



Comprehensive Local Needs Assessment May 2026

Prepared by



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Executive Summary

The Chabot-Las Positas Community College District set out to use this year's Comprehensive Local Needs Assessment as an opportunity to look deeper than the Perkins indicators to maximize the role of the colleges' Career Education programs in building and growing talent development pipelines for Alameda County.

Working in partnership with a team from Pathway2Careers, a national leader in Career-Connected Learning, the Career Technical Education Project Managers for both colleges engaged in a four-month process to deeply engage stakeholders in a comprehensive conversation about the role of the community college district in building strong, sustainable talent pipelines capable of driving their respective communities forward.

The process was driven by stakeholder engagement throughout:

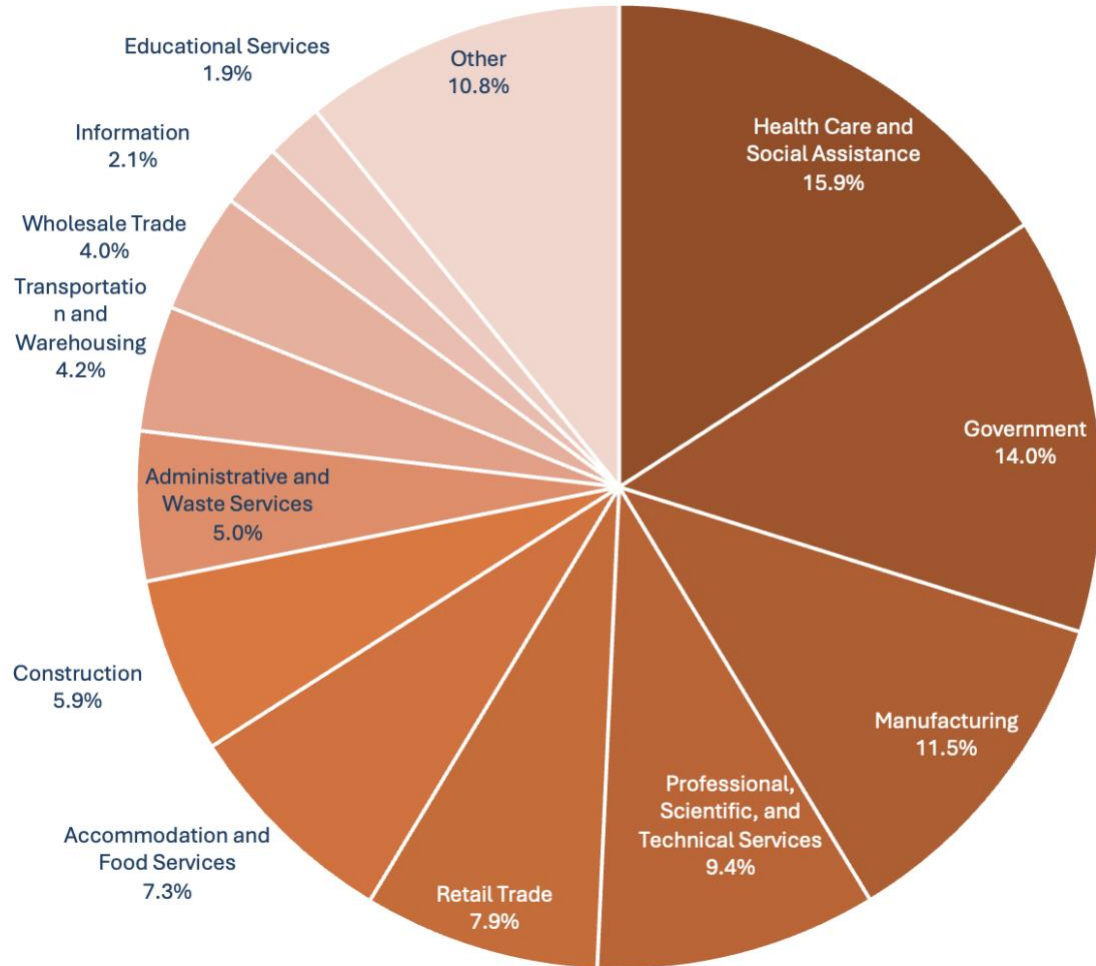
- 2 Cross-sector stakeholder convenings
- Chabot and Las Positas Institutional Research departments
- Chabot and Las Positas marketing departments
- Las Positas Career Center leadership
- Tri-Valley Career Center Leadership
- 1,229 current students, including those from special population groups
- 229 high school students dually enrolled in courses offered through the colleges, including those in special population groups
- More than 60 regional employers
- 54 K-12 CTE Partners
- 108 institution-related faculty, staff, counselors, and deans who participated in the surveys
- Representatives of community partners serving special populations

A deep analysis of labor market data, an employer workforce survey, and surveys of the district's stakeholders informed and shaped the action plan that follows.

Perkins indicator data does point to the colleges doing well in recruitment and placement, as well as employment outcomes for their students. But chronic and consistent underproduction of degrees and credentials surfaced as the top issue to be addressed. Demand for well credentialed graduates is indicated across all industry sectors, and most

prominently in the program areas that drive the economy of the region: Information Technology, Engineering and Industrial Technology, and Health.

Employment by Industry, 2024, Alameda County



In fact, there are 23 detailed industry categories in which the region's employment is more than twice what would be expected based on national averages.

Table 16: Detailed Industries by Employment Location Quotient

Detailed Industry	Location Quotient
Motor Vehicle Manufacturing	15.41
Industrial Machinery Manufacturing	8.43
Footwear Manufacturing	6.88
Computer and Peripheral Equipment Manufacturing	6.86
Scientific Research and Development Services	5.78
Natural Gas Distribution	4.48

Support Activities for Water Transportation	4.36
Outpatient Care Centers	3.72
Navigational, Measuring, Electromedical, Control Instrument Manufacturing	3.46
Medical Equipment and Supplies Manufacturing	3.33
Semiconductor and Other Electronic Component Manufacturing	3.23
Grantmaking and Giving Services	3.16
Sugar and Confectionery Product Manufacturing	3.12
Deep Sea, Coastal, and Great Lakes Water Transportation	3.09
Audio and Video Equipment Manufacturing	3.02
Insurance and Employee Benefit Funds	2.88
Manufacturing and Reproducing Magnetic and Optical Media	2.84
Computing Infrastructure Providers, Data Processing, Web Hosting, Related	2.61
Electric Lighting Equipment Manufacturing	2.61
Social Advocacy Organizations	2.53
Individual and Family Services	2.42
Remediation and Other Waste Management Services	2.29
Local Messengers and Local Delivery	2.14

California Employment Development Department

Employers who were surveyed continue to stress the need not just for candidates with the right credentials, but rather candidates with the right skills. These skills include both technical and employability, or “soft” skills.

Profile of the Ideal Graduate

Math Skills:

- Using fractions, decimals, and percentages
- Taking or interpreting measurements
- Reading graphs and charts with numerical information

Employability Skills:

- Communication
- Enthusiasm & attitude
- Problem solving & critical thinking
- Teamwork
- Professionalism
- Self-management
- Initiative
- Interpersonal Skills

Reading, Writing, and Language Skills:

- Applying information that is read
- Production of clear writing

Technology Skills:

- Writing and responding to emails
- Adapting to and using new technology
- Using productivity software (MS Office, etc.)

Digital Literacy Skills:

- Using online collaboration tools (Slack, Google, etc.)
- Understanding online security risks

Employers consistently pointed to difficulty in hiring, specifically at the middle and higher skill levels. While they are hungry for talent, the majority of employers surveyed were unaware of the ways in which the colleges can assist them with identification of potential workforce talent and upskilling for the talent they already have.

In understanding the perspectives of the institutional audiences, there was broad consensus that the college is, by and large, doing well. However, there were areas that were in need of change:

- Registration procedures are a challenge for high school students, with half of students reporting difficulty in registering
- Limited course availability and lack of after-hours scheduling create barriers for students; faculty indicates program insufficiency
- Lack of students' awareness of relevant career opportunities is consistent throughout the pipeline, identified by counselors and K-12 partners among others
- Factors that keep students from completing credentials/degrees are primarily externally driven, however course scheduling and lack of awareness and advising being two areas for possible intervention
- Data is not driving institutional progress toward negotiated rates

After sharing these findings with a cross-sector group of stakeholders and then a second follow up meeting to prioritize solutions, the following actions will be the focus of the district's efforts for the 2027-28 and 28-29 school years.

- The District will focus its attention primarily on increasing credential attainment across program areas, prioritizing high-demand areas: Engineering and Industrial Technology, Information Technology, and Health. There are numerous contributing factors that will be examined and resolved wherever possible.
- Data-driven decision making will drive changes to size, scope and quality of programs, focused on ensuring the greatest return on investment for both the colleges and the students they serve. Closing persistent and pervasive awareness gaps will be a high priority in the coming years. An Employer Liaison position in the counseling department will be launched to help create, sustain, and improve communications with employer and community partners, as well as cultivate greater work-based learning opportunities for students. Long-standing issues with registration challenges will be addressed, as well as better integration and use of existing resources and relationships.
- Building awareness of CTE programs of study across K-12 partners, ROPs, and counselors in order to attract and retain students at the earliest stages of the talent pipeline will be a key focus. The district will evaluate which courses are being offered through dual enrollment and support high school students in attaining industry recognized certifications, and associate degrees when appropriate. The district will take an intentional professional development approach to building the

capacity of counselors to be specialists in each CTE program area. Broader understanding of pathways, courses, employer advisory boards, and work-based learning opportunities will increase students access to CTE programs of study when aligned to their career goals. Additionally, the district will work across programs to identify opportunities to embed employability skills training into CTE courses. This will ensure our students have both the employability skills and technical knowledge for success in their future careers.

- The district and its colleges should be singularly focused on a more strategic approach to staffing and budget allocation for CTE programs. Part-time faculty are playing an outsized role in program development, instruction, and reporting, placing sustainability of in-demand programs in a precarious position. Plans for sustainability and growth of programs must include intentional investments for moving high-performing part-time and adjunct faculty into full-time roles in priority and in-demand program areas.
- Continued work in improving equal access to CTE programs will be rooted in data, looking at the program level to identify disparate outcomes amongst groups and targeting interventions. Building awareness of opportunities is vital to achieving the goals for this element. Targeted outreach, advertisements and application forms in specific languages, and personal contacts with ESL programs and Adult Schools will lay a foundation for greater recruitment and, ultimately, retention for those who might otherwise simply not know about the breadth of CTE programs available that can connect community members to high-value careers.
- Finally, the district will build on the valuable labor market and employer survey data collected during the CLNA process to guide decisions about programs, resource allocation, student recruitment, career pathways, and faculty and staff training. The district and its colleges will seek to put employers at the forefront of its efforts, through an invigorated approach to advisory boards, leveraging the existing assets of the Tri-Valley Career Center and the campus career centers.

With these actions leading the work ahead, the Chabot-Las Positas Community College District will position itself properly in the talent development ecosystem of Alameda County. The colleges will bring great value and return-on-investment to all of its stakeholders and support a stronger economy for the region.

Summary of Key Findings

Element 1: Student Performance on Required Performance Indicators

Retention and Placement remains a strength, with every subgroup and special population recording higher than 95% success rate in the most recent year. Moreover, the district's performance in this indicator has exceeded 90% of the state-negotiated performance level for three consecutive years.

The share of concentrators who earn a postsecondary credential remains an opportunity. In particular, more than a third of concentrators did not earn a postsecondary credential in the most recent year. While structural differences may contribute to the performance levels, the programs with the lowest share of concentrators earning a postsecondary credential are Engineering and Industrial Technology (30.8%) and Family and Consumer Sciences (47.3%). However, uncertainty around the data collection and analysis methods at the state level have shed uncertainty on the veracity of numbers. However, it was agreed that even if the totals are inaccurate the rate at which concentrators earn postsecondary credentials remain an opportunity for improvement.

For Non-Traditional Enrollment, the only statistically significant subgroup that underperforms the 90% of the state-negotiated performance minimums in the most recent fiscal year is males, which missed the mark by 11.3%.

No subgroup or special population underperformed the state-negotiated minimum levels on Employment, and the only outlier among the statistically significant categories is Hispanic Students, which outperformed the minimum by more than fourteen percentage points.

Non-traditional Program Enrollment by program area shows consistent issues over the last three fiscal years, with four 2-digit TOPs not meeting the minimum 90% of the state-negotiated rate:

- Engineering & Industrial Technologies
- Family & Consumer Sciences
- Health
- Law

Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students

Strength: Both colleges have strong enrollment across program areas.

Opportunity: High-demand program areas need expanded courses, course times, space, faculty, counseling, and awareness.

Element 3: Progress Towards Implementation of CTE Programs of Study

Strength: The District has consistently performed well in retention and placement and employment outcomes.

Opportunity: Boosting Awareness and Advising of Career Pathways will generate greater student success.

Element 4: Improving Recruitment, Retention, and Training of CTE Professionals

Strength: Professional development for faculty is rated highly by deans and administrators with a cohort model of onboarding setting the stage for community and clarity across the institutions.

Opportunity: Part-time faculty are playing outsized roles in program development, implementation, and sustainability. A strategic approach to staffing key program areas would support growth in alignment with labor market needs.

Element 5: Progress Toward Equal Access to CTE Programs for All Students

Strength: Program availability and quality were rated highly by current students, and retention and placement rates meet or exceed negotiated rates across gender, ethnicity, and special populations.

Opportunity: Awareness, targeted outreach, and specific supports can address disparate outcomes for some special population groups.

Element 6: Alignment to Labor Market Information

Strength; There are relationships between the district and the business community that can be expanded and built upon.

Opportunity: Optimizing the career opportunities for the district's graduates requires understanding the labor market into which they are graduating and investing in their understanding of the world of work and of the opportunities that lie before them.

Stakeholder Engagement

The Chabot-Las Positas Community College District sought to gain a thorough understanding of the colleges' efforts in Career Education from all stakeholders for this year's CLNA.

Stakeholder Engagement took the form of stakeholder-specific surveys, one-on-one interviews, monthly meetings with college leadership and Steering Committee, and cross-sector stakeholder convenings.

An employer-specific survey was launched to get an "on the ground" sense of employers' needs and satisfaction with the colleges as part of their talent development ecosystem. Fifty-three employers participated, representing more than 116,000 employees, ranging in size from 1 to 5,000 employees, and hiring more than 7,300 employees in a year collectively. Employer representation spanned all of the colleges' Career Education program areas. (Figure 1)

Respondent Demographics

- Represent more than 116,000 employees
- Range in size from 1 to 5,000 employees
- Hire more than 7,300 employees in a year collectively
 - Most hire 10 or less
 - 8 employers hire 25-50
 - 7 employers hire 100-250
 - 2 hires 300-500
 - 1 hires 5,000

Figure 1

The two stakeholder convenings focused on data-driven decision-making. A comprehensive overview of the local and regional labor markets paired with key findings from all of the stakeholder surveys laid the foundation for a shared understanding of the issues and a shared decision-making process.

Across all stakeholder groups, there were positive opinions expressed about the way the colleges serve their students and the community at large. However, a number of potential improvements were also identified that could maximize the colleges' impacts, including better use of data to support students representing special populations; simplification of registration procedures; greater awareness of connections between education and local career opportunities; and expansion of course availability, particularly in high-demand programs like STEM.

Following is a list of the stakeholders who were engaged in the process. The stakeholder surveys were anonymous, but information on the respondents is summarized.

Project Role	Name	College	Position
Project Sponsor	Ron Gerhard	CLPCCD	
Postsecondary Stakeholder	Jamal Cooks	CC	President
Postsecondary Stakeholder	Dyrell Foster	LPC	President
Postsecondary Stakeholder	Nan Ho	LPC	VPAS
Postsecondary Stakeholder	Safiyyah Forbes	CC	VPAS
Project Leadership	Vicki Shipman	CC	Career Technical Education Project Manager
Project Leadership	Robin Galas	LPC	Career Technical Education Project Manager
Steering Committee	Anne Kennedy	LPC	HS Outreach
Steering Committee	Lilibeth Juarez	LPC	College Student Outreach
Steering Committee	Alise Smith	CC	CE Outreach
Steering Committee	John Salangsang	CC	Career Center Counselor
Steering Committee	Dagoberto Zelaya	CC	Job Developer
Steering Committee	Na Liu	CC	IR
Steering Committee	Terra Lee	CC	CE Committee TriChair/ ECD Navigator
Steering Committee	Kristina Perkins	CC	CE Committee TriChair/ MA Faculty
Steering Committee	Adelina Elo	CC	Marketing
Steering Committee	Kristy Vanderhoof	LPC	Career Center
Steering Committee	David Rodriquez	LPC	IR
Steering Committee	Jill Oliveira	LPC	Counselor

Steering Committee	Chip Warner	LPC	Marketing
Steering Committee	Dio Ramos	CLPCCD	Marketing
Secondary Stakeholder	Terresa Williams	BOTH	TVROP/Eden, BACCC
Secondary Stakeholder	Jazmine Marquez	CC	Eden Area ROP
Secondary Stakeholder	Johanna Lopez	CC	Eden Area ROP
Secondary Stakeholder	Blaine Torpey	CC	Eden Area ROP
Secondary Stakeholder	Laurel Back	LPC	Pleasanton Unified SD
Secondary Stakeholder	Elaine Edwards	LPC	Livermore Valley Joint Unified School District
Secondary Stakeholder	Allison Crawford	CC	San Lorenzo Unified School District
Secondary Stakeholder	Heather Reyes	CC	Hayward Unified School District
Employer Stakeholder	Linda Vaughn	BOTH	BACCC Regional Director, Public Safety Director
Employer Stakeholder	Pamela Gutman	BOTH	BACCC Regional Director, Advanced Transportation
Employer Stakeholder	Michael Flocchini	CC	AC Transit
Employer Stakeholder	Jose Oseguera Garcia	CC	AC Transit
Employer Stakeholder	Jessica Zlotnicki		YMCA of the East Bay
Employer Stakeholder	Bindi Gandhi		Sutter Health
Community Stakeholder	Jessie Wu	CC	Hayward Public Library
Community Stakeholder	Emily Griego	CC	San Leandro Chamber of Commerce
Community Stakeholder	Jessica Zlotnicki	CC	YMCA of the East Bay
Community Stakeholder	Mara Lockowendt	BOTH	Jobs for the Future
Community Stakeholder	Diane Paisley	CC	Eden Housing
Community Stakeholder	Meghan Smith	CC	Hayward Promise Neighborhoods/CSUEB

Workforce Stakeholder	Alcian Lindo	LPC	TriValley Career Center
Workforce Stakeholder	Latoya Reed-Adjei	BOTH	Alameda County WDB
Economic & WF Development	Lucy Lopez	CC	Hayward Chamber of Commerce
Economic Development	Brandon Cardwell	LPC	City of Livermore
Economic Development	Beth McCormick	LPC	Innovation TriValley
Economic Development Stakeholder	Emily Griego	LPC	San Leandro Chamber of Commerce
Economic Development & Apprenticeships	Julia Dozier	CLPCCD	CLPCCD-Economic Dev. and Contract Ed.
Economic Development	Beth McCormick	LPC	Las Positas College
Postsecondary Stakeholder	Armin Hlaing	CC	Student
Postsecondary Stakeholder	Melissa Korber	LPC	CTE Faculty Liaison
Postsecondary Stakeholder	Kristy Vanderhoof	LPC	Career Center
Postsecondary Stakeholder	Paula Checchi	LPC	Dean of STEM
Postsecondary Stakeholder	Joel Gagnon	LPC	Dean of Counseling
Postsecondary Stakeholder	Sadie Ashraf	CC	Dean of Counseling
Postsecondary Stakeholder	Tracey Coleman	CC	Dean of Applied Tech & Business
Postsecondary Stakeholder	Amal Issa	CC	Dean, Academic Pathways & Student Success
Postsecondary Stakeholder	Alise Smith	CC	Outreach Specialist, Career Education
Postsecondary Stakeholder	Amy Miller	CC/LPC	Executive Director, Las Positas College Foundation
Postsecondary Stakeholder	Anne Kennedy	LPC	LPC; Outreach Specialist
Postsecondary Stakeholder	Brian Goo	CC	Director of Research, Planning & Institutional Effectiveness
Postsecondary Stakeholder	Dagoberto Zelaya	CC	Assessment Specialist

Postsecondary Stakeholder	Dan Marschak	LPC	LPC; Professor
Postsecondary Stakeholder	David Rodriguez	LPC	LPC; Research Analyst
Postsecondary Stakeholder	Elsa Saenz	CC	Coordinator/Counselor CalWORKS Program
Postsecondary Stakeholder	Luis Escobar	CC	Vice President, Student Services
Postsecondary Stakeholder	Marie Amboy	CC	Vice President, Administrative Services
Postsecondary Stakeholder	Melissa Korber	CC	LPC, Professor
Postsecondary Stakeholder	Olabisi Adeayi-Fasuy		Edvance College
Postsecondary Stakeholder	Rajinder Samra	LPC	LPC; Director of Research Planning & Institutional Effectiveness
Postsecondary Stakeholder	Yvonne Wu-Craig	CC	Executive Director of Institutional Advancement
Postsecondary Stakeholder	Matt Lee	CC	Dean of Health, Kinesiology & Athletics
Postsecondary Stakeholder	Mike McQuiston	LPC	Dean of PATH
Postsecondary Stakeholder	Amy Mattern	LPC	Dean of Arts & Humanities
Postsecondary Stakeholder	Christopher Crone	LPC	Disabled Student Programs and Services
Postsecondary Stakeholder	Erica Sanchez	CC	HSI Director/El Centro Director
Postsecondary Stakeholder	Sergio Saenz	CC	Early College Program Manager
Spec. Pop. Stakeholder	Edgar Chavez	CC	Hayward Promise Neighborhoods/ CSUEB
Spec. Pop. Stakeholder	Elsa Saenz	CC	CalWorks
Spec. Pop. Stakeholder	Jill Oliveira	LPC	CalWorks/EOPS
Spec. Pop. Stakeholder	Felicita Ocampo-Pedroza	CC	Guardian Scholars (Foster Youth)
Spec. Pop. Stakeholder	Erica Sanchez	CC	HSI
Spec. Pop. Stakeholder	Ariel Nelson	CC	Veteran's Coordinator
Spec. Pop. Stakeholder	Evelyn Andrews	LPC	Veteran's Coordinator

Additional stakeholders involved in informing the CLNA included:

- Chabot and Las Positas Institutional Research departments
- Chabot and Las Positas marketing departments
- Las Positas Career Center leadership
- Tri-Valley Career Center Leadership
- 1,229 current students, including those from special population groups
- 229 high school students dually enrolled in courses offered through the colleges, including those in special population groups
- More than 60 regional employers
- 54 K-12 CTE Partners
- 108 institution-related faculty, staff, counselors, and deans who participated in the surveys
- Representatives of community partners serving special populations

Incentivizing Career Readiness and Training

One of the most important improvements in the 100+ year history of Career and Technical Education (CTE) investments through the Carl D. Perkins Career and Technical Education Act (now Perkins V) is the Comprehensive Local Needs Assessment (CLNA). Prioritizing funding toward real-time, in-demand and emerging careers ensures CTE programs are providing the best bridge from education to employment for the students they serve. Section 6 of this report will outline those high-value careers and industries, as well as what the Chabot-Las Positas Community College District is doing to make data-driven decisions and investments.

In addition to these Perkins dollars, the Bay Area Community College Consortia awards Strong Workforce Program (SWP) funding to increase the number of students enrolled in programs leading to high-demand, high-wage jobs. Like the Perkins and the Workforce Innovation and Opportunity Act (WIOA), SWP encourages leveraging state and local investments in talent development, including Adult Education Block Grants and public school CTE programs. The Bay Area Community College Consortia 2024-27 Regional Plan (Figure 2) provides a path to alignment for its 28 community colleges, including Las Positas and Chabot, in the

implementation of a K-14/16 continuum. With all eyes on CTE, the BACCC plan unites the goals of Vision 2030, the Governor's Career Education Master Plan, the California State Plan for CTE, the California Adult Education Program, and Bay Area Jobs First.

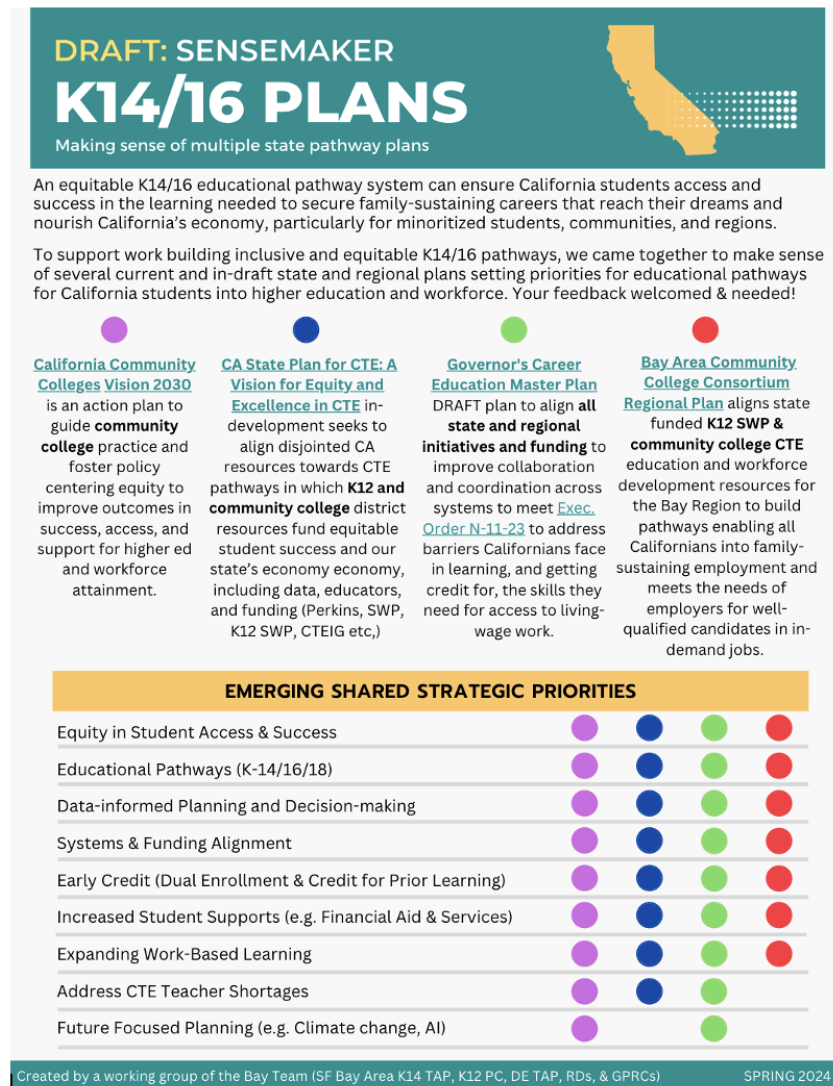


Figure 2

Chabot-Las Positas Community College District

District Profile

Mission Statement: The Chabot-Las Positas Community College District (CLPCCD) offers innovative educational opportunities and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.

