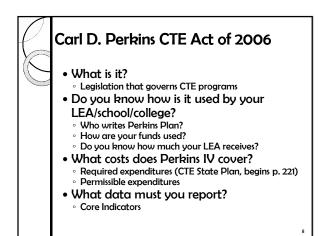
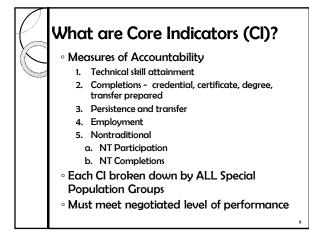


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Presenter Information

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 Wallner Consulting Services
 916-455-4643
 eawallner@gmail.com
- Laurie Harrison
 Foothill Associates
 630-265-8116
 laurierharrison@gmail.com





Who are Students from Special Populations? • Individuals with disabilities • Displaced homemakers

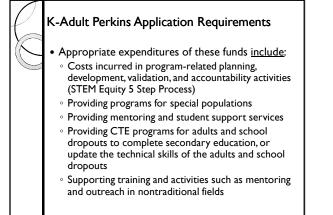
- Individuals from economically disadvantaged families;
 - inc. foster children
- Individuals with limited English proficiency
- Single parents;
- $^{\circ}\,$ inc. single pregnant women & teen parents
- Individuals preparing for a career that is Nontraditional by gender

CA State Plan for CTE '08 – '12

- Given the large percentage of students falling into at least one of these categories, services to students from SP are vital $({\tt p}.80)$
- Student support & leadership development take many forms, and include:
 - Outreach programs
 - Referrals and links to services both on and off campus
 - Instructional support (e.g., tutoring;VESL programs)
 - Support for child care, transportation, and other needs
 - Recruitment of students into CTE student organizations (CTSOs)

As well as...

- Career development, mentoring, leadership development, etc via CTE student organizations (CTSO)
- Assistance with transitions to employment
- Adult basic skills and remedial education programs
- Personalized learning environments
- Flexible and individualized technology-based instruction
- Professional development to assist faculty in working with SPs
- CTE State Plan '08-'12 p. 80



CA Community College Perkins Application Requirements – Section ID

<u>Required Elements</u>:

- #4 -- Work with high tech industries to offer voluntary internships and mentoring programs
- #8 -- Describe how the District will review CTE programs; ID and adopt strategies to overcome barriers that lower access or success to SP; provide programs that enable SPs to meet performance levels; provide activities to prepare SPs for high-skill or high-demand occupations
- #9 Promote preparation for NT careers
- #11 -- Link secondary and Post Secondary CTE

80,000 Hours!? Plan wisely!

Students NEED: • A Fiscal Goal

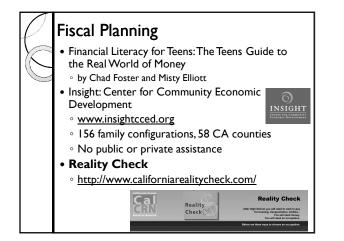
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- Self Knowledge
 What interests and skills?

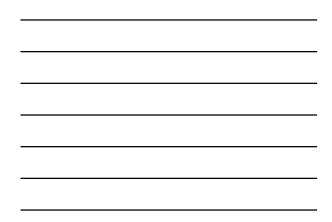
How much money is required?

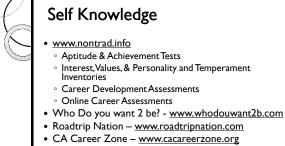
- To Understand the Labor Market
 - ID 8 10 careers utilizing these skills and/or interests
 Determine if the careers <u>pay enough</u> self-sufficiency wages, are <u>expanding or contracting</u> and if training or <u>education is available</u>
 - <u>Eliminate</u> jobs that don't match these criteria
- To Make a Plan
- Choose a career and an education/training location!



LA County Monthly Cost	Adult, Infant, Preschooler	Adult, Infant, School age	Adult, infant, teenager	
Housing	1300	1300	1300	
Childcare	1496	1138	753	
Food	461	520	544	
Transportation	266	266	266	
Healthcare	260	266	281	
Misc.	378	349	314	
Taxes	839	706	604	
EIC (-)	0	0	0	
Child Care Tax (-)	-100	-100	-50	
Child Tax Credit (-)	-167	-167	-167	
Hourly	\$26.90	\$24.32	\$21.85	
Monthly	\$4,735	\$4,280	\$3,846	
Annual	\$56,817	\$51,359	\$46,151	

