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**Happy Spring!**

As we move forward in hosting professional development that meets your needs, we have started a webinar series. Please let us know what topics you are interested in learning more about and what times and dates work the best for you. The first 3 webinars were 1) Special Populations 101; 2) STEM → STEAM; and 3) Perkins, Data, Special Populations: Better Together! Even with all the learning curves, they were all successful and the evaluations received were positive.

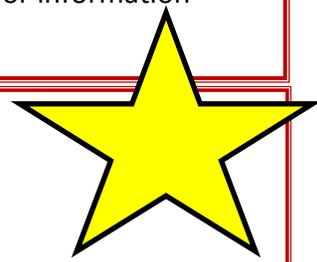
Speaking of which, WE NEED YOUR HELP! In order to determine if we are meeting your needs, we have developed a Survey Monkey survey about all our professional development activities and products. Please take 10 minutes to help us develop a Workplan for next year that meets your needs perfectly! The survey can be accessed at this link: <https://www.surveymonkey.com/r/J8S3LX6> or on the JSPAC website.

Speaking of next year, we are thick in the planning of the annual conference! So save the date: December 2-4, 2015. We are especially excited as last years conference was so great! The evaluations were on average 4.6 out of 5 and again, there a fairly even split between first timers and return attendees! We had a great time and look forward to seeing you all in Sacramento in December 2015! Please send suggestions for speakers or breakout sessions and presenters to [eawallner@gmail.com](mailto:eawallner@gmail.com).

And finally, it's the last call for **Perkins, Data and Special Populations: Better Together!** change agent training. The **Better Together!** training is based upon the PIPE model developed by NAPE in collaboration with DOE's OCTAE (formerly OVAE) and fine-tuned over the past decade. Training takes part via conference calls, in-person trainings, and technical assistance calls. A capstone project may be presented at the next JSPAC conference. More information is on page #2 of this issue.

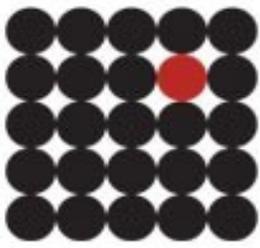
We look forward to seeing you in the coming year, please contact us for information or to make suggestions!

**Save the Date!**



[www.jspac.org](http://www.jspac.org)

**December 3-4, 2015 with pre-conference workshops on December 2, 2015.**  
**Send suggestions for speakers and breakout presenters to [eawallner@gmail.com](mailto:eawallner@gmail.com)**  
**Change Agent Teams encouraged to attend together! Every third person is FREE!!**  
**Registration will open August 1, 2015!**



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

**What:** **Better Together!** is based upon the PIPE-STEM process developed by [NAPE](#) 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 be required to provide dis-aggregated program level data on student outcomes prior to the first day of training. Technical Assistance will be available to assist in this data acquisition.

**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 & then ferret out the root causes behind the gaps and then to identify and evaluate research based strategies to begin to close the gaps.

Additionally, Perkins legislation asks all CTE programs analyze their data to identify and work towards closing gaps in the outcome measures for students who face barriers to education and employment. Frequently easier said than done! Especially in this day and age when you are asked to do more with less—semester after semester! Via [NAPE's](#) process, JSPAC is able to offer a systematic, clear, and research based method to do just this—identify and close performance gaps! Join us today!

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

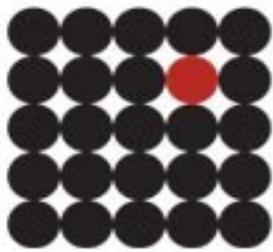
**Who:** Teams of between 5 and 10 change –agents from schools, colleges, or social services who work with, influence, or create policy for or otherwise impact the lives of students or have the responsibility for the success of CTE programs, services, & data at the K-12, adult, or community college levels.

**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](http://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](mailto:eawallner@gmail.com) or fax it to 415-432-7092.



We know that your time is at a premium! You have too many tasks, too many students, and too many hats! And yet, you are still trying to be the voice for students as well as meet the economy's needs! Additionally, the Perkins Act of 2006 requires you to continuously improve your core indicators as well as use data to target your Perkins dollars and student supports where they are most needed and thus can be the most effective. JSPAC is here to help!

