



APPENDIX A

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

Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career education (CE) programs for the nation's youth and adults.

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.

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.

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).

Convening the Stakeholder/Consultation Group §134(d)

The Chabot-Las Positas Community College District convened forty-seven stakeholders 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.

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 of College and Career Readiness	K-12	Tri-Valley ROP
Beth Cutter	Assistant Director	Adult School	Pleasanton Adult School
Bernie Phelan	Director of Educational Svcs.	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 Project Manager	Administrator	Chabot College
Connie Telles	Director of Nursing	Faculty	Chabot College
Deonne Kunkel Wu	Dean, Arts/Media/Communication	Administrator	Chabot College
Kevin Kramer	Dean Health, Kinesiology & Athletics	Administrator	Chabot College
Kristin Lima	Dean, Applied Technology & Business	Administrator	Chabot College
Stacy Thompson	Vice President Academic Svcs.	Administrator	Chabot College

Katherine Greenberg	Outreach Specialist	Support Services	Chabot College
Nancy Cheung	Dental Hygiene Coordinator	Faculty	Chabot College
Adam Hathaway	Machine Tool	Faculty	Chabot College
Dave Veltrano	Industrial Arts/Welding	Faculty	Chabot College
Dov Hassan	Theatre Arts Coordinator	Faculty	Chabot College
Erich Bass-Werner	Applied Technology & Business	Faculty	Chabot College
Frank Ko	Electronics Systems Technology	Faculty	Chabot College
Michael Walsh	Technical Theater	Faculty	Chabot College
Claire Bailey	Applied Technology & Business	Faculty	Chabot College
Kristina Perkins	Medical Assist./Program Director	Faculty	Chabot College
Julia Dozier	District Executive Director Econ. Develop. & Contract Education	Administrator	District Office
Theresa Rowland	Vice Chancellor, Educational Svcs.	Administrator	District Office
Melissa Korber	CTE Liaison to Academic Senate, Mass Communications	Academic Senate/Faculty	Las Positas College
Jean O'Neil-Opipari	STEM Coordinator		Las Positas College
Kristina Whalen	Vice President, Academic Services	Administrator	Las Positas College
Stuart McElderry	Dean, Social Science, Library, Public Safety & Career Education	Administrator	Las Positas College
Vicki Shipman	CTE Project Manager	Administrator	Las Positas College
Elizabeth McWhorter	Outreach Specialist, Arts & Humanities, Auto Tech & Welding	Counseling	Las Positas College
Michael Schwarz	Interim Dean of Student Services	Counseling	Las Positas College
Nan Ho	STEM (Math, Science, Engineering & Public Safety)	Dean	Las Positas College
Dan Marschak	Commercial Music	Faculty	Las Positas College
Nadiyah Taylor	Early Childhood Education	Faculty	Las Positas College
Scott Miner	Advanced Manufacturing/Welding	Faculty	Las Positas College
German Sierra	Fire Services Technology	Faculty - Coordinator	Las Positas College
Anne Kennedy	Outreach Specialist	Work-based Learning	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	Cal Works - Work Study (Coordinator/Counselor)	WIOA One-Stop	District & Tri Valley Career Center
Audrey Le Baudour	Director of Employer Engagement, for the Retail, Hospitality, and Tourism sectors	Workforce Development	BACCC
Beth McCormick	Director, Strategic Workforce Development	Business	Lawrence Livermore National Security
Elizabeth Toups	Director of Utilities Programs	Pre-apprenticeship	JVS - Utilities
Juan Maldonado	Regional Technical Placement Specialist	Business	Ford Motor Company
Mark Martin	Advanced Manufacturing Director	Workforce Development	BACCC
Micah Merrick	Business, Regional Director	Workforce Development	BACCC
Richard Grotegut	ICT/Digital Media	Workforce Development	BACCC
Teresa Grant	Sr. Project Manager Workforce Development & Educ. Programs	Business	Tesla Motors
Alicia Godinez	Director of Nursing	Business	Washington Hospital Urgent Care

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	Cal Works - Work Study (Coordinator/Counselor)	(economically disadvantaged)	Chabot College
Todd Steffan	Engineering Technology Community Supervisor (veterans)	(Veterans)	Las Positas College
Jean O'Neil-Opipari	STEM Coordinator	(Veterans & Student Support)	Las Positas College
Meg Vasey	Executive 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	Chief Executive Officer	Out-of-School/homeless/at-risk	La Familia

Training the Stakeholder Advisory/Consultation Group

Chabot-Las Positas Community College District (CLPCCD) convened their required Perkins V consultation group on April 23, 2020. The meeting was held via ConferZoom and was facilitated by Robin Harrington, of Harrington Education Consulting. Ms. Harrington is a 30-year veteran with the California Community Colleges Chancellor's Office (26 of which were within the Career Technical Education Unit working with Perkins funding).

