

## Untapped Provider of Professional Learning

[www.jspac.org](http://www.jspac.org)



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## Background

- Began in 80's
  - Established 2000
  - Joint Effort of California Department of Education and California Community College Chancellor's Office
- Website [www.jspac.org](http://www.jspac.org) Email – [jspac.caperkins@gmail.com](mailto:jspac.caperkins@gmail.com)

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## The Intent

- Empower educators with the tools(knowledge and training) of implementing equity and access resources that addresses barriers for Career Education/Career Technical Education students recognized as special populations, marginalized, underrepresented, second chance, disproportionately impacted, veterans, WIOA populations, and ESSA.

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## Professional Learning



### Advisory

- 25 – 30 representatives from CDE, CC, Public/Non Profit
- 1- 2 year term
- CC representative is recommended by Regional Consortia and complete advisory application
- CDE representative is recommended by CDE Education Consultant and complete advisory application

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## Professional Learning



### Commitment:

- 12 to 14 hours per year (Virtual Meetings)
- 12 hours (Annual Virtual Conference)
- 14 hours per year face-to-face (two-6 hour meetings and One-2.5 hour meeting)

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## Professional Learning



### ROLE:

- Understands the mission
- Gather input from Regional Lens as it relates to the needs, challenges, silver-linings of students identified as Special Populations
- Provide updates to Regional Consortia of outcomes/resources from JSPAC meetings
- Market JSPAC professional learning opportunities
- Recommend professional learning training related to special populations
- Voting Advisory

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## Professional Learning



Researchers note that **EFFECTIVE** professional learning programs are:

- content-focused,
- support collaboration, and job-embedded practice.

Darling-Hammond, Hyler, et al. 2017; Kraft, Blazar, and Hogan 2018; OECD 2019)

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## Statewide Professional Learning

- Cohesively integrates cultural responsiveness, equity, and diversity
- Emphasizes a broader movement in secondary and post-secondary
- Deeper attention to professional learning and training for practitioners to address disparities or gaps related to special populations

Aligns  
with

- California Workforce Partnership Joint Advisory Committee (CWPJAC) Guiding Principles #6 & 8 (Skilled Instruction and Educational Leadership informed by professional learning and Appropriate use of Data to inform programs and practice).
- Vision For Success Goal 5 – Reduce equity gaps
- DEI Call to Action Commitment 2 – Strategy B Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.
- Accountability in Perkins V ensuring all CTE Students have equitable access and skills necessary for in-demand occupations with high growth industry

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## JSPAC Serves

### Practitioners (K-14)

- Career Technical Education/Career Education
- Counselors
- General Academic
- Instructional Student Support
- Business, Industry, Social Services
- Grant Managers
- Administrators
- Equity Coordinators

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## California Enrolled Students

- 6.2 million students in CA Public Schools
- 2.1 enrolled Community Colleges
  - TOTAL 8.3 million students

Source: Ed Data

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## JSPAC Equity Professional Learning = F.A.S.T.

1. **Frameworks** to effectively teach students, particularly special populations, which also includes second chance students (Universal Design for learning, behavioral interventions and support).
2. **Advance** knowledge and skills to improve instruction and pedagogical/andragogical practices for special populations and personal growth.
3. **Support** implementation strategies to improve student achievement and close the opportunity gaps in participation and performance.
4. **Technical** assistance (data disaggregation) on how to close gaps in student participation and performance in CTE Programs.

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## F.A.S.T.



Engages/  
Re-engages



Supports  
Accountability



Increases Direct  
Focus



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Thank you

**Start where you are. Use  
what you have. Do what you  
can.**

Arthur Ashe