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Dear Educators,

A lot has changed and a lot is in the works!



First we want to say a BIG Thank You to Sue Fisher who led the JSPAC for the past several years but has gone on to other (We can't say greener, we just can't!) pastures. In her formidable footsteps we welcome Tonette Salter. Tonette is a seasoned grant manager with an emphasis on developing educational programs. She has a MS in Psychology. She has lead faculty from K-14 in developing a region wide education plan to address students in ESL, Short Term CTE, & Adult with Disabilities.

Tonette is pretty clever at finding ways to achieve what seems impossible. Her ingenuity comes from a creative spirit and her credence to Listen –Learn – Connect– Implement – Achieve. She is an advocate for teachers and knows first-hand that teachers have the ability to see the effectiveness or inefficiencies of education and are vital players in educational reform. With Tonette at the helm, we are hard at work planning the 2016 Special Populations regional workshop's and annual conference!



So SAVE THE DATE: November 30—December 2, 2016 and join us in Sacramento, CA at the Holiday Inn Capitol Plaza.

Send Elizabeth or Tonette an email for speakers you've been pining to see, or breakout sessions you've been itching to present. **Add the conference expenditure to your Perkins Plans**, and put the **date on your calendars**. We look forward to your suggestions and seeing you in December. So check the www.jspac.org website for the workshop application to host and get it on our calendar ASAP.

Please remember that the members and staff of the JSPAC are here to offer support and assistance as you assist students in reaching their educational and career goals. Let us know how we can help!

Sincerely, The JSPAC Committee

Send suggestions or questions to:

Tonette Salter (tonette.salter@gcccd.edu) or Elizabeth Wallner (eawallner@gmail.com)



NOW Scheduling for Regional Workshops for FY 2016-2017

What: Regional workshops include beginning and intermediate topics on equity, student success, and Perkins. The workshops are approximately 3 hours long and some of the conversations are continued at the annual conference in December 2016 such as:

- ◇ How do the educational systems in CA work together?
- ◇ How do we provide adequate and comprehensive support services to ensure each student at the K-12, adult education or community college levels have opportunities and meet with successes as they move from system to system?
- ◇ How do we insure each student understands there are over [12,000 careers](#) available to them?
- ◇ How do we meet the requirements of our grants while insuring student success and enhancing the **soft-skills** business demand?

Why: Professional development is a mandate of Perkins. Additionally, career satisfaction DROPS when PD is cut or not offered. Keep educators happy! Additionally, we are educators! We want each and every student to have access to and opportunity within every career area that interests them!

When: Regional workshops will be scheduled as applications are received.

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

RQD: Each workshop will need to accommodate space to seat 30-50 attendees and a power-strip near the front of the room. The hosting agency is responsible for marketing the workshop to their partners in K-12, adult ed., community colleges, social services, and business and industry.



Belonging Not Brain Structure Makes the Difference

http://www.nxtbook.com/ygsreprints/ACTE/g36681_acte_techniques_oct2013/#/34

Little real evidence is available to indicate that the brains of men and women are “hardwired” differently, yet, perhaps due to lingering stereotypes, women remain underrepresented in the science, technology, engineering and math (STEM) fields.

In her book, *Pink Brain, Blue Brain*, Lise Eliot writes, “What I found, after an exhaustive search, was surprisingly little solid evidence of sex differences in children’s brains.” This appears to run contrary to common claims that women somehow are less adept at STEM, a conclusion that would seem to follow from their marked underrepresentation in university science and technology programs (See sidebar). Eliot, who is a neuroscience professor, notes, “Only two facts have been reliably Belonging, By Stephanie Kelly proven.” The first is that boys’ brains are larger than girls’—“somewhere between 8 and 11 percent larger, depending on the study,” which is a difference similar to gender differences in height and weight. The second is the difference that shows up around the onset of puberty: “Girls’ brains finish growing about one to two years earlier than boys’,” she writes. That also **mirrors the differences in children’s physical growth**—girls enter puberty a year or two before boys do.

