



Date: April 19, 2022

Executive Summary: Approval of Comprehensive Local Need Assessment
(Perkin V Funding)

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Issue: Perkins V Comprehensive Local Needs Assessment (CLNA)

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment (CLNA) related to career education (CTE TOP-coded Programs), and include the results of the assessment in the local application. The assessment must be updated every two years. The CLNA review encompasses the following three concepts: 1) That CE programs funded with Perkins V allocations are of sufficient in size, scope, and quality to meet the needs of all students served; and aligned to State, regional, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board; and designed to meet local education or economic needs not identified by State boards or local workforce development boards; 2) That local performance accountability data as established by Perkin V §113 is reviewed for student performance gaps for a variety of subgroups and for special populations as defined in the Act; and 3) assess processes in place for a variety of required Perkins V concepts and all possible gaps identified by advisory stakeholders to determine gaps to student success from secondary to postsecondary to employment with multiple entry and exit points.

Recommendations

In-demand Industry Sectors: It is recommended that Chabot Las Positas CCD -- Perkins V Advisory Committee approve the following industry sectors/occupational clusters (as sanctioned by the Bay Area Community College Consortium, the regional East Bay WIOA plan, and LMI Data as discussed in Appendix A as being in-demand as defined by Perkins V funding. Chabot-Las Positas CCC has chosen the following five in-demand industry sectors/occupational clusters: Advanced Manufacturing; Advanced Transportation; Health Sciences/Allied Health; Information and Communication Technologies - Digital Media; and, Public Safety.

Performance Gaps: §113 of Perkins V requires review of core indicators measuring completions, retention, placement and non-traditional participation including Perkins special populations data and ethnicity, gender, and retention of these groups. This review was completed for the District overall but detailed within Chabot and Las Positas Colleges. The following is a synopsis of student performance gaps which must be a part of the College's focused 1-year applications using Perkins V or in-kind funding:

- After review of the English Learner concentrator population at Chabot and Las Positas Colleges each college's core indicator data shows specific programs that require review of non-duplicative core indicator student data to determine if there are issues in English Learner Students becoming concentrators or choosing CE programs. Subsequent improvement/outreach plans to increase English Learner participation and completion in CE programs will be designed using Perkins V or in-kind funding.
- After review of each college's core indicator data, specific programs require review of non-duplicative core indicator student data to determine if there are issues in non-traditional students becoming concentrators or choosing CE programs. Subsequent improvement/outreach plans to increase non-traditional participation and completion in CE programs will be designed using Perkins V or in-kind funding.
- Completion/Persistence/Placement indicators show specific programs within both colleges not meeting 90% of State negotiated rates and therefore require review and improvement plans.

3. **Process Gaps:** Appendix C is a review by Chabot College and Las Positas College of all the process questions required (in narrative format) by the 1-year application. The following are activities that will be funded with Perkins and in-kind funding to improve CE student outcomes:

- *Special Populations Outreach* – Special populations will receive specific resources, orientations, counseling, career guidance, tutoring mentoring, access to specialized lab experiences, skills training, employability training, internships, employment referrals, job boards, career fairs, and job placement.
- *Career Guidance* – A more robust system of career coaches, career resources to support students will be developed. Cohorts within CTE programs of study will be identified and given information, support services for special populations, industry-related activities to promote student engagement persistence and completion
- *District Leaders Collaboration* -- District leaders from both colleges will collaborate with industry experts addressing the challenges of successful completion of high-skill, high-wage, and in-demand industry sectors.
- *Faculty and Counselor Collaborations* -- Faculty and counselors will promote high-skill, high-wage, and in-demand industry sectors through outreach in tandem with the Alameda County Department of Education partners (industry certifications, career fairs, internships and work-based learning).
- *Internships and Work-based Opportunities* -- Internships and work-based learning opportunities will include (career portfolios that document work-based skill attainment, certificate and industry credentials). Project leaders and the Career Planning Center will

collaborate with industry partners to identify and expand opportunities for special populations and non-traditional students.

- *Recruitment, Retention, Professional Development* -- A major concern of Perkins is how recruitment, preparation, retention, and training, including professional development, of faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements is maintained for CE programs/programs of study. Each institution will support teacher preparation and professional development, address the need to improve recruitment, retention and discipline related training for this cohort of individuals.
- *Accountability* -- Projects will be evaluated annually by the Perkins Advisory Board, Institutional Researchers, the Departments, and the District. This review process will insure continuous improvement, expansion, and modernization to meet the needs of special population students and all State and local adjusted levels of performance. Should disparities or gaps in performance occur, the plans may need to be revised annually in consultation with the project lead and the advisory committee. If no meaningful progress has been achieved prior to the third year, a formal review with the LPT or the advisory committee will be required along with recommended action items for the project lead to address to eliminate those disparities or gaps.
- *Postsecondary Certification* -- Review of postsecondary industry certifications supported by local advisories will be encouraged and may in part be funded by Perkins if outside the college budget.
- *Secondary to Postsecondary Transition(s)* -- Both colleges will conduct regular secondary to postsecondary articulation meetings for all industry sectors. As part of this funding, regional collaboration for articulation, credit by exam and concurrent enrollment discussions will take place. In addition, the Colleges will ensure all secondary personnel working on dual enrollment, noncredit transition to credit, and college course credit understand the process while working to standardize this application process.

Appendices: Three Appendices are included with this CLNA:

- 1) Appendix A Introduction to Comprehensive Local Needs Assessment & In-demand Industry Sectors;
- 2) Appendix B Evaluation of Student Performance -- Core Indicators; and
- 3) Appendix C Responses to Local Plan Requirements



APPENDIX A

Introduction to Comprehensive Local Needs Assessment & In-Demand Industry Sectors

Introduction

Perkins V, Title I-C Basic Grant funding is allocated by formula to each District within the California Community College System and requires involvement by a diverse body of stakeholders who then inform a required comprehensive local needs assessment (CLNA) and a 4-year application. Individual Colleges within each district then create a 1-year focused application based on the district wide CLNA.

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment related to career education, and include the results of the assessment in the local application. The assessment must be updated every two years. The CLNA review encompasses the following three concepts: 1) That CE programs funded with Perkins V allocations are of sufficient in size, scope, and quality to meet the needs of all students served; and aligned to State, regional, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board; and designed to meet local education or economic needs not identified by State boards or local workforce development boards; 2) That local performance accountability data as established by Perkin V §113 is reviewed for student performance gaps for a variety of subgroups and for special populations as defined in the Act; and 3) assess processes in place for a variety of required Perkins V concepts to determine gaps to student success from secondary to postsecondary to employment with multiple entry and exit points.

The Chabot Las Positas Community College District's CLNA is based on principles that align to the District priorities and the 2021-2026 Educational Master Plan. The principles outlined below are a result of extensive research on college planning documents and insights gleaned from interviews with District workforce stakeholders, including industry representatives. Adopting these principles and values for economic and workforce development allows the college to reimagine its relationship with its students, faculty, staff, and industry partners and produce students with the knowledge, skills, and disposition to excel in a dynamic, 21st century workforce.

- Students develop stackable skills and credentials in a short period of time (i.e., two years or less).
- Certificates, degrees, and short-term training programs are aligned to labor market demand that pays livable wages.
- Increased focus is placed on skills rather than just pathways.
- Sustained and effective engagement with high-demand industries is emphasized,

with a strong feedback loop.

- Strong partnerships are developed with the publicly funded workforce system (i.e., Alameda County Workforce Board).
- Supportive/wrap-around services are considered when developing workforce programs.
- Career pathways are mapped with mile markers with returns on investments.
- Communication and outreach target diverse students in different languages through varied communication channels.
- Campus workforce strategies consider equity and specifically reduce racial inequities.
- Lifelong learning is embedded in campus culture.
- The college is positioned as a regional leader in preparing individuals for jobs of the future.
- National best practices from community colleges around the country are incorporated.

Stakeholder Consultation

As specified within the introduction, in order to receive Perkins V, Title I-C Basic Grant funding, each District must involve a diverse body of stakeholders with a minimum of participants as specified in §134(d). Those participants are then given a training on Perkins V requirements in general and their role as stakeholders specifically in informing the CLNA and the 4-year application narrative as specified in §134(b) and their role in continued consultation as specified in §134(e).

The Chabot-Las Positas Community College District convened forty-seven stakeholders in April 2020 for the purposes of training and preparing for the development of a plan for Perkins V. This consultation group was developed by reviewing the list of the stakeholders required in the Carl D. Perkins Career and Technical Education Act, and then by asking faculty, administrators, and support services staff from across the District to identify a list of stakeholders from our educational and industry partners. In April, 2022, the District surveyed the stakeholders to gain feedback to update the district-wide CLNA for 2022-2023. Survey results are included within the gaps and performance section of this document.

2020 Consultation Members Listing

1. Representatives of CTE programs in a local educational agency or educational service agency, including teachers, administrators, career guidance and advisement professionals, and other staff.

Name	Title	Perkins V Group	Institution
Amy Robbins	Director	K-12	Tri-Valley ROP
Beth Cutter	Director	Adult School	Pleasanton Adult School
Bernie Phelan	Director	K-12	Eden Area ROP

2. Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators.

Name	Title	Perkins V Group	Institution
Christina Read	CTE Manager	Administrator	Chabot College
Connie Telles	Director Nursing	Administrator	Chabot College
Deonne Kunkel Wu	Dean	Administrator	Chabot College
Kevin Kramer	Dean	Administrator	Chabot College
Kristin Lima	Dean	Administrator	Chabot College
Stacy Thompson	Vice President	Administrator	Chabot College
Katherine Greenberg	Outreach Specialist	Counseling	Chabot College
Nancy Cheung	Dental Hygeine	Faculty	Chabot College
Adam Hathaway	Machine Tool	Faculty	Chabot College
Dave Veltrano	Industrial Arts	Faculty	Chabot College
Dov Hassan	Theatre Arts	Faculty	Chabot College
Erich Bass-Werner	Business	Faculty	Chabot College
Frank Ko	Elect. Systems	Faculty	Chabot College
Michael Walsh	Technical Theater	Faculty	Chabot College
Claire Bailey	Applied Technology	Staff	Chabot College
Kristina Perkins	Medical Assist	Faculty	Chabot College
Julia Dozier	Executive Director	Administrator	District Office
Theresa Rowland	Vice Chancellor	Administrator	District Office
Melissa Korber	CTE Liaison	Faculty	Las Positas College
Jean O'Neil-Opipari	STEM	Coordinator	Las Positas College
Kristina Whalen	Vice President	Administrator	Las Positas College
Stuart McElderry	Dean	Administrator	Las Positas College
Vicki Shipman	CTE Manager	Administrator	Las Positas College
Elizabeth McWhorter	Outreach	Counseling	Las Positas College
Michael Schwarz	Dean	Counseling	Las Positas College
Nan Ho	Dean	Administrator	Las Positas College
Dan Marschak	Commercial Music	Faculty	Las Positas College
Nadiyah Taylor	ECE	Faculty	Las Positas College
Scott Miner	Welding	Faculty	Las Positas College
German Sierra	Fire Services	Faculty	Las Positas College
Anne Kennedy	Outreach WBL		Las Positas College

3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries.

