



LAS POSITAS
COLLEGE

Las Positas College Economic and Workforce Strategic Plan: 2021-2026 Road to Economic and Workforce Success

May 2021

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EXECUTIVE SUMMARY

Las Positas College's Economic and Workforce Strategic Plan (The Workforce Plan) seeks to align and guide the education, workforce, and economic planning goals of the college. The Workforce Plan is a reflection, analysis, and guide to improve the college's workforce ecosystem for students, faculty and staff, industry, and the community.

Las Positas College partnered with WestEd's Postsecondary and Career Mobility Program Area to facilitate The Workforce Plan. WestEd is a preeminent educational research, development, and service organization and has been a leader in moving research into practice. The Postsecondary and Career Mobility Program Area at WestEd strengthens the role of higher education, workforce, and economic development programs to improve student access and outcomes in higher education and increase economic mobility for families and communities. In this capacity, WestEd's Postsecondary and Career Mobility Program Area engaged with Las Positas College to provide facilitation, research, analysis, strategy, and technical assistance to guide the development of this plan.

A comprehensive approach was taken to develop Las Positas College's Economic and Workforce Strategic Plan. This approach included:

- synthesizing Las Positas College's vision and goals for economic development and workforce;
- analyzing and synthesizing labor market insights for the Alameda County region;
- facilitating a data-driven analysis on gaps that industry and workforce stakeholders believe exist within the region's education to workforce ecosystem; and
- aligning and integrating research and feedback from stakeholders and other key plans of the college.

The Workforce Plan includes five critical focus areas. The first focus area is a comprehensive SWOT analysis, which highlights the strengths, weaknesses, opportunities, and threats that should inform Las Positas College's workforce strategy and actions. The second focus area includes a data and labor market analysis of various occupations in the Alameda County region. These occupations are disaggregated based on their wage and growth. The third critical focus area is goals, strategies, and performance measures that are based on these analyses and other plans. The fourth focus area synthesizes key priority recommendations Las Positas College should consider accelerating to operationalize its workforce goals. Finally, the fifth focus area provides an overview and summary of all the frameworks that informed The Workforce Plan.

There are many important findings and themes from the Las Positas College Economic and Workforce Strategic Plan. However, The Workforce Plan concludes with four priority recommendations. These recommendations include:

1. Hiring a full-time employer engagement director at the college whose primary role should be to engage meaningfully with industry and further guide the implementation of The Workforce Plan.

2. Investing in an extensive and comprehensive outreach strategy to ensure students, industry, and the broader community are informed and engaged in the college's economic and workforce strategy and goals.
3. Conducting a comprehensive mapping and evaluation of Las Positas College's certificate and degree programs and Guided Pathways meta-majors for labor market relevancy and demand. This mapping will ensure that the college is preparing its enrolled students for meaningful and relevant opportunities that result in improved quality of life.
4. Investing in and making an intentional approach to increasing work-based learning opportunities for students. Employers are increasingly and consistently calling for prospective hires to have important technical and professional skills.

INTRODUCTION

As one of two accredited colleges in the Chabot-Las Positas Community College District and playing a key role in serving students from Dublin, Pleasanton, Livermore, and other surrounding areas, Las Positas College is instrumental in providing academic, enrichment, and career opportunities for students and residents in its community. The educational opportunities Las Positas College provides must be comprehensive and meaningful enough to support the education and career aspirations of a diverse student body.

For example, the latest fall 2020 data from the [*Office of Research, Planning, and Institutional Effectiveness*](#) shows that Las Positas College had 8,340 students. Of those students, 37% were full-time, 61% were part-time, and 2% were enrolled in non-credit units only. The gender breakdown was 54% female and 44% male. The top three ethnicities of the students enrolled were White (32%), Latino (30%), and Asian-American (18%). Furthermore, although the college enrolls students of all ages, Las Positas College has a high share of younger students with 36% of its students being 19 or younger and 19% of its students being 20-21 years old.

Given Las Positas College's student characteristics, the college must prepare to meet the needs of a diverse student body with varying educational and career goals. Las Positas College must also meet the needs of its students and community in a dynamic labor market and workforce system. For example, while COVID-19 is one important variable that will impact the college's ecosystem, other structural and societal changes such as technology (e.g., automation), policy, increased attention to racial equity, population, and demographic shifts are important dynamics Las Positas College will need to consider to adequately support, educate, and meet the needs of its students.

Thus, the Las Positas College Economic and Workforce Strategic Plan is a framework to reflect, align, and guide the education, workforce, and economic goals of the college. This means ensuring that the college is a highly visible and respected talent pipeline for community and industries, stronger engagement and investment from community stakeholders, and increased student and program success. This increased success overall improves the college's workforce ecosystem for students and residents in the Tri-Valley area on their quest for education and advancement that leads to improved quality of life. In doing so, The Workforce Plan builds on existing relevant plans from the college, considers the needs of students, industry, and education professionals, while considering the mission, vision, and values of Las Positas College.

MISSION, VISION, & VALUES

Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Vision Statement

Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.

Values Statement

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

1. encouraging and celebrating lifelong learning
2. responding to the needs of the ever-changing workplace and society
3. demonstrating civic, social, and environmental responsibility
4. promoting ethical behavior, mutual trust, equity, and respect within our diverse community
5. fostering a climate of discovery, creativity, personal development, and physical and mental health
6. committing to anti-racist policies and practices
7. ensuring that Las Positas College is a sanctuary campus for undocumented students
8. holding firm to the belief that each of us makes an astonishing difference

WORKFORCE GUIDING PRINCIPLES

Las Positas College's Economic and Workforce Plan is based on principles that align to the campus 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 Las Positas College 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.

SWOT ANALYSIS

A SWOT analysis is a business framework to analyze an organization's strengths, weaknesses, opportunities, and threats to improve or inform an organization's strategy. Based on scanning various plans and documents provided by Las Positas College as well as interviewing industry and workforce stakeholders, a SWOT analysis was conducted and synthesized for Las Positas College, particularly focusing on the college's role within the larger workforce ecosystem.

Strengths

- Las Positas College is situated within a diverse community and surrounding cities.
- The cities that surround Las Positas College have a high college going rate.
- Las Positas College is seen as a tremendous resource in the community by individuals who are aware of its services and programs.
- Las Positas College is in close proximity to Silicon Valley.
- The college is home to the original Vets to Tech program model, a STEM core program that provides veterans with accelerated math and technical training in design, welding, or machining in a cohort-based model, and brings employers to recruit students.
- Las Positas College was able to quickly pivot to online virtual services during the COVID-19 pandemic.
- The Tri-Valley Career Center, which supports students with career services and other opportunities, is a critical resource for students and the community.
- Alameda County Workforce Board's WIOA local plan, which articulates regional priorities, in-demand industries, and strategies to engage underrepresented individuals, complements many of the college's workforce goals.
- The quarterly labor market reports published by the Alameda County Workforce Board provide relevant and timely labor market information that can inform the college's workforce alignment discussions.

Weaknesses

- Las Positas College does not have a comprehensive communication or outreach strategy to inform the community, particularly businesses; high income households; and diverse households, of the resources available at the college.
 - Nontraditional students may not be aware of services such as childcare or disability center at the college.
- Companies may lack awareness of Las Positas College's certificate programs and ability to develop new certificate programs that can meet their workforce needs in high-demand, high-growth industries.
- Lack of a clear point of contact for businesses to navigate the college's ecosystem, particularly for companies without prior engagement or partnership with the college.

- Lack of outreach and strategic marketing into earlier educational institutions such as elementary and middle schools.
- Students may lack awareness of and engagement with the college's career services resources to identify work-based learning opportunities.
- Lack of meaningful partnerships and sustained engagement and collaboration with the publicly funded workforce system.
- Cities surrounding Las Positas College are becoming increasingly more expensive, particularly for the student demographics Las Positas College serves.

Opportunities

- Alameda County is the number one destination for individuals leaving the [San Francisco Bay Area](#) (i.e., potential growth in population).
- Livermore has seen 10% year over year increase in [home prices](#) with increases from 74% to 100%, ensuring more equity in homes and growth in wealth/economic prosperity for the region.
- Increasingly, the region that surrounds the college is filled with people with [bachelor's and advanced degrees](#).
- More potential for meaningful engagement with employers in need of talent to grow and expand their businesses.
- Increased use of online and virtual supports and services may enable college to innovate and reach more students.
- Reward system for faculty to engage in labs with employers during the summer like at four-year institutions to stay abreast of industry needs.
- Growth in life science industries and advancement in data analytics and adjacent career pathways for middle-skilled jobs such as technicians.
- Growth in public sector industries and careers such as teachers, EMTs, and law enforcement.
- Development of new capital projects (~nearly half a billion dollars).
- Rising student debt may encourage students to explore educational options such as certificate programs and associate degrees.
- Las Positas College may be nimbler and more open to adopt changes because it is a newer institution.