Helping Girls Find a Sense of Belonging Both science and women lose when stereotypes “serve as unnecessary gatekeepers” to educational pursuits, writes Cordelia Fine in the book, *Delusions of Gender: How Our Minds, Society, and Neurosexism Create Differences*. She points to work by psychologist Catherine Good and others that shows that “a **sense of belonging**” is an important factor in women’s intentions to continue in the field of math

“Based on my readings of secondary literature and 60-plus years of observation and experience, I lean hard toward thinking that male-female differences in cognitive ability and style [are] primarily the product of socialization—that is, learned.”

Linda Billings, director of science communication at the Center for Integrative STEM Education at the National Institute of Aerospace

By the Numbers

Women remain underrepresented in science and engineering, although to a lesser degree than in the past, according to the National Girls Collaborative Project report, “The State of Girls and Women in STEM.”

Girls and boys in kindergarten through 12th grade “do not significantly differ in their abilities in mathematics & science, but they do differ in their interest and confidence in STEM subjects,” according to the report, which was issued in June (2013).

Here are some more pertinent facts:

- Male students are more than three times more likely to be interested in STEM majors and careers, compared to female students.
- At the college level, men earn 82 percent of engineering degrees, 82 percent of computer science degrees and 81 percent of physics degrees.
- Women make up 47 percent of the overall workforce and constitute only 27 percent of the science and engineering workforce.
- Fewer than 1 in 10 employed scientists and engineers are minority women.



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

What: **Better Together!** is based upon the PIPE-STEM process developed by [NAPE](#) and used by schools & colleges over the past decade around the US. The process includes two full days of in person training as well as intermittent Technical Assistance calls/webinars/activities. Each school or college will need 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.

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 or succeeding in many high-wage and/or high-demand CTE programs. This process allows you to identify gaps in student success, ferret out the root causes behind the gaps, identify and evaluate research based strategies to begin to close the gaps.

Additionally, Perkins legislation asks that every CTE program analyzes their data to identify and work towards closing gaps in the outcome measures for students who face barriers to education and employment. This can be easier said than done! Especially as 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 and 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.



Low-Income Single Mothers at Community College: Recommendations for Practices to Improve Completion

Introduction

Low-income, single mothers beginning or returning to higher education overwhelmingly choose to pursue their goals at community colleges. These schools often provide the best fit of available institutions because of their relative affordability, variety of offerings, ease of entry, and proximity to the student. Like other higher learning institutions, however, many community colleges struggle to address the challenges low-income, single mothers can face. Colleges often unwittingly place more obstacles in the path of these students. Many colleges are taking action and trying a variety of approaches to improve their institutions and better serve low-income, single mother students. While some interventions have been rigorously studied, most have not. Many promising interventions, though so far lacking empirical support, have shown great success based on student and provider testimony. When taken as a whole, it is clear that community colleges can undertake effective interventions to help student parents complete their programs and meet their goals.

Suggestions include:

Reduce Time To Degree

- For lower-skilled students, offer options for acceleration, such as integrating career-related learning into basic skills courses and accelerated developmental (or remedial) courses.
- Reevaluate credit requirements and institute credential audits.
- Provide domestic violence services and raise awareness across campus.
- Provide holistic student services.
- Provide services at times and places accessible to parenting students.

Reduce Uncertainty

- Require first-year seminars, including orientation, for credit.
- Create structured programs to help students complete more quickly.
- Offer learning communities and cohorts for single mothers.

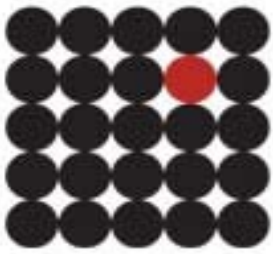
Reduce Economic Barriers

- Provide on-campus childcare, prioritizing spots for students' children.
- Provide grants to single mothers, including emergency grants.
- Offer housing or housing assistance for single parents.

Improve Data Collection and Test What Works

- When implementing a new program or service, build in evaluation.
- Colleges and universities within a state can work to better collect data and track students until national data collection improves.

Visit <http://womenemployed.org/sites/default/files/resources/LowIncomeSingleMothersatCommunityCollege2012.pdf> for more information, links to research, case studies, and details on each suggestion.



