

Dear Educators,

Wow! What a year it's been - An inauguration attended by hundreds of thousands followed by a rally of millions from around the world. Regardless of our political affiliation, our educational goals, or the students with whom we work – our voices matter!

In the midst of all that, we had an AMAZING conference. We had a sellout crowd, a plethora of breakout sessions that provided new and emerging information on CTE and “equity and access” for students from special populations, how to use the new data and accountability tools of California Department of Education (CDE) and California Community Colleges Chancellor’s Office (CCCCO) for program improvement, how to understand and use Mindset in helping students achieve excellence, to Adult Education and mental health.

We want to keep the momentum and success of the 2016 conference and our one-hour free webinars. Planning has started for the 2017 webinars and conference. The conference is hosted in Sacramento, **November 30-December 1, 2017** with pre-conferences on November 29th.

On behalf of the Committee, we would like to say how much we appreciate your attendance, participation as an attendee, presenter, or keynote. This conference would not have been a success without you.

Sincerely,

The Joint Special Populations Advisory Committee

CTE Employment Outcomes Survey (CETOS) 2011-2017

STATEWIDE STUDY TO ASSESS EMPLOYMENT OUTCOMES FOR STUDENTS WHO HAVE PARTICIPATED IN CAREER TECHNICAL EDUCATION (CTE) COURSEWORK AT CALIFORNIA COMMUNITY COLLEGES.

In an effort to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California community colleges—including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs—the RP Group partnered with the Bay Area Community College Consortium and practitioners from around the state to develop a universally available survey methodology. This survey is based on completer and leaver surveys that have been conducted at several colleges and was tested through a pilot study in 2011-12 with twelve colleges, two districts, and one program of study (Medical Assisting) at seven different institutions in the Bay Region.

Find out how well your programs are serving your students:

<https://cteos.santarosa.edu/cteos-survey-home>

More and Better CTE

More & Better CTE is an initiative sponsored by CCCCO Doing What Matters and CCCAOE to empower local CTE professionals to strengthen their programs through access to state and regional resources.

Work with your Regional (Community College) CIO to schedule a local 2-hour *More & Better CTE* forum. Involve all CTE stakeholders, including CIO's, CTE faculty and deans, CTE Liaisons, Local Academic Senate, CSSO's, and other business, community and K-Adult partners.

Forum Objectives:

Participants will leave with a better understanding of the following:

- The **Doing What Matters framework** and how it can help the local colleges and regions
- **Funding for your programs:** local share and regional share
- The role of the **Deputy Sector Navigators: Regional Advisory Committees, Industry Connections.**
- **CTE Data Unlocked** and data collection resources
- **Aligning with WIOA** to strengthen partnerships

Grow and promote your local CTE programs through state & regional resources.

To schedule a local forum contact:

Amy Schulz at abagschulz@gmail.com or (530)386-3474

More information and Forum schedule soon at: www.cccaoc.org

Why CTE?

The case is this: in order for students to succeed, we need to prepare them for the ever-changing world of work, which means not only college readiness, but career readiness—students with access to postsecondary education and skills attainment possibilities that will prepare them to achieve in the 21st century.

We ask the question, “Why Career and Technical Education?” with honesty. Why, among the many competing education demands, student needs, and graduation requirements, does a program that has its foundations in the 1917 Smith-Hughes Act hold relevancy still? Between emphases on early learning to college preparation, where does Career and Technical Education (CTE) fit in and merit consideration? Why should students who barely have an opportunity to explore the arts, health and fitness, or social studies, be directed to courses in aerospace manufacturing, horticulture, financial math, sports medicine, or integrated science, technology, engineering, and mathematics (STEM)?

The answer to the above questions, we believe, is that CTE offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal, nowhere else represented in education, of preparing students for all of life that comes after high school.

Get more answers at: <http://www.k12.wa.us/careertech/WhyCTE.aspx>

Flipping the College Decision-Making Paradigm

Kevin Fleming, Teloses.com, Jan 14, 2017

It's quite shocking when you think about it. Ask any adult to describe how they approached three significant life choices – their major, their college, and their career. Ask them to recall, in order, which they chose first, second and third.

They'll probably tell you that the first thing they chose was the college they wanted to attend. Perhaps they picked a parent's alma mater, or one based upon location.

And after choosing a college, most settled on their major, but usually not right away. And that choice is too often driven by current interests or the persuasion from a friend to declare the same major. Finally, somewhere near or even after graduation, they then picked their career. They embarked onto the job to market expecting to get hired given their education. But in today's economy that is a rude awakening for students and parents alike. Today, thirty-three percent of college graduates are still underemployed well into their thirties.

Most graduating high school students today make these choices in the same order. But when we ask self-aware, mature adults what the selection order should be, they respond without hesitation; choose an initial career first, a college major second, and the college itself third. This order just makes sense. Your career choice dictates what major to pursue, which in turn helps identify the best college or training choice.

Our educational system is very well-intentioned, but incredibly misaligned. The truth is, the pendulum has swung too far toward college preparation and away from career preparation.

