

Meeting Minutes

LPC Mission Statement

Las Positas College is 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.

LPC Planning Priorities

- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.
- ❖ Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment, and accountability; and build capacity to support wellness.

CTE Committee 2024-2025

* = *In attendance*

Committee Co-Chairs

Vicki Shipman
Melissa Korber

Committee Support

Maria Eastwood

Voting Members

*Traci Peterson, Academic Services
Nan Ho, VP Academic Services
Rajinder Samra, Director RPIE
*Lilibeth Juarez, Classified A&H
*Ana Del Aguila, Classified BSSL
*Anne Kennedy, Classified PATH
*Jean O'Neil-Opipari, Classified STEM
*Kristi Vanderhoof, Classified SS
*Jonathan Brickman, Faculty A&H
Vacant, Faculty BSSL
*Jeffrey Weichert, Faculty STEM
Anela Schenone, Faculty PATH
*Jill Oliveira, Faculty SS
Fatemah Zadeh, LPCSG Representative

Non-Voting Members

Paula Checchi, Dean STEM
Kevin Kramer, Dean PATH

Voting Members = 14 Quorum = 8

[Career Technical Education Committee](#)

1. Welcome/Call to Order

2. Public Comment

3. Review and Approval of Agenda, 4/22/25

- Motion to Approve the Agenda -Lilibeth Juarez/Anne Kennedy Motion Passes

4. Review and Approval of Minutes, 3/25/25

- Motion to Approve the Minutes -Ana Del Aguila/Jean O'Neil-Opipari Motion Passes

5. Perkins Core Indicator Reports Presentation – Robin Harrington Key slides summary (.ppt attached):

- Comprehensive Local Needs Assessment Required Accountability: An evaluation of the performance of the students served by the eligible recipient to State-determined, local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each sub group.
 - 2-year review of 2-digit TOPs
 - The Chancellor's Office has added Gender and Ethnicity as of 2025.
- Core Indicator Aggregate Information
 - Core Indicators: Core Indicator 1: Postsecondary Credential, Core Indicator 2: Earned Postsecondary Credential, Core Indicator 3: Non-traditional Program Enrollment (Men/Nursing, Women/Automotive), Core Indicator 4: Employment
- Accountability (Gender, Ethnicity, Special Population)
 - New data per Youths with a Parent(s) in Active Duty, Homeless youth, Youths that are in or have aged out of foster care system
- District Overall Conclusions
 - The only statistically valid issue shown in the District's core indicators is with the Core Indicator 2: Earned Postsecondary Credentials, which shows overall issues with gender, ethnicity, and special populations not meeting 90% of the state-negotiated rate, equaling 112 students.
- Las Positas College Conclusions
 - The larger programs masked Core Indicators 2 and 3 issues when rolled up. This backs up the concept of a 2-digit TOP review to determine where course and program improvement is needed.
- Las Positas 2-digit TOPs College Conclusions
 - *Core Indicator 2: Earned Postsecondary Credentials*-Five 2-digit TOPs did not meet 90% of the state-negotiated rate 07 Information Technology (1.38), 13 Family & Consumer

CTE COMMITTEE

DRAFT MINUTES

April 22, 2025 | 1:00 – 2:00 p.m. | L2100, 21147

Meeting Minutes

Sciences (9), 09 Engineering & Industrial Technology (1),
12 Health (2.4), and 49 Interdisciplinary Studies (4)

Core Indicator 3: Non-traditional Enrollment: seven

statistically valid 2-digit TOPs for Non-traditional Program Enrollment three

TOPs have not met 90% of the state-negotiated rate for the past three years.

Core Indicator 4: Employment- One 2-digit TOP, 10 Fine and Applied Arts (.56),
did not meet the 90% of the state-negotiated rate.

