

News You Can Use

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

Greetings from the JSPAC Co-Chairs

REGISTER NOW!! REGISTRATION IS FILLING FAST!!

The date is set, the location chosen, and the theme has been selected! The 2011 JSPAC Conference will be held at the Sheraton Grand Hotel in Sacramento, CA on December 6-7, 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 be held on December 5, 2011 and 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 Marty Nemko 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:** Do you want your be more effective in serving special populations? Is your school facing the prospect of monitoring

due to not meeting Core Indicators? If so, join us for this hands-on CDE/CCCCO workshop.

Toot your own horn (or that of your neighbor!) Send us your Effective Practices so we can share them on the JSPAC website and at the conference! Send a program/service write up to eawallner@gamil.com. Tell us the length of time in operation, accountability measures used, cost, outcomes, etc...

And speaking of FY 2011-12: we will again host regional workshops across California. All but two locations were scheduled within a week of notice going out! So plan to attend a workshop in your area. [Schedule](#) and details available on www.jspac.org.

Marian Murphy-Shaw, Coordinator [Siskiyou COE](#) K-Adult Co-Chair

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

Conference Registration OPEN

October 2011

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Make Your Voice Heard!

Confused about how to Lobby? Don't know what to tell IEP students as they begin to leave the security of your office/home? Need to know what legislation is coming down the pike? Here are some links to some great resources!

- **Tips for Teens:** Use Your IEP Meetings to Learn How to Advocate for Yourself - <http://www.pacer.org/parent/php/php-c149.pdf>
- **How To Lobby Your Elected Officials:** <http://www.heartsandminds.org/articles/lobby.htm>
- **How to Lobby State Government:** http://www.ehow.com/how_2123770_lobby-state-government.html
- **Want to know what California legislation** is being crafted? <http://www.leginfo.ca.gov/guide.html>
- **Want Federal legislation** information? <http://thomas.loc.gov/home/thomas.php>



www.jspac.org

FREE Perkins Nontraditional & Special Populations Workshops

Joint Special Populations Advisory Committee — www.jspac.org

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

- **FREE** and comprehensive workshops
- A periodic newsletter
- Research and product development, and
- An annual conference



Learning Outcomes include:

- **Learn** about Perkins legislation and the Core Indicators
- **Analyze** data for *accuracy* as well as program planning, evaluation and improvement
- **Acquire** simple ways to clean up, increase accuracy, and improve data
- **Discuss the Root Causes of & Strategies for** addressing internal, situational, and school based **barriers that prevent students from being successful** in CTE
- **Identify** the steps students should take as they select educational programs
- **Develop** a unified regional team to close Core Indicator gaps & increase student success!

Everyone benefits — Nontraditional & Special Populations Students; academic & CTE educators & teachers, Perkins coordinators; Counselors, 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

Visit www.jspac.org for information & to register

Tuesday, October 11, 2011	CCCEOPS Conference, San Diego, CA	1:15 pm
Wednesday, October 12, 2011	Mt. San Jacinto College, Menifee Campus	9:00 am
Thursday, October 13, 2011	Norco College	9:00 am
Friday, October 14, 2011	Miramar Collage	9:00 am
Friday, November 4, 2011	Foothill College	9:00 am
Monday, November 7, 2011	Sacramento COE	9:00 am
Tuesday, November, 15, 2011	Santa Maria HS	9:00 am
Thursday, November 17, 2011	CALCP/CAROP Conf.	10:30 am
Tuesday December 6, 2011	JSPAC Conference	TBD
Friday, January 20, 2012	College of the Redwoods	9:00 am
Friday, January 27, 2012	Ventura College	10:00 am
Friday, February 24, 2012	Butte College, Chico Center	900 am
Friday, March 2, 2012	El Camino College, Compton CTR	9:00 am
Tuesday, April 3, 2012	San Bernardino	1:00 pm
Spring 2012	Chabot College	TBD*
TBD**	Golden West College	
TBD**	Central Valley	

Applications to present at CCCAOE and CITEA statewide conferences will be completed ASAP.

*Subject to changes, visit www.jspac.org for complete details!

** Contact eawallner@gmail.com to host this workshop or suggest another region/area.



Santa Cruz School Librarian Challenges Textbook Changes

August 29, 2011 | [Susanne Rust](#)

Furious about the chemical industry's footprint in a state-sponsored environment curriculum, a librarian at Santa Cruz High School has started [a petition](#) to have the industry's influence removed. As of this morning, Veronica Zaleha had garnered nearly 24,000 signatures on the social networking platform Change.org. She's had it up only since Wednesday.