Read more at: <https://www.linkedin.com/pulse/flipping-college-decision-making-paradigm-kevin-fleming-ph-d-?trk=prof-post>



Senator Kamala Harris was recently sworn in as the first **African American U.S. senator from the state of California** and the **first Indian American senator in history**. She's a proud Howard University graduate and a member of Alpha Kappa Alpha Sorority, Inc. - Alpha Chapter.

Intersectionality



Intersectionality operates under the premise that people possess multiple, layered identities, including race, gender, class, sexual orientation, ethnicity, and ability, among others. Intersectionality refers to the ways in which these identities intersect to affect individuals' realities and lived experiences, thereby shaping their perspectives, worldview, and relationships with others. Exposing these multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life experience in this illustration, as do all other locations where two or more identities intersect. Black feminist Patricia Hill Collins refers to this system as the "matrix of domination." Because these axes of oppression that intersect are continually shifting and contextually dependent, one may be privileged based on one axis in one situation, yet disadvantaged in a different situation.

Primers and additional resources

- [Leading at the Intersections: An Introduction to the Intersectional Approach Model for Policy & Social Change \(.pdf\)](#) – defines and discusses intersectionality in the context of policy and social change
- [A Primer on Intersectionality \(.pdf\)](#) – covers intersectional analysis, interventions, and advocacy
- [Intersectionality: A Tool for Gender and Economic Justice \(.pdf\)](#) – focuses on intersectionality with respect to gender equality issues

Image: Rohit Rath, <http://creativecommons.org/licenses/by-nc-nd/2.0/deed.en>

More resources can be found on Intergroup Resources site: <http://www.intergroupresources.com/intersectionality/>

CA Career Resources Network: CA's Official Resource for Career Exploration & Planning

The [California](#) Career Resource Network (CalCRN) program in the California Department of Education, provides career development information and resources to support development of the critical career self-management skills necessary for success in today's world of work. Review the descriptions and view the introductory videos below, then follow the links to begin using these resources. [California Career Resource Network Introductory Video](#)

Educators! Be sure to review the Career and College Readiness Lesson Plans ("Lessons" link above). The Lesson Plans are designed for teaching students to explore potential life and work goals, identify a broad range of careers and occupations, and build awareness of the array of postsecondary education and training options available to them.

- [California Career Center](#) is a virtual counselor for career and college exploration and planning resources to help students map their futures.

- The [California Career Zone](#) is a web-based career exploration system providing four easy to use career assessment tools and information on over 900 California occupations.
- [Career Surfer](#) is CalCRN's mobile application that can be downloaded for free from AppStore or Google Play. Basic information about the 900 occupations detailed on the California Career Zone.
- [The Support Personnel Accountability Report Card \(SPARC\)](#) is a voluntary, continuous improvement process that provides school site Student Support Teams with an opportunity to publish a document that identifies key student outcomes and to publicize their plans for continued success

Professional Development JSPAC's 3-hour **Equity & Access** Regional Workshops

What: **Pathways to Equity** regional workshops include beginning and intermediate topics on equity, student success, and Perkins. The workshops are approximately 3 hours long and continue the conversations started at the **Pathways to Equity** conference:

- 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 at all. Keep educators happy! Additionally, we are educators! We want every student to have access to and opportunity within every career area that interests them!

Professional Development JSPAC's Perkins, Data, & Special Populations:

What: **Better Together!** is a fee based program improvement process based upon the PIPE-STEM process developed by [NAPE](#) and the USDOE's *Improving Performance: A Five Step Process* and used by schools & colleges over the past decade around the US. The process included two full days of in person training as well as intermittent Technical Assistance calls/webinars/activities. Each school or college will need disaggregated, program level data on student outcomes prior to the first day of training.

Why: In addition to being legally mandated—we are educators. We want every student to have access and opportunity within any career area of interest to them. However, data shows 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, flush out the root causes behind the gaps, and 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.

Contact: eawallner@gmail.com to schedule a **Professional Development (PD) event in your Region!**

CA Perkins Joint Special Populations Advisory Committee Information

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.

2016-2017 Meetings:

- April 7, 2017 — 9:30 am—3:30 pm

Contact Information:

- Tonette Salter, Program Coordinator
- Topher Enders, Program Assistant
- jspac.caperkins@gmail.com

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:

- 1 from K-Adult
- 2 from California Community Colleges and 3 from Business and Private Industry

Membership Directory & regional vacancies: <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 AWESOME PD Opportunities — <http://jspac.org/calendarregistration>

Intergroup Resources — <http://www.intergroupresources.com/>

- Changing Faces, Changing Communities: Immigration & Race, Jobs, Schools, and Language Differences — <http://www.intergroupresources.com/changing-faces-changing-communities-immigration-race-jobs-schools-and-language-differences/>

The Education Trust WEST — <https://west.edtrust.org/>

- Equity and Equality are Not Equal - <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>
- Unlocking Learning: Science as a Lever for English Language Equity - <https://west.edtrust.org/resource/unlocking-learning-science-lever-english-learner-equity/>