Comprising two colleges, the district serves more than 32,000 students in Alameda County, of whom 17,453 are Career Technical Education (CTE) students. The colleges serve nine feeder school districts: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City. ‘

The district serves a culturally diverse populace, and its colleges are designated as Hispanic, Asian-American, Native-American, and Pacific Islander-Serving Institutions. (Table 1) Nearly half of its students are the first in their family to pursue a baccalaureate degree.

Table 1: Community College Enrollment by Race/Ethnicity

Ethnicity <i>State Population 39,529,000</i>	Statewide (2025)	CCCCO Student Attendance (2024-25)	Chabot/Las Positas CTE Concentrators (2026-27) <i>FY 2023-24</i>
Male	49.96%	45.54%	58.34%
Female	50.04%	54.46%	41.66%
Hispanic	40.80%	50.74%	38.20%
White	36.60%	24.48%	23.31%
Black	5.50%	5.88%	6.11%
Native American	0.40%	0.34%	0.30%
Asian	16.70%	13.82%	24.54%
Hawaiian/Pacific Islander	0.40%	0.38%	1.06%
Two or More Races	3.10%	4.37%	6.45%
Other/unknown	0.00%	0.00%	0.00%

In the 2024-25 CLPCCD Annual Report, the district reported that for every \$1 invested:

- Students gain \$8.10 in lifetime earnings
- Taxpayers gain \$1.20 in added tax revenue and public sector savings

- Society gains \$9.30 in added income and social savings.

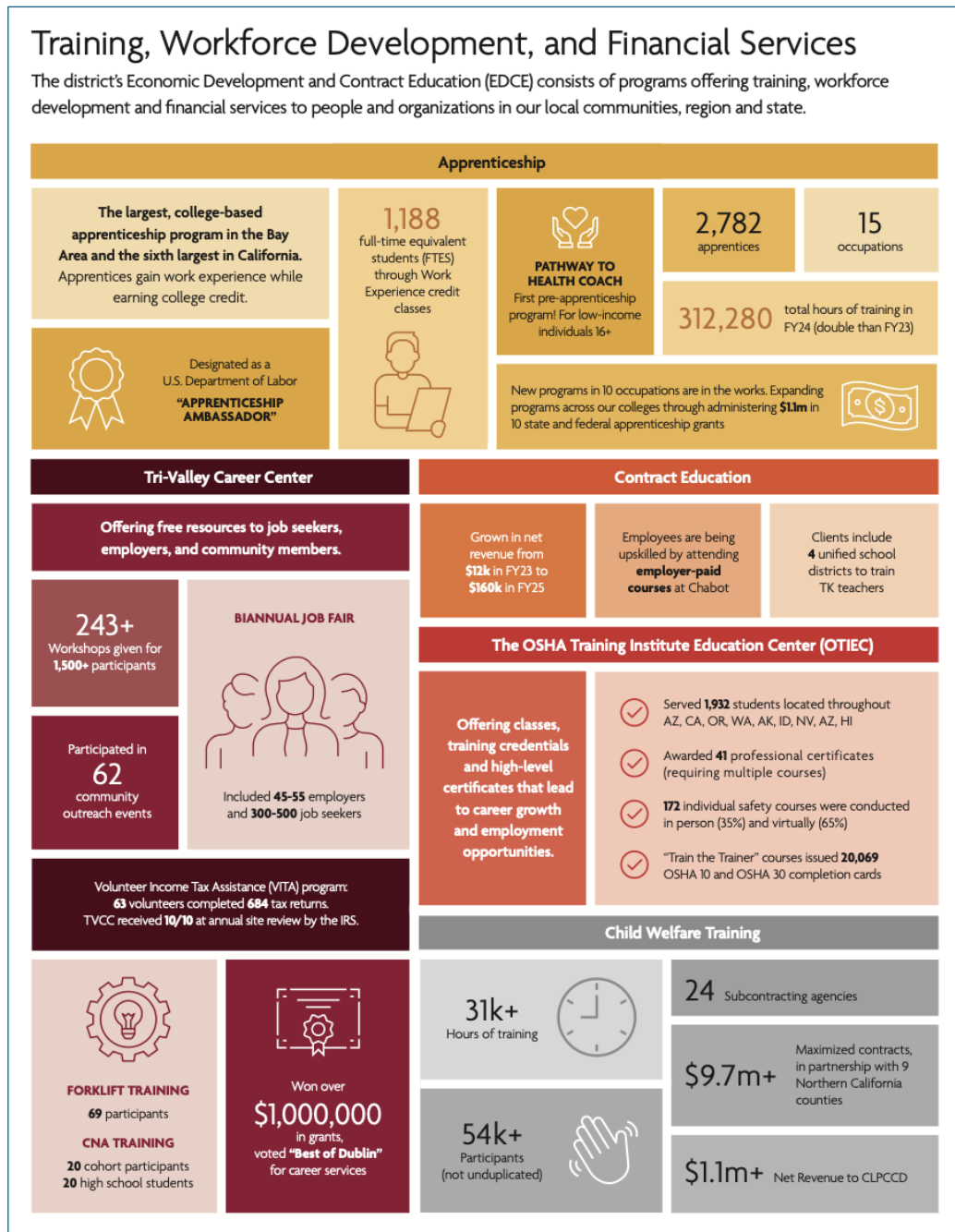


Figure 3

The district falls within the Alameda County Workforce Region.

District Student Counts (Including Economically Disadvantaged)

Table 2 provides a five-year overview of the district's student population, including totals for all students, CTE students (reported by number and percentage), and CTE students who are economically disadvantaged (also reported by number and percentage).

The table also reflects enrollment recovery following the initial COVID-19–related decline in cohort year 2019–20, with a net increase of 1,944 students, of whom 83.49% are classified as CTE. The most recent data also show that 53.44% of all students are CTE students, and 67.75% of those students are economically disadvantaged. At the district level, 3.4% of CTE concentrators are English Learners and 25.75% are Non-Traditional students.

Table 2 – Chabot-Las Positas CCD CTE Students

Chabot-Las Positas CCD	All Students	CTE Students	CTE Students Percentage	CTE Students Economically Disadvantaged	CTE Students Economically Disadvantaged Percentage
(19-20) = 2022-23	30,717	15,830	51.53%	12,251	77.39%
(20-21) = 2023-24	28,243	14,874	52.66%	10,685	71.84%
(21-22) = 2024-25	27,809	14,797	53.20%	9,997	67.56%
(22-23) = 2025-26	30,966	16,816	54.30%	11,286	67.11%
(23-24) = 2026-27	32,661	17,453	53.44%	11,824	67.75%
Averaged 5-year Total	30,079	15,954	52.04%	11,209	70.26%

As a component of this Comprehensive Local Needs Assessment, a professional analysis of regional demographic and economic profiles and trends was conducted. Trends in the community, the region and the state all have the potential to impact the district and its role in the economic prospects of the people it serves. A number of key findings surfaced in the analysis, each holding the potential to affect the district's growth and engagement strategies.

Demographics Key Finding #1: The total population served by the district is decreasing slightly.

The populations of Alameda and Contra Costa Counties have remained relatively steady in recent years, even as the population of the state declined steadily until its reversal in 2024. While total population has declined in Alameda County, the San Francisco-Oakland-Fremont Metropolitan Statistical Area (MSA) and California as a whole, the changes at the regional and county levels have been relatively slight. Since 2019, Alameda County's population has declined by 1.3%, while the San Francisco-Oakland-Fremont Metropolitan Statistical Area (MSA) has declined by 1.8%. (Figure 4)

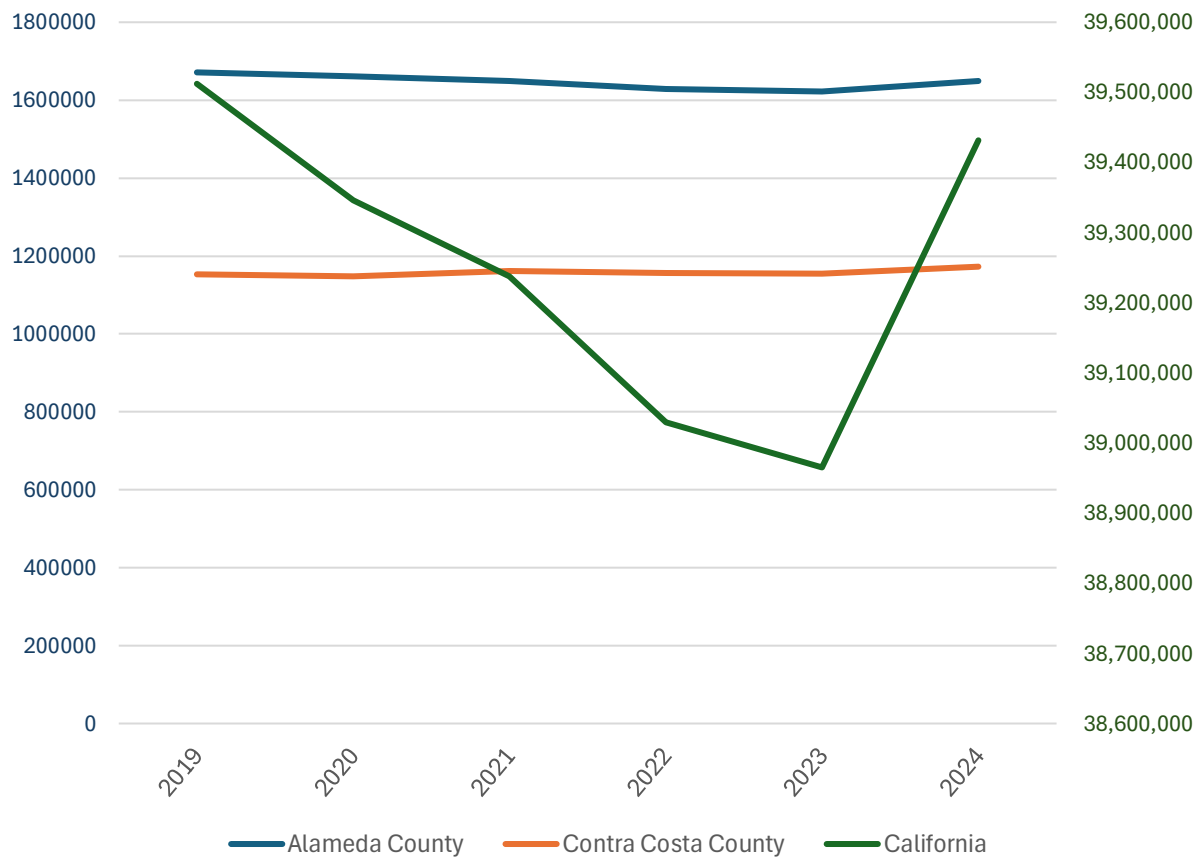


Figure 4

Demographics Key Finding #2: The population is aging.

Over the last decade, the share of the population that is 65 years or older has increased by almost four percentage points, while the share that is ten years or younger had decreased steadily from 12.0% to 10.5% (Figure 5).

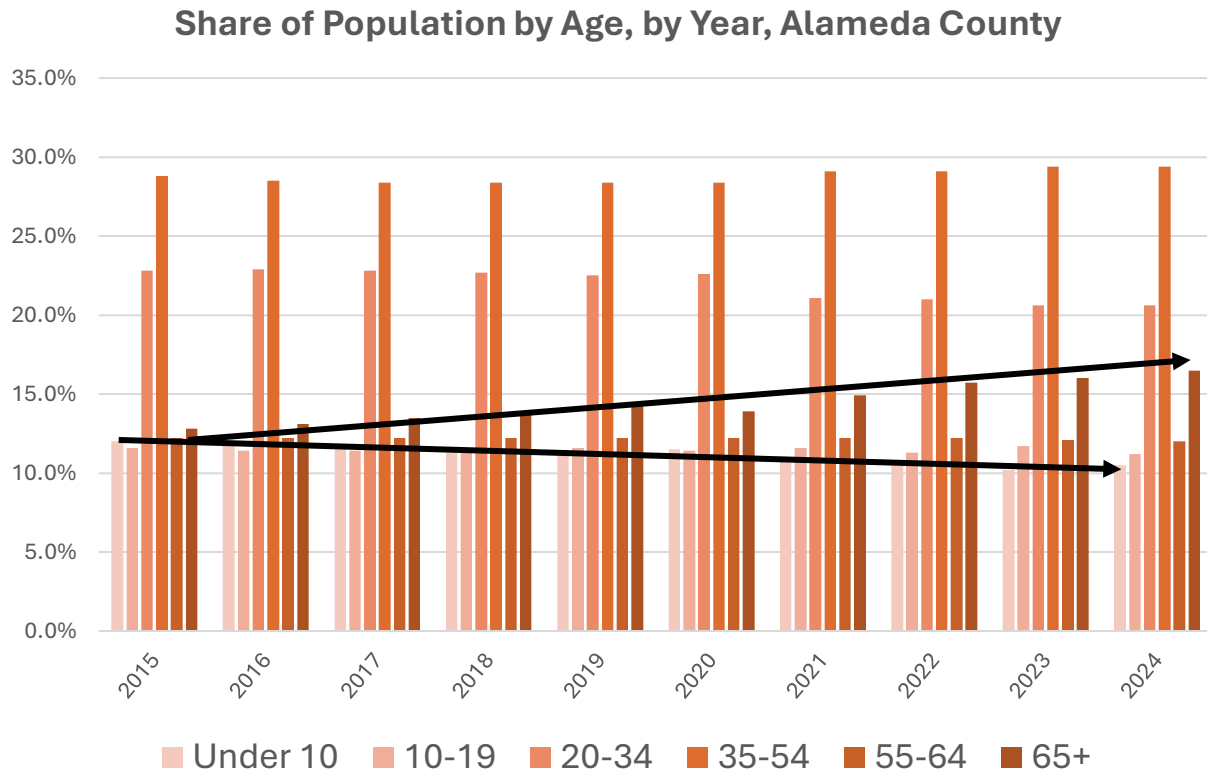


Figure 5

Demographics Key Finding #3: The racial/ethnic makeup of the community is becoming less white and more Asian.

The Asian share of the population has increased by five percentage points over the last decade, while the White, Non-Hispanic share has decreased by six (Figure 6).

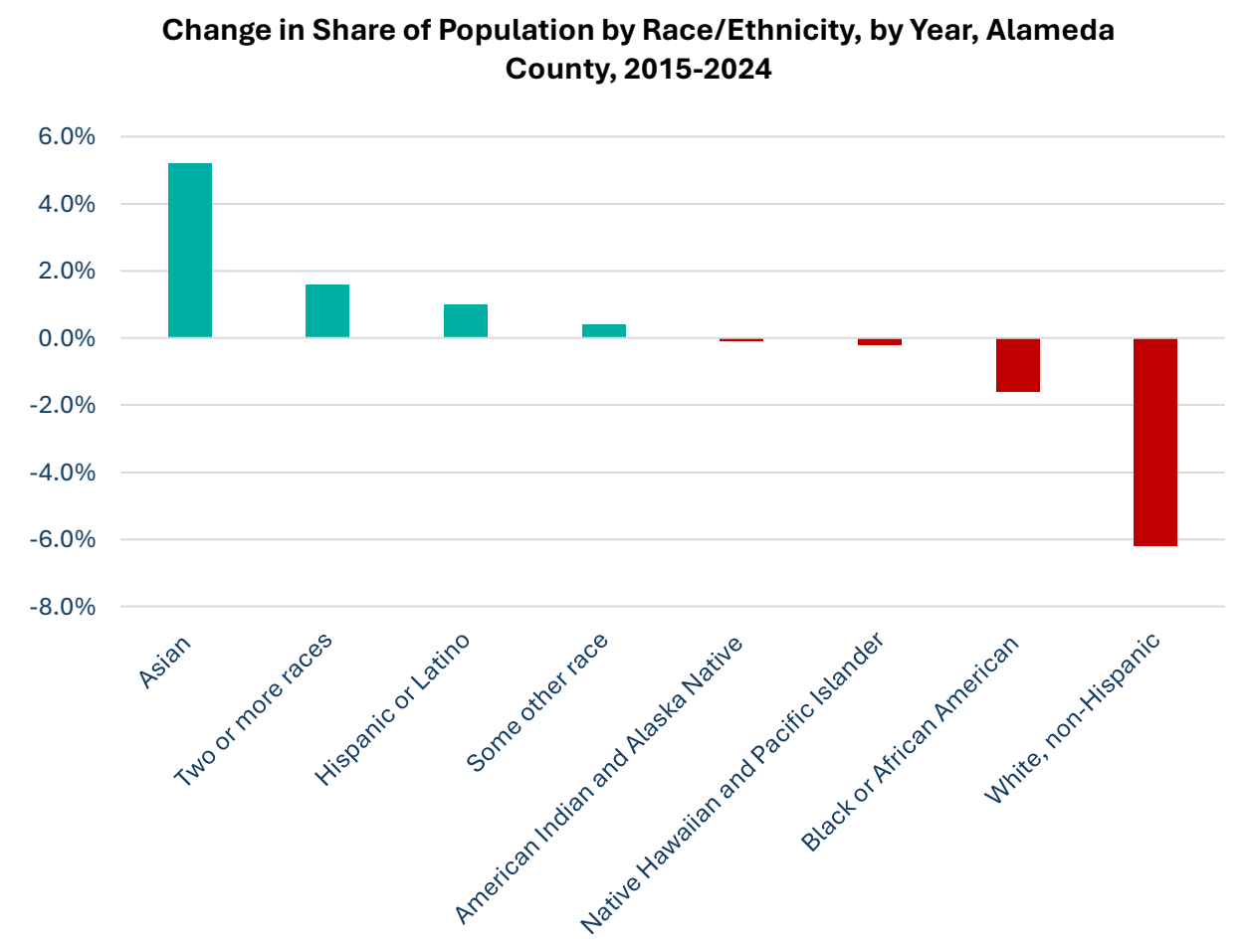


Figure 6

Demographics Key Finding #4: The region's population is unusually well-educated.

The population of Alameda County is significantly more educated than the population of the United States as a whole, with 53.4% of those 25 years or older holding a Bachelor's Degree or higher. More than 24% of the population holds a graduate or professional degree (Figure 7).

Educational Attainment, 25 Years & Older, Alameda County, 2024

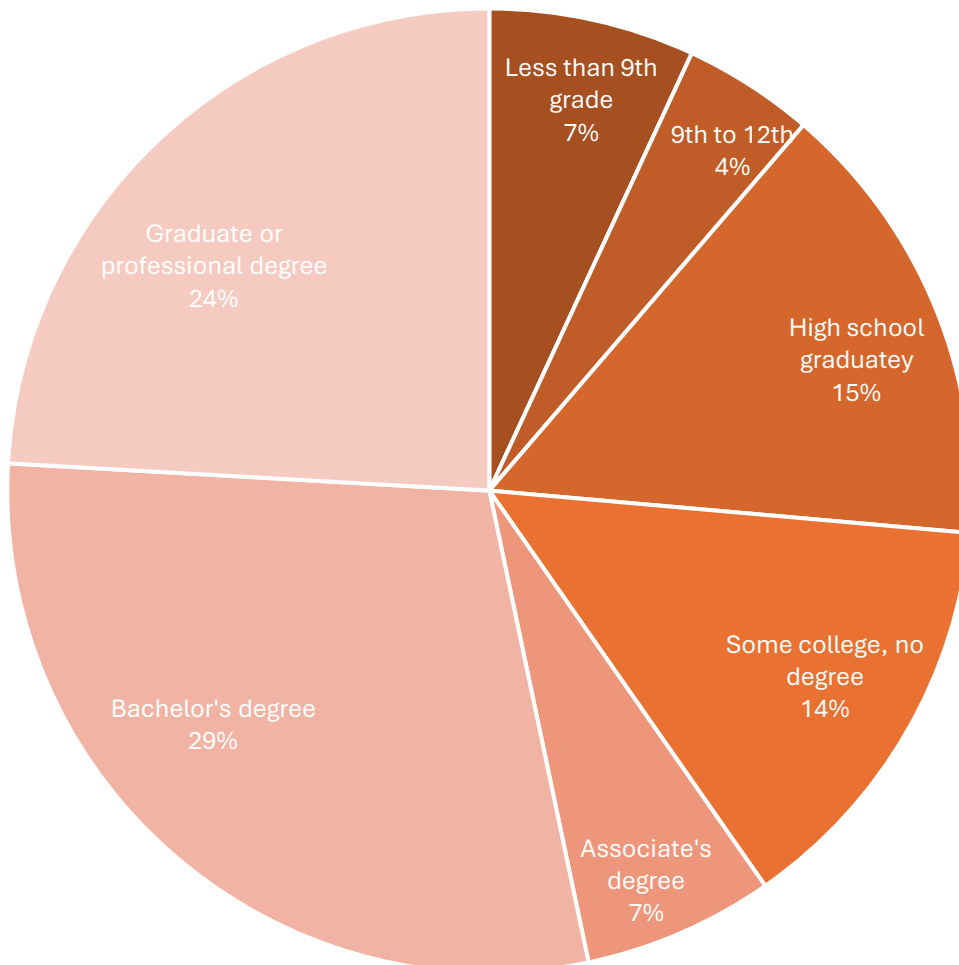


Figure 7

Element #1: Student Performance on Required Performance Indicators

Introduction

Community Colleges are required by the *Strengthening Career and Technical Education for the 21st Century Act* to report student performance on three specific performance indicators:

- Postsecondary Retention and Placement
- Earned a Postsecondary Credential
- Non-Traditional Program Enrollment

Additionally, the district breaks out employment data to provide perspective on the career outcomes of its students.

The district negotiates target performance levels with the state for each indicator and reports annually on the performance of the student body as a whole, as well as ESSER Subgroups and Special Populations against these thresholds. At a minimum, 90% of the negotiated performance level must be achieved to avoid a requirement to submit an improvement plan.

The performance data are tracked for CTE Concentrators, which are defined as a student who has taken at least 12 units within a 2-digit Taxonomy of Programs (TOP) code, of which at least 1 unit is within a core course (SAM level A-C). District core indicators, which are negotiated with the state, indicate that 31.28% of the non-duplicative student count has reached concentrator status.

Performance

Indicator #1: Postsecondary Retention and Placement

This indicator reports the percentage of CTE concentrators who, during the 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, or are placed in employment.

Key Findings, Indicator #1

Retention and Placement remains a strength, with every subgroup and special population recording higher than 95% success rate in the most recent year. Moreover, the district's performance in this indicator has exceeded 90% of the state-negotiated performance level for three consecutive years.

Table 3: Core Indicator 1 – CTE Cohort Yr 2023– 2024, District

Postsecondary Retention & Placement	Numer ator	Denomin ator	Negotiated Level		District Perfor mance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
CTE Cohort	3,289	3,379	95.51	86.00	97.34	1.8	11.3
Gender							
Female	1,273	1,328	95.51	86.00	95.86	0.3	9.9
Male	1,827	1,860	95.51	86.00	98.23	2.7	12.2
Ethnicity /Race							
Asian	545	565	95.51	86.00	96.46	1.0	10.5
Black or African-American	188	194	95.51	86.00	96.91	1.4	10.9
Filipino	197	202	95.51	86.00	97.52	2.0	11.5
Hispanic	1,269	1,297	95.51	86.00	97.84	2.3	11.9
American Indian/ Alaskan Native	10	10	95.51	86.00	100	4.5	14.0
Other Non-White	0	0	95.51	86.00	N/R	N/R	N/R
Pacific Islander	30	30	95.51	86.00	100	4.5	14.0
Multi-Ethnicity	185	186	95.51	86.00	99.46	4.0	13.5
White Non-Hispanic	682	708	95.51	86.00	96.33	0.8	10.3
Special Populations							
Individuals Preparing for Non-Traditional Fields	688	707	95.51	86.00	97.31	1.8	11.3
Out of Workforce Individuals	56	59	95.51	86.00	94.92	-0.6	8.9
Economically Disadvantaged Families	1,859	1,921	95.51	86.00	96.77	1.3	10.8
English Learners	109	115	95.51	86.00	94.78	-0.7	8.8
Single Parents	166	173	95.51	86.00	95.95	0.4	10.0
Individuals with Disabilities	195	206	95.51	86.00	94.66	-0.8	8.7
Homeless Individuals	1	1	95.51	86.00	100	N/A	N/A
Youth in Foster Care	42	42	95.51	86.00	100	4.5	14.0
Youth with Parent in Active Military	1	1	95.51	86.00	100	N/A	N/A

Indicator #2: Earned a Postsecondary Credential

This indicator estimates the percentage of concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Key Findings, Indicator #2

The share of concentrators who earn a postsecondary credential remains an opportunity. In particular, more than a third of concentrators did not earn a postsecondary credential in the most recent year. While structural differences may contribute to the performance levels, the programs with the lowest share of concentrators earning a postsecondary credential are Engineering and Industrial Technology (30.8%) and Family and Consumer Sciences (47.3%). One factor contributing to the lower credential rates for Engineering is due to misalignment in course sequencing to advance students to concentrator status.