Name	Title	Perkins V Group	Institution
Sarah Holtzclaw	Director	WIOA One-Stop	District Office
Audrey Le Baudour	Director	Workforce	BACCC
Beth McCormick	Director	Business	LLNS
Elizabeth Touns	Director	Pre-Apprenticeship	JVS – Utilities
Juan Maldonado	Placement Specialist	Business	Ford Motor Company
Mark Martin	Director	Workforce	BACCC
Micah Merrick	Director	Workforce	BACCC
Richard Grotegut	ICT/Digital Media	Workforce	BACCC
Teresa Grant	Sr. Project Manager	Workforce	Tesla Motors
Alicia Godinez	Director of Nursing	Business	Washington

4. Parents and students

*Parents and students were confirmed to participate when the Advisory was to meet in person March 30, 2020 prior to COVID-19. College administrators were unable to reach the parents and students for the virtual event held April 23, 2020. Over the next month, College administrators will engage this representative with background, training, and future involvement in Advisory Board meetings.

5. Representatives of special populations

Name	Title	Perkins V Group	Institution
Elsa Saenz	Coordinator	Economically Disadvantaged	Chabot College
Todd Steffan	Supervisor	Veterans	Las Positas College
Meg Vasey	Director	Non-traditional	Tradswoman.org

6. Representatives regional or local agencies serving out-of-school youth homeless children and youth, and at-risk youth.

Name	Title	Perkins V Group	Institution
Aaron Ortiz	CEO	Out-of-School/Homeless	La Familia

In order to have the Perkins Consultation Advisory Group inform the 2022/2023 Comprehensive Local Needs Assessment, a survey was distributed to members to assess the level of improvement that was made for process gaps determined within the original 2020-2021 CLNA. The process would then end with determining improvement from the first CLNA for 2020-22 and determine gaps to be specified in the 2022-24 CLNA that would then be reviewed by the District when

determining Perkins V funding allocations. The following table outlines the 2020 identified gaps as well as the any performance of the colleges addressing these gaps.

2020 Identified Gaps	2022 Performance Survey Results
Articulation	
Have dual enrollment courses been developed and aligned to programs of study?	20% Yes 30% No 40% Unsure 10% Other
Clinical Placements	
Due to the end of the pandemic, have work-based learning/clinical placements returned to inperson?	40% Yes 20% No 30% Unsure 10% Other
Counseling/Outreach/Guidance/Mentoring	
Is there a systematic counseling process for CE program/programs of study (e.g. based on disciplines such as Welding, Digital Media, Dental Hygeine, etc.)?	0% Yes 50% No 40% Unsure 10% Other
Have there are professional development gaps in giving counselors (secondary & post secondary), requirements for each program, the lucrative careers offered, the multiple entry and exit points allowing advancement, the wage attainment at each level and services available for special populations to help them retain and complete) empowering them to guide students in CE and stop the (only UC/CSU counseling)?	30% Yes 20% No 40% Unsure 10% Other
Has their been improvement in the development of using "success teams" within Guided Pathways that for each designated pathway would contain (counseling, faculty both CE/Academic, administrators and support staff)?	30% Yes 20% No 40% Unsure 10% Other
Are career assessments dependent on "soft" money and not stable funding at Las Positas?	10% Yes 10% No 70% Unsure 10% Other
Have industry guest speaker opportunities for K-14 CE program/programs of study improved?	10% Yes 30% No 50% Unsure 10% Other
Are outreach plans developed for skilled trades for non-traditional students?	30% Yes 40% No 20% Unsure 10% Other
There is a gap in aligning and providing a targeted approach for marketing CE program/programs of study (Industry Sectors) to include:Centralization with a point person, Consistent communication and information, and Effective and timely products. Have these objectives been met?	20% Yes 50% No 20% Unsure 10% Other
Faculty, Specialized Support, Paraprofessional, Guidance, Recruitment	

Does a gap remain in place for short and long-term retention of faculty?	40% Yes	10% No	40% Unsure	10% Other
Is there succession planning (training replacements) for faculty?	0% Yes	60% No	30% Unsure	10% Other
Have building pipelines between secondary, postsecondary, adult school, and ROP improved?	30% Yes	30% No	30% Unsure	10% Other
Does a gap exist in personnel allowing for an adjunct faculty waiting list for quick hiring of faculty.	20% Yes	10% No	60% Unsure	10% Other
LMI Data				
There have been comments on data not being accurate, the economy changing and it affecting data, and making this a 1-year instead of two-year plan. (NOTE: most Chancellor's Office data has a 2-year lag and so what is happening now will not show up until fiscal year 2022-23 and while this CLNA is a 2-year gap analysis, each application goes yearly so revisions to the activities can be made yearly.) Has retrieving this data improved?	30% Yes	30% No	30% Unsure	10% Other
There have been identified discrepancies between Classification of Instructional Programs (CIP) and Standard Occupation Classification (SOC) Code crosswalks provided by the Centers of Excellence. Have faculty and staff been trained how to use these crosswalks?	40% Yes	20% No	30% Unsure	10% Other
Has understanding how to retrieve LMI granular information improved?	30% Yes	30% No	30% Unsure	10% Other
Are faculty and staff provided better data and/or an understanding how to retrieve the data that is not simply anecdotal?	40% Yes	30% No	20% Unsure	10% Other
Have the colleges improved with surveying local employers for more relevant data to apply to curriculum (learning outcomes/skill sets) development?	30% Yes	40% No	20% Unsure	10% Other
Is there an understanding of change occurring with workforce demand during COVID (Examples: EMT in high demand now but post COVID may drop considerably; Hospitality nonexistent during COVID, now in high need of a qualified workforce)?	50% Yes	10% No	30% Unsure	10% Other
Is accurate special population data being collected?	0% Yes	30% No	60% Unsure	10% Other
Pedagogy/Teaching Strategies				
Is there a gap in working with Adult Education providers when creating a pathway. (this includes keeping them as part of the pipeline, and outreach, awareness, dual & concurrent enrollment and alignment in general with this population)?	40% Yes	10% No	40% Unsure	10% Other

Is there an opportunity to have cross-functional educational programs for students to work in several fields?	40% Yes	20% No	30% Unsure	10% Other
Has using industry (advisory committees) to develop curriculum improved at the colleges?	60% Yes	10% No	20% Unsure	10% Other
Does a gap exist in developing a sales program remain?	30% Yes	0% No	60% Unsure	10% Other
Should curriculum developed during the pandemic require different teaching strategies and different teaching mechanism?	30% Yes	20% No	40% Unsure	10% Other
Has producing curriculum in a flexible/timely manner due to ever changing process and procedure requirements improved?	50% Yes	20% No	20% Unsure	10% Other
Has CE pathways/programs of study not being consistent in class availability/honoring schedules (causing student completion to be longer than required) improved?	20% Yes	10% No	60% Unsure	10% Other
Has a procedure been implemented in program review to eliminate programs that have no completions and no positive placement (or so small placement as to be unable to see data via FERPA regulations)?	0% Yes	10% No	80% Unsure	10% Other
Has developing/working with apprenticeships/skilled trades to determine how students can succeed in the changing environment and work in consolidation across trades and aligning curriculum/training needs improved?	40% Yes	0% No	50% Unsure	10% Other
Professional Development				
Do faculty have release (buy-back) time to be able to receive professional development?	50% Yes	30% No	10% Unsure	10% Other
Have the colleges made general fund investments for professional development (faculty & staff need yearly stipends for continuous professional development)?	20% Yes	10% No	60% Unsure	10% Other
Relationship Building				
Has partnering between CE faculty, counselors and paraprofessionals from the Colleges improved?	30% Yes	10% No	50% Unsure	10% Other
Has working with Adult Education providers when creating a pathway. (this includes keeping them as part of the pipeline, and outreach, awareness, dual & concurrent enrollment and alignment in general with this population) improved?	20% Yes	20% No	50% Unsure	10% Other
Have building pipelines between secondary, postsecondary, adult school, ROP and industry/employers improved?	30% Yes	20% No	40% Unsure	10% Other
Are the colleges working more regionally with Advisory Committees and partnering with other community colleges to look at the bigger picture?	30% Yes	10% No	50% Unsure	10% Other

Has the One-Stops / TriValley Career Centers helping with focused recruitment given they have expertise in that area improved?	30% Yes	10% No	50% Unsure	10% Other
Support Services				
Has CE counseling for special populations (having an understand of their particular needs, where they can be referred, etc.) improved?	0% Yes	20% No	70% Unsure	10% Other
Has ADA access (facilities and instructional resources needed -- particularly online) been improved by general fund investments (Perkins does not fund legally mandated costs).	20% Yes	20% No	50% Unsure	10% Other
Is there a challenge in serving all special populations?	50% Yes	0% No	40% Unsure	10% Other
Have the colleges improved bilingual English-Spanish (counselors, instructors, resource materials) services?	20% yes	0% No	70% Unsure	10% Other
Has identifying English learners (limited English proficient) to determine services & accountability improved?	10% Yes	10% No	70% Unsure	10% Other
Have mental health services & counseling available on campus improved?	60% Yes	10% No	20% Unsure	10% Other
Has the gap with providing accurate information to special populations students improved?	10% Yes	10% No	70% Unsure	10% Other
Has counseling and marketing to CE student in that are on unemployment or out-of-workforce individuals (on receiving unemployment and attending school) improved?	20% Yes	30% No	40% Unsure	10% Other
Has recruiting and retaining non-traditional students (e.g. females in ICT and men in ECE) improved?	20% Yes	40% No	30% Unsure	10% Other
Technology				
Are there challenges in purchasing the newest instructional equipment and software (music program mentioned)?	40% Yes	20% No	30% Unsure	10% Other
Do gaps exist with purchasing tele-help/tele-health technologies to deliver virtual medical, health and educational services?	20% Yes	10% No	60% Unsure	10% Other
Work based Learning/Employment				
Do the colleges align and provide a targeted approach for work-based learning in each education segment (secondary, postsecondary, industry -- to match pathway options)?	10% Yes	10% No	70% Unsure	10% Other
Have gaps in working with industry to connect with students improved?	20% Yes	10% No	60% Unsure	10% Other

Have gaps in providing focused internships to students improved?	30% Yes 20% No 40% Unsure 10% Other
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Survey Summary and Comments

Overwhelmingly the respondents indicated that they were unsure of the improvements with the gaps identified by the advisory in April 2020. Most likely, this is due to the pandemic as well as the advisory not meeting again since April 2020. Because of these findings, the gaps remain as performance measures to reach for future outcomes and achievements. The following paragraphs provide respondent comments that should help the colleges with meeting specific objectives.

Articulation: CSUEB wants to do a dual enrollment and will probably in the future; Currently working with San Ramon school district to develop some courses in welding; Both Chabot and LPC have increase dual enrollment opportunities in their service area through CCAP agreements.

Clinical Placements: Chabot has about 75% return to clinical sites; This is an essential part of our program; Unfortunately, due to constraints at hospitals and ambulance companies, clinical placements have not rebounded. LPC has a deficit of over 60 students to be placed in EMS/Paramedic clinical rotations.

Counseling/Outreach/Guidance/Mentoring: The counseling to career technical students is woefully in adequate. Counselors can only serve general questions as they have no background knowledge or experience in specific disciplines, and just provide the generic answer to students, “go talk to the instructor” Examples include having to coach multiple students through the application process for their certificate in degree and all the associated counseling department paperwork required. Until there is a dedicated counselor that knows the ins and outs of each discipline there is no ability to provide accurate and timely coaching to students on potential career paths and lucrative opportunities they provide. Neither LPC nor Chabot have dedicated CTE counselors to provide specific industry information to students; Counselors are driving students towards transfer over immediate opportunities to gain a career; Guided Pathways Success teams have been formed at the colleges, are gaining traction to be implemented next academic year. LPC's Assessment Tool (Career Coach) is funded through Perkins. Difficult to recruit industry speakers during the pandemic. Neither college has a "point" person.

