


Tools for Change:
 Using Data & the JSPAC to Create Lasting Change for Students from Special Populations & Career Technical Education


Joint Special Populations Advisory Committee
 2009-2010




CA Perkins Nontraditional & Special Populations Joint Advisory Committee

Jointly funded by the

**California Department of Education
 &
 California Community College
 Chancellor's Office**




CA Perkins Nontraditional & Special Populations Joint Advisory & Leadership Committee (www.jspac.org) 2



Agenda

- Introductions
- Perkins
- What Students need to know
- What schools/colleges/LEAs must do to improve their data
 - STEM Equity Pipeline (www.stemequitypipeline.org):
 - 5-Step Process for Program Improvement
- Students from Special Populations
- Resources for meeting the needs of Special Populations




**CA Perkins Nontraditional & Special Populations
Joint Advisory & Leadership Committee**
www.jspac.org

Committee Monitors

- **Russ Wiekle**
rweikle@cde.ca.gov
California Department of Education
- **Sharon Wong**
swong@cccco.ca.gov
California Community College Chancellor's Office


4




CA Perkins Nontraditional & Special Populations Joint Advisory & Leadership Committee

**JSPAC project & fiscal management provided by
Grossmont-Cuyamaca Community College District**

- **Stan Schroeder, Project Director**
• Stan.Schroeder@gcccd.edu
- **Tammy Montgomery, Program Coordinator**
• Tammy.Montgomery@gcccd.edu
• Grossmont-Cuyamaca CCD Auxiliary
• 8800 Grossmont College Drive
• El Cajon CA 92020
• (619) 644-7713



5



CCC Special Populations Collaborative

- **Laurie Harrison**
laurierharrison@gmail.com
- **CCC Nontraditional TOP Codes**
- **Reports**
 - Core Indicators Longitudinal Study By TOP Codes by Regions
 - Core Indicator Data & Analysis - Statewide, by Region/TOP Codes
- **Advice From Experienced Practitioners**
 - Enhancing the Success of Special Population Students in Career and Technical Education
- **Effective Practices**
www.cccspecialpopulations.org OR www.vteabp.com

6

Presenter Information

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

7

Carl D. Perkins CTE Act of 2006


- What is it?
 - Legislation that governs CTE programs
- Do you know how is it used by your LEA/school/college?
 - Who writes Perkins Plan?
 - How are your funds used?
 - Do you know how much your LEA receives?
- What costs does Perkins IV cover?
 - Required expenditures (CTE State Plan, begins p. 221)
 - Permissible expenditures
- What data must you report?
 - Core Indicators

8

What are Core Indicators (CI)?


- Measures of Accountability
 1. Technical skill attainment
 2. Completions - credential, certificate, degree, transfer prepared
 3. Persistence and transfer
 4. Employment
 5. Nontraditional
 - a. NT Participation
 - b. NT Completions
- Each CI broken down by ALL Special Population Groups
- Must meet negotiated level of performance

9




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;
 - 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 (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

K-Adult Perkins Application Requirements

- Appropriate expenditures of these funds include:
 - Costs incurred in program-related planning, development, validation, and accountability activities (STEM Equity 5 Step Process)
 - Providing programs for special populations
 - Providing mentoring and student support services
 - Providing CTE programs for adults and school dropouts to complete secondary education, or update the technical skills of the adults and school dropouts
 - Supporting training and activities such as mentoring and outreach in nontraditional fields

CA Community College Perkins Application Requirements – Section ID

- **Required Elements:**
 - #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**
 - How much money is required?
- **Self Knowledge**
 - What interests and skills?
- **To Understand the Labor Market**
 - ID 8 – 10 careers utilizing these skills and/or interests
 - Determine if the careers pay enough self-sufficiency wages, are expanding or contracting and if training or education is available
 - Eliminate jobs that don't match these criteria
- **To Make a Plan**
 - Choose a career and an education/training location!