Additionally, uncertainty around the data collection and analysis methods at the state level have shed uncertainty on the veracity of numbers. However, it was agreed that even if the totals are inaccurate the rate at which concentrators earn postsecondary credentials remain an opportunity for improvement.

Table 4: Core Indicator 2 – CTE Cohort Yr: 2023- 2024, District

Earned Postsecondary Credential	Numerator	Denominator	Negotiated Level		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
CTE Cohort	882	1,552	75.61	68.05	56.83	-18.8	-11.2
Gender							
Female	433	716	75.61	68.05	60.47	-15.1	-7.5
Male	439	793	75.61	68.05	55.36	-20.3	-12.6
Ethnicity /Race							
Asian	190	286	75.61	68.05	66.43	-9.2	-1.6
Black or African-American	53	103	75.61	68.05	51.46	-24.2	-16.6
Filipino	65	98	75.61	68.05	66.33	-9.3	-1.7
Hispanic	333	618	75.61	68.05	53.88	-21.7	-14.2
American Indian/ Alaskan Native	0	1	75.61	68.05	0	N/A	N/A
Other Non-White	0	0	75.61	68.05	N/R	N/R	N/R
Pacific Islander	7	15	75.61	68.05	46.67	-28.9	-21.4
Multi-Ethnicity	46	83	75.61	68.05	55.42	-20.2	-12.6
White Non-Hispanic	175	292	75.61	68.05	59.93	-15.7	-8.1
Special Populations							
Individuals Preparing for Non-Traditional Fields	238	339	75.61	68.05	70.21	-5.4	2.2

Out of Workforce Individuals	13	23	75.61	68.05	56.52	-19.1	-11.5
Economically Disadvantaged Families	618	993	75.61	68.05	62.24	-13.4	-5.8
English Learners	25	57	75.61	68.05	43.86	-31.8	-24.2
Single Parents	49	92	75.61	68.05	53.26	-22.3	-14.8
Individuals with Disabilities	59	90	75.61	68.05	65.56	-10.1	-2.5
Homeless Individuals	0	0	75.61	68.05	N/R	N/R	N/R
Youth in Foster Care	7	17	75.61	68.05	41.18	-34.4	-26.9
Youth with Parent in Active Military	0	0	75.61	68.05	N/R	N/R	N/R

Indicator #3: Non-Traditional Program Enrollment

This indicator reports the number of CTE Concentrators who enroll in a program in which a different gender represents less than 25% of those employed in target occupations.

Key Finding, Indicator #3

The only statistically significant subgroup that underperforms the 90% of the state-negotiated performance minimums in the most recent fiscal year is males, which missed the mark by 11.3%.

Table 5: Core Indicator 3 – CTE Cohort Yr: 2023- 2024, District

Non-Traditional Program Enrollment	Numerator	Denominator	Negotiated Level		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
CTE Cohort*	790	3,068	27.18	24.46	25.75	-1.4	-1.3
Gender							
Female	565	1,177	27.18	24.46	48	20.8	23.5
Male	225	1,714	27.18	24.46	13.13	-14.1	-11.3
Ethnicity /Race							
Asian	167	539	27.18	24.46	30.98	3.8	6.5
Black or African-American	52	173	27.18	24.46	30.06	2.9	5.6
Filipino	58	188	27.18	24.46	30.85	3.7	6.4
Hispanic	306	1,165	27.18	24.46	26.27	-0.9	1.8

American Indian/Alaskan Native	1	8	27.18	24.46	12.5	N/A	N/A
Other Non-White	0	0	27.18	24.46	N/R	N/R	N/R
Pacific Islander	8	27	27.18	24.46	29.63	2.4	5.2
Multi-Ethnicity	43	165	27.18	24.46	26.06	-1.1	1.6
White Non-Hispanic	151	621	27.18	24.46	24.32	-2.9	-0.1
Special Populations							
Individuals Preparing for Non-Traditional Fields	790	3,068	27.18	24.46	25.75	-1.4	1.3
Out of Workforce Individuals	14	56	27.18	24.46	25	-2.2	0.5
Individuals with Economically Disadvantaged Families	569	1,669	27.18	24.46	34.09	6.9	9.6
English Learners	38	109	27.18	24.46	34.86	7.7	10.4
Single Parents	51	157	27.18	24.46	32.48	5.3	8
Individuals with Disabilities	46	168	27.18	24.46	27.38	0.2	2.9
Homeless Individuals	1	1	27.18	24.46	100	N/A	N/A
Youth in Foster Care	14	31	27.18	24.46	45.16	18	20.7
Youth with Parent in Active Military	0	1	27.18	24.46	0	N/A	N/A

Indicator #4: Employment

This indicator is a subset of Indicator #1. It separates the number of CTE Concentrators who, during the 2nd quarter after program completion, are employed.

Key Findings, Indicator #4

No subgroup or special population underperformed the state-negotiated minimum levels, and the only outlier among the statistically significant categories is Hispanic Students, which outperformed the minimum by more than fourteen percentage points.

Table 6: Core Indicator 4 – CTE Cohort Yr: 2023- 2024, District

Employment	Numerator	Denominator	Negotiated Level		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
CTE Cohort	1,040	1,239	73.25	65.93	83.94	10.7	18.0
Gender							

Female	475	591	73.25	65.93	80.37	7.1	14.4
Male	525	602	73.25	65.93	87.21	14	21.3
Ethnicity /Race							
Asian	152	203	73.25	65.93	74.88	1.6	9
Black or African-American	67	87	73.25	65.93	77.01	3.8	11.1
Filipino	60	76	73.25	65.93	78.95	5.7	13
Hispanic	446	509	73.25	65.93	87.62	14.4	21.7
American Indian/ Alaskan Native	DR	DR	73.25	65.93	DR	N/A	N/A
Other Non-White	0	0	73.25	65.93	N/R	N/R	N/R
Pacific Islander	12	13	73.25	65.93	92.31	19.1	26.4
Multi-Ethnicity	53	58	73.25	65.93	91.38	18.1	25.5
White Non-Hispanic	193	228	73.25	65.93	84.65	11.4	18.7
Special Populations							
Individuals Preparing for Non-Traditional Fields	189	232	73.25	65.93	81.47	8.2	15.5
Out of Workforce Individuals	15	20	73.25	65.93	75	1.8	9.1
Individuals with Economically Disadvantaged Families	598	736	73.25	65.93	81.25	8	15.3
English Learners	45	56	73.25	65.93	80.36	7.1	14.4
Single Parents	65	80	73.25	65.93	81.25	8	15.3
Individuals with Disabilities	55	74	73.25	65.93	74.32	1.1	8.4
Homeless Individuals	0	0	73.25	65.93	N/R	N/R	N/R
Youth in Foster Care	16	16	73.25	65.93	100	26.8	34.1
Youth with Parent in Active Military	0	0	73.25	65.93	N/R	N/R	N/R

Trends

The district's performance has remained relatively stable over the preceding five years in two of the three core performance indicators. Indicator #2, Earned a Postsecondary

Credential, is the exception. In the 2018-2019 fiscal year, 67.9% of CTE Concentrators qualified for this indicator, and that number increased by the 2020-2021 fiscal year to 72.55. However, in the 2023-2024 fiscal year, that number had dipped to 56.8%.

Table 7: Performance in Core Indicators, District, 2019-2023

Indicator	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5YC
Postsecondary Retention and Placement	96.4	94.3	95.7	96.7	96.9	97.3	0.9
Earned a Postsecondary Credential	67.9	68.3	72.6	58.5	63.9	56.8	-11.0
Non-Traditional Program Enrollment	24.7	23.4	27.2	26.5	26.6	25.8	1.0

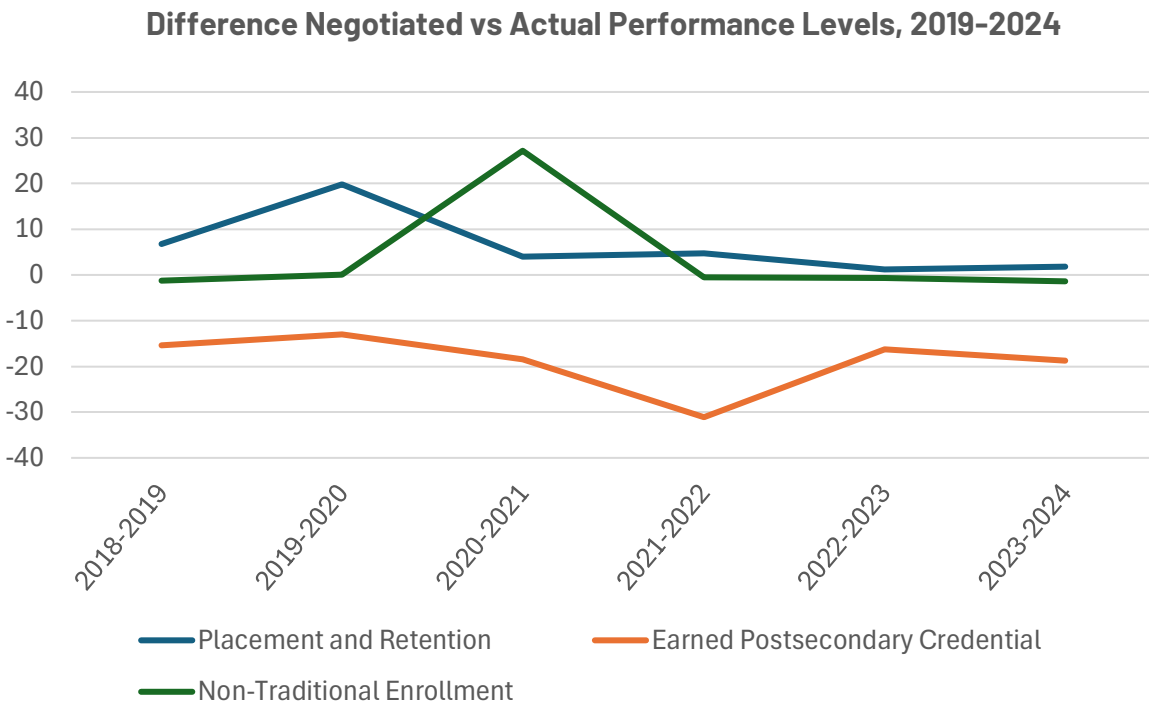


Figure 8

Through a negotiation process, the district and the state agree on target performance levels for each of the three indicators. On Indicator #1, Placement and Retention, the district has consistently outperformed its negotiated performance level. The third indicator, Non-Traditional Enrollment, has generally performed at a level very close to the target. On Indicator #2, however, the district has consistently and significantly underperformed its target.

Table 8: Performance in Core Indicators vs Negotiated Performance Levels, 2019-2024

	Placement and Retention	Earned Postsecondary Credential	Non-Traditional Enrollment	Employment
2018-2019	6.7	-15.4	-1.3	10.8
2019-2020	19.8	-13	0	6.1
2020-2021	4	-18.5	27.15	9.9
2021-2022	4.7	-31.1	-0.5	11.8
2022-2023	1.2	-16.2	-0.6	12
2023-2024	1.8	-18.8	-1.4	10.7

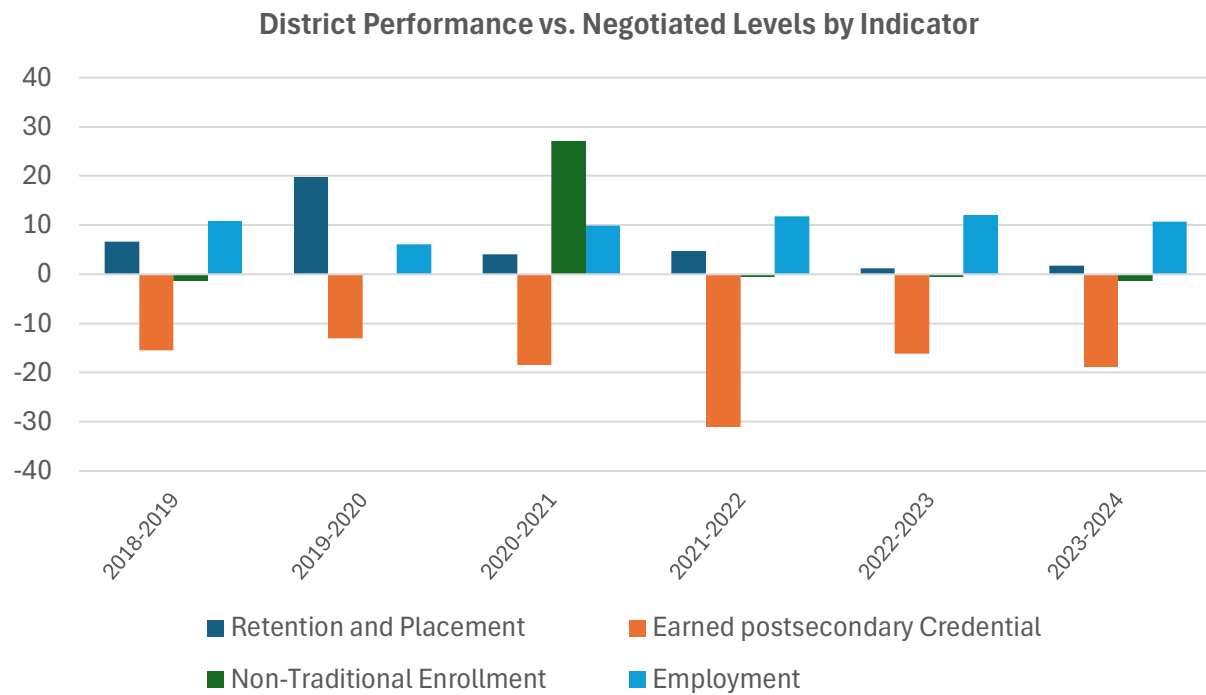


Figure 9

Performance by Subgroup and Special Populations

The Postsecondary Retention and Placement metric is the one in which the district performs best in terms of meeting minimum negotiated performance standards, with all subgroups and special populations measuring 95% or higher success rates.

Table 9: Postsecondary Retention and Placement, by Special Populations, 2023-2024

Special Population	Met Criterion	Total Concentrators	Negotiated Level	District Performance	Percent Above Negotiated Level	Percent Above 90% of Negotiated Level
Individuals with Economically Disadvantaged Families	1,859	1,921	95.51	97.31	1.8	11.4
Individuals Preparing for Non-Traditional Fields	688	707	95.51	94.92	-0.6	9.0
Individuals with Disabilities	195	206	95.51	96.77	1.3	10.8
Single Parents	166	173	95.51	94.78	-0.7	8.8
English Learners	109	115	95.51	95.95	0.4	10.0
Out of Workforce Individuals	56	59	95.51	94.66	-0.8	8.7
Youth in Foster Care	42	42	95.51	100.00	N/A	N/A
Homeless Individuals	1	1	95.51	100.00	4.5	14.0
Youth with Parent in Active Military	1	1	95.51	100.00	N/A	N/A

Across all subgroups and demographic categories, and in nearly all programs, postsecondary credential attainment falls below state-negotiated minimums (Table 10). Among statistically significant subgroups, performance is lowest among English Learners (31.8 percentage points below the minimum) and Single Parents (22.3 percentage points below the minimum).

Table 10: Earned Postsecondary Credential, by Special Populations, 2023-2024

Special Population	Met Criterion	Total Concentrators	Negotiated Level	District Performance	Percent Above Negotiated Level	Percent Above 90% of Negotiated Level
Individuals with Economically Disadvantaged Families	618	993	75.6	62.24	-13.4	-5.8
Individuals Preparing for Non-Traditional Fields	238	339	75.6	70.21	-5.4	2.2
Single Parents	49	92	75.6	53.26	-22.3	-14.8
Individuals with Disabilities	59	90	75.6	65.56	-10.1	-2.5
English Learners	25	57	75.6	43.86	-31.8	-24.2
Out of Workforce Individuals	13	23	75.6	56.52	-19.1	-11.5
Youth in Foster Care	7	17	75.6	41.18	-34.4	-26.9
Homeless Individuals	0	0	75.6	N/R	N/R	N/R
Youth with Parent in Active Military	0	0	75.6	N/R	N/R	N/R

While performance in the non-traditional program enrollment metric has been higher than 90% for every statistically valid subgroup, there remains opportunity for improvement across each.

Table 11: Non-Traditional Program Enrollment by Special Populations, 2023-2024

Special Population	Met Criterion	Total Concentrators	Negotiated Level	District Performance	Percent Above Negotiated Level	Percent Above 90% of Negotiated Level
Individuals Preparing for Non-Traditional Fields	790	3,068	27.18	25.75	-1.4	1.3
Out of Workforce Individuals	14	56	27.18	25.00	-2.2	0.5
Individuals with Economically Disadvantaged Families	569	1,669	27.18	34.09	6.9	9.6
English Learners	38	109	27.18	34.86	7.7	10.4
Single Parents	51	157	27.18	32.48	5.3	8.0
Individuals with Disabilities	46	168	27.18	27.38	0.2	2.9
Homeless Individuals	1	1	27.18	100.00	N/A	N/A
Youth in Foster Care	14	31	27.18	45.16	18.0	20.7
Youth with Parent in Active Military	0	1	27.18	0.00	N/A	N/A

Performance in the Employment component of the Placement and Retention metric is consistently strong across all subgroups, with particularly strong levels among Non-Traditional enrollment, Out-Of-Work Individuals, and the Economically Disadvantaged.

Table 12: Employment. by Special Populations, 2023-2024

Special Population	Met Criterion	Total Concentrators	Negotiated Level	District Performance	Percent Above Negotiated Level	Percent Above 90% of Negotiated Level
Individuals Preparing for Non-Traditional Fields	189	232	72	81.25	8.2	15.5
Out of Workforce Individuals	15	20	72	80.36	1.8	9.1
Individuals with Economically Disadvantaged Families	598	736	72	81.25	8.0	15.3
English Learners	45	56	72	74.32	7.1	14.4
Single Parents	65	80	72	N/R	8.0	15.3
Individuals with Disabilities	55	74	72	100	1.1	8.4
Homeless Individuals	0	0	72	N/R	N/R	N/R
Youth in Foster Care	16	16	72	81.25	26.8	34.1
Youth with Parent in Active Military	0	0	72	80.36	N/R	N/R

Performance by Program of Study

The most recent data, listed as 2026-27 for cohort year 2023-24, show eight 2-digit TOPs improved and two declined slightly in the Postsecondary Retention and Placement metric.

Eight of the eleven statistically valid program families have decreased in the Earned a Postsecondary Credential indicator compared with the previous fiscal year. It should also be noted, however, that the data discrepancies being addressed in the current fiscal year, along with the implementation of DegreeWorks (an online student education planning tool), have increased student and apprenticeship program outreach to request awards and funding for licensures. At Chabot, DegreeWorks auto-awards students who complete their declared program's credentials and degrees. Criteria for auto-awards include those enrolled in the reporting year, has Chabot as a home campus, and earned a minimum of 16 semester units with a cumulative GPA of 2.0 or higher.

Non-traditional Program Enrollment shows consistent issues over the last three fiscal years, with four 2-digit TOPs not meeting the minimum 90% of the state-negotiated rate

- Engineering & Industrial Technologies
- Family & Consumer Sciences
- Health
- Law

These four TOPs represent up to 43.03% of CTE concentrators.

It should also be noted that eight of the eleven statistically valid TOPs have decreased from the previous fiscal year, even when meeting the minimum 90% state-negotiated rate. In this case, data veracity is also in question. For example, Chabot has seen a significant uptick in CTE degrees/certs from 22-23 (760 awards), 23-24 (1,117), and 24-25 (1,364). Further research into the data and collection methods is current underway.

In reviewing 2-digit TOPs for Employment (which is not a negotiated core indicator but separated from Core Indicator 1 so that the District can see how they are independently doing in employment), of the eleven statistically valid TOPs, all but one (01 Agriculture &

Natural Resources), which represents up to 1.21% of CTE Concentrators met or exceeded the minimum 90% state-negotiated rate.

Table 13: Core Indicator Performance, by Program of Study, 2023-2024

TOP	Program Family	Retention & Placement			Earned Credentials			Non-traditional			Employment		
		#1 24-25	#1 25-26	#1 26-27	#2 24-25	#2 25-26	#2 26-27	#3 24-25	#3 25-26	#3 26-27	#4 24-25	#4 25-26	#4 26-27
	State-negotiated Rates	92.0%	95.5%	95.5%	89.6%	80.0%	75.6%	27.0%	27.2%	27.2%	73.3%	72.0%	72.0%
	State-negotiated Rate-90	82.8%	86.0%	86.0%	80.6%	72.0%	68.1%	24.3%	24.5%	24.5%	65.9%	64.8%	64.8%
05	Business & Management	96.3	95.4	96.9	80.5	79.3	74.3	45.8	50.3	48.7	83.3	80.1	79.8
09	Engineering & Industrial Technology	98.7	98.9	99.1	26.7	16.3	30.8	3.8	4.7	4.1	94.8	95.4	93.7
07	Information Technology	94.7	96.0	96.6	59.7	66.7	55.9	31.2	26.4	26.4	68.3	77.1	73.2
21	Public & Protective Services	98.5	98.6	97.3	82.6	79.5	71.7	38.3	35.8	33.3	91.1	93.4	88.5
13	Family & Consumer Sciences	92.6	95.0	96.4	82.1	58.5	47.3	2.5	2.5	3.2	77.1	78.4	84.1
12	Health	98.2	96.6	95.9	87.0	84.8	57.3	11.8	10.1	13.3	94.3	92.0	90.9
06	Media & Communications	98.8	94.9	99.0	80.7	79.7	83.6	49.6	44.8	43.1	76.5	63.8	71.1
10	Fine & Applied Arts	97.4	93.2	97.5	61.8	74.1	63.5	40.9	46.7	58.1	70.2	64.4	74.6

Element #2: Program Size, Scope, and Quality to Meet the Needs of All Students

Strength: Both colleges have strong enrollment across program areas.

Opportunity: High-demand program areas need expanded courses, course times, space, faculty, counseling, and awareness.

What the Data Show

As noted in the preceding section, both colleges post strong enrollment and employment numbers across virtually all TOP code programs, meeting or exceeding at least 90% of their state negotiated rates over the past three years (Table 3).

From the perspective of current college and high school students, approximately 90% of survey respondents reported having access to the programs and courses that were needed, at times that worked for them, and counselor support in making well informed choices for their career pathways/degrees (Figure 10).

Where gaps were identified, students referenced lack of availability of STEM and engineering courses, deficiencies in the registration process, and difficulty in navigating some of the dual enrollment platforms. Students specifically requested:

- More sections of high demand subjects (biology, chemistry, physics, math, Gen Ed, STEM, macro-economics specifically mentioned)
- More in-person classes
- More times offered, especially earlier and later in the day
- More online offerings
- More summer and weekend classes

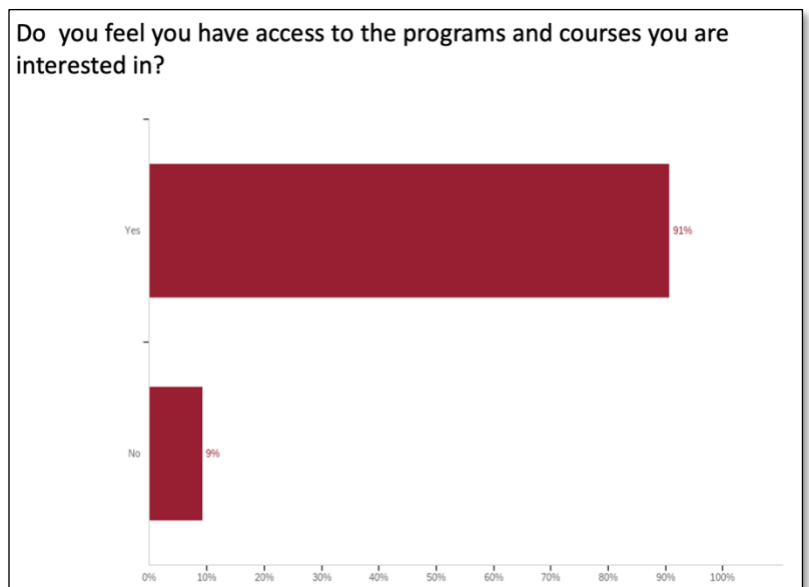


Figure 10

These factors underly the analysis showing credential attainment below negotiated rates in Engineering & Industrial Tech, Information Technology, and Family and Consumer Sciences at both colleges.

Amongst institutional audiences (deans, administration, faculty, counselors, and classified professionals), 75% of deans and administrators of both colleges indicated insufficient capacity to meet current and future student

demands (Figure 11). Of the 44% of faculty who indicated program insufficiency, the majority of respondents were from Las Positas. They also indicated space, additional faculty, and funding are currently barriers to program growth.