Threats

- Labor and talent may leave the Alameda County area as remote work becomes more feasible.
- Evolving technology and technological gaps and barriers between technology/tools used at college with students and those used at work sites.
- Parents may not be aware of Las Positas College’s education quality and feasibility of matriculating to four-year institutions.
- Perception that a community college is a place for students who cannot get into a four-year institution.
- Short-term decline of hospitality and tourism sector and long-term unemployment of individuals from those sectors because of COVID-19.
- Unknown changes in the labor market – emerging industries and skills such as automation may become a greater challenge in preparing students for unknown new careers.
- Lack of robust coordination with various college efforts across departments creates institutional silos.
- Lack of structured industry engagement process means that engagement often relies on dynamic individuals to develop partnerships; when those individuals leave the college, partnerships, or programs sometimes falter.
- Changes in student demographics and composition (i.e., age and ethnicity).
- Growing digital divide and disfranchised communities’ ability to navigate increasing online and virtual systems.
- Livermore has seen 10% year over year increase in [home prices](#) with increases from 74% to 100%, potentially making the area less affordable for the typical resident the college serves and exacerbating economic inequality.

LABOR MARKET ANALYSIS & OVERVIEW

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. More information is provided below.

Data Sources and Calculations

This report uses state data from the California Labor Market Information Department and the U.S. Department of Labor. The report contains labor market information on occupations and wages in the Alameda County region. Occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Emsi is a labor market company that provides extensive data on regional economic and workforce activity. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

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 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 1: 2020 Jobs of Promising Occupations

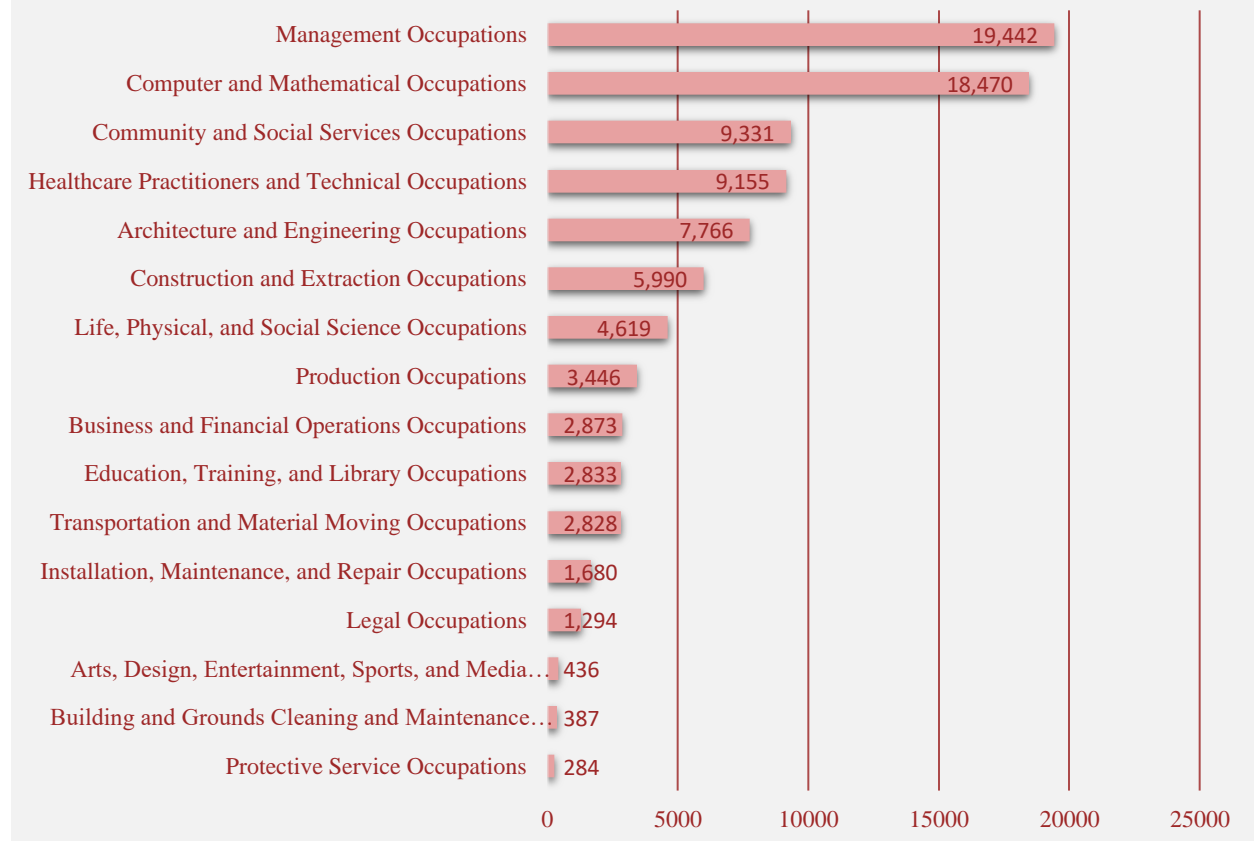


Chart 2: Average Annual Openings of Promising Occupations

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%).

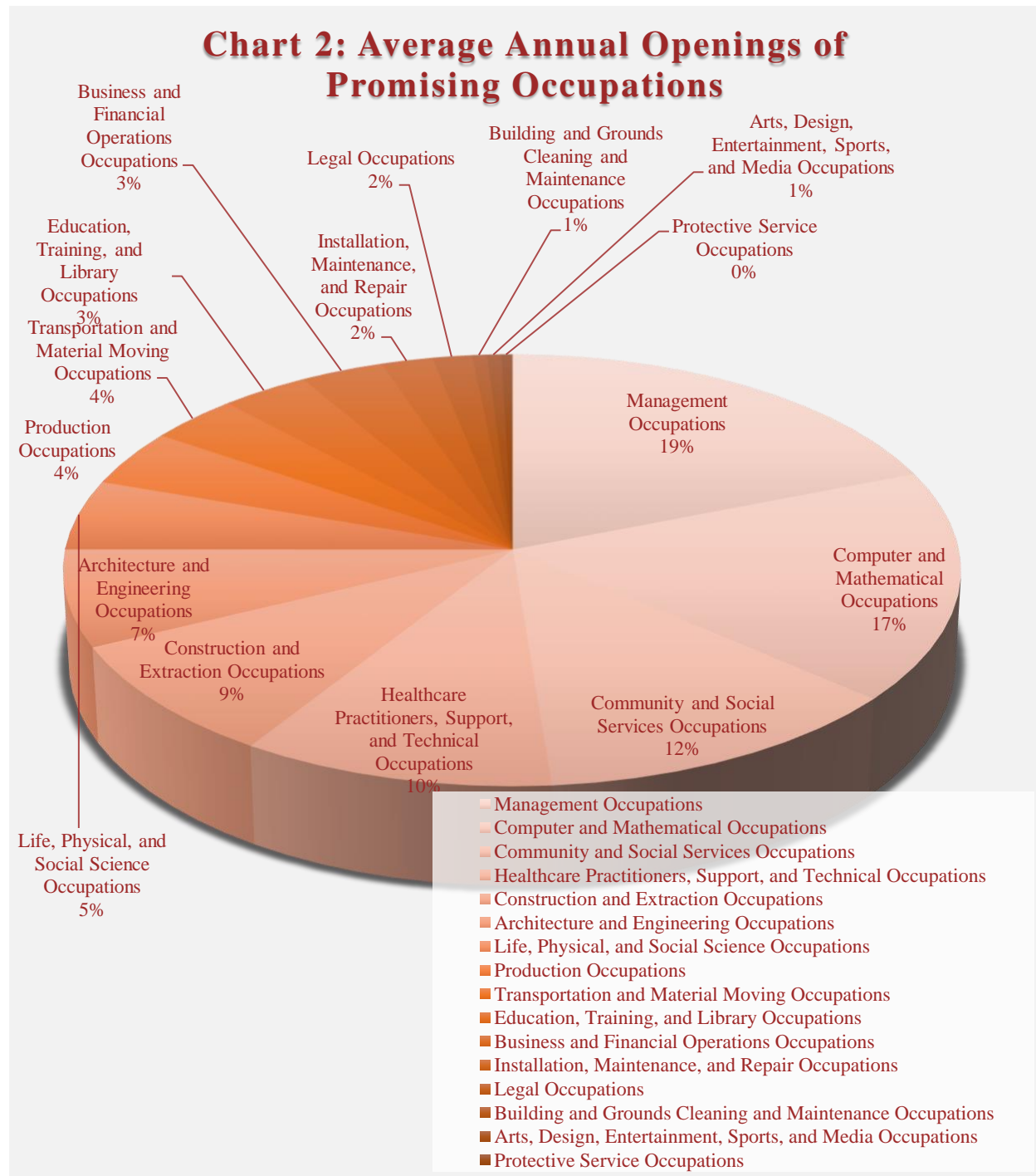
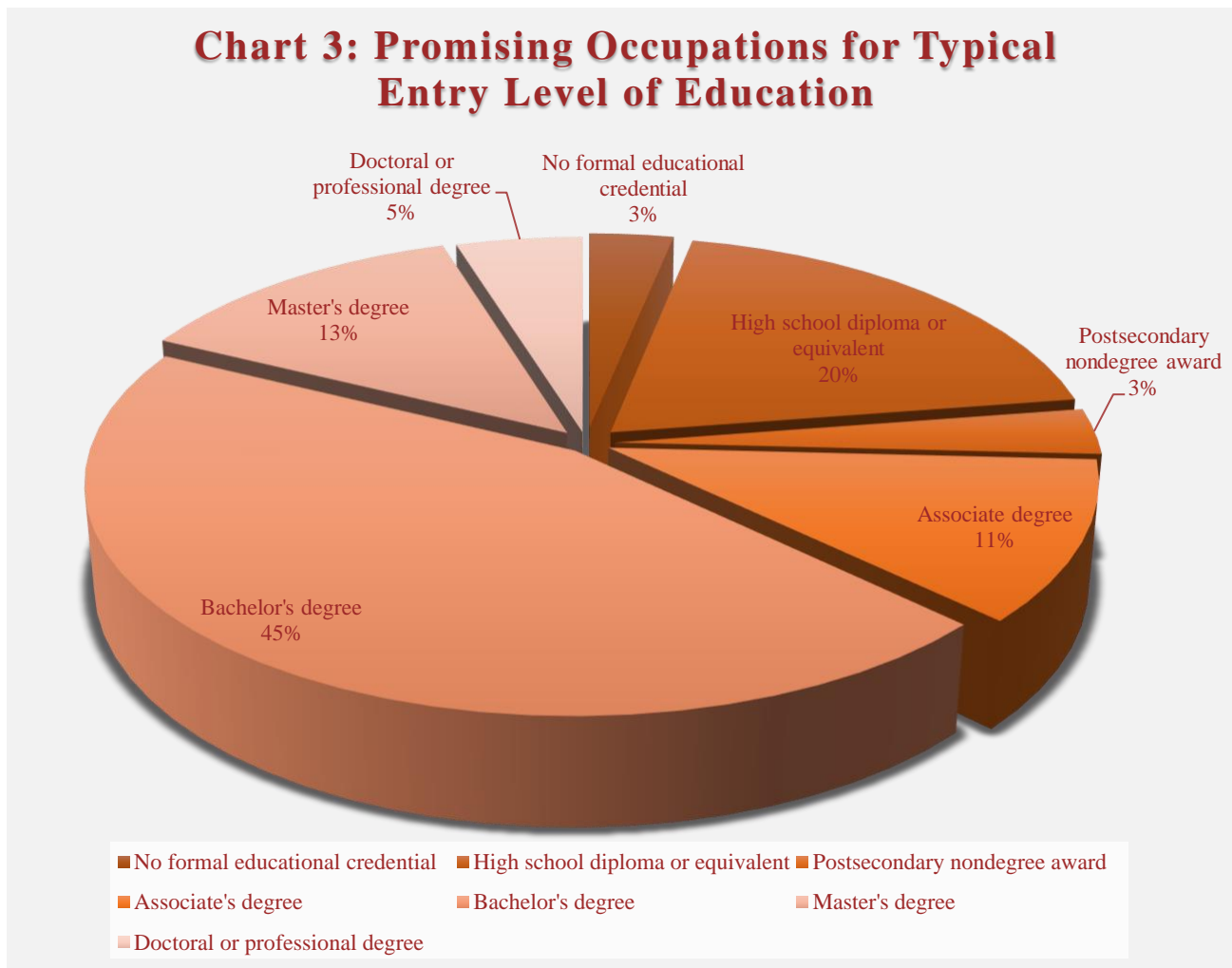


