



GENERAL MEETING Joint Special Populations Advisory Committee (JSPAC) MINUTES Zoom
April 30, 2021 11:00am – 1:30pm

PARTICIPANTS PRESENT:

K-12-Adult Representatives: Leslie Aaronson, Don Isbell, Pam Knapp, Karling Skoglund, Kristin Boroski, Nicole Robinson

Community College Representatives: Kim Beaton, Ashley Phillips, Sheryl Plumley, Adam Runyan, Freddy Saucedo, Windy Martinez

Public/Private Representatives: LaVonne Slaton

Staff: Tonette Salter

Guest: Alyssa Bahr Casillas, Joe Green

Absent: Abygail Medina, Elodiia Ortega-Lampkin, Chris Boynton, Holly Nolan, Drew Lafave, Don Wilcoxson, Lisa Wilson, Zenda Mitchell Abbott, Susan Wheeler, Allison Burdett, Carla Yorke, Christina Mulcahy, Rubie Acosta Macaraeg, Jacquelyn Miller, Alexander Berry

TOPIC	PRESENTER	DISCUSSION / ACTION
Welcome	Tonette Salter (Staff)	The meeting began at 11:00 am.
Update/Introductions: How is your organization considering consistent equitable and inclusive in-person instruction and return of staff?	Pam Knapp (K-12 Adult Education)	Large meetings are still on Zoom, there are small gatherings in person and everyone is happy to be back.

	<p>Kristen Boroski (K-12 Adult Ed. Dir. Of Career Tech. Ed. Fresno USD)</p> <p>Tonette Salter (staff)</p> <p>Kim Beaton (Supporting member/Asst. Dean Instruction Feather River College)</p> <p>Karling Skoglund (K-12 Adult Ed./Program Mgr. Career Colleges Resource Dept./ Humbolt County Office of Ed.)</p> <p>Leslie Aaronson (K-12/Adult Ed./</p>	<p>Staff have been back since October. Teachers and students returned April 6th. They have an AA, BB cohort. Some staff bring children if they do not have childcare. Workplace is open to different situations and uncertainties that families may have as a way of being equitable and inclusive.</p> <p>I used to bring my son to work when I worked in education many years ago and at an online internet company. I think companies are going to move back into that equitable space.</p> <p>Not fully back. I just returned Wednesday. Plan to have face to face instruction in the fall. Will allow a gradual staggering return to work. Meetings still on Zoom. Still an air of distance and a balance of connecting. Equitable and inclusive by being mindful of sensitivities.</p> <p>Been in person since June. There is limited capacity in the shared office. Most in the organization work from home or use a rotating schedule. They are gathering feedback on how people would like to return. One question is: What factors are influencing an employee's ability to return to work? Considering flex hours. The eliminated drive to work has really helped them be more productive. Safety is a concern because not everyone can or has chosen to be vaccinated. Looking to service people where they are. Many employees are learning that they work better from home. Exploring a hybrid return to work. What factors should not influence our return to work? Some of the responses come down to serving the students and how does that effect serving students. The pandemic has allowed for these kinds of conversations and a change in the workplace. Things will evolve.</p> <p>Company will do a survey next month to assess how employees want to return. I have a middle school and high aged daughter that have returned to school. Having</p>
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	<p>L.A. Promise Fund Strong Workforce grant Manager</p> <p>Nichole Robinson (K-12/Adult Ed./Dance Director/Fontana School Unified District)</p> <p>Adam Runyan: (Community College/Lassen College Academic Counselor and Academic Senate President)</p> <p>Freddy Saucedo: (Community College/Interim Dean of Workforce Development /Glendale)</p>	<p>my children return to school and opened up new life. Bing face to face is a part that still needs to happen. It will be an interesting transition considering what people prefer versus what is needed.</p> <p>Most of the focus has been on in person instruction instead of the return of staff. Teachers with pre-existing conditions may not be required to return. The focus is on students and I don't really feel like there is a ton of support for staff. Those who have direct contact with students are not really being considered. Self-care is important because I do not expect it to come from the workplace.</p> <p>His district has been open since August for K-12. Cases rose in November and December and schools went to distance learning for that. And picked up again as cases declined.</p> <p>College followed state guidelines. CTE and LVN and CAN Phlebotomy, Gun smithing have all bee face to face. And have followed state guidelines since they are a community college.</p> <p>A lot of students have dropped. In response to that M/W/Th campus is open for financial aid, counseling etc. The superintendent presidents got together union, senate classified and public health brainstormed on how to re-open and serve students in the best way. At Lassen College it's your choice. They are allowing students to choose how they want to be educated. Can choose online or in person.</p> <p>Taking a more conservative approach. This community has been consistently in the top 3 in cases and hospitalizations and deaths. Because of this they are still planning on online instruction in the fall. Limit number of programs will be in person. There will be a townhall for what a return will look like. Looking at hybrid and hi-tech models; students can participate in synchronous structure. Seeking to keep in mind students and staff that have been impacted. Want to insure a safe environment.</p>
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State Updates	Comm. College	
	Don Isbell (K-12/Adult Ed./ Director, Career Tech. Ed. /Santa Ana Unified School District)	K-12 community of Santa Ana was the hardest hit by covid in Orange County. Many students have lost multiple members of their families. First in the county to add counseling to everyone starting from kindergarten on up. Some of the special populations in particular the Special Education department have been affected by the close of campus. PPE is being done. Over the next 60 days things should change. Will expand Summer school 20-1 high school 15-1 for intermediate to lower grades in attendance. Make up work and engagement.
	Lavonne Slaton (Solano Community College)	Will continue online classes into the fall. Only essential classes like lab classes and automotive and EMT classes will meet in person. Looking to open the computer labs for students who need it. All faculty and staff are still working remotely. Planning a virtual business plan pitch contest with cash prizes and enter prizes to support students and encourage them. It will include mock investors, etc. This will encourage students in these challenging times.
	Maria Cavazos	In central valley parents get to decide weather children can return or continue virtually. Westhill is trying to do a hybrid for staff on June 1 st . This is still dependent on what is instructed by state.
	Tonette Salter (Staff)	The discussion did not elevate the racism and political violence that occurred and has been traumatizing. This is a holistic approach. Everyone not just students have been traumatized by this experience.
	Tonette Salter (Staff)	Perkins CDE: <ul style="list-style-type: none"> • Applications open in PGMS • Due Date extended from May 14th to May 28th. Notification sent out Friday April 23rd • 3rd quarter claims due April 30th