The meeting contained a training component that consisted in the following two sections:

- Overview of Perkins V (purpose of the Act, integrating Perkins funding into existing statewide CE funding such as Strong Workforce and Guided Pathways, required objectives, accountability and allowable/non-allowable expenditures); and
- Overview of Advisory/Consultation Boards purpose (comprehensive local needs assessment, informing 4-year applications and continued consultation).

The second half of the meeting was broken out by round table discussion groups (via student success measures) with a CTE Administrator facilitating and Career Education Outreach Specialists taking notes. The conversation centered around gaps each stakeholder's saw within program/programs of study from (secondary to postsecondary to employment).

The participants were told that these gaps could be anything from aligning curriculum with skills required by local employment, to the identification of relevant standards, curriculum, industry recognized credentials, current technology and equipment, encouraging opportunities for work-based learning, and coordinating Perkins funding with other local resources, etc.

The last portion of the agenda was a report out by each round table specifying key themes within their discussions surrounding gaps. The Advisory/Consultation Board was then informed of next steps and the meeting was adjourned.

The round table note pages compiled in a rough draft form and sent to Harrington Education Consulting where the data was analyzed and a summary with all gaps listed under corresponding narrative sections within §134(b) and §134(c)(2) (B-E) in order to be reviewed by the colleges.

IDENTIFIED GAPS

ARTICULATION

- Gaps in dual enrollment courses being developed and linked to programs of study.

CLINICAL PLACEMENTS

- Gaps in work-based learning/clinical placements should the new normal (via COVID) continue long-term requiring possible virtual options.

COUNSELING/OUTREACH/GUIDANCE/MENTORING

- Gap in having no systematic process for CE program/programs of study (Industry sector) counseling at (Las Positas College, welding, and health).
- 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).
- Gap 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).
- Gap in career assessments being depending on "soft" money and therefore is not a permanent process at Las Positas.
- Gap in industry guest speakers for K12 CE program/programs of study.
- Gaps in outreach plans in skilled trades for non-traditional woman.
- There is a gap in aligning and providing a targeted approach for marketing CE program/programs of study (Industry Sectors). To provide for:
 - Centralization with a point person,
 - Consistent communication and information, and
 - Effective and timely products.

FACULTY, SPECIALIZED SUPPORT, PARAPROFESSIONAL, GUIDANCE, RECRUITMENT

- Gap in having a plan in place for short and long-term retentions of faculty.
- Gaps in succession planning (faculty training replacements).
- Gap in building a pipeline between secondary, postsecondary, adult school, ROP.
- Gap in personnel allowing for a faculty waiting list for quick hiring of faculty.

IDENTIFIED GAPS (CONTINUED)

LMI DATA

- 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 happen in 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.)
- There is a gap in crossover between CIP and SOC (Note EDD has a website that has these crosswalks in California by County or State). So the gap maybe in training faculty or research staff how to use these crosswalks.
- Gap in understanding how to get LMI granular information.
- Gaps in being provided data/or understanding how to get data that is not just antidotal.
- Gap in surveying local employers for more relevant data to apply to curriculum (learning outcomes/skill sets).
- Gap in understanding demand during COVID (Example: EMT in high demand now but post COVID may drop considerably).
- Gap in accurate special population data collection.

PEDAGOGY/TEACHING STRATEGIES

- There is 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).
- Gaps in having cross-functional programs for students to work in several fields (like theatre).
- Gap in using industry (advisory Boards) to develop curriculum.
- Gap in developing a sales program.
- Gaps in curriculum development should the new normal (via COVID) continue long-term requiring different teaching strategies and different teaching mechanism.
- Gap in producing curriculum in a flexible/timely manner due to (ever changing process requirements).
- Gaps in CE pathway/programs of study not being consistent in class availability/honoring schedules (causing student completion to be longer than required).
- Gaps in program review culling out programs that have no completions and no positive placement (or so small placement as to be unable to see data via FERPA regulations).
- Gaps in 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.

IDENTIFIED GAPS (CONTINUED)

PROFESSIONAL DEVELOPMENT

- Gap in faculty release (buy-back) time to be able to get professional development.
- Gap in only having soft money available for professional development (faculty & staff need yearly stipends for continuous professional development).

RELATIONSHIP BUILDING

- Gap in partnering CE faculty, counselors and paraprofessionals between Colleges within the District.
- There is 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).
- Gap in building a pipeline between secondary, postsecondary, adult school, ROP and industry/employers.
- Gaps in working more regionally for Advisory Boards, partnering with more community colleges, looking at the bigger picture.
- Gap in One-Stops helping with focused recruitment since they have expertise in that area.