Chart 3: Promising Occupations for Typical Entry Level of Education

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."



Analysis of All Occupations

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).

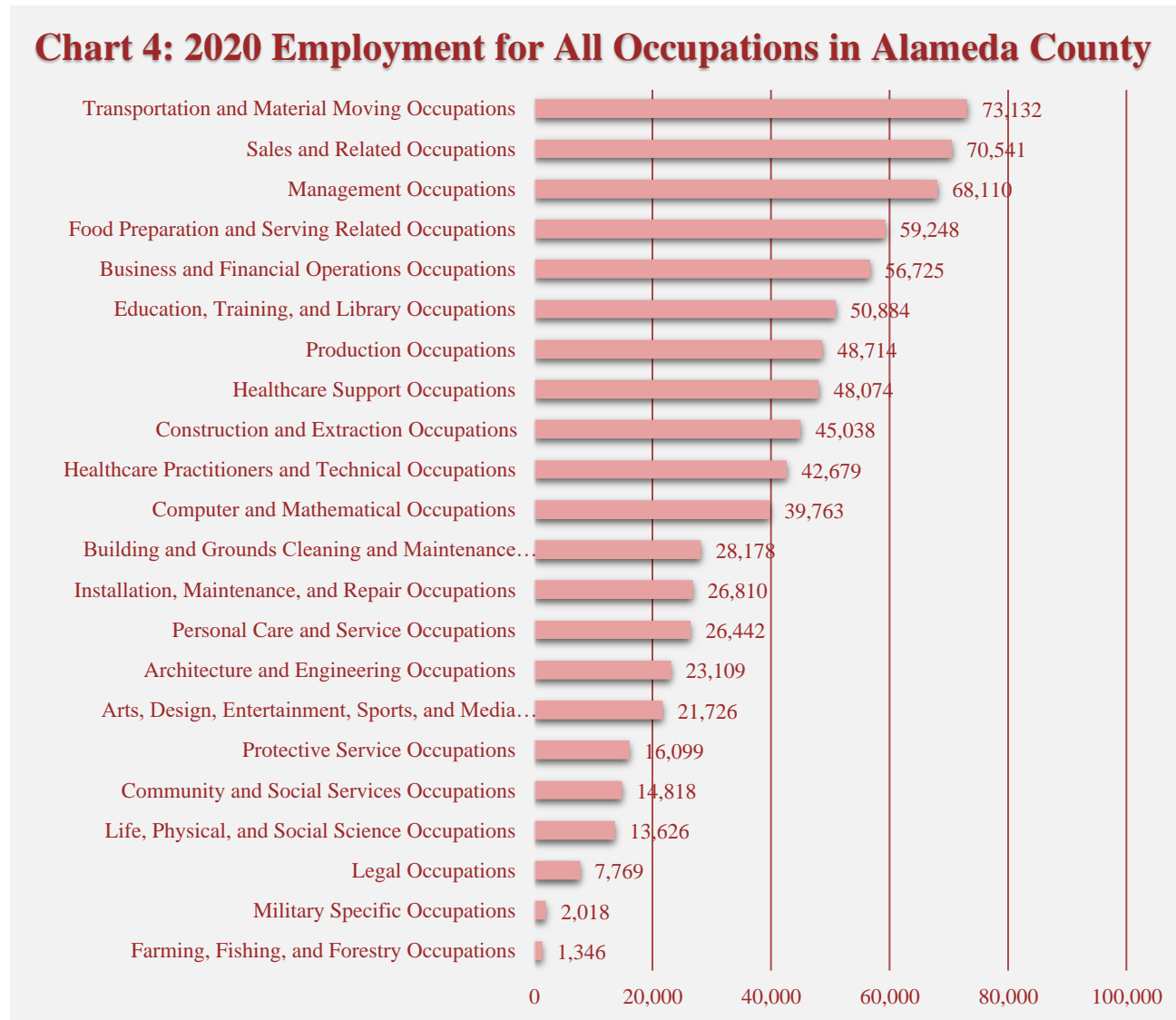


Chart 5: All Occupations Average 2018-2023 Percent Change

Chart five shows the average change of all occupations from 2018-2023. Most occupational areas are seeing growth. The top three occupations with the greatest positive change were farming, fishing, and forestry occupations (14.92%); building and grounds cleaning and maintenance occupations (14.29%); and life, physical, and social science occupations (13.49%). Four occupations had the greatest negative change at -9.81% (sales and related occupations), -6.74% (office and administrative support occupations), -6.49% (food preparation and serving related occupations), and -6.45% (personal care and service occupations). However, readers should consider that occupations with low total occupations such as farming, fishing, and forestry, are more easily impacted by increases and decreases of new occupations.

