

CA PERKINS JOINT
**Special
Populations**
ADVISORY COMMITTEE

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

Special Populations 101 Webinar

May 19, 2017

Elizabeth Wallner
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Agenda

- **Introductions**
- **JSPAC**
- **Perkins Act**
 - Legislation
 - Definitions
 - Accountability
- **Data**
 - Who
 - How
 - What
 - Why
 - When
- **Barriers & Strategies**
 - Internal
 - School/College
 - Societal
- **Next Steps**
- **JSPAC's PD opportunities**
- **Evaluations**

Introductions



Elizabeth Wallner

Elizabeth has been working with the CA Perkins JSPAC for 17 years. She has a passion for ensuring the access and opportunities

for each student in the community college CTE programs and beyond.

Elizabeth is a graduate of Cosumnes River College and CSU, Sacramento. She has a BA in Liberal Studies, a minor in women's studies, and a MA (ABT) in Public Policy. She is a proud single mother of one CCC student.



Tonette Salter

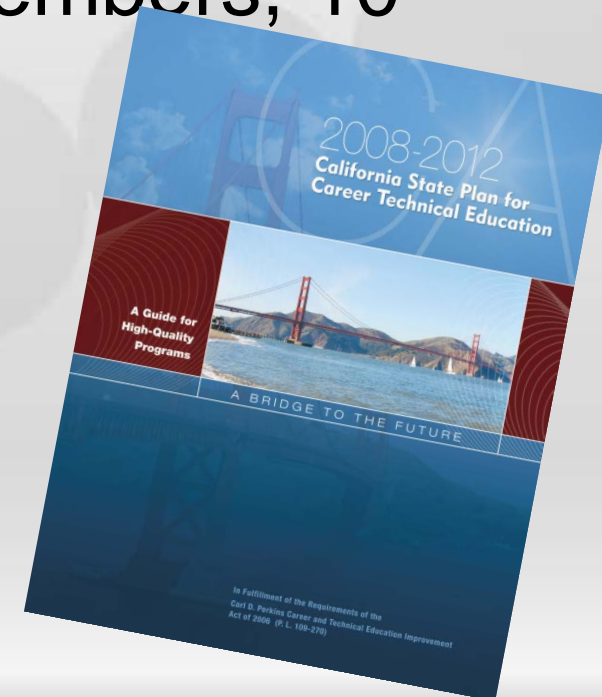
Tonette, is a seasoned grant manager with emphasis on developing educational programs. She has lead faculty

from K-14 in developing a region wide education plan to address students in ESL, Short Term CTE, and Adult with Disabilities. Tonette is pretty clever at finding ways to achieve what may seem 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.



Joint **S**pecial **P**opulations **A**dvisory **C**ommittee

- **JSPAC** is a unique committee designed to:
 - **Promote equity** in education
 - **Be a voice** between “The Field” and the Systems: CDE & CCCCO
- The committee is comprised of 30 members, 10 from each group:
 - K-adult
 - CA Community Colleges
 - Business, labor, and industry





CA Perkins **JSPAC Mission** is to promote equity and success in Career Technical Education (CTE) by providing educators with

- Professional development
- Instructional strategies &
- Resources

*“Promoting **Equity & Success** through Career Technical Education”*

Contacts



Speaker

- Elizabeth Wallner, 916-455-4643, eawallner@gmail.com

Committee Monitors

- Carolyn Zachry, CA Department of Ed., czachry@cde.ca.gov
- Maureen White, CCC Chancellor's Office, mwhite@cccco.edu

Project & fiscal management

- Sally Cox, Director, Grossmont-Cuyamaca CCD Auxiliary
- Tonette Salter, Program Coordinator, Tonette.Salter@gcccd.edu

JSPAC Committee Member Roster

- <http://jspac.org/attachments/article/61/2015-16%20Directory%201-11-16.pdf>

JSPAC Resources

- [Brochures](#)
- [E-Seminars](#)
- [Links](#)
- [Prof. Dev. Activities](#)



