

**About JSPAC**

For 30 years, the Joint Special Populations Advisory Committee & the Special Populations Collaborative have been supporting K-14 CTE practitioners in the field to promote equity and opportunity in career education. Primary methods for support have included providing data and research on equity for teachers, counselors and administrators to monitor and evaluate the effectiveness of their programs; offering training and technical assistance. JSPAC is a required component of the State’s Perkins Plan.

**Special Populations Collaborative**

The Special Collaborative has focused on research and data to examine performance, identify barriers and offering best practices. The Special Collaborative also connects with the National Alliance for Partnership in Equity with the entire state of California. The annual budget for the project is $120,000 and the program is administered by West Hills College.

**Non-Traditional-Joint Special Populations Advisory Committee**

The JSPAC has supported the 25-person advisory group who advises the state Chancellor’s Office and CDE on equity in career education. JSPAC also hosts an annual conference with more than 200 participants from K-14 and adult school practitioners. JSPAC also provides webinars, training and technical assistance. The annual budget for the project is $150,000 and the program is administered by Grossmont College.

**Strong Workforce & AEBG**

As CCCCO has rolled out Strong Workforce, AEBG and now K-12 Strong Workforce equity has not been a top priority of the work. Career Education programs are being revamped and expanded, but equity is one of many competing factors. While the data confirm that being proactive in equity interventions will clearly lead to improved metrics with regard to wages and social mobility—few colleges and regions have approached their Strong Workforce plans with an equity lens.

**Vision for Success & the new Funding Formula**

JSPAC and its goals align well with the Vision for Success & the new Funding Formula. Other initiatives including Guided Pathways, Basic Skills and 3SP reinforce the goals of JSPAC—increasing success, opportunity and social mobility of ALL students, particularly those who have been traditionally underserved through the education system.

**Our Proposal**

Grossmont College currently serves as the host and fiscal agent for JSPAC. We also serve as the fiscal agent for AEBG in our community, Regional Strong Workforce and K-12 Strong Workforce.

From our vantage point, there is a great opportunity to accelerate the work of JSPAC and achieve goals of equity and social mobility with the extraordinary resources in our system right now. We also see that practitioners need more information and support to achieve these goals.

**Data & Research**

We understand that soon we will be able to disaggregate data in Launchboard from an equity perspective. We believe this will provide critical information to lead our K-12 and community college colleagues to deliver programs that help us meet metrics more effectively.

There is also informative data on participation and outcomes through our Perkins databases that can be better leveraged for program development.

**Training & Technical Assistance**

As program investments are made, practitioners need technical assistance to learn how to build program and adapt programs from an equity lens. As programs are grown, launched and reengineered as a result of Strong Workforce investments, practitioners need new models and guidance on how to put equity at the center of these changes. Increasing participation and outcomes of nontraditional and special populations will dramatically increase Strong Workforce metrics and improve colleges’ measures in the new funding formula.

There is incredible opportunity to increase participation in pathways of nontraditional students (to be simplistic—men in nursing, women in automotive or the trades). We also see fewer students of color completing and getting jobs and achieving high wages. **Strong Workforce and the new funding formula are making colleges pay attention to these achievement gaps more than ever.** Now they need support in making a difference. These are not easy problems to solve—but there is great work that has been done over the years that can help.

* Colleges need better access to data on nontraditional and special population student performance.
* Colleges need technical assistance to change their career education programs to better serve nontraditional and special populations now.

