

News You Can Use

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

Greetings from the JSPAC Co-Chairs

As we close out the '11-'12 fiscal year we are gearing up for the '12-'13 fiscal year! In the last ten months we hosted 17 regional workshops (more demand than capacity!), presented at 6 state-wide conferences, had over 200 attendees at our statewide conference, updated our collaborative pieces on meeting the demands of WASC accreditation by serving students from special populations, developed a Nontraditional Careers & Occupations brochure, a CTE Success For All: Supporting CA's Growing Economy advocacy brochure, a 4-steps to career selection student rack card, and worked with the CCC Special Populations collaborative to distribute three brochures on Making a Difference for Special Populations, Using Core Indicators to Track the Success of Special Populations in CTE, and CA CC Programs Classified as Nontraditional. To round it all out, this is the second News You Can Use that offers tips, links to resources, etc... Finally, by years end, we will have completed the first of many short E-Seminars. The first will be Special

Populations 101. **It has been a BIG year! Thanks to all of you who made it a huge success!**

We are excited about this years work as well. We will host regional workshops (sign-up ASAP as the schedule will *fill up fast*— if this year has been an indicator!), and our big event will remain our statewide conference. This year we will focus on ways to increase completions and graduations as well as ways to redefine the definition of success from *the students perspective!* The title of this year's conference is **Completion Matters: Change is Constant!** We will host it at the Sheraton Grand Hotel, Sacramento, CA, December 4-5, 2012 with pre-conference intensive workshops on December 3rd.

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

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

Thank you and Hello!

For the past two years, **Carmen Lamha**, Interim Chair of [CNIT](#) at CCSF, has served in the capacity of Community College Co-Chair. Sadly, her term as co-chair is ending in June and she is passing the baton! Carmen has been a dedicated committee member for many years and has brought passion and a collaborative nature to the many projects in which she has been involved. **Thank you Carmen!**

Starting in the new year, **Julie Pehkonen**, Director, [CTE Projects](#), at Riverside Community College District (RCC) will be holding court. Julie has been a part of the committee for many years and has a keen eye and a vast understanding of and commitment to CTE, equity, and the success of all students. Julie provides true leadership in support of RCC faculty & staff in their efforts to improve the success rates of the students and their programs. We know she'll do the same for the JSPAC.

Save the Date!
December 4-5,
2012

May 2012

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www.jspac.org

Completion Matters: Change is Constant

CA Perkins Special Populations Conference



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

Focus: Learn strategies to ensure students from Special Populations, including those that are nontraditional (by gender), succeed in school & in the changing workforce. **Join us as we explore ways to increase student and program success & completion!**

When: **Dec 4, 2012 (10AM) — Dec 5, 2012** General Conference
Dec 3, 2012, 1-4 PM 3-hour Pre-Conference Intensives

Where: Sheraton Grand Hotel, Sacramento, CA

Who: K-12, adult & community college administrators, deans, faculty, counselors, program coordinators, and student service coordinators; NGO directors/staff; business partners; SB70 Directors; WIB Directors; ELL/ESL Practitioners; DSPS educators; etc.

Teams from schools, districts, or Collaboratives encouraged to attend. Team registration discounts available! **Every 3rd attendee from the same team is FREE!**

Why: Perkins IV legislation requires that schools & colleges provide professional development and that they focus efforts on ensuring that students from special populations succeed in school at the same rate as the general population.
Join us to learn strategies to make this happen!

Speakers: Engaging keynote speakers!

Sessions*: Student success panels; Using technology to increase student success; How robotics are changing instruction; Nut bolts and thing-a-majig summer camps; Rosie's girls, Business panels; STEM careers; What are green careers and how many jobs are there?; Veteran's programs—how to help; How to counsel student's in CTE programs – ensuring that all programs are “accessible” to all students; Stereotype threat; Marketing; Perkins V reauthorization; Advocacy; Single parents, displaced home-makers, and economically disadvantaged students—who is serving them and how is it working?; Helping students with disabilities find their way and their voice; Effective use of Core Indicators and others data; Making your school and program effective with ESL and minority students; **Your Program?...**

Request for Proposal (RFP) available at: www.jspac.org

Registration coming soon!