Promoting Equity and Student Success Through Career Technical Education

MEMBERS CONTACT US

CA PERKINS JOINT SPECIAL POPULATIONS ADVISORY COMMITTEE

- HOME
- WHAT IS JSPAC?
- CALENDAR / REGISTRATION
- TRAINING E-SEMINARS
- PERKINS GRANT ASSISTANCE
- NONTRADITIONAL OCCUPATIONS
- EFFECTIVE PRACTICES
- RESOURCES
 - Online Resources
 - JSPAC Documents
 - JSPAC Research
 - Workshop Materials
 - Conference Materials
 - Newsletters
 - Press Releases

Search this site...

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.

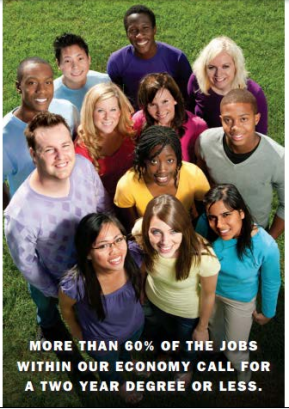
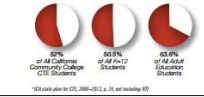


NEWS!
FREE Webinar Series-
Registration is Now Open!

Career Technical Education for Special Populations

Who Are They?
STUDENTS FROM SPECIAL POPULATIONS ARE DEFINED IN THE FEDERAL CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT (PERKINS IV) AS THOSE WHO ARE:

- Economically Disadvantaged, including Foster Children
- Limited English Proficient
- Disabled
- Single Parents and Pregnant or Parenting Teens
- Displaced Homemakers (Students who have been dependent on the income of another family member but are no longer supported by that income and have diminished workforce skills.)
- Nontraditional: Students training for occupations where fewer than 25% of workers are of the student's gender.



How Can You Help?

LEGISLATORS

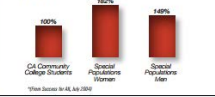
- Broaden the range of high quality career pathways offered to young people
- Create legislation and provide funding that improves the image of Career Technical Education and associated careers

EDUCATORS

- Integrate work and learning
- Implement job shadowing, mentoring, and internships for special populations
- Inform students and families of the advantages of certificate/degree programs

BUSINESS

- Work with local schools and colleges to ensure that CTE programs are teaching skills necessary to successfully compete in today's economy
- Provide structured part-time work, internships
- Provide financial assistance, equipment, role models, mentors, etc.



MORE THAN 60% OF THE JOBS WITHIN OUR ECONOMY CALL FOR A TWO YEAR DEGREE OR LESS.

CCC Special Populations Collaborative



www.cccspecialpopulations.org

- **Brochures**

- CCC Programs Classified as Nontraditional – by TOP Codes
- Making a Difference for:
 - Special Population Students
 - Limited English Proficient Students
 - Nontraditional Traditional (by gender)
 - Veterans, STEM → STEAM etc...
- Use Core Indicators to Track the Success of SPs in CTE

- **Reports**

- Core Indicators Longitudinal Study By TOP Codes by Regions
- Core Indicator Data & Analysis - by Region/TOP Codes

- **Advice From Experienced Practitioners**

- Enhancing the Success of Special Population Students in CTE

- **Effective Practices**

Perkins – Legislation

Federal (from ACCT):



May 18, 2017, the House Committee on Education and the Workforce held a markup on **HR 2353**, the [Strengthening Career & Technical Education for the 21st Century Act](#). The bill would reauthorize the Perkins Career & Technical Education Act, **largely similar to a reauthorization bill that overwhelmingly passed the House last September**. (<http://ctepolicywatch.acteonline.org/perkins/> or <https://www.congress.gov/bill/115th-congress/house-bill/2353>)

Highlights of the bill include:

- Maintaining the overall federal-to-state and state-to-local funding allocation formulas, while providing a gradual increase in the authorization level for basic state grants.
- Aligning the Perkins Act more closely with WIOA by streamlining the state application process.
- Increasing engagement with business, industry, and community stakeholders in the CTE planning process.
- **Updating existing accountability measures relying on four core indicators that are more closely aligned with the indicators under WIOA.**
- Providing states more control over CTE implementation and planning.
- HR 2353 passed unanimously out of committee, and will likely be considered on the House floor at some point.

