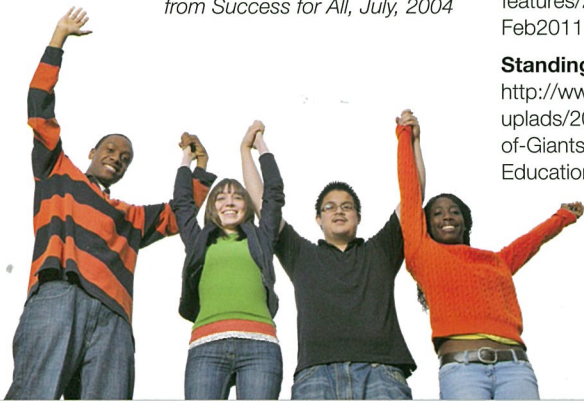


Did You Know?

FACTS

- Despite economic, academic and other disadvantages, special population students who receive Career Technical Education in California community colleges are able to successfully narrow the earnings and employment gap relative to other students.
- The more career and technical education attained, the more likely special population students are to be employed year-round. Special population students with associate degrees and those with 60+ unit certificates have the highest gains.
- In general, the earnings of women in occupations traditionally held by males are higher than earnings of women in occupations traditionally held by females. However, women in nontraditional careers still earn less than their male counterparts.

from Success for All, July, 2004



66% of jobs in this decade do **NOT** require a **B.A. degree.**

SOURCE: PATHWAYS TO PROSPERITY, FEB. 2011

WEBSITES

www.whodoUwant2B.com
www.jspac.org
www.capathways.org
www.roadtripnation.org
www.icanaffordcollege.com
www.californiacareers.info
www.cacareerzone.org
www.acteonline.org
www.stemequitypipeline.org
www.napequity.org
www.cde.ca.gov
www.cccco.edu
www.engineeryourlife.org
www.fafsa.ed.gov
www.cccspecialpopulations.org

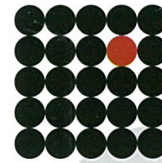
STUDIES (pdf downloads)

Pathways to Prosperity

http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf

Standing on the Shoulders of Giants

<http://www.ncee.org/wp-content/uploads/2011/05/Standing-on-the-Shoulders-of-Giants-An-American-Agenda-for-Education-Reform.pdf>



CA PERKINS JOINT
Special Populations
ADVISORY COMMITTEE

Career Technical Education

Success
for ALL

Supporting California's Growing Economies

Promoting Equity & Student Success Through Career Technical Education



CA PERKINS JOINT
Special Populations
ADVISORY COMMITTEE

Links to Reports
and Studies at
www.jspac.org

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Career Technical Education *for* Special Populations

Who Are They?

STUDENTS FROM SPECIAL POPULATIONS ARE DEFINED IN THE FEDERAL CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT (PERKINS IV) AS THOSE WHO ARE:

- **Economically Disadvantaged, Including Foster Children**
- **Limited English Proficient**
- **Disabled**
- **Single Parents and Pregnant or Parenting Teens**
- **Displaced Homemakers**

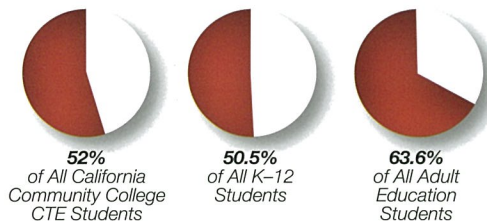
(Students who have been dependent on the income of another family member but are no longer supported by that income and have diminished workforce skills.)

- **Nontraditional:**

Students training for occupations where fewer than 25% of workers are of the student's gender.



PERCENTAGE OF STUDENTS WHO ARE SPECIAL POPULATIONS*



*(CA state plan for CTE, 2008-2012, p. 24, not including NT)



**MORE THAN 60% OF THE JOBS
WITHIN OUR ECONOMY CALL FOR
A TWO YEAR DEGREE OR LESS.**

How Can You Help?

LEGISLATORS

- Broaden the range of high quality career pathways offered to young people
- Create legislation and provide funding that improves the image of Career Technical Education and associated careers

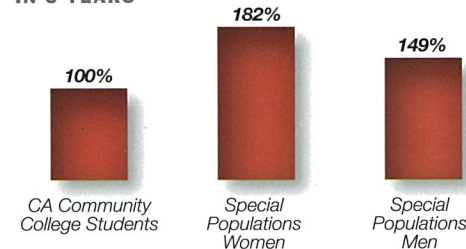
EDUCATORS

- Integrate work and learning
- Implement job shadowing, mentoring, and internships for special populations
- Inform students and families of the advantages of certificate/degree programs

BUSINESS

- Work with local schools and colleges to ensure that CTE programs are teaching skills necessary to successfully compete in today's economy
- Provide structured part-time work, internships
- Provide financial assistance, equipment, role models, mentors, etc.

WAGE INCREASE WITH CTE DEGREE IN 3 YEARS*



*(From Success for All, July 2004)