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Happy Halloween!

We are in the final stages of planning the 2014 conference—its going to be amazing (if I do say so myself!). We have nationally renowned speaker, author and professor from George Mason University, Paul Gorski coming to help us all understand both the ways in which poverty impact educational opportunities and outcomes and how we can apply specific strategies to change this. We have NAPE, CEO, Mimi Lufkin coming to talk about PIPE (see page two) as well as micromessages and how to reduce their impact. We have breakouts on Common Core, grants, special populations 101, research , early childhood Education, free tools and strategies, etc. Visit the JSPAC website to register and see more! See page 2 for more information .

We are also, planning a series of FREE webinars for the spring: CA Perkins **Special Pops 101, STEM → STEAM?**, and **Perkins Data, and Special Populations: Better Together!** . These webinars ae designed to provide more information and continuing Professional Development without leaving your office. Additionally, we will be at conferences and on school and college campuses doing free or contracted regional workshops. Join us to learn research based strategies to improve your Perkins core indicators, student success outcomes, as well as your student success taskforce goals.

Finally, we are able of offer PIPE-CA at a vastly reduced rate —by virtue or CA being a NAPE Member State. This is a months-ling process of data analysis, action research, and research based strategy selection and application using a process developed over the past decade by NAPE. This is an extraordinary opportunity to bring about real change by being part of a PLC & receiving ongoing TA and coaching. See page 3 for more information and visit the JSPAC website for more information and the application.

We look forward to working with you to increase Core Indicators and student success outcomes, The Joint Special Populations Advisory Committee

REGISTRATION CLOSING SOON!

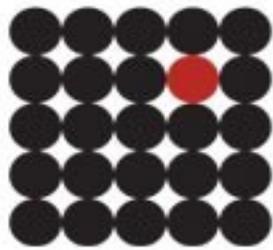
www.jspac.org

After the success of last year’s How To conference, we are keeping up the (newly minted) tradition of breakouts and keynotes being very focused on providing more then an overview— We asked that each presenter provide specific and practical tools and tips to help you apply their knowledge to your situation. But don’t wait—registration is filling fast!

Change Agent Teams encouraged to attend together! Every third person is FREE!!

Registration open now, space is limited, registration on a first come first serve basis!





Conference Registration Closing Fast!

December 2-3, 2014*

Holiday Inn Capitol Plaza, Sacramento, CA



Key Note Speakers:

- ◇ The Impact of low Socio-economics on students and what we can do!
- ◇ Employment Projects and Nontraditional STEM student success panel
- ◇ Veterans as Students
- ◇ Equity and Access for Underrepresented Students

Breakout Sessions:

Educational Impact of Poverty; Veterans, Their Families and, Education; FosterED – Serving Current & Former Foster Youth; Perkins Special Populations 101; Program Improvement Process for Equity; Micromessages: To Reach & Teach All; Skills Builders Research & Data (WestEd); Launch Board; Standards of Career & College Readiness; Deciphering Your Data; CA Dreamers; JSPAC Tools; Early Childhood Education Recruitment (Nontraditional for Men); The CTE Advisory Makes It Happen!; NEW Career Day Events at Riverside CC & Shasta College – outcomes & lessons learned; Grant Writing 101; CTE Student Organizations ROCK!; Working with Sector Navigators; & More...

Who Should Attend:

Educators, administrators, and program coordinators from CTE and core subjects; **Student Success Coordinators**; Student and Social Service providers; Counselors; SB1070 and WIOA Coordinators; ESL, DSPS, Financial Aid, Care/EOPS and Nontraditional Program Coordinators, STEM /STEAM/NT coordinators and supporters!

Top Three Reasons to Attend:

- ◇ Perkins IV requires all local educational agencies who receive Perkins funds to participate in professional development!
- ◇ Educators who participate in meaningful professional development and networking activities are more successful as well as happier in their careers.
- ◇ Students facing barriers who receive social, financial, and academic support are more successful in school and careers!

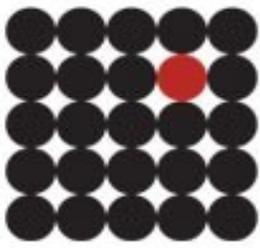
Funding Can Be Obtained from:

Title I, Title IX, DSPS, Single parent programs, SB70 grants, and of course, Perkins

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Registration open now, space limited, registration on a first come first serve basis!

* Preconference intensives are December 1, 2014 1:00 pm — 4:00 pm.



NOW Scheduling for Perkins, Data and Special Populations: Better Together!