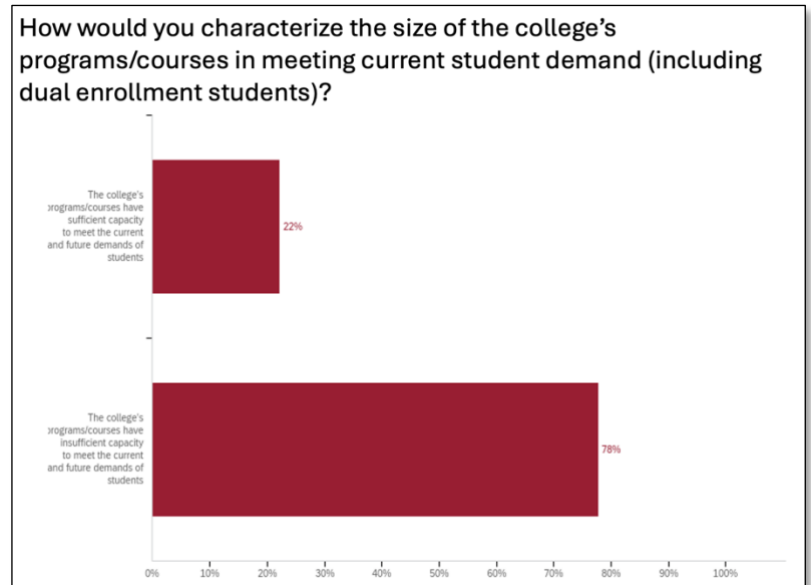


Figure 11

In program sequencing, 100% deans/administrators and faculty agree their programs were either very well or somewhat well sequenced to support students growth in knowledge, skills, and abilities on their way to credentials. Ninety percent of those two stakeholder groups rated the quality of the programs and courses as well aligned or somewhat aligned to prepare students for high value careers in the region.

However, limited course offerings, including availability after hours and on weekends, are generating waiting lists for high-demand programs, including in health and engineering. Additionally, the current Engineering program of study doesn't meet the 12-credit definition of a CTE Concentrator. This contributes to the underproduction of credentials that have high demand in the labor market. Engineering & Industrial Tech, Information Technology, and Health, in particular, are tied to the highest labor market demand and some of the best paying jobs in the region yet fall below negotiated rates on credential attainment.

Overcoming Awareness Gaps

Across the board, the lack of awareness of the breadth of career opportunities in the region is limiting the quality of program scope and quality. Limited use of existing resources like Program Mapper, Career Coach, and Degree Works are easy places to start by training all counselors, faculty, and staff on their use and expanding students' knowledge and use of these tools. The new Labor Market Navigator also provides all stakeholders a better lens on the occupations and industries that are in greatest demand, pay the highest wages, and are poised for growth, setting the stage for a stronger return on educational investments by students and the colleges. All of these tools do need better positioning on the colleges' websites and marketing, as indicated by stakeholder feedback.

Counselors are key to improving guidance, and while students indicated general satisfaction with advising, some identified language barriers, lack of guidance, and scheduling conflicts as barriers to their progress. A designated CTE Counselor could lead the effort in partnership with other counselors, all of whom would be responsible for gaining a deeper knowledge of program sequencing and courses, state-recognized certificates of value, and stackable credentials and degrees that would support students in their career goals.

The majority of students who took the survey indicated they are at the colleges to earn a two-year degree and/or take coursework on their way to a four-year degree. Understanding how earning an Industry Recognized Credential even within degree pursuits would support counselors in high-quality advising and course sequencing for students' schedules. The closer counselors are connected to not just the programs of study but the industry and occupations hungry for the district's graduates, the better. Attending industry advisory board meetings would give them a stronger knowledge base from which to build that bridge from education to employment for the students they serve.

Finally, utilizing advisory boards to aid career/employment exploration and opportunities for students would support faculty in growing their knowledge base for better connecting students to short-term credentials and degrees of value to employers. For example, the ISC2 certification for Cybersecurity was specifically identified as a credential in demand for computer occupations. This credential would support students on their way to higher degrees in an industry with some of the highest paying careers in the region (\$84,101 - \$146,486 for those with some college/two-year degrees).

Leveraging Existing Assets and Relationships

As called for in priority 2 of the California Master Plan for Career Education, strengthening regional collaboration will be key to improving program scope and quality. Both colleges indicate the opportunity to better engage and align with employers in industries offering high-demand careers. Employer engagement can begin with advisory meetings and spans a continuum, from classroom-based activities like industry speakers, projects, and industry challenges to job shadowing to deeper integration through advisory input, curriculum alignment, course sequencing, and expanded access to internships, apprenticeships, and faculty externships.

The educational partners, Eden and Tri-Valley ROP, are important partners for increasing the capacity of the talent pipeline. Starting students on well-sequenced dual enrollment courses aligned to specific credential or degree outcomes, will help address deficiencies in credential attainment for the colleges by increasing their capacity to support students through to completion in and after high school.

The colleges can also play host to economic development forums, like those discussed with the Innovation Tri-Valley initiative that is singularly focused on building world-class talent for the wealth and breadth of opportunities in the region. In their Innovation Tri-Valley 2040 Vision, those occupations targeted for growth are in mechanical and civil engineering, computer science, health and applied technologies, and business creation – all program areas provided by the colleges.

CLPCCD is in a unique position for growth by leveraging existing relationships with employer participants and the adult learners coming to the center for training (Figure 12). The District provides OSHA training for the region and has 20 apprenticeship programs currently operating out of its Economic



Figure 12

Development and Contract Education arm. Funded by the Alameda County Workforce Development Board, the Tri-Valley Career Center also operates out of the district's offices.

This is beneficial, as WIOA's priority populations mirror those of Perkins V's focus and provide an optimal use of federal and state funds when united in propelling students toward high-value credentials and degrees.

Stronger integration between district and college CTE staff creates a partnership that places students' learning and earning at the center of their college experience. With tuition and educational costs, students in poverty, and childcare needs identified as factors that limit students' progress toward educational goals, better partnership between the academics of the college, the WIOA programs for job seekers and employers, and expanding the District's successful apprenticeship models (including to providing services within Chabot's service area) would create a much enhanced and stronger pipeline of talent into high-demand industries and occupations in the region.

Economic Development and Contract Education (EDCE)

The Economic Development and Contract division at Chabot-Las Positas Community College District plays a critical role in advancing workforce development and regional economic alignment.

EDCE operates as a bridge between education and industry by delivering customized training, apprenticeship support, and workforce development initiatives that respond directly to labor market demands. Its focus ensures that programs remain responsive to evolving industry needs, while its apprenticeship programs and partnerships with employers support the development of high-skill, high-demand career pathways. EDCE's OSHA Training Institute and workforce training programs strengthen occupational safety and upskilling efforts, contributing to program quality and alignment with industry-recognized credentials.

EDCE demonstrates a strong commitment to serving diverse and often underrepresented populations, removing barriers to participation. Programs such as Behavioral Healthcare Workforce Development specifically target individuals without postsecondary degrees, while the Tri-Valley Career Center provides wraparound supports including counseling, job placement services, and tax preparation for low-income individuals. Also, large-scale training efforts like the Child Welfare Training Program expand access to professional development for social service workers without placing financial strain on local agencies.

EDCE's integrated model of education, workforce training, and community-based services enhances regional talent pipelines, supports economic mobility, and strengthens alignment between education providers and workforce needs—key indicators of a high-quality, responsive CTE system within the CLNA framework.

There is also an opportunity to leverage each college's marketing program and career center to reach and support employers in building their talent pools. Employer survey participants indicated a lack of awareness of how the colleges could support them through services such as customized training and upskilling of existing employees. Las Positas has identified the need for a clear point of contact for businesses to navigate the college's ecosystem. Growing collaboration also could involve leveraging the wisdom and experience of employers by developing innovative new partnerships through shared employees who provide instruction to students as part of their work, ensuring local employers are gaining highly skilled, well-trained talent ready to work in careers in healthcare, manufacturing, technology, etc. on day one.

Further opportunities to be explored and implemented include:

- Looking at employers as new market opportunities not just for enrollment
- Adopting extant industry training standards and curriculum
- Expanded outreach to employers for upskilling existing employees, as well as customized training for high-demand industries that could later be integrated into credit-bearing programs
- Credit for Prior Learning which can help incumbent workers earn credit for their experience, industry certifications, etc. and which would help them upskill and obtain college certification and/or degrees for higher wages
- Constant communication to inform on the latest updates in technology and the use of AI
- Intentional course scheduling to support the working student in upskilling

Exemplary programs such as the Fire Academy, a signature program recognized across the state, can serve as a model for establishing high-quality career preparation programs that other pathways can follow.

Building for the Future – Size, Scope, and Quality

Prioritize Resources: In an environment of limited resources, prioritization of high-demand courses and programs of study with the greatest value in the labor market must drive decision-making and investments: Engineering & Industrial Technology, Information Technology, and Health. Focusing on return on investment (ROI) both for the colleges and the students should drive funding decisions in expansion of faculty, course offerings, and other program-related needs.

Close Awareness Gaps: Program Mapper, Career Coach, and the new Labor Market Navigator are powerful information tools to support students in identifying high-demand, high paying careers in the region and then choosing courses and programs to get there. Building broader awareness of these tools through marketing and meaningful integration into faculty instruction will encourage greater use and informed decision-making by students. A CTE Counselor, with a train-the-trainer mindset, would have the opportunity to create a more cohesive and disperse cadre of well-informed counselors across both campuses.

Place Employers at the Center: The district already has a robust set of “touch points” for employer engagement. Through the OSHA training center, Alameda County Workforce Board, and career services center, meeting employers at their points of need will ensure the colleges are a premier source of well-qualified talent. Success will beget success and open the door to deepen employer engagement across program areas, as well as open a more robust set of work-based learning options for students and faculty. The strategic use of Handshake, a direct employer connection tool, can help create systems and a central repository for new employer and existing employers engagement as they come through administrators, the foundation, faculty, and others to creating awareness of the different ways in which to engage employers.

Expanding Course Scheduling Options: The need for additional faculty was overwhelmingly identified, which would support students who are requesting more courses and more being offered at flexible times to accommodate working students and others, allowing all students greater opportunity for completion and boosting attainment rates.

Employability Skills: At the same time, there is a need to review all CTE courses to determine ways to better integrate the “soft” or employability skills in demand by employers (Figure 13). The Career Centers could assist in meeting this need by offering additional courses in communications and professionalism in the workplace.

Research indicates that the following are the most important skills entry-level employees need in order to be successful. Please rank these skills from 1 to 10, with 1 being the most important to your industry and 10 being the least important.

Ranked in the Top 3:

- | | |
|---|-----|
| • Motivation to Learn | 47% |
| • Strong Communication Skills | 45% |
| • Dependability and Attention to Detail | 45% |
| • Adaptability and Learning Mindset | 39% |
| • Technical Skills Specific for Your Industry | 36% |
| • Problem Solving and Critical Thinking | 34% |

Figure 13

Boosting Dual Enrollment: Additionally, better registration processes for high school students would ensure both colleges are able to grow their pipeline of students who do stay through to completion of credentials or degrees. “Blended advising,” a shared partnership between K-12 and college counselors would ensure students are making intentional, sequential course selection that ensure they graduate sooner, at less cost, with a credential or degree in hand. Efforts at Chabot are currently underway to map programs from high school to the college.

Chabot is soon to launch a middle college, adding to the existing Las Positas middle college. Chabot’s program will have strong Career Education exposure and opportunity.

Please see data sources for this section in the Appendix.

Element #3: Progress Towards Implementation of CTE Programs of Study

Strength: The District has consistently performed well in retention and placement and employment outcomes.

Opportunity: Boosting Awareness and Advising of Career Pathways will generate greater student success.

What the Data Show

At the district level, the 2-digit TOPs for Postsecondary Retention and Placement has met or exceeded 90% of the state-negotiated performance for the last three fiscal years. The most recent data, listed as 2026-27 for cohort year 2023-24, shows eight 2-digit TOPs improved from the previous year. Additionally, employment outcomes are exceeding negotiated rates in all but Media & Communications and Fine & Applied Arts. However, an analysis by TOPs Codes suggests implementation of high-value programs and career pathways are underperforming. Credential attainment continues to lag behind negotiated rates in Engineering & Industrial Tech, Information Technology, Family & Consumer Sciences, Health, Fine & Applied Arts, and Law. Nontraditional student percentages in four of those programs are also below negotiated rates. It should be noted that the EMS program began awarding certificates in 2025-26, so the credential attainment in this program area will increase in coming years.

This area was identified for improvement by institution-related stakeholders, as 30%-40% of those stakeholders rated career pathways as moderately effective, while 60% of counselors and classified professionals rated them similarly (Figure 14). Half of the K-12 partners surveyed indicated that students may not have the career guidance needed to make well-informed course, pathway, and degree choices. Of the 15-20% of students surveyed who indicated challenges in accessing career pathway courses or good

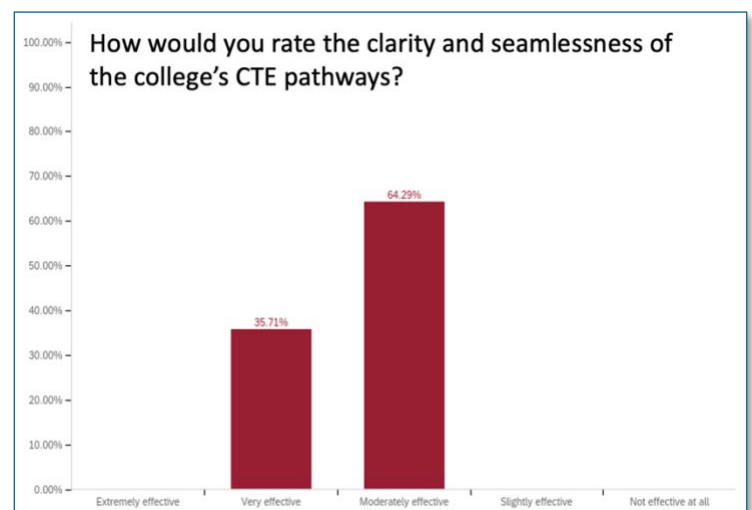


Figure 14

counseling, the timing of course options were often identified as barriers to pathway persistence.

Finally, there will be breaks in understanding and navigation of Career Pathways due to the launch of the Modernized Career Cluster Frameworks at the K-12 level (Figure 15), which will be delayed in adoption by California colleges for what some estimate to be five years. Additionally, the colleges will be moving from TOP to CIP codes in the fall of 2027, requiring pre-planning on helping students navigate the transition.

Career Cluster Overview					
(Information shown by Cluster Framework and Career Cluster for Oakland-Hayward-Berkeley MD)					
Cluster	Annual Openings	Projected Employment Change	Projected Growth	Hourly Wage (Median)	Annual Wage (Median)
Advanced Manufacturing	7,423	7,500	10.08%	\$52.07	\$108,304
Agriculture	1,368	1,850	11.23%	\$52.81	\$109,831
Arts, Entertainment, & Design	5,314	8,930	10.99%	\$51.22	\$105,725
Construction	12,396	13,790	10.71%	\$43.93	\$91,378
Digital Technology	9,177	19,320	14.96%	\$75.27	\$156,553
Education	7,500	7,080	8.79%	\$45.92	\$110,802
Energy & Natural Resources	9,750	11,330	10.87%	\$58.06	\$120,772
Financial Services	4,690	5,170	11.02%	\$50.31	\$104,648
Healthcare & Human Services	14,154	27,390	21.61%	\$52.13	\$108,436
Hospitality, Events, & Tourism	2,004	2,170	15.65%	\$38.97	\$81,049
Management & Entrepreneurship	18,552	18,720	10.44%	\$64.57	\$134,313
Marketing & Sales	4,350	3,590	11.97%	\$56.19	\$116,863
Public Service & Safety	7,657	7,140	9.11%	\$53.52	\$109,866
Supply Chain & Transportation	5,757	4,100	9.05%	\$47.33	\$101,252

Figure 15

Students Need to See It to Be It

The overarching priority is around awareness – across virtually all stakeholder groups, followed by a need for better transitional supports from K-12 to college and data-driven decision-making. This presents a critical opportunity for an extremely well-structured, well-messaged, and well-deployed comprehensive communications effort that would be primarily led by the college’s marketing departments.

Awareness gaps to be addressed include:

- Students’ awareness of high-value career opportunities in their region and the pathways that prepare them for those careers
- Parents’ awareness of the value of the community college vs. university
- Employers’ engagement to the college through advisory boards, work-based learning opportunities that can be funded with support from WIOA funding
- Better coordination and relationship building between K-12 and college counselors, building on the model of the Chabot Area Counseling Collaborative
- Faculty awareness of skills, credentials, and high-value careers current in high

demand in their region

- Students' awareness of how to use the career centers at either campus
- Counselors' understanding of career opportunities, deeper knowledge of course sequencing, and stackable credentials
- The value of credentials for adults, including those who have already secured bachelor degrees

Additionally, the need to create a more seamless registration process for high school students and a stronger partnership between K-12 and the colleges will support strong pathways from the start (Figure 16). Each college has strong partnerships with their Regional Occupation Programs (Eden and Tri-Valley), which can provide insight into similar partnerships with high schools that can be implemented at greater scale.

An Eye Toward Special Populations

Due to the diversity of the community the district serves, removing language barriers is vital. Taking into account the population of the region for which English is a second language, the colleges will leverage both staff diversity and online resources to support pathway progress for all special population students. Chabot is currently working on this. It has a non-credit ESL/career awareness course in development. The college is also supporting English Learners in its healthcare programs (Medical Assisting, Behavioral Health/Human Services and EMS). There are also a strong Adult School partnerships and an ESL Adult School welcome day.

Additionally, community outreach to target population groups should include messaging about services that are offered to support students, like childcare, financial aid, and assistance programs. Adult workers need more information about the value of higher credentials and degrees, as well as flexible options for course availability.

Marketing and website changes have been identified as needing changes more broadly. Chabot recently updated its Career Education website, incorporating career information on the Learning & Career webpages Integrating ESL courses and

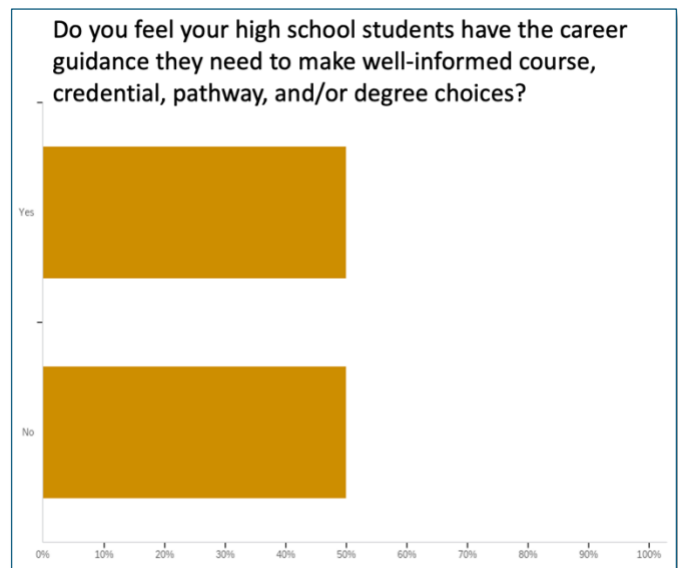


Figure 16

services into forthcoming website changes will help with initial recruitment of special populations students and then support them more holistically on their educational trajectories.

Although the district met the overall performance threshold, the following activities will support continued improvement in Non-traditional Program Enrollment:

- Conduct program-level reviews at the 6-digit TOPs level to identify specific programs where Non-traditional participation is lowest
- Work with faculty, counseling, and outreach teams to review recruitment messaging and career exploration materials to ensure they promote participation in Non-traditional fields
- Increase exposure to Non-traditional careers through outreach events, dual-enrollment partnerships, and career-pathway exploration activities
- Encourage mentorship opportunities and visibility of role models for students entering fields where their gender is traditionally underrepresented
- Continue annual monitoring of participation trends to identify whether the recent decreases represent short-term fluctuations or emerging long-term trends.
- Identify and address language barriers in counseling

Better Systems, Better Outcomes

Clear, seamless, well-mapped Career Pathways are the single most important element for making improvements in credential and degree attainment for all students.

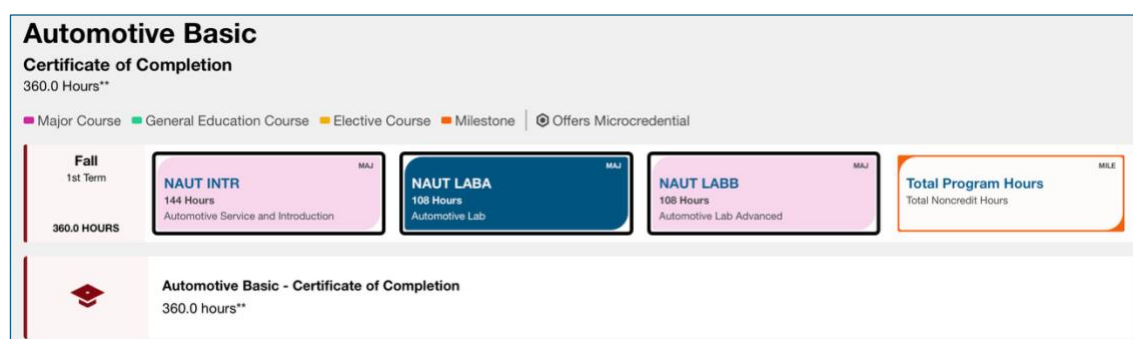


Figure 17

Information is Power: While well-informed counseling is critical, the district has already developed two tools, Program Mapper (Figure 17) and Career Coach, that can significantly assist in this effort, however they are underutilized due to lack of systemic awareness across all stakeholders. For all students, changes will need to be made to the

orientation/on-boarding process that include training on Program Mapper and Career Coach. A district-wide effort will focus on bringing greater attention to, and use of, these tools.

Bridging Different Taxonomies: There will be a need to translate CCLPCD’s programs of study and career pathways to accommodate the updated 14 Career Clusters in the Modernized Career Cluster Frameworks being implemented at the high school level, as well as the forthcoming shift from TOP codes to CIP codes. To assist in making connections in the former, the District has purchased the Pathway2Careers Labor Market Navigator (Figure 18) as a tool to bridge Career Clusters and occupations with college programs. The tool allows for schools, the colleges, and students to build a seamless “bridge” from secondary to post-secondary. Faculty, staff, and K-12 partners will be trained on how to use the tool to maximum benefit.

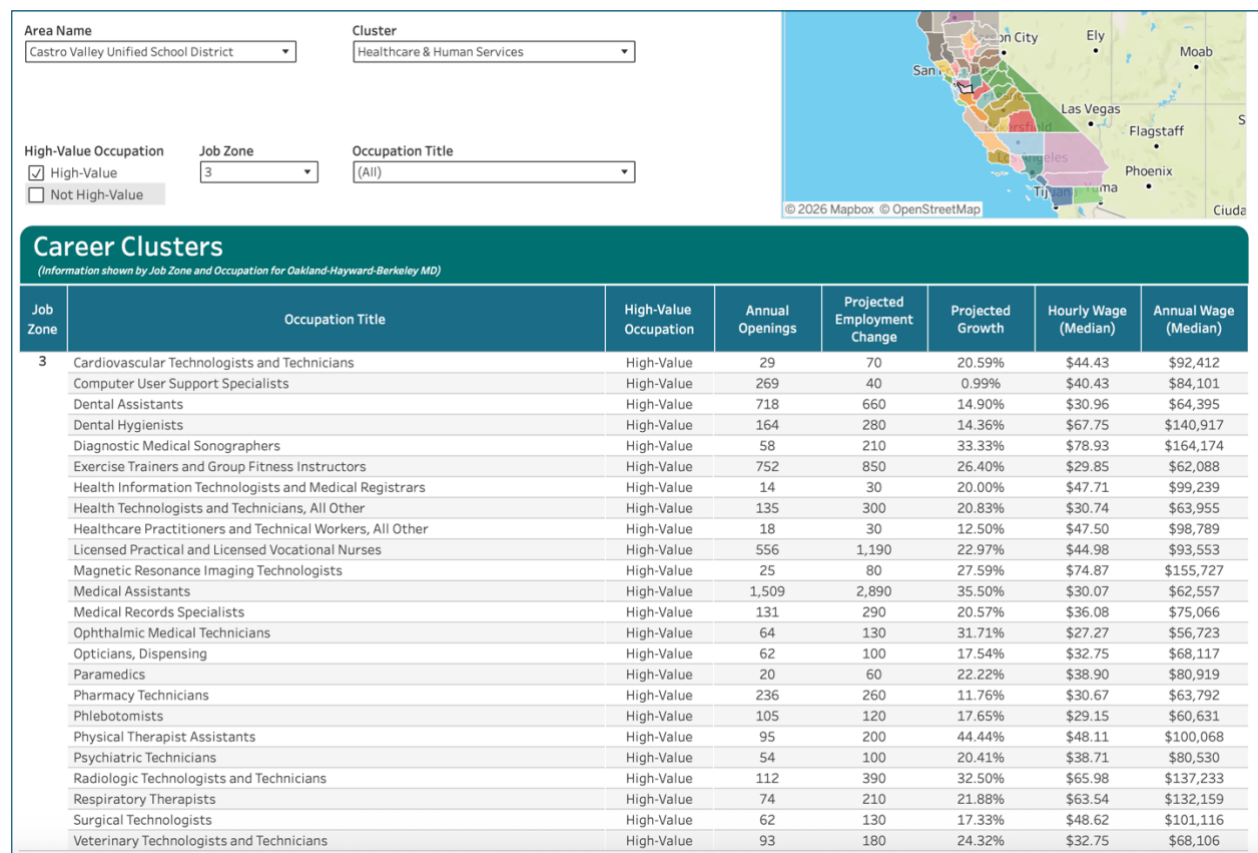


Figure 18

Career-Connected Culture: Undergirding these tools will be a more robust approach to employer engagement, including implementation of Joint Advisory Board meetings with

K12, Community Colleges, and employers to build out the optimal talent development ecosystem for the region, with the CLPCCD at the heart of these connections.