**We propose training a team of regionally-based technical assistance providers with expertise in K-12, adult education and community college nontraditional and special population data analysis and programming. These would be practitioners themselves in the field who can go to sites and work directly with schools and colleges to support program improvements. They would bring program models, planning tools, coaching techniques and evaluation experience in support of student outcomes.**

**PERKINS IB Leadership Grants**

Special Populations Collaborative - $110K

1. Examines performance and progress through analyses
2. Identifies barriers
3. Shares effective practices
4. Linking with other state and federal agencies
5. Jointly developed professional development and technical assistance.
6. Expanding the relationship between the California Department of Education and the California Community College Chancellor’s Office

High Level Expenditures-

Non Traditional – Joint Special Populations Advisory Committee - $150k

1. Expands linkages with other programs for which equity and access to Special Populations is mandated by funding sources
2. Continues to expand the strong relationship between CCCCO and CDE in service to students of Special Populations
3. Develops professional development and provides technical assistance

High Level Expenditures:

Program Coordinator – includes benefits - $110K

Travel Reimbursements for 25 Advisory Committee Members – All meetings are held in Sacramento - $20k

Specialized Webinars (1-hour professional development trainings) Equity focus, Incarcerated Students, Post DACA - $4K

Annual Equity Conference – Registration Pays for Conference 48K

Presentations/Workshops – Program Coordinator and Members - $9000 from Conference Registrations

Educators in the U.S are faced with a myriad of student factors and many of those factors, such as poverty are out of the control of the student as well as the educator. Educators are well intended in their approach to be student centered.  However, perceivable, misunderstood issues, implicit biases with racism, sexism, and classism and many others exist within ourselves and continue to create roadblocks for educator’s success in providing a student center approach.

JSPAC mission is to improve equity and access with an equity lens for special populations, nontraditional, and underrepresented students. JSPAC equity lens takes into consideration the varying personal experiences and social identifiers that impact students’ educational opportunities, including race, gender, ethnicity, socioeconomic status, and family background.

Supporting Equity Initiatives (Still need to add K-12)

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| **Student Support and Success – Student Equity**Increase access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the [CCC Student Success Scorecard](http://scorecard.cccco.edu/scorecard.aspx), and other measures developed in consultation with local colleges.  | **Student Centered Funding Formula** Adopted in the 2018-19 state budget is a new way to allocate funding to community college districts. The formula supports access through enrollment-based funding, student equity by targeting funds to districts serving low income students, and student success by providing districts with additional resources for student’s successful outcomes. The SCFF was established in the 2018-19 budget bill and details can be found in Assembly Bill 1809 and as summarized by the Governor in his annual budget. | **Guided Pathways** A student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise. | **Vision for Success**Help facilitate collaboration**,** accelerate innovation**,** and increase system-wide resources through a variety of ways, including entrepreneurial programs, philanthropy, and state and federal grants and contracts. As we near the midpoint of our second decade, we are focused on providing centralized support and enhancing our ability to respond quickly to the needs of the system.  | **Institutional Effectiveness Partnership Initiative (IEPI)**Both in-person workshops and broadcast webinars across all seven California regions. IEPI strives to provide learning opportunities that will help colleges/districts in their efforts to support and advance toward the [Vision for Success](https://vision.foundationccc.org/) goals.Workshops:Building a Diversity using data for hiring three workshopsArt of disaggregating data and looking at complexities of student identitiesIncarcerated students (2) |

**Perkins IB Niche’**

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JSPAC mission is to improve equity and access with an equity lens for special populations, nontraditional, and underrepresented students. JSPAC equity lens takes into consideration the varying personal experiences and social identifiers that impact students’ educational opportunities, including race, gender, ethnicity, socioeconomic status, and family background. Although the supportive equity initiatives are providing some level of professional training to educators but not K-14 and not specialized for underrepresented students and with Perkins 5 on the horizon JSPAC is positioned to be the equity professional development/technical assistance provider in California and offset the other initiatives. The JSPAC equity professional training is with intent to reduce the inequities for students but empowering the educator of having a deeper understanding to self reflect, continuously and not view students through a deficit lens but an equity lens.

JSPAC and Special Collaborative would like to be the leader in Equity professional development training for K-14  in California, we want to equipped educators with the knowledge to first uncover the inequities and then combat it by way of effective communication,  strategies, and techniques that promote respect and empowerment among students and educators