She started the petition in response to a [California Watch investigation](#) that showed the chemical industry's trade group, the American Chemistry Council, had successfully inserted edits and additions about the benefits of plastic shopping bags into an 11th-grade environmental textbook.

The suggested changes were submitted by the trade group during a public comment period in 2009. A private consultant hired by the state to develop and edit the curriculum inserted the changes, almost verbatim, into the text. There is now a section in the teachers' edition of the text titled, "The Advantages of Plastic Shopping Bags," and a five-point question in a student workbook asking students to list the advantages.

"The recent insertion of pro-plastic bag text into California's state curriculum by the American Chemistry Council ... is absolutely inexcusable," Zaleha wrote on the Change.org website. "Industry lobbyists have no business editing state curricula, especially when the information encourages poor environmental practice and is disputed by factual evidence." Earlier this month, the state's superintendent of public instruction, Tom Torlakson, [issued a statement](#) calling for an investigation into the curriculum changes. And state Sen. Fran Pavley, D-Santa Monica, author of a bill in 2003 calling for statewide environmental education, is asking for the California Environmental Protection Agency to "tweak" the text

One person CAN make a change. What change are you going to make? Advocacy works!

Think You're An Auditory Or Visual Learner? Scientists Say It's **Unlikely**

by [Patti Neighmond](#)

"We've all heard the theory that some students are visual learners, while others are auditory learners. And still other kids learn best when lessons involve movement. But should teachers target instruction based on perceptions of students' strengths? Several psychologists say education could use some "evidence-based" teaching techniques, not unlike the way doctors try to use "evidence-based medicine."

Psychologist [Dan Willingham](#) at the University of Virginia, who studies how our brains learn, says teachers should not tailor instruction to different kinds of learners. He says we're on more equal footing than we may think when it comes to how our brains learn. And it's a mistake to assume students will respond and remember information better depending on how it's presented.

For example, if a teacher believes a student to be a visual learner, he or she might introduce the concept of addition using pictures or groups of objects, assuming that child will learn better with the pictures than by simply "listening" to a lesson about addition.

In fact, an entire industry has sprouted based on learning styles. There are workshops for teachers, products targeted at different learning styles and some schools that even evaluate students based on this theory. This prompted Doug Rohrer, a psychologist at the University of South Florida, to look more closely at the learning style theory.

When he [reviewed](#) studies of learning styles, he found no scientific evidence backing up the idea. "We have not found evidence from a randomized control trial supporting any of these," he says, "and until such evidence exists, we don't recommend that they be used."

Willingham suggests it might be more useful to figure out similarities in how our brains learn, rather than differences. And, in that case, he says, there's a lot of common ground. For example, variety. "Mixing things up is something we know is scientifically supported as something that boosts attention," he says, adding that studies show that when students pay closer attention, they learn better.

And recent studies find that our brains retain information better when we spread learning over a longer period of time, say months or even a year, versus cramming it into a few days or weeks. Rohrer and colleagues nationwide are currently researching what teaching methods work best for all students, but only using the evidence.

NPR @ <http://www.npr.org/blogs/health/2011/08/29/139973743/think-youre-an-auditory-or-visual-learner-scientists-say-its-unlikely?sc=fb&cc=fp> August 29, 2011

Career Technical Education's Role in Worker Retraining: Addressing the Skills Gap

ACTE Online

The current economic situation and growing jobs-skills mismatch have dramatically increased the importance of programs and opportunities to retrain workers for the demands of the current workplace.

Unemployment rates remain high as a result of U.S. economic conditions, exacerbated by the loss of jobs to globalization and increased use of technology to produce goods and deliver services. Individuals who lose their jobs are having a much harder time finding new work than in the past, and there are many workers who are forced to work only part time or who are employed in positions paying low wages with no opportunity for advancement, resulting in lost hours of work, decreases in wages and reduced weekly earnings.

Under these circumstances, it may seem logical to assume that there are no good jobs available. On the contrary, there are still many employment opportunities in the job market for workers with the right skill set. The current long-term unemployment trend stems from a widespread mismatch between displaced workers' skills and the current needs of employers. There is also a mismatch between the skills of many individuals in low-wage jobs and the skills required for these new employment opportunities, making it difficult for underemployed workers to advance.