- The LEA, CTE selections for FY 21/22 Federal Program Monitoring (FPM) reviews are in process and should be completed early May

WIOA:

<https://www.cde.ca.gov/fg/fo/r8/wioa20result.asp>

- 2020-21 Grant Awards: 2020-21 updated funding results for the 2020–21 WIOA, Title II: AEFLA federal grant have posted to the California Department of Education (CDE) Funding Results web page
- 2021–2022 Grant Awards: The Adult Education Office (AEO) has been preparing for next year with specific attention to concerns and feedback regarding the impacts COVID-19, and end of the year activities, in Fiscal Year 2019–20. A decision was made to fund agencies at a level that is equal to, or greater, than the amounts received in year one of this grant cycle.
- The CDE Adult Education Office plans to fund additional positive outcomes in Employment and Earnings and increases in Pre and Post testing activities earned in the early part of Fiscal Year 2020–21. New Deliverable Implementation
- The Continuous Improvement Plan (CIP)
- Combines the previous Professional Development Plan, Technology Plan, and IELCE Plan. Due on April 30, 2021 Student Funding in Adult Education Programs
- The CDE disseminated a statewide memorandum on March 29, 2021, to reinforce California state law of compulsory education for students through age of 18 years.
- The memo clarifies how rules differ for students over and those under 18 years of age.

- Excludes students with an active IEP through the age of 22 years, as they are the district's responsibility.

Biden's American Families and Jobs Plan:

<https://www.whitehouse.gov/briefing-room/statements-releases/2021/04/28/fact-sheet-the-american-families-plan/>

"We need to build a stronger economy that does not leave anyone behind – we need to build back better." inclusive of gender, race, or place of residence – urban, suburban, or rural.

- Add at least four years of free education.
- Two years of free community college.
- More affordable for low- and middle-income students, including students at Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and institutions such as Hispanic-serving institutions, Asian American and Native American Pacific Islander-serving institutions, and other minority-serving institutions (MSIs).
- Extend tax cuts for families with children and American workers
- Universal Pre-school for all three and four year olds
- Provide up to approximately \$1,400 in additional assistance to low-income students by increasing the Pell Grant award.
- Invest \$9 billion in American teachers, addressing shortages, improving training and
- supports for teachers, and boosting teacher diversity.

