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Hello Equity Educators!

We hope this newsletter finds you well and your classrooms flourishing! As you know, much of the country has been dealing with sub-zero temperatures and more rain and snow than imaginable. Indeed, on [February 13th, 2014, USA Today](#) reported that *every state in the nation except Florida had snow on the ground*. Yup, even Hawaii! At the same time the Business Insider shows one picture that sums up all the evidence of [California's worst drought in history](#).



Folsom Dam July, 2011 and February 2-14

All these upheavals indicate a need for schools across California from Kindergartens to high schools, from community colleges to graduate schools— to begin offering an environmental education that provides stimulating learning environments to foster students' creativity to reduce the impacts of climate change.

These emerging careers and fields of study are prime area of growth and opportunity for women and other marginalized student populations! When you are developing, redesigning, or highlighting programs that are in the Sciences, Technologies, Engineering, or Math (STEM) fields, pay particular attention to the stories you tell, the students you recruit, and the services you provide. Ensure that your efforts are geared at recruiting and retaining the students who aren't going to join and succeed regardless! Here's a California website to help: <http://www.coolcalifornia.org/>.

Save the Date!!

- When:** December 1-3, 2014
- Where:** Holiday Inn Capitol Plaza, Sacramento, CA
- What:** JSPAC's Perkins IV Special Populations Conference
- Who:** Career Technical Education (CTE) and academic educators, counselors, administrators & student service providers; SB70 grantees; Program Coordinators from: DSPS, ESL, Mecca, Nontraditional student, single parent/displaced homemaker programs, etc.
- Why:** Improve your Perkins Core Indicators, serve your Perkins Special Populations, increase participation and outcomes!

More information at www.jspac.org ASAP!



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

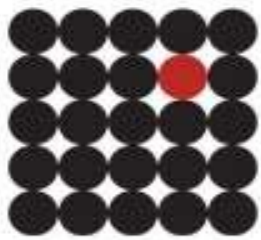
What: A **FREE** 3-hour workshop that addresses the basics of the Perkins Requirements, Program Improvement using Data including Core Indicators, and Root Causes and Strategies to improve student success and program outcomes.

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 and college educators 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, student services, and data at the K-12, adult, or community college levels and within industry.
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; & business and industry partners etc.

How: Visit the JSPAC website (<http://jspac.org/resources/workshop-materials>) to access the Workshop Scheduling Form. **Submit the required information ASAP, *slots are already filling fast!*** If all free workshops slots are filled, arrangements can be made for a fee-based workshop on your site!
Send completed form to eawallner@gmail.com.



University World News

[Increasing Diversity in Higher Education through Class](#)

Mathew Gaertner, 05 October 2013, Issue #290

For more than four decades, affirmative action programs in the United States have sought to create equal educational opportunity for historically disadvantaged groups. Over that time we have made undeniable progress, clearing a path to higher education for women and students of color.

Still, as the number of students pursuing a college degree has risen, the income divide on college campuses has [widened](#).

Today, only one third of high school students in the lowest socio-economic quartile will attend a four-year college. More startling, only 7% will earn a (4-year) college degree. At America's most selective colleges, you are 25 times more likely to encounter a rich student than a poor one.

Proponents of 'class-based affirmative action' argue that it not only recognizes and addresses deep economic inequalities in American society, but also supports racial diversity by capitalizing on the large overlap between race and socio-economic disadvantage.

Oponents, on the other hand, fear that if class fully replaces race in college admissions decisions, racial diversity on college campuses will plummet.

Disadvantage Index

History suggests that curtailing or eliminating race-based admissions will not wipe out efforts to maintain diversity on college campuses. In the past two decades, [multiple states](#) have banned the practice and colleges and universities have responded by pursuing alternate means to support campus diversity.

That is what happened in 2008, when a state ballot initiative threatened to outlaw race-based affirmative action in Colorado. In response the University of Colorado Boulder, or CU, implemented a class-based affirmative action system designed to admit a broadly diverse class while complying with the proposed ban.

At the heart of CU's class-based system are two statistical measures, which the University uses to identify and give special consideration to applicants who have persevered in the face of socio-economic obstacles.

The 'Disadvantage Index' flags applicants whose socio-economic status has substantially reduced their chances of enrolling in col-

lege. The 'Overachievement Index' flags applicants whose academic credentials, such as SAT or ACT scores, far exceed those of students with similar backgrounds. Ultimately, the applicants identified by these indices are given a leg up in the admissions process.

Improved performance

Using the race-blind indices to replace race-based admissions, it turns out, increased acceptance rates for not only economically disadvantaged applicants, but also racial minorities. Moreover, using the indices to supplement race-based admissions substantially increased acceptance rates for low-income and minority applicants.

Our analyses also suggest that students who benefit from class-based affirmative action can handle college-level work. In fact, those identified by the Over-achievement Indices may perform better in college than typical undergraduates.