**Subject to change*



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

Workshop Learning Outcomes include:

- **Learn** about Perkins legislation and the Core Indicators
- **Analyze** data for **accuracy** as well as program planning, evaluation and improvement
- **Discuss the Root Causes of & Strategies for** addressing internal, situational, and school based **barriers that prevent students from being successful** in CTE
- **Discover** ways to increase student and program success
- **Identify** the steps students should take as they select educational programs/careers
- **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

To host a workshop:

- **Choose a date**
 - **Pick more than one option, dates fill fast!**
- **Set the room!**
 - Provide a room, screen, power strip, & parking info. available equipment, snacks & drinks, etc.
- **Market your workshop!**
 - Send out a JSPAC provided flyer to ALL your CTE equity, counseling, faculty and STEM partners — K-12, Adult Education, Community College, Social Services, etc...

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



All Regional Workshop Areas Currently Available.

Book now!

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

California Community College Special Populations Collaborative

“The Community College Special Populations Collaborative Project provides research on and support for special populations students in the California Community College system. Initiated in 2002, the Project developed and maintains:

- A statewide survey of community college programs and services for special population students.
- Identification of effective practices for meeting each special populations category.
- Analysis of core indicator performance of each special population category.
- Dissemination of strategies for assisting special population students.

Further information about this project is available at <http://www.cccspecialpopulations.org/>

Publications available at CCC SP Collaborative include: CA Community College **Making a Difference for Special Populations**: <http://www.cccspecialpopulations.org/Publications/CCCSpecialPopsBrief.pdf> , **Using Core Indicators to Track the Success of Special Populations in CTE**, <http://www.cccspecialpopulations.org/Publications/CACCCoreIndicators20010419.pdf> & CCC Nontraditional TOPs Codes brochure: <http://www.cccspecialpopulations.org/publications/2010NontradTopCodesBrochure.pdf>

US Department of Education, Office of Vocational & Adult Education

Investing in America's Future: A Blueprint for Transforming Career and Technical Education

April 201

Report Conclusion: Four core principles—**alignment, collaboration, accountability, and innovation**— are the foundation for the Administration’s proposed reforms to strengthen the nation’s career technical education system. Collectively, they would usher in a new era of rigorous, relevant, and results-driven CTE programs that are equitable and accessible to all students regardless of their backgrounds or circumstances. These high-quality CTE programs would give students the skills they need to be successful and businesses the skilled workforce they need to thrive.

Students in these CTE programs would be motivated to learn because they are challenged by the rigor and engaged by the relevance. They would be prepared to complete their studies with industry certifications/licensures & postsecondary certificates or degrees that employers use to make hiring and promotion decisions. They would start careers that lead to increased employment and earning prospects over time, positioning them to become the country’s next leaders and entrepreneurs.

At the same time, employers and industry would have a strong voice in developing the very programs they need to fill positions within their companies. They would have access to a highly-skilled pool of workers ready to make immediate contributions. Educated citizens. Skilled workers. Competitive businesses. Thriving industries. These are the ingredients for an economy built to last.

Concerns about a lack of focus on equity and Nontraditional employees and careers gives the JSPAC reason for concern. Read the full report at [U.S. Department of Education, Office of Vocational and Adult Education, Investing in America's Future: A Blueprint for Transforming Career Technical Education, Washington, D.C., 2012](http://www.ed.gov/officeofvocationalandadulteducation/investinginamericasfuture) and voice ***your opinion*** as the Blueprint conversation continues!



[Policy Brief - Career Opportunities: Career Technical Education and the College Completion Agenda – Parts I and II \(summarized\)](#)

March 2012

This new [IHELP](#) brief is a summary of the first two reports in a series titled *Career Opportunities: Career Technical Education and the College Completion Agenda*. The first report, titled, *Part I – Structure and Funding of Career Technical Education in the California Community Colleges*, analyzes the complex organizational structure and funding arrangements for the CTE mission and the closely related economic and workforce development mission. The second report, *Part II – Inventory and Analysis of CTE Programs in the California Community Colleges*, examines the full set of career-technical certificate & associate degree programs offered by the California Community Colleges (CCC). Researchers inventory and analyze Career Technical Education (CTE) program offerings across the system as a basis for understanding how well CTE programs are meeting students' needs to identify, enroll in, and complete programs with real value in today's labor market. In each report, researchers identify key issues that will need to be addressed as efforts proceed to increase the effectiveness of CTE in the California Community Colleges, and the entire project is guided by a set of criteria, based on a literature review, that characterize an effective CTE mission.