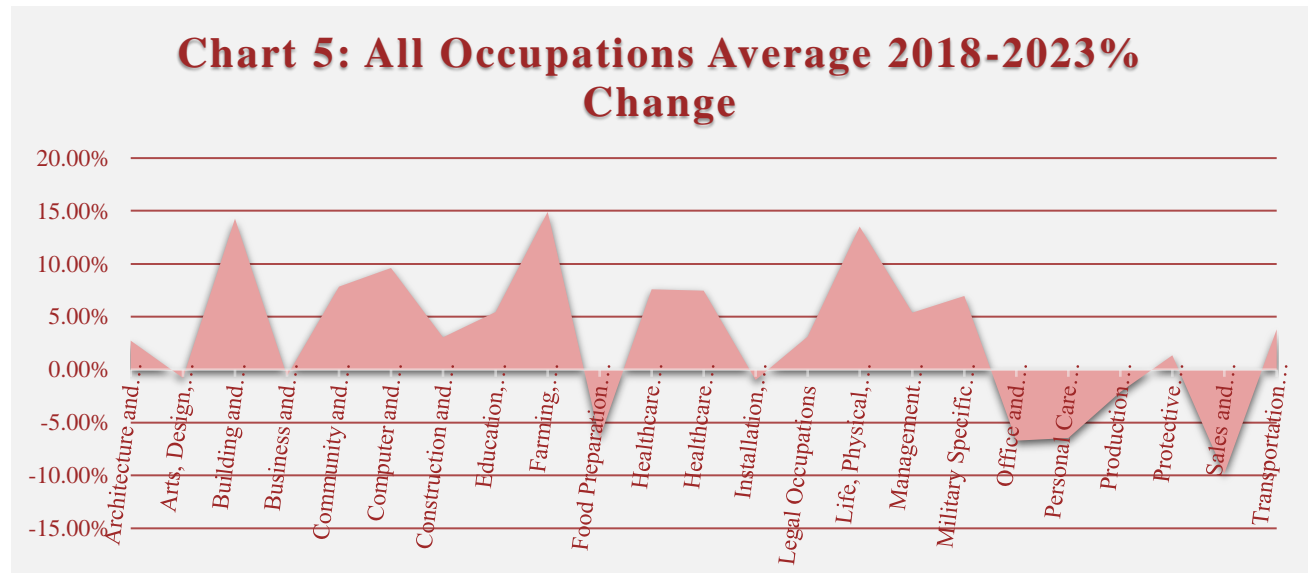


Table 1: All Occupations Average 2018-2023 Percent Change

SOC Cluster	Total
Architecture and Engineering Occupations	2.76%
Arts, Design, Entertainment, Sports, and Media Occupations	-0.78%
Building and Grounds Cleaning and Maintenance Occupations	14.29%
Business and Financial Operations Occupations	-0.61%
Community and Social Services Occupations	7.87%
Computer and Mathematical Occupations	9.59%
Construction and Extraction Occupations	3.05%
Education, Training, and Library Occupations	5.46%
Farming, Fishing, and Forestry Occupations	14.92%
Food Preparation and Serving Related Occupations	-6.49%
Healthcare Practitioners and Technical Occupations	7.60%
Healthcare Support Occupations	7.47%
Installation, Maintenance, and Repair Occupations	-0.98%
Legal Occupations	3.10%
Life, Physical, and Social Science Occupations	13.49%
Management Occupations	5.42%
Military Specific Occupations	6.97%

SOC Cluster	Total
Office and Administrative Support Occupations	-6.74%
Personal Care and Service Occupations	-6.45%
Production Occupations	-2.10%
Protective Service Occupations	1.35%
Sales and Related Occupations	-9.81%
Transportation and Material Moving Occupations	3.82%
Unclassified Occupations	0.00%

Chart 6: 2020 Employment for \$19 Median Wage in Alameda County

Chart six considers employment for occupations with a \$19+ median hourly wage in Alameda County. Management occupations had the greatest number of occupations with a \$19 median hourly wage at 68,110, followed by office and administrative support occupations (63,496), and business and financial operations occupations (56,725). Alternatively, farming, fishing, and forestry occupations had the lowest number of employments for occupations with at least a \$19 median hourly wage at only 215.

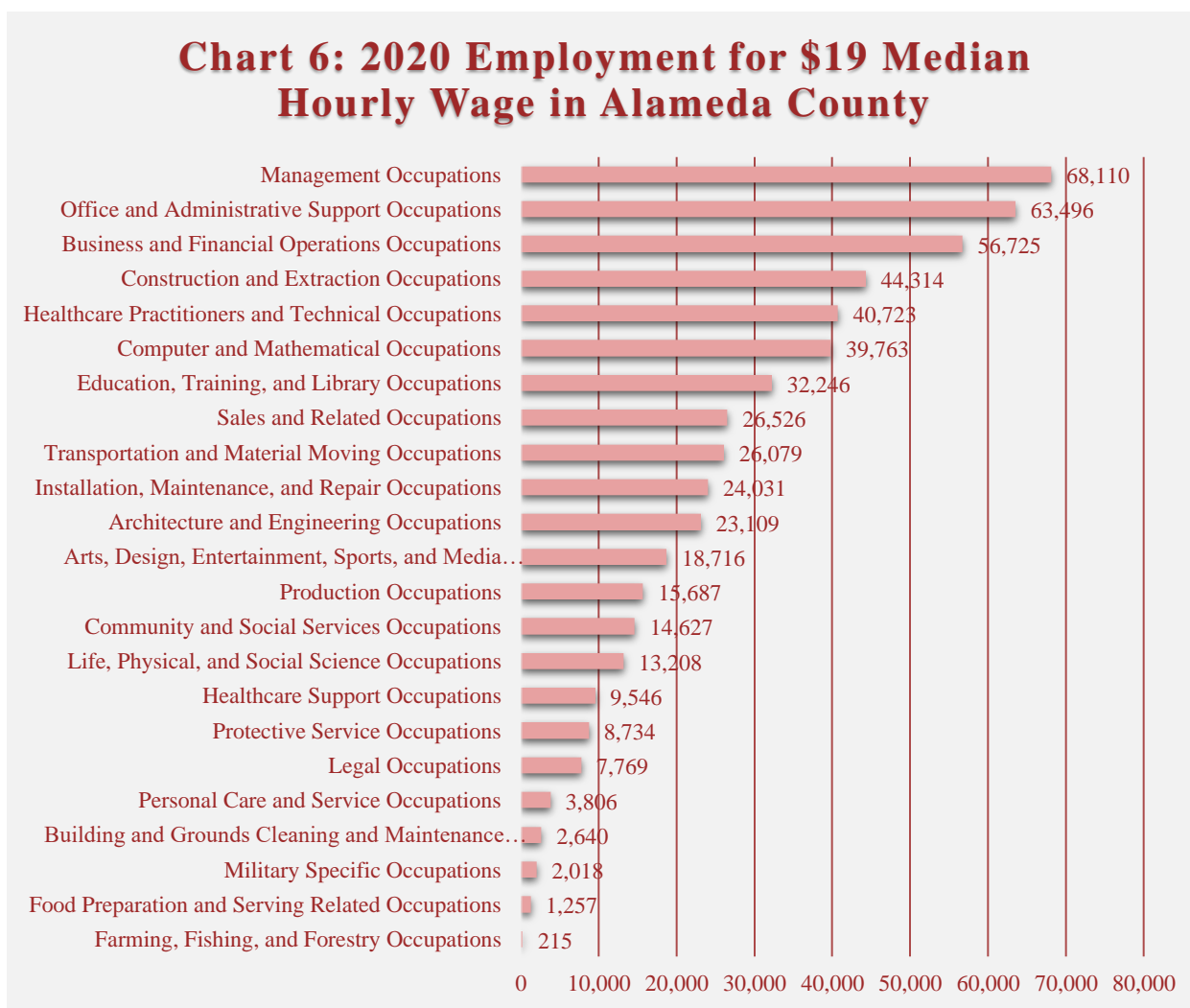


Chart 7: \$19 Median Wage Occupations Average of 2018-2023 Percent Change

Chart seven provides data on the average 2018-2023 percent change of occupations with median hourly wages of \$19. Building and grounds cleaning and maintenance occupations had the greatest positive change at 13.72%. Personal care and service occupations had the greatest negative change at -14.74%.