SUPPORT SERVICES

- There is a gap in CE counseling for special populations (having an understand of their particular needs, where they can be referred, etc.).
- Gap in ADA access (facilities and instructional resources needed -- particularly online) to be improved by in-kind funding as Perkins does not fund legally mandated costs.
- Gaps in serving all special populations.
- Gap in bilingual English-Spanish (counselors, instructors, resource materials).
- Gap in determining English learners (limited English proficient) to determine services & accountability.
- Gap in mental health services & counseling available on campus.
- Gap in providing accurate information to special populations students.
- Gaps in counseling and marketing to CE student in that are on unemployment or out-of-workforce individuals (on receiving unemployment and attending school).
- Gaps in recruiting and retaining non-traditional woman (ICT in particular and men in ECE).

TECHNOLOGY

- Gaps in the newest instructional equipment and software (music program mentioned).
- Gaps in purchasing tele-help/tele-health technologies to deliver virtual medical, health and educational services.

IDENTIFIED GAPS (*CONTINUED*)

WORK BASED LEARNING/EMPLOYMENT

- There is a gap in aligning and providing a targeted approach for work-based learning in each education segment (secondary, postsecondary, industry -- to match pathway options) (possible Earn to Learn WBL, online training, etc.).
- Gaps in working with industry to connect with students.
- Gap in providing focused internships to students.

Planning, Alignment & Coordination

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 visions (Perkins V Sec, 122(d)(3)). This coordination means there needs to be a strategy for joint planning, alignment, coordination and leveraging between the Districts and their local WIOA counterparts.

The WIOA and Perkins Act originally were scheduled to be reauthorized by the Federal Government in tandem (allowing for the possibility of joint plans). WIOA however was reauthorized in 2014 and Perkins IV continued to be extended for an additional four years until reauthorized in 2018 not allowing a joint option. Therefore the possibility of joint planning (combining funding sources) will be an option in the 6th year of Perkins V when WIOA is reauthorized. The following paragraphs are a historical view of state funding and guidance that has allowed the concept of in-demand industry sectors and middle skill jobs within in-demand regional industries to flourish and how Chabot-Las Positas Community College District (CLPCCD) has coordinated with their local WIOA counterparts:

Strong Workforce Program

The Strong Workforce Program (SWP), was created by Assembly Bill 1602 in 2016-17 with the intent to expand and improve CE throughout the state with the 115 California Community Colleges and was funded for \$248 million annually prior to COVID-19. Post COVID-19, SWP is slated to be cut by 60% according to the Governor's May Revise. The SWP aims to:

- Remove barriers to education completion.
- Position industry at the forefront of career pathway development.
- Commit to continuous program improvement.
- Streamline the curriculum-approval process.
- Increase the pool of qualified career education faculty.

- Enable regional coordination.
- Establish a dedicated and sustainable funding source.

The Strong Workforce Program funds mandate that colleges, college districts and regions improve and expand career education programs by incorporating two key tenets:

- 1) increased regional collaboration among colleges and across regional partners, such as K-12 education, Adult Education Block Grant consortia, the workforce system and other economic partners focused on regional priorities; and
- 2) the use of labor-market and student outcomes data to make programmatic decisions, measure programmatic effectiveness and incentivize outcomes. To support regional-college district collaboration, annual Strong Workforce Program funding is split with 60 percent allocated to community college districts (local share), and 40 percent awarded to regional consortia (regional share), which in turn award funding to projects that meet the regional priorities for the employment needs of business and industry.

Bay Area Community College Consortium (BACCC)

The seven regional consortia via California's Perkins V State Plan continue to be funded over the next four years. The regional consortia in the state are made up of ten macro regions and seven regional consortiums. The Bay Area (two macro regions) decided to become one region when the funding was first offered and has remained as a single region to this day.

When "Doing What Matters (DWM)" In-demand industry sectors were required in the region (meaning only 3 priority and 2 emerging industry sectors must be chosen) the one region for industry sector purposes divided themselves into the following five areas: 1) San Francisco/San Mateo; 2) East Bay (Alameda and Contra Costa Counties); 3) Silicon Valley (Santa Clara County); 4) North Bay (Marin, Napa, Sonoma and Solano counties); and 5) Santa Cruz/Monterey). When Strong Workforce Program "regional funding" was allocated (40% share) it was determined by the region that same five areas would be used for the purposes of this funding. However, they would (just like with DWM funding) continue as one regional consortium for the purpose of identifying and meeting regional educational needs, providing training, sharing timely field-based information to state leaders, disseminating effective practices, recommending funding priorities, and supporting the achievement of statewide leadership policies.

Chabot and Las Positas Colleges' Career Education Administrators and faculty actively work with the BACCC on its regional initiatives. In December 2019, the BACCC developed a plan to develop a set of principles to guide Strong Workforce Program investment decisions for K-12 SWP projects. The original Guiding Policy Principles were reviewed by 200 participants in 3 regional K-12 SWP meetings as well as those who participated in our subsequent biweekly K-12 SWP conference calls. In response to the comments and discussion, some of the original set of principles and norms were rewritten, some changed in small ways, some dropped, and some new ones were added.