Closing the Equity Gap

“We must close the equity gap for immigrants, refugees, returning citizens, and all adults with disabilities.” – Dr. Brenda Dann-Messier

Rigoberto Alvarado left El Salvador in 1991 in search of a better life in the United States. He needed English and a job. With the help of friends and family, he found an English class at the Neighborhood Centers’ Oakland Adult and Career Education. He started learning English. He found a job he liked in the hospitality industry but he quickly realized he needed more skills in order to advance, so he returned to Neighborhood Centers to learn about computers and computer applications. Through hard work and dedication to his education, Rigoberto advanced through the ranks to become banquet manager at the Waterfront Hotel in Jack London Square. He now hires and supervises many employees, manages costs and inventories, and strives to create a positive employee work environment. Rigoberto put himself on the path to the middle class.

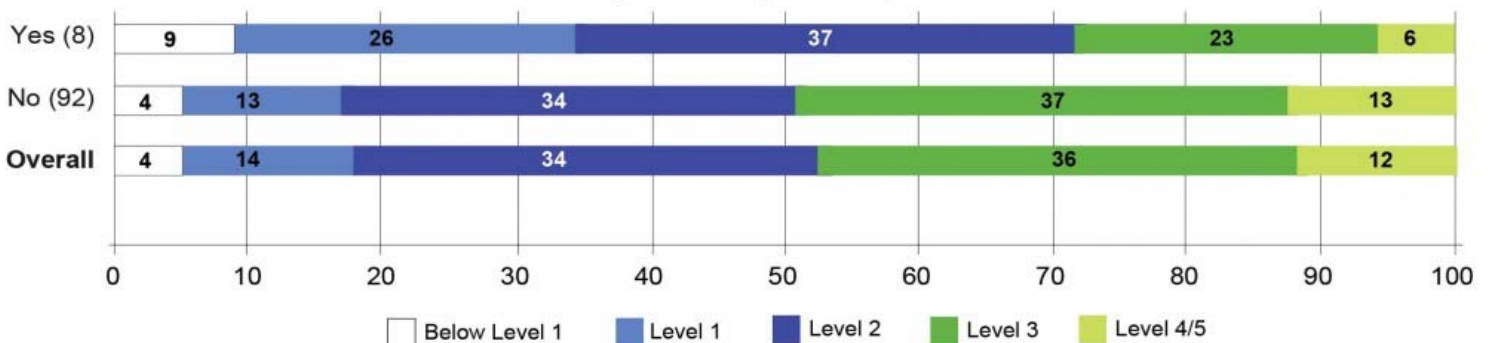
As Rigoberto’s experience indicates, employment-focused literacy and numeracy, as well as job skills are critical to the prosperity and well-being of individuals. One third of the 36 million adults with low skills in our country are immigrants or refugees like Rigoberto but they have not yet had the opportunities he has had. Our current programs can only offer English language learning opportunities to about 678,000 adult English learners per year. Unless we create additional opportunities for them, these twelve million adults will have a harder time finding a well-paying job than their higher skilled peers.

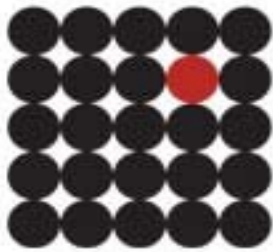
[Making Skills Everyone’s Business](#) – which was [released](#) on February 24 – makes a commitment to closing the equity gap for immigrants and refugees and other adults with multiple barriers including adults with disabilities, returning citizens, homeless adults, and emancipated youth transitioning out of the foster care system. Closing the equity gap is one of the seven strategies included in this national call to transform adult learning.

Data from the [Survey of Adult Skills](#) support this strategy. For instance, adults with learning disabilities are twice as likely to have low skills but few programs are equipped to meet these adult learners’ unique needs. Twenty-six percent of adults at Level 1 and 9 percent of those below Level 1 reported a learning disability. The figure below, Figure 9 in the *Making Skills Everyone’s Business* report, demonstrates the challenge.