6. CTE Funding – Vicki Shipman

- Perkins
 - Faculty Subgrants/Scoring Matrix Review & Approval (Matrix Attached)
 - CTE will fund all requests
 - Motion to Approve that Vicki will fund up to 100k with the ability to fund with other sources
 - Motion to Approve -Jean O’Neil-Opipari/Kristi Vanderhoof
 - Motion Passes

7. CTE Outreach – Anne Kennedy, Lilibeth Juarez

- Outreach Report Attached

8. Career & Employment Center – Kristi Vanderhoof


- Career Center Report Attached
 - Six start-up companies on campus to provide mini-information sessions

9. Other Business

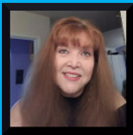
10. Good of the Order

Adjournment

Next Regular Meeting: August 26, 2025



PERKINS V
Accountability Overview for
Comprehensive Local Need Assessment



Las Positas College
April 22, 2025


Comprehensive Local Needs Assessment
Required Accountability

Accountability Section 113 An evaluation of the performance of the students served by the eligible recipient with respect to State-determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup.

2-year review of 2-digit TOPs
Sub Review of Special Populations

NOTE: The Chancellor's Office has added Gender and Ethnicity as of 2025.

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Core Indicator Aggregate Information

Perkins V Core Indicators:

Core Indicator 1: Postsecondary Completion Retention & Placement

Core Indicator 2: Earned Postsecondary Credential

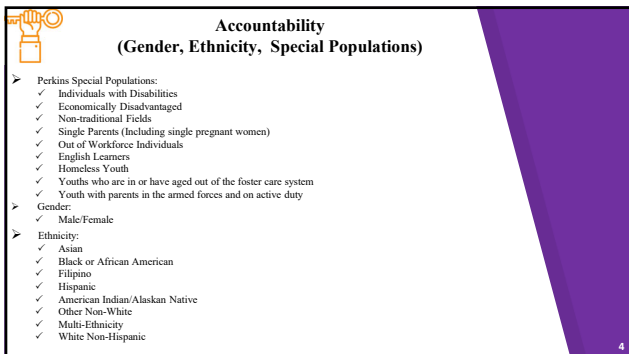
The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Core Indicator 3: Non-traditional Program Enrollment

A non-traditional student is a student that is in a program that leads to an occupation where their gender represents less than 25% of those employed. Examples would be woman in automotive or men in nursing)

Core Indicator 4: Employment

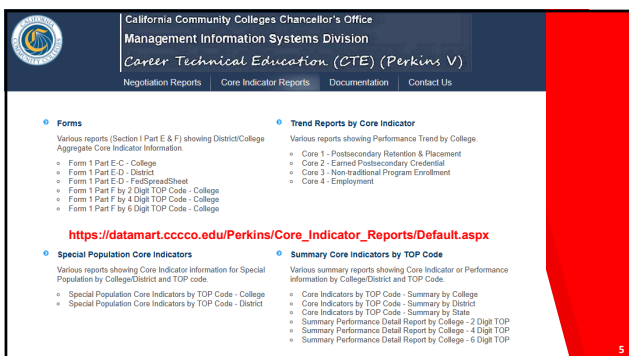
3



**Accountability
(Gender, Ethnicity, Special Populations)**

- Perkins Special Populations:
 - ✓ Individuals with Disabilities
 - ✓ Economically Disadvantaged
 - ✓ Non-traditional Fields
 - ✓ Single Parents (Including single pregnant women)
 - ✓ Out of Workforce Individuals
 - ✓ English Learners
 - ✓ Homeless Youth
 - ✓ Youths who are in or have aged out of the foster care system
 - ✓ Youth with parents in the armed forces and on active duty
- Gender:
 - ✓ Male/Female
- Ethnicity:
 - ✓ Asian
 - ✓ Black or African American
 - ✓ Filipino
 - ✓ Hispanic
 - ✓ American Indian/Alaskan Native
 - ✓ Other Non-White
 - ✓ Multi-Ethnicity
 - ✓ White Non-Hispanic