We made the information a) easy to find b) straight forward and clear and c) short and to the point! We developed an E-seminar series, none of which are more than 16 minutes. **Show them at faculty meetings; counselor retreats; in CTE, academic, and career success classes; at board meetings; PTA meetings; to students; and to funders.** You can even loop the E-seminars on campus TVs. While the majority of the E-Seminars are directed at educators; students would benefit from much of the information as well. (The title of the seminar is a link—even if it doesn't look like it!)

- ◇ **Special Populations 101** (12:00 minutes) – SP101 introduces the viewer to the sub-groups of students identified as coming from Special Populations as well as some of the barriers and solutions that may help each student persevere and succeed. This E-seminar is perfect for the new CTE educator -- from administrative assistants to deans. Beyond the new educator, we could all use a refresher on the research-based strategies helpful in overcoming barriers.
- ◇ **Nontraditional Occupations** (14:56) – This E-seminar outlines the benefits of Nontraditional employment to both the employee; the employer; and the economy at large. This is a perfect E-seminar to show at student orientations; faculty and counselor meetings; recruitment or informational meetings for families and students; and in counseling centers.
- ◇ **Internal Barriers to Success** (15:36) – Internal barriers is an E-seminar that both educators and students should watch multiple times! Once a student knows about stereotype threat, she will have a better chance of minimizing its impact. Once an educator knows about micro-messages he can work towards ensuring all of his micro-messages are micro-affirmations!
- ◇ **Improving Career Advising in a Busy Environment** (13:37) -- This E-seminar doesn't tell you how to do your job. We get that you know how to guide students. This E-seminar gives a host of reasons to consider nontraditional or STEM careers; a 4-step process for students to select a career; and some information and resources to address our own biases – you know we *all* have them!
- ◇ **Using Data for Career Technical Education Improvement** (13:56) -- We know, you're up to your ears in data. You file 47 reports annually, you look at core indicators, and if you have one more audit, you'll come apart. We aren't going to talk about getting the data or getting different data. We are going to show you have to use the data you compiled for change! Won't it be nice to see outcomes from data compilation?
- ◇ **Employee Soft Skills** (16:18) -- We hear that students don't get to work on time, can't communicate, and aren't prepared! They have no soft skills. We thought that maybe they don't understand what is required of them. So we made an E-seminar to help you as you guide your students (and new employees) towards career readiness! Tell them exactly what they can do to succeed!

**Each E-seminar is available on the JSPAC website. Additionally, there is a transcript of each E-seminar for hearing impaired students or those who want to read along. Links & Resources included!**



## For Students With Disabilities, CTE Programs Offer More Than Just a Trade

Career and technical education programs have long been an important source of secondary education for students with disabilities. Across the country approximately one in five students who participate in CTE has a disability compared to around one in 10 in traditional high schools. [Prior work](#) indicates that students with disabilities who enroll in CTE are more likely to be employed as adults and once employed, earn higher wages. This is likewise true for students without disabilities. This new study, and our other ongoing work, suggests that CTE participation yields academic benefits as well.

Career and technical education deserves a place in any discussion of how schools can better support students with disabilities in high school. Students with disabilities face many challenges as they prepare to enter an increasingly competitive labor market. For many of these students, learning the tools of a particular profession will provide greater opportunities for independence and a fulfilling adult life. We have long known that CTE programs can provide an invaluable source of training for students who are not interested in a four-year postsecondary degree. What this study tells us is that enrolling in a CTE program need not mean letting go of hopes for post-secondary education for students with disabilities. Rigorous well-designed CTE can provide an accepting and productive environment for students with and without disabilities who do want to attend college. Especially for students with disabilities, CTE is clearly an idea whose time has come.

[http://www.huffingtonpost.com/todd-grindal/for-students-with-disabil\\_b\\_3767522.html](http://www.huffingtonpost.com/todd-grindal/for-students-with-disabil_b_3767522.html) and for the report visit:  
<http://www.doe.mass.edu/sped/2013/cte.pdf>

## D.C. Thinks State Control Over Education Is A Given. Here's Why That's Wrong

BY CONOR P. WILLIAMS PUBLISHED FEBRUARY 17, 2015, 11:11 AM EST

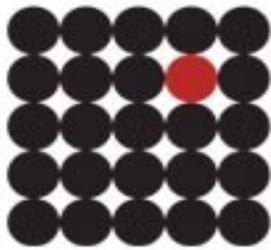
While it hasn't yet made significant inroads into mainstream D.C. political coverage, Congress' push to reform No Child Left Behind (NCLB) has continued over the last several weeks. Sen. Lamar Alexander (R-TN), chair of the Senate's Health, Education, Labor, and Pensions Committee, recently backed away from his first 2015 effort at rewriting the bill and invited committee Democrats to join him at the drafting table.

