



CA PERKINS JOINT

**Special
Populations**

ADVISORY COMMITTEE

WASC

**Accreditations Standards
with**

Perkins-Related

Activities for

**Kindergarten
to 12th Grade**

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



Introduction

This document presents the **Western Association of Schools and Colleges/California Department of Education (WASC/CDE)** revised accreditation criteria for 2005-2006, and relates these criteria to federal **Carl D. Perkins Career and Technical Act of 2006** (Perkins) activities for students from special populations. The activities listed can assist teachers and school site staff as they examine how they address the WASC/CDE criteria. The activities presented are recommended by the **Joint Special Populations Advisory Committee** of the **California Department of Education** and the **California Community Colleges**. Visit www.jspac.org for CA CC version of this document.

BACKGROUND

Schools that receive Perkins IV funds are responsible for serving the students from special populations and must submit local plans describing and documenting their efforts.

The **Focus on Learning** WASC/CDE process is a self-study process that enables a school to examine what all students know and are able to do. This process helps a school identify and implement school improvement needs, and supports accountability based on the WASC/CDE criteria. It also supports the

ongoing implementation and accomplishment of the schoolwide action plan. All schools receiving categorical funds are required to have a Single Site Plan for Pupil Achievement outlining how schools will help students meet state and local achievement goals. The Focus on Learning WASC/CDE Process for accreditation and CDE Program Quality Review is in harmony with the Single Site Plan for Pupil Achievement. Integrated into this single plan are activities and services for students from special populations, made possible by Perkins IV funds.

DEFINITIONS

“Students from Special Populations” are defined in the federal Carl D. Perkins Career and Technical Education Act (Perkins IV) as those who are:

- Economically disadvantaged, including foster children
- Limited English Proficient
- Disabled
- Single parents and pregnant or parenting teens
- Displaced homemakers (Students who have been dependent on the income of another family member but are no longer supported by that income and have diminished workforce skills.)
- Nontraditional: Students training for occupations where fewer than 25% of workers are of the student's gender.

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VISION & PURPOSE

1A. WASC ACCREDITATION STANDARDS:

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by Expected Schoolwide Learning Results and the academic standards.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Make Perkins IV plan an integral part of the school's single site plan. Refine and update plan annually.
- Delineate how the school and district
 - Support students from special populations with services and strategies for access and success,
 - Address the barriers faced by special populations, and
 - Prepare students for nontraditional training and employment.
- Involve representatives of special population groups, and those with expertise in serving special populations, in developing the Perkins IV plan.

GOVERNANCE

1B. WASC ACCREDITATION STANDARDS:

The governing board a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the Expected Schoolwide Learning Results (ESLRs) and academic standards based on data-driven instructional decisions for the school; b) delegates implementation of these policies to the professional staff; and c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Verify that governing board has policies that support achievement of the **Expected Schoolwide Learning Results** (ESLRs) and academic standards for all students, including those from special population groups.
- Facilitate staff, student's, parent's and stakeholder's understanding of the

ESLRs and academic standards that apply to all students, including those from special population groups.

- Ensure that the governing board reviews and analyzes data related to annual academic progress and student performance for each of the special populations.
- Use the results of student performance data analysis to improve student performance and provide professional development for staff, where appropriate.

LEADERSHIP & STAFF

1C. WASC ACCREDITATION STANDARDS:

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the Expected Schoolwide Learning Results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Have students from special populations, and staff with expertise in serving special populations, participate in the development of the single schoolwide action plan.
- Update the single schoolwide action plan based upon an analysis of performance data related to critical academic needs, ESLRs, and academic standards of all students.
- Integrate programs and services for special population groups into the single schoolwide action plan.

1D. WASC ACCREDITATION STANDARDS:

A qualified staff facilitates achievement of the academic standards and the Expected Schoolwide Learning Results through a system of preparation, induction, and ongoing professional development.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Use the results of student performance data analysis to provide professional development for staff.

STANDARD 1: Organization

- Provide and encourage participation in professional development opportunities for instructional, classified, support and administrative staff to equip them with skills, tools and strategies to serve special populations and to encourage and support nontraditional enrollment.

1E. WASC ACCREDITATION STANDARDS:

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Teachers and staff share their learning from professional development experiences to develop innovative instructional strategies for working with special populations.
- Measure and share the effectiveness of innovation among school staff.
- Provide follow-up support to teachers to modify or expand their innovative strategies for students from special populations.

1F. WASC ACCREDITATION STANDARDS:

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the Expected Schoolwide Learning Results.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Use multiple funding sources, (including Perkins IV) within program guidelines, to provide activities that address the needs of students from special populations.