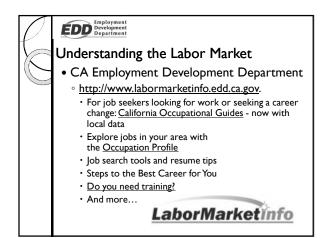
KERN County Monthly Cost	Adult, Infant, Preschooler	Adult, Infant, School age	Adult, infant, teenager
Housing	679	679	679
Childcare	1285	945	611
Food	441	498	521
Transportation	262	262	262
Healthcare	270	276	291
Misc.	294	266	236
Taxes	481	352	279
EIC (-)	0	-42	-134
Child Care Tax (-)	-105	-120	-68
Child Tax Credit (-)	-167	-167	-167
Hourly	\$19.54	\$16.75	\$14.26
Monthly	\$3,440	\$2,959	\$2,510
Annual	\$41,275	\$35,383	\$30,126

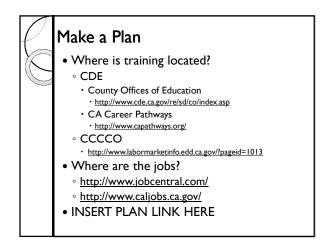


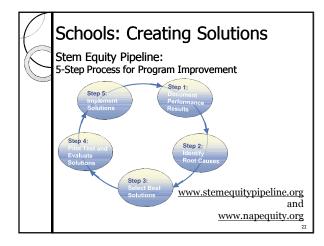


School to Employment Pathways System –

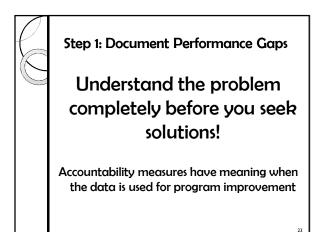
- www.cpec.ca.gov/accountability.steps.asp
- Google has DOZENS of great resources from FREE to ~ \$30















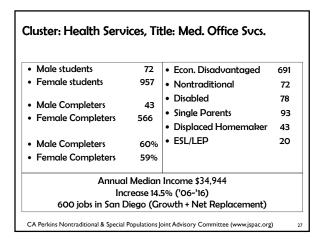
		07 Genu	ler, Auto	ieur se	conuary	
Course	Total Enrolled	# Males	# Females	% Males	% Females	Commen
Auto Tech I	63	42	21	66.67	33.33	ОК
Auto Tech II	58	41	17	70.69	29.31	ОК
Auto Tech III	41	33	8	80.49	19.51	Over M
Auto Tech IV	23	21	2	91.30	8.70	Over M
Total Program	185	137	48	74.05	25.94	ОК



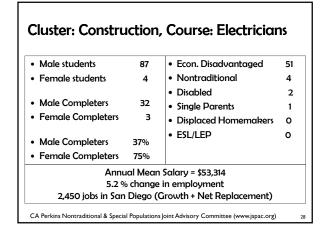
XYZ Secondary School District Enrollment Comparison '06-07
Hispanic Students Enrollment

Program	Total # Enrolled	# Hispanics M & F	% Hispanics	% Hispanics enrolled/Dist	Between 18.34% & 38.34%?
Agriculture	225	19	8.44	28.34%	No, Under
Auto Tech	185	47	25.40	28.34%	Yes
IT Academy	24	1	4.17	28.34%	No, Under
Nurses Aide	35	9	25.71	28.34%	Yes
Bus. & Off.	145	47	6.21	28.34%	No, Under
Marketing	176	35	19.89	28.34%	Yes
Total	790	158	20.00	28.34%	Yes

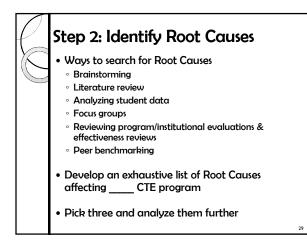






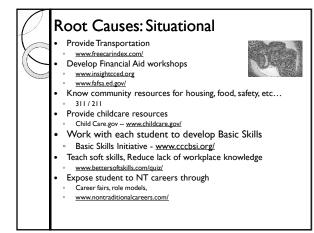


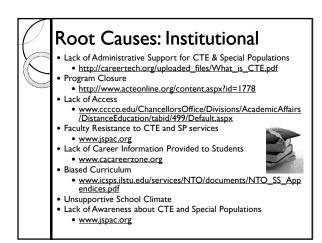


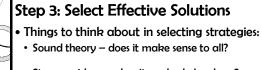


Root Causes: Internal

- Provide Role Models in-person, media, or electronically Scientists with Disabilities: www.as.wvu.edu/~scidis/organize/fsdrole.html Role model Project for Girls: http://www.womenswork.org/girls/careers.html
- Discuss Self Efficacy and the importance of believing in one's own capabilities
- Info on Self Efficacy for educators: www.des.emory.edu/mfp/selfefficacy.html
- Reduce Stereotype Threat by:
- Reducing Stereotype Threat: <u>http://reducingstereotypethreat.org/</u> Reframing the task, deemphasizing threatened social-identity group, encouraging self-affirmation, stressing high-standards and your faith in students ability to meet them, explain "incremental knowledge"
- Explain Attribution Theory
- www.learning-theories.com/weiners-attribution-theory.html
- Isolation based on gender