Perkins – Special Populations



- (dis)Abled
 - Americans with Disability Act (ADA), IEPs, etc.
- Displaced Homemakers
 - Returning to the workforce after being dependent on another source of income for an extended length of time.
- ESL/English Language Learners
- Single Parents
 - Pregnant and parenting teens
- Socio-economically disadvantaged
 - Including foster and former foster youth
- Nontraditional (by gender)
 - Preparing for a career in an occupation that employs less than 25% of one gender.

Perkins – **Current** Narrative Requirements



- **Describe the data analysis**, including LMI & core indicator data and resources that resulted in the proposed courses/areas that you will address in your plan/year. [§ 134(b)(2)].
- **Provide services & activities that are of sufficient size, scope, & quality** to bring about improvement in the quality of such programs [§ 134(b)(6) & § 135(b)(8)].
- **Describe how the District will:**
 - review CTE programs (JSAPC's **Better Together!**)
 - **identify & adopt strategies** to overcome barriers that lower access or success for SPs
 - provide programs that **enable SPs** to meet local performance levels
 - provide **activities to prepare SPs, for high-skill, high-wage, or high-demand** occupations that lead to self sufficiency; & ensures against their discrimination [§ 134(b)(8-9) and § 135(9)].
- Describe how the local plan **promotes preparation for NT training & employment** [§ 134(b)(10)].

Perkins – Accountability



- Perkins IV purpose is for course and program improvement and to identify and overcome barriers for Special Population students.
- Every District receiving Perkins IV funding must negotiate accountability targets for Perkins IV core indicators.
- Core indicators, as negotiated with CDE/CCCCO for accountability of students success of concentrator students (12 units in a designated area.)

Perkins – Core Indicators (K-Adult)



<http://bit.ly/Decipheringdata>

Academic Attainment (1S1, 1S2)

- CHASEE Proficiency – aligned to NCLB (12th grade concentrators)

Technical Skill Proficiency (2S1)

- Grade C or better in capstone course
- Industry Exam/Certification (12th grade concentrators)

HS Completion/Graduation (3S1, 4S1)

- Diploma, GED, Proficiency, Graduation (12th Grade concentrators)

Placement (5S1 – E2)

- Military, post-secondary education/advanced training, employed (12th grade concentrators)

Nontraditional (NT) Participation and Completion (6S1, 6S2)

- NT Student participation/completion in a program that leads to a nontraditional (by gender) occupation

Perkins – Core Indicators (CCC)



Technical Skill Attainment (C or better) in CTE courses (1P1)

Completion of a CTE Credential, Certificate, or Degree (2P1)

Persistence in higher education including or transfer for further instruction. (3P1)

Employment or placement in military service or apprenticeship programs. (4P1)

Nontraditional Participation and/or Completion in a CTE training area in which fewer than 25% of the *employees in that occupation* are of the student's gender. (5P1 & 5P2)



Data – Who

Everyone who works in or with a Perkins funded program should be looking at data:

- Counselors
- Teachers
- Administrators
- Program Coordinators
- Others?



Data – How

CA Department of Education

- <https://www2.cde.ca.gov/Perkins/logon.aspx>
 - Will soon be using Calpads and will be open to public

CA Community College Chancellor's Office

- https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Default.aspx
 - Is open to public
- LaunchBoard – Free More & Better CTE Forums via CCCAOE



Data – How and What

Suggested that you disaggregate data as much as possible:

- Gender by program
- Race/ethnicity
- Age
- LGBTQIA
- Parental status
- ESL status
- (dis)Abilities
- Socio-economic status (SES)
- Displaced homemaker, etc...

