



California Perkins Joint Special Populations Advisory Committee (JSPAC)

About Perkins IB Title Leadership Grants

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. Perkins IV mandates to serve special populations.

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 \$110,000 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 practitioners need more information and support to achieve these goals.

Perkins IB Leadership Title Grants Niche

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 practitioner. Practitioners 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 educators' success in providing a student-centered 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. Although, the supporting equity initiatives are providing some level of professional training to practitioners but not centered around equity for K-14 data for underrepresented, nontraditional, special population students. With Perkins: Strengthening Career and Technical Education for the 21st Century Act on the horizon, JSPAC and the Special Collaborative is positioned to be the equity professional development/data and research technical assistance providers in California to offset the other equity initiatives. JSPAC and Special Collaborative equity professional training is with intent to reduce the inequities for students but empowering the practitioner of having a deeper understanding to self-reflect, continuously view students through an asset lens rather than a deficit.

There is incredible opportunity to increase participation in pathways of nontraditional, underrepresented, special populations 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, underrepresented and special population student performance.
- Colleges need technical assistance to change their career education programs to better serve nontraditional, underrepresented and special populations now.

JSPAC and the Special Collaborative would like to be the leader in Equity professional development training for K-14 in California, we want to equipped practitioners with the knowledge to first uncover the inequities and then combat it by way of effective communication, data analysis and research, training and technical assistance to build programs and adapt programs from an equity lens.

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, Adult Ed, 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 programs 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, underrepresented, and special populations will dramatically

increase Strong Workforce metrics and improve colleges' measures in the new funding formula.

Current CC's supporting Equity Initiatives missions unintentionally excludes underrepresented, nontraditional, and special population students with the exception of the Student-Centered Funding formula. The Student-Centered Funding Formula focuses on districts serving low income students, but not all underrepresented, nontraditional, and special population students are low income. This perpetuates the deficit thinking and creates student narratives fixated on factors that identify students as "at risk", or disadvantage".

- **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
- **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
- **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](#) goals.

We propose training a team of regionally-based technical assistance equity providers with expertise in K-12, adult education and community college nontraditional, underrepresented 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 centered on asset thinking in support of student outcomes.

PERKINS IV IB Leadership Outcomes/ Grants Expenditures

Statewide Collaborative for Special Populations- \$110K

- Examines performance and progress of Special Populations in CTE through analyses of Core Performance Indicators and Strong Workforce Metrics.
- Identifies barriers for special populations.
- Shares effective practices with the educational community.
- Partners with other entities to provide resources and information to the educational community.
- Jointly developed professional development and technical assistance.

High Level Expenditures-

- Grant Coordination-outside vendor- \$65,000
- Annual NAPE Dues- \$16,900
- Travel to local consortium meetings, local and national conferences,
- Other relevant meetings- \$9,000

Changes/Improvements/Additional Funding to Strengthen Grant's Response to Equity Gaps-

- Increase the Collaborative capacity to serve and partner statewide with the addition of:(1) additional staff member
- Increased travel budget to attend additional consortium meetings, Chancellor's Meetings, and CDE meetings.
- Offer increased and specialized services and resources to a larger audience (i.e. statewide) through the addition of:
 - An updated website
 - Budget for webinars, in partnership with JSPAC, that focus on topics related to serving special populations.
 - Addition of a line item for outreach that includes:
 - Money for additional partnerships that can provide more data on special populations within CTE and present that data via various outreach efforts.
 - Money for the production of outreach materials, such as flyers, brochures and other additional educational resources to present data via an equity lens to educational partners.
 - Money for the design of outreach materials.

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

- Expands linkages with other programs for which equity and access to Special Populations is mandated by funding sources
- Continues to expand the strong relationship between CCCCO and CDE in service to students of Special Populations
- 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 - \$6K
- 3 Quarterly Meetings per year (Sacramento) - 4K
- Offset the Annual conference - \$5K

Excluded from Grant Funding

- Annual Equity Conference – Registration Pays for Conference 48K
- Specialized Presentations/Workshops – Program Coordinator and Members - \$9000 from Conference Registration

Posted by California Department of Education - September 2019