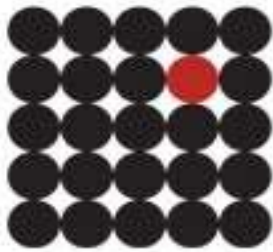
Of course, the successes and failures of class-conscious admissions policies will be evaluated by enrolment numbers, not experiments. Colorado's class-based system was fully implemented in 2011, and in September of that year the university enrolled the most diverse freshmen class in its [history](#).

The Disadvantage and Over-achievement Indices cannot take all the credit; admissions policies are only one of the tools universities like CU can use to support campus diversity.

Colleges will need to execute comprehensive strategies that include encouraging disadvantaged students to [apply](#) and then supporting their academic development once they have arrived on campus.

Class-based admissions policies, however, are an indispensable piece of the college access puzzle and it is worth noting that admissions preferences need not be an either-or proposition.

Our research suggests that considering race and class jointly should help universities open pathways to higher education for all students who have traditionally faced economic, social and institutional barriers.



Restorative Justice: Resources for Schools

Restorative justice empowers students to resolve conflicts on their own, and it's growing in practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions and air their grievances. (This [overview from Fix School Discipline](http://www.fixschooldiscipline.org/toolkit/educators/restorative/) is a wonderful primer—<http://www.fixschooldiscipline.org/toolkit/educators/restorative/>.)

For the growing number of districts using restorative justice, the programs have helped strengthen campus communities, prevent bullying and reduce student conflicts. And the benefits are clear: Early adopting districts have seen drastic reductions in suspension and expulsion rates, and students say they are happier and feel safer.

In practice, these programs vary by district, but respect and responsibility seem to be common themes. Here's a look at restorative justice programs in a few schools:

Oakland Unified School District

Oakland Unified School District first implemented its restorative justice program at one school in 2007. Since then, it has expanded, and the district has seen promising reductions in suspensions, in addition to increased attendance.

The program is broken down into three tiers. In the first, entire classrooms come together in community-building circles to talk about problems and voice their concerns, which encourages peer-to-peer respect. For specific conflicts, though, smaller groups are used, which bring together the harmed student, the person causing the harm, and a group of their peers or adults. A third tier is reserved for student reintegration following suspension.



Image credit: Veer

Visit [Edutopia](http://www.edutopia.org) to read the [rest of this article](#) as well as MANY other amazing articles! Find incredible **FREE** resources too!

2013's top 50 community colleges in USA!

Of the 1132 community college in USA, the top 50 are selected on an annual basis. The selections are based up a number of criteria including

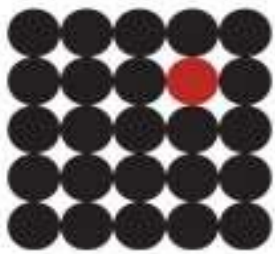
- 1) Sustained achievement outcomes
- 2) Deployment Outcomes
- 3) Equitable Outcomes and
- 4) 4) Cos-to-Value Outcomes.

Six community colleges from California were selected!

Congratulations to

- ◆ Santa Barbara City College (#2)
- ◆ East San Gabriel ROP & Tech Center (#4)
- ◆ Victor Valley College (#13)
- ◆ DeAnza College (#15)
- ◆ Moorpark College (#35)
- ◆ Foothill College (#38)

Read about the criteria and the other colleges at: <http://www.thebestschools.org/blog/2013/05/28/50-community-colleges-united-states/>



[Racial Equity Tools](#) (website) is designed to support individuals and groups working to achieve [racial equity](#). This site offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and to help those working toward justice at every level – in systems, organizations, communities and the culture at large.

RACIAL EQUITY LIBRARY

[1600+ resources that can help you create change in your community. Explore the site or use the search box above.](#)

CURRICULA

[Media-rich Racial Equity Learning Modules feature content from leading racial justice organizations.](#)

AND MORE...



Racism in the classroom: When even our names aren't our own

Matthew Salesses * [Salon](#) * December 11, 2013

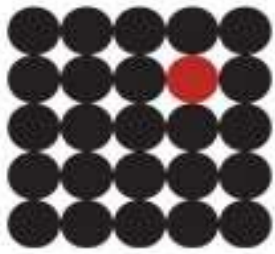


Sometimes it seems like politics is an endless battle for the ownership of stories. Who owns the story of health care in this country? Who owns the story of closing abortion clinics? Who owns the story of self-defense? Who owns the story of marriage?

I moved to Texas at the end of July, trying to take ownership of my life. One of the things I have struggled with is the idea that academia now has control over me, that my degree requirements, my professors, my program will dictate my future. But what has really *bothered* me are some of the ways ownership has been talked about in class. I have realized that I was under the false impression that when one reached a certain level of education, the racism and sexism would end.

Recently, one of my classes got to talking about race and discourse (what language has to do with power), and one student raised a hand and said he had an example that would help. Then he described how, when he was a boy, he couldn't figure out what a certain newscaster's name was. The student complained that because the newscaster pronounced his name with a "Mexican" accent, he couldn't understand it. He gave this as an example of "code-switching," as an example of how this "code-switch" took away the newscaster's power. (I will get to code-switching, a term that I think was confused in this class.) The student claimed that the newscaster's pronunciation of his name stopped him from reaching his audience. Then the student said what has been bothering me relentlessly since then, that this—the newscaster's name as he himself owned it—"wasn't his real name."