Cultivation of more work-based learning opportunities will also ensure students are gaining the employability skills in parallel with their academic and technical knowledge that sets them up for employment success. The colleges will seek to add a work-based learning coordinator who partners with the Tri-Valley Career Center to oversee outreach to employers, as well as support employers in setting up successful internships, apprenticeships, and faculty externships. This action item (a full-time employment engagement director and increasing work-based learning opportunities for students is called out specifically in Las Positas' Economic and Workforce Strategic Plan. Chabot has also identified this as a high priority in its Educational Master Plan.

High School Registration Improvements: To ensure strong pathways that begin in high school, the district will create a step-by-step guide for enrollment steps and Career and Technical Education Management Application for dual enrollment students, as well as provide application support with the two Regional Occupation Programs in late evening sessions with apprenticeship groups to address enrollment barriers. Las Positas and Chabot currently have different approaches to high school registration with Chabot seeming to have a model for Las Positas to follow.

Element #4: Improving Recruitment, Retention, and Training of CTE Professionals

Strength: Professional development for faculty is rated highly by deans and administrators with a cohort model of onboarding setting the stage for community and clarity across the institutions.

Opportunity: Part-time faculty are playing outsized roles in program development, implementation, and sustainability. A strategic approach to staffing key program areas would support growth in alignment with labor market needs.

The faculty behind the CTE programs at both colleges are dedicated professionals, many with long histories with the colleges, who “have done a lot with a little,” according to one college’s administrator. With personnel being a significant expense in running any CTE program, the colleges have successfully grown their programs, over time, with a blend of full- and part-time faculty.

Recruitment and Retention

Full-time faculty are recruited through a rigorous process that includes the faculty senate and administration in decision-making. Part-time faculty are often recruited from industry through personal relationships with existing faculty members. Adjuncts include high school instructors who are qualified to teach dual enrollment courses on the high school campus or through the Regional Occupation Programs (Eden ROP and Tri-Valley ROP).

Full-time faculty turnover is low, due in part to some programs having only one full-time faculty member in a program area, accompanied by many part-time instructors, who are frequently called upon to perform similar tasks as a full-timer. The reliance on part-time faculty and adjuncts has been identified by deans and administration as a weakness in the ability to grow and strengthen programs, though there has been progress made over time.

Part-time faculty, however, are reportedly highly committed to their program areas and stay with the colleges for years. High school students, in particular, highly rated the quality of their college instructors (Figure 19).

Compensation rates for part-time and adjunct, as well as full-time, can be a barrier to adequate staffing, as pay scales in areas like engineering and healthcare can be much higher in industry. Additionally, competition among area colleges for qualified staffing can also create challenges to recruitment.

Diversity of new hires continues to be a goal for the colleges, as deans and administrators have identified this as an area for improvement (Figure 20). The data does show gains in diversity that align with the student body composition. For example, Chabot has seen consistent gains in ethnicities like Asian American and Hispanic staff members over time.

Hiring limitations that have been identified include the process for outreach for new positions. Deans seeking CTE program-specific skills rely on the networks used by human resources for job postings, but more targeted outreach through trade associations, licensing bodies, union networks, and employer partners would require funding from the departments themselves.

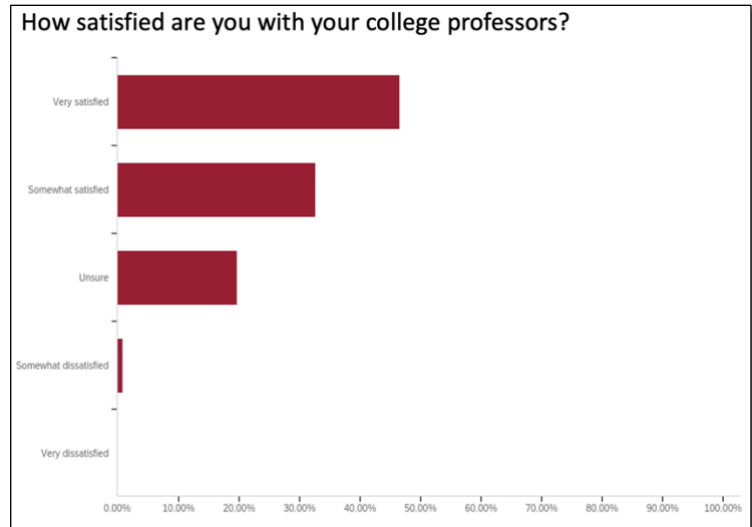


Figure 19

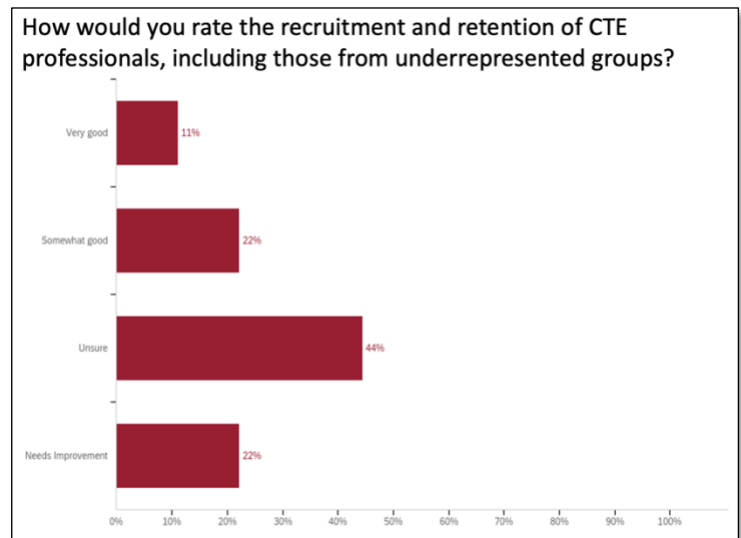


Figure 19

Onboarding and Professional Development

New faculty go through a one-year onboarding in a cohort model, which builds strong relationships within the cohort and create consistency in policy and practice across the institution. Making the transition from industry to higher education can be difficult for those who have come out of industry, as the processes are very different and the pace of things like procurement are slower.

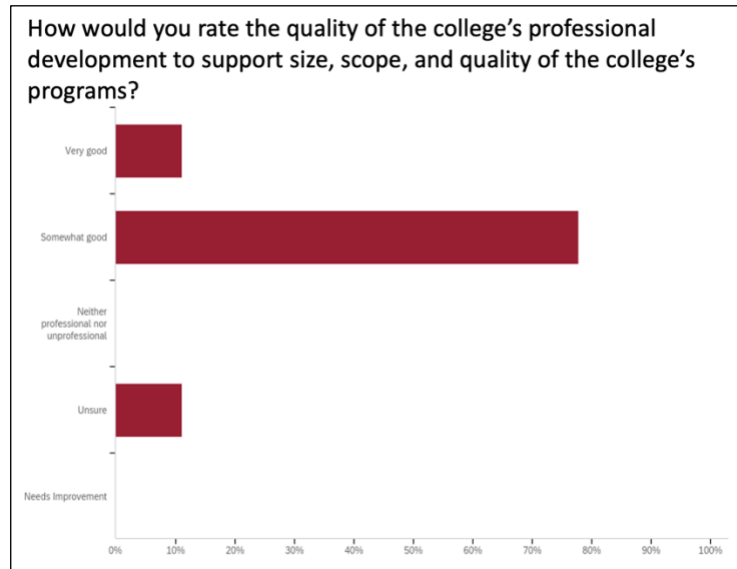


Figure 20

The colleges do host two professional development days per year. Survey respondents indicated a desire for more training on practice and interventions for students, as well as cultural competency, though it was rated as very good or good by college leadership (Figure 21).

Future Proofing Through Personnel

Internal audiences, in surveys, one-on-one conversations, and in the stakeholder summit, all agree that the district and its colleges should be singularly focused on a more strategic approach to staffing and budget allocation in staffing for CTE programs. Limited resources have created a culture of “building programs on the backs of part-time faculty,” according to one respondent. And those programs need planning for long-term sustainability. With the need to grow high-demand programs in the engineering, IT, healthcare, and public safety programs (Fire and EMS), honoring the commitment and quality of the part-time faculty with more opportunities for full-time employment has been identified as a potential goal.

Element #5: Progress Towards Equal Access to CTE Programs for All Students

Strengths: Program availability and quality were rated highly by current students, and retention and placement rates meet or exceed negotiated rates across gender, ethnicity, and special populations.

Opportunity: Awareness, targeted outreach, and specific supports can address disparate outcomes for some special population groups.

What the Data Show

Among current CLPCCD students who were surveyed, one-third indicated they were part of a special populations group, with the most classified as economically disadvantaged, out of the workforce, English learner, disabled, or single parent (Figure 22) . Students did overwhelmingly rate program access and quality (including for online courses) very high. However, awareness gaps are profound and exist across stakeholder groups, impacting special populations at greater rates. College staff and faculty respondents indicated there were several groups of students that would benefit from better outreach, including older students, non-traditional students, and dislocated workers. An examination of core indicators further identifies Asian, Black, Hispanic, English Learner, and Economically Disadvantaged students lagging in negotiated performance rates for credential attainment and non-traditional participation.

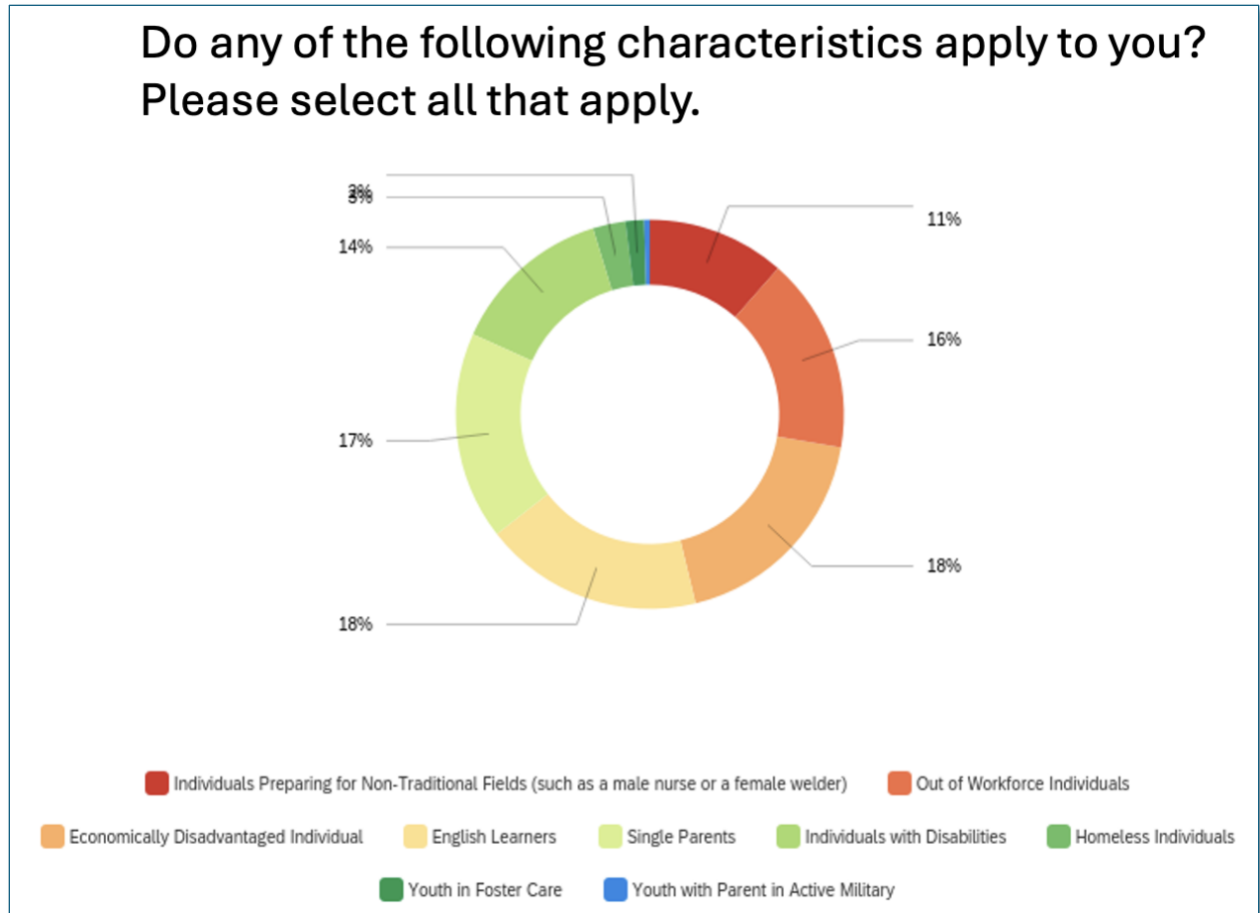


Figure 21

For Chabot (Table 14), Earned Postsecondary Credential rates for eight 2-digit TOPs fell below 90% of the state-negotiated performance level when disaggregated by gender, ethnicity, and special populations, including the top four: Engineering & Industrial Technologies, Business & Management, Information Technology, and Health. However, each of these 2-digit TOPs contains between three and twelve programs at the 6-digit TOP level, making it unclear whether the identified gaps would remain statistically significant if analyzed at the individual program level. It should also be noted that, among those below the 90% performance threshold, the same student groups appear consistently across several program areas: Asian, Black, Hispanic, and Economically Disadvantaged students. Economically Disadvantaged students comprise 63% of the college's population, making this a particular area that should be evaluated more fully. Underperformance continues in Non-traditional Program Enrollment in Engineering & Industrial Technologies, Information Technology, and Health. Across core indicators, disaggregated analysis shows that Hispanic, White, and Economically Disadvantaged students are consistently underrepresented.

Table 14: Chabot College Review of Core Indicator- Gender, Ethnicity, & Special Populations

2-digit TOPs	Retention & Placement 26-27	Earned Postsecondary Credentials 26-27	Non-traditional Program Enrollment 26-27	Employment 26-27
100% of State-negotiated Rates	95.51%	75.61%	27.18%	72.00%
90% of State-negotiated Rates	85.96%	68.05%	24.46%	64.80%
09 Engineering & Industrial Technologies (1) = 803 concentrators	(12) 6-digit programs	Male, Asian, Black, Filipino, Hispanic, Multi-Ethnicity, White, Econ. Disadv., Disabled	Asian, Black, Filipino, Hispanic, Multi-Ethnicity, White, Econ. Disadv., Single Parent, Disabled	
05 Business & Management (2) = 586 concentrators	(7) 6-digit programs	Female, Black, Hispanic, Multi-Ethnicity, Non-Trad, Single Parent		Disabled
13 Family & Consumer Sciences (3) = 187 concentrators	(6) 6-digit programs	Female, Asian, Black, Hispanic, Econ. Disadv., Single Parent, Disabled	Asian, Black, Hispanic, White, Out-of-Workforce, Econ. Disadv., English Learners, Single Parents, Disabled	
21 Public & Protective Services (4) = 175 concentrators	(4) 6-digit programs	Black	Filipino,	
07 Information Technology (5) = 158 concentrators	White (4) 6-digit programs	Male, Asian, Econ. Disadv.	Asian, Black Filipino, White, Econ. Disadv.	Male, Asian, Econ. Disadv.
12 Health (6) = 152 concentrators	(5) 6-digit programs	Male, Female, Hispanic	Asian, Hispanic, White, Econ. Disadv.	
06 Media & Communications (7) = 102 concentrators	(7) 6-digit programs	Non-Trad		Male
02 Architecture & Related Technologies (8) = 53 concentrators	(1) 6-digit program			FERPA Under 6
14 Law (9) = 41 concentrator	(1) 6-digit program		Hispanic, Econ. Disadv.	
10 Fine & Applied Arts (10) = 29 concentrators	(3) 6-digit programs	Male, Econ. Disadv.		Econ. Disadv.

Legend: **Tan** = 100% of the state-negotiated rate; **Pink** = 90% minimum performance threshold; **Yellow** = Statistically valid gaps (denominator ≥10 with ≥5 concentrators below 90%); **Teal** = Denominator ≥10 with fewer than 5 concentrators below 90%; and **Red** = Program size (number of CTE concentrators by 2-digit TOP). **Notes:*** = No Non-traditional programs in the TOP; <10 = Insufficient denominator for statistical review; and **FERPA <6** = Data suppressed to protect student privacy.

For Las Positas (Table 15), data indicates a higher male and Asian population and a lower Hispanic population than statewide statistics. The college has 46.79% of students in CTE,

of whom 77.36% are economically disadvantaged. CTE concentrators who are English learners are 4.43%, and Non-traditional students account for 31.31% overall. Credential attainment and Non-traditional students are the top areas in need of improvement. For credential attainment, the five largest 2-digit TOPs account for 78.06% of all concentrators, including Business & Management, Information Technology, Public & Protective Services, Family & Consumer Sciences, and Engineering & Industrial Technologies. Engineering & Industrial Technologies and Information Technology did not meet the 90% threshold over the past three accountability cohort years (2021–24), and Family & Consumer Sciences, Health, Law, and Fine and Applied Arts fell below the threshold in the current year, representing 59.93% of all CTE. Seven TOPs did not meet the 90% state-negotiated rate and five of those have lagged in performance for multiple years. Additionally, eight of the eleven statistically valid TOPs show a decrease in performance compared with the previous fiscal year, indicating a broader decline in credential attainment across several program areas. For Non-traditional program enrollment, Engineering & Industrial Technologies, Family & Consumer Sciences, and Health have not met the minimum 90% of the state-negotiated rate for the past three years, with Law failing to achieve the rate in the current year. For English Learners, the feeder high schools have slightly higher enrollment rates (5.7% to 9.3%), however those students are succeeding in their programs.

Table 15: Las Positas College Review of Core Indicator - Gender, Ethnicity, & Special Populations

2-Digit TOPs	Retention & Placement 26-27	Earned Postsecondary Credentials 26-27	Non-traditional Program Enrollment 26-27	Employment 26-27
100% of State-negotiated Rates	95.51%	75.61%	27.18%	72.00%
90% of State-negotiated Rates	85.96%	68.05%	24.46%	64.80%
05 Business & Management (1) = 338 concentrators	Disabled (6) 6-digit programs			
07 Information Technology (2) = 172 concentrators	(7) 6-digit programs	Female, Male, White, Non-trad, Econ. Disadv.	Hispanic	
21 Public & Protective Services (3) = 124 concentrators	Disabled (4) 6-digit programs	Male, Hispanic, White	White	
13 Family & Consumer Sciences (4) = 100 concentrators	(3) 6-digit programs		Asian, Hispanic, White, Econ. Disadv., English Learners	
09 Engineering & Industrial Technologies (5) = 96 concentrators	(6) 6-digit programs	Male & Econ. Disadv.	Females, Hispanic, White	
10 Fine & Applied Arts (6) = 72 concentrators	(5) 6-digit programs			

12 Health (7) = 59 concentrators	(3) 6-digit programs	Econ. Disadvan.	*	
49 Interdisciplinary Studies (8) = 49 concentrators	(1) 6-digit program	Less than 10	*	FERPA Under 6
01 Agriculture & Natural Resources (9) = 40 concentrators	(2) 6-digit programs	Less than 10		FERPA Under 6
06 Media & Communications (10) = 06 concentrators	(2) 6-digit programs	Less than 10	*	FERPA Under 6

Legend: **Tan** = 100% of the state-negotiated rate; **Pink** = 90% minimum performance threshold; **Yellow** = Statistically valid gaps (denominator ≥ 10 with ≥ 5 concentrators below 90%); **Teal** = Denominator ≥ 10 with fewer than 5 concentrators below 90%; and **Red** = Program size (number of CTE concentrators by 2-digit TOP).
Notes: * = No Non-traditional programs in the TOP; <10 = Insufficient denominator for statistical review; and **FERPA <6** = Data suppressed to protect student privacy.

Special Attention for Special Populations

Deeper research into program areas of greatest demand in the labor market, like Engineering & Industrial Technologies, Information Technology, and Health, would uncover actionable intelligence to improve program performance on credential attainment and non-traditional student enrollment and persistence amongst special populations. Better use of data, broader understanding of the data, and training for faculty on the data for program improvement will support progress in achieving desired outcomes for equal access. Las Positas' Economic & Workforce Strategic Plan has called for a comprehensive mapping and evaluation of certificate and degree programs and Guided Pathways meta-majors for labor market relevancy and demand.

At Chabot, a review of the total CTE concentrator population shows that English Learners have experienced a consistent decline in representation over the past three cohort years: 6.96% in 2021-22, 4.57% in 2022-23, and 2.99% in 2023-24.

According to the student survey, there is a need for more Spanish-speaking faculty and staff, better accessibility supports for those with a disability, and financial and childcare supports being a factor on whether students could attend full or part-time.

Additionally, faculty called out specifics like African American students being underrepresented in microbiology courses, economically disadvantaged students needing access to portable digital technology due to limited availability of computers on campus to do research and homework, and single parents needing childcare, which would also support English Language and disabled learners.

Diving into the Data to Improve Access

Fundamentally, a district-wide series of trainings on data and use of data to support optimal outcomes for all students will help the individual colleges in removing barriers to access and then supporting students in their pathway progress toward credential attainment and employment. At the leadership level, data can guide program investments, marketing and outreach efforts to students in targeted population groups and in support on non-traditional efforts to support diversity across gender, ethnicity, ability, and socioeconomic backgrounds. A review of course-level data for each faculty member is currently planned for the 2026-27 year.

Other initiatives include:

- Collaborating with faculty, counseling, and workforce partners to review recruitment and outreach strategies for programs where Non-traditional participation remains low.
- Surveying students with disabilities to understand barriers to access and persistence.
- Working with counseling and student services to ensure students receive guidance on entering Non-traditional career pathways and understand related employment opportunities, rather than simply toward four-year degree pathways or non-Career Education programs.
- Maintaining collaboration between career education programs, advisory councils, counselors, and workforce partners to support strong transitions into employment, advanced training, and continued education.
- Closer coordination and communication with feeder districts that have high populations of students where disparate outcomes are occurring. Chabot currently transports English Learner seniors from high schools to the college for English Assessment prior to enrollment.
- Building awareness of supports for students from nontraditional backgrounds, such as childcare and the disability center at Las Positas.

Standout Program: Disabled Student Programs and Services (DSPS)

The Disabled Student Programs and Services (DSPS) at Chabot College and Las Positas College (LPC) play a vital role in ensuring equitable access, participation, and success for students with disabilities, aligning directly with CLNA priorities related to special populations and program accessibility. DSPS provides a comprehensive range of academic accommodations and support services, including counseling, assistive technology, alternate media, note-taking services, testing accommodations, and specialized instruction. The most requested supports for CTE students are notetaking tools like Otter AI.

These services are designed to reduce barriers to learning and ensure that students with disabilities can fully engage in Career Technical Education (CTE) programs and broader academic pathways. By supporting individualized learning needs, DSPS strengthens program quality and promotes inclusive practices across the district.

Unlike K-12, where students with disabilities are provided services automatically through IEP or 504 plans, registration at the higher education level is voluntary. Students may not request supports due to stigma. However, in the past two years, DSPS launched Accommodate, an online application form for those who need accommodations or other supports. It automatically communicates with instructors about student needs and has led to three times more students taking advantage of services than before it was launched.

Meeting the Needs

Increasing non-traditional enrollment across the district is a goal. Plans include providing special outreach, resources, and curriculum dedicated to preparing students for non-traditional careers, including, tutoring support, mentoring, internships, leadership activities, organizations and engagement in student-professional organizations.

Several data improvements and programmatic interventions implemented during the current fiscal year are intended to improve credential attainment but are not yet reflected in the available data. Because Perkins V performance data are reported with a two-year lag (currently reflecting the 2023–24 cohort), the impact of these interventions may not be visible in the data for up to 3 years. These activities include:

- Correcting award-reporting discrepancies to ensure all earned credentials are accurately recorded.
- Implementing DegreeWorks, an online student education planning and degree-audit tool, to improve student awareness of certificate and degree completion requirements.

- Expanding outreach to students and apprenticeship programs to encourage students to request the awarding of earned certificates and degrees.
- Providing funding support for industry licensure and certification exams that count toward recognized postsecondary credentials.
- Continuing to build on Chabot's efforts to implement high school Sector Days across for three industry sector days, a College and Career Day for English Learner students, and an annual Career Education Open House. The sector days align with high school pathways and include those students and teachers.

Other modifications that will be developed and implemented include:

- Conducting a program-level review at the 6-digit TOP level within the affected sectors to determine whether specific programs are contributing to lower Non-traditional participation rates, credential attainment, participation in non-traditional programs, and employment.
- Collaborating with English as a Second Language (ESL) programs, counseling, and student support services to ensure students receive academic advising and guidance when entering CTE pathways.
- Developing more effective "how to" documents for enrollment and applications in multiple languages, like videos and other visual aids
- Strengthening career exploration and pathway awareness efforts, particularly for students who may not traditionally consider careers in these sectors.
- Supporting students with financial aid and grant applications and process.
- Conducting periodic program-level reviews at the 6-digit TOP level, particularly in areas with small cohort sizes, to confirm that outcomes remain consistent as enrollment changes.
- Tracking improvements in sectors showing year-to-year gains to identify effective practices that can be replicated across other CTE programs.
- Tracking progress toward credentials and identify remaining requirements earlier in their academic pathway.
- For English learners, strengthening outreach and recruitment efforts in feeder high schools with high English Learner populations to increase awareness of CTE pathways. Exploring embedded language support and contextualized academic strategies within CTE courses to improve access, persistence, and success.
- Expand Chabot's practice of hosting welcome events for English Learners from Adult School and exposing them to careers and tours of the campus

Please see appendix for relevant data sources.

Element #6: Alignment to Labor Market Information (LMI)

Strength; There are relationships between the district and the business community that can be expanded and built upon.

Opportunity: Optimizing the career opportunities for the district's graduates requires understanding the labor market into which they are graduating and investing in their understanding of the world of work and of the opportunities that lie before them.