Faculty, Specialized Support, Paraprofessional, Guidance, Recruitment: We have a need for more part time faculty. Don't understand the gap for short-term and long-term faculty since the college has a tenured system. Time to provide industrial credentials to students is inconsistent across disciplinary areas. Some programs have additional staff and administrators to assist in accomplishing these activities while others are left to fend for themselves and do the best they can with limited resources they are provided. While there is a stable of adjunct faculty for specific disciplines, there is not a succession plan where adjuncts may be groomed to move into a tenured track position. Building pipelines between secondary, postsecondary, adult school and ROP's have remained status quo during the pandemic. District hiring practices for faculty does not allow for adjunct faculty quickly moving into a full-time faculty position.

Labor Market Information Data: With Perkins Core Indicator data always 2-years out, it is difficult to quantify current data; In 2020, LPC faculty were trained in CIP -> SOC crosswalk data however the workshop was not well attended. Another workshop should be provided as a part of the 2022 CLNA update. LPC lacks a Dean with a solid career technical education background. There are some areas of our economy that are very large such as manufacturing and construction that provides stable careers and may not have the growth trajectory of some of these new high-tech options, but these jobs in manufacturing and construction offer long-term careers with a solid basis and background and future. The college puts little to no effort to market or promote these well-paying occupations to potential students and their families. Faculty should be required to include LMI data in their program review, this would keep them apprised of the occupational demand within the industry they serve; Colleges do survey their industry partners at CTE Advisory Committees; Special population data not collected if the program has 10 or less completers.

Pedagogy/Teaching Strategies: There continues to be a gap with Adult Education providers as the Mid Alameda County Consortia has not met in over a year. Adult Schools and Colleges do not have a structured transition plan for students moving from Adult Schools to Colleges. Both Colleges hold annual or semi-annual CTE Advisory Committee meetings to gain curricular knowledge to improve programs. Hy-Flex learning will be in demand moving forward; In many career technical fields the work and need some employers have not changed because of the pandemic. The work is the same before and after the pandemic. Flexible teaching techniques while popular at the college level, do not adequately prepare students for jobs that are primarily not online positions and careers. The training and teaching that we provide should closely mimic the work world and not fool students into thinking that when they get a job everything is going to be online and they won't have to touch or do anything. Producing and approving curriculum continues to be a challenge given the approval process locally and at the state level; With no completer data due to less than 10 completions, unable to analyze. If DegreeWorks was implemented, programs would have more completers; District retention of an Apprenticeship Director has increased opportunities in both Chabot and LPC service areas and beyond. I'm excited that LPC is embracing apprenticeship programs and expanding opportunities through apprenticeships. LPC has increased apprenticeship programs in 21/22 however a challenge continues with the ongoing Admissions & Records process.

Professional Development: The faculty release time is not equitable; Consistent professional development in the area of career education is important in an ever-changing work world. Making sure that the opportunities that we provide are similar to work experience is important and vital for their future success. Professional Development investments made by the General Fund are pathetically inadequate, CTE faculty have the most opportunity for Professional Development because of CTE funds.

Relationship Building: Internal collaboration between disciplines at both colleges should take place. Already addressed the inadequacy of the MACC group. Marketing budget for each specific program is needed as well as an overall vision for marketing. LPC CTE disciplines have not welcomed a regional advisory approach. Our campus lacks in effective career center. Steps are being made to help improve the situation, but I am unsure whether what is planned will be affective or provide desirable results that are markedly different than what is currently happening. The

TriValley Career Center has been instrumental during the pandemic to continue providing career services to our students. LPC has a Transfer Center not a Career Center.

Support Services: LPC hired an ESL adjunct faculty to provide ESL specific outreach services to increase enrollment which has been successful.

Technology: I believe this is one of the shining points in our particular program that we have been able to purchase some of the latest technology that has allowed students an edge on current careers and opportunities. 20% Yes; 10% No; 60% Unsure; 10% Other. Comments: With the influx of funding through the federal and state governments, CTE programs have benefited with increased state of the art equipment purchases including technology increasing opportunities for remote learning for the students.

Work Based Learning/Employment: Not applicable to our program. We have only been able to provide opportunities to students based upon the availability of instructors times to develop these relationships. Most outreach personnel do not have the technical background or knowledge to go out and develop these relationships in a meaningful way. This is best accomplished with a subject matter expert who in most cases tends to be the faculty member that teaches the program. Not applicable to our program. Colleges do provide targeted work-based learning opportunities.

Planning, Alignment & Coordination

The Chabot-Las Positas Community College District students, faculty, staff, and administrators actively engage with the Bay Area Community College Consortia (BACCC). Through Strong Workforce Program legislation, the state's regional consortias are tasked with engaging workforce development stakeholders in preparing and annually updating a regional plan. The BACCC regional plan is to facilitate alignment of state funded education and workforce development services within and across participating agencies with the goal of providing pathways that:

- Enable all Californians to acquire the education and training necessary to enter and advance to employment that pays livable wages
- Meet the needs of California's employers for well qualified candidates for in-demand jobs

The scope of this effort is focused on pathways that include sufficient postsecondary education to enter employment on a career path that leads to livable wages or to transfer to a four-year college. In the Bay Region, the state funded agencies providing important stages of these pathways include 28 community colleges, 16 Adult Ed Consortia, 14 Workforce Development Boards, 12 County Offices of Education, 14 Regional Occupational Programs, and over 300 high school and K-12 districts and 90 charter schools serving high school students. The following sections detail the benefits of alignment to students and institutions.

Benefits of Alignment to Students

There are many ways in which alignment of effort across these agencies provides significant benefit. Many, perhaps most, students traverse several of our separate systems as they prepare for, enter, and advance in their career paths. Improved connections and coordination can:

- Increase the number of options available to students: The healthcare industry offers many well-paid jobs that are accessible with a community college certificate or degree. No college can offer all of these programs, but our combined offerings at a subregional and regional level provide students with access to a wide range of choices.
- Reduce the time and cost required to be ready for employment: Careful articulation of pathway programs and courses within and across segments can enable students to complete more quickly and with less expense.
- Improve retention and completion: The Workforce Development Boards are often able to provide supportive services to their clients enrolled in workforce preparation programs. Community colleges can provide very low cost instruction, but have limited capability to provide supportive services. By coordinating services the two systems can provide better outcomes for those they serve.

Benefits of Alignment to Institutions

Collaboration can deliver multiple benefits to our organizations. These include:

- Economies of scale: Keeping up with the rapid pace of change in the workplace requires frequent revisions to curriculum and ongoing professional development for instructors. Investing in robust curriculum and professional development and then sharing it widely can be more effective and efficient than doing so one college and one instructor at a time.
- Partnerships with employers: Many of our regional and larger-scale employers face workforce development challenges that our systems could be quite helpful in meeting. Employers have said they are eager to partner with us, but cannot do so one school at a time. Students, employers, and our institutions would greatly benefit if we could develop the capacity to form regional scale partnerships.

Through regional collaboration, the following priorities have been identified by the region with the Chabot-Las Positas Community College District including these priorities in their Perkins applications:

Priority 1: Subregional Collaboration and Coordination - Support optimization of subregional portfolio of programs through collaboration and coordination in the areas of: employer engagement, program development, and cross system coordination with K-12, Adult Schools, Workforce Development Boards, Social Service Departments, CBOs.

Priority 2: K-14 to Career Pathways - Direct K14 TAPs to convene a team of stakeholders to return to the region and subregions with a workplan for increasing early college credit; the number of recent high school completers entering college CTE programs; and identifying and supporting the replication of particularly successful K14 pathway practices,

policies, and staffing patterns.

Priority 3: Faster Response through Workforce Development Partnerships & Short-term Training - Leverage the reach and resources of Workforce Development system regionally to recruit students into relevant short-duration programs provided by CCs, Adult Eds and/or both; Recruit displaced and under-employed workers into colleges where they can continue upgrading skills and knowledge over time to build sustainable enrollment growth; Streamline and accelerate development and deployment of new programs responsive to changing market conditions; Create strategies to promote college programs that can be used with other 3rd party partnerships.

Priority 4: Collaboration & Coordination in Critical Occupations, Skills, Occupational Clusters and Sectors - Identified the sectors listed below as being important to the Bay Region economy are compatible to the high priority sectors for Chabot and Las Positas Colleges. High Priority Sectors:

1. Advanced Manufacturing
2. Advanced Transportation and Logistics
3. Health Sciences/Allied Health
4. Information and Communication Technologies - Digital Media
5. Public Safety

Priority 5: Career Services, Work Based Learning, and Apprenticeships – Embed work on this priority within all Career Technical Education program offerings.

Priority 6: Diversity, Equity, Inclusion, and Belonging - Require a plan for each of the college's priorities detailing how equity goals will be met within that priority, including the metrics that will be impacted by the proposed investments - in essence distributing responsibility for equity across regionally funded positions, and embedding it in all that we do.

Priority 7: Use data to improve outcomes/Collect data wisely - Request the Chancellor's Office to provide qualified researchers with the access to student and employment outcomes data required to enable deeper research into the determinants of labor market outcomes; Seek partnerships to analyze employment outcomes data with researchers within and outside the community college system.

Workforce Innovation and Opportunity Act (WIOA)

Both Perkins V and WIOA have common language around articulating the state's strategic vision and goals for preparing an educated and skilled workforce and the workforce development activities in the state plan (Perkins V Sec. 122(d), (WIOA Sec. 102(b)). Perkins V also indicates that the state plan should include a strategy for coordination across CTE and the state's

workforce development system to achieve this strategic vision (Perkins V Sec, 122(d)(3)). This means a strategy for joint planning, alignment, coordination and leveraging between the districts and their local WIOA counterparts.

Size Scope and Quality as defined by the Chancellor's Office

Is listed as a program that has been identified within an in-demand industry and of sufficient size scop and quality.

Size: Parameters/resources that affect whether the program can adequately address student-learning outcomes.

Scope: Programs of Study are part of working toward inclusion with clearly defied career pathway with multiple entry and exit points.

Quality: High Skilled (programs resulting in an industry recognized certificate, credential, or degree);

High Wage (above medium wage for occupation); and

In- demand occupations -- In-demand industry sector is defined as an industry sector that has substantial current or potential impact (including jobs that lead to economic self-sufficiency on the State, regional, or local economy as appropriate and contribute to the growth and stability of businesses or growth of other industry sectors.

Labor Market Information

The BACCC Regional plan also contains basic labor market information and pointers to richer, readily accessible sources of labor market information. For the Chabot – Las Positas Community College Comprehensive Local Needs Assessment, a labor market analysis performed by WestEd in May 2021 will be illustrated.

The labor market overview report is made up of two data sections. The first section considers data on promising occupations in the Alameda County region and the second section examines data for all occupations in the Alameda County region. It is important to differentiate between all occupations and promising occupations, particularly when considering career pathway program strategies and institutional or financial investments in workforce and education. For example, significant investments in preparing students for occupations that have a larger number of opportunities in the region, but offer low wages, may have a negative impact on the quality of life on students. Thus, some data is filtered for occupations with at least a 19 dollar median hourly wage, which is the self-sufficiency wage for one person in Alameda County.

