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Happy Fall!

We're back! Its time to make plans to increase outreach to underrepresented students, to know our data, to learn new pedagogy, to find new solutions! Its time to make Career Technical Education ROCK!!

There are educators and schools all over California who are doing great things, implementing new tactics and finding new successes! We are going to try to bring you these efforts and the results in each newsletter. **So, if you're doing something new—let us know!** Toot you own horn. If it doesn't work as anticipated, let us know that so we can pass along the newest knowledge. We are the Special Populations **Professional Learning Community** you have asked for all along! Let's have honest conversations & professional exchanges that move the dial—our students will benefit from all the shared knowledge and effort! You will benefit too!

Why re-create the wheel when Riverside Community College just produced an out-of-this-world CTE Handbook? Why not ask them to share it and see if they will let you modify the content for your school? Or how about a folder that talks about internal barriers in ways young people may actually see? Santa Ana College just made that!

Send us your projects, bring them to the conference, toot your school's horn, and lets make this next year amazing for our students! Send all contributions to Elizabeth at eawallner@gmail.com.

Its gonna be a good year folks! Hang on, the ride has just begun!!

REGISTRATION IS OPEN NOW!

www.jspac.org

You asked for it! You're getting it! A **"How To"** conference. All breakouts, presenters, key-notes, & materials will be centered on how to implement, improve, or transform your CTE classes, services to students, Core Indicators, and programs.

How Do I...



...Special Populations?

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

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



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Hear how others have:

- Brought equity into your campus community
- Thrived in a nontraditional career as a single mother with six children
- Collaborated with STEM professionals, educators, and employees around CA to bring the best to your students

Attend breakouts that assist you in enhancing your school, college, and community:

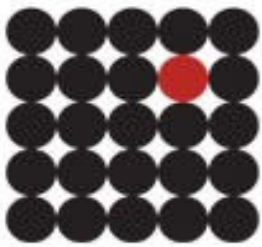
- Summer Camps for girls
- Serving SP students: Veterans, Disabled, Nontraditional, Single Parents, etc.
- Using Data for Program Improvement
- Micro messaging
- Linked Learning
- Robotics and other STEM efforts
- How to use the Technology you have in your pocket to enhance learning
- Etc...

Attend Three Hour pre-conference Intensives

- **How to...** Develop Effective Advocacy and Activism at the Local, State, and Federal Levels ...for **Special Populations!**
- **How to...** Understand Special Populations 101: Just the basics of Perkins, Program Improvement and Root Causes & Strategies ...for **Special Populations!**
- **How to...** Understand and Implement the Policy, Practice, and Nexus of Perkins, WIA, Common Core Standards, the Blue Print etc. ...for **Special Populations!**

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

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



Scheduling “How Do I... .. Special Populations Workshop” **NOW!**

What: A **FREE** 3-hour workshop that addresses the basics of the Perkins Requirements, Program Improvement using Data including Core Indicators, and Root Causes and Strategies to improve student success and program outcomes.

Why: The Perkins CTE Act of 2006 requires that each agency participate in professional development. The JSPAC has developed a workshop to address this requirement in your community with the partners with whom you work! Outcomes include better understanding of Perkins legislation and Core Indicator Data, increased ability to identify Root Causes & select research based Strategies.

When: At your convenience! **FREE** workshops are limited in number!

Who: All school, college, or social service employees who work with, influence, create policy for or otherwise impact the lives of students or have the responsibility for the success of CTE programs, services, and data at the K-12, adult, or community college levels. **Including (but not limited to!):** Academic and CTE educators from K-12, Adult Education & Community Colleges; Counselors; Perkins IV 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 information ASAP, slots are already filling fast!**

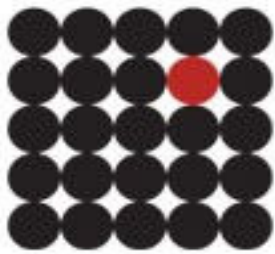
Send completed form to eawallner@gmail.com.

6 Actions Policy and Decision Makers Can Take to Lead Educator and Student Success

By [Learning Forward](#) on September 6, 2013 7:42 AM

#6. Prioritize learning for educators. If children are to succeed, educators need to continue to learn as well. Develop stronger policy that influences better practice of professional learning. Set high expectations, prepare leaders at all levels, [provide necessary resources](#), and measure results.