Fiscal Planning

- Financial Literacy for Teens: The Teens Guide to the Real World of Money
 - by Chad Foster and Misty Elliott
- Insight: Center for Community Economic Development
 - www.insightcced.org
 - 156 family configurations, 58 CA counties
 - No public or private assistance
- **Reality Check**
 - <http://www.californiarealitycheck.com/>





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

Self Knowledge

- www.nontrad.info
 - Aptitude & Achievement Tests
 - Interest, Values, & Personality and Temperament Inventories
 - Career Development Assessments
 - Online Career Assessments
- Who Do you want 2 be? - www.whodouwant2b.com
- Roadtrip Nation – www.roadtripnation.com
- CA Career Zone – www.cacareerzone.org
- School to Employment Pathways System – www.cpec.ca.gov/accountability.steps.asp
- Google has DOZENS of great resources from FREE to ~ \$30

EDD Employment Development Department

Understanding the Labor Market

- CA Employment Development Department
 - <http://www.labormarketinfo.edd.ca.gov>
 - For job seekers looking for work or seeking a career change: [California Occupational Guides](#) - now with local data
 - Explore jobs in your area with the [Occupation Profile](#)
 - Job search tools and resume tips
 - Steps to the Best Career for You
 - [Do you need training?](#)
 - And more...

LaborMarketInfo

Make a Plan

- Where is training located?
 - CDE
 - County Offices of Education
 - <http://www.cde.ca.gov/re/sd/co/index.asp>
 - CA Career Pathways
 - <http://www.capathways.org/>
 - CCCCC
 - <http://www.labormarketinfo.edd.ca.gov/?pageid=1013>
- Where are the jobs?
 - <http://www.jobcentral.com/>
 - <http://www.caljobs.ca.gov/>
- INSERT PLAN LINK HERE

Schools: Creating Solutions

Stem Equity Pipeline:
5-Step Process for Program Improvement

www.stemequitypipeline.org
and
www.napequity.org

22

Step 1: Document Performance Gaps

Understand the problem completely before you seek solutions!

Accountability measures have meaning when the data is used for program improvement

23

What are You Looking for?

- Over/under representation
 - 75%/25% gender rule
 - Less than 25% of any gender makes a program nontraditional
 - +/- 10% rule ethnicity rule
 - 10% difference in program enrollment versus LEA representation may indicate a recruitment or counseling bias
- What do the data indicate?
 - Can you trust the data?
 - Concerns?
 - Timing of measurement?
 - Reliability?
 - Coverage?
 - What else is needed?

24

Cluster: Construction, Course: Electricians

• Male students	87	• Econ. Disadvantaged	51
• Female students	4	• Nontraditional	4
• Male Completers	32	• Disabled	2
• Female Completers	3	• Single Parents	1
• Male Completers	37%	• Displaced Homemakers	0
• Female Completers	75%	• ESL/LEP	0

Annual Mean Salary = \$53,314
 5.2 % change in employment
 2,450 jobs in San Diego (Growth + Net Replacement)

CA Perkins Nontraditional & Special Populations Joint Advisory Committee (www.jspac.org) 28

Step 2: Identify Root Causes

- Ways to search for Root Causes
 - Brainstorming
 - Literature review
 - Analyzing student data
 - Focus groups
 - Reviewing program/institutional evaluations & effectiveness reviews
 - Peer benchmarking
- Develop an exhaustive list of Root Causes affecting ____ CTE program
- Pick three and analyze them further


29

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/self-efficacy.html
- Reduce Stereotype Threat by:
 - Reducing Stereotype Threat: <http://reducingstereotypethreat.org/>
 - 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


Root Causes: Situational

- Provide Transportation
 - www.freecarindex.com/
- Develop Financial Aid workshops
 - www.insightcced.org
 - www.fafsa.ed.gov/
- Know community resources for housing, food, safety, etc...
 - 311 / 211
- Provide childcare resources
 - Child Care.gov -- www.childcare.gov/
- Work with each student to develop Basic Skills
 - Basic Skills Initiative - www.cccbsi.org/
- Teach soft skills, Reduce lack of workplace knowledge
 - www.bettersoftskills.com/quiz/
- Expose student to NT careers through
 - Career fairs, role models,
 - www.nontraditionalcareers.com/



Root Causes: Institutional

- Lack of Administrative Support for CTE & Special Populations
 - http://careertech.org/uploaded_files/What_is_CTE.pdf
- Program Closure
 - <http://www.acteonline.org/content.aspx?id=1778>
- Lack of Access
 - www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx
- Faculty Resistance to CTE and SP services
 - www.jspac.org
- Lack of Career Information Provided to Students
 - www.cacareerzone.org
- Biased Curriculum
 - www.icspis.ilstu.edu/services/NTO/documents/NTO_SS_Appendices.pdf
- Unsupportive School Climate
- Lack of Awareness about CTE and Special Populations
 - www.jspac.org



Step 3: Select Effective Solutions

- Things to think about in selecting strategies:
 - Sound theory – does it make sense to all?
 - 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
 - Parenting skills
 - Financial education
- Life Supports
 - Mentors
 - Food Banks
 - CalWORKs
 - Housing information
 - Transportation assistance
 - Physical/mental health
 - Business/work attire




