CA PERKINS JOINT **Special Populations** ADVISORY COMMITTEE

News You Can Use!

Summer 2016

Inside this issue:

Conference info	2
Diversity in Tech.	3
Benefits and Drawbacks of Diversity	4
PPIC Key Area Reports	5
Regional Workshops	6
Better Together DATA workshops	7
Committee Info.	8
Membership Info.	8
Links	8

Dear Educators,

We are busy getting some much needed R&R as well as plan the coming fiscal year. There is **A LOT** going on.

- Perkins is moving forward. Click here to read the U.S. House of Representatives **bipartisan Perkins rewrite proposal**, *The Strengthening Career and Technical Education for the 21st Century Act* or here for a Fact Sheet. As we get more information, we 'll send it out. However, advocacy is needed as WIOA is up for a 3% across the board cut. Call or write your representative and ask for a strong support of all bills addressing Perkins and workforce needs.
- The annual CA Perkins Special Populations Advisory Committee's equity and access conference—***Pathways to Equity*** — is being planned and we need your input! Below is the save the date (please forward this newsletter to your colleagues who may need it!) and see page two for a link to the call for proposals (CFP) and a vendor application.
- Finally, we are planning the free Regional Workshops— if you'd like to schedule one in your area, please contact Elizabeth at eawallner@gmail.com ASAP. We have a limited number of free ones available.

We look forward to seeing you in Sacramento in December!
Happy Summer!
The JSPAC Co-Chairs and Committee

CA PERKINS JOINT **Special Populations** ADVISORY COMMITTEE

News You Can Use!

Keynote Presenters:

- J. Luke Wood & Frank Harris — Creating Conditions that Foster Engagement Among Boys and Men of Color (and other disenfranchised students)

Breakout Sessions (Proposed: subject to change):

• Data & Accountability—see what's new & what's coming!	• Nontraditional Students: Effective Practices	• Teacher Preparation Pipeline: A Conversation	• Perkins V: Changes & Timelines
• Internal Barriers: Self-Efficacy, Micromessages, Attribution etc.	• Special Populations 101	• Counseling for CTE Success	• Student Equity Clubs
• Trauma Informed Education 101	• Veterans and Education: Barriers and Benefits	• Adult Education: How to Make Transitions Successful	• **YOUR PROGAM?**

Call for Proposals: https://goo.gl/q1IaKx

Vendor Application: https://goo.gl/Nw4iKB

DRAFT Schedule		
Wednesday * November 30, 2016		
1:00 pm – 4:00 pm	Pre-Conference Workshops	Location TBD
	Teaching Boys and Men of Color	$125/person
	New Data Tools, How to Use them for Accountability, Program Improvement, etc.	$125/teams of two
	The Nexus Between Adult Education and Counseling	$125/teams of two
Thursday * December 1, 2016		
8:00 am	Registration opens	North Lobby
10:00 am	Welcome – CDE and CCCCO representatives	CA Ballroom
10:30 am	Keynote Training – The Effects of Racial Microaggressions on the Success of College Men of Color	CA Ballroom
Noon	Lunch	CA Ballroom
1:15 pm	Breakout Session #1	Various
3:00 pm	Breakout Session #2	Various
4:45 pm	Co-Chairs Reception and Networking Event	CA Ballroom
6:15 pm	Dinner on your own	
Friday * December 2, 2016		
7:00 am	Breakfast	CA Ballroom
8:00 am	Keynote Address/Panel	CA Ballroom
8:45 am	Breakout Session #3	Various
10:15 am	Breakout Session #4	Various
12:15 pm	Lunch	CA Ballroom
12:45 pm	Closing Keynote Address	CA Ballroom

How Do Tech's Biggest Companies Compare on Diversity?

Thomas Ricker August 20, 2015

In August 2015, "Apple finally released the Equal Employment Opportunity report detailing the diversity of its US workforce. The so-called EEO-1 accompanied Apple's second diversity report with a note meant to discredit the validity of the government-mandated data. "The EEO-1 has not kept pace with changes in industry or the American workforce over the past half century," reads the Apple diversity page. "We believe the information we report elsewhere on this site is a far more accurate reflection of our progress toward diversity."Google, Facebook, and Microsoft describe similar inadequacies in their EEO-1 reports.

It's true that a form which categorizes software engineers as "professionals" and hygienists as "technicians" doesn't make a lot of sense for companies rooted in technology. But the report's top-level summary and leadership breakout do provide insight into each company's overall diversity in terms of both gender and race / ethnicity.

Better yet, since we also have the 2014 EEO-1 reports from Twitter, Intel, Facebook, & Amazon we can do an Apple's-to-apples comparison across much of the industry. The Equal Employment Opportunity report might be flawed, but at least it's the same imperfect metric applied consistently across all companies.