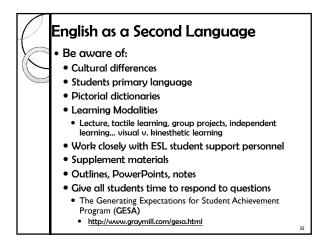




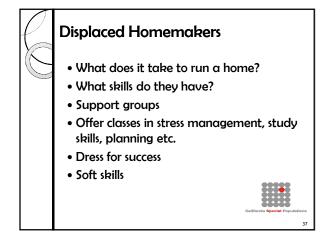


- Strong evidence has it worked elsewhere?
- Cost and time of testing can our site afford the testing!
- Resources and support can our site afford the solution?
- Stakeholder support do we all agree?

Single Parents, Single Pregnant Women Instructional Needs GED ESL/LEP Soft Skills ٠ Parenting skills Financial education Life Supports Mentors Food Banks CalWORKs • Housing information Transportation assistance ٠ • Physical/mental health Business/work attire



Disabled Encourage individual student-teacher interaction Disseminate classroom/program/school materials as soon as possible, in writing, and with accommodations as necessary Use a variety of teaching methods Remember that there are pros and cons of being disabled Disabilities are often difficult but <u>some</u> students become very adept at handling change Encourage student-run learning cooperatives

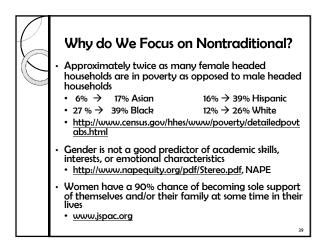




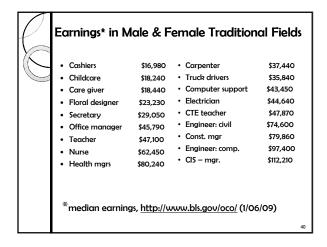
Individuals that are preparing for Nontraditional fields



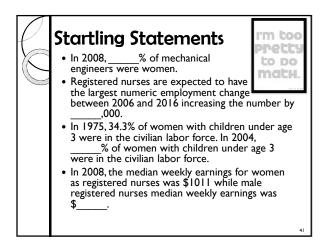
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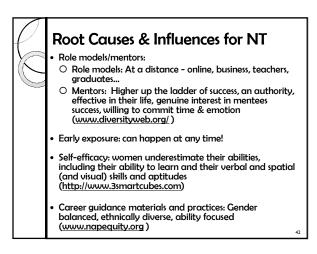






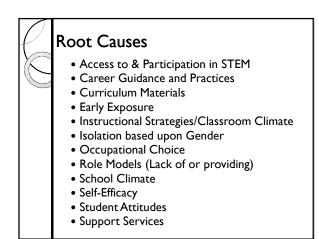






More Root Causes and Effects

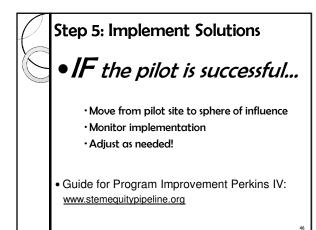
- Evaluate teaching styles, classrooms, materials
- Achieving Gender Equity: Strategies for the Classroom , Dianne D. Horgan
- Achieving Diversity: The Sociopolitical Concept of Multicultural Education by Sonia Nieto
- Recruit in groups, develop support groups
- Nontraditional (NT) newsletter, address harassment issues, address barriers, professional development for all staff
- Market programs
- $\star\,$ Role models (gender, disabled & culturally diverse)
- Photos of former nontraditional students
- Invitations to nontraditional classes
 Encourage the participation of students in:
- Other NT classes, mentoring, job shadowing, tutoring, career days

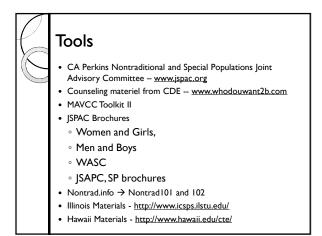


Step 4: Pilot Test and Evaluate Solutions

 Create a pilot test and evaluation that will allow you to assess how well the improvement strategies and models are working.

> Make sure your improvement strategy works somewhere before you attempt to apply it everywhere...





JSPAC Needs YOU!

We need your input to continue to improve our

- services to you and CA's CTE students.
- Contact Tammy Montgomery, Russ Wiekle, Sharon Wong or your presenter
- Visit the JSPAC website at <u>www.jspac.org</u>
- Join the list-serve -- <u>www.jspac.org</u>
- Apply to be a member JSPAC
- Attend meetings, workshops, annual conference (Nov. 29-Dec. 1, 2010 – Sheraton Grand, Sacramento, CA)

Thank you Hand in your Evaluations for a door prize drawing!