Analysis of Promising Occupations

From the initial list of all 756 Standard Occupational Classification (SOC) codes analyzed at the six-digit level, WestEd conducted a more in-depth analysis of “promising occupations” in the Alameda County area that Las Positas College may consider as the institution prepares students for a dynamic labor market. This analysis of promising occupations includes data on 2020 jobs, average annual openings, typical entry-level of education, and the median hourly earnings. Sixty-two occupations met our promising occupations standard and the median hourly earnings of all 62 promising occupations was \$39.59. We classified these occupations as “promising” because they had:

- a) more than 40 average annual openings;
- b) more than five percent growth over the 2018–2023-time period; and
- c) the occupations meet or exceed \$19 an hour for the median wage. \$19 an hour is the self-sufficiency wage for one person in Alameda County based on the Insight Center’s California Family Needs Calculator.

Chart 1: 2020 Jobs of Promising Occupations -The data below and illustrated on the next page shows the total 2020 job openings of promising occupations for 16 SOC clusters. Several unique occupational descriptions combine to make up each SOC cluster below. The management occupations SOC cluster had the greatest number of job openings at 19,442 followed closely by computer and mathematical occupations at 18,470. The next four SOC clusters were community and social service occupations (9,331), healthcare practitioners and technical occupations (9,155), architecture and engineering occupations (7,766), and construction and extraction occupations (5,990). These top six SOC clusters account for 84.5% of the total 16 SOC clusters.

There were wide variations in the occupations within each cluster. For example, out of the total 18,470 computer and mathematical occupations, 15,087 (81%) were for software developers and software quality assurance analysts and testers. Similarly, 5,181 (86.5%) of the construction and extraction occupations were for electricians and 4,382 (48%) of the healthcare practitioners and technical occupations were for medical assistants. However, the management cluster was distributed across different occupations. Of the 19,442 management occupations, the top two management occupations in 2020 were computer and information systems managers (5,238) and financial managers (4,887). These two management occupations collectively made 52% of all management occupations that are promising. The remaining management occupations were social and community service managers (2,509), construction managers (2,495), medical and health services managers (2,218), natural sciences managers (1,375), and public relations and fundraising managers (720).

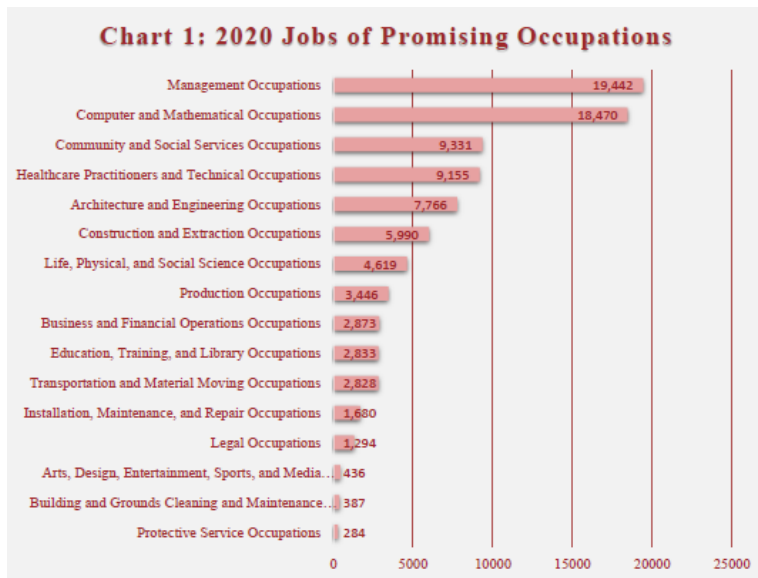


Chart 2: Average Annual Openings of Promising Occupations

Chart two shows the distribution in percentages of the promising SOC cluster occupations. Four SOC clusters make up nearly 60% of the 16 SOC cluster occupations: management occupations (19%); computer and mathematical occupations (17%); community and social service occupations (13); and healthcare practitioners, support, and technical occupations (10%).

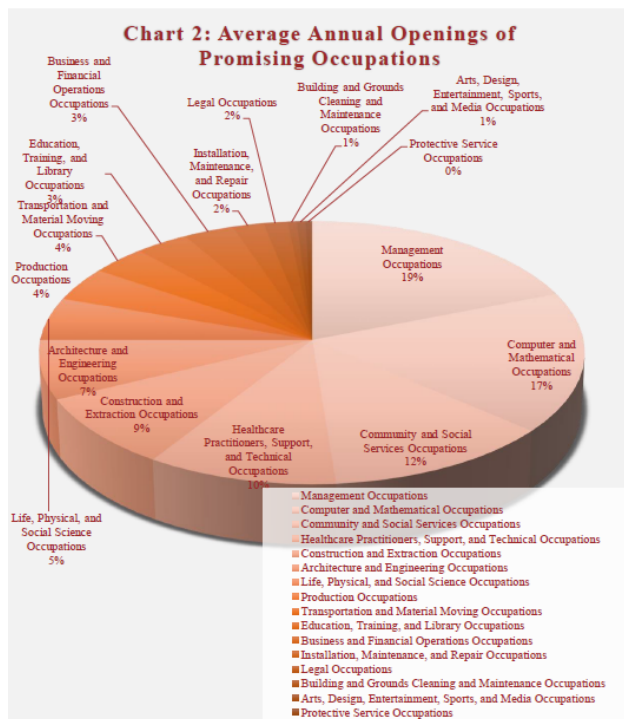


Chart 3: Promising Occupations for Typical Entry Level of Education

Chart three shows the typical entry level of education of all the occupations that make up the 15 SOC clusters. Bachelor’s degree makes up 45% of the promising occupations typical entry level of education, followed by 20% for high school diploma or equivalent. Another way to view this chart is by considering the typical entry level of education for “middle skill” occupations – occupations that require more than a high school diploma but less than a bachelor’s degree. In this instance, 34% of the promising occupations would be considered “middle skill.”

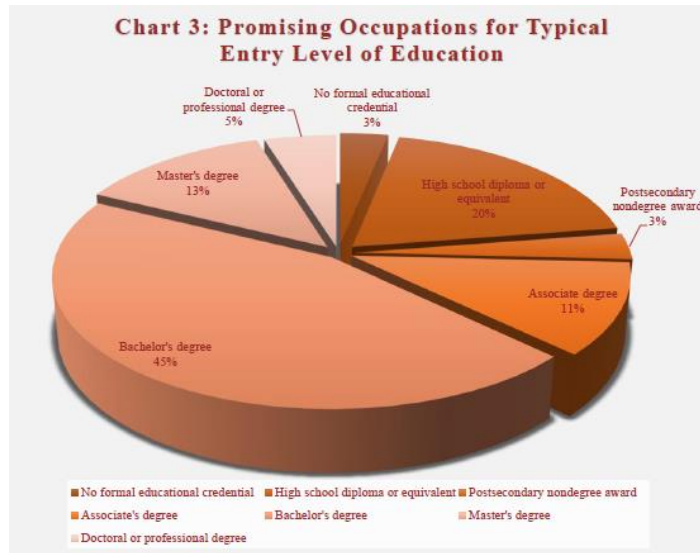
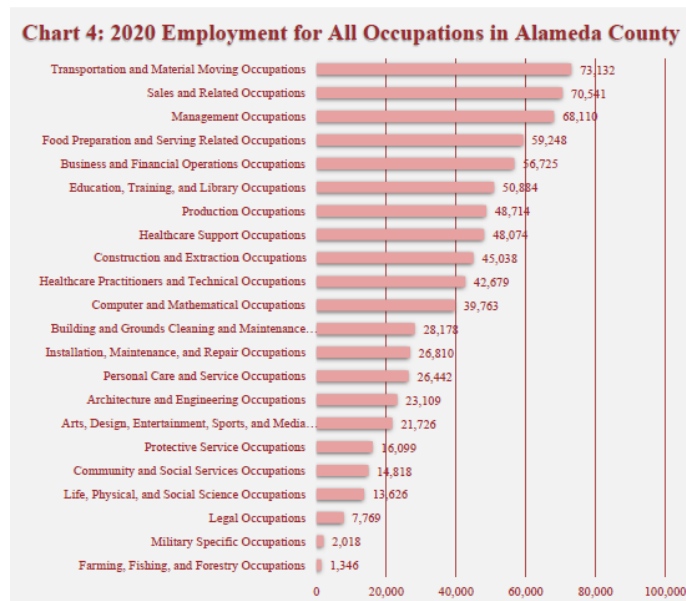


Chart 4: 2020 Employment for All Occupations in Alameda County

Chart 4 examines all 2020 occupations in the Alameda County area. There was a wide distribution of occupations. Office and administrative support occupations accounted for the greatest number of occupations in Alameda County with 89,506, followed by transportation and material moving occupations (73,132), and sales and related occupations (70,541). The occupations with the lowest employment in Alameda County in 2020 were farming, fishing, and forestry occupations (1,346); military specific occupations (2,018); and legal occupations (7,769).





APPENDIX B

Evaluation of Student Performance -- Core Indicators

As part of the comprehensive local needs assessment (CLNA) §134(c)(2)(1)(A) an evaluation of student performance as determined by state negotiated Core Indicators (within §113 of the Act) is required. This assessment includes all students and the special populations enrolled in career education as listed for Perkin V. The State Chancellor's Office has recognized that core indicator data (as it is two years in arrears) will not be available for two of the three new special populations (homeless youth, and youth who have parents in active military duty). Since the Chancellor's Office is only requiring (MIS data report for FY 20-21 and FY 21-22) for this 2nd two-year CLNA very few districts will contain the homeless youth or youth who have a parent in active military duty as that data will show up in the next fiscal year.

For community college districts that have multiple colleges, each college's core indicators at a 2-digit Taxonomy of Programs (TOP) coded level including individual Perkins V Special Populations was reviewed.

Table 1 below shows statewide ethnicity via 2021 completed census data and student attendance in California Community Colleges statewide. Most ethnicity tracks similarly between the two columns with the exception of White being much lower and Hispanic much higher which makes sense do to the large economically disadvantaged population within the ethnicity and the affordability of Community Colleges.

Table 1 - Statewide Ethnicity/CCCCO Attendance

Ethnicity <i>State Population 39,538,223</i>	Statewide (Via 2021 Census)	CCCO Student Attendance
Hispanic	39.0%	46.04%
White	37.2%	23.09%
Black	5.5%	5.59%
Native American	0.4%	0.35%
Asian	14.3%	11.8%
Hawaiian/Pacific Islander	0.4%	0.4%
Two or More Races	3.0%	3.81%
Other/unknown	0.3%	6.5%

District Student Counts (Including Economically Disadvantaged)

For 2022-23 (using California Community Colleges Management Information Systems data from (2020-21) Chabot-Las Positas CCD which consists of Chabot College and Las Positas College has 30,117 students of which 15,830 are Career Technical Education Students (CTE). Table 2 below shows a six-year overview of the District’s student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE students that are economically disadvantaged (in numerical and percentage format). The Table also shows a decrease in student population since the first Comprehensive Local Needs Assessment was produced in 2019-20. This decrease includes 2,765 students of which 66.83% are classified as CTE. The current fiscal year also shows that of all students 51.53% are CTE Students and of those students 77.39% are economically disadvantaged. Limited English proficient (now called English Learners) are counted as concentrators in CTE core indicator 3 at 7.47%, and Non-traditional overall are 23.42% at the District level.