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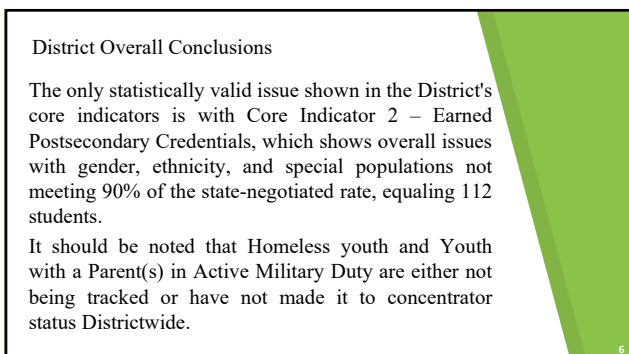
California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins V)

Negotiation Reports | Core Indicator Reports | Documentation | Contact Us

- **Forms**
Various reports (Section I Part E & F) showing District/College Aggregate Core Indicator Information.
 - Form 1 Part E-C - College
 - Form 1 Part E-D - District
 - Form 1 Part E-D - FedSpreadSheet
 - Form 1 Part F by 2 Digit TOP Code - College
 - Form 1 Part F by 4 Digit TOP Code - College
 - Form 1 Part F by 6 Digit TOP Code - College
- **Trend Reports by Core Indicator**
Various reports showing Performance Trend by College.
 - Core 1 - Postsecondary Retention & Placement
 - Core 2 - Earned Postsecondary Credential
 - Core 3 - Non-traditional Program Enrollment
 - Core 4 - Employment
- **Special Population Core Indicators**
Various reports showing Core Indicator Information for Special Population by College/District and TOP code.
 - Special Population Core Indicators by TOP Code - College
 - Special Population Core Indicators by TOP Code - District
- **Summary Core Indicators by TOP Code**
Various summary reports showing Core Indicator or Performance Information by College/District and TOP Code.
 - Core Indicators by TOP Code - Summary by College
 - Core Indicators by TOP Code - Summary by District
 - Core Indicators by TOP Code - Summary by State
 - Summary Performance Detail Report by College - 2 Digit TOP
 - Summary Performance Detail Report by College - 4 Digit TOP
 - Summary Performance Detail Report by College - 6 Digit TOP

https://datamart.cccco.edu/Perkins/Core_Indicator_Reports/Default.aspx

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District Overall Conclusions

The only statistically valid issue shown in the District's core indicators is with Core Indicator 2 – Earned Postsecondary Credentials, which shows overall issues with gender, ethnicity, and special populations not meeting 90% of the state-negotiated rate, equaling 112 students.

It should be noted that Homeless youth and Youth with a Parent(s) in Active Military Duty are either not being tracked or have not made it to concentrator status Districtwide.

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Cohort Year CTE Enrollments: 6,052				CTE Headcount: 2,592			
(includes CTE enrollment above introductory level only)				(CTE students enrolled above introductory level only)			
Core Indicator 1 - Cohort Yr: 2022-2023 Postsecondary Retention & Placement				Negotiated Level	College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90th Negotiated Level
	Count	Total	State District				
1 CTE Cohort*	905	940	92.00	92.00	96.28	4.3	13.5
Gender							
2 Female	373	391	92.00	92.00	95.40	3.4	12.6
3 Male	315	339	92.00	92.00	97.17	5.2	14.4
Ethnicity/Race							
4 Asian	179	184	92.00	92.00	97.28	5.3	14.3
5 Black or African-American	29	30	92.00	92.00	96.67	4.7	13.9
6 Filipino	38	38	92.00	92.00	100.00	8.0	17.2
7 Hispanic	227	239	92.00	92.00	94.98	3.0	12.3
8 American Indian/Alaskan Native	1	2	92.00	92.00	50.00	N/A	N/A
9 Other Non-White	0	0	92.00	92.00	N/R	N/R	N/R
10 Pacific Islander	4	4	92.00	92.00	100.00	N/A	N/A
11 Multi-Ethnicity	72	73	92.00	92.00	98.63	6.6	15.8
12 White Non-Hispanic	336	349	92.00	92.00	96.28	4.3	13.5
Special Population							
13 Individuals Preparing for Non-Traditional Fields	211	242	92.00	92.00	91.45	3.5	12.7
14 Out of Workforce Individuals	19	19	92.00	92.00	100.00	8.0	17.2
15 Individuals with Economically Disadvantaged Families	596	617	92.00	92.00	96.60	4.6	13.8
16 English Learners	44	44	92.00	92.00	100.00	8.0	17.2
17 Single Parents	32	33	92.00	92.00	96.97	5.0	14.2
18 Individuals with Disabilities	82	85	92.00	92.00	96.84	4.8	14.0
19 Homeless Individuals	0	0	92.00	92.00	N/R	N/R	N/R
20 Youth in Foster Care	6	6	92.00	92.00	100.00	N/A	N/A
21 Youth with Parent in Active Military	0	0	92.00	92.00	N/R	N/R	N/R