What: Better Together! is based up the PIPE-STEM process developed by [NAPE](#) and used by schools & colleges over the past decade around the US. The process included two full days of in person training as well as intermittent Technical Assistance calls/webinars/activities. Each school or college will be required to provide dis-aggregated program level data on student outcomes prior to the first day of training. Technical Assistance will be available to assist in this data acquisition. available

Why: In addition to being legally mandated—we are educators! We want each and every student to have access to and opportunity within every career area that interests them! However, data shows that open-access policies have not led to nontraditional or under-represented students accessing by succeeding in many high-wage and/or high-demand CTE programs. This process allows you to ferret out the root causes and behind the gaps & to identify research based strategies to begin to close the gaps.

Additionally, Perkins legislation asks all CTE programs analyze their data to identify and work towards closing gaps in the outcome measures for students who face barriers to education & employment. Frequently easier said then done! Especially in this day and age when you are asked to do more with less—semester after semester! Via NAPE's process, JSPAC is able to offer a systematic, clear, and research based method to do just this—identify and close performance gaps! Join us today!

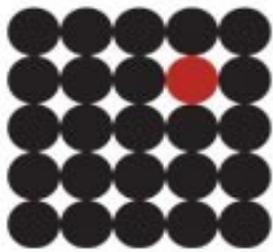
When: Sessions, technical assistance will be scheduled as applications are received.

Who: Teams of between 5 and 10 change agents from schools, colleges, or social services who work with, influence, or create policy for or otherwise impact the lives of students or have the responsibility for the success of CTE programs, services, & data at the K-12, adult, or community college levels.

Including (but not limited to!): Academic and CTE educators from K-12, Adult Education and Community Colleges; Counselors; Perkins coordinators; CTE deans/administrators; special populations program coordinators; Title IX/504/equity coordinators; CalWORKs One-Stop directors & staff; student support staff; grant writers; institutional researchers; etc.

How: Visit the JSPAC website (www.jspac.org) to access the Workshop Scheduling Form. **Submit the required application ASAP, space is limited and filling quickly!**

Send completed application to eawallner@gmail.com or fax it to 415-432-7092.

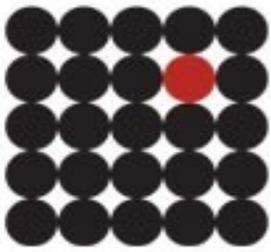


We know that your time is at a premium! You have too many tasks, too many students, and too many hats! And yet, you are still trying to be the voice for students as well as meet the economy's needs! Additionally, the Perkins Act of 2006 requires you to continuously improve your core indicators as well as use data to target your Perkins dollars and student supports where they are most needed and thus can be the most effective. JSPAC is here to help!

We made the information a) easy to find b) straight forward and clear and c) short and to the point! We developed an E-seminar series, none of which are more than 16 minutes. **Show them at faculty meetings; counselor retreats; in CTE, academic, and career success classes; at board meetings; PTA meetings; to students; and to funders.** You can even loop the E-seminars on campus TVs. While the majority of the E-Seminars are directed at educators; students would benefit from much of the information as well.

- ◇ **Special Populations 101** (12:00 minutes) – SP101 introduces the viewer to the sub-groups of students identified as coming from Special Populations as well as some of the barriers and solutions that may help each student persevere and succeed. This E-seminar is perfect for the new CTE educator -- from administrative assistants to deans. Beyond the new educator, we could all use a refresher on the research-based strategies helpful in overcoming barriers.
- ◇ **Nontraditional Occupations** (14:56) – This E-seminar outlines the benefits of Nontraditional employment to both the employee; the employer; and the economy at large. This is a perfect E-seminar to show at student orientations; faculty and counselor meetings; recruitment or informational meetings for families and students; and in counseling centers.
- ◇ **Internal Barriers to Success** (15:36) – Internal barriers is an E-seminar that both educators and students should watch multiple times! Once a student knows about stereotype threat, she will have a better chance of minimizing its impact. Once an educator knows about micro-messages he can work towards ensuring all of his micro-messages are micro-affirmations!
- ◇ **Improving Career Advising in a Busy Environment** (13:37) -- This E-seminar doesn't tell you how to do your job. We get that you know how to guide students. This E-seminar gives a host of reasons to consider nontraditional or STEM careers; a 4-step process for students to select a career; and some information and resources to address our own biases – you know we *all* have them!
- ◇ **Using Data for Career Technical Education Improvement** (13:56) -- We know, you're up to your ears in data. You file 47 reports annually, you look at core indicators, and if you have one more audit, you'll come apart. We aren't going to talk about getting the data or getting different data. We are going to show you have to use the data you compiled for change! Won't it be nice to see outcomes from data compilation?
- ◇ **Employee Soft Skills** (16:18) -- We hear that students don't get to work on time, can't communicate, and aren't prepared! They have no soft skills. We thought that maybe they don't understand what is required of them. So we made an E-seminar to help you as you guide your students (and new employees) towards career readiness! Tell them exactly what they can do to succeed!