Introduction

To understand the realities and dynamics of the local labor market, the district commissioned a professional analysis of the regional economy and labor market. This analysis leveraged several authoritative data sources, including:

- The United States Census Bureau, American Community Survey
- The United States Bureau of Labor Statistics, Current Employment Statistics
- The United States Bureau of Labor Statistics, Quarterly Census of Employment and Wages
- California Economic Development Department, Employment Projections
- National Center for Education Statistics, Integrated Postsecondary Education Data System

The analysis is included in its entirety as an appendix to this assessment.

The People

The populations of Alameda and Contra Costa Counties has remained relatively steady in recent years, even as the population of the state declined steadily until its reversal in 2024.

Over the last decade, the share of the population that is 65 years or older has increased by almost four percentage points, while the share that is ten years or younger had decreased steadily from 12.0% to 10.5%.

The Asian share of the population has increased by five percentage points over the last decade, while the White, Non-Hispanic share has decreased by six.

The population of Alameda County is significantly more educated than the population of the United States as a whole, with 53.4% of those 25 years or older holding a Bachelor's Degree or higher. More than 24% of the population holds a graduate or professional degree.

The Employers

The Health Care and Social Assistance sector is the largest employer in the county, accounting for more than one of every six jobs. Government (including Education) and manufacturing account for another 25.5%. Professional, Scientific and Technical Services round out the top five.

Motor Vehicle Manufacturing is a uniquely large component of the regional economy, with more than 15 times the number of jobs in the region than would be expected based on national ratios. Industrial Machinery Manufacturing, Footwear Manufacturing and Computer and Peripheral Equipment Manufacturing also have notably large footprints.

The Information sector (NAICS 51) is the highest-paying segment of the regional economy, with average wages of more than \$243,000.

Four of the highest-paying industries in the region are components of the Information sector (NAICS 51).

The Jobs

Of the ten largest-employment occupations, only three, Registered Nurses, Software Developers, and General and Operations Managers pay a higher-than-average salary.

Healthcare Support Occupations and Healthcare Practitioners and Technical Occupations were the two categories with the largest projected change, underscoring the importance of the healthcare sector to the regional economy. Computer and Mathematical Occupations ranked fifth for projected change.

The Pipeline

Last year, 45,059 postsecondary awards were made by postsecondary institutions in the Alameda-Contra Costa region. The largest share of those were from the University of California-Berkeley with 15,348.

A significant share of these awards (23.8%) were at the Associate's Degree level. Approximately a third (33.4%) were Bachelor's Degrees.

The programs issuing the most awards last year were led by the Health Professions and Related Programs category with more than 8,000 awards. Business programs issued 4,497

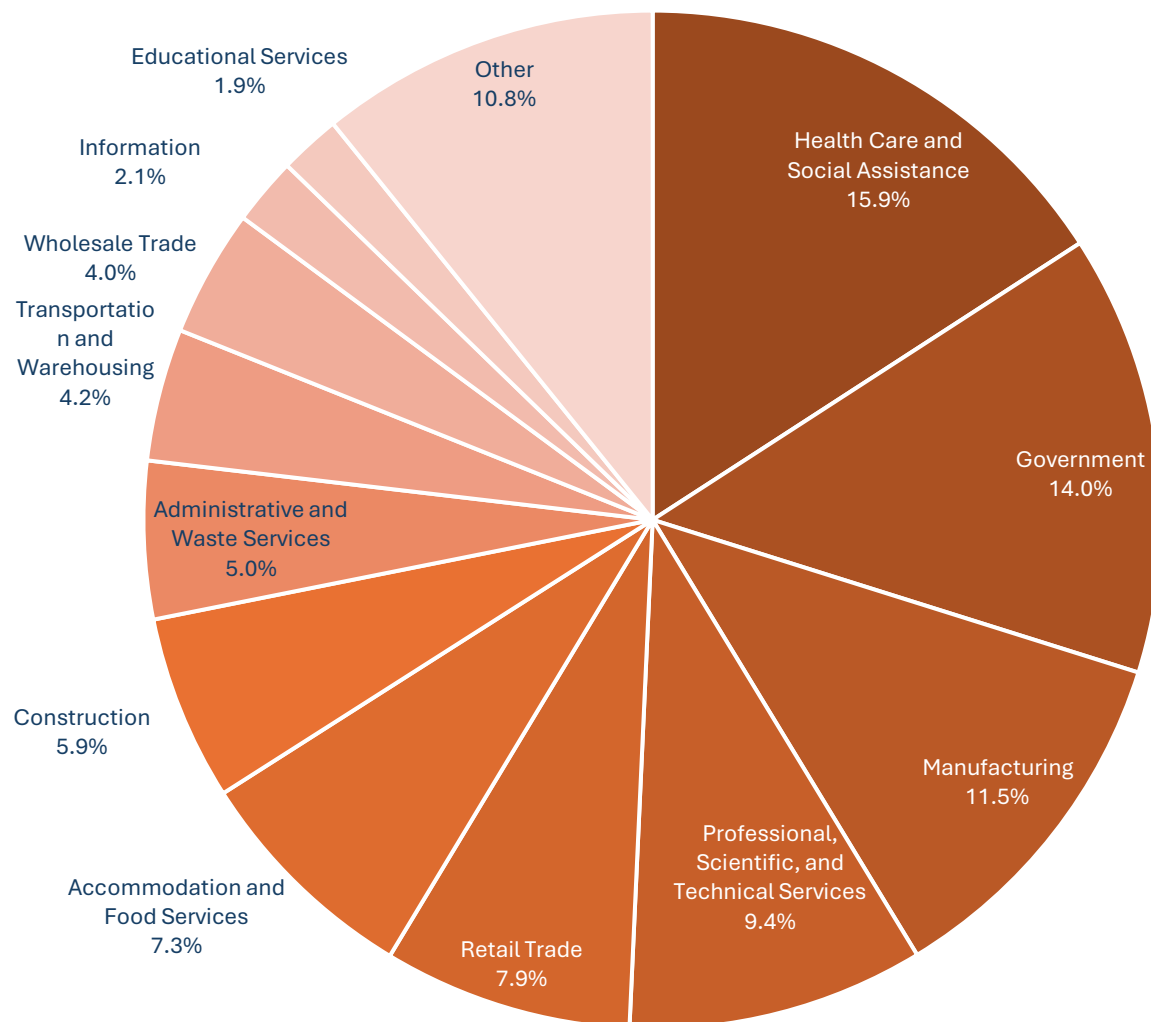
awards, Computer and Information Sciences and Engineering combined to issue 6,051, and Social Sciences issued 3,281.

Even though the Health Professions programs issued the most awards (8,032), that number pales in comparison to the number of annual openings projected for the occupations those programs supply (38,422).

Priority Industries

The Health Care and Social Assistance sector is the largest employer in the county, accounting for more than one of every six jobs. Government and manufacturing account for another 25.5%. Professional, Scientific and Technical Services round out the top five.

Employment by Industry, 2024, Alameda County



Detailed Industries by Employment

An Employment Location Quotient (LQ) is an indexed value that measures the region's employment in a certain industry against national averages, with 1.0 being equal to the national ratio. There are 23 detailed industry categories in which the region's employment is more than twice what would be expected based on national averages.

Table 16: Detailed Industries by Employment Location Quotient

Detailed Industry	Location Quotient
Motor Vehicle Manufacturing	15.41
Industrial Machinery Manufacturing	8.43
Footwear Manufacturing	6.88
Computer and Peripheral Equipment Manufacturing	6.86
Scientific Research and Development Services	5.78
Natural Gas Distribution	4.48
Support Activities for Water Transportation	4.36
Outpatient Care Centers	3.72
Navigational, Measuring, Electromedical, Control Instrument Manufacturing	3.46
Medical Equipment and Supplies Manufacturing	3.33
Semiconductor and Other Electronic Component Manufacturing	3.23
Grantmaking and Giving Services	3.16
Sugar and Confectionery Product Manufacturing	3.12
Deep Sea, Coastal, and Great Lakes Water Transportation	3.09
Audio and Video Equipment Manufacturing	3.02
Insurance and Employee Benefit Funds	2.88
Manufacturing and Reproducing Magnetic and Optical Media	2.84
Computing Infrastructure Providers, Data Processing, Web Hosting, Related	2.61
Electric Lighting Equipment Manufacturing	2.61
Social Advocacy Organizations	2.53
Individual and Family Services	2.42
Remediation and Other Waste Management Services	2.29
Local Messengers and Local Delivery	2.14

California Employment Development Department

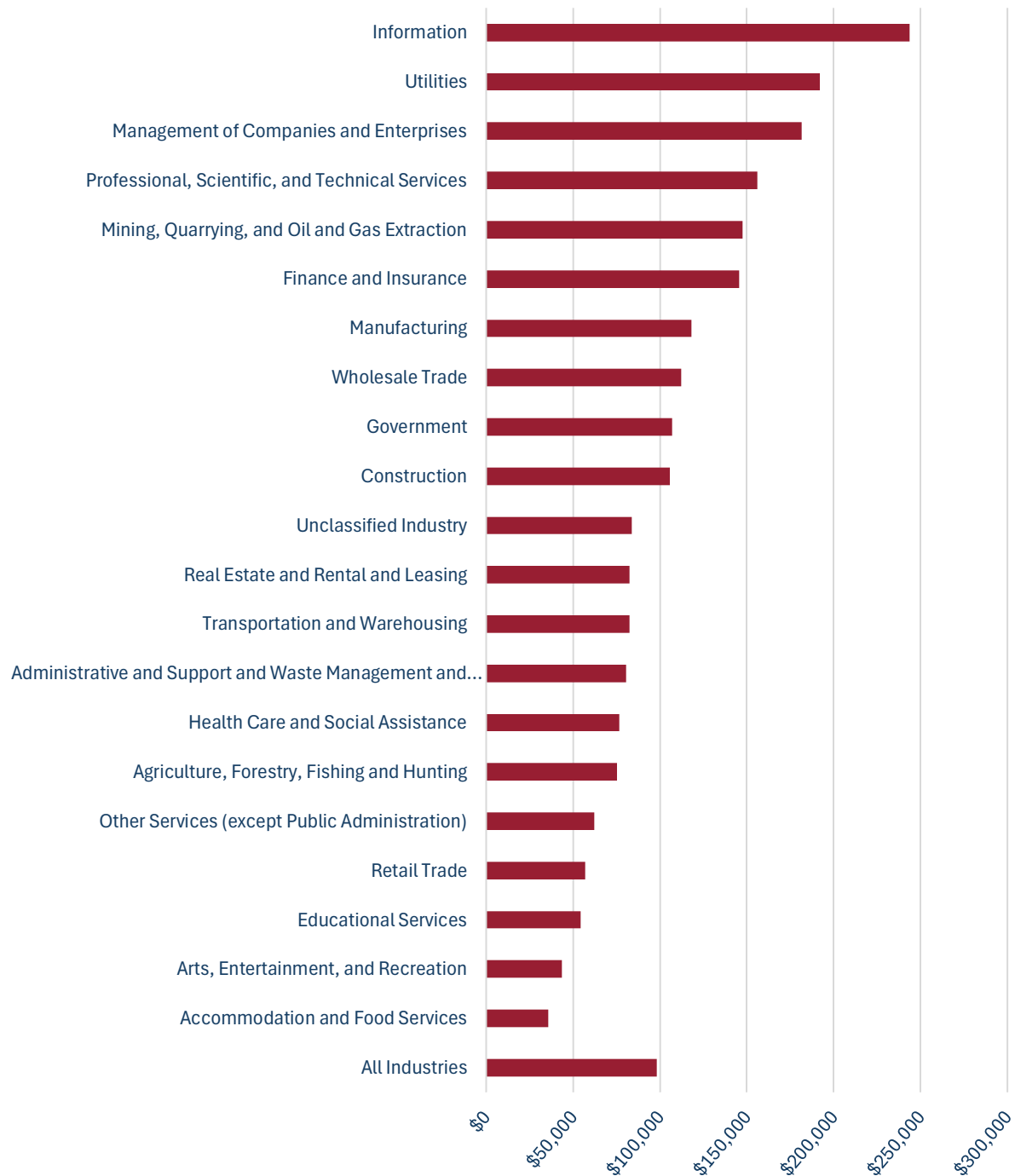
Table 17: Key Regional Employers

Employer Name	Location	Industry
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Med Ctr Alta	Berkeley	Hospitals
BART PD	Oakland	Transit Lines
BELFOR Property Restoration	Hayward	Building Preservation
California State Univ East Bay	Hayward	Schools-Universities & Colleges Academic
Cooper Vision Inc	Pleasanton	Optical Goods-Wholesale
Dell EMC	Pleasanton	Computer Storage Devices (mfrs)
East Bay Muni Utility Dist	Oakland	Water & Sewage Companies-Utility
Kaiser Permanente Oakland Med	Oakland	Hospitals
Lawerence Berkeley Lab	Berkeley	Laboratories-Research & Development
Lawrence Livermore NTNL Lab	Livermore	Laboratories
Linl St & T Staff	Livermore	Research Service
Logitech	Newark	Computer Peripherals (mfrs)
Oracle	Pleasanton	Software/Application/Platform Publishing
Ross Stores Inc	Dublin	Department Stores
San Francisco Bay Area Rapid Transit	Oakland	Transit Lines
Tekion Corp	Pleasanton	Software/Application/Platform Publishing
Tesla Fremont Factory	Fremont	Automobile-Manufacturers
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of Ca-Berkeley	Berkeley	University-College Dept/Facility/Office
University-Ca-Berkeley Dept	Berkeley	University-College Dept/Facility/Office
Valley Care Health System	Livermore	Health Services
Western Digital Corp	Fremont	Computer Storage Devices (mfrs)

General Industries by Wages

According to the California Employment Development Department, the Information sector (NAICS 51) is the highest-paying segment of the regional economy, with average wages of more than \$243,000.

Industries by Average Annual Pay, 2024, Alameda County



Priority Occupations

Every two years, the California Employment Development Department publishes employment projections for hundreds of occupations in the Oakland-Hayward-Fremont Metro Division. In 2024, using 2022 employment as a baseline, projections were made for employment in 2032. At the Occupation Family level, Healthcare Support Occupations and Healthcare Practitioners and Technical Occupations were the two categories with the largest projected change, underscoring the importance of the healthcare sector to the regional economy. Computer and Mathematical Occupations ranked fifth for projected change.

Table 18: 2022-2032 Occupational Employment Projections, Occupational Family, Largest Change

SOC Code	Occupation Family	2022 Jobs	2032 Jobs	Change	Percent Change
31-0000	Healthcare Support	78,900	103,930	25,030	31.7%
29-0000	Healthcare Practitioners and Technical	65,810	79,580	13,770	20.9%
11-0000	Management	109,810	121,020	11,210	10.2%
35-0000	Food Preparation and Serving Related	91,450	101,900	10,450	11.4%
15-0000	Computer and Mathematical	53,380	62,040	8,660	16.2%
47-0000	Construction and Extraction	66,680	74,440	7,760	11.6%
25-0000	Educational Instruction and Library	68,110	75,620	7,510	11.0%
13-0000	Business and Financial Operations	87,270	94,580	7,310	8.4%
53-0000	Transportation and Material Moving	97,430	104,460	7,030	7.2%
37-0000	Building and Grounds Cleaning and Maintenance	35,900	40,770	4,870	13.6%

A significant share of awards issued by area postsecondary institutions (23.8%) were at the Associate's Degree level. Approximately a third (33.4%) were Bachelor's Degrees.

Table 19: Awards by Level

Award Level	Completions (2024)	Percent
Award of less than 1 academic year	5,913	13.1%
Award of at least 1 but less than 2 academic years	5,329	11.8%
Associate's Degree	10,574	23.5%
Award of at least 2 but less than 4 academic years	170	0.4%
Bachelor's Degree	15,070	33.4%
Postbaccalaureate certificate	313	0.7%
Master's Degree	5,901	13.1%
Post-masters certificate	10	0.0%
Doctor's Degree	1,779	3.9%

The programs issuing the most awards last year were led by the Health Professions and Related Programs category with more than 8,000 awards. Business programs issued 4,497 awards, Computer and Information Sciences and Engineering combined to issue 6,051, and Social Sciences issued 3,281.

Table 20: Completions by Field of Study

Description	Awards	Degrees	Certificates
Health Professions and Related Programs	8,032	3,726	4,306
Liberal Arts and Sciences, General Studies and Humanities	4,870	2,443	2,427
Business, Management, Marketing, and Related Services	4,497	3,779	718
Computer and Information Sciences and Support Services	3,660	3,244	416
Social Sciences	3,281	3,274	7
Engineering	2,491	2,483	8
Multi/Interdisciplinary Studies	1,864	1,578	286
Biological and Biomedical Sciences	1,774	1,688	86
Psychology	1,768	1,763	5

Family and Consumer Sciences/Human Sciences	1,118	432	686
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Workforce Equilibrium

The Workforce Equilibrium Value is a comparative value that aligns the number of program completions to the number of projected annual openings in related occupations.

By aligning projected demand with emerging supply, we are able to get a preliminary view of the sufficiency of the talent development ecosystem in supporting the economic prospects of the region. The occupations that are related to the Health Professions programs, for example, are projected to have more than 38,000 openings every year between now and 2032. Around 8,000 total awards were issued in the last academic year, meaning that the emerging supply of new graduates is significantly smaller than the demand economists expect to see. While many of these openings will be filled by workers already employed in the field, it is telling to see the stark difference in the supply and demand values.

Table 21: Workforce Equilibrium

Description	Completions	Annual Openings	Workforce Equilibrium Value
Health Professions and Related Programs	8,032	46,454	(38,422)
Liberal Arts and Sciences, General Studies and Humanities	4,870	20,107	(15,237)
Business, Management, Marketing, and Related Support Services	4,497	53,977	(49,480)
Computer and Information Sciences and Support Services	3,660	11,325	(7,665)
Social Sciences	3,281	13,867	(10,586)
Engineering	2,491	9,202	(6,711)
Multi/Interdisciplinary Studies	1,864	52,487	(50,623)
Biological and Biomedical Sciences	1,774	9,186	(7,412)
Psychology	1,768	6,441	(4,673)
Family and Consumer Sciences/Human Sciences	1,118	25,953	(24,835)

What Employers Are Saying

As part of the research to guide the Comprehensive Local Needs Assessment, the CLPCCD distributed a survey to a host of employer partners to understand at a greater level their perspectives on the workforce and the role of the colleges in talent development.

First and foremost, employers reported having a very difficult to somewhat difficult time finding well qualified candidates for their jobs (Figure 24), with high and middle-skilled jobs being the hardest to fill. The reasons varied, but the majority reporting issues related to skills required to do the job, including technical and “soft” or employability skills (Figure 25). Right behind skills was “limited work experience,” which would give them the hand-on experience needed for success. And ranking fourth was the lack of the proper education and credentials needed for the job.

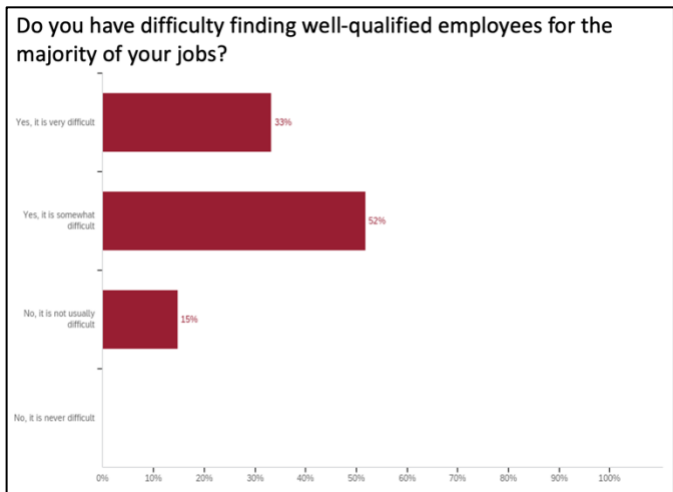


Figure 22



Figure 25

Fifty-six percent of employers reported hiring based on skills, and for the 29% who chose “Other,” the list was primarily skill-related, but also included some intangibles:

- Skills and experience
- Ability to learn quickly
- Technical skills and ability to work well with others
- Enthusiasm
- Work ethic
- Motivation

The majority of survey respondents (63%) indicated they had not hired through the colleges previously. However, of the 37% who had, they expressed high satisfaction with the skills and knowledge of the graduates they hired (Figure 26).

Employers in the survey were also asked about specific skills needed for success in their workplace in five domain areas:

- Math Skills
- Reading, Writing, and Language Skills
- Employability Skills
- Technology Skills
- Digital Literacy Skills

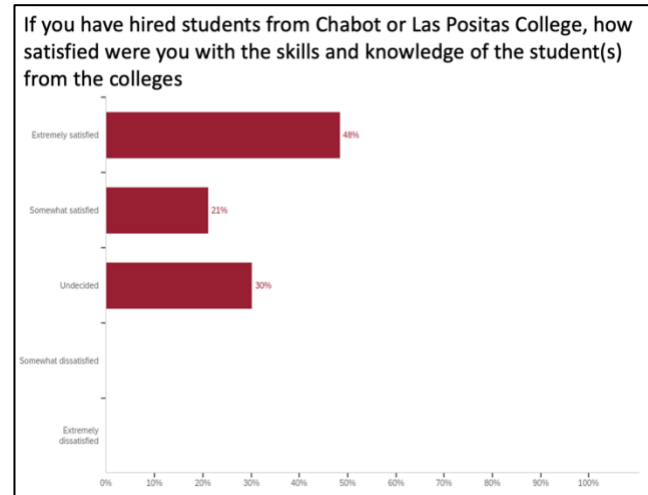


Figure 26

What follows is a profile of the ideal candidate based on the majority of employers indicating these as required skills:

Profile of the Ideal Graduate

Math Skills:

- Using fractions, decimals, and percentages
- Taking or interpreting measurements
- Reading graphs and charts with numerical information

Employability Skills:

- Communication
- Enthusiasm & attitude
- Problem solving & critical thinking
- Teamwork
- Professionalism
- Self-management
- Initiative
- Interpersonal Skills

Reading, Writing, and Language Skills:

- Applying information that is read
- Production of clear writing

Technology Skills:

- Writing and responding to emails
- Adapting to and using new technology
- Using productivity software (MS Office, etc.)

Digital Literacy Skills:

- Using online collaboration tools (Slack, Google, etc.)
- Understanding online security risks

Credentials of value were also identified by employers, including skill-based credentials and associate degrees. Focusing on these outcomes will help ensure students are prepared for employment upon graduation or completion of credentials. Just in three career clusters, the following credentials were identified:

Table 22: Certifications and Degrees identified by Employers

Program Category	Occupation	Credentialing Agency	Two-Year Degrees Cited by Employers
Health Sciences	Various	National CPR Foundation American Red Cross	N/A
	Various	OSHA	N/A
	Medical Assistant	American Association of Medical Assistants	• ASN • Paramedicine
		American Medical Technologists	
		National Healthcare Association	
		National Center for Competency Testing	
	Nurse		N/A
	Radiologist		• Radiology Technician • Nuclear Medicine • Sonography
	Phlebotomist	American Society for Clinical Pathology National Health Career Association National Phlebotomy Credentialing Excellence American Medical Certification Association	
	Various	American Heart Association	N/A
	Various	American Heart Association American Red Cross	N/A
	Various		

Program Category	Occupation	Credentialing Agency	Two-Year Degrees Cited by Employers
	Various		
Automotive	Automotive Mechanics	American Service Excellence	- Automotive Technology - Automotive Service
		Various	N/A
		OSHA	N/A
Manufacturing	Mechanical Engineering Technician	American Society of Mechanical Engineers	- Design/Drafting Technologies - Electronics Technology - Eng Technology- Electronics Emphasis - Eng Technology- Mechanical Emphasis - Materials Science - Mechanical Engineering
	Welder	American Welding Society	N/A
	CNC Machinist	National Institute for Metalworking Skills	CNC Machining
	Quality Control Technician	- Manufacturing Skills Institute - American Society for Quality	Mechanical Part Inspection
	Machinist	National Institute for Metalworking Skills	- Machine tool technology - Manufacturing
Information and Computer-Related	Cybersecurity Analyst	International Information System Security Certification Consortium	Computer Science Computer Security
	Various	Google	N/A
	Various	Microsoft	N/A

Beginning with the End in Mind

In order to maximize alignment between CLPCCD's programs and the wealth of high-value career opportunities in the labor market, following are recommended action steps.

Enhancing Institutional Capacity

Prioritizing Investments begins by using labor market information to improve student awareness and understanding of career opportunities will require a significant investment in professional development strategies that can build that competency. As a component of this project, the district has made available a robust labor market data system from Pathway2Careers. This platform enables faculty, advisors, students and policy makers to easily understand projected trends among hundreds of occupations and what those trends will mean to the district and its students.

Program Evaluation

As noted in the analysis, General and Operations Managers is one of the three occupations that rank among the ten highest for projected change and also pays a wage higher than the region's median wage. In spite of the high-quality career opportunities in many fields that can be accessed through these educational programs, very few of the region's awards have been at the level of certificates. In the most recent academic year, 84% of the awards were degrees, and 16% were certificates.

Awareness

A deficit in the awareness of high-growth, high-wage fields among students emerged as a trend in the employer needs assessment and the stakeholder surveys. An intentional effort by the district to connect students to data-driven perspectives on high-growth economic sectors could create more intentional and informed individual plans and result in higher levels of engagement and persistence.

The persistence and pervasiveness of awareness gaps can be closed by increasing access to counseling beyond the counselors themselves: faculty, Student Success Team, Classified Professionals, etc. Specialization in particular program areas will deepen the quality of advisement, help ensure optimal course sequencing toward completion points (credentials/degrees), and well-informed options for work-based learning opportunities as part of a career pathway. In each category, exposure to industry partners, advisory committees, and proficiency with each of the digital tools (Career Coach, Program Mapper, Labor Market Navigator, and DegreeWorks) will bring well-informed counseling to scale campuswide.