Table 2 – Chabot-Las Positas CCD CTE Students
(Including Economically Disadvantaged)

Chabot-Las Positas CCD	All Students	CTE Students	CTE Students Percentage	CTE Students Economically Disadvantaged	CTE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	33,368	17,295	51.83%	13,665	79.01%
(16-17) = 2018-19	33,752	17,607	52.16%	13,463	76.46%
(17-18) = 2019-20	33,848	17,613	52.03%	13,086	74.29%
(18-19) = 2020-21	33,482	17,678	52.79%	13,186	74.58%
(19-20) = 2021-22	33,466	17,383	51.94%	12,833	73.82%
(20-21) = 2022-23	30,717	15,830	51.53%	12,251	77.39%
<i>Averaged 6-year Total</i>	33,105	17,234	52.06%	13,080	75.88%

District Aggregate Core Indicators by 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system’s Community Colleges. This data is for Career Technical Education programs only and can be reviewed by District, College, and College programs by 2-, 4- or 6-digit TOPs. The system downloads this data when at least one concentrator is within a CTE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOP of which at least 1-unit is within a core course (SAM level A-C).

Chabot Las Positas CCD MIS core indicator data posted for the last two years 2021-22 and 2022-23 (representing fiscal years 2019-20 and 2020-21 actual performance) was reviewed for twelve 2-digit TOPs. Table 3 reviews both fiscal years and all four core indicators listed within the online

MIS system mentioned above at a 2-digit TOPs level as required by the California Community Colleges Chancellor’s Office (CCCCO) in order to determine improvement and gaps. Column one lists the twelve TOPs in ranking order by number of concentrators.

The first five 2-digit TOPs within the table below represent 86.50% of all concentrators and consist of 05 Business & Management, 07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, 13 Family & Consumer Sciences, and 21 Public & Protective Services.

The top row of Table 3 is highlighted in tan is showing the 100% state negotiated District rates and pink showing 90% of the state negotiated District rates as that is the standard via Perkins V §113 that a district must minimally meet. If not met in the following year’s application the District must specify what improvement will be made to increase core indicator concentrator student percentages. Each column equals the following core indicators: 1. Postsecondary Retention and Placement; 2. Earned Postsecondary Credential; 3. Non-traditional Program Enrollment; and 4. Employment.

Table 3 – Chabot-Las Positas CCD 2-Digit TOP Code Review

2-digit TOP	Retention & Placement		Earned Credential		Non-traditional		Employment	
	#1 21-22	#1 22-23	#2 21-22	#2 22-23	#3 21-22	#3 22-23	#4 21-22	#4 22-23
100% of State Negotiated Rates	89.67%	74.53%	83.30%	81.32%	26.00%	23.43%	73.23%	73.00%
90% of State Negotiated Rates	78.03%	67.07%	74.97%	73.18%	23.40%	21.08%	65.90%	65.70%
05 Business & Management (1)	96.36	92.68	76.09	81.87	48.56	46.38	82.56	71.93
09 Engineering & Industrial Technologies (2)	98.42	97.81	19.90	16.07	2.70	1.89	93.68	92.48
13 Family & Consumer Sciences (3)	92.69	87.00	88.44	85.85	3.89	4.33	72.96	65.40
21 Public & Protective Services (4)	97.91	97.63	76.17	80.28	34.11	30.69	89.63	91.45
07 Information Technology (5)	94.88	93.72	47.14	49.30	22.02	20.22	67.91	65.22
12 Health (6)	97.57	98.86	88.68	83.20	10.13	14.29	92.22	97.12
10 Fine & Applied Arts (7)	93.75	94.21	71.74	46.85	42.72	35.28	75.76	78.76
02 Architecture & Related Technologies (8)	94.59	96.15	88.89	50.00	50.00	62.96	0.00	71.43
01 Agriculture & Natural Resources (9)	84.62	96.15	44.44	66.67	34.48	41.38	69.23	93.75
49 Interdisciplinary Studies (10)	89.29	97.83	37.50	20.00			57.14	83.33
06 Media & Communications (11)	100.00	93.33	74.29	59.04	42.86	15.05	87.10	55.05
08 Education (12)	100.00	100.00	66.67	100.00		1	100.00	100.00

NOTE: Light blue highlights means the data is not statistically valid (under 10 in the denominator). The tan row is the 100% negotiated rate and the pink row is the 90% which is the minimum rate that must be met. Yellow highlighted means did not meet 90% of the state negotiated rate and those rows highlighted in melon are the five largest 2-digit TOPs with concentrators equaling 86.50%.

Chabot-Las Positas CCC Synopsis of 2-digit TOP Code Review (Table 3)

Core Indicator 1: In reviewing 2-digit TOPs for Postsecondary Retention and Placement it shows that all have met or exceeded the state negotiated performance. From fiscal year 21-22 to 22-23 five of the 2-digit TOPs (01 Agriculture & Natural Resources, 02 Architecture & Related Technologies, 10 Fine & Applied Arts, 12 Health, and Interdisciplinary Studies 49) met and improved from one year to the next showing course and program improvement.

Core Indicator 2: In reviewing 2-digit TOPs for Earned Postsecondary Credentials that have not met 90% of the state negotiated rate seven TOPs (01 Agriculture & Natural Resources, 02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Art, and 49 Independent Studies) have not met the indicator this equates to 38.49% of all CTE concentrators. See conclusion of gaps for possible causes.

Core Indicator 3: In reviewing 2-digit TOPs for Non-traditional Program Enrollment (note empty cells within those two columns mean is not a Non-traditional program and therefore no statistical data is seen) has gone from four to five tops not meeting the 90% state negotiated rate from fiscal year 21-22 to 22-23 (09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, 07 Information Technology, 12 Health, and 06 Media and Communications). This figure represents 52.05% of CTE concentrators. These five TOPs need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional Enrollment.

Core Indicator 4: In reviewing 2-digit TOPs for Employment which is not a negotiated core indicator but separated from Core Indicator 1 so that a college can see how they are independently doing in employment is meeting or exceeding 90% of the state negotiated rate for all TOPs. However, note that some 2-digit TOPs are not statistically valid as FERPA regulations require 6 or over to show data and other core indicators that have less than 10 students in the denominator and so review of Architecture and Natural Resources, and Interdisciplinary Studies is needed to determine possible placement issues.

Chabot College

General Demographics

Founded in 1961 in Hayward, Chabot College is part of the Chabot-Las Positas Community College District and serves the cities of Hayward, Castro Valley, San Leandro, San Lorenzo and Union City in the East Bay of the San Francisco Bay Area. Chabot College is a comprehensive, Hispanic-serving institution that specializes in university transfer preparation, career and technical education, and basic skills preparation. As an urban college with one of the most ethnically diverse student bodies in the state, Chabot prides itself in being the first community college to develop Puente and Daraja, successful learning communities that have inspired statewide models for improving the academic success of Latino and African American students.

The top three languages spoken at home (therefore expected as the English learner population of the area) are Spanish 56.6%, Tagalog (including Filipino) 10.9% and Other Indo-European languages 10.8%). Using this as a guide 62% of Chabot College student population contains these ethnicities.

Student Counts (Including Economically Disadvantaged)

For 2022-23 (using California Community Colleges Management Information Systems data from (2020-21) Chabot College which has 18,703 students of which 10,302 are within Career Technical Education (CTE). From the last CLNA produced in 2019-20 this is a decrease in the colleges overall count by 1,874 students of which 47.92% or (898 students) were classified as CTE.

Table 4 below shows a six-year overview of the College's student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE students that are economically disadvantaged (in numerical and percentage format). The table shows that Chabot College (for 2022-23) has 55.08% CTE students of which 76.13% are economically disadvantaged. Chabot College's population of CTE is larger than non-CTE, and its economically disadvantaged student count is high (which means more services necessary). CTE concentrators that are Limited English proficient (now called English learners) within core indicator 3 Non-traditional are rating higher than the district at 8.8% and Non-traditional overall are ranked higher at 22.33%.

Table 4 -- Chabot College Students (Including Economically Disadvantaged)

Chabot College	All Students	CTE Students	CTE Students Percentage	CTE Students Economically Disadvantaged	CTE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	20,412	11,066	54.21%	8,850	79.97%
(16-17) = 2018-19	20,481	10,958	53.50%	8,430	76.93%
(17-18) = 2019-20	20,577	11,200	54.43%	8,292	74.03%
(18-19) = 2020-21	20,609	11,264	54.65%	8,295	73.63%
(19-20) = 2021-22	20,856	11,203	53.71%	8,099	72.29%
(20-21) = 2022-23	18,703	10,302	55.08%	7,843	76.13%
<i>Averaged 6-year Total</i>	20,273	10,998	54.26%	8,301	74.99%

Chabot College Aggregate Core Indicators by 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Technical Education programs only and can be reviewed by District, College, and College programs by 2-, 4- or 6-digit TOPs. The system downloads this data when at least one concentrator is within a CTE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOPS of which at least 1-unit is within a core course (SAM level A-C).

Chabot College MIS core indicator data posted for the last two years 2021-22 and 2022-23 (representing fiscal years 2019-20 and 2020-21 actual performance) was reviewed for ten 2-digit TOPs. Table 5 reviews both fiscal years and all four core indicators listed within the online MIS system mentioned above at a 2-digit TOP level as required by the California Community Colleges Chancellor's Office (CCCCO) in order to determine improvement and gaps. Column one lists the twelve TOPs in ranking order by number of concentrators.

The first five 2-digit TOPs within the table below represent 94.35% of all concentrators and consist of 05 Business & Management, 07 Information Technology, 09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, and 21 Public & Protective Services.

The top row of Table 5 is highlighted in tan is showing the 100% state negotiated District rates and pink showing 90% of the state negotiated District rates as that is the standard via Perkins V §113 that a district must minimally meet. If not met in the following year's application the District must specify what improvement will be made to increase core indicator concentrator student percentages. Each column equals the following core indicators: 1. Postsecondary Retention and Placement; 2. Earned Postsecondary Credential; 3. Non-traditional Program Enrollment; and 4. Employment.

Table 5 – Chabot College 2-Digit TOP Code Review

2-digit TOP	Retention & Placement		Earned Credential		Non-traditional		Employment	
	#1 21-22	#1 22-23	#2 21-22	#2 22-23	#3 21-22	#3 22-23	#4 21-22	#4 22-23
100% of State Negotiated Rates	89.67%	74.53%	83.30%	81.32%	26.00%	23.43%	73.23%	73.00%
90% of State Negotiated Rates	78.03%	67.07%	74.97%	73.18%	23.40%	21.08%	65.90%	65.70%
09 Engineering & Industrial Technologies (1)	98.42	97.81	19.90	16.07	2.70	1.89	93.68	92.48
05 Business & Management (2)	96.36	92.68	76.09	81.87	48.56	46.38	82.56	71.93
13 Family & Consumer Sciences (3)	92.69	87.00	88.44	85.85	3.89	4.33	72.96	65.40
21 Public & Protective Services (4)	97.91	97.63	76.17	80.28	34.11	30.69	89.63	91.45
07 Information Technology (5)	94.88	93.72	47.14	49.30	22.02	20.22	67.91	65.22
12 Health (6)	97.57	98.86	88.68	83.20	10.13	14.29	92.22	97.12
10 Fine & Applied Arts (7)	93.75	94.21	71.74	46.85	42.72	35.28	75.76	78.76
02 Architecture & Related Technologies (8)	94.59	96.15	88.89	50.00	50.00	62.96	0.00	71.43
06 Media & Communications (9)	100.00	93.33	74.29	59.04	42.86	15.05	87.10	55.05
49 Interdisciplinary Studies (10)	89.29	97.83	37.50	20.00			57.14	83.33

NOTE: Light blue highlights means the data is not statistically valid (under 10 in the denominator). The tan row is the 100% negotiated rate and the pink row is the 90% which is the minimum rate that must be met. Yellow highlighted means did not meet 90% of the state negotiated rate and those rows highlighted in melon are the five largest 2-digit TOPs with concentrators equaling 94.35%.