34

English as a Second Language

- Be aware of:
 - Cultural differences
 - Students primary language
 - Pictorial dictionaries
 - Learning Modalities
 - Lecture, tactile learning, group projects, independent learning... visual v. kinesthetic learning
 - Work closely with ESL student support personnel
 - Supplement materials
 - Outlines, PowerPoints, notes
 - Give all students time to respond to questions
 - The Generating Expectations for Student Achievement Program (GESA)
 - <http://www.graymill.com/gesa.html>

35

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 some students become very adept at handling change
- Encourage student-run learning cooperatives

36

Displaced Homemakers

- What does it take to run a home?
- What skills do they have?
- Support groups
- Offer classes in stress management, study skills, planning etc.
- Dress for success
- Soft skills



California Special Populations

37

The Way Out

Individuals that are preparing for Nontraditional fields




Image from www.gettyimages.com

38

Why do We Focus on Nontraditional?

- Approximately twice as many female headed households are in poverty as opposed to male headed households
 - 6% → 17% Asian 16% → 39% Hispanic
 - 27% → 39% Black 12% → 26% White
 - <http://www.census.gov/hhes/www/poverty/detailedpovtabs.html>
- Gender is not a good predictor of academic skills, interests, or emotional characteristics
 - <http://www.napequity.org/pdf/Stereo.pdf>, NAPE
- Women have a 90% chance of becoming sole support of themselves and/or their family at some time in their lives
 - www.jspac.org


39

Earnings* in Male & Female Traditional Fields

• Cashiers	\$16,980	• Carpenter	\$37,440
• Childcare	\$18,240	• Truck drivers	\$35,840
• Care giver	\$18,440	• Computer support	\$43,450
• Floral designer	\$23,230	• Electrician	\$44,640
• Secretary	\$29,050	• CTE teacher	\$47,870
• Office manager	\$45,790	• Engineer: civil	\$74,600
• Teacher	\$47,100	• Const. mgr	\$79,860
• Nurse	\$62,450	• Engineer: comp.	\$97,400
• Health mgrs	\$80,240	• CIS – mgr.	\$112,210

*median earnings, <http://www.bls.gov/oco/> (1/06/09)

Startling Statements



- In 2008, _____% of mechanical engineers were women.
- Registered nurses are expected to have the largest numeric employment change between 2006 and 2016 increasing the number by _____,000.
- In 1975, 34.3% of women with children under age 3 were in the civilian labor force. In 2004, _____% of women with children under age 3 were in the civilian labor force.
- In 2008, the median weekly earnings for women as registered nurses was \$1011 while male registered nurses median weekly earnings was \$_____.

Root Causes & Influences for NT

- Role models/mentors:
 - Role models: At a distance - online, business, teachers, graduates...
 - Mentors: Higher up the ladder of success, an authority, effective in their life, genuine interest in mentees success, willing to commit time & emotion (www.diversityweb.org/)
- Early exposure: can happen at any time!
- Self-efficacy: women underestimate their abilities, including their ability to learn and their verbal and spatial (and visual) skills and aptitudes (<http://www.3smartcubes.com>)
- Career guidance materials and practices: Gender balanced, ethnically diverse, ability focused (www.napequity.org)

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
 - ❖ 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

43

Root Causes

- Access to & Participation in STEM
- Career Guidance and Practices
- Curriculum Materials
- Early Exposure
- Instructional Strategies/Classroom Climate
- Isolation based upon Gender
- Occupational Choice
- Role Models (Lack of or providing)
- School Climate
- Self-Efficacy
- Student Attitudes
- Support Services

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...

45

Step 5: Implement Solutions

- ***IF the pilot is successful...***
 - Move from pilot site to sphere of influence
 - Monitor implementation
 - Adjust as needed!
- Guide for Program Improvement Perkins IV:
www.stemequitypipeline.org

46

Tools

- CA Perkins Nontraditional and Special Populations Joint Advisory Committee – www.jspac.org
- Counseling materiel from CDE -- www.whodouwant2b.com
- MAVCC Toolkit II
- JSPAC Brochures
 - Women and Girls,
 - Men and Boys
 - WASC
 - JSAPC, SP brochures
- Nontrad.info → Nontrad101 and 102
- Illinois Materials - <http://www.icspisilstu.edu/>
- Hawaii Materials - <http://www.hawaii.edu/cte/>

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 www.jspac.org
 - Join the list-serve -- www.jspac.org
 - 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!

48