STANDARD 2: Standards- Based Student Learning

CURRICULUM

2A. WASC ACCREDITATION STANDARDS:

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results, through standards-based learning.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Engage students in a well-defined curriculum that is aligned to state academic and career technical education standards.
- In compliance with **California Education Code 66271.7**, inform students of all possible career options, including those nontraditional to their gender.
- Provide counseling for students considering Career Technical Education options that does not steer them away from nontraditional training and is supportive of nontraditional choices.
- Encourage female and male and students to enroll in math and science instruction to expand career options in high wage, high growth occupations. (This might include different course options, such as applied engineering and biotechnology.)
- Ensure that students from special populations have equal access to all technology at every education site.

2B. WASC ACCREDITATION STANDARDS:

All students have equal access to the school's entire program and to assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Assist students from special populations to find career pathways that maximize career opportunities and financial self sufficiency. (www.insightcced.org – CA Self Sufficiency Standard)
- Provide students from special populations with local and regional labor market information, including starting wages and opportunities for advancement. (www.labormarketinfo.edd.ca.gov)
- Ensure that criteria for career and technical programs do not unfairly screen out, or discriminate against, students from special populations.
- Articulate courses with community colleges and four-year universities for credit in advanced courses, or approval for college admission (e.g. A-G requirements).

- Make available promotional activities that portray students from special populations, and particularly nontraditional students, engaged in nontraditional training programs.

2C WASC ACCREDITATION STANDARDS:

Upon completion of the high school program, students have met all the requirements of graduation.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Inform students from special populations of graduation requirements annually and provide the support they need to meet those requirements.
- Inform students from special populations of post secondary and employment options.
- Track transition of students from special populations to post secondary education, Career Technical Education (CTE) training and/or employment.





INSTRUCTION

3A. WASC ACCREDITATION STANDARDS:

To achieve the academic standards and the Expected Schoolwide Learning Results, all students are involved in challenging learning experiences.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Identify and disseminate best practices for meeting the needs of students from special populations. (www.jspac.org)
- Adapt instruction to student learning styles and ability levels using applied learning, including projects, simulations, oral presentations, cooperative learning, online research, community service projects, portfolios and work-based learning.
- Offer modularized instruction and short-term training with flexible schedules.
- Ensure that students from special populations demonstrate understanding of academic and Career Technical Education standards and required performance levels.
- Give feedback in sensitive, culturally appropriate and respectful ways, utilizing a variety of feedback forms, e.g. verbal, written, peer, self critique, etc.
- Refer students to English Language Learner (ELL) classes and/or offer Vocational English as a Second Language (VESL) classes.
- Provide distance-learning options.

3B. WASC ACCREDITATION STANDARDS:

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Integrate core academic subjects into Career Technical Education offerings.
- Incorporate industry-developed work-place competencies in the career technical curriculum.
- Provide students from special populations with work-based learning opportunities, e.g. worksite visits, job shadowing, internships and service-learning.
- Include industry speakers and presentations in the curriculum.
- Provide mentors and role models from the school and community, for students from special populations.
- Coordinate with teachers within, and across, career areas and academic disciplines and with guidance staff to align curriculum and guide student efforts.

STANDARD 3: Standards- Based Student Learning

- Include in the curriculum the Secretary's Commission on Achieving Necessary Skills (SCANS) that cross over career and technical areas and address lifelong learning. The SCANS skills are:
 - Interpersonal and communication skills
 - Identifying and allocating resources
 - Acquiring and evaluating data
 - Understanding complex systems and interrelationships
 - Working with a variety of technologies
- Make technology centers available to students from special populations in the evenings and on weekends.
- Ensure all students have access to technology.
- Offer technology classes to upgrade skills.

STANDARD 4: Assessment & Accountability

4A. WASC ACCREDITATION STANDARDS:

The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other stakeholders of the community.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Include assessments for students whose primary language is not English within standards-based measures in English, language arts, and mathematics.
- Disaggregate and analyze student data for each of the six special population groups.
- Inform parents and guardians of their student's progress throughout the year, in writing (notes, progress reports), in person (at school open house meetings, parent information nights), or on the telephone and/or online.
- Report student data to community stakeholders, including business and community partners.



- Use teacher made tests, projects, portfolios, as well as state mandated tests that accommodate different learning styles.

4B. WASC ACCREDITATION STANDARDS:

Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Students and teachers discuss and review student work. For example, students and teachers both check off the skills learned in class.
- Students can explain the meaning of their assessment results.

4C. WASC ACCREDITATION STANDARDS:

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the Expected Schoolwide Learning Results.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- The school meets the objectives and planned activities specified in the local Perkins IV plan.
- Collect required Perkins IV Core Indicator data that includes the number of career technical education students who:
 - Demonstrate state academic and career technical skill proficiencies in a sequence of courses.
 - Attain a secondary school diploma and/or postsecondary credential or diploma.
 - Secure jobs or enroll in postsecondary education or advanced training programs.
 - Enroll in career and technical education areas nontraditional to their gender.
 - Persist to achieve program completion.