Chabot College Synopsis of 2-digit TOP Code Review (Table 5)

Core Indicator 1: In reviewing 2-digit TOPs for Postsecondary Retention & Placement it shows that all TOPs have met or exceeded the negotiated performance. From fiscal year 21-22 to 22-23 five of the TOPs (02 Architecture & Related Technologies, 10 Fine & Applied Arts, 12 Health, and 49 Interdisciplinary Studies) met and improved from one year to the next showing course and program improvement.

Core Indicator 2: In reviewing 2-digit TOPs for Earned Postsecondary Credentials six 2-digit TOPs have not met 90% of the state negotiated rate (02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts, and 49 Interdisciplinary Studies) which equals 43% of all

CTE concentrators. The district will need to determine gaps (see conclusion of gaps section for possible causes).

Core Indicator 3: In reviewing 2-digit TOPs for Non-traditional Program Enrollment (note those empty cells mean it is not a Non-traditional program and therefore no statistical data is seen) five 2-digit TOPs (06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, and 13 Family & Consumer Sciences) are not meeting 90% of the state negotiated rate in fiscal year 22-23 which equals 56.69% of all CTE concentrators.

Core Indicator 4: In reviewing 2-digit TOPs for Employment three 2-digit TOPs (06 Media & Communications, 07 Information Technology and 13 Family & Consumer Sciences) did not meet 90% of the state negotiated rate. Two of these TOPs are in the top five equaling 19.11% CTE Concentrators. This indicator is rolled into core indicator 1 so not negotiated on a state level with the district. However, it affects core indicator 1 and so review of possible placement issues in Family & Consumer Sciences and Information Technology should be considered.

Chabot College Core Indicators Special Population Gaps (Table 6)

Table 6 below is a sub-review of the 2-digit TOPs for the most recent Core Indicator data from cohort year 2019-20 specified as 2022-23 required review of Perkins V special populations that are not meeting 90% of the state negotiated level of performance for any of the four Core Indicators (Non-traditional, Out-of-Workforce Individuals, Economically Disadvantaged, English Learners, Single Parents, Disabled, Homeless, Foster Youth, Youth with Parents in Active military).

1. Core Indicator 1 was reviewed for special population issues in Postsecondary Retention & Placement. None were found.
2. Core Indicator 2 was reviewed for special population issues in Earned Postsecondary Credentials and it is not a surprise that the economically disadvantaged special populations is the predominate issues in the following TOPs as 76.13% of all CTE concentrators are within this special population at Chabot College (02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts, and 49 Interdisciplinary Studies). A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree
3. Core Indicator 3 was reviewed for special population issues in Non-traditional Program Enrollment and the following TOPs (06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, and 13 Family & Consumer Sciences) which are 56.9% of all CTE concentrators and shown to have problems across all special populations.

4. Core Indicator 4 was reviewed for special population issues in Employment shows 19.11% of CTE Concentrators do not meet 90% state negotiated rates within (13 Family and Consumer Sciences and 07 Information Technology) and the sub special populations that are affected belong to English Learners and Economically Disadvantaged. Review of these two special populations having gaps in relation to placement should be a part of the process.

Table 6 Chabot College Review of Core Indicator Special Populations

2-digit TOP	Retention & Placement 22-23	Earned Credential 22-23	Non-traditional Program Enrollment 22-23	Employment 22-23
100% of State Negotiated Rates	74.53%	81.32%	23.43%	73.00%
90% of State Negotiated Rates	67.07%	73.18%	21.08%	65.70%
09 Engineering & Industrial Technologies (1) = 719 concentrators		Economically Disadvantaged Disabled	Across All	
05 Business & Management (2) = 679 concentrators		Non-traditional		
13 Family & Consumer Sciences (3) = 282 concentrators			Across All	English Learners
21 Public & Protective Services (4) = 215 concentrators				
07 Information Technology (5) = 165 concentrators		Economically Disadvantaged English Learners	Across All	Economically Disadvantaged
12 Health (6) = 147 concentrators			Across All	
10 Fine & Applied Arts (7) = 54 concentrators		Economically Disadvantaged		
02 Architecture & Related Technologies (8) = 54 concentrators		Economically Disadvantaged		
06 Media & Communications (9) = 13 concentrators		Economically Disadvantaged	Across All	
49 Interdisciplinary Studies (10) = 1 concentrator				

NOTE: Yellow highlighted mean individual special populations did not meet 90% of the state negotiated rate. Those figures highlighted in red are the number of CTE concentrators within each 2-digit TOP designating size of the program. The large Asterix within the Non-traditional program enrollment column means the programs that represents concentrators within the 2-digit TOPs were not defined as Non-traditional. The tan row is the 100% state negotiated rate and the pink row is he 90% of the state negotiated rate which is the minimum rate that must be met.

Chabot College -- Conclusion of Gaps

After reviewing Chabot College data as specified in the intro section of this report, the following are gaps/activities that need review and improvement when developing Perkins V 1-year focused applications (using Perkins V or in-kind funding):

1. Core Indicator 1: Retention & Placement

A review of Core Indicator 1 for 90% of state negotiated rates met for the last two years of data shows meeting and exceeding state negotiated rates. An additional review was done making sure that while the 2-digit TOPs met overall student percentages that no special populations were adversely affected. No issues were determined.

2. Core Indicator 2: Earned Postsecondary Credential

Six 2-digit TOPs that contain 43% of all CTE concentrators (02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts, 49 Interdisciplinary Studies) do not meet 90% of state negotiated rates. With the exception of Business Management (which had a Non-traditional special population being most affected) within the other five TOPs the economically disadvantaged were the special population that was beneath the 90% rate and therefore the most affected in not meeting state negotiated rates.

- The College will need to determine the gaps for these TOPs. The following may be causal:
- Students earning a postsecondary credential but not requesting them;
- Data not available to the State for (licenses recognized by the State or Federal Government);
- Data being 2 years in arrears is not showing improvement of tracking earned postsecondary credentials; and,
- Economically disadvantaged students look to need services in order to complete an earned postsecondary credential.

3. Core Indicator 3: Non-traditional Program Enrollment

Within 5 2-digit TOPs in (06 media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, 13 Family & Consumer Sciences, 49 Interdisciplinary Studies) that contain 56.69% of all CTE concentrators that did not meet 90% of state negotiated rates in Non-traditional program enrollment.

When looking at the break of special populations of those Non-traditional students within these programs it is a mixed grouping of “all.”

The College will need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional enrollment within the above-mentioned 2-digit TOPs.

4. Core Indicator 4: Employment

When employment is rolled into Core Indicator 1 (Retention and Placement) the percentage of a positive outcomes exceeds state negotiated rates. However, when the California Community Colleges disaggregate this data into only employment the College is not meeting 90% of this indicator in three 2-digit TOPs (06 Media & Communications, 07 Information Technology and 13 Family & Consumer Sciences). Two of which are in the top five for concentrator count equaling (19.11% CTE Concentrators). Looking at special populations this effects English Learners and Economically Disadvantaged. Review of these TOPs and corresponding special populations need improvement strategies.

Las Positas College

General Demographics

Las Positas College, accredited in 1991, is part of the Chabot-Las Positas Community College District and is located on a 147-acre campus in Livermore. The campus is 40 miles southeast of San Francisco, amid one of California's fastest growing regions for business, science, and technology. Livermore, known as the oldest wine region in California, was founded in 1869 by William Mendenhall and named after Robert Livermore. Livermore (pop. 88,997) encompasses 26.93 square miles which averages out to a population density of 3,304 and is the easternmost city in the San Francisco Bay Area; the gateway to the Central Valley. Contributing to the development of the city, Livermore is a good location to grow wine grapes due to its Mediterranean climate—warm, dry summers and cold, wet winters. The city is framed by award winning wineries, located mainly in the South Livermore district, farm lands and ranches that mirror the valley's western heritage. As home to renowned science and technology centers, Lawrence Livermore National Laboratory and Sandia National Laboratory, Livermore is a technological hub and an academically engaged community. It has become an integral part of the Bay Area, successfully competing in the global market powered by its wealth of research, technology and innovation. Livermore's arts, culture, western heritage and vibrant wine industry provide a unique blend to this special community.

The top three languages spoken at home (therefore expected as the English learner population of the area) are Spanish 58.5%, Chinese (incl. mandarin, Cantonese) 11.5% and Other Indo-European languages 11.3%). Using this as a guide 29% of Las Positas College student population contains these ethnicities.

Student Counts (Including Economically Disadvantaged)

For 2022-23 (using California Community Colleges Management Information Systems data from (2020-21) Los Positas College which has 12,014 students of which 5,528 are within Career Technical Education (CTE). From the last CLNA produced in 2019-20 this is a decrease in the colleges overall count by 1,257 students of which 70.40% or (885 students) were classified as CTE.

Table 7 below shows a six-year overview of the College's student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE students that are economically disadvantaged (in numerical and percentage format). The table below shows that Las Positas College (for 2022-23) has 46.01% CTE students of which 79.73% are economically disadvantaged. Las Positas College's population of CTE is just shy of 50/50 to non-CTE. and its economically disadvantaged student count is high (which means more services necessary). CTE concentrators that are Limited English proficient (now called English learners) within core indicator 3 Non-traditional are rating lower than the district at 4.46% and much lower than Chabot College who shows 8.8%. This however is not a surprise as is specified above Chabot has 62% of the top three languages considered English learners and Las Positas has 29%. Non-traditional student are rated higher than the District rate at 25.90%.

Table 7 -- Las Positas College Students (Including Economically Disadvantaged)

Las Positas College	All Students	CTE Students	CTE Students Percentage	CTE Students Economically Disadvantaged	CTE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	12,956	6,229	49.74%	4,815	76.36%
(16-17) = 2018-19	13,271	6,649	50.10%	5,033	75.69%
(17-18) = 2019-20	13,271	6,413	48.32%	4,794	77.56%
(18-19) = 2020-21	12,873	6,414	49.82%	4,891	76.25%
(19-20) = 2021-22	12,610	6,180	49.01%	4,729	76.50%
(20-21) = 2022-23	12,014	5,528	46.01%	4,408	79.73%
<i>Averaged 6-year Total</i>	12,832	6,235	48.48%	4,778	73.16%

Las Positas College Aggregate Core Indicators by 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Education programs only and can be reviewed by District, College, and College 2-, 4- or 6-digit TOPs. The system downloads this data when at least one concentrator is within a CTE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOPs of which at least 1-unit is within a core course (SAM level A-C).

Las Positas College MIS core indicator data posted for the last two years 2021-22 and 2022-23 (representing fiscal years 2019-20 and 2020-21 actual performance) was reviewed for eleven 2-digit TOPs. Table 8 reviews both fiscal years and all four core indicators listed within the online MIS system mentioned above at a 2-digit TOP level as required by the California Community Colleges Chancellor's Office (CCCCO) in order to determine improvement and gaps. Column one lists the eleven 2-digit TOPs in ranking order by number of concentrators.

The first five 2-digit TOPs within the table below represent 83.33% of all concentrators and consist of 05 Business & Management, 07 Information Technology, 09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, and 21 Public & Protective Services.