The unemployed and those looking to advance from low-wage positions—even those who previously completed some form of postsecondary training—need the opportunity to gain skills as well as credentials to make themselves marketable to employers who currently have jobs available.

The U.S. economy depends on an appropriately skilled workforce. As significant employment opportunities are phased out and new positions developed, members of the workforce must update their skills to remain relevant. Specifically, policymakers should focus on the following activities to increase the availability of high-quality CTE worker retraining programs:

- Ensure adequate funding
- Expand the '09 American Recovery & Reinvestment Act to allow local WIBs to contract directly with providers to facilitate the training of multiple individuals in high-demand occupations
- Strengthen connections between education and workforce development systems
- Ensure that other federal programs providing support to unemployed students do not penalize individuals for engaging in retraining programs.

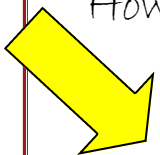
Complete Article available at: http://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Issue_Sheet_Worker_Retraining.pdf

JSPAC Has a New Website!



We are still working on it—a lot more is coming soon!

However, visit us at www.jspac.org to find new and improved resources, solutions, tools, materials, and contact information!



Register for the JSPAC conference there!

(Hurry—space is limited and filling fast!)

Rethinking the State-Local Relationship: K-12 Education

Governor Jerry Brown's January 2011 budget proposal suggests shifting responsibility and funding for many state programs from the state to the local level. Under this “realignment” of government authority, local governments—usually counties—would be given responsibility for providing the services in realigned programs, and the state would provide local governments with a source of funding for the new responsibilities. In addition, local governments would be granted the authority to reshape realigned programs to better accommodate local conditions and priorities.

Although K–12 education is not included in the governor’s realignment proposal, similar themes apply to the current discussions and legislation pertaining to California’s school finance system. Critics charge that California’s method of financing its public schools is too centralized, given that most funding—and decisionmaking authority over that funding—comes from the state. And indeed, the state does provide the majority of K–12 funding, and about one-third of those funds come with restrictions on their use. These earmarked funds are known as categorical programs. Proponents of school finance reform generally favor a system where local school districts have more control over both the funding they receive and the types of programs they implement.

This report examines California’s school finance system through the lens of realignment, offering a framework for thinking about how K–12 realignment might work and the difficulties it might face. Certainly there are arguments on both sides of the equation. Proponents of greater local control argue that local school authorities have a better knowledge than state officials of the unique needs in their districts and that greater local control would reduce the administrative burden on schools and enable them to redirect their resources toward improving student outcomes. Those in favor of maintaining state control argue that central control allows the state to ensure its priorities are met across individual districts and that students in all districts, regardless of their size or location, are provided with similar educational opportunities. This study examines the tradeoffs of each approach, concluding that thoughtful revisions in the state’s categorical funding system would offer a good first step in moving toward a more productive, efficient, and transparent school finance system.

Read the full Report at: http://www.ppic.org/content/pubs/report/R_611MWR.pdf

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

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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) & a representative from the California Community Colleges (CCC) serve as co-chairs to the committee.



CA Perkins Nontraditional and Special Populations Joint Advisory and Leadership Committee

JSPAC

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JSPAC Mission Statement

The mission of the CA Perkins JSPAC is to promote equity and success in CTE for students from special populations by providing educators research based professional development, instructional strategies and resources.

Project Purpose

Carl D. Perkins Career and Technical Education Improvement Act of 2006 State Leadership funding supports the ongoing efforts of the JSPAC in their efforts to:

1. Identify and disseminate specialized curriculum materials and resources to support services to Special Populations. Such materials can include books, videos, software, and other materials designated for students or to support professional development;
2. Expand linkages with other programs for which equity and service to Special Populations is mandated by funding sources and for which that service is critical to program success; share information on best practices; coordinate and leverage resources to maximize the number of students who can be served; and incorporate the expertise, resources, and support those having a stake in assuring all students succeed in school and the workforce, including business and labor, and community-based organizations;
3. Continue to expand the strong relationship between the CCCCO and CDE in service to students who are members of special populations and involve other Special Populations staffing in all Perkins VTEA planning and implementation; and
4. Create linkages with other state & federal agencies serving the identified Special Populations and offer jointly developed professional development and technical assistance opportunities



**Register for
the
Conference
NOW!!**

Conference Registration available 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 \(NAPE\)](http://www.napequity.org) — www.napequity.org — Get Information about the NAPE Professional Development Institute in DC April 11 –14, 2011.