Core Indicator 2 - Cohort Yr: 2022-2023				Negotiated Level	College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90th Negotiated Level
Earned Postsecondary Credential							
	Count	Total	State District				
22 CTE Cohort*	338	452	89.60	80.00	74.78	-5.2	2.8
Gender							
23 Female	148	200	89.60	80.00	73.00	-7.0	1.0
24 Male	183	242	89.60	80.00	76.45	-3.6	4.4
Ethnicity/Race							
25 Asian	56	85	89.60	80.00	63.88	-14.1	-6.1
26 Black or African-American	10	12	89.60	80.00	83.33	3.3	11.3
27 Filipino	14	19	89.60	80.00	73.68	-6.3	1.7
28 Hispanic	90	124	89.60	80.00	72.58	-7.4	0.6
29 American Indian/Alaskan Native	1	2	89.60	80.00	50.00	N/A	N/A
30 Other Non-White	0	0	89.60	80.00	N/R	N/R	N/R
31 Pacific Islander	1	1	89.60	80.00	100.00	N/A	N/A
32 Multi-Ethnicity	32	38	89.60	80.00	84.21	4.2	12.2
33 White Non-Hispanic	128	162	89.60	80.00	77.78	-2.2	5.8
Special Population							
34 Individuals Preparing for Non-Traditional Fields	94	121	89.60	80.00	77.69	-2.3	5.7
35 Out of Workforce Individuals	3	7	89.60	80.00	42.86	N/A	N/A
36 Individuals with Economically Disadvantaged Families	219	292	89.60	80.00	73.00	-5.0	3.0
37 English Learners	10	15	89.60	80.00	66.67	-13.3	-3.3
38 Single Parents	7	11	89.60	80.00	63.64	-16.4	-8.4
39 Individuals with Disabilities	28	39	89.60	80.00	71.79	-8.2	-0.2
40 Homeless Individuals	0	0	89.60	80.00	N/R	N/R	N/R
41 Youth in Foster Care	3	3	89.60	80.00	100.00	N/A	N/A
42 Youth with Parent in Active Military	0	0	89.60	80.00	N/R	N/R	N/R