Each E-seminar is available on the JSPAC website. Additionally, there is a transcript of each E-seminar for hearing impaired students or those who want to read along. Links & Resources included!



Region IX Equity Resource Center @ WestEd

<http://eac.wested.org/resources/>

The Region IX Equity Assistance Center (EAC) at WestEd provides technical assistance, professional development, and information in civil rights, equity, and school reform. Our primary goal? To help **ensure that all children have access to equitable education opportunities**. We assist schools, local education agencies, local school boards, state education agencies, other responsible government agencies, parents, and community-based organizations in Arizona, California, and Nevada.



Visit the page and find a plethora of **amazing** resources in the following categories:

- **Bullying Intervention & Prevention**
- **Civil Rights**
- **Closing Achievement Gaps**
- **Closing the Climate Gaps: Building Eq-**
- **Implementation Planning for**
- **Engaging Diverse Families**
- **Webinars and presentations at the**
- **College and Career Readiness**
- **Improving Instruction for**
- **Other Websites**
- **Region IX Equity Assistance
Resource Center Newsletter**
- **STEM Education**

Career Technical Education Programs Connect Women with New Career Paths



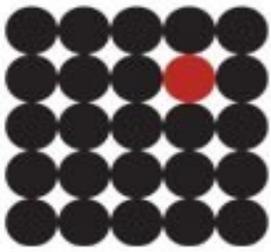
The Columbus Dispatch published an [article](#) today about the growing trend of women entering non-traditional fields through career and technical education (CTE) programs. According to local education institutions, female students have increasingly chosen to pursue education in traditionally male-dominated fields, such as welding. This increase in the number of female CTE students is helping to meet increased workforce demands while empowering them for career success.

The article explains that a variety of factors have contributed to the increase in gender equality in these high-wage, valued careers, including federal legislation that strengthens robust CTE programs. Furthermore, a local CTE educator stated that an increased demand among leaders from business and industry has opened doors for these students.

In addition, ACTE's Deputy Executive Director Steve DeWitt was quoted on the role CTE programs have taken in breaking down barriers for women, as well as the remaining hurdles faced by schools: "For sure there are some programs doing a very good job attracting females into nontraditional jobs," said DeWitt, deputy executive director for the Virginia-based Association for Career and Technical Education.

"Generally, it has been challenging for schools. A parent may not want their daughter to be a welder. It's very difficult for a school to fight that."

ACTE supports effective public policies that drive equitable access for all to rigorous CTE programs, and has [reported previously](#) on CTE's success in attracting women to in-demand careers in STEM fields.



"When Women Stopped Coding"

"Modern computer science is dominated by men. But it hasn't always been this way.

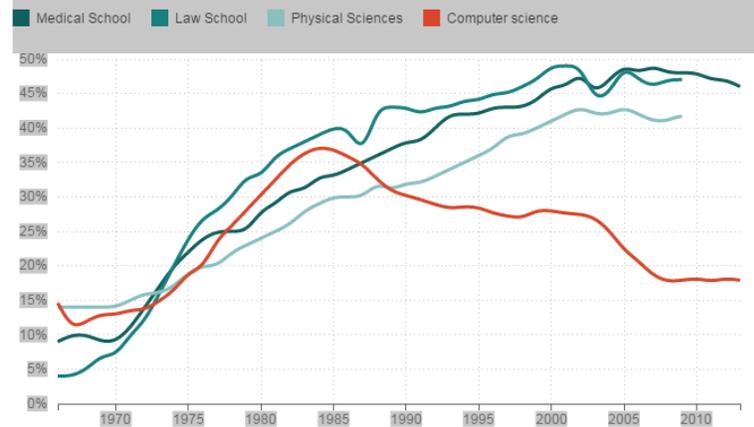
A lot of computing pioneers — the people who programmed the first digital computers — were women. And for decades, the number of women studying computer science was growing faster than the number of men. But in 1984, something changed. The percentage of women in computer science flattened, and then plunged, even as the share of women in other technical and professional fields kept rising.

What happened?"