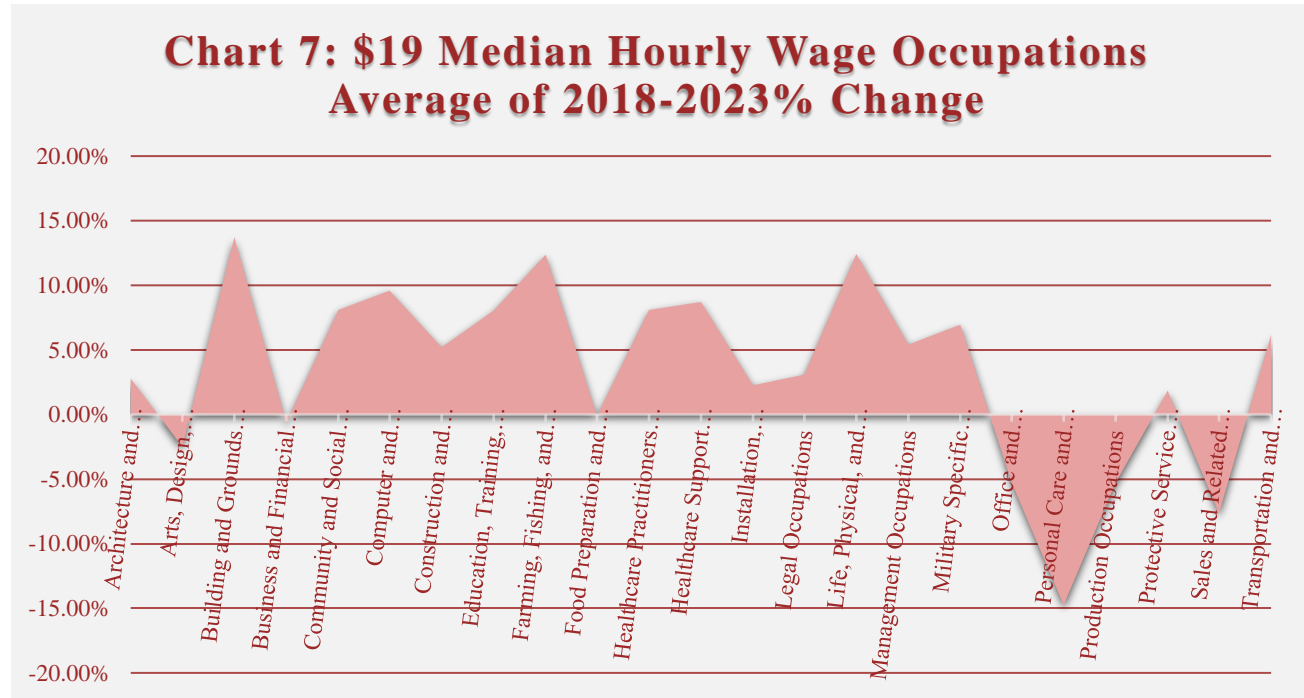


Table 2: \$19 Median Wage Occupations Average of 2018-2023 Percent Change

SOC Cluster	Total
Architecture and Engineering Occupations	2.76%
Arts, Design, Entertainment, Sports, and Media Occupations	-2.47%
Building and Grounds Cleaning and Maintenance Occupations	13.72%
Business and Financial Operations Occupations	-0.63%
Community and Social Services Occupations	8.10%
Computer and Mathematical Occupations	9.59%
Construction and Extraction Occupations	5.20%
Education, Training, and Library Occupations	8.04%
Farming, Fishing, and Forestry Occupations	12.39%
Food Preparation and Serving Related Occupations	-0.10%
Healthcare Practitioners and Technical Occupations	8.11%
Healthcare Support Occupations	8.71%
Installation, Maintenance, and Repair Occupations	2.24%
Legal Occupations	3.10%
Life, Physical, and Social Science Occupations	12.45%
Management Occupations	5.42%
Military Specific Occupations	6.97%

SOC Cluster	Total
Office and Administrative Support Occupations	-5.28%
Personal Care and Service Occupations	-14.74%
Production Occupations	-5.29%
Protective Service Occupations	1.86%
Sales and Related Occupations	-7.64%
Transportation and Material Moving Occupations	6.20%

Chart 8: 2020 Employment Occupations with \$19+ Hourly Entry Level Wage in Alameda County

Chart eight examines 2020 employment of occupations with entry level wages of at least \$19. Management occupations (59,518), business and financial operations occupations (44,343), and computer and mathematical occupations (38,012) had the greatest number of employments. Alternatively, farming, fishing, and forestry occupations (23); healthcare support occupations (59); and arts, design, entertainment, sports, and media occupations (877) had the least number of employments with less than 1,000.

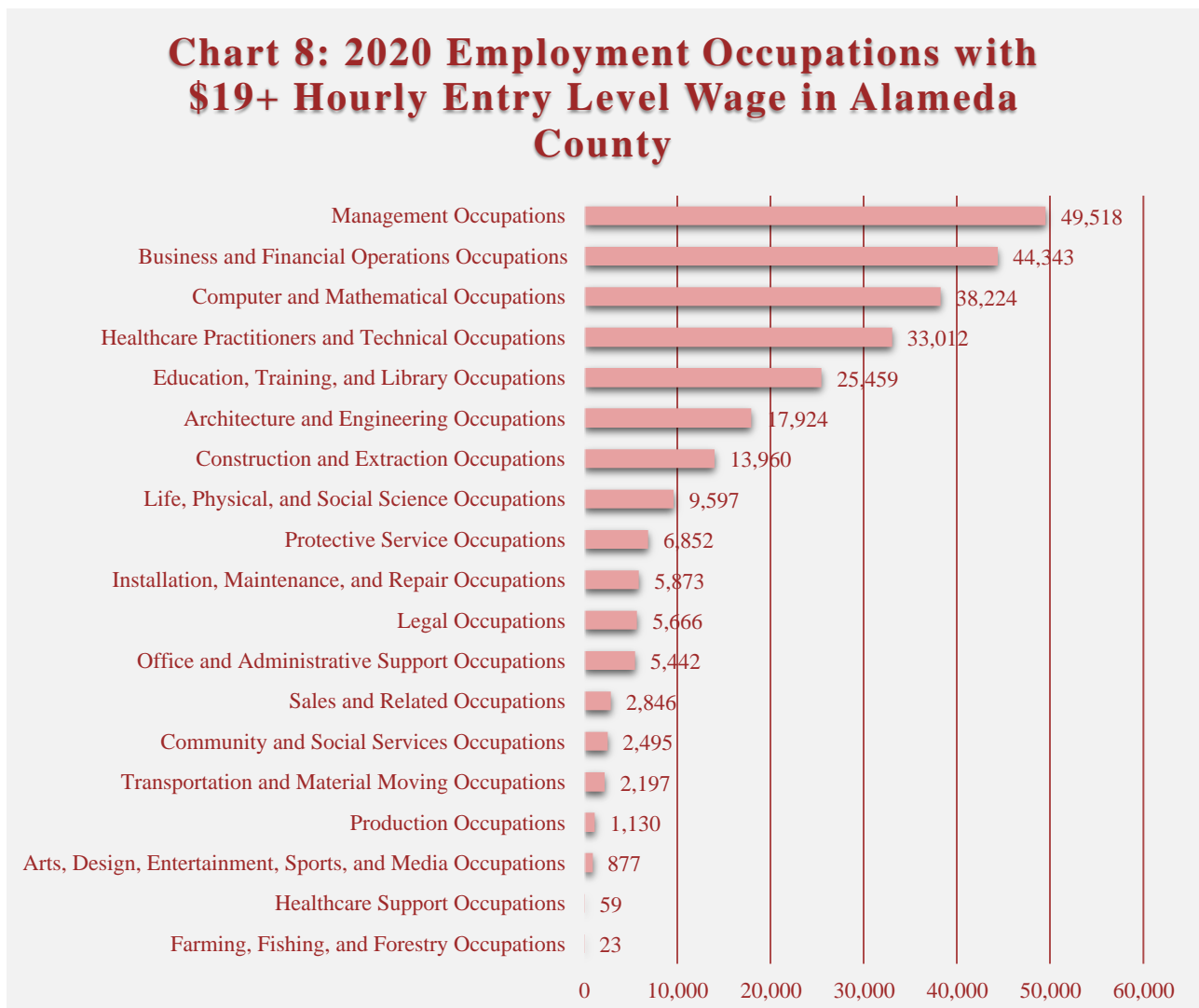


Chart 9: Average of 2018-2023 Percent Change for \$19+ Hourly Entry Level Occupations in Alameda County

Chart nine examines the average 2018-2023 percent change of entry level occupations with wages of at least \$19 an hour. Healthcare and support occupations had the greatest average change at 66.13%, followed by transportation and material moving occupations at 23.21%. However, sales and related occupations (-9.48%) and production occupations (-5.66%) experienced the greatest negative change.