Core Indicator 3 - Cohort Yr: 2022-2023				Negotiated Level	College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90th Negotiated Level
Non-traditional Program Enrollment							
	Count	Total	State District				
43 CTE Cohort*	266	797	27.00	27.00	33.38	6.4	9.1
Gender							
44 Female	206	335	27.00	27.00	61.49	34.5	37.2
45 Male	60	448	27.00	27.00	13.39	-13.6	-10.9
Ethnicity/Race							
46 Asian	38	164	27.00	27.00	35.37	8.4	11.1
47 Black or African-American	8	23	27.00	27.00	34.78	7.8	10.5
48 Filipino	12	33	27.00	27.00	36.36	9.4	12.1
49 Hispanic	68	211	27.00	27.00	32.23	5.2	7.9
50 American Indian/Alaskan Native	0	1	27.00	27.00	0.00	N/A	N/A
51 Other Non-White	0	0	27.00	27.00	N/R	N/R	N/R
52 Pacific Islander	0	4	27.00	27.00	0.00	N/A	N/A
53 Multi-Ethnicity	24	59	27.00	27.00	40.68	13.7	18.4
54 White Non-Hispanic	94	283	27.00	27.00	32.98	6.0	8.7
Special Population							
55 Individuals Preparing for Non-Traditional Fields	266	797	27.00	27.00	33.38	6.4	9.1
56 Out of Workforce Individuals	7	16	27.00	27.00	43.75	16.8	19.5
57 Individuals with Economically Disadvantaged Families	175	519	27.00	27.00	33.72	6.7	9.4
58 English Learners	11	41	27.00	27.00	26.83	-0.2	2.5
59 Single Parents	12	33	27.00	27.00	36.36	9.4	12.1
60 Individuals with Disabilities	34	77	27.00	27.00	31.17	4.2	6.9
61 Homeless Individuals	0	0	27.00	27.00	N/R	N/R	N/R
62 Youth in Foster Care	4	6	27.00	27.00	66.67	N/A	N/A
63 Youth with Parent in Active Military	0	0	27.00	27.00	N/R	N/R	N/R

Core Indicator 4 - Cohort Yr: 2023-2025				Negotiated Level	College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90th Negotiated Level
Employment	Count	Total	State	District			
64 CTE Cohort*	206	256	73.25	73.25	80.47	7.2	14.5
Gender							
65 Female	89	115	73.25	73.25	77.39	4.1	11.5
66 Male	113	134	73.25	73.25	84.33	11.1	18.4
Ethnicity/Race							
67 Asian	29	42	73.25	73.25	69.05	-4.2	3.1
68 Black or African-American	5	7	73.25	73.25	71.43	N/A	N/A
69 Filipino	6	6	73.25	73.25	100.00	N/A	N/A
70 Hispanic	66	80	73.25	73.25	82.50	9.3	16.6
71 American Indian/Alaskan Native	DR	DR	73.25	73.25	DR	N/A	N/A
72 Other Non-White	0	0	73.25	73.25	N/R	N/R	N/R
73 Pacific Islander	0	0	73.25	73.25	N/R	N/R	N/R
74 Multi-Ethnicity	14	15	73.25	73.25	93.33	20.1	27.4
75 White Non-Hispanic	81	98	73.25	73.25	82.65	9.4	16.7
Special Population							
76 Individuals Preparing for Non-Traditional Fields	38	51	73.25	73.25	74.51	1.3	8.6
77 Out of Workforce Individuals	DR	DR	73.25	73.25	DR	N/A	N/A
78 Individuals with Economically Disadvantaged Families	125	158	73.25	73.25	79.11	5.9	13.2
79 English Learners	6	11	73.25	73.25	54.55	-18.7	-11.4
80 Single Parents	9	10	73.25	73.25	90.00	16.8	24.1
81 Individuals with Disabilities	19	23	73.25	73.25	82.61	9.4	16.7
82 Homeless Individuals	0	0	73.25	73.25	N/R	N/R	N/R
83 Youth in Foster Care	0	0	73.25	73.25	N/R	N/R	N/R
84 Youth with Parent in Active Military	0	0	73.25	73.25	N/R	N/R	N/R

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Las Positas College Conclusions

Before reviewing Table 10, the College's 2-digit core indicators, the overall data show that 32.11% of the non-duplicative student count has made it to concentrator status and is being tracked. The larger programs masked Core Indicators 2 and 3 issues when rolled up. This backs up the concept of a 2-digit TOP review to determine where course and program improvement is needed.