	<p>Don Isbell (K-12/Adult Ed./ Director, Career Tech. Ed. /Santa Ana Unified School District)</p>	<p>Agrees with the plan. Thinks that it will a huge influence on this. These funds could make a huge difference for the populations that need to be served. If we can uses support or business partnerships to tie it all together, should be something to consider or plan. We should bring all the support or advocacy to move this forward.</p> <p>San Joaquin County is working on the in the state high school apprenticeship programs. 6 students are doing I.T. Looking to address the need for classroom aides after school assistance. Currently working to write the standards to submit to the division of apprenticeship standards for classroom aides. This is to grow their own and put those students in CTE programs to work. To get degrees and beyond.</p>
	<p>Tonette Salter (Staff)</p>	<p>Would like JSPAC to be involved in pushing to have a funding model with Perkins and an equity aspect. Nationalized Partnership with Equity may be partners during equity conversations.</p>
	<p>Pam Knapp (K-12 Adult Education)</p>	<p>Pennsylvania is the first state to start an apprenticeship teacher program and Washington State. Looking to use those programs to start one in San Joaquin County. The 9 billion dollar and teacher shortage will tie into the success of the apprenticeship program.</p> <p>Has a presentation ready to present.</p>

	<p>Don Isbell (K-12/Adult Ed./ Director, Career Tech. Ed. /Santa Ana Unified School District)</p> <p>Alyssa Bahr Casillas (staff)</p>	<p>Asked Pam is she would consider doing a presentation at JSPAC to assist region 9 as a resource to see how the program is working.</p> <p>Humanity Forward:</p> <p>Concept for professional development series:</p> <p>It is time for human- centered education. An understanding of the future of education requires a look into the past, chemistry of the brain, an outward look at the students, and an inward look at who we are and who we aspire to be. The Spring Professional Development Series, Humanity Forward, focused on a Humanity Forward approach, with an emphasis on moving us to effectively contribute to the "Education to End Hate" initiative by the California Department of Education and the diversity, equity and inclusion work of the California Community Colleges.</p> <p>Humanity Forward Webinars: (5 webinars)</p> <ul style="list-style-type: none"> • Humanizing Data: Equity Focused Data Analyses, Part I and II -Ricardo Romanillos & Ashley Conrad • Conscious Leadership Leads to Humanity, Part I and II-Lisa Wilson & Kim Barker • It's An Education Affair: Humanizing Virtual Learning-Renee Marshall
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	<p>Tonette Salter (Staff)</p> <p>Alyssa Bahr Casillas (staff)</p> <p>Tonette Salter (Staff)</p>	<p>Humanity Forward Couch Discussions (student voices)</p> <ul style="list-style-type: none"> • Black/African Male Community College Students • Inclusive High School Students • Latinx Female Community College Students (May 1st 10-11:30) <p>Students have the greatest stake in their education but little, to no say, about their authentic learning experience. This has been an open dialogue among students about reimagining education.</p> <p>Humanity Forward:</p> <ul style="list-style-type: none"> • FEBRUARY -MAY 2021 • 154 REGISTERED PARTICIPANTS (updated to 170) • 25 FEEDBACK RESPONSES <p>Feedback: 25 responses</p> <p>Feedback graded Engagement, In-Depth, and Quality. Each Session: Conscious Leadership Leads to Humanity, Couch Discussions: Black Males, Inclusive High School Students and Humanizing Dara, Part I & II averaged about a 4.5 score in feedback.</p> <p>As a call to action. Please use these resources with you co-workers and share it broadly.</p> <p>JSPAC wanted to offer the professional development for free to make them more assessable toa larger group. The material is high level and presented by professionals. Please try to join.</p>
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Professional Learning: Humanizing Virtual Learning

JSPAC has engaged in 9 months of study on the concept of Humanizing Virtual Learning inspired by the work from Paul Emerich France called Humanizing Distance Learning: Celebrating Equity and Humanity in Time of Crisis. It is grounded on the idea that Humanizing Virtual Learning is an Evolving Practice.

Need for cross functional (secondary & post-secondary) learning guide that embeds the critical need of creating an authentic human virtual learning experience.

The Guide:

Advises and adds value TK-12, Adult Ed, Higher ED practitioners in California with a guide that provides a framework, centralized place of content, input, resources, survey responses, student experiences, administrators, parent and instructor experiences, evolving strategies, definitions in the context of humanizing virtual learning. In 2020, the Health crisis expeditiously moved the delivery of instruction to virtual. The delivery of virtual learning was new territory for most TK-12, Adult Education, and Higher Ed institutions in California. This guide will evolve as we move forward in rebuilding and reimaging the delivery modes of instruction to create authentic student learning experiences.

The first phase of the JSPAC Humanizing Virtual learning Guide is to acquire buy-in and feedback statewide. Therefore, we refer to this guide as a breathing resource guide because of the evolution of virtual learning and the human perspective.

