!

Sent suggestions to: eawallner@gmail.com

Stereotype threat is "a disruptive concern, when facing a negative stereotype, that one will be evaluated based on such a stereotype." Stereotype threat has been shown to undermine the performance of members of a number of groups in a number of domains. "[C]ulturally-shared stereotypes suggesting poor performance of certain groups can, when made salient in a context involving the stereotype, disrupt performance of an individual who identifies with that group" (Steele, Aronson 1995).

Although Steele and Aronson focused on the emphasis on race affecting test performance, similar studies have demonstrated the same results for emphasis on gender. In other studies, researchers found that "consistent exposure to stereotype threat (e.g., faced by some ethnic minorities in academic environments and women in math) can reduce the degree to which individuals value the domain in question" (Aronson, et al. 2002; Osborne, 1995; Steele, 1997). Also, research has found that there are varying degrees for an individual of a certain group to be affected by stereotype threat:

"...some members may be more vulnerable to its negative consequences than others; factors such as the strength of one's group identification or domain identification have been shown to be related to one's subsequent vulnerability to stereotype threat" (<http://www.reducingstereotypethreat.org/definition.html>)

Further research has also found that when an individual identifies with a specific group, performance can be negatively affected, because of concerns that they will, in fact, confirm the negative stereotypes of that group. The stereotype threat phenomenon has been confirmed in over three hundred scientific journal articles (Steele, Spencer, & Aronson, 2002; see <http://www.reducingstereotypethreat.org>). While the findings show that stereotypes may play a role in test score achievement gaps, they do not necessarily show that stereotypes are the entire source of the gaps. Paul R. Sackett, et al write that stereotype threat research has often been misinterpreted in the media, psychology textbooks, and the scholarly literature as showing that eliminating stereotype threat completely eliminates the difference in test performance between European American and African American individuals. They worry that this misinterpretation will shift the focus in public policy on closing the gap away from deeper systemic issues of racism, sexism and inequality.

Other researchers have cautioned that while stereotypes play a role in achievement gaps, they are not the entire source of the gaps, and deeper systemic issues of racism, sexism and inequality also contribute. Nevertheless, the theory has generated many practical applications which have been shown to reduce the achievement gap. **READ MORE AT** [http://en.wikipedia.org/wiki/Stereotype threat](http://en.wikipedia.org/wiki/Stereotype_threat)

Practical applications

Stereotype threat research has generated a good deal of intervention work, some of which has boosted the achievement and test scores of low performing minority students. Since stereotype threat appears to be *one of* the key contributing factors to the gaps in test scores, researchers Geoffrey L. Cohen, et al. proposed intervention methods to address the problem in 2006. The intervention, a brief in-class writing assignment, significantly improved the grades of African American students and reduced the racial achievement gap by 40%. These results suggest that the racial achievement gap, a major social concern in the US, could be ameliorated by the use of timely and targeted social-psychological interventions.

Practical ways to reduce Stereotype Threat can be found at: <http://www.reducingstereotypethreat.org>



CA Perkins Nontraditional and Special Populations Joint Advisory and Leadership Committee

JSPAC

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➤ 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 **Green Careers**, resources & ways to assist 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 **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!

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 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...

- [Education Week](http://www.edweek.org/ew/index.html) — <http://www.edweek.org/ew/index.html>
- [CA Association for CTE](http://www.acteonline.org/california.aspx) — <http://www.acteonline.org/california.aspx>
- [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.