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Table 10 – Las Positas College 2-Digit TOP Code Review (2023-24 to 2025-26)													
2-digit TOP	Retention & Placement				Earned Credentials				Non-traditional				Employment
	#1	#1	#1	#2	#2	#2	#3	#3	#3	#3	#4	#4	#4
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24
100% of State negotiated Rates	91.75%	92.00	92.00	89.00%	89.60	90.10%	38.00%	27.00	27.00	75.25%	73.25	73.25	73.25
90% of State negotiated Rates	82.57%	82.80	82.80	80.10%	80.64	72.00%	23.40%	24.30%	24.30%	65.91%	65.92	63.92	63.92
01 Business & Management (1)	87.50	96.63	96.21	76.26	76.90	84.85	44.87	48.38	50.85	71.43	78.17	77.19	77.19
07 Information Technology (2)	98.00	93.75	95.12	89.23	82.94	88.42	33.13	34.76	28.70	81.46	86.67	78.97	78.97
13 Family & Consumer Sciences (3)	91.53	91.95	94.92	82.35	85.48	83.09	2.03	2.24	2.84	78.75	77.78	79.07	79.07
21 Public & Protective Services (4)	95.71	96.82	97.03	78.02	87.32	85.71	23.20	24.82	23.94	88.74	83.33	90.48	90.48
09 Engineering & Industrial Tech. (5)	92.94	94.19	95.95	56.25	62.94	67.88	6.98	2.70	3.79	78.13	85.71	88.95	88.95
12 Health (6)	95.38	95.99	100.00	88.67	88.92	88.00	0.00	0.00		88.47	84.00	100.00	100.00
49 Interdisciplinary Studies (7)	100.00	94.34	97.95	53.33	56.25	60.00				100.00	81.25	79.00	79.00
10 Fine & Applied Arts (8)	93.33	95.74	93.18	89.00	90.00	80.00	51.85	48.89	51.16	73.68	60.00	81.54	81.54
01 Agriculture & Natural Resources (9)	87.50	89.28	97.08	77.78	33.33	25.00	54.85	51.81	47.22	75.00	57.14	80.00	80.00
06 Media & Communications (10)	100.00	100.00	100.00	100.00	71.43	100.00	0.00			100.00		100.00	100.00

NOTE: Light blue highlights represent that 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%, the minimum rate that must be met. Yellow highlighted means the TOP did not meet 90% of the state negotiated rate and those rows highlighted in red are the five largest 2-digit TOP representing 77.96% of all CTE concentrators.

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Las Positas 2-digit TOPs College Conclusions

Core Indicator 2: Earned Postsecondary Credentials – Five 2-digit TOPs did not meet 90% of the state-negotiated rate 07 Information Technology (1.38), 13 Family & Consumer Sciences (9), 09 Engineering & Industrial Technology (1), 12 Health (2.4), and 49 Interdisciplinary Studies (4)

Core Indicator 3: Non-traditional Enrollment – In reviewing the seven statistically valid 2-digit TOPs for Non-traditional Program Enrollment three TOPs 13 Family & Consumer Sciences (22), 21 Public & Protective Services (1.5), and 09 Engineering & Industrial Technology (13) have not met the 90% state-negotiated rate of which two (13 and 09) did not meet this rate for the past three years.

Core Indicator 4: Employment – One 2-digit TOP, 10 Fine and Applied Arts (.56), did not meet 90% of the state-negotiated rate.

Note: Those highlighted in yellow are statistically valid.

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Table 11: Las Positas College Review of Core Indicator Gender, Ethnicity, & Special Populations