This newly created guide is a draft and a breathing resource guide. It is meant to create authentic learning experiences. JSPAC is seeking statewide feedback. The current guide is 45 pages.

Stakeholders have been chosen by skill set, knowledge, professional roles. Some highlights of the guide are:

- Executive Summary

- Definitions of various models of virtual learning
- Social and emotions and evolving practices
- MERRI: Meaningful, Engaging, Relevant, Relational, Insightful
- Humanity based education in a virtual space
- Debates of virtual learning
- Benefits/challenge related to equity and virtual learning
- Voice of stakeholders
- Conclusion (change in education system)

The guide will be discussed in depth at the Humanizing Virtual Learning Project on May 10th.

Professional Learning – Humanity Virtual Learningn Project – M.E.R.R.I

Meaningful, Engaging, Relevant, Relational and Insightful (M.E.R.R.I) Created to be used as a framework for faculty/instructors to provide every student regardless of race, gender identity, sexual orientation, ethnicity, social identities classifications: marginalized, minority, underrepresented, or religious beliefs an authentic learning experience. The framework was design as a non-directional process to represent a continuance of stages, each shape has the same level of importance. This framework can also be used for administrators, staff, program planning and improvement., and professional development

Framework of Creating an Authentic Student Learning Experience (non-directional framework):

- Meaningful – Self- knowledge, design your learning experience, attached outcomes
- Engaging – Ask what is expected use you voice
- Relational – Access to support groups, student clubs, creating you educational alliance
- Relevant – Initiate, dive deep, and connect with your experience and aspirations
- Insightful – Accept yourself, active listening and voice is you gift to outcomes and connection

All related to student autonomy

Professional Learning – Community of Learning CoL – DEI

This series is offered in collaboration with CCCAOE, C.A.R.E, Beacon Results, Rancho Santiago Community College District and Get focused.

Free six-week racial equity and conscious leadership series in efforts to assist practitioners going from theory to action.

Wednesday 6pm – 8pm

April 21 – Racial Conscious

April 28 – Building Spaces of Belonging

May 5 – Facilitating Conversations

May 12 – How to be a Conscious Leader

May 19 – Understanding Belief Systems to Move DEI Work

May 26 – Curriculum Assessment DEIAB-Are you building it into your coursework?
Culture Audit

Advancing the Racial Equity Initiatives/Efforts

CCCO DEI

Title V Regulations

CDE Education to End Hate Initiative

New Equity Bill- Level Playing Field SB540

USC Race and Equity Center

UCLA Center for Transformation Schools

Immigrants Rising

Education Trust (Ed Trust)

CORA

CCEAL

Perkins V Equity

NAPE

C.A.R.E

Paul Gorski – Equity Literacy Institute

Opportunity Institute

Truth Racial Healing Transformation (TRHT)

Advancing Racial Equity Initiatives Overview

CCCCO DEI - <https://www.cccco.edu/About-Us/Vision-forSuccess/diversity-equity-inclusion>. Has a commitment to Diversity, Equity, and Inclusion enriches the vision of equity outlined in the Vision for Success and fosters an inclusive, anti-racist campus culture.

Title V Regulations - <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-forsuccess/7-a-title-5-regulations-diversity-equity-andinclusion-statementa11y.pdf?la=en&hash=00AECDEDA50BF81A220CFB5910A27BD8651F3E98> Section 51201 - Statement on Diversity, Equity, and Inclusion in the California Community Colleges

CDE Education to End Hate Initiative -

<https://www.cde.ca.gov/nr/ne/yr20/yr20rel77.asp>. Educator training grants: The CDE will award up to \$200,000 in minigrants to local educational agencies (LEAs) to support educator training in the areas of anti-racism and bias.

New Equity Bill- Level Playing Field SB540 -

<https://www.cde.ca.gov/nr/ne/yr21/yr21rel29.asp>. Heads to senate. A grant program to provide additional targeted assistance to 10 low-performing school districts with identified opportunity gaps for students of color.

Paul Gorski – Equity Literacy Institute - <https://www.equityliteracy.org/team>. Services Professional Learning, Equity Coaching and Leadership, Racial Equity Training, Support, Vision and Equity Strategic Planning, Facilitator Training, numerous publications , How Trauma Informed Are We?, Equity Literacy during COVID, Avoiding Racial Equity Detours.

USC Race and Equity Center - <https://race.usc.edu/about-us/>. Mission is to illuminate, disrupt, and dismantle racism in all its forms. Founder Dr. Shaun Harper.