Analyze the data for yourself: http://www.theverge.com/2015/8/20/9179853/tech-diversity-scorecard-apple-google-microsoft-facebook-intel-twitter-amazon

Which (among many other things) *may* have led to:

Tech companies sign pledge to improve workforce diversity

By Justine Brown June 23, 2016

Dive Brief:

- More than 30 tech companies have signed a promise to improve inclusive hiring practices, according to Network World.
- Some of the companies that signed included tech giants like Intel, SAP, Lyft, Spotify and VMware.
- The companies sent a letter to President Obama committing to regularly publish data and progress metrics on the diversity of their technology employees and to collaborate to build a diverse pipeline of technology workers, among other actions.

Dive Insight can be found at: http://www.ciodive.com/news/tech-companies-sign-pledge-to-improve-workforce-diversity/421493/

"Diversity Leads to Stronger Outcomes", Says Lecturer

Natalie O'Toole, April 23, 2015

In 1650, around 30,000 published books existed. An avid reader could learn nearly everything there was to know at the time. Now, there are 1.5 billion published books and counting.

"In a small world it makes sense to think of someone knowing a lot more than another person. In the great, big world, people just know different stuff," said Scott E. Page.

Page, director of the Center for the Study of Complex Systems and a professor of political science and economics at the University of Michigan, said that in our large, complex society, diversity is often more important than ability.

"I want to argue that diversity – **defined as differences in how we see the world, how we think about the world, how we try and solve problems, the analogies we use, the metaphors, the tools we acquire, the life experiences we have** – make us better at what we do," he said.

In a computer simulation featuring 15 different models, Page pitted two groups against one another to solve a difficult problem. The first "alpha" group consisted entirely of high-ability individuals, while the second was a diverse group of people with varying levels of competence. **Under every model, the diverse group outperformed the high-ability group...**

… Page said studies looking at authors of research papers and patents show similar results. For instance, the chance of writing a successful paper, defined as one that receives more than 100 citations, increases more than fourfold if it's co-authored. However, Page said, it's not the number of authors that counts, but the different ideas they bring to the table. Co-authors of similar ethnic groups received fewer citations, while co-authors from different universities had more, according to Page.

Yet he said that **some of the worst ideas come from diverse groups, too**. Diverse groups tend to have **less confidence in their abilities than homogenous groups, and they often disagree more**. Therefore, Page said, it's imperative that **people develop the ability to work well in diverse groups**:

> "Because of the fact that talent doesn't know color, or gender or race … it's super important that people develop this skill set. You just can't put the ingredients in a blender and hope it's gonna work out. One reason why you want to bring in a diverse student body and a diverse faculty is you want to train the next generation of people who have to solve these hard problems how to be in groups, how to engage, how to interact in a multiracial, multiethnic, multi-gender setting," he concluded.

Natalie O'Toole '16 is a student writer intern for the Cornell Chronicle.

Public Policy Institute of CA: **California's Future**

Sarah Bohn, Caitrin Chappelle, Caroline Danielson, Alvar Escriva-Bou, Niu Gao,Ellen Hanak, Laura Hill, Hans Johnson, Magnus Lofstrom, Brandon Martin,Shannon McConville, Eric McGhee, Jeffrey Mount, and Paul Warren * January 2016

California is pursuing major reforms on many fronts, including health care, corrections, and K–12 education. But the state faces a wide array of challenges, from housing costs, to climate change and water management, to higher education funding. Policymakers—including California's voters—need more and better information about the future consequences of policy choices made today. This multi-topic publication highlights the state's most pressing long-term policy challenges in several key areas:

- **climate change**
- **corrections**
- **economy**
- **higher education**
- **housing**
- **K-12 education**
- **population**
- **social safety net**
- **water**
- **health care**
- **political landscape**

The **K-12 Education** Report Says includes:

Major changes continue

California educates more than six million children in its K–12 public schools. More than half are economically disadvantaged and almost a quarter are not native English speakers, compared with less than one in 10 nationwide. California is taking steps to address these challenges. The 2015–16 state budget registered the largest per pupil spending increase in many years. In addition, California is in its third year of implementing a simplified school finance system, known as the Local Control Funding Formula (LCFF), providing long-term funding increases for districts with higher shares of low-income, English Learner, and foster youth students. In the 2014–15 school year, the Common Core State Standards—adopted across 43 states and the District of Columbia— replaced California's previous standards in mathematics and English. The 2014–15 school year also marked the first statewide administration of new standardized tests. As educational reforms take hold, California school districts face fundamental changes in the ways that K–12 education is delivered, assessed, and funded.