The top row of Table 8 is highlighted in tan is showing the 100% state negotiated District rates and pink showing 90% of the state negotiated District rates as that is the standard via Perkins V §113 that a district must minimally meet. If not met in the following year's application the District must specify what improvement will be made to increase core indicator concentrator student percentages. Each column equals the following core indicators: 1. Postsecondary Retention and

Placement; 2. Earned Postsecondary Credential; 3. Non-traditional Program Enrollment; and 4. Employment.

Table 8 – Las Positas College 2-Digit TOP Code Review

2-digit TOP	Retention & Placement		Earned Credential		Non-traditional		Employment	
	#1 21-22	#1 22-23	#2 21-22	#2 22-23	#3 21-22	#3 22-23	#4 21-22	#4 22-23
100% of State Negotiated Rates	89.67%	74.53%	83.30%	81.32%	26.00%	23.43%	73.23%	73.00%
90% of State Negotiated Rates	78.03%	67.07%	74.97%	73.18%	23.40%	21.08%	65.90%	65.70%
05 Business & Management (1)	98.29	95.41	77.84	84.47	48.21	45.57	85.71	73.44
21 Public & Protective Services (2)	97.85	97.20	69.70	87.30	23.30	22.47	92.98	91.30
13 Family & Consumer Sciences (3)	91.84	88.95	77.27	82.83	2.87	2.55	74.00	68.69
07 Information Technology (4)	92.44	93.94	38.24	41.46	23.26	23.57	64.29	69.70
09 Engineering & Industrial Technologies (5)	95.24	97.83	60.71	45.71	4.50	3.70	89.29	91.67
12 Health (6)	98.72	98.63	75.00	56.52	0.00		96.00	95.65
49 Interdisciplinary Studies (7)	92.59	97.83	42.86	20.00			66.67	83.33
10 Fine & Applied Arts (8)	94.00	94.12	68.18	58.82	58.54	46.34	73.33	72.73
01 Agriculture & Natural Resources (09)	84.62	96.15	44.44	66.67	34.48	41.38	69.23	93.75
08 Education (10)	100.00	100.00	66.67	100.00			100.00	100.00
06 Media & Communications (11)	100.00	100.00	60.00	100.00	33.33	0.00	100.00	100.00

NOTE: Light blue highlights means the data is not statistically valid (under 10 in the denominator). The tan row is the 100% negotiated rate and the pink row is the 90% which is the minimum rate that must be met. Yellow highlighted means did not meet 90% of the state negotiated rate and those rows highlighted in melon are the five largest 2-digit TOPs with concentrators equaling 93.33%.

Las Positas College Synopsis of 2-digit TOP Code Review (Table 8)

Core Indicator 1: In reviewing 2-digit TOPs for Postsecondary Retention & Placement it shows that all TOPs have met or exceeded the state negotiated performance. From fiscal year 21-22 to 22-23 five of the TOPs (01 Agriculture & Natural Resources, 07 Industrial Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts and 49 Interdisciplinary Studies) improved from the first to second year showing course and program improvement.

Core Indicator 2: In reviewing 2-digit TOPs for Earned Postsecondary Credentials, six 2-digit TOPs have not met 90% of the state negotiated rate (01 Agriculture & Natural Resources, 07 Industrial Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts, 12 Health and 49 Interdisciplinary Studies) which equals 35.59% of all CTE concentrators. The district will need to determine gaps (see conclusion of gaps section for possible causes).

Core Indicator 3: In reviewing 2-digit TOPs for Non-traditional Program Enrollment (note those with empty cells mean it is not a Non-traditional program and therefore no statistical data is seen) has improved in meeting Non-traditional enrollment from five programs not meeting at least 90% of the state negotiated rate in fiscal year 21-22 to two programs not meeting 90% in 22-23 (09 Engineering & Industrial Technologies and 13 Family & Consumer Sciences). These two 2-digit TOPs equal 24.04% of all CTE Concentrators.

Core Indicator 4: In reviewing 2-digit TOPs for Employment which is not a negotiated core indicator but separated from Core Indicator 1 so that a college can see how they are independently doing in employment, all core indicator are meeting or exceeding 90% of the state negotiated rate.

Las Positas College Core Indicators Special Population Gaps (Table 9)

Table 9 below is a sub-review of the 2-digit TOPs for the most recent Core Indicator data from cohort year 2019-20 specified as 2022-23 required review of Perkins V special populations that are not meeting 90% of the state negotiated level of performance for any of the four Core Indicators (Non-traditional, Out-of-Workforce Individuals, Economically Disadvantaged, English Learners, Single Parents, Disabled, Homeless, Foster Youth, Youth with Parents in Active military).

1. Core Indicator 1 was reviewed for special population issues in Postsecondary Retention & Placement. None were found.
2. Core Indicator 2 was reviewed for special population issues in Earned Postsecondary Credentials and it is not a surprise that the economically disadvantaged special populations is the predominate issues in the following 2-digit TOPs as 79.73% of all CTE concentrators are within that special population at Las Positas College (07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts and 01 Agriculture & Natural Resources). A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree
3. Core Indicator 3 was reviewed for special population issues in Non-traditional Program Enrollment and the following 2-digit TOPs (09 Engineering & Industrial Technologies and 13 Family & Consumer Sciences) and is 24.04% of all CTE concentrators, Non-traditional students are an issue across all special populations within these TOPs.

4. Core Indicator 4 was reviewed for special population issues in Employment. None were found.

Table 9 – Las Positas Review of Core Indicator Special Populations

2-digit TOP	Retention & Placement 22-23	Earned Credential 22-23	Non-traditional Program Enrollment 22-23	Employment 22-23
100% of State Negotiated Rates	74.53%	81.32%	23.43%	73.00%
90% of State Negotiated Rates	67.07%	73.18%	21.08%	65.70%
05 Business & Management (1) = 316 concentrators				
21 Public & Protective Services (2) = 227 concentrators				
13 Family & Consumer Sciences (3) = 196 concentrators			Across All	
07 Information Technology (4) = 140 concentrators		Economically Disadvantaged		
09 Engineering & Industrial Technologies (5) = 81 concentrators		Economically Disadvantaged	Across All	
12 Health (6) = 73 concentrators			*	
49 Interdisciplinary Studies (7) = 46 concentrators			*	
10 Fine & Applied Arts (8) = 41 concentrators		Economically Disadvantaged		
01 Agriculture & Natural Resources (9) = 29 concentrators		Economically Disadvantaged		
08 Education (10) = 2 concentrators			*	
06 Media & Communications (11) = 1 concentrators				

NOTE: Yellow highlighted mean individual special populations did not meet 90% of the state negotiated rate. Those figures highlighted in red are the number of CTE concentrators within each 2-digit TOP designating size of the program. The large Asterix within the Non-traditional program enrollment column means the programs that represents concentrators within the 2-digit TOPs were not defined as Non-traditional. The tan row is the 100% state negotiated rate and the pink row is the 90% of the state negotiated rate which is the minimum rate that must be met.

Las Positas College – Conclusion of Gaps

After reviewing Chabot College data as specified in the intro section of this report, the following are gaps/activities that need review and improvement when developing Perkins V 1-year focused applications (using Perkins V or in-kind funding):

1. Core Indicator 1: Retention & Placement:

A review of Core Indicator 1 for 90% state negotiated rates met for the last two years of data shows meeting and exceeding state negotiated rates. An additional review was done making sure that while the 2-digit TOPs met overall student percentages that no special populations were adversely affected. No issues were determined.

2. Core Indicator 2: Earned Postsecondary Credential:

Six 2-digit TOPs that contain 35.59 of all CTE concentrators (01 Agriculture & Natural Resources, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine and Applied Arts, 12 Health and 49 Interdisciplinary Studies) are not meet 90% of state negotiated rate for this indicator. In addition, four of the six 2-digit TOPs showed less than 90% state negotiated rate within the special population Economically Disadvantaged (01 Agriculture & Natural Resources, 07 Information Technology, 09 Engineering & Industrial Technologies, and 10 Fine and Applied Arts).

The College will need to determine the gaps for these 2-digit TOPs. The following may be causal:

- Students earning a postsecondary credential but not requesting them;
- Data not available to the State for (licenses recognized by the State or Federal Government);
- Data being 2 years in arrears is not showing improvement of tracking earned postsecondary credential; and
- Economically disadvantaged students look to need services in order to complete an earned postsecondary credential (see 2-digit TOPs 01 Agriculture & Natural Resources, 07 Information Technology, 09 Engineering & Industrial Technologies and 10 Fine & Applied Arts).

3. Core Indicator 3: Non-traditional Program Enrollment:

This indicator has improved from four 2-digit TOPs in 2021-22 not meeting 90% of state negotiated rates to only two in 2021-22 (09 Engineering & Industrial Technologies and 13 Family & Consumer Sciences) not meeting 90% of the indicator that contain 24.04% of all CTE concentrators in Non-traditional program enrollment.

When looking at the break of special populations of those Non-traditional students within these 2-digit TOPs it is a mixed grouping of “all”.

The College will need to develop plans for outreach to Non-traditional and overall strategies to improve Non-Traditional enrollment within the above-mentioned 2-digit TOPs.

4. Core Indicator 4: Employment:

When employment is rolled into Core Indicator 1 (Retention and Placement) the percentage of a positive outcomes exceeds state negotiated rates. When the California Community Colleges disaggregate this data into only employment the College is still meeting 90% of this indicator. An additional review was done making sure that while the 2-digit TOPs met overall student percentages that no special populations were adversely affected. No issues were determined.



APPENDIX C

Responses to Local Plan Requirements

Provide a description of the information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study, including how the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

Based on the local comprehensive needs assessment including industry supply and demand, program advisory committee input, the following existing programs of study to be improved include for the Colleges:

Chabot: Public Safety (Fire, Administration of Justice), Engineering and Industrial Technology (Engineering, Welding, Machine Tool Technology, Electronic Technology), Information Technology, Healthcare, Commercial Music.

Las Positas College: Early Childhood Education, Drone Technology, Public Safety (EMS, FST), Automotive, and Commercial Music.

Provide a description of any new programs of study the eligible recipient will develop and submit to the state for approval.

No new programs of study will be submitted to the state for approval during this funding year.

Describe how students, including students who are members of special populations, will learn about CTE course offerings and if a course is part of a CTE program of study.

In support of the California Community College Chancellor's Office (CCCCO) Vision for Success, the Chabot and Las Positas Colleges actively participate in a number of initiatives that work together to educate students about the career and technical education pathways and programs available at each institution. In particular, the District has embraced the Guided Pathways Framework, which encompasses programs such as Dual Enrollment, the Centers for Excellence, and Strong Workforce Projects (SWP). Under SWP, the Colleges updated Career Education program websites and developed new career education social media marketing campaigns. Perkins V will capitalize on these foundational resources and marketing to further support special populations with targeted outreach, population-specific resources, orientations, counseling, tutoring mentoring, access to specialized lab experiences, internships, employability training, career fairs, and job placement. Projects will monitor performance of special population students through core indicator results. Barriers to student success will be addressed through existing collaborations with EOPS, CARE, CalWorks, Disability Support and Program Services,

the Veteran's Resource Center, Puente Programs, Financial Aid, Supplemental Instruction, the Health & Wellness Center, and Career & Transfer Centers to increase inclusion and equity in skill attainment, completion, persistence, employment, and non-traditional participation.

The Perkins V project will also assist all CE TOP Coded disciplines by identifying and providing students with opportunities for career guidance, employment referrals, an online job board, career fairs, and internship opportunities to improve their work-based learning skills and general employability, all with the intent of increasing students' access to employment with living wages.