UCLA Center for Transformation Schools (CTS) -

<http://transformschools.ucla.edu/> A team of academic scholars, researchers. The teams is Dr. Pedro Noguera, Dr. Tyrone Howard, Dr. Joseph Bishop, Dr. Angela James, Dr. Kai Matthews, Dr. Stanley Johnson and others whose research and

reports focus on the ways in which schools are influenced by social and economic conditions and demographic trends in local, regional and global contexts, and research examines equity, culture, race, teaching and learning. Immigrants Rising - <https://immigrantsrising.org/mission-and-vision/>. Their work is driven by and for undocumented young people.

Ed Trust - <https://edtrust.org/> A national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.

Opportunity Institute - <https://theopportunityinstitute.org/>. Current work focuses on math equity, whole child equity, engaging for educational equity, resource equity, the future of work, and Corrections to College.

CORA Community College Online Research Assignments - Learning - <https://coralearning.org/>. Dr. Luke Wood & Dr. Frank Harris. Intentional purpose of designing each program to advance racial equity through an intentional focus on issues facing Black, Indigenous and People of Color. All programs are accredited by the International Association of Continuing Education and Training (IACET) for Continuing Education Units (CEUs)

CCEAL- Community College Equity Assessment Lab - <https://cceal.org/>. Research Training and Assessment to develop knowledge and advance promising practices that enhance access, achievement & success among underserved students, students of color in community colleges

Perkins V Equity - https://napequity.org/wp-content/uploads/NAPE-Perkins-V-Equity-Provisions-Summary_Final_10-15-18_ml.pdf. Provisions Related to Equity.

NAPE – National Alliance Partnership Equity - <https://napequity.org/>. A consortium of state and local agencies, corporations, and national organizations. Through its four main areas of focus—professional development, technical assistance, research and evaluation, and advocacy.

C.A.R.E – Coalition on Anti-Racism Education - <https://www.antiracismed.org/>. Non-profit that develops curriculum and professional learning offerings that

	<p>Don Isbell (K-12/Adult Ed./ Director, Career Tech. Ed. /Santa Ana Unified School District)</p> <p>Sheryl Plumley (Community College Fiscal manager)</p>	<p>empower, advocate, and transform the lives who will fight for social justice and human rights towards an equitable and inclusive world for all people.</p> <p>THRT- Truth Healing Racial Transformation - https://healourcommunities.org/. Framework consists of five areas, and the first two: Narrative Change and Racial Healing and Relationship Building, are foundational pillars for all TRHT work. And, the remaining three areas are Separation, the Law and Economy</p> <p>Advancing Racial Equity Initiatives/Efforts and JSPAC Efforts</p> <ul style="list-style-type: none"> • JSPAC Professional Learning Discussion Prompts • Where do you see the Humanity Approach moving to assist in ... • The Humanity Approach does not directly assist the efforts because ... • The well-being of an individual is considered first in education because... • The well-being of an individual should be elevated first in education because... • I think the need and focus of JSPAC professional learning is _____ because... <p>Because of Social and Justice inequalities and covid the focus of the individual should really come into the forefront. Lots of healing when students come back. Past social norms are no longer effective. The stiff upper lip attitude will have to be examined. We want to move out of the area of fixing special populations</p> <p>It is difficult to learn in crisis, and if we don't acknowledge that students and educators will not advanced. To ignore the things that have been experienced the divide will become wider.</p>
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	<p>Strong workforce, Com. College, K-12, and local Perkins Funds/ Riverside City College</p> <p>Tonette Salter (staff)</p> <p>Wendy Martinez (Berkeley College Supporting Member)</p> <p>Tonette Salter (Staff)</p> <p>Sheryl Plumley Community College Fiscal</p>	<p>The purpose of JSAPC now is to humanize education to remove minority, race, ethnicity as a demographic that needs to be fixed. These special populations need support, resources, and access not fixing.</p> <p>Really liked the NAPE session about Women in Leadership and Equity. Wealth of knowledge and the quality of the level of speakers.</p> <p>Depending on the Chancellors office and the Foundation there may be another virtual intensive training for December conference.</p> <p>New perspective of not fixing the student or special minority populations, but, the systems that do not support them.</p>
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<p>Reflection:</p> <p>Prompt: What will you take away today to advance your advocacy of educational equity?</p>	<p>manager Strong workforce, Com. College, K-12, and local Perkins Funds/ Riverside City College</p> <p>Tonette Salter (Staff)</p>	<p>My power word is year is transparency because it is the only way to get to the root of issue.</p>
<p>JSPAC Meeting</p>		<p>June 4, 2021 11-1:30 pm</p>
<p>Adjourned</p>		<p>The meeting was adjourned at 1:30</p>