Data Sets:

- Perkins Core Indicators
- CTE Participation
- CTE completions
- GPA
- Certificates or degrees
- Transfers
- Others?



Data – Why

- You can't make (lasting) change until you can precisely identify the problem.
- Telling the precise story allows you to identify the **correct root cause** of the low participation and completion rates and then identify a strategy or strategies.
- **MUST** commit to change!



Data – When

- Every time you are analyzing student services and student outcomes
- Every time you write or renew a grant
- Before an program review or audit
 - WASC, OCR
- Other...?



Course Completion – By Gender

	Female			Male		
	FY1 (%)	FY2 (%)	FY3 (%)	FY1	FY2	FY3
CTE Course 1	24 (20%)	22 (20%)	22 (18%)	94	90	99
CTE Course 2	22 (20%)	20 (19%)	22 (19%)	90	87	94
CTE Course 3	14 (14%)	12 (13%)	14 (15%)	84	79	82
CTE Course 4	11 (12%)	10 (12%)	10 (11%)	81	74	77



Course Completion – All Students

Totals			
	FY1 (%)	FY2 (%)	FY3 (%)
CTE Course 1	118 (100%)	112 (100%)	121 (100%)
CTE Course 2	112 (95%)	107 (96%)	116 (96%)
CTE Course 3	98 (83%)	91 (82%)	96 (79%)
CTE Course 4	64 (54%)	84 (75%)	87 (72%)