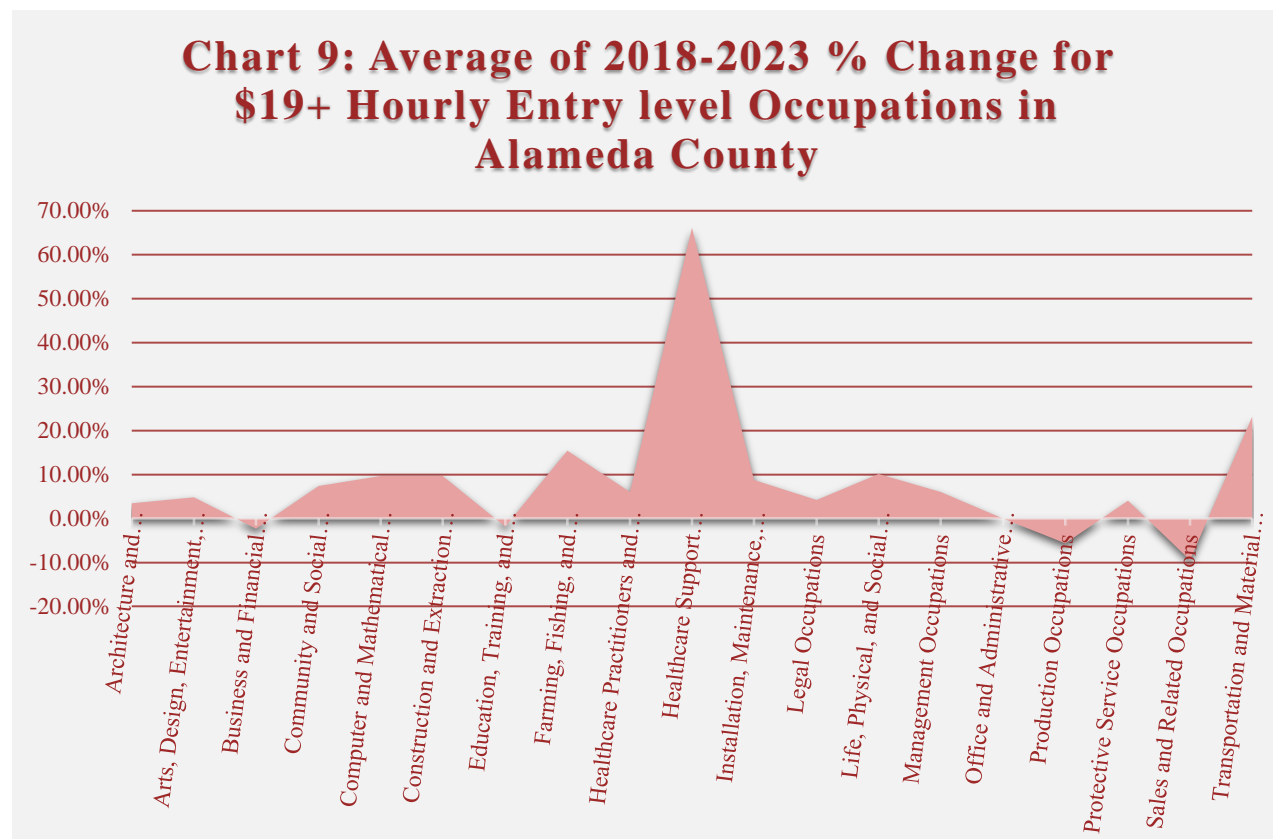


Table 3: Average of 2018-2023 Percent Change for \$19+ Hourly Entry Level Occupations in Alameda County

SOC Cluster	Total
Architecture and Engineering Occupations	3.46%
Arts, Design, Entertainment, Sports, and Media Occupations	4.84%
Business and Financial Operations Occupations	-2.38%
Community and Social Services Occupations	7.40%
Computer and Mathematical Occupations	9.66%
Construction and Extraction Occupations	9.68%
Education, Training, and Library Occupations	-1.90%
Farming, Fishing, and Forestry Occupations	15.45%
Healthcare Practitioners and Technical Occupations	5.94%
Healthcare Support Occupations	66.13%
Installation, Maintenance, and Repair Occupations	8.77%

SOC Cluster	Total
Legal Occupations	4.13%
Life, Physical, and Social Science Occupations	10.17%
Management Occupations	5.97%
Office and Administrative Support Occupations	-0.03%
Production Occupations	-5.66%
Protective Service Occupations	4.06%
Sales and Related Occupations	-9.48%
Transportation and Material Moving Occupations	23.21%

GOALS, STRATEGIES, & PERFORMANCE MEASURES

Goal 1: Student Support for Workforce Preparation

Ensure Las Positas College (LPC) students gain the knowledge, skills, and experiences necessary for career readiness and excel in a dynamic, 21st century labor market.

Goal 1 Strategies:

- i. Increase the number of students with technical and professional skills and industry recognized certifications.
- ii. Analyze student perspectives and increase their participation in campus workforce planning activities.
- iii. Develop a greater number of appropriate work-based learning opportunities in high-demand industries that students can participate in.
- iv. Expose students to relevant and current technology tools that are used by industry professionals.
- v. Design and scale opportunities for students to mentor at local middle and high schools to contribute to the community.
- vi. Prepare students to articulate the skills and experiences they gained at LPC.
- vii. Design first year experiences that onboard students with various career pathway opportunities.
- viii. Increase awareness of campus career resources and incentivize students to participate in career readiness workshops and trainings.

Goal 1: Potential Performance Indicators

- student satisfaction rate (work-based learning experience and opportunities, job placement, etc.)
- degrees and certificates awarded in high-demand industries
- Student participation in campus career readiness activities (i.e., resume and interview workshops, etc.)
- student participation in work-based learning activities
- graduate employment

Goal 2: Partnership Development

Increase collaboration and deepen partnerships with workforce partners that better serve local, regional, national, and global workforce needs and expand resources for workforce programs that benefit career-readiness goals.

Goal 2 Strategies:

- i. Engage industry partners in developing high-demand certificates and other programs that lead directly to employment.
- ii. Increase outreach to employers and increase the number of employers who are mentoring students, teaching them skills, and actively engaged in campus career-readiness activities.
- iii. Design a clear and efficient process for developing short-term programs for job seekers that develop skills for them to quickly reenter the workforce.
- iv. Increase collaboration with the publicly funded workforce system and college staff that goes beyond Tri-Valley Career Center.
- v. Develop an active role in workforce board committees and subcommittees, such as the systems and strategies committee, youth committee, or organizational effectiveness committee.
- vi. Scale specific industry-driven programs such as the Vets to Tech program.
- vii. Develop partnerships with public sector organizations to place students in work-based learning opportunities (local and state governments, law enforcement, public works, etc.).
- viii. Increase funding for career-readiness workforce activities.

Goal 2: Potential Performance Indicators

- employer satisfaction with graduates/trainees
- number of formalized community partnerships
- number of internship opportunities for students
- growth of certificate and degree programs in high-demand industries
- Las Positas College goals and strategies reflected in other workforce plans (i.e., WIOA Plans)
- new funding opportunities for workforce activities

Goal 3: Institutional Alignment

Ensure economic and workforce efforts are consistent with institutional vision and values, aligned to labor-market data, and improve workforce goals.

Goal 3 Strategies:

- i. Review institutional roadblocks that reduce student success in career pathways (such as arbitrary prerequisites).
- ii. Develop a process to regularly review labor market data with workforce boards and employers.
- iii. Design and promote certificate and two-year programs that are aligned to regional labor market needs.
- iv. Phase out certificate and short-term programs that are not aligned to labor market needs or lead to poverty wages.
- v. Coordinate student connection to supportive services.
- vi. Increase the use of relevant industry technology in classrooms.
- vii. Increase opportunities for residents and students to develop digital literacy skills.
- viii. Evaluate effectiveness of online learning during COVID-19 and consider expanding distance learning education beyond the geographic area.
- ix. Account for changing student demographics, which includes significant increase in younger students and immigrant students.
- x. Increase opportunities for faculty and departments to collaborate on college workforce efforts to increase awareness and reduce silos.
- xi. Promote and scale programs and strategies that reduce racial inequities.

Goal 3: Potential Performance Indicators

- percent of faculty incorporating career readiness goals in classrooms
- percent of certificates and degrees aligned to high-growth, high-demand industries
- professional development opportunities for faculty to engage with industry
- workforce student outcomes by demographics
- student satisfaction with campus climate

Goal 4: Community Outreach

Improve perception of community college amongst students and the community by increasing awareness of LPC's economic and workforce priorities and activities through strategic outreach.

Goal 4 Strategies:

- i. Collaborate with students to design targeted student messaging on workforce opportunities.
- ii. Collaborate with industry to design messaging that resonates with employers.
- iii. Increase awareness of supportive services and programs at LPC such as support specialists, disability center, and childcare services.
- iv. Leverage diverse communication tools and mediums such as social media and on-campus events to connect with students.
- v. Design programs with local elementary, middle, and high schools to increase LPC's presence with future students.
- vi. Showcase diversity and community with employers on different levels.
- vii. Re-engage students with some college credit but who did not complete a program from LPC from the last five years.
- viii. Emphasize community college program quality and student success in four-year matriculation and employment to community.
- ix. Engage nontraditional populations (single mothers, etc.) in diverse community settings and community events.
- x. Increase the number of relevant on-campus events and activities where community members have opportunities to be on campus.

Goal 4: Potential Performance Indicators

- community satisfaction rates
- student satisfaction rates
- number of formalized community partnerships
- student engagement with workforce campus social media platforms

PRIORITY RECOMMENDATIONS

Although the goals, strategies, and performance measures section includes important and timely insights and guidance for Las Positas College to implement as part of the overall economic and workforce strategic plan, there are key, concrete recommendations that are identified to operationalize the strategic plan and improve Las Positas College's economic and workforce ecosystem. These recommendations are explored below.

1. Hire a full-time employer engagement director.

Las Positas College should consider hiring a full-time employer engagement director at the college whose primary role should be to engage meaningfully with industry. Ideally, this individual should have experience working with industry professionals and can communicate well with employers, labor, and workforce boards. This individual should identify and attend relevant meetings of industry professionals such as local chamber of commerce meetings, industry roundtables, and workforce board meetings with the explicit goal of maintaining partnerships and building new ones. The employer engagement director should play a key role in helping employers navigate the college ecosystem. Thus, this individual should also feel comfortable interacting with faculty and staff and build internal relationships and knowledge across various campus departments and programs.

Moreover, the employer engagement director should consider challenges to economic and workforce development at Las Positas College and help lead the design of systems and processes to mitigate those challenges. Thus, the duties and responsibilities of this role will vary from a career service center role, where the primary duties and responsibilities are working directly with students on preparing for career after college and working with employers to place students in jobs. For example, the director may consider issues such as skills and competencies employers are looking for, awareness of campus programs and contacts, and alignment and engagement in the development of other regional workforce plans at the county, regional, and state level. Furthermore, the director may also consider strategic, structured, and informal opportunities for faculty to engage with employers through designing faculty externships at industry or recruiting employers to support and engage in curriculum alignment and new program designs.

