



**GENERAL MEETING Joint Special Populations Advisory Committee (JSPAC) MINUTES Zoom  
November 13, 2020 11:00am – 1:30pm**

**PARTICIPANTS PRESENT:**

**K-12-Adult Representatives:** Leslie Aaronson, Don Isbell, Pam Knapp, Karling Skoglund, Kristin Boroski, Chris Boynton, Jeff Ochs

**Community College Representatives:** Rosie Antonecchia, Kim Beaton, Maria Cavazos, Ashley Phillips, Adam Runyan, Sheryl Plumley, Freddy Saucedo, Windy Martinez,

**Public/Private Representatives:** Lisa Wilson, Susan Wheeler

**Staff:** Tonette Salter, Alyssa Bahr Casillas (Consultant)

**Supporting Members:** Alexander Berry, Carla Yorke, Jacquelyn Miller

**State Representative:** Charlene Cowan, Abby Medina Lewis

**Absent:** Rubie Acosta Macaraeg, Ajene Wilcoxson, Zenda Mitchell Abbott, Allison Burdett, Marie Ganister, Elodia Ortega-Lampkin, Christina Mulchahy, Carmen Lamha, Lavonne Slayton, Nichole Robinson CCCCCO representative

| TOPIC   | PRESENTER   | DISCUSSION / ACTION  |
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| <b>Call to Order/Member Welcome</b>   | Tonette Salter  | The meeting was called to order at 11:08 am by Tonette Salter. A quorum was not established. Tonette facilitated Updates and Introductions.  |
| <b>Update/Introductions:</b><br>Has funding allocation or opportunities influence priorities in remote learning for individuals who are classified as special populations at your organization, school, or institution? | All<br>Kim Beaton<br>Comm. Coll.<br>Rep.)<br><br>Freddy<br>Saucedo<br>(Comm. Coll.<br>Rep/) | <ul style="list-style-type: none"> <li>• Used funds for supplies, books, and travel home</li> <li>• CARES funding based on specific needs including laptops, hotspots, etc.</li> </ul> |

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|  | <p>Kristen Boroski<br/>(K-12 Adult Rep.)</p> <p>Wendy Martinez<br/>(Community College Rep.)</p> <p>Lisa Wilson<br/>(Public/Private Rep.)</p> <p>Alex Berry<br/>(Supporting Member)</p> <p>Leslie Aaronson<br/>(K-12 Adult Education)</p> | <ul style="list-style-type: none"> <li>• CARES Act funding has created opportunities at the district to look at professional learning. <ul style="list-style-type: none"> <li>➤ LGBTQ training</li> <li>➤ African American Students</li> <li>➤ Counseling</li> <li>➤ Accelerated conversation of professional learning.</li> </ul> </li> <br/> <li>• State or Chancellors office is not lessening allocations such EOPS and Disabled students.</li> <br/> <li>• Working with L.A. County: Global Trade &amp; International Business</li> <li>• Highlight students assists and using them to inform their future careers</li> <br/> <li>• Monitoring enrollment figures from late Spring through late summer to asses the financial impact</li> <li>• Looking to measure how comically disadvantaged students faired during this period</li> <br/> <li>• Partnering with the community to come into classrooms and engage with students. One area that she is funding is getting professionals to speak to students.</li> </ul> |
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|  | <p>Alyssa Bahr<br/>Casillas<br/>(Staff)</p> | <p>Date: December 7-9<sup>th</sup><br/> Cost: \$75 for three sessions plus bonus sessions<br/> Platform: WHOVA (desktop or app)<br/> 80 participants registered ( as of 11/12/20)<br/> Participants will be sent download instructions via email</p> <p><u>Theme: Active Humanity (read by participant)</u><br/> The Active process of bringing about a more humane world. It requires bravery, tenacity, humility and the ability to be introspective. Are we moving towards change by keeping the mirror present? What do you see in your reflection as an educator? Are you a part of the problem? Were you born as the problem? Were you born into the problem? JSPAC is hosting three days of virtual deliberation sessions that focus on the narrative and journey to active humanity, an approach that is an essential component to achieving educational equity.</p> <p><u>Origins of the theme:</u></p> <p>The humanity approach came from the issues of the pandemic, racial issues, and inequities. Humanity is lost in education. People are being excluded and JSPAC wants to think of individuals as humans first.</p> <p><u>The Humanity Approach – Monday Dec. 7<sup>th</sup> 8:30-12</u></p> <p>Deliberator: Berke Brown, Behavior Change Specialist</p> <p><u>Session:</u><br/> For administrators, facility, teachers, counselors, equity coordinators, diversity and equity inclusion officers, and k-14 student leaders The session is designed to introduce you to the Humanity Approach. This Humanity Approach will orient participants to taking on small acts of activism in their professional lives; will help build progressive movements that can lead to massive activism that opposes present practices and policies that are not considered “active humanity.” The sessions will focus on constructive solutions for students.</p> |
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| <p><b>Deliberations Project Update</b></p> |  | <p><u>Humanizing Data – Tuesday December 8<sup>th</sup> 8-11:30</u></p> <p>Deliberators: Ricardo Romanillos, NAPE Sr, Director of Programs<br/>Ashley Conrad, NAPE Associate Director of Programs</p> <p><u>Session:</u><br/>Focuses on recognizing the human story that is told by the data. Using key performance indicators (secondary and pat secondary). This deliberation session will bring to the surface the voices, narratives and experiences of students that will inspire and drive actions that address institutional and programmatic equity gaps.</p> <p><u>Humanizing Virtual Learning – Wednesday December 9<sup>th</sup> 8-11:30</u></p> <p>Deliberator: Renee Marshall, Education Specialist</p> <p><u>Session:</u><br/>Emphasizes the humanity that must exist in virtual educational environments, one that is inclusive of special population students – the marginalized, underrepresented and LGBTQ+ students. Attendees will explore the difference between crisis remote learning and intentional remote learning. These sessions will explore key models of virtual learning, essential principals of Universal Design for Learning, and strategies for connecting HUMANLY within a virtual educational environment. In addition, this session will introduce an authentic learning experience model, MERRI (Meaningful, Engaging, Relational, Relevant, Insightful), designed by JSPAC.</p> <p><u>Bonus Sessions: During 30-minute breaks</u></p> <p>Facilitator: Lisa Wilson</p> <p>CARE (Coalition on Anti-Racism Education):<br/>This professional learning opportunity will empower, advocate, and transform the lives who will fight for social justice and human rights towards an equitable and inclusive world for all people.</p> <p>Would like to facilitate dialogue during the bonus sessions.</p> |
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|                             |   | <p>What is JSPAC's role in the deliberations?<br/> Moderator: help facilitate live Q &amp; A<br/> <b>Aftermath:</b> virtual meet-ups to discuss session topics<br/> <b>Student voice:</b> provide a student voice/lens on each deliberation session<br/> <b>Exhibitor ideas:</b> webpages for vendors, programs, service, etc.<br/> <b>Data sample</b> of key performance indicators for special populations in K-12 and Community Colleges<br/> Participants must sign up by Novemeber18th.</p>   |
| <p><b>State Updates</b></p> | <p>Abby Medina<br/> Lewis<br/> (CDE Adult<br/> Education)</p> | <p><u>WIOA-AEFLA Grant Update</u></p> <ul style="list-style-type: none"> <li>• Total for 2020–21: Just over \$103,000,000</li> <li>• Grant Award Notices were released last month and all GANs have been signed and returned to our office as of October. Also, agency budgets have been approved and agencies have submitted their first quarter claims for reimbursement. The CDE's Adult Ed office is processing those claims now.</li> <li>• Beginning this year the Adult Education Office is implementing the long-awaited Continuous Improvement Plan or CIP. The CIP integrates content from three previous WIOA II deliverables: – Professional Development Plan – Technology and Distance Learning Plan – Integrated EL Civics Education (IELCE) plan. So rather than 3 separate deliverables and deadlines, it will be 1 deliverable and 1 deadline. A document specifying what the report will look like should be available in December. The official plan will be open in mid-late February.</li> </ul> <p><u>California Adult Education Program (CAEP)</u></p> <ul style="list-style-type: none"> <li>• CAEP Total state funding for 2020–21: \$538,564,000. CAEP July – October money is with the State Controllers and should be released by 11/19. Also, the November apportionment was sent to the controller on 11/12. We will start to process December apportionment next.</li> <li>• K–Adult programs received about 2/3rds of the funding</li> </ul> |