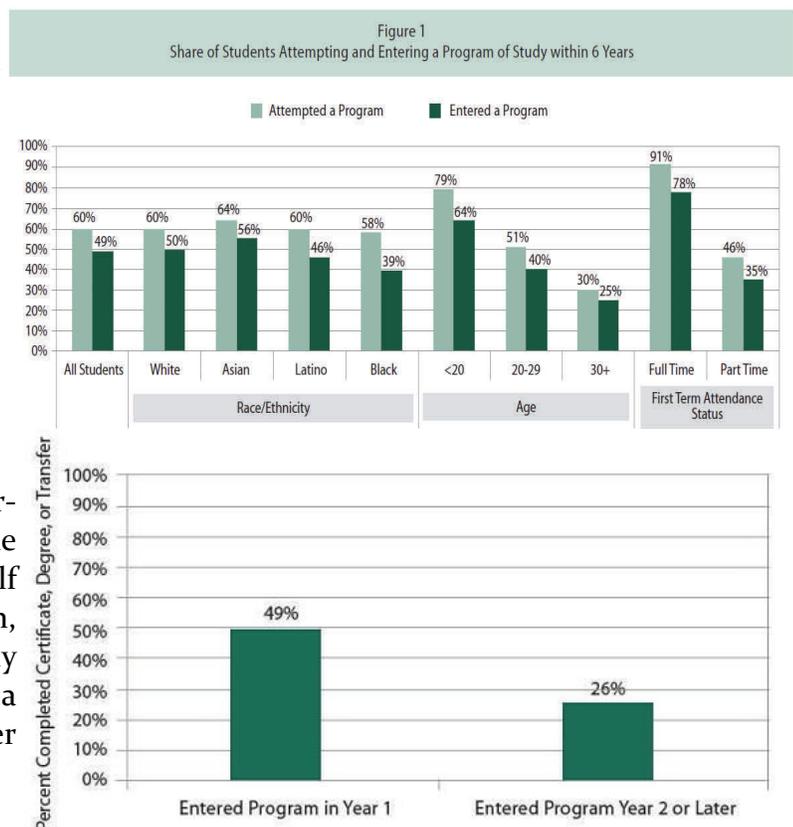
Parts I & II, along with other reports on higher ed., are available in full at: <http://www.csus.edu/ihelp/>

[Sense of Direction: The Importance of Helping Community College Students Select and Enter a Program of Study](#)

August 2011

This report examines the importance of declaring and entering an academic program of study for community college student success and completion. Researchers studied an entering cohort of more than 430,000 community college students and followed their progress over a six-year period through programs of study to completion of a certificate, associate degree or transfer to a university. The study used student course patterns to identify those who entered a program of study in 21 program areas across the liberal arts and sciences and Career Technical Education (CTE). Researchers found that entering a program of study is an important milestone on the path to college completion that only half of entering community colleges students reach, and that students who enter a program of study in their first year are twice as likely to complete a certificate, degree, or transfer as those who enter a program of study in the second year or later.

(Click [here](#) for the appendix) [Click here for the brief.](#)



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), 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 CCCCCO 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



Save the date!
Next JSPAC
Conference:
December 4-5,
2012

Committee Information available at: www.jspac.org

And finally LINKS to other fabulous sites...

- [Building Career Success](#): Best Online Career Resources fro CA Community College Career Centers, Counselors, and Faculty — <http://cccareers.org/default.aspx>
- [California Career Cafe](#): California Community College Virtual Career Center — <http://www.cacareercafe.com/>
- [Teaching Tolerance](#): A place for educators to find thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools — <http://www.tolerance.org/>