4D. WASC ACCREDITATION STANDARDS:

The assessment of student achievement in relation to the academic standards and the Expected Schoolwide Learning Results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Determine whether students from special population subgroups are succeeding at rates comparable to other students. If students from special populations are not succeeding at comparable rates, plan and implement activities (such as supportgroups, tutors, mentors, computer guided instruction, work experience, translations) to enable students to bridge the gaps.
- Allocate resources (including Perkins funds, as appropriate) to academic and supportive programs to assist students from special populations based upon their assessment results.

STANDARD 5: School Culture and Support for Student Personal & Academic Growth

5A. WASC ACCREDITATION STANDARDS:

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Identify and promote linkages between educators and community stakeholders, i.e. secondary schools, adult schools, ROCP, community colleges, 4-year institutions, businesses, welfare and workforce agencies, and community-based groups.
- Identify services and strategies for student access to these services, in the community.
- Provide orientations for parents, guardians, and families of students from special populations.
- Actively promote enrollment by counselors and teachers of students in courses nontraditional for their gender or ethnic group (CA Ed Code 66271.7).
- Conduct activities for parents, guardians and families, including those who are English language learners and/or from different cultural backgrounds.
- Reach out to prospective students through community and faith-based organizations.
- Involve role models from special populations in recruitment efforts.
- Create and distribute recruitment materials in different languages.

5B. WASC ACCREDITATION STANDARDS:

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Ensure that classrooms and work-based learning sites are safe, clean and orderly. Instruct students in collaborative teams. Teach students strategies for managing conflict.

- Teach students skills to communicate effectively across cultures and gender.
- Promote an expectation that all students have a full range of career options regardless of gender, ethnicity or disability.
- Create a “user friendly” structure that addresses students from special population needs. This could include training for staff on issues such as poverty, cultural traditions and taboos and appropriate research based interventions.
- Develop and disseminate a board-approved bullying and sexual harassment policy and complaint process, and train students on these issues.
- Examine whether there is sexual harassment, or other conduct, in Career Technical Education programs that limits access to nontraditional training.
- Include diverse student role models in recruitment and motivational materials.
- Encourage diverse role models in administrative, faculty and staff positions.
- Recruit and place nontraditional students in groups to provide a supportive and inclusive environment.

5C. WASC ACCREDITATION STANDARDS:

All students receive appropriate support, along with an individualized learning plan, to help ensure academic success.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Provide each student with a written learning plan that is monitored by a member of the school staff.
- Provide orientations for new and transferring students and their parents or guardians.
- Provide advisement periods, workshops, seminars, and/or classes for students to encourage academic excellence and develop school survival strategies.
- Provide tutoring for students from special populations.

5D. WASC ACCREDITATION STANDARDS:

Students have access to a system of personal support services, activities and opportunities at the school and within the community.

Examples of Perkins-Related Special Population Activities that Support the Standards:

- Provide peer support programs for students from special populations.
- Provide ethnic/cultural awareness activities for all students.
- Refer students to financial aid services and work-study opportunities.
- Provide vouchers or other supports for materials and/or transportation.
- Provide multiple copies of supplementary textbooks for loan to students.
- Refer students to appropriate counseling and/or social services.
- Provide opportunities for students to develop relationships with school staff members who might give advice and support (eg. student organizations and extracurricular activities).
- Link students with on-campus childcare or community organizations that offer childcare.
- Assist students from special populations to obtain supports such as free and reduced lunch, health insurance, and/or food stamps.

WEBSITES:

www.whodoUwant2B.com

www.jspac.org

www.capathways.org

www.roadtripnation.org

www.icanaffordcollege.com

www.californiacareers.info

www.cacareerzone.org

www.acteonline.org

www.stemequitypipeline.org

www.napequity.org

www.cde.ca.gov

www.cccco.edu

www.engineeryourlife.org

www.cccspecialpopulations.org

CA ED code 66217.7

www.metroed.net/codes/education/66000.html

CA Labor Market Information

www.labormarketinfo.edd.ca.gov

Carl D Perkins Career and Technical Education Act of 2006

www2.ed.gov/policy/sectech/leg/perkins/index.html

CCCCO CTE Division

www.cccco.edu/ChancellorsOffice/Divisions/EconDevWorkPrep/CTE/tabid/415/Default.aspx

Insight CCED

www.insightcced.org/communities/cfess/ca-sss.html

WASC K-12

www.acswasc.org

WASC Postsecondary

www.acswasc.org/process_postsecondary.htm

STUDIES: *(pdf downloads)*

Pathways to Prosperity

http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf

Standing on the Shoulders of Giants

<http://www.ncee.org/wp-content/uplads/2011/05/Standing-on-the-Shoulders-of-Giants-An-American-Agenda-for-Education-Reform.pdf>



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