Visit http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2013/09/6_actions_policy_and_decision_makers_can_take_to_lead_educator_and_student_success.html **to learn the rest.**



The Way We Talk: Equity

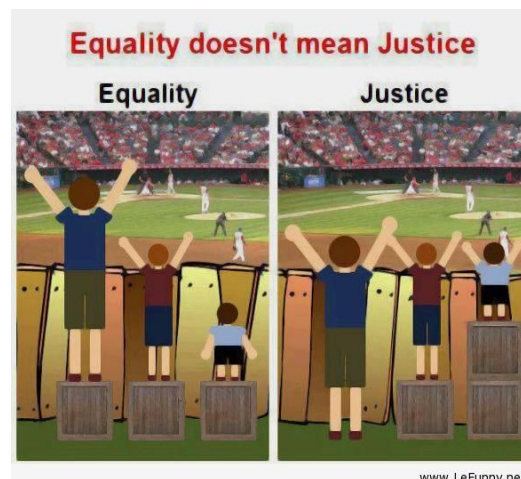
Author(s): [Conor Williams](#), Published: September 5, 2013

"... We extol the promise of a public school system that serves ALL of its students, that gives them ALL a fair shot. Put another way: educational equity is the very lynchpin of the American Dream. It is critical to a healthy democracy *and* meritocracy. Healthy democracies need an educated, informed citizenry. In the twenty-first century, this requires an equitable public education system. Meanwhile, a meritocracy deserving of the name must provide all individuals the opportunity to develop their potential and determine the course of their own lives. In a country with growing income inequality and a shrinking middle class, meaningful meritocracy depends on educational equity more than ever before....

... If every American school were well-funded and exceptionally run, these inequities wouldn't necessarily be a problem. But that's not the case. [The Education Trust found](#) that we spend approximately \$773 less per pupil in high-poverty school districts than we do in low-poverty school districts. Even more disconcerting, we spend \$1,122 less per pupil in high-minority districts than we do in low-minority districts. **This sort of national aggregation of the data obscures even more outrageous gaps in specific states...**

...Note, however, that [equity is not synonymous with equality](#). The relative gaps between American spending on low-income and wealthy students are unequal, but they are also inequitable. Indeed, if we take the promise of the American Dream seriously, perfectly equal funding for all students, schools, and districts would *still* be inequitable. That is, if we were serious about giving all students a fair chance to succeed in school, career, and life, **we would probably conclude that equity demands unequal funding in favor of low-income students...**

Read the entire article at: http://earlyed.newamerica.net/blogposts/2013/the_way_we_talk_equity-91122



Santa Barbara's Dos Pueblos High School Latina Parents Soar

Last Thursday, [Dos Pueblos High School's](#) Parent Engagement Committee (PEC), a subcommittee of the Equity and Excellence in Education, organized and presented a school orientation program for all incoming parents of freshmen students. This was the second project in PEC's action plan following graduation from [Just Communities' Family Dialogue](#) program. It was a dream come true for the school.

This group of eight Latina parents, with the involvement and support of their [PTSA](#) president, overcame many obstacles along their path to parent leadership. That night they stood together as one, marshaling their collective strength, courage, talents and, above all, a commitment to persevere no matter what. Since the meeting, including Principal Shawn Carey's remarks, was conducted entirely in Spanish, the school's language access team provided simultaneous interpretation with headphones for English-speaking parents.

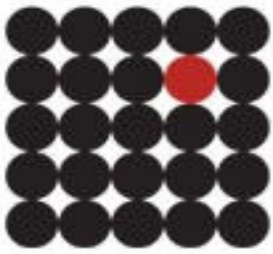
A cultural clash was not unexpected but the program proved to be a learning experience. And it piqued an interest in EEE by other immigrant parents from China, India, Italy and even Sweden. However, it was the white parents entering the room who noticed right away that this meeting was going to be very different than what they were accustomed to.

The Dos Pueblos Family Dialogue graduates, all Latina moms, and their PTSA president were undeterred. They had invited the school's incoming freshmen parents to help them feel welcome and informed, with the help of their PTSA president they produced and distributed the first batch of 1,000 bilingual school information booklets that will be provided to every parent who comes to Back to School Night.

It was those parents who stayed who were the ones most impressed with the group's new, colorful information booklet paid for by the PTSA. It listed all the essential information that every parent needs, such as the counselors, the student programs and clubs, parent programs, and a calendar with all the meetings and events for the year. This was a keeper. On the cover of the new parent information handbook is the PTSA's motto, "PTA. Every child. Once voice." For this group of newly energized Latina parents, the motto should now include, **"PTA. Every parent. One voice."**

Don't count out parents, get every parent involved and committed each student!

Read the entire article at: <http://www.noozhawk.com/article/>



How Can We Make Homework Worthwhile?

[Annie Murphy Paul](#) | September 17, 2013

Do American students have too much homework, or too little? We often hear passionate arguments for either side, but I believe that we ought to be asking a different question altogether. What should matter to parents and educators is this: How effectively do children's after-school assignments advance learning?