Because of the importance of the manufacturing sector to the regional economy, an intentional effort to engage manufacturers from the four primary industries:

- Motor Vehicle Manufacturing
- Computer Peripheral Equipment Manufacturing

- Footwear Manufacturing
- Industrial Equipment Manufacturing

Skills-Based Profiles

Student-facing collateral that lays out possible career and educational pathways in the three critical career fields identified in the labor market analysis could help students view post-education opportunities as pathways rather than as jobs. This perspective contributes to the concept of lifelong learning and enhances engagement and persistence.

- Nursing
- Cybersecurity
- Business Management

Leverage Existing Employer Relationships

As previously noted, the colleges have relationships that can strengthen program alignment with actual industries and careers:

- Advisory Boards
- Industry Associations
- BACCC Regional Directors
- Local Economic Development Entities
- Chambers of Commerce

The colleges are vital players in the talent development ecosystem. Creating “win-win” situations in which the college’s goals in CTE are matched to the workforce and economic development goals of this set of partners will ensure sustainability of partnerships and surface opportunities for greater funding of high-demand programs.

Consortium Strategy

Following is a summary of the actions to be taken by the Chabot-Las Positas Community College District over the next two years to capitalize on the opportunities highlighted in the Comprehensive Local Needs Assessment.

Element 1: Key Performance Indicators

With Retention and Placement and Employment Indicators all meeting or exceeding negotiated rates, the District will focus its attention primarily on increasing credential attainment across program areas, prioritizing high-demand areas: Engineering and Industrial Technology, Information Technology, and Health. There are numerous contributing factors that will be examined and resolved wherever possible.

Implementation of DegreeWorks and expansion of auto-awarding of degrees will ensure students are more likely to pursue the courses required for completion and ensure students are receiving the credentials they deserve. There are some contributing factors to underproduction of degrees and credentials that will be examined in the coming year:

- When credentials are not earned prior to the award of a degree, financial aid may decrease or not cover total costs of a post-degree credential.
- STEM-related programs offer stackable credentials, which would positively boost this metric. The colleges will support efforts to boost visibility for these credentials through communications and professional development of faculty and staff in these program areas.
- Students in some high-demand programs are frequently hired before completing the program and earning the credential. The colleges will explore partnering with employers to assist former students in completing their credentials/degrees.
- Chabot College auto-awards on the declared major, but if that declared major is not a CTE program, the CTE completion may be missed. Building the capacity of CTE counseling will support more students earning credentials and degrees of value to employers, even if they choose to pursue higher education in the future.
- Students who do not provide a social security number are ineligible for awarding of credentials and degrees. The colleges will seek to understand these barriers by working closely with students and eliminating the barriers whenever possible.

Finally, the district and its partners will spend the 2026-27 year taking a deeper dive into the data, what it is truly saying, and how can data be meaningfully distilled and disseminated for program and process improvements.

Element #2: Program Size, Scope, and Quality to Meet the Needs of All Students

Closing Awareness Gaps

Professional development and communication will be key to closing the gap in student awareness and understanding of the regional labor market and the careers that are available. In particular, opportunities to empower counselors and Student Success Teams are vital to boosting intentional and informed planning for students. The district will be keenly focused on elevating the value of CTE pathways aligned to real-world, high-value careers in the region and credentials of value to employers. Strategic communication, specifically targeted to current students and high school students and partners, as well as internal audiences, will provide students with a greater awareness of the highest-value occupations aligned to their program areas, as well as other program areas that may provide a stronger return on their educational investment. The new Labor Market Navigator, along with Program Mapper and Career Coach, will be integral to this effort. Comprehensive training for relevant staff across the district will elevate usage of these tools and guide both student decisions, as well as district investments. Then, a train-the-trainer model will be developed to greatly expand usage across the district.

Increasing Employer Connections

An Employer Liaison position in the counseling department will be launched to help create, sustain, and improve communications with employer and community partners, as well as cultivate greater work-based learning opportunities for students. Advisory Boards, in particular, are an opportunity to intentionally optimize the value of employer-institution relationships. Increasing the frequency of Advisory Board meetings will help monitor and adjust to changing conditions in target industries, as well as position the colleges as a partner in upskilling existing talent to adapt to the changes. The Employer Liaison position will also support faculty training for how to improve the effectiveness of Advisory Board meetings to ensure employer engagement remains strong and active.

In cases where growth of a program is limited by the availability of faculty, the district will explore partnering with employers on identification of potentially qualified instructors that could be brought in with the costs shared between the employer and the college.

Better Integration and Use of Resources and Opportunities

Increasing the visibility and use of the college's career centers, a new student orientation day, and better onboarding communications protocols could all enhance program outcomes, including pursuit and completion of CTE pathways, completing industry certifications and degrees, and participation in work-based learning opportunities. The well-known challenges presented by the registration process for all students will be evaluated and solutions addressed in the coming year.

Return on Investment for Available Funding

Each program area will use data to evaluate enrollment, persistence, and completion. Student demand for programs and the return-on-educational-investment of those programs for students will drive district plans for continuance, expansion, or sunseting. Expanding flexible options for

students, including recommendations for more on-line and alternate hours instruction, will be included in those conversations.

Element #3: Progress Towards Implementation of CTE Programs of Study

Building Awareness of CTE Programs of Study

Focused attention will be paid to the beginning of the career pathway journey: high school partners. The district will evaluate which courses are being offered through dual enrollment and support high school students in attaining industry recognized certifications, and associate degrees when appropriate, to ensure the maximum benefit of these high school to college partnerships. The middle college model could be replicated at scale through partnerships and memorandums of understanding with feeder districts. The ROPs also play a vital role in engaging and accelerating students from classroom to college and career. Additionally, the application process specifically for high school students has been identified as a significant barrier. A process improvement plan will be implemented to understand how to better communicate with students throughout the process, including creating visuals and how-to guides, and make adjustments where appropriate to ensure registration is seamless, time-sensitive, and expectations are met.

The district will take an intentional professional development approach to building the capacity of counselors to be specialists in each CTE program area. Broader understanding of pathways, courses, employer advisory boards, and work-based learning opportunities will increase students access to CTE programs of study when aligned to their career goals. Counselors can participate in externships, where they are spending a week on site with employers in a given industry or program area to learn first-hand what employers are looking for and the variety of career options that are available to students. This will increase the effectiveness of their counseling, as students make academic choices along their individual career journeys.

Lack of awareness of career opportunities may cause students and counselors to default to general education degrees. This can prevent some students from employment opportunities in high wage, high demand career fields. The value of a CTE credential or degree in the labor market is higher than that of a general education degree. Whether students choose to go on to four-year university or not, CTE credentials and degrees make them more employable, equip them with in demand skills and knowledge, and can support their long-term earning power.

Finally, we will work across programs to identify opportunities to embed employability skills training into CTE courses. This will ensure our students have both the employability skills and technical knowledge for success in their future careers. We will utilize the information from the Employer Needs Assessment to prioritize and integrate the skills in greatest demand into instructional approaches across CTE courses.

Element #4: Improving Recruitment, Retention, and Training of CTE Professionals

In this element, budgetary constraints are the issue to be addressed. There is broad agreement that district and its colleges should be singularly focused on a more strategic approach to staffing and budget allocation for staffing CTE programs. Part-time faculty are playing an outsized role in program development, instruction, and reporting, placing sustainability of in-demand programs in a precarious position.

However, part-time faculty are very passionate about the programs they teach, and many remain on staff for years. Their contributions to the success of both colleges are worthy of respect and acknowledging them as professionals and peers amongst all faculty and staff. Supporting part-timers with resources and training, as well as including them in the year-long onboarding cohorts, will support community cohesion, collegiality, and shared commitment to institutional goals.

Plans for sustainability and growth of programs must include intentional investments for moving high-performing part-time and adjunct faculty into full-time roles in priority and in-demand program areas.

There is acknowledgement that there is a need to be more intentional in recruitment of diverse faculty and staff that mirrors the student population, but gains have been made in recent years. Additionally, the quality and experience of faculty who move from industry into the classroom is dependent upon targeted outreach and advertising. It has been suggested that the human resources department use available funds to diversify outreach lists depending upon the position being recruited. Blanket outreach is not achieving the goals for specific, specialized program areas. Outreach to industry organizations may have a better result for identifying high quality professionals.

Element #5: Progress Toward Equal Access to Quality CTE Programs for All Students

The district serves a highly diverse population, ethnically and socio-economically. The El Centro model on the Chabot campus has been effective in providing a variety of supports for Spanish language students, and plans for the future include a new, larger center for supporting students from other language groups.

For students with disabilities, launching the Accommodate platform has boosted the number of students who request and receive supports, from note taking tools to other assistive devices.

Continued work in this area will be rooted in data, looking at the program level to identify disparate outcomes amongst groups and targeting interventions.

Building awareness of opportunities is vital to achieving the goals for this element. Targeted outreach, advertisements and application forms in specific languages, and personal contacts with ESL programs and Adult Schools will lay a foundation for greater recruitment and, ultimately, retention for those who might otherwise simply not know about the breadth of CTE programs available that can connect community members to high-value careers.

Element #6: Labor Market Alignment

When a community college is properly aligned to the local labor market, it has the power to fuel the economy with well-prepared, highly skilled talent needed by local employers in key industries. This is especially true for the areas served by Chabot and Las Positas Community Colleges.

The district will build on the valuable labor market and employer survey data collected during the CLNA process to guide decisions about programs, resource allocation, student recruitment, career pathways, and faculty and staff training. The district and its colleges will seek to put employers at the forefront of its efforts, through an invigorated approach to advisory boards, leveraging the existing assets of the Tri-Valley Career Center and the campus career centers.

Most of the key action items for strengthening our colleges' alignment to the Alameda County labor market have already been addressed in the previous five elements:

- Building awareness of opportunity across the institutions and our stakeholder groups through:
 - Professional Development/Capacity Building
 - Communications initiatives of career information by sector
- Elevating Employer Connectedness
 - Advisory Board development and support
 - Addressing Advisory Board recommendations and aligning funding to it
 - Leveraging employer connections:
 - Bay Area Community College Consortia Infrastructure
 - Chambers of Commerce
 - Innovation Tri-Valley
 - Hire an Employer Liaison

Appendix

Element 2 Data Sources:

- Evaluation of Student Performance – Core Indicators
- Surveys of stakeholder groups:
 - Deans/administration
 - Counselors
 - Classified Professionals
 - Current Students
 - High School Students
- Shared decision making at the Stakeholder Engagement Meeting
- Interview with CLPCCD – EDCE Director
- Chabot-Las Positas Community College District Labor Market Navigator

Element 5 Data Sources:

- Evaluation of Student Performance – Core Indicators
- Labor Market Navigator
- Surveys conducted among:
 - High School Students
 - Current Students
 - College Deans and Faculty
 - College Counselors
 - College Classified Professionals
- Shared decision-making of stakeholders
- Las Positas College Economic and Workforce Strategic Plan

Stakeholder Meeting 1 – Agenda

CHABOT
LAS POSITAS
COMMUNITY COLLEGE DISTRICT

PATHWAY 2 CAREERS

Comprehensive Local Needs Assessment

Stakeholder Convening #1

March 28, 10 a.m. to 2 p.m.

10 a.m.	Welcome	Chabot/LPC Leadership
10:05 a.m.	Overview CTE and Perkins	Vicki Shipman/Robin Galas
10:20 a.m.	Labor Market Analysis Presentation	Trevor Stokes
10:50 a.m.	Stakeholder Surveys Presentation	Tracey Bryan
11:20 a.m.	Facilitated Group Discussion	
	• What's Not Working Well As Students Move From K-12 To College To Careers—And What Would Improve That Transition? • Who Do We Need to Engage or Move to Realize Those Opportunities? • How Can the Colleges and Our K-12 Partners Work Better with and for Employers? • How Can Employers Work Better With Educators? • What Immediate Changes Can Be Made To Address Issues Identified By Staff And Students? • What Are You Committed to Doing New or Differently to Realize These Opportunities?	
2 p.m.	Closing	

Notes from Stakeholder Meeting 1:

CLPCCD Comprehensive Local Needs Assessment Stakeholder Meeting 1 – 3/27/26 Notes

1. What's Not Working Well As Students Move From K–12 To College To Careers— And What Would Improve That Transition?

Awareness:

- Awareness (self-awareness and awareness of opportunities)
- Awareness:
 - At the student and parent level
 - Trade IS a viable option after high school
 - Community college is the same as a trade school
 - Start earlier than high school
 - Career + job role options (be more specific)
 - Path/options if you change your mind
- Parents and students don't know the questions to start the process and keep it going, especially in multiple languages
- Start early (K-12)
- Parent awareness
- Trades are viable
- Career pathway awareness
- Clear pathways
- Career exploration
 - Market Career Coach
- Awareness: Program Mapper
 - Need to be able to find on the website
 - Lack of awareness
 - Address bias in the system (toward 4-year university)
 - Cultural shift
 - Get everyone on the same message

Institutional Changes:

- Curriculum:
 - Degree + soft skills = Career readiness
- Transition supports – from K-12 to Community College
 - Specific supports – warm hand-off for CC students
 - Registration, IEP, Peer supports and other services
- Simplify and improve the enrollment/registration process
- More full-time faculty to support students in their careers

Increased Employer Engagement:

- Utilizing advisory boards to aid career/employment exploration and opportunities for students
- Industry + K-12 Connection (gaps between expectations and industry)
- Soft skills are not really soft. They are a priority for employers.

2. Who Do We Need to Engage or Move to Realize Those Opportunities?

- Workforce boards
- Chambers of Commerce
- Innovation Tri-Valley
- Healthcare providers (Healthforce Partners)
- Industry associations
- Parents (Parent associations at the schools/Hayward Parent Ambassadors)
- Summer camps
- Language/cultural information and organizations
- Community-based organizations/Non-profit partners (look for mission alignment)
- Outreach to the “Some college/no degree” audience
- Adult schools
- Libraries/library associations
- Community centers
- Students (Student government, partnering districts, student groups)
- Unions
- Job Corps
- Alumni

3. How Can the Colleges and Our K-12 Partners Work Better with and for Employers?

New Ways for Employers to Connect to the College Environment:

- Look at employers as new market opportunities not just for enrollment
- Have employer responsibility as educator, not a one-sided partnership
- Support employer education (sometimes they think are doing K-12s a favor)
- Work with employers to pay supplement instructor or industry expert (PT faculty?)
- AC Transit training became accredited via partnership with Chabot College
- Community college started to look at AC Transit as a new market
- Biggest barrier is to see them as a business opportunity
- Engage council members, state assembly members, and other elected officials and other partners as conveners
- Economic development forums on the college campus

The Role of Advisories:

- Advisory meetings with faculty and counselors
- invite employers to the table in advisory boards
- Understand employer needs – program/curriculum
- What do employers need?
- Aligning K12 and college advisory boards

- Advisory committees that are both mandatory and required, as well as those with short term focus two years for developing curricula and that are not really driven by money so they can be sustained
- Joint Advisory Board meetings with K12, Community Colleges, and employers

Opportunities for Exposure/Awareness:

- Career day with employers and for employees:
 - Show and tell :curricula, facilities, faculty and subject matter experts
- Employer roundtables, i.e. manufacturer sharing goals with educators
- Develop exposure to careers
 - Guest speakers from different professions
 - Work-based learning programs/opportunity
- Improve outreach with employers
- Increase the use of LinkedIn as a platform that demonstrates connections from educators, employers, and students

Curriculum/Program Changes:

- Community college should adopt extant industry training standards and curriculum
- Keep curriculum current (tech)
- Intentional course scheduling to support the working student in upskilling
 - Would help with partnering with employers
 - Employers incentivizing upskilling employees (Saturday and evening classes)

Internal Training:

- Counselors +
 - Deeper knowledge of courses and sequences
 - State recognized certificates
 - Stackable degrees

Increased Work-Based Learning:

- Internships, Externships, Apprenticeships
- Inform employers early about program requirements in a work-based learning model

4. How Can Employers Work Better With Educators?**Work-Based Learning:**

- Employers are surprised by the value of internships
- Work-based learning approach is ad-hoc and not systemic
- Need to inventory and quantify work-based learning content

Advisory Committees:

- Model example: Auto program invited counselors to Flex Day, where they learned about pathways, credentials, etc.
- PAC's with time-limited commitments

Other:

- Counselors must understand IRC's & stackable credentials
- What can we do without additional funding? E.g. after state-initiated sector strategies
- Can employers fund adjunct faculty as industry representation?

5. What Immediate Changes Can Be Made To Address Issues Identified By Staff And Students?**Student Supports/Processes:**

- Supporting students with financial aid applications and process to complete
- Focus on summer fall enrollment start mid-April (most immediate place of impact)
- Streamline and clearer on-boarding process (user experience on website etc.)
- CCC apply (not having to do every year)
- Develop more effective "how to" documents for enrollment and applications
- Include Program Mapper and Career Coach In the online orientation that incoming students have to watch
- Create step-by-step guide for enrollment steps and CATEMA for ROP/Articulation students
- Credit for Prior Learning – Competency-based ed
- More affordability
- More course flexibility

Website Changes:

- Position key tools on college website (i.e. program mapper and career coach)
- Update/redesign college website to be more understandable

Prioritize:

- Figure out highest priority impact point and focus

Better Use of Data:

- Sharing this data with administration for summer planning and making plan for next year to share information with the campus at large

Other:

- Address the four-year bias
- Recognition for staff and students making positive impacts

6. What Are You Committed to Doing New or Differently to Realize These Opportunities?

Awareness:

- Have a career fair at my school
- Help my counselor colleagues be more aware and prepared to provide career counseling
- Re-evaluate my approach to engagement with all stakeholders
- Share with my college on our career services so they can inform their students
- Helping to make various stakeholders aware of opportunities
- Build opportunity for adult learners to gain certification for a livable wage job
- Share career-related opportunities with the public, especially in increasing awareness!
- Prioritize communication with parents – next steps
- Update web access to career/program information

Data:

- Provide more/better data exemplifying benefits of career education programs and how they impact the students and the college
- Review data with the Executive Team – use data to prioritize budgets

Work-Based Learning

- Embed work-based learning into CTE outreach job descriptions
- As a work-based learning specialist spending more time engaging with industry professionals to understand what they are looking for in the future workforce

Enrollment Supports:

- Update high school articulation web page to include effective step-by-step instruction:
 - Enrollment/application
 - CATEMA
 - Transcripts
- Support HUSD seniors in financial aid app/college acceptance
- Provide application support with ROP in late evening sessions with apprenticeship groups to address the enrollment barrier

Employer Engagement:

- Continue to invite employer to campus to inspire change
- Strengthen our chamber's relationship with Chabot/Las Positas
- Have employers at our advisory meetings
- Partner with colleges to bring industry expertise to the classroom
- Connecting with one employer by 4/15/26 on campus
- When engaging with employers, assessing their labor market needs first before giving an ask to partner with K-12 programming

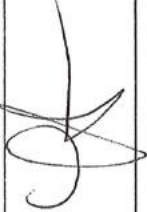
Other:

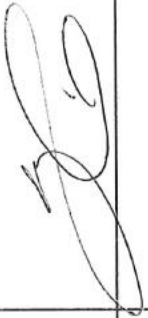
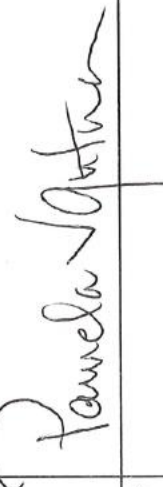
- Integrate more dual enrollment/concurrent enrollment
- Work harder to remove obstacles for faculty
- Try new things get out of your comfort zone

Other Conversation Topics:

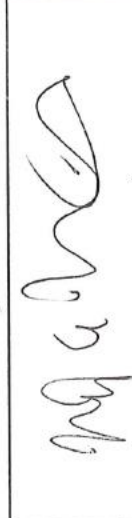
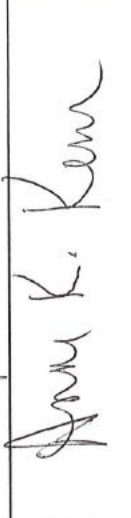
- Students need to be aware of the long-term benefits of employment, salaries and positions they can grow into over time.
- Some companies offer stock options (Tesla) and signing bonuses (aviation).
- Students are looking for remote work.

Chabot-Las Positas Community College District
 Comprehensive Local Needs Assessment Stakeholder Meeting
 Friday, March 27, 2026

Table #	Stakeholder Type	Name	Organization Name	Signature
1	Community	Kenneth Maxey	Urban League Bay Area	
2	Community	Jessie Wu	Hayward Public Library	
3	Community	Diane Paisley	Eden Housing	
4	Community	Jessica Zlotnicki	YMCA of the East Bay	
5	Economic & Workforce Development	Lucy Lopez	Hayward Chamber of Commerce	
6	Community	Meghan Smith	Hayward Promise Neighborhoods/CSUEB	
1	Economic & Workforce Development	Emily Griego	San Leandro Chamber of Commerce	

2	Economic & Workforce Development	Julia Dozier	CLPCCD-Economic Dev. and Contract Ed.	
3	Economic & Workforce Development	Beth McCormick	Las Positas College	
4	Employer	Michael Flocchini	AC Transit	
5	Employer	Chris Goldhawk	EY	
6	Employer	Dann Bermann	BACCC Regional Director, Digital Media & AI	
1	Employer	Linda Vaughn	BACCC Regional Director, Public Safety Director	
2	Employer	Pamela Gutman	BACCC Regional Director, Advanced Transportation	
3	Employer	Robin Basham	ISC2 East Bay Chapter (AI Employer Representative)	
4	Employer	Nancy Maté	ISC2 East Bay Chapter (AI Employer Representative)	

5	Employer	Bhawana Veenu	ISC2	
6	Employer	Jose Oseguera Garcia	AC Transit	
1	PostSecondary	Vicki Shipman	LPC	
2	PostSecondary	Marie Amboy	Chabot College	
3	PostSecondary	Brian Goo	Chabot College	
4	PostSecondary	Safiyah Forbes	Chabot College	
5	PostSecondary	Michelle Simotas	Las Positas College	
6	PostSecondary	Robin Galas	Chabot College	
1	PostSecondary	Elsa Saenz	Chabot College	

2	PostSecondary	Erica Sanchez	Chabot College	
3	PostSecondary	Alise Smith	Chabot College	
4	PostSecondary	John Salangsang	Chabot College	
5	PostSecondary	Adelina Elo	PRMG	
6	PostSecondary	Matthew Lee	Chabot	
1	PostSecondary	Dagoberto Zelaya	Chabot College	
2	PostSecondary	Terra Lee	Chabot College	
3	PostSecondary	Mike McQuiston	Las Positas College	
4	PostSecondary	Anne Kennedy	Las Positas College	

5	PostSecondary	Dan Marschak	Las Positas College	
6	PostSecondary	Lilibeth Juarez	Las Positas College	
1	PostSecondary	Nan Ho	Las Positas College	
2	PostSecondary	Melissa Korber	Las Positas College	
3	Secondary	Terresa Williams	CLPCCD K12 Pathway Coordinator	
4	Secondary	Jazmin Marquez	Eden Area ROP	
5	Secondary	Johanna Lopez	Eden Area ROP	
6	Secondary	Laurel Beck	Pleasanton Unified	
1	Secondary	Elaina Edwards	Livermore Valley Joint Unified School District	Absent

2	Secondary	Heather Reyes	Hayward Unified School District	Heather Reyes
	Consultant	Trevor Stokes	P2C	
	Consultant	Tracey Bryan	P2C	Tracey Bryan
3		Diane Paisley	ETEN HOUSING	
5		David Roby	LPC	
		Mara Lockowandt	Jobs for the future	
		Emily Griego		

Unable to Attend: Keep Informed:

Jigyasa Grover Afterdays grover.jigyasa2@gmail.com
Linne Fletcher Biotech-Careers.org linneaf@austinctc.edu

CHABOT
LAS POSITAS
COMMUNITY COLLEGE DISTRICT

PATHWAY 2 CAREERS

Comprehensive Local Needs Assessment

Stakeholder Convening #2

April 30, 10 a.m. to 2 p.m.

10 a.m.	Welcome	Chabot/LPC Leadership
10:05 a.m.	Overview of the CLNA Process	Trevor Stokes
10:15 a.m.	Review of Last Meeting's Outcomes	Trevor Stokes
10:30 a.m.	CLNA Findings/Recommendations Prioritizing Actions and Investments	Group Discussion
	• Element 1 - Student Performance on Required Performance Indicators • Element 2 - Program Size, Scope, and Quality to Meet the Needs of All Students • Element 3 - Progress Towards Implementation of CTE Programs of Study • Element 4 - Improving Recruitment, Retention, and Training of CTE Professionals • Element 5 - Progress Towards Equal Access to CTE Programs for All Students • Element 6 - Alignment to Labor Market Information	
2 p.m.	Closing	

CLPCCD Stakeholder Meeting 2

Summary of Recommendations for Action

Element 1 – Key Performance Indicators

Reasons credentials may not be awarded:

- Misalignment with students pursuing 4-year degrees
- Financial aid may decrease or not cover the cost if credentials are earned after degree
- Missed opportunity when students get hired before completing
- Not accessing DegreeWorks because they are going to work
- Evaluate the use of DegreeWorks
- Time frame – it takes too long to complete
- Chabot – auto-awards on the declared major, but it may miss the CTE awards if that is not what is declared
- If degrees are earned before credentials are applied for it can negatively impact credential attainment
- The order in which credentials and degrees are awarded may impact negatively
- Awards would not be counted if they don't provide a Social Security number
- EMS credentialing is newer and the data may not reflect that yet
- STEM - stackable degrees - may need to build awareness
- If awards are not received colleges may miss funding

Element 2 – Size, Scope, and Quality

What's the Most Feasible and Impactful?