The BACCC regional plan, while developed prior to Perkins V planning, aligns itself with many, if not most, of the Perkins V four-year plan requirements. The following paragraphs illustrate the alignment:

1. **Focus on a student-centered delivery of services**, integrating instruction, counseling, and support services, for all K-14+ college and career pathways. Accommodate multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry. Design pathways to enable the quickest possible successful transit for those students constrained in their ability to participate by family and work obligations.
2. **Promote equity and access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.
3. **Drive towards system alignment** in the Bay Region's economic subregions in order to create a comprehensive and well-defined system of articulation of high quality K-14+ pathway courses and work-based learning opportunities with a specific emphasis on career education. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way that lead to upward mobility.
4. **Support continuous improvement, professional development and capacity building** at all levels. Facilitate the identification and leveraging of lessons learned and promising practices from the region and beyond. Support cross-institution and cross-segment professional development, taking advantage of economies of scale. Utilize regional cross-segmental strategies to recruit, employ and retain instructors to address CTE educator shortages.
5. **Integrate data into planning, progress assessment and evaluation**, including data about labor market gaps, student intermediate progress and long term outcomes, and equity gaps. Support the field's ability to access and make meaningful use of data in an ongoing way.
6. **Support sub-regional planning, implementation, assessment and accountability** in recognition of the Bay Region's size and economic and demographic diversity.
7. **Build long term partnerships with employers in a systematic way** to ensure relevance of programs to employer needs, to increase number and quality of work-based learning experiences, and to increase placement within jobs that pay livable wages. Seek opportunities to engage multiple employers and education providers to reduce duplication of effort, improve the level of meaningful engagement, and facilitate alignment of programs.

Workforce Innovation Opportunity Act Engagement

The prior information shows historical context and has led to the Bay Area (a macro consortium of 17 districts) working with the Strong Workforce Program and a has a BACCC

staff of seven (Chair, Director, SWP Manager, Events & Communications Coordinator, Project Manager, Fiscal Manager, and Data Research Analyst) and is connected with the Director of San Francisco Bay Center for Excellence. The state has determined that there are 10 in-demand industry sectors within the state but had each SWP consortium define their own regional sector priorities consistent with regional labor market information (LMI), which drives implementation strategies in each region.

1. 4-Year Strategic Regional Workforce Plan (2017-2020) -- Regional plans and partnerships required by WIOA function under California's State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs in California's fourteen WIOA Regional Planning Units (RPU). California state law requires coordination between the K-12, Community Colleges, and WIOA systems and requires the use of industry sector strategies as the operational framework for the state's workforce system. These two state mandated requirements are met via the State Plan by making federally required WIOA regional plans and partnerships the primary mechanism for aligning educational and training programs with regional industry sector needs. As such, the main aim of regional plans is the development of "regional sector pathway" programs, including: the identification, utilization, and servicing of career pathway programs aligned with regional industry sector needs in each of the RPUs. East Bay (RPU) put a regional plan together with Alameda County, Contra Costa County, The City of Oakland, and the Richmond Workforce Development Boards. The following is historical content explains intent of the regional plan, how the Community Colleges within East Bay were involved in the process and which in-demand industry sectors the East Bay choose for WIOA regional planning purposes.

The East Bay's four local areas (Local Workforce Development Boards) have a long history of collaboration, and created *EASTBAYWorks* in 1997 as a vehicle to align services and leverage workforce resources across the region. This plan reflects the Regional Planning Unit WIOA bringing the East Bay regional partners' together for on-going and deep engagement with industry and individual employers; secondary, post-secondary, and adult education systems; organized labor; community-based organizations; economic development; and other partner agencies to ensure the region has the talent required to fuel its growth and residents have access to the skills they require to fulfill their career aspirations. In this way, all partners engaged in the multitude of efforts that led to the an overall plan for the regional with individual plan requirements for the individual county plans.

Alameda County (one of East Bays local areas) is where Chabot and Las Positas Colleges reside in addition to the TriValley Career Center/AJCC System which works in alignment with the Workforce Innovation and Opportunity Act (WIOA). WIOA calls for greater alignment between workforce, employers, and educational systems and aims to prepare jobseekers, including individuals with barriers to employment, to obtain industry-valued credentials and skills that meet the demands of local business. The TriValley Career Center/AJCC System delivers services through a network of TriValley Career Center/AJCC Centers and partnerships with government entities, community colleges, community-based organizations. Collectively, the system offers a range of jobseeker and business services. Services are easily accessible through the One-Stop/AJCC System. There are One-