2-digit TOP	Retention & Placement 28-28	Earned Postsecondary Credentials 28-28	Non-traditional Program Enrollment 28-28	Employment 28-28
100% of State-negotiated Rate	82.80%	80.00%	27.00%	72.25%
90% of State-negotiated Rate	82.80%	72.00%	24.30%	65.92%
07 Business & Management (1) = 317 concentrators				
07 Information Technology (1) = 109 concentrators		Hispanic, White, Economically Disadvantaged	Filipino, White	Female Non-traditional
13 Family & Consumer Sciences (1) = 118 concentrators		Across All	Across All	
21 Public & Protective Services (1) = 109 concentrators			White	
09 Engineering & Industrial Technologies (1) = 74 concentrators		Male	Across All	
12 Health (1) = 66 concentrators		Male, Hispanic, Economically Disadvantaged		
49 Interdisciplinary Studies (1) = 8 concentrators		Across All		
10 Fine & Applied Arts (1) = 41 concentrators				Economically Disadvantaged
01 Agriculture & Natural Resources (1) = 36 concentrators				
06 Media & Communications (1) = 10 concentrators	Under 70	Under 70		Under 70

NOTE: Listed above minor special population, gender, or ethnicity did not meet 90% of the state negotiated rate (only those highlighted in yellow are statistically valid). Text highlighted means the denominator was less than 10 and therefore not statistically valid. Those figures highlighted in red are the number of CTE concentrators within each 2-digit TOP, designating the program's size. 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.

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Las Positas Gender, Ethnicity & Special Populations Conclusions

Core Indicator 2: Earned Postsecondary Credentials –13 Family and Consumer Sciences (Across All Genders, Ethnicities & Special Populations) (9).

Core Indicator 3: Non-traditional Program Enrollment – 13 Family and Consumer Sciences (Across All Genders, Ethnicities & Special Populations) (22).

09 Engineering & Industrial Technologies (Across All Genders, Ethnicities & Special Populations) (13)

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Las Positas Conclusion of Gaps

Core Indicator 1: Retention and Placement – No Issues

Core Indicator 2: Earned Postsecondary Credentials –13 Family and Consumer Sciences Total CTE Cohort and Across All Genders, Ethnicities & Special Populations (9 concentrators to meet the 90% state negotiated rate).


Core Indicator 3: Non-traditional Program Enrollment
13 Family & Consumer Sciences Total CTE Cohort and Across All Genders, Ethnicities & Special Populations (22 concentrators to meet the 90% state negotiated rate); and
09 Engineering & Industrial Technology Total CTE Cohort and Across All Genders, Ethnicities & Special Populations (13 concentrators to meet the 90% state negotiated rate).

NOTE: These 2-digit TOPs did not meet this rate for the past three years

Core Indicator 4: Employment – No statistically valid issues.

English Learners: ESL course-taking students at Las Positas College for 2023-24 (data commiserate with current core indicator data for 2025-26 as it is two years in arrears) show 4.06% of the student population as English Learners. So, if you assume that 4.06% of CTE concentrators would be English Learners (following this trend), then the count would be 218. Current core indicator data shows only 44 English Learner concentrators. Suggested review of the non-duplicative CTE student count for the college for students not being tracked as concentrators would determine if: a) English Learners were having a problem becoming concentrators; or b) English Learners were lacking, and so counseling strategies for this special population might be needed.

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QUESTIONS

Contact Information:
BUSINESS PHONE 1(916)613-7124
BUSINESS E-MAIL robin.harrington@comcast.net

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LPC Perkins Faculty Subgrant Matrix Final for 25/26