Closing Awareness Gaps

- Professional Development
 - Provide training on local career opportunities to academic counselors
 - Counselors talk about occupations and go on company tours
 - Awareness across the campus:
 - What makes us unique?
 - Mapping and career resources
 - Web visibility what's the incentive or benefit to students
 - Know how to use and share resources with others

- Student success teams: counselors assigned to specific programs and deeply engaged
- The Role of Communications
 - Connecting with marketing about occupations in the associated college program career pathways
 - Occupational awareness of soft skills
 - Show how stackable credential are tied to pay raises
 - Orient college conversations toward career pathways to build career awareness
 - Evaluate (and communicate) program ROI for the college and the student

Better Integration/Use of Resources and Opportunities

- Expand the Career Center
- New student orientation day
 - Pathways checklist
 - The Career Center - the importance of a certificate or degree
- Expand educational plans to reflect industry certifications, permits, and graduation
- Review and enhance onboarding messaging from application to registration and beyond
- Use CRM advise to communicate with students according to their major
- New student orientation day face-to-face by academic pathways and career clusters
- Address registration process and issues (IT and A&R) course scheduling needs to be designed for students needs

Employer Connections:

- Create an employer liaison position in the counseling department
- Partnering with employers in impacted industries to lend and employee to be faculty
- Engage employers in conversation as a market for the college
- Develop conversations with employers and community partners
 - Advisory board conversations
 - Clarify intentions and outcomes
 - Educate the faculty on how to run an Advisory Board
 - Make them more than a check box

Maximize Available Funding:

- Deactivate low-enrolled and low-impact programs

Element 3 – Progress Toward Implementation of CTE Programs of Study

Building Awareness of CTE Programs of Study

- Career counselors and pathway counselors informing all counseling colleagues on CTE programs and career information and resources
- Hire success coordinators at the college
 - Reimagine how these positions work
 - Training of employers by counselors
- Clear and intentional messaging about CTE programs to the community
 - Embedding “ what's in it for them” - example: average pay for certain jobs
 - Business and social media ads
 - Integrate life skills and soft skills into the curriculum (Nav. Life), i.e. students don't have to get to class on time
- New position to coordinate student transitions
- Can we identify students who leave for employment without a credential?

High School Connections

- Increase intentional certificate courses offered as dual enrollment
- Build deeper awareness for TK-12 students and families of the array of certifications and credentials available and their outcomes
- Application process for dual enrollment
 - recreate visuals for better explaining provide information on what to anticipate in timing and the steps (e.g. fraud application and not get discouraged from applying)

Employer Connections

- Grow our own (faculty)
 - Bridge the gap - cost share with employers to hire highly qualified faculty
- Employers who support students and counselors
- Stronger connection to industry via the Chamber of Commerce
- Handshake - capture information from employers who post jobs

Registration

- Strategic scheduling of courses –ed planning – for certificate to degree awarding.
With every certificate earned students receive priority increase in registration
- Reimagining Student Success Teams

Special Population Supports

- Increase support for English language learners and connect DSL to more CTE
- Awareness of services to special populations
 - Make visiting the Career Center as part of class
 - Communicate job openings to the course, class, faculty
 - Announce new jobs to those in aligned programs
- Translate application process and A&R forms into Spanish
- Explore increasing ESL cohorts in CTE programs
 - Currently have ESL cohort in ECE but could expand to other departments

Data

- Strategic dissemination of data
 - For example, completion rates by program to know which ones to better support
- Better targeted outreach
 - Using data to identify students to outreach to in order to incentivize students; use employers to (encourage earning credentials) with a pay increase

Other

- Take an assessment on how students navigate on campus
 - Start with when students arrive at the parking lot have an information booth
 - Identify key locations
 - Match and approve signage

Element 4 - Improving Recruitment, Retention, And Training of CTE professionals

- 60% of faculty are part-time
 - They want to network with others
 - Identified a need to have resources for students
 - If they receive late notice on courses, it is difficult for them to prepare
 - Need to be intentional about how we treat them
 - Indicate a lack of respect or professionalism in how full time faculty treat part timers
 - Disparate treatment between full-time and part-time faculty
- Adjuncts from industry want to share skills and are faced with challenges

- Concern about the programs that are built on part-time faculty. What's the plan for long-term sustainability and growth?
- Can we pay them for training?
- Include in social activities
- Centralize onboarding
- Build more supports for part-timers
- Bring more into full time employment
- Invest in (programs) where we need to go
- Use advisory meetings as opportunities to have recruitment discussions

Element 5 - Progress Toward Equal Access to Quality CTE Programs for All Students

Building Awareness:

- Specific targeted marketing of CTE programs for reentry populations
 - Warm handoffs for new reentry students (justice impacted, formerly incarcerated)
- Translate advertisement for CTE pathways into different languages
- Outreach to adult schools in ESL classes
- Connect to something relevant and include brand recognition; for example, auto program allows you to work at BMW
- Warm handoffs to local agencies that provide supported employment services to students with disabilities
- Marketing and awareness - bridge the gap between TK12 - Community College - partners on systems for English learners and students with disabilities
- Open houses and summer camps - create opportunities to provide high school students with experiences with programs and invite industry partners and part-time faculty to participate
- Coordinating student knowledge of ESL supports and navigating non-credit and credit courses
- How to guides

Better Use Of Data

- data-driven with resources (time, support, access) so look at program level of data and address accordingly

Employer Partnership

- Partnering with industry to fund gaps in industry licensure (e.g. signing bonuses, gap funding for hiring, customized programs, etc.)

Element 6 – Labor Market Alignment

Awareness

- Professional Development/Capacity Building
 - Develop awareness of AI impact on industries and careers
 - Proper use of AI with education and future careers
 - Flex day training for faculty about labor market trends
 - Don't reinvent the wheel. Teach about existing career navigator tools and connect directly to local employers and jobs
 - We should be able to name industries and companies that align with labor market data to make the data accessible for students and staff
- Communications/Marketing
 - Informational campaign more intentional and early planning for CTE month in February with more support from marketing
 - Career information by sector - invite people from industry
 - Record and post industry speakers create a repository
 - Enhance Student Success Teams

Employer Connectedness

- Advisory Board development and support
- Addressing Advisory Board recommendations and aligning funding to it
- educating ourselves (colleges) about how to engage with employers
- Leveraging employer connections:
 - BACCC infrastructure
 - Chambers of Commerce
 - certificate program in project management
 - sector based approach in manufacturing, welding, automotive, and health
- Hire a job developer for LPC
- leverage employer connections
- Other
 - Pilot LEAN manufacturing class in community Ed

From the Student Survey Final Question:

Is there anything else you'd like us to know about your experience as a student in the Chabot-Las Positas Community College District?

- a lot of professional teachers in campus prep me with my career
- A wonderful campus and great community with so many facilities. Really helps you towards whatever goals you have.
- Adult enrichment program is excellent
- Amazing EMT program huge shout out to Sarah Beyne she is beyond amazing.
- Appreciate all the support
- As a Chabot student I have come to the realization that I am not alone when it comes to figuring things out or when it comes to finding my place around campus I always get the help I need and help that is well deserved tandi really do want to say thank you.
- As a disabled student, I am really happy so far with accommodations made for me, and my instructor has been great in making me feel included.
- At first I didn't enjoy because of a counselor had attitude with me but it was a one time thing but other than that I had good experiences at school.
- Beautiful campus!
- Being inChabot has taught me so much. Things like speaking in large groups without hesitation, as well as having many resources that Chabot is offering and the staff, professors, and counselors are very helpful for me and all that I need help in!!! I'm very grateful to have the opportunity to live in California and being able to join the Gladiators!!!
- Chabot College has always welcomed any one, including myself. They have always showed their care and support and provides more than enough resources for students to succeed.
- Chabot College is one of the best colleges with calm environments and brilliant professors.
- Chabot is a good, welcoming environment. The organization of departments can sometimes cause issues. But overall people seem to be doing there best to support students and the community.
- Chabot is a great campus with many helpful resources and reliable Professors and counselors that go the extra mile for their students and community.

- classes like ecd 63 should be able to count lab hours from your job if your work at a preschool or government program
- coming back to Las Positas has been so nice I like all the student led activities on campus.
- Currently, I love it! I have nothing to add.
- Early Childhood Education program
- EOPS is good
- Estoy satisfecho muy contenta de estudiar en chabot college
- everything has been easy for me to learn
- Great campus.
- Great college for transfer students for 2-4 year transfer and resources, library, online courses, professional professors, advisors, and fastest way to reach out and respond back from students emails.
- Great school, I just wish I knew more about the offers
- have better communication with counselors, but they seem to not care.
- Have more fun activities at the school
- Health care opportunities
- Help online instructors up their game
- Honestly sometimes it feels like the people that work for the programs dont always have the best intentions when helping students. The support doesnt feel genuine like we arent humans. Like we are just creating extra work for them
- I am a full-time student who can only do homework on weekends on my days off. Please have instructors arrange assignment due dates accordingly. So many assignments open and are due in the middle of the week when I am on duty.
- I am enjoying my classes so far and am looking forward to learning more. Thank you!
- I am interesting to learn more about special programs for houses for full time students, if we have any of them.
- I am loving it.
- I appreciate as a student all the resources available to us.
- I appreciate everything you all do for us non traditional students.
- I appreciate the opportunity to learn at LPC. The instructors, campus and facilities are very good.
- I believe I know almost everything I need to know as full time and active student
- I can't stress enough how needed attendance accomodations are for individuals with disabilities similar to my own. Leaving it up to the teacher can work if your teachers understand, but if they don't they're allowed to put you on academic

probation for not showing up enough even though it's because of a disability you can't control.

- I enjoy my teachers and classes and the content!
- I have been a student at the CLPCCD for many years and everything - from the campuses physically to the course offerings to the support services - continues to improve and get enhanced every year. Thank you for the amazing learning I have been able to acquire all of these years and for supporting every kind of student that attends community college. I couldn't be happier with my experiences at Chabot and Las Positas and (so long as I don't reach a cap on my number of units taken!), I will continue to take courses at both campuses.
- I have decided that everything will go smoothly
- I have had a great experience
- I have had a very good experience so far. The staff is very friendly and has helped me with scheduling and classes. I love the resources we have, such as the mini-market and free bus rides. All teachers I have had are helpful and understanding.
- I have had many good professors and just one bad run in . Unfortunately.
- I have not been able to schedule an appointment with a counselor, the link provide , redirect me to create an account with a credit card information.
- I just started my second semester after a break from school for a while. It's been a great experience.
- I just want to say I think this school truly has some amazing resources for its students. Everyone there is willing to help you as long as you are open to getting help. I feel very supported here and I'm proud that this is my school!
- I like being a student at Chabot College because I'm able to adjust my schedule according to my needs and it's pretty flexible. I am also job hunting at the moment and I appreciate how many resources I have to get my work done at school, such as the library and the WRAC Center.
- I like how clear the communication is often. I don't like the new registration system, it's a bit annoying to use and the information isn't as obvious. You have to click on each class individually now to find out what is online or hybrid or in person, when before it was just there for you. The search feature also doesn't work very well.
- I like las positas community college
- I liked the old library
- I love how the professors have all DONE what they are teaching about. It is very important when a professor can talk from experience and their educational backgrounds.
- I love it at las positas. The teachers are amazing and truly care for the students.

- I love my school
- I love the facilities here, and the school has been very receptive of me the moment I stepped on campus. I haven't been to school in over 5 years and all the staff have been helpful, directing me down the pathways I need to work through.
- I love the opportunities offered on campus that give me so many opportunities to choose different career paths.
- I need to talk to a counselor because I have a learning disability and I would like to have the opportunity to get all the help that I need so I can be successful at achieving my associate degree. I wish a counselor will reach out to me through my email or make an appointment to come up there to talk to a counselor.
- I realize psych 10 and 18 are optional yet, these could be highly recommended. I found a ton of value taking these two courses. Great content and resources.
- I really believe that the counseling department should get it together and provide more resources for equal access. A lot of people are lost in their journey, and I spent a lot of time in the very beginning as well. I just wish that if they are receiving grants that they are propagating the funds in the correct areas for student support.
- I really enjoy being a student at Chabot. And being in the ECD major I get so much information of jobs, permits, etc. I just have to find the time or not forget to contact Ms. Terra Lee or the ECD counselor.
- I really like chabot college because their teachers is very kind.
- I really like how many resources are available to students. I can find groups that I can relate to as well as feeling super safe in this college community.
- I really like our district. I'd like for more student involvement so that Chabot can get funding though.
- I really love it here at Las Positas!
- I think community college is great
- I think my time here has been way more helpful towards transfer than I initially assumed
- I traveled 3 hours from home to come here, I liked the environment and all the opportunities students have. Im glad I traveled to come here.
- I wish the fitness center was available without needing to enroll in a specific course. Or for orientation to be offered more than just during the first week of the term. I can't attend orientations (or any other classes) since nursing is 9-5 every day during the first week of the semester (and for four weeks in N55)
- I withdrew from math 47 this semester because the teacher is to scared with his thoughts and I can't keep up with all 9 different conversations that have nothing to do with math

- I would like them to have more people who speak Spanish, then help the students especially those who do not speak English well will be a great help for the students, there will be more communication and more understanding of the school and its benefits that I tried for each student.
- I would love for more input from students into what classes are available.
- I'm a returning student studying music and I'm grateful I was able to return to study my true passion.
- I'm a student mother trying to master English language skills before committing choosing a regular class.
- I'm first time adult college student with no experience in college
- I'm thankful for the resources available it helps a lot and I feel supported . Thank you !!
- I'm very happy to have the opportunity to be here
- I've been around Las Positas since I was a child, I have always loved it! Its always growing and improving.
- I've felt very supported by lpc, it's a huge difference from my experience at uc davis :)
- I've had a calm and relaxed experience at Chabot to figure myself out and my educational plans stress-free. I'm glad to be going here.
- I've had a good experience
- I've like it so far, better than I expected
- I've truly loved my time at Las Positas, have had the opportunity to learn new skills and knowledge from positive mentors.
- If there's a way for me to receive housing so I can have more time to be a student than work that would be very helpful.
- Inclusive.
- Is nice to come back. Loving the new library and the TV studio looks great!
- Is there anything else you'd like us to know about your experience as a student in the Chabot-Las Positas Community College District?
- It has been a great experience overall
- It has been an amazing experience!
- it has been really nice with tons of nice people and just students who are very helpful and encouraging.
- It is a great district, and I'm so happy to be a part of it!
- It is great! I first tried ohlone college but it wasn't what I wanted. Chabot gave me everything that I wanted and needed!
- It is harder to learn and improve than I thought.

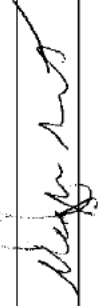
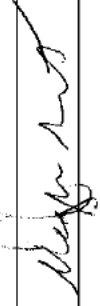
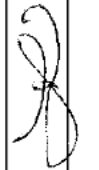
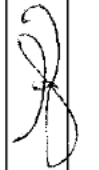
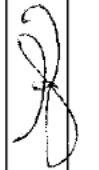
- It was enjoyable
- It would be great if counselors were better informed on paperwork for complicated situations. It seems like the staff only really know how to help young highschool students, but not adults.
- It's a great college and in satisfied with all my classes and the help of counselors helping me with my pathway.
- It's a very welcoming place. Super small campus so it's easy to find your classes! Professors are very nice and are willing to work with you as long as you work with them.
- It's been a fun experience so far looking to join more groups and explore on my free time even though it has been hard to join groups because of being apart of a sports team here at Chabot it takes a lot of time.
- It's been a great experience, a ton of great and helpful people.
- It's been extremely wonderful to be at Las Positas so far. The experience has been great and I'm looking forward to doing my next 2 years here.
- It's been fun to get to know other college aged people!
- It's been great and relatively easy to be able to find the classes I need for my degree. Registering for them was a little tough, but easy. Also finding buildings on campus was difficult.
- It's been pretty good
- It's been very great, other students are very welcoming and there are a lot of opportunities for growth and for those who are at a disadvantage.
- It's fun! I'm glad there are events for employers to advertise their businesses. I wish there were events where students can show off their soft skills to future employers.
- It's good.
- It's good. Sometimes there can long gaps in between classes which isn't that great.
- It's really good and reliable so far.
- Its a good community
- Its a nice school I just wish there would be more time for counselor help and help to look for a job on campus, other then that I do think this a a great school. the food is good and many of the teachers here are very understanding which is very sweet.
- Its pretty gnarly to go to school at a school that actually cares about its students and staff
- Job experience help
- Just follow the teacher's structure and stick to it.
- Las Positas is a great college! I love the variety of resources, small class sizes, and having professors that actually care about me!

- Looks nice and spacious
- LPC is a great school.
- Make funding and activities easier to know about post ahead of time not just a day or two before I don't see things on instagram until the day before or after. The calendar on website isn't so easy to read.
- Me encanta Las positas me ha ayudado a poder seguir con mis clases.
- More in person classes in more time slots.
- More nursing cohorts
- Muy agradecida con mis maestras Ana del Aguila y Nidia Rico por trasmitirme Mucha encenanza . Las positas es una gran universidad estoy encantada con mi univercidad.
- My experience as a student has been very positive. I feel supported by my teachers and staff, and I am grateful for the opportunities I have had to learn and grow personally and professionally. This college has helped me gain confidence and continue working toward my educational and career goals.
- My experience as a student in the Chabot-Las Positas Community College District has been both challenging and rewarding. The coursework is rigorous, but it has helped me build stronger critical thinking, time management, and clinical reasoning skills. I'm grateful for the guidance from faculty and the opportunities to learn in a supportive environment. Continued support with tutoring, counseling, and clear communication about program expectations makes a big difference for student success
- My experience has been good. The campus is friendly, and there are many resources to help students succeed.
- Not at this time as my time here at Chabot College currently exceeds my expectations as to what and how a community college should be.
- Not everyone seems to be included
- Overall, it has been a great experience
- Overall, my experience has been positive, and I appreciate the support and resources available to students.
- Para mi ha sido una GRAN OPORTUNIDAD estudiar en Chabot College, gracias a ello podré obtener mi Diploma de Associate Teacher y en el futuro seguiré estudiando Inglés para poder continuar con las clases de ECD que son impartidas solo en el idioma Inglés. En mayo obtendré mi DIPLOMA y siento un gran orgullo de ser una estudiante del Chabot College.

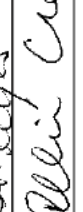
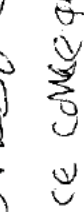
- Provide clarity or direction for those who don't qualify for EOPS. Provide suggestions or recommendations for them of other options they may qualify for, would be super helpful.
- So far as I have gone to school for a while and finally figuring out my path I want a career on I have only seen more improvements and resource help to students as time has gone on.
- "Some classes are only offered once per year. If that's the case, it should be online to give the most people an opportunity. Finite math is an example
- Some online professors just post material for the whole semester without changing dates.
- Space to study on weekends, because the library is closed. Most of us need the quiet and safe space that Chabot offers, so thank you to the Chabot college and faculty for this. Also need tutors for Architect programming classes and also prep College Math classes in Algebra, Trig and Calculus throughout all Semesters please. Coffee machine at the library and remind students and everyone that uses the 3rd flr of the library that quiet means quiet; maybe have security do rounds in the library, that means walk all the floors, this will help with keeping the library quiet for everyone. thank you.
- Specifically for the pre-reqs for pre-nursing, I wish there were more spots in classes so you didn't have to determine your "fate" if you get into a class or not. I remember taking a class that took more students but seperated the lab into 2 groups on different days.
- Teaching methodology
- Tengo una buena experiencia eh teñido buenos maestros que me an ayudado mucho
- The best thing to do is keep in touch with your counselor for guidance. Keep your schedule organized.
- The campus is nice
- The chance of getting into a class is really difficult and somehow the dates are kind of confusing
- The LPC's cafeteria offers limited food options during lunch, and the food quality needs improvement. For example, I once ordered a burger during lunch hours, but it was still cold inside.
- The professors I've had are very high quality and care a lot about their students. My friends at four-year colleges often say the professors here are a lot better than the ones at good colleges.
- The programs to help us as young parents are amazing and extremely grateful

- The student peers and staff are incredible. There is always a helping hand ready to support you and guide you through anything.
- The study rooms available should have explicit signs for janitors to know when students are allowed to use them. I was kicked out 2-3times this fall 2025 semester when studying after class by a janitor around 9pm. While there are starbucks locations open late, driving there after class takes extra time away from studying for student that are also working full time and raising a family.
- This college is amazing
- this is my first semester there and I like it, the community is nice and respectful and so are the teachers. My teachers are there for support and they give us information about what's going on in the campus and access to other tools
- This is my second semester and I feel super comfortable being an student at Chabot college
- this was the best educational experience I have ever had. Las Positas literally changed my life and gave me the direction I needed. All the programs and resources available are truly there to help the students. I really wish Las Positas was a 4-year University so I could stay there longer.
- Transportation costs, housing, and jobs are the big three that I think about that are pressing for myself. So help in those fields plus, I'm pursuing a library technician certificate but Chabot doesn't offer that.
- Very fulfilling
- we need more parking :(
- What happened to the RISE program. We were promised by Dr. Cook that he would never let anything happen to RISE and that he would always make sure we had what we needed?
- what is chabot? like a whole different college ?
- Where would I go to apply for graduation? How do I go about that process?
- Wish I had access to ADHD treatment
- Yes, I would like to know about the internships/job programs and can you earn credit credits towards your degree to help you transfer out to a university?
- Yes. My time here has been great. I received my associates but have additional 4 classes to take for my intended major as a history student.

Chabot-Las Positas Community College District
Comprehensive Local Needs Assessment Stakeholder Meeting
Thursday, April 30, 2026

Table #	Stakeholder Type	Name	Organization Name	Signature
1	Community	Kenneth Maxey	Urban League Bay Area	
2	Community	Jessie Wu	Hayward Public Library	
3	Community	Jessica Zlotnicki	YMCA of the East Bay	
4	Community	Meghan Smith	Hayward Promise Neighborhoods, CSUEB	
5	Economic & Workforce Development	Daniel Mao	City of Hayward	
6	Economic & Workforce Development	Kristi Vanderhoof	Las Positas College	
1	Economic & Workforce Development	Lucy Lopez	Hayward Chamber of Commerce	
2	Economic & Workforce Development	Emily Griego	San Leandro Chamber of Commerce	
3	Economic & Workforce Development	Julia Dozier	CLPCCD-Economic Dev. and Contract Ed.	
4	Economic & Workforce Development	Beth McCormick	Las Positas College/Innovation TriValley	
5	Employer	Bindi Gandhi	Sutter Health	
6	Employer	Alexandra Horton	Sutter Health	
1	Employer	Michael Flocchini	AG Transit	
2	Employer	Chris Goldhawk	EY	
3	Employer	Dann Bermann	BACCC Regional Director, Digital Media & AI	
4	Employer	Linda Vaughn	BACCC Regional Director, Public Safety Director	
5	Employer	Nancy Maté	ISC2 East Bay Chapter (AI Employer Representative)	

6	Employer	Mitchell Ha	HUSD Early Learning	
1	Student	Armin Hlaing	Chabot College	<i>Armin Hlaing</i>
2	PostSecondary	Elsa Saenz	Chabot College	<i>Elsa Saenz</i>
3	PostSecondary	Safiyah Forbes	Chabot College	<i>Safiyah Forbes</i>
4	PostSecondary	Dyrell Foster	Las Positas College	<i>Dyrell Foster</i>
5	PostSecondary	Robin Galas	Chabot College	<i>Robin Galas</i>
6	PostSecondary	Vicki Shipman	Las Positas College	<i>Vicki Shipman</i>
1	PostSecondary	Erica Sanchez	Chabot College	<i>Erica Sanchez</i>
2	PostSecondary	John Salangsang	Chabot College	<i>John Salangsang</i>
3	PostSecondary	Adelina Elo	Chabot College	<i>Adelina Elo</i>
4	PostSecondary	Matthew Lee	Chabot College	<i>Matthew Lee</i>
5	PostSecondary	Dagoberto Zeiaya	Chabot College	<i>Dagoberto Zeiaya</i>
6	PostSecondary	Anne Kennedy	Las Positas College	<i>Anne Kennedy</i>
1	PostSecondary	Dan Marschak	Las Positas College	<i>Dan Marschak</i>
2	PostSecondary	Lilbeth Juarez	Las Positas College	<i>Lilbeth Juarez</i>
3	PostSecondary	Rajinder Samra	Las Positas College	<i>Rajinder Samra</i>
4	PostSecondary	David Rodriguez	Las Positas College	<i>David Rodriguez</i>
5	PostSecondary	Yvonne Wu-Craig	Chabot College	<i>Yvonne Wu-Craig</i>
6	PostSecondary	Brian Goo	Chabot College	<i>Brian Goo</i>

1	PostSecondary	Amy Miller	Chabot-Las Positas Community College District	
2	PostSecondary	Luis Escobar	Chabot College	
3	Secondary	Blaine Torpey	Eden Area ROP	
4	Secondary	Teresa Williams	CLPCCD K12 Pathway Coordinator	
5	Secondary	Heather Reyes	Hayward Unified School District	
6	Secondary	Allison Crawford	San Lorenzo Unified School District	
1	Secondary	Suzanne Smith	Tri-Valley ROP	

1 Postsecondary Higher Education
 Amal Issa Chabot College
 Olabisi Adekunle-Fasuy. Edvance College

BT

District CBO/Designee Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local needs assessment document was conducted in accordance to the Perkins V rules and regulations.

Printed Name:

Title:

Signature:

Date:

District CBO/Designee Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local needs assessment document was conducted in accordance to the Perkins V rules and regulations.

Printed Name: RONALD P. GENTLAND

Title: CHANCELLOR

Signature: 

Date: 5/28/26