Nontraditional Preparation: Root Causes & Strategies

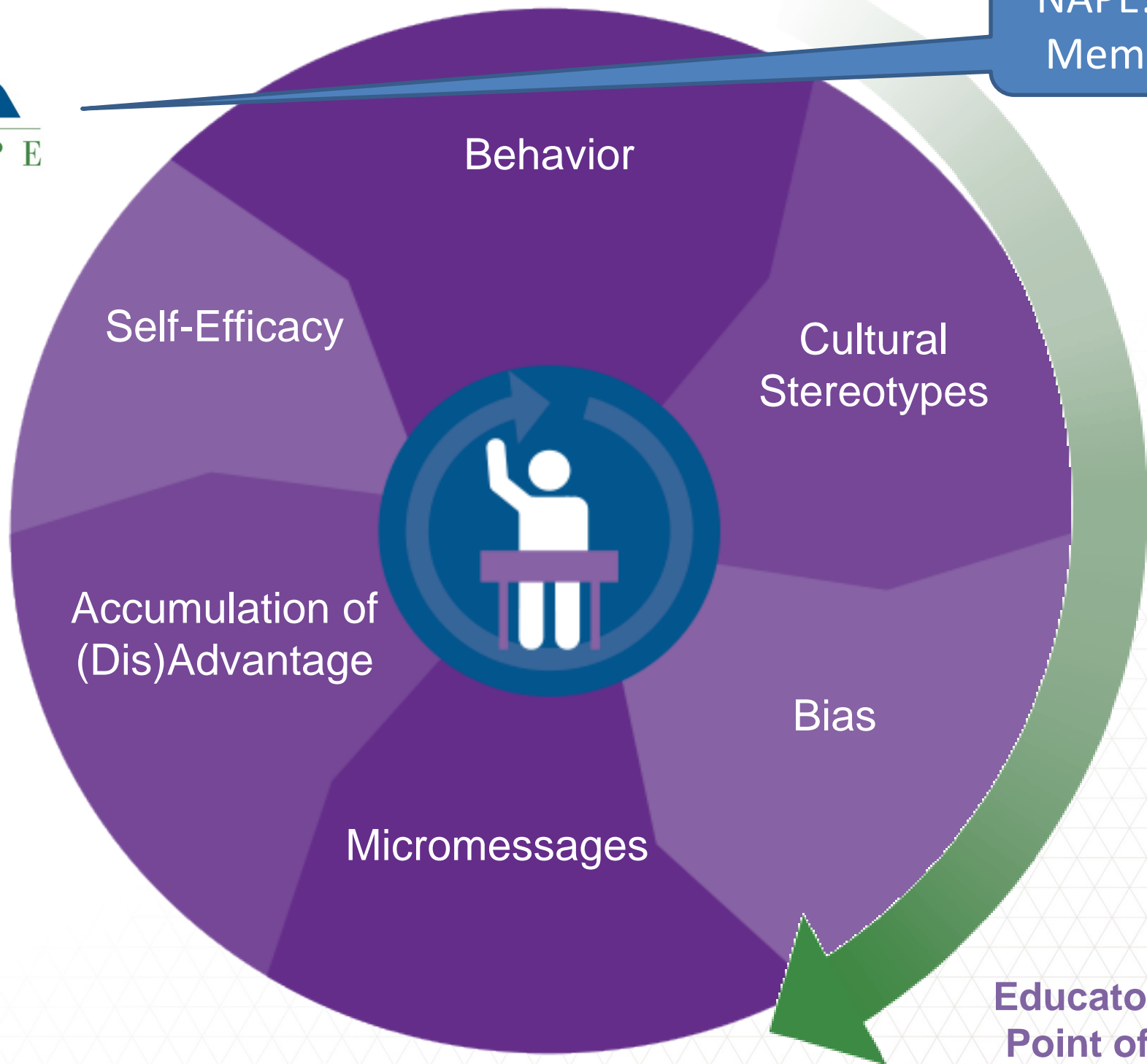


- Internal
 - Micromessages*
 - Stereotype Threat
 - Mindset*
 - Attribution Theory
 - Self Efficacy
 - Career Information
 - Materials and Practices
 - Early Intervention
 - Characteristics of the occ.
 - Family Characteristics
 - Societal
 - Media +/-
 - Peers
 - Role Models/Mentoring
 - Collaboration
 - Education
 - Academic Proficiency
 - Access to STEM
 - Curriculum
 - Instructional Strategies
 - School/Classroom Climate
 - Support Services
- by: www.napequity.org



*not included in NAPE's RC&S document

NAPE: Affiliate Membership!



**Educator
Point of
Interruption**



Barriers

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Implicit Project

<https://implicit.harvard.edu/implicit/takeatest.html>

Disability IAT

Disability ('Disabled - Abled' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

Age IAT

Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

Asian IAT

Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.

Weapons IAT

Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

Race IAT

Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Presidents IAT

Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Barack Obama and one or more previous presidents.

Gender-Career IAT

Gender - Career. This IAT often reveals a relative link between family and females and between career and males.

Native IAT

Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

Sexuality IAT

Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.

Arab-Muslim IAT

Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other



Micromessages

Micro-messages

Micro-inequities v. Micro-affirmations

- 10 - 40 in a ten-minute period
- Impact > Intent
- Impacts a student's self-efficacy



Internal – Stereotype Threat

Comes from the fear of confirming a negative stereotype as self-characteristic about the group(s) with which the student identifies.

- Becomes relevant in *high-stakes* (for the student) testing situations.
- Must **understand Stereotype Threat** (ST) to overcome it
- You **don't have to believe** in ST
- Learn better from **faculty who understand ST**
- **Reframe** task
- Discuss **Incremental Learning**
- **High Standards** AND **belief** in student
- Plays out in a variety of different situations:
 - gender, ethnicity, age, SES, language, etc....