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|  | <p>Charlene Cowan (State Representative)</p> | <p><u>Student Technology Intake Survey</u></p> <p>In September's update, I talked about the Student Technology Intake survey. The survey has been released and the first quarter of the survey responses were sent out to adult education agencies last week. The next will go out mid-December.</p> <p><u>ANNOUNCEMENT:</u></p> <p><b>EL Civics Conference Sessions</b><br/>     Occurring virtually on Fridays – first sessions on November 6<sup>th</sup>.<br/>     Two dates scheduled in November – 11/6 and 11/20, and more coming up each Friday, continuing through March/April 2021. All of this information is in the <a href="http://www.casas.org">www.casas.org</a>.</p> <p>In partnership CALPRO one of our State Leadership Project partners we are pleased to announce and introduce the newest professional development offering, <b>Success for all Learners through Equity</b>. This is 16-hour community of practice that supports programs and education professionals in identifying implications of equity and inclusion, defining skills and actions of program managers, teachers, and staff to ensure equity, describing the concept of equity in the context of empowering students, and viewing policies and procedures through an equity lens. For details go to <a href="https://calpro-online.org">https://calpro-online.org</a>.</p> <p><u>Perkins CTE Updates</u></p> <ul style="list-style-type: none"> <li>• Applications are in progress of being approved about 1/3 are getting approved by the CDE consultant</li> <li>• LEA's unsure of the status of their application can look in the PGMS system. If application is certified it is good, if it is pending with CDE it may need additional approval from consultant</li> <li>• Some applications may be outstanding because this is the first full year of implementation for Perkins 5 and the comprehensive local needs assessment. Many are redoing their application to more accurately reflect the needs due to the pandemic</li> <li>• Still collecting delayed assurances</li> <li>• Federal Program Monitoring is occurring virtually able to schedule virtual meeting and phone calls</li> </ul> |
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|  |                | <b>Karling Skoglund:</b> Target opportunity for funding and grants and providing internships for underrepresented groups.  |
| <b>Breakout Session II – Reflection/Action</b><br>How will you advance your advocacy for example in a practice/guideline that ensures equitable treatment and access?<br>Who will be your commitment partner on the committee? | Freddy Saucedo | <b><u>Group 1</u></b><br><b>Ashley Phillips:</b> Approach to inclusivity and communities by creating a grid tool to measure success<br><b>Kristen Boroski:</b> Check our guiding principals<br><b>Kim Beaton:</b> Continue to have ongoing equity training. Create a professional development plan<br><b>Don Isbell:</b> Support students in getting access to computers and wifi, but also look at the families of the students and the access they have. Does that access support the structure, have a holistic approach. |
| <b>JSPAC Meeting</b>   |                | December 11 <sup>th</sup> – <ul style="list-style-type: none"> <li>• Finalizing our role and responsibilities</li> <li>• By-Laws vs Guiding Principles, next steps of the advisory committee</li> </ul>  |
| <b>Adjourned</b>   |                | The meeting was adjourned at 1:30  |