2. Invest in a strategic, targeted, and expansive outreach and marketing strategy.

Las Positas College needs to invest in an extensive and comprehensive marketing and outreach strategy. Lack of awareness of Las Positas College programs and services is a consistent theme in interviewing stakeholders. When considering the rapidly changing demographic landscape of the surrounding areas of Las Positas College and significant changes in the labor market due to changing technology and COVID-19, it is critical that Las Positas College is not only implementing strategies and programs that add value for students and the community, but that community members, students, and industry professionals are aware of these strategies and programs.

For example, according to the Las Positas Educational Master Plan (2021-2026), Asians were the least likely to attend community college but showed the greatest growth in cities that surround Las Positas College. If the college is not intentional in reaching out to this

population, being clear on what they have to offer (e.g., affordability and ease of transfer), and the value of their institution, Las Positas College may experience decreased enrollment and interest from this population. Similarly, if employers are unaware of the programs offered at Las Positas College and the institution's ability to design new and relevant programs in high-demand, high-growth industries, employers may be less likely to partner with the college, which results in decreased opportunities (e.g., work-based learning) for student and community success.

3. Map and evaluate certificate and degree programs and Guided Pathways meta-majors for labor market relevancy and demand.

Las Positas College operates in a dynamic and competitive labor market region. COVID-19 adds additional disruption to the region's economy. Las Positas College should conduct a comprehensive mapping and evaluation of its certificate and degree programs. Mapping and evaluating its certificate and degree programs will ensure that the college is preparing students for meaningful and relevant opportunities that results in a high quality of life. This analysis will also ensure that the institution is making sound investments with limited resources while also situating the college in a stronger position to connect with partners and employers.

The mapping and analysis should evaluate all of the institution's certificate and degree programs and Guided Pathways meta majors for alignment with in-demand industries and occupations, and possibly other supply and demand data with cities, workforce boards, and the comprehensive local needs assessment. To support this work WestEd has developed a set of publicly available Opportunity Maps that identify labor market connections, pathways to living wage jobs, and underlying workforce competencies for all the most common meta majors in each region of the state. These resources could be used to inform faculty conversations around helping students in any major or program by reinforcing occupational skills related to what there are learning in their courses. It could also strengthen a common understanding among leadership, faculty, and staff at the college of the college's critical role in career development for all its students in all programs.

This analysis may even consider program enrollment patterns and trends. For example, given that management and computer and mathematical occupations are nearly 40 percent of promising occupations in Alameda County, it would be important to ensure there are relevant certificates and degree programs at the institution to meet those occupational needs. As Las Positas College goes through the process of mapping and aligning its certificate and program offerings, new questions will emerge that the college can explore to reposition itself in a dynamic labor market.

4. Increase work-based learning opportunities for students.

Las Positas College needs to invest in and make an intentional approach to increasing work-based learning opportunities for students. Employers are increasingly and consistently calling for prospective hires to have important technical and professional skills. Industry professionals and labor market analysis show that individuals need foundational technical skills such as basic arithmetic and comfort with technology or learning new technology. However, professional skills (often referred to as soft skills) are clear priorities of industry professionals for prospective hires. The top professional skills

revealed during interviews and other analysis are critical thinking or problem solving, teamwork, communication, adaptability/resourcefulness, and coachability.

Work-based learning provides students the best opportunities to develop technical and professional skills that align with labor market needs. In fact, employers often call for institutions to de-emphasize traditional classroom academic work and create greater balance with theory and practical work-based learning experience. Las Positas College can set work-based learning goals and invest in increasing work-based learning opportunities for all students. This investment benefits students by providing them early exposure to careers they may pursue without realizing what the career entails, but also provide them tangible networks and experience to develop the marketable skills that industry values. Additionally, this investment in work-based learning should consider challenges and opportunities to employer engagement at Las Positas College. This investment should also consider challenges and opportunities to increase collaboration with faculty, particularly those who are successful at infusing work-based learning in their curriculum, so that faculty are in stronger positions to optimize programs so that graduates leave with as much hands-on experience as possible.

FRAMEWORKS INFORMING THE ECONOMIC & WORKFORCE STRATEGIC PLAN

The Las Positas College Economic & Workforce Strategic Plan is informed by many frameworks, policies, and plans. A comprehensive review of these frameworks and plans was considered to ensure institutional alignment across efforts.

A. College Mission, Vision, and Values Statements

An understanding of Las Positas College’s vision, mission, and values was assessed to inform the economic and workforce plan. These statements were examined with a lens towards workforce and economic priorities. Additionally, focus groups were conducted to align workforce goals and strategies with the stated mission, vision, and values.

B. Economic Analysis and Profile

The Economic Analysis and Profile was created by analyzing and synthesizing labor market insights of the region. This included census data and data pulls from Emsi that considered job posting analytics from jobs scraped from the internet that were matched with SOC codes used to understand the top hiring employers and in-demand skills per Sector Cluster, occupation data for years 2018-2023 to assess average annual job openings (including all worker types and self-employed), and other industry data.

C. Industry & Workforce Stakeholder Interviews & Focus Group

Data-driven insights and gaps that industry and workforce partners believe exist within the region’s education to workforce ecosystem were assessed by interviewing diverse stakeholders. Interview questions were designed to assess employer insights into key concepts that are critical to build a coherent strategic plan. Interviews assessed workforce vision and priorities, industry insights, opportunities, and challenges to developing a skilled workforce, and LPC’s ecosystem for workforce partnerships. The interviews and analysis were crucial to informing LPC’s strategic plan.

D. Las Positas Educational Master Plan Review (2015-2020) and (2021-2026)

Las Positas College’s Educational Master Plan articulates the college’s goals and strategies for the next five years. The Master Plan included input from a diverse set of stakeholders as well as insights from various plans, reports, and data. The five goals articulated in the Master Plan are Educational Excellence, Community Collaboration, Supportive Organizational Resources, Organizational Effectiveness, and Equity and Anti-Racism. WestEd analyzed both of LPC’s recent plans and considered key goals, strategies, and priorities of the college to inform the economic and workforce plan to ensure alignment with the overall institution.

E. Chabot-Las Positas Perkins V Comprehensive Local Needs Assessment (CLNA)

The Perkins V Comprehensive Local Needs Assessment (CLNA) aligns with the requirements of the Carl D. Perkins Act (Perkins V) and ensures Perkins funded programs align to local, state, and regional in-demand industries, occupations, and educational and workforce goals. The CLNA also considers obstacles that may reduce students’ chance of success from secondary to postsecondary education based on

extensive stakeholder feedback. A review of the Chabot-Las Positas Perkins V plan was conducted to inform components of the LPC Economic and Workforce Strategic Plan.

F. 2019-2020 Student Equity Plan

The Student Equity Plan outlines equity goals and metrics for students consistent with the California Community College Chancellor’s Office Student Success Metrics. The Student Equity Plan articulated goals and metrics that will ensure all students, regardless of their background (i.e., race, gender, age, disability, or economic circumstances) are on pathways to success. Student equity populations are disproportionately impacted in areas of access, retention, transfer, completion, and credits earned. A robust economic and workforce plan for the college will also work to reduce inequities post completion or credits earned in the labor market in areas such as employment and wages, which disproportionately negatively impact student equity populations.

APPENDIX

Special Note

WestEd prepared this report for use by Las Positas College. It is not designed or intended for broad public dissemination.

About WestEd

WestEd is a preeminent educational research, development, and service organization and has been a leader in moving research into practice. WestEd works at the intersection of research, policy, and practice to provide evidence-based solutions, superior service, and resources that will sustain continuous success. WestEd is a leader in moving research into practice by conducting research and development programs, projects, and evaluations; by providing training and technical assistance; and by working with workforce and education stakeholders at the national, state, and local levels to carry out large-scale workforce, education, and innovative change and improvement efforts.

The Postsecondary Education and Workforce Development Group at WestEd strengthens the role of higher education, workforce, and economic development programs to improve student access and outcomes in higher education and increase economic mobility for low-income families and communities. Our work includes:

- **data tools and analysis** for adult education, K14 pathways, higher education, and workforce development
- **pathway development & planning** to connect K12, higher ed, adult ed, and workforce programs to regional systems
- assistance for colleges with implementation of **Guided Pathways and systems that increase student equity** and outcomes
- **labor market and economic analysis** to support local and regional program and pathway systems
- **campus Economic and Workforce Strategic Plans** that guide institutional workforce planning
- **Professional Development** on the use of data to increase educational success and economic mobility