Whistling Vivaldi – Claude Steele
www.reducingstereotypethreat.org



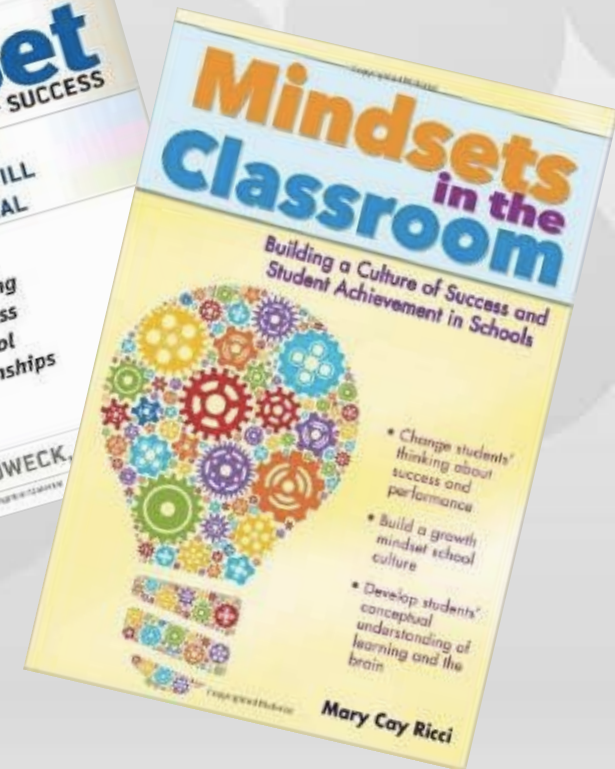
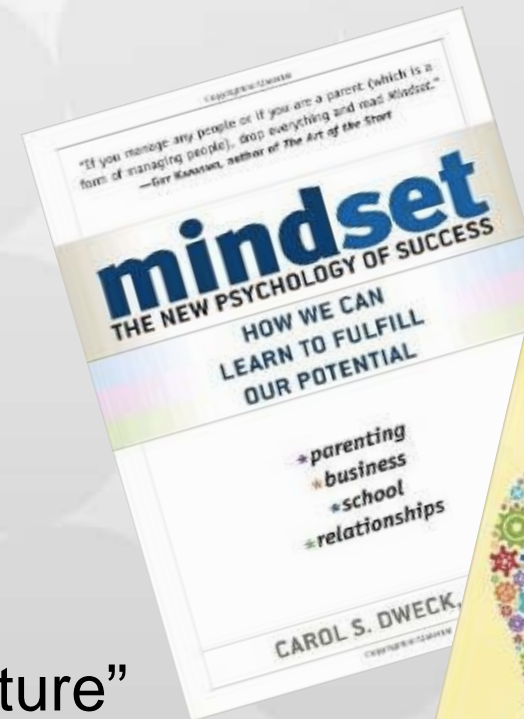
Internal – Mindset



by Carl Dweck, Stanford

Fixed Mindset v. Growth Mindset

- Challenges
- Effort
- Persistence
- The power of YET!
- Creates a “path into the future”
- Believing that you can improve





Internal – Attribution Theory

Ethnicity and Gender *may* influence attribution style

- Internal vs. External attributes
 - Locus of Control
 - Stability

Strategies

- Specific feedback
- Differentiated feedback
- Teach about “Mindset”
- Teach parents/others about Attribution Theory

<http://www.education.com/reference/article/attribution-theory/>

Internal – Self Efficacy



The extent or strength of one's belief in one's own ability to complete tasks and reach goals.