<http://sites.ed.gov/octae/2015/03/02/closing-the-equity-gap/>

Figure 9. Percentage of U.S. adults ages 16–65 at each level of proficiency on the PIAAC literacy scale, by their responses to a question about whether they have ever been diagnosed or identified as having a learning disability: 2012





High School/High Tech



High School/High Tech (HS/HT) is recognized as one of the most successful strategies for assisting youth with disabilities as they transition from high school to post-school activities, including postsecondary education and employment. Over the years, HS/HT has evolved from a small program in a few localities that focused on exposing youth with disabilities to technology-related careers to a comprehensive program of transition services. Through an array of activities identified in the National Collaborative on Workforce and Disability for Youth's Youth) Guideposts for Success, HS/HT exposes youth with disabilities to careers in science, technology, engineering and math (the STEM careers) and encourage them to pursue postsecondary education to prepare for such careers.

After reviewing over 30 years of research, literature, demonstration projects and promising practices, including the experiences of the early HS/HT programs, NCWD/Youth, in conjunction with the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), identified the ser-

ices and supports outlined in the Guideposts. Thus, the activities, services and supports identified in the Guideposts are evidence-based and have demonstrated success in improving post-school outcomes for all youth, including youth with disabilities. These activities, services and supports are divided into five categories: 1) school-based preparatory experiences; 2) career preparation and work-based learning experiences; 3) youth development and leadership; 4) connecting activities; and 5) family involvement and supports. The Guideposts have become the core constructs of the HS/HT programs around the country and are the foundation of the newly released *HS/HT Program Guide*.

The HS/HT Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering and Math for Youth with Disabilities is an updated and much expanded version of the *HS/HT Program Manual* that was produced in 2003. As HS/HT has spread to numerous states (e.g., CO, DE, FL, GA, MD, MI, MN, OH, OK, PA, SC and TX), the experiences of these programs and the resultant evolution of the HS/HT program from a locally-administered and implemented program to a state-administered and locally-implemented program have produced a wealth of additional information about the HS/HT program model. As a result, the newly released *HS/HT Program Guide* is full of information and materials used by the HS/HT programs throughout the country. Many thanks to these programs for their willingness to share their experiences, program materials, tips for partnership development, service strategies, activities, curriculum, and success stories, as well as their many examples of systemic change impacting how states and localities approach the provision of transition services. This information can be used by existing HS/HT programs for program improvement and expansion, and by new and developing programs to guide their implementation efforts.

Download the entire HS/HT Program Guide at: <http://www.ncwd-youth.info/hsht/program-guide>



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.

Contact Information:

- Tonette Salter, Program Coordinator
tonette.salter@gcccd.edu

Members and Membership

The JSPAC is a committee comprised of educators from the K-12, adult education, & 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 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:

- 3 from K-adult and
- 3 from Business and Industry

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

Email [Tonette Salter](mailto:tonette.salter@gcccd.edu) for the JSPAC membership application! Join us!!

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 almost free AWESOME Professional Development Opportunities
— <http://jspac.org/calendarregistration>

⇒ Center for American Progress — <https://www.americanprogress.org/>

⇒ [Strategies to Improve Low-Performing Schools Under the Every Student Succeeds Act: How 3 Districts Found Success Using Evidence-Based Practices](#)

⇒ [Invisible by Design: How Congress Risks Hiding the Performance of Disadvantaged Students.](#)

⇒ [New Analysis of College Scorecard Data Shows College Completion on the Rise](#)

⇒ Southern Poverty Law School — <https://www.splcenter.org/>

⇒ [Education Law: A tool for Ending the School to Prison Pipeline](#)

⇒ Webinars — <http://www.nprcenter.org/webinars>

⇒ Public Policy Institute of CA (PPIC) — <http://www.ppic.org/main/home.asp>

⇒ K-12 Ed. — <http://www.ppic.org/main/policyarea.asp?i=2>

⇒ Higher Ed. — <http://www.ppic.org/main/policyarea.asp?i=17>

⇒ [Major Equity Strategies to Follow the Purple Brick Road to Equity and Social Justice.](#) — Barbara Bitters, WI

No! Don't go, click on these links!

[Act: How 3 Districts](#)