Promising Occupations

SOC	SOC 2 Digit	SOC Cluster	Description	2020 Jobs	Avg. Annual Openings	2018 - 2023 % Change	Median Hourly Earnings	Typical Entry Level Education
11-2031	11	Management Occupations	Public Relations and Fundraising Managers	720	70	10%	\$56.30	Bachelor's degree
11-3021	11	Management Occupations	Computer and Information Systems Managers	5,238	465	14%	\$81.74	Bachelor's degree
11-3031	11	Management Occupations	Financial Managers	4,887	407	10%	\$71.08	Bachelor's degree
11-9021	11	Management Occupations	Construction Managers	2,495	204	10%	\$48.78	Bachelor's degree
11-9111	11	Management Occupations	Medical and Health Services Managers	2,218	247	23%	\$60.08	Bachelor's degree
11-9121	11	Management Occupations	Natural Sciences Managers	1,375	145	32%	\$81.79	Bachelor's degree
11-9151	11	Management Occupations	Social and Community Service Managers	2,509	268	20%	\$32.49	Bachelor's degree
13-1081	13	Business and Financial Operations Occupations	Logisticians	1,438	154	13%	\$35.52	Bachelor's degree
13-1131	13	Business and Financial Operations Occupations	Fundraisers	739	86	13%	\$32.05	Bachelor's degree
13-1141	13	Business and Financial Operations Occupations	Compensation, Benefits, and Job Analysis Specialists	696	73	11%	\$33.75	Bachelor's degree
15-1212	15	Computer and Mathematical Occupations	Information Security Analysts	551	61	26%	\$51.74	Bachelor's degree
15-1221	15	Computer and Mathematical Occupations	Computer and Information Research Scientists	724	69	13%	\$61.78	Master's degree
15-1245	15	Computer and Mathematical Occupations	Database Administrators and Architects	910	89	23%	\$44.39	Bachelor's degree
15-1256	15	Computer and Mathematical Occupations	Software Developers and Software Quality Assurance Analysts and Testers	15,087	1,309	14%	\$60.81	Bachelor's degree

SOC	SOC 2 Digit	SOC Cluster	Description	2020 Jobs	Avg. Annual Openings	2018 - 2023 % Change	Median Hourly Earnings	Typical Entry Level Education
15-2031	15	Computer and Mathematical Occupations	Operations Research Analysts	632	52	10%	\$50.05	Bachelor's degree
15-2041	15	Computer and Mathematical Occupations	Statisticians	566	63	24%	\$54.66	Master's degree
17-2061	17	Architecture and Engineering Occupations	Computer Hardware Engineers	1,147	97	11%	\$51.80	Bachelor's degree
17-2112	17	Architecture and Engineering Occupations	Industrial Engineers	1,511	137	17%	\$47.91	Bachelor's degree
17-2141	17	Architecture and Engineering Occupations	Mechanical Engineers	1,696	131	11%	\$53.92	Bachelor's degree
17-2199	17	Architecture and Engineering Occupations	Engineers, All Other	2,063	165	13%	\$49.19	Bachelor's degree
17-3026	17	Architecture and Engineering Occupations	Industrial Engineering Technologists and Technicians	716	92	39%	\$27.25	Associate degree
17-3098	17	Architecture and Engineering Occupations	Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	632	65	12%	\$31.12	Associate degree
19-1021	19	Life, Physical, and Social Science Occupations	Biochemists and Biophysicists	738	83	21%	\$49.00	Doctoral or professional degree
19-2041	19	Life, Physical, and Social Science Occupations	Environmental Scientists and Specialists, Including Health	969	109	14%	\$46.74	Bachelor's degree
19-3031	19	Life, Physical, and Social Science Occupations	Clinical, Counseling, and School Psychologists	1,204	103	16%	\$46.17	Doctoral or professional degree
19-3039	19	Life, Physical, and Social Science Occupations	Psychologists, All Other	693	61	17%	\$46.71	Master's degree

SOC	SOC 2 Digit	SOC Cluster	Description	2020 Jobs	Avg. Annual Openings	2018 - 2023 % Change	Median Hourly Earnings	Typical Entry Level Education
19-4042	19	Life, Physical, and Social Science Occupations	Environmental Science and Protection Technicians, Including Health	337	45	11%	\$21.99	Associate degree
19-4099	19	Life, Physical, and Social Science Occupations	Life, Physical, and Social Science Technicians, All Other	678	99	26%	\$24.77	Associate degree
21-1013	21	Community and Social Services Occupations	Marriage and Family Therapists	997	128	26%	\$28.62	Master's degree
21-1018	21	Community and Social Services Occupations	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	1,812	232	23%	\$26.06	Bachelor's degree
21-1021	21	Community and Social Services Occupations	Child, Family, and School Social Workers	1,402	159	15%	\$24.82	Bachelor's degree
21-1022	21	Community and Social Services Occupations	Healthcare Social Workers	985	112	10%	\$41.92	Master's degree
21-1029	21	Community and Social Services Occupations	Social Workers, All Other	634	65	10%	\$38.83	Bachelor's degree
21-1093	21	Community and Social Services Occupations	Social and Human Service Assistants	2,438	336	14%	\$21.74	High school diploma or equivalent
21-1099	21	Community and Social Services Occupations	Community and Social Service Specialists, All Other	1,063	144	27%	\$25.29	Bachelor's degree
23-2011	23	Legal Occupations	Paralegals and Legal Assistants	1,294	149	10%	\$29.19	Associate degree
25-2052	25	Education, Training, and Library Occupations	Special Education Teachers, Kindergarten and Elementary School	642	61	15%	\$34.51	Bachelor's degree
25-3011	25	Education, Training, and	Adult Basic Education, Adult	580	86	25%	\$38.88	Bachelor's degree

SOC	SOC 2 Digit	SOC Cluster	Description	2020 Jobs	Avg. Annual Openings	2018 - 2023 % Change	Median Hourly Earnings	Typical Entry Level Education
		Library Occupations	Secondary Education, and English as a Second Language Instructors					
25-9099	25	Education, Training, and Library Occupations	Educational Instruction and Library Workers, All Other	1,611	183	20%	\$26.04	Bachelor's degree
27-4032	27	Arts, Design, Entertainment, Sports, and Media Occupations	Film and Video Editors	436	53	20%	\$32.86	Bachelor's degree
29-1031	29	Healthcare Practitioners and Technical Occupations	Dietitians and Nutritionists	505	44	13%	\$41.78	Bachelor's degree
29-1071	29	Healthcare Practitioners and Technical Occupations	Physician Assistants	505	41	12%	\$59.91	Master's degree
29-1123	29	Healthcare Practitioners and Technical Occupations	Physical Therapists	1,109	72	15%	\$48.59	Doctoral or professional degree
29-1127	29	Healthcare Practitioners and Technical Occupations	Speech-Language Pathologists	779	67	18%	\$44.23	Master's degree
29-1171	29	Healthcare Practitioners and Technical Occupations	Nurse Practitioners	781	86	31%	\$64.85	Master's degree
29-2056	29	Healthcare Practitioners and Technical Occupations	Veterinary Technologists and Technicians	431	48	17%	\$20.53	Associate degree
31-2021	31	Healthcare Support Occupations	Physical Therapist Assistants	283	51	57%	\$30.48	Associate degree
31-9092	31	Healthcare Support Occupations	Medical Assistants	4,382	524	10%	\$22.82	Postsecondary nondegree award
31-9097	31	Healthcare Support Occupations	Phlebotomists	379	46	13%	\$23.33	Postsecondary nondegree award
33-3011	33	Protective Service Occupations	Bailiffs	284	42	60%	\$31.90	High school diploma or equivalent

SOC	SOC 2 Digit	SOC Cluster	Description	2020 Jobs	Avg. Annual Openings	2018 - 2023 % Change	Median Hourly Earnings	Typical Entry Level Education
37-3013	37	Building and Grounds Cleaning and Maintenance Occupations	Tree Trimmers and Pruners	387	55	11%	\$22.64	High school diploma or equivalent
47-2042	47	Construction and Extraction Occupations	Floor Layers, Except Carpet, Wood, and Hard Tiles	397	50	16%	\$26.65	No formal educational credential
47-2111	47	Construction and Extraction Occupations	Electricians	5,181	730	23%	\$43.31	High school diploma or equivalent
47-4021	47	Construction and Extraction Occupations	Elevator and Escalator Installers and Repairers	412	50	11%	\$47.56	High school diploma or equivalent
49-2098	49	Installation, Maintenance, and Repair Occupations	Security and Fire Alarm Systems Installers	482	60	14%	\$22.24	High school diploma or equivalent
49-9041	49	Installation, Maintenance, and Repair Occupations	Industrial Machinery Mechanics	1,198	132	18%	\$34.72	High school diploma or equivalent
51-4032	51	Production Occupations	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	333	50	47%	\$21.44	High school diploma or equivalent
51-4121	51	Production Occupations	Welders, Cutters, Solderers, and Brazers	1,504	173	12%	\$25.99	High school diploma or equivalent
51-9124	51	Production Occupations	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	894	105	11%	\$22.72	High school diploma or equivalent
51-9161	51	Production Occupations	Computer Numerically Controlled Tool Operators	715	74	10%	\$22.68	High school diploma or equivalent
53-1047	53	Transportation and Material Moving Occupations	First-Line Supervisors of Transportation and Material Moving Workers, Except	2,514	281	11%	\$27.89	High school diploma or equivalent

SOC	SOC 2 Digit	SOC Cluster	Description	2020 Jobs	Avg. Annual Openings	2018 - 2023 % Change	Median Hourly Earnings	Typical Entry Level Education
			Aircraft Cargo Handling Supervisors					
53-3099	53	Transportation and Material Moving Occupations	Motor Vehicle Operators, All Other	314	58	16%	\$25.72	No formal educational credential