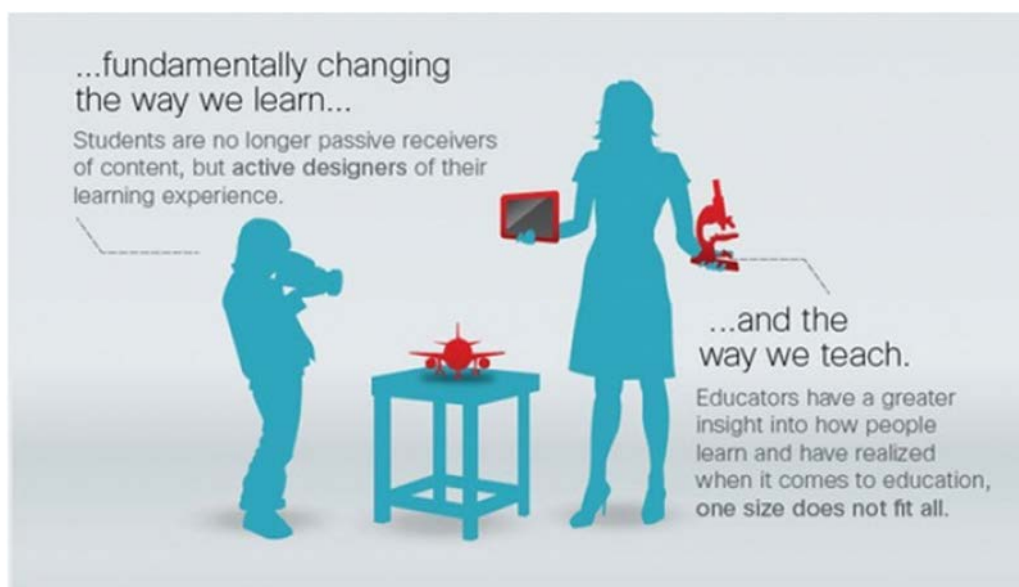
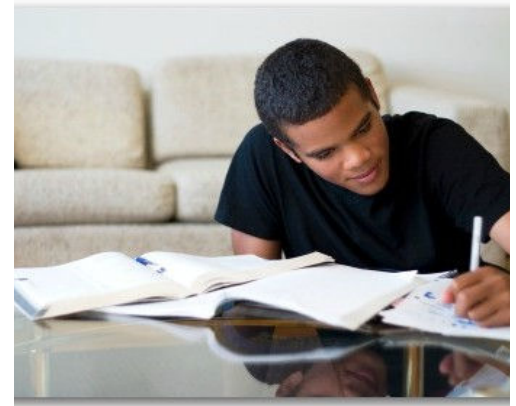
The quantity of students' homework is a lot less important than its quality. And evidence suggests that as of now, homework isn't making the grade. Although [surveys show](#) that the amount of time students spend on homework has risen over the last three decades, American students are mired in the middle of international academic rankings: 17th in reading, 23rd in science and 31st in math, according to the [most recent results](#) from the Program for International Student Assessment (PISA).

A [recent study](#), published in the *Economics of Education Review*, reports that homework in science, English and history has "little to no impact" on student test scores. (The authors did note a positive effect for math homework.) Enriching children's classroom learning requires making homework not shorter or longer, but smarter.

Fortunately, research is available to help parents, teachers and school administrators do just that. In recent years, neuroscientists, cognitive scientists and educational psychologists have made a series of remarkable discoveries about how the human brain learns. They have founded a new discipline, known as [Mind, Brain and Education](#), that is devoted to understanding & improving the ways in which students absorb, retain and apply knowledge.

Homework suggestions include spaced repetition, retrieval practice (tests!), and [cognitive disfluency](#) (it has to be hard!). Great article, straight forward ways to make homework matter!

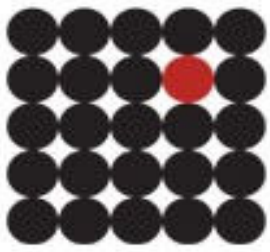
Read the entire article at: <http://blogs.kqed.org/mindshift/2013/09/how-can-we-make-homework-worthwhile/>



In November 2012, [Ed Tech Times](#) posted an insightful infographic about the power of video in education. It was produced by Cisco to accompany their recently published [white paper](#):

The Impact of Broadcast & Streaming Video in Education:
What the Research Says & How Educators and Decision Makers Can Begin to Prepare for the Future

<http://www.cisco.com/web/strategy/docs/education/ciscovideowp.pdf>



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 — Sheraton Grand Hotel after the Conference, 1:45 pm—5 pm
- March 24th, 2014 — Sheraton Grand Hotel, 10 am — 3 pm

Contact Information:

- Tammy Montgomery, Program Coordinator
tammy.montgomery@gcccd.edu
916-900-8288
P.O. Box 191583, Sacramento, CA 95819

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/>
- ⇒ **Edutopia: What Works in Education, George Lucas Ed. Foundation** — <http://www.edutopia.org/>
 - ⇒ Education, The Brain, and Common Core State Standards — <http://www.edutopia.org/blogs/beat/brain-based-learning>
 - ⇒ An Unprecedented Opportunity for Educational Equity — <http://www.edutopia.org/blog/unprecedented-opportunity-for-educational-equity-judy-willis-md>
- ⇒ **National Alliance for Partnerships in Equity** — www.napequity.org
 - ⇒ NAPE Professional Development opportunities — <http://www.napequity.org/professional-development/>
 - ⇒ STEM Equity — <http://www.napequity.org/stem/>