It isn't yet clear what will come of this new legislative work. The politics surrounding NCLB remain extremely damning. But it seems that just about everyone in Congress agrees on one thing: The federal government's role in public education should be weakened in favor of more state flexibility and local control. Above all, most everyone is eager to see the law's accountability provisions weakened or erased. The current in this direction is so strong that most of D.C.'s education policy community—other than the Leadership Conference on Civil Rights—seem to be taking it as a given.

But as is usually the case, outnumbered, unpopular civil rights crusaders have a way of tickling the guilty consciences of those contentedly riding the waves of conventional wisdom. Which is why—in spite of the Beltway consensus on reducing the federal role in public education—Alexander still had to address the issue at the Brookings Institution earlier this month. Asked to respond to those who worry that his NCLB rewrite won't retain federal protections for “the most vulnerable children—minority kids, non-English speaking kids, [and] poor kids,” Alexander replied:

In the 70s or 80s I might've found that more persuasive, but in the Southern United States, where suddenly we have so many African-American mayors and others on local school boards, and that's not very persuasive to me. I don't buy the idea that the only people who cherish children are in the United States Senate or the U.S. Department of Education.

More at: <http://talkingpointsmemo.com/cafe/in-dc-policy-more-state-control-over-education-is-a-given-why-thats-wrong>



STEM occupations requiring the most knowledge

Occupation	# of jobs	avg. wages
Biomedical Engineers	16,590	\$88,360
Chemical Engineers	27,860	\$99,440
Biochemists and Biophysicists	25,160	\$87,640
Engineers, All Other	125,590	\$92,260
Nuclear Engineers	18,430	\$105,160
Agricultural Engineers	2,650	\$78,400
Materials Scientists	7,900	\$86,600
Engineering Teachers	33,660	\$97,260
Hydrologists	6,960	\$79,070
Materials Engineers	22,160	\$86,790

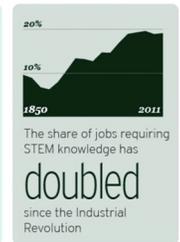
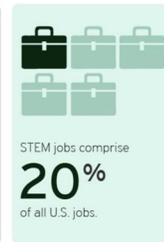
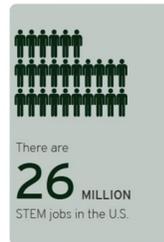
Most common STEM occupations requiring less than an Associate's Degree

Occupation	# of jobs	avg. wages
Registered Nurses	2,724,570	\$69,110
Auto Techs and Mechanics	589,570	\$38,560
Carpenters	578,910	\$44,330
Supervisors of Prod. & Ops. Workers	559,350	\$56,890
Electricians	512,290	\$52,910
Computer Systems Analysts	487,740	\$82,320
Supervisors of Mechanics, etc.	418,530	\$62,190
Machinists	368,510	\$40,520
Plumbers, Pipefitters, Steamfitters	349,320	\$51,830
Welders, Cutters, Solderers, Brazers	316,290	\$37,920



Previous STEM studies have neglected the many blue collar and technical jobs that require considerable STEM knowledge. But this study finds that

**50%** of STEM jobs **do not require** a bachelor's degree. As a result, STEM knowledge plays a much larger role in our economy than previously thought:



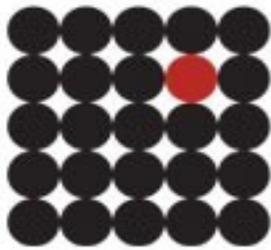
<http://www.fastcoexist.com/1682246/this-is-what-stem-jobs-really-look-like#1>

When the conversation turns to STEM, it is important to remember that many of our STEM graduations don't work in STEM, all careers and occupations include STEM tasks and skills, and further, many of the occupations that fall under "T" or Technology are over looked or discounted erroneously. Looking at the right-hand Column on the chart above, it is easy to see a large number of our students and program!

Given that, here are a number of links to CA and National STEM initiatives that may inspire your efforts.