New state tests show lower proficiency levels and ongoing achievement gaps

- Proficiency levels are lower under the new test. The new test of state standards, called the Smarter Balanced assessments, shows that the share of students scoring at least proficient is lower than on the previous statewide test—known as the California Standards Test (CST). Some good news is that the Smarter Balanced reading scores are higher than California students' reading scores on the National Assessment of Educational Progress (NAEP), an assessment California students have found difficult for years. In 2012–13, the last year that students took the CST, 67 percent of 4th graders scored proficient or higher, while the same is true for only 40 percent of 4th graders taking the Smarter Balanced test. The April 2015 PPIC Statewide Survey on education found that most public school parents expected students to score at least as well on the new tests. But educators did not expect students to do as well for several reasons: new Common Core State Standards are more demanding than California's old standards, schools are in the early years of shifting to these standards, and proficiency is measured differently on the new Smarter Balanced assessments than on the old CST.
- Achievement gaps persist. From 2003 to 2013, California students registered significant progress on state standardized tests in all subjects, yet achievement gaps between socioeconomic and demographic groups did not close. Results from the first round of Smarter Balanced testing indicate that these gaps persist. In fact, gaps for English Learner and economically disadvantaged students widened. This was not surprising in the first year of the new assessment. Future assessments will show whether all students are making progress.

Read the rest of the key area reports here: http://www.ppic.org/main/publication.asp?i=895 and

Visit the Public Policy Institute of CA (PPIC) here: http://www.ppic.org/main/home.asp

CA PERKINS JOINT **Special Populations** ADVISORY COMMITTEE

News You Can Use!

NOW Scheduling for "Pathways to Equity" 3-hour 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 each and every student to have access to and opportunity within every career area that interests them!

When: Regional workshops will be scheduled as applications are received.

Who: Change –agents from schools, colleges, or social services who work with, influence, or create policy for or otherwise impact the lives of students or have the responsibility for the success of CTE programs, services, & data at the K-12, adult, or community college levels.

Including (but not limited to!): Academic and CTE educators from K-12, Adult Education and Community Colleges; Counselors; Perkins 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.
Send completed application to **eawallner@gmail.com**.

RQD: Each workshop scheduled needs to have space to seat 30-50 attendees and a power-strip near the front of the room. The hosting agency is responsible for marketing the workshop to their partners in K-12, adult ed., community colleges, social services, and business and industry.

CA PERKINS JOINT **Special Populations** ADVISORY COMMITTEE

News You Can Use!

NOW Scheduling for
Perkins, Data, and Special Populations: Better Together!

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 dis-aggregated, 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 each and every student to have access to and opportunity within every career area that interests them! However, data shows that 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, ferret 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 then done! Especially as you are asked to do more with less—semester after semester!

When: Sessions and technical assistance will be scheduled as applications are received.

Who: Teams of between 5 and 10 change –agents from schools, colleges, or social services who work with, influence, or create policy for or otherwise impact the lives of students or have the responsibility for the success of CTE programs, services, & data at the K-12, adult, or community college levels.

Including (but not limited to!): Academic and CTE educators from K-12, Adult Education and Community Colleges; Counselors; Perkins 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 application ASAP, space is limited and filling quickly!
Send completed application to **eawallner@gmail.com**.

CA PERKINS JOINT **Special Populations** ADVISORY COMMITTEE

News You Can Use!

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 2, 2016 — 2 pm — 4 pm
- April 7, 2017 — 9:30 am—3:30 pm

Contact Information:

- Tonette Salter, Program Coordinator
- 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: **3 from K-adult**
1 from California Community Colleges and **4 from Business and Industry**
Membership Directory and 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 Free or almost free AWESOME Professional Development Opportunities — http://jspac.org/calendarregistration

⇒ Association for Career Technical Education —(https://www.acteonline.org/)

- ⇒ State Profile—https://www.acteonline.org/stateprofiles/
- ⇒ Policy and Advocacy—https://www.acteonline.org/policy/#.V3rX6LgrKM8
- ⇒ Professional Development — https://www.acteonline.org/general.aspx?id=122#.V3rYCbgrKM8

⇒ CLASP: Policy Solutions That Work for Low Income People

- ⇒ Youth — http://www.clasp.org/issues/youth
- ⇒ Postsecondary Education and Workforce Development—http://www.clasp.org/issues/postsecondary

⇒ WIOA—https://www.doleta.gov/wioa/Overview.cfm

- ⇒ News—https://blog.dol.gov/
- ⇒ Fact Sheets — https://www.doleta.gov/WIOA/FactSheet.cfm

No! Don't go, click on these links!