Albert Bandura

Strong Self-efficacy

- Challenges are to be mastered
- Recovers quickly
- Deep interest
- Strong commitments

Weak Self-efficacy

- Avoids Challenges
- Loses confidence quickly
- Focus on personal failings
- Difficult tasks are to be avoided



School/College - Climate

Equity and Access is *WAY beyond* but absolutely includes illustrations

- School/college publications:
 - Equity of genders depicted - stories, illustrations, and pronoun use (“He” is not gender inclusive)
 - Websites, brochures, club materials, etc.
 - Textbooks
- Role Models on staff
- Mentoring opportunities – who gets them?
- Professional development – who attends?
- Pedagogy – classroom, labs, etc....
- Counseling practices



School/College - Climate

- **Classroom**
 - Gender, Ethnicity/Race, (dis)Ability:
 - Varied materials
 - Awareness is evident and “audited”
 - Student supports and encouragements are present
 - Feedback is intentional, specific and sends micro-affirmations while supporting growth mindset thinking!
 - Internal barriers (myths) are de-bunked, reality is taught
- **School Community**
 - Policies, staffing, access, etc. all support under-represented populations
 - **Equity and Access** must be a **priority framework** not an after thought
 - Collaboration with Business & Industry is intentional and one goal is to directly support SP employment

School/College – Counseling & Career Information



- Counseling Practices
 - Counselor is knowledgeable about CTE, STEM & NT opportunities
 - Salaries are discussed
 - Careers are presented as gender neutral
 - NT careers suggested, etc....
 - Job shadowing is available
- Career/Occupation Information
 - Careers are explored fully
 - Job Shadowing is available, Business & Industry is engaged



Societal - Media

- Media can work for **or** against you!
- Encourage critical analysis of media
 - 10 Minute Monday discussion
- Ethnicity/Race depictions on TV, in Movies, in magazines, on the web



Family Matters!

N= 300 students & 800 parents

- Media Matters study¹
 - 54% of students said parents tried to influence career choice
 - 69% said parents tried to influence 4-year choice
 - 27% of parents discussed anything other than 4-year
 - **76% of parents** didn't know where to get information about *any thing but 4-year*
 - 70% encouraged university
 - 43% of parents feel four-year college would improve students career prospects
 - 66% of students *supported* parental influence, 7% didn't

¹<https://targetjobs.co.uk/news/421008-survey-reveals-parental-influence-on-students-career-choices>
(12/9/14) JSPAC Joint Special Populations Advisory Committee | www.jspac.org



Societal – Role Models

Role Model

- Worthy of imitation, motivates others.
- Mirrors the student: gender, ethnicity, or community of origin
- May include images, career fair or as guest speakers.

Mentor

- Experienced and trusted advisor
- Provides advice and guidance to a student
- Provides ongoing encouragement and fosters achievement.
- Mentoring programs require a commitment from student and mentor

Coach

- Often outside the educational setting
- Similar to a graduation coach
- Individuals offer encouragement, advice, and processing to support goals for the student

<http://www.mpc.edu/home/showdocument?id=6405>



Next Steps

- Construct a Change Agent Team
- Analyze Data
- Develop a Plan of Action
- Implement a Plan of Action
- Assess Outcomes
- Analyze Data
- Initiate the **Better Together!** process on your campus
 - Email eawallner@gmail.com for information



JSPAC Needs You!

- **We need your input** to continue to improve our services to you and CA's CTE students.
 - **Contact** Tonette Salter or your presenter
 - **Visit** the JSPAC website at www.jspac.org
 - **Join** the list-serve -- www.jspac.org
 - **Apply** to be a member of JSPAC
 - **Attend** meetings, change workshops, and especially the annual conference:

What's Your Frame? Equity & Access Through CTE!

November 30-December 1, 2017

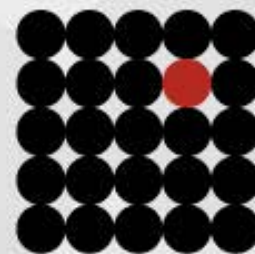
Nov. 29 pre-conferences



Evaluations!

- A Survey Monkey **5 Question** survey will be sent and the link is here:
 - https://www.surveymonkey.com/r/JSPAC_SP101
 - Please take 3 minutes and let us know your thoughts. **All our work** is informed by evaluations.
- A copy of the PPT will be attached.

Thank you for all you
do for students from
Special Populations!



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