- [CA STEM Service Learning Initiative](#)
- [CA Dept. of Ed.'s STEM Taskforce](#)
- [OC \(Orange County, CA\) STEM Initiative](#)
- [STEM Education Coalition --](#)
- [US DOE's STEM: Education for Global Leadership](#)
- [Teach For America's Math and Science Education Initiative](#)
- [STEM to STEAM --](#)
- [STEM Career: For Those Seeking and Promoting STEM Careers](#)

Access our STEM —> STEAM Webinar PPT on the JSPAC website or the recorded webinar at CCC Confer.



February 5, 2015

**Contact:**

Sean Lynch, Association for Career and Technical Education, 703-683-9312

Katie Fitzgerald, National Association of State Directors of Career Technical Education Consortium, 240-398-5405

**Forty-Six States and DC Advance Policies to Support Career Technical Education in 2014**

*Second Annual Report on State Career and Technical Education Policy Trends Released by National CTE Associations*  
**Alexandria, VA** - The Association for Career and Technical Education (ACTE) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) released the second annual report, "State Policies Impacting CTE: 2014 Year in Review." This paper - the singular source of information on this crucial topic - captures the full range of state policy changes that impact career and technical education (CTE) across the country.

*2014 Year in Review* provides both an overview and a state-by-state analysis of CTE-related policies that were adopted in 2014. This year-in-review report indicates that **46 states and the District of Columbia** took action to boost their CTE programs in 2014, approving roughly 150 policies. Last year, states passed laws to strengthen programs of study through dual concurrent enrollment programs, create incentive or competitive funds for high-quality CTE programs of study, and expand innovative business and community partnerships to involve all stakeholders in the evolution of the CTE enterprise.

"The 'State Policies Impacting CTE' publication is required reading for policymakers and thought leaders alike who want to make a meaningful impact on the state of education in this country," said ACTE Executive Director LeAnn Wilson. "By sharing information about the variety of states' approaches to CTE policy, this report can guide education policy discussions to ensure that every student graduates ready for college and career success."

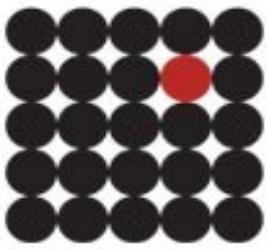
"Once again, we are seeing an overwhelming interest in CTE across the nation, in the form of state policies and regulations seeking to expand access to and the quality of CTE programs," added NASDCTEc's Executive Director Kimberly Green. "It is our hope that policymakers and other key leaders will use this paper as a resource when crafting new policies or looking for innovation from the field."

**About ACTE**

*The Association for Career and Technical Education (ACTE) is the nation's largest not-for-profit association committed to the advancement of education that prepares youth and adults for successful careers. ACTE represents the community of CTE professionals, including educators, administrators, researchers, guidance counselors and others at all levels of education. ACTE is committed to excellence in providing advocacy, public awareness and access to resources, professional development and leadership opportunities.*

**About NASDCTEc**

*The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult Career Technical Education (CTE) across the nation. NASDCTEc, through leadership, advocacy and partnerships, aims to support an innovative CTE system that prepares individuals to succeed in education and their careers, and poises the United States to flourish in a global, dynamic economy. [www.careertech.org](http://www.careertech.org)*



### 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 30th, 2015 — 10 am — 4 pm

### Contact Information:

- Sue Fisher, Program Coordinator  
[sue.fisher@gcccd.edu](mailto:sue.fisher@gcccd.edu)

### 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](http://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>
- ⇒ **ACTE** — <https://www.acteonline.org/>
- ⇒ **CA ACTE** — <https://www.acteonline.org/california/>
- ⇒ **Center for Analysis of Post Secondary Education and Employment (CAPSEE)** — <http://capseecenter.org/>
- ⇒ **Public Policy Institute of CA** — <http://ppic.org/main/home.asp>
  - ⇒ K-12 Education — <http://ppic.org/main/policyarea.asp?i=2>
  - ⇒ Higher Education — <http://ppic.org/main/policyarea.asp?i=17>
- ⇒ **Nonprofit Resource Center** — <http://www.nprcenter.org/>
- ⇒ **US DOE Equity of Opportunity** — <http://www.ed.gov/equity>
- ⇒ **Leadership for Educational Equality** — <https://educationalequity.org/>
- ⇒ **Center for the Study of Race and Equity in Education** — <https://educationalequity.org/>

No! Don't go, click on these links! They're amazing!