Read the rest of this interesting and personal article at: <http://www.salon.com/2013/12/11/>



PATHWAYS to Postsecondary Success

PATHWAYS to Postsecondary Success is a five-year set of mixed-methods studies focused on maximizing opportunities for low-income youth to earn higher education credentials. The project aims to

- advance research on poverty;
- produce useful tools that improve educational opportunities; and
- inform the U.S. policy agenda on the relationship between poverty and education.

The project includes *analyses* of national datasets, a *survey* of California youth, *case studies* of youth and their interactions with various educational institutions, and the development of a *monitoring tool* to track educational opportunities for low-income youth.

Together, these studies will assess differences in postsecondary trajectories of various populations of low-income youth, document the supports and barriers to postsecondary success inside and outside school walls, and monitor the opportunities for postsecondary attainment.

Pathways to Postsecondary Success (Final Report): Maximizing Opportunities for Youth in Poverty

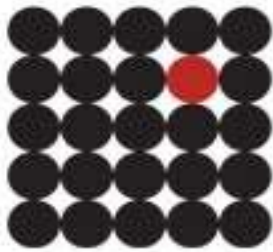
EXECUTIVE SUMMARY

Within the context of the country's economic downturn and its need for greater postsecondary participation, *Pathways to Postsecondary Success: Maximizing Opportunities for Youth in Poverty* was designed to provide scholarship and policy recommendations to help improve educational outcomes for youth in low-income communities. This final report of the five-year Pathways project provides findings from a mixed-methods set of studies that included national and state analyses of opportunities and obstacles in postsecondary education (PSE) for low-income youth, detailed case studies of approximately 300 low-income young adults preparing for or pursuing PSE in three California counties, and the development of a set of indicators to monitor the conditions in community colleges. This project was supported by the Bill & Melinda Gates Foundation. Research Questions and focus The overall project examined questions that are relevant to policymakers, higher education leaders and faculty, K-12 personnel, and others who help students prepare for and succeed in postsecondary programs.

These questions include:

- What barriers and supports do low-income students experience in their attempts to earn postsecondary credentials?
- How do students access and interpret information that is integral to college navigation, such as how to enroll, apply for financial aid, decide which courses to take, and choose a major of study?
- What are the differences between low-income students and their middle- and high-income counterparts with respect to their pathways to college and their college entrance and completion rates?
- What conditions are necessary in colleges to ensure student success?

Read the entire report at: <http://pathways.gseis.ucla.edu/publications/PathwaysReport.pdf>



CENTER *for* TEACHING



At Vanderbilt University — <http://cft.vanderbilt.edu/teaching-guides/interactions/diversity/>

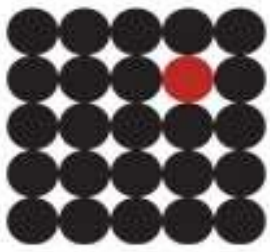
Both students and faculty at American colleges and universities are becoming increasingly varied in their backgrounds and experiences, reflecting the diversity witnessed in our broader society. The Center for Teaching is committed to supporting diversity at Vanderbilt, particularly as it intersects with the wide range of teaching and learning contexts that occur across the University.

The following tips are taken from Barbara Gross Davis' chapter entitled "[Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity and Gender](#)" in her excellent book, *Tools for Teaching*. We recommend that you read her full text to learn more about the issues and ideas listed below in this broad overview.

Davis writes: "There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom.... Perhaps the overriding principle is to be thoughtful and sensitive...." She recommends that you, the teacher:

- Recognize any biases or stereotypes you may have absorbed.
- Treat each student as an individual, and respect each student for who he or she is.
- Rectify any language patterns or case examples that exclude or demean any groups.
- Do your best to be sensitive to terminology that refers to specific ethnic and cultural groups as it changes.
- Get a sense of how students feel about the cultural climate in your classroom. Tell them that you want to hear from them if any aspect of the course is making them uncomfortable.
- Introduce discussions of diversity at department meetings.
- Become more informed about the history and culture of groups other than your own.
- Convey the same level of respect and confidence in the abilities of all your students.
- Don't try to "protect" any group of students. Don't refrain from criticizing the performance of individual students in your class on account of their ethnicity or gender. And be evenhanded in how you acknowledge students' good work.
- Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes, or cite the shortcomings of material that does not meet these criteria.
- Aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society.
- Do not assume that all students will recognize cultural, literary or historical references familiar to you.
- Bring in guest lecturers to foster diversity in your class.
- Give assignments and exams that recognize students' diverse backgrounds and special interests.

Links to resources about gender, ethnicity, sexual orientation, and disabilities are included on the website: <http://cft.vanderbilt.edu/guides-sub-pages/diversity/>



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:

- 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>
- ⇒ <http://salarysurfer.cccco.edu/SalarySurfer.aspx>
 - ⇒ <http://scorecard.cccco.edu/scorecard.aspx>
- ⇒ **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/>