Project	Need Statement (# students, success rates, persistence, employment; special populations; issues addressed in 24/25);	Response Statement (Impact for special populations; how proposal will improve or enhance program area);	Two of these categories to be included in score; Top scores will apply.				Project effectively addresses 2024 Comprehensive Local Needs Assessment	Targeted Populations (Econ Dis, Eng Learners, Students w/Disabilities, Single Parents, Non-Traditional Gender); Description of Impact	Perkins V Activities Addressed (Career, PD, Skills Dev, Integration, Achievement, Evaluations)	Student Success Metrics (Aligned Goals)	Program Activities (Alignment with Perkins Activities (#4) and Permissive Activities (App B))	Budget (Reasonable in Scope)	TOTAL	Budget
			Local industry engagement (coursework, activities, services); Evidence will lead to high-quality jobs, training and education	Work-Based Learning opportunities and activities; description of activities and number of students served	Dual or Concurrent Enrollment opportunities; coursework and number of students served	Faculty recruitment, retention, training and professional development activities								
	0-15	0-10	0-10	0-10	0-10	0-10	0-10	0-10	0-10	0-5 Points	0-10	0-10	100 Points	\$ 100,000.00
Technical Theater	113.00	79.00	79.00	78.00	0.00	0.00	75.00	55.00	73.00	38.00	74.00	72.00	736.00	\$ 14,902.00
ECE	117.00	76.00	76.00	71.00	0.00	0.00	76.00	78.00	74.00	38.00	77.00	42.00	725.00	\$ 20,981.00
Piano Tech Equipment	113.00	73.00	60.00	0.00	0.00	57.00	54.00	71.00	76.00	43.00	78.00	73.00	698.00	\$ 13,727.00
JAMS	111.00	69.00	73.00	0.00	0.00	54.00	38.00	75.00	76.00	41.00	73.00	75.00	685.00	\$ 15,153.00
Music Studio Mentor	84.00	70.00	65.00	0.00	0.00	71.00	52.00	73.00	73.00	44.00	76.00	71.00	679.00	\$ 15,000.00
AUTO	65.00	51.00	67.00	0.00	0.00	67.00	59.00	74.00	76.00	31.00	73.00	75.00	638.00	\$ 14,928.00
Business Studies	104.00	73.00	77.00	64.00	0.00	0.00	68.00	50.00	78.00	39.00	10.00	56.00	619.00	\$ 21,500.00
HS Jazz Camp	89.00	47.00	0.00	0.00	61.00	58.00	50.00	56.00	60.00	32.00	75.00	68.00	596.00	\$ 15,000.00

Funding sections
not eligible with
Perkins

\$ 94,691.00

\$ 116,191.00

\$ 131,191.00

Anne Kennedy, Lilibeth Mata Juarez, Jean O'Neil-Opipari

April 2025

- English Mastered, Now What? (4/4)
- Livermore HS Opportunities Fair (4/10)
- Tri-Valley Innovation Fair (4/12)
- New Hawk Day (4/19)
- Granada HS First Responders Fair (4/22)
- Mountain House HS CTE Fair (4/23)
- Be a Music Major for a Day (4/23)
- Pedrozzi Scholars Middle School Public Safety/STEM Visit (4/23)
- SRVUSD Campus Tour (4/24)
- Granada High School Opportunities Fair (4/25)
- Tracy HS Fire Service Class Visit (4/30)

May 2025

- ESL Open House (5/2)
- Automotive Tech Career Fair (5/7)
- TVROP Pathway Event (8th graders) Bldg. 3500 (5/20)

STEM Updates –

- LVJUSD Science Odyssey (4/10) (Geology attended)
- Earth Week (Horticulture) (April 14-18)
- Ridge Winery Talk (4/15)
- LLNL/LPC Seminar (4/16)
- LHS Green Engineering visit to LPC (4/22)
- LPC Engineering visit to LLNL (4/23)
- Student Symposium (with Honors & clubs) (April 24)
- Launch Your Career (IGate) (April 30)
- ISC2 Mock Interviews (May 14)

CTE Committee, Career Center Report, 04.22.25

Past events:

3/26: Spring Job and Internship Fair, 100+ students checked in, estimated 200 students attended, 35 employers, 38 students received resume feedback

4/9: Presented "Build a Strong Intern Team for Your Startup" Lunch and Learn presentation for 8 STEM startup founders at i-Gate/ Daybreak Labs

Future events:

4/19: Outreach at New Halk Day

4/24: Hosting employers at Student Research Symposium

4/30, 11:30 am – 1:30 pm, Cafeteria: i-Gate/ Daybreak Labs [STEM Startup Info Session](#) for students (in partnership with MESA) - Information session and networking with 5 start-up founders/ leaders