Read the rest of the article to find out: <http://www.npr.org/blogs/money/2014/10/21/357629765/when-women-stopped-coding>

What Happened To Women In Computer Science?

% Of Women Majors, By Field



Source: National Science Foundation, American Bar Association, American Association of Medical Colleges
Credit: Quoc Trung Bui/NPR



Why Women Stopped Coding in the 1980s
Stereotypes triggered an engineering gender imbalance

NICOLE NGUYEN OCT 27, 2014

In 1984, the biggest movies at the box office were *Ghostbusters* and *Footloose*, while "Girls Just Want to Have Fun" and "Relax" topped the music charts. It was entertainment's heyday, but when it came to girls in computer science, 1984 was the year women stopped coding. What the heck happened? NPR's Planet Money investigated and discovered that the stereotypes in movies and TV triggered a serious engineering gender imbalance that prevails to this day.

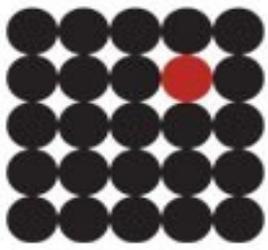
The movies in theaters and ads on TV established a singular identity for programmers: nerdy, young males. Just look at this Toys 'R' Us ad for the Commodore 64. It's clearly targeted to boys and features a boy playing video games on his new Commodore: <https://www.youtube.com/watch?v=kQz6Wi9YQs>.



It was also the year two now-famous best friends enrolled in Adams College to study computer science in *Revenge of the Nerds*. Those scenes of panty raids and installing video cameras to spy on naked ladies probably didn't convince any women that the type of classmates they'd have in engineering schools would respect them...

... In the NPR blog, commenter Steven O. shared a good anecdote: "At the Tier I research university where I teach, we are trying everything we can think of to increase the proportion of women in engineering ... but the proportions keep going down, noticeably so since the early 2000s when it peaked for us. There is something weird happening before they get to college that reduces their probability of even applying."

Perhaps coding camps aimed just at girls will help even out the ratio or even these simple projects intended to get little ladies involved with programming in a fun, safe environment. Listen to the entire Planet Money story to learn more about the year when women stopped coding.



Committee Information

Mission: 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.

Meetings:

- December 4, 2013 — Holiday Inn Capitol Plaza Hotel (after the Conference) 1:45 pm—4 pm
- March 30th, 2014 — 10 am — 3 pm

Contact Information:

- Sue Fisher, Program Coordinator
sue.fisher@gcccd.edu

Members and Membership

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 girls and women to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand.

Responsibilities and Opportunities: For a three year term, give your input to professional development opportunities, marketing strategies, collaboration efforts, etc. Participate in in-person, online, and phone meetings, edit documents and resource drafts, make your voice heard!

Membership Vacancies: K-adult—Santa Barbara/Ventura/Kern County OR San Diego, CCC—Bay Area, 2 Business/Industry

Membership Directory: <http://jspac.org/members/committee-member-directory>

Links and some really cool pages within the sites!

- ⇒ **Joint Special Populations Advisory Committee** — www.jspac.org
 - ⇒ 15 minute E-Seminars — <http://jspac.org/training-e-seminars>
 - ⇒ Calendar of Free or AWESOME Professional Development Opportunities — <http://jspac.org/calendarregistration>
- ⇒ **KQED.org (SF National Public Radio Station)**— <http://blogs.kqed.org/education/>
 - ⇒ Mindshift: How We Learn Blog — <http://blogs.kqed.org/mindshift/>
 - ⇒ Online Trainings — <http://blogs.kqed.org/education/category/trainings/online-trainings/>
- ⇒ **NPR Education** — <http://www.npr.org/sections/education/>
 - ⇒ The Many Secret Lives of Teachers — <http://www.npr.org/blogs/ed/2014/10/28/358548201/the-many-many-secret-lives-of-teachers>
 - ⇒ New Research Shows Small Schools May Work After All — <http://www.npr.org/blogs/ed/2014/10/17/356661018/new-research-suggests-small-high-schools-may-help-after-all>
- ⇒ **National Alliance for Partnerships in Equity** — www.napequity.org
 - ⇒ NAPE Professional Development opportunities — <http://www.napequity.org/professional-development/>
- ⇒ **Public Policy Institute of California** — <http://www.ppic.org/main/policyareas.asp>
 - ⇒ K-12 Education — <http://www.ppic.org/main/policyarea.asp?i=2>
 - ⇒ High Education — <http://www.ppic.org/main/policyarea.asp?i=17>