Students will be encouraged to utilize career mapping tools in collaboration with Guided Pathways to effectively guide their education to completion including degrees, certificates, and transfers leading to a career.

Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide career exploration and career development coursework, activities, or services.

Under the umbrella of the Guided Pathways and SWP state initiatives, the Colleges participate in a variety of workforce development groups, including the Alameda County Workforce Development Board/WIOA, the Bay Area Community College Consortium, the local chambers of commerce, regional employers, local and county governments, and the Centers of Excellence. These efforts identify in-demand careers with living wages and help students explore these careers and prepare through highly structured, unambiguous roads maps that can be completed within reasonable time-to-completion parameters. Funded programs will provide a range of services and experiences to assist students in achieving essential work-based skills, including classroom-based projects using industry standards, evaluators, activities that simulate problem-solving and decision-making in work-based scenarios, on-site research projects, guest speakers, field trips/observations.

Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.

The updating and maintenance of career education program websites across the Colleges have provided students with access to clear and up-to-date career information about occupations, wages, career outlook, and potential employers. Perkins V project leaders will capitalize on these resources by addressing the challenges determined in the comprehensive needs assessment and by collaborating with industry experts on high-skill, high-wage, and in-demand industry sectors. Correspondingly, faculty and counselors will promote these careers through outreach with our

high school and Regional Occupational Program (ROP) partners. Outreach will also incorporate industry certifications, career fairs, internship and work-based learning.

Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

As part of the Guided Pathways framework, the District has begun putting into place an organized system that supports the following four pillars:

1. Create clear curricular pathways to employment and to further education
2. Help students choose and enter their pathway
3. Assist students in staying on their pathway
4. Ensure learning is happening with intentional outcomes

Perkins V will add to these activities by providing a more robust system of career coaches and resources to support career guidance before students enroll and while they participate in career and technical education programs. Cohorts of students will be identified within CE pathways for the purposes of communicating helpful information, specific support services for special populations, and industry-related activities, field trips, and guest speakers that will promote student engagement, persistence, and completion.

The career education component of the Guided Pathways project will also assist students in all CE TOP Coded disciplines by providing opportunities for career exploration, articulation of course work, credit by examination for prior learning, employment referrals, resume development, interview skill workshops, and internship opportunities to improve work-based skills and general employability. Career counselors will also work with economically disadvantaged, non-traditional, and the other identified subpopulations of students to share available resources. Students will have the opportunities through career counseling, first years experiences, and workplace activities to explore the different pathways available to them.

Provide a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Chabot and Las Positas College will provide services to students to meet the four principles, as stated by the Department of Education, as follows: (1) college- and career-ready expectations for all students; (2) state-developed differentiated recognition, accountability, and support; (3) supporting effective instruction and leadership; and (4) reducing duplication and unnecessary burden. CTE curriculum developed at Las Positas and Chabot Colleges meets the rigorous content aligned with challenging academic standards to ensure learning in the subjects constitutes a well-rounded education.

Provide a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

Through the Chabot and Las Positas College Program Review process, industry advisory meetings, campus support services, and workforce development collaboration, faculty and counselors work to incorporate strategies to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency by providing targeted outreach, counseling, tutoring, mentoring, access to specialized lab experiences, and hands-on equipment skills training.

Describe how the eligible recipient will prepare CTE participants for non-traditional fields.

Chabot and Las Positas College provide special outreach, resources, and curriculum dedicated to preparing students for non-traditional careers. CE faculty members are aware of and use strategies to support non-traditional students who have started on a career pathway, including tutoring support, mentoring, internships, leadership activities/organizations and engagement in student-professional organizations. The Chancellor's Office of the California Community Colleges funds a Joint Special Population Group through Title I-B Leadership funding whose mission is to empower with equity of access and enhance the CE field for Community Colleges to encourage girls, woman, boys and men to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand. This offers a yearly conference, e-seminars and webinars that are taped and available online. In addition, they have resources showing best practices with a full section on non-traditional careers. Faculty is encouraged to take advantage of these resources. Each year, the Colleges have representation at the annual Joint Special Population conference held in Sacramento.

Describe how the eligible recipient will provide equal access for special populations to CTE courses, programs, and programs of study.

Chabot and Las Positas College project leaders work with a variety of supports services such as EOPS, CARE, CalWorks, Disability Support & Program Services, the Veteran's Resource Center, and Puente Programs to identify and provide equal access for special populations to career and technical education courses, programs, and programs of study. Faculty and counselors work to increase inclusion and eliminate discrimination by creating a learning-rich environment and monitoring the performance of special population students through core indicator results.

Special populations also benefit from the past Career Pathways Trust Project, which assists all CE Taxonomy of Programs (TOP) coded disciplines by identifying and providing students with opportunities for career guidance, employment referrals, and internship opportunities to improve their training skills and secure employment.

Under the Community College Guided Pathways reform efforts, the Colleges are currently assessing and restructuring the onboarding, orientation, and advising processes to ensure that all

barriers to students' enrollment are removed. At the same time, faculty are reviewing their course and program offerings in an effort to consolidate offerings into clear pathways and program maps. Intense Program Mapping is being used to align the scheduling process with the program maps and student needs.

The Disabled Support & Program Services (DSPS) department supports student equity by ensuring students can reach their full potential. DSPS assists students with disabilities, so they have equal access to all programs and activities on campus. DSPS provides support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, brain injury, visual impairments, health problems, and hearing impairments. Among the array of services offered are priority registration, specialized counseling, class scheduling, mobility assistance, test proctoring, specialized tutoring, transcription services, interpreter services for hearing impaired or deaf students, and more. Faculty and counselors will increase skills attainment for DSPS students by identifying struggling students early on during the semester and providing consultation with DSPS.

Describe how the eligible recipient will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Chabot and Las Positas College have oversight mechanisms in place to ensure that projects comply with all state and federal laws and regulations prohibiting discrimination based on race, color, national origin, sex, sexuality, and disability. The 22-23 application demonstrates how discrimination of any kind is not tolerated. The colleges will provide nondiscrimination notifications to students, parents, school employees, and the general public.

Perkins V project leaders will design educational environments that are attuned to the needs of special student populations, including making appropriate and necessary accommodations for students, as well as developing and/or disseminating training and informational materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations succeed in high-quality CE programs; providing adaptive equipment and services; and increasing the flexibility of program schedules to accommodate working students and students with young children.

Provide a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs.

Chabot and Las Positas College provides work-based learning opportunities, including clinical and industry internships will be provided to students to increase employability opportunities. Project leaders and the Career & Transfer Centers will collaborate with industry partners to identify and expand opportunities for special populations and nontraditional students. Work-based learning opportunities will include student career portfolios that document work-based skill attainment, certificate, and industry credentials. These opportunities will be posted in the college online job system (Handshake) where students will have easy access and can apply online.

Describe how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

Internships and work-based learning opportunities will be included (career portfolios that document work-based skill attainment, certificate and industry credentials). Project leaders and the Career Planning Center will collaborate with industry partners to identify and expand opportunities for special populations and non-traditional students. Both Las Positas College and Chabot College are active participants in the Bay Area Community College Consortia Earn & Learn Regional Joint Venture funded by the Strong Workforce Program.

Provide a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

Chabot College offers dual enrollment programs through California EC Section 76004 which authorizes a governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. The local governing boards must have the goal of developing seamless pathways from high school to community college for CE, preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. Chabot college complies with the requirements that partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school students to enroll in community college courses. Las Positas College will make investments towards the development of Dual Enrollment with local secondary districts including the Adult Schools.

For the past four academic years, Las Positas College has partnered with the TriValley Regional Occupational Program to offer Middle College to high school students. The students earn credit through concurrent enrollment strategies. Middle Colleges are innovative partnerships between public or charter secondary schools and local community colleges that allow high school students to earn both their high school diplomas and an Associate's Degree with typically low cost to the student. Middle Colleges are secondary schools located on a college campus offering challenging academic programs and designed to serve high-potential, high-risk students. Middle College's offer effective support services, small class sizes, and the opportunity for students to concurrently take some college classes. All of these state initiatives encourage and provide various options for implementing dual/concurrent enrollment. They are intended to promote system alignment while at the same time, specifically designed to broaden access for disadvantaged students.

In addition, both colleges participate with the Eden Area and TriValley K-12 Strong Workforce Project to improve linkages and articulation of career technical pathways among high schools, ROPs, and CCCs. Chabot and Las Positas College have each invested SWP funds towards the K-12 SWP Pathway Coordinator positions ensuring each service area is provided with this much needed technical support. Special Admit students are also accepted to the college under

California EC Section 48800 which enables students who may benefit from advanced scholastic or vocational work to enroll in community college courses part-time upon recommendation from their principal and with parental consent.

Provide a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

Recruitment & Retention - CE faculty must meet the required minimum qualifications that are based on a combination of degrees and industry experience. Faculty must have a Master's, Bachelor's, or Associate's Degree. To teach with a Bachelor's Degree, individuals must have two years of experience in their career area; if they have an Associate's Degree, they must have six years of experience in their career area. Counselor training programs focus predominantly on academic counseling, rather than on career counseling. However, embedded CE counselors attend industry advisory meetings and participate in career related activities to offset their lack of direct experience in occupations outside of the education sector. Challenges to recruiting and retaining staff include low pay compared to the private sector; an inadequate supply of individuals who have the breadth of skills required; difficulties in retaining faculty for part-time positions; challenges in training CE faculty about teaching pedagogy; and pressures on staff due to a continual need to retrain to keep pace with trends in industry.

Professional Development - Professional development (PD) is offered through the District and the college advisory committees and collaboratives, Academic Senate, Regional Consortium, content area conferences, and sabbaticals. The District also pays for "flexible PD," called "flex," whereby faculty participate in PD activities each year to strengthen their programs. In addition, the California Community College Chancellor's Office (CCCCO) also offers PD on special topics, such as integrating curricula, effective practice in developmental education, and assessing student learning. Initiatives reflecting system priorities are usually addressed through PD offered in workshops during the year. The CCCCCO has covered faculty stipends and substitutes whereby project leaders may use Perkins V funds to train large groups of faculty on their campuses as needed.

Chabot and Las Positas College will fund programs that will include teacher preparation training and professional development, including CE teachers, counselors, and support staff preparation to enhance the depth, breadth and currency in their understanding of special populations of students in career education. Perkins V funding will also be used to address identified aggregate needs to improve recruitment, retention, and discipline-related training, and to develop survey tools measuring learning outcome. This comprehensive professional development will be documented by a certificate and delivered to those interested in improving their career counseling, instruction, and teaching strategies. For discipline related skills training, staff will attend specialized educational and/or industry training and share their knowledge with colleagues and students to improve overall competency levels.

Provide a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years.

Chabot and Las Positas College projects will be evaluated annually by the Perkins V Advisory Board, Research Office, Department, and District. The annual review will ensure continuous improvement, expansion, and modernization to meet the needs of special population students and all State and local adjusted levels of performance. In addition to those quality assurance measures cited, many of the funded programs are accredited by professional and industry organizations in which case they will also be evaluated by the advisory committee. Should disparities or gaps in performance occur, the plans may need to be revised annually in consultation with the project lead and the Advisory Board.

Describe the additional actions the eligible recipient will take to eliminate disparities or gaps if no meaningful progress has been achieved prior to the third program year.

If no meaningful progress has been achieved prior to the third year, a formal review with the Perkins V Advisory Board will be required along with recommended action items for the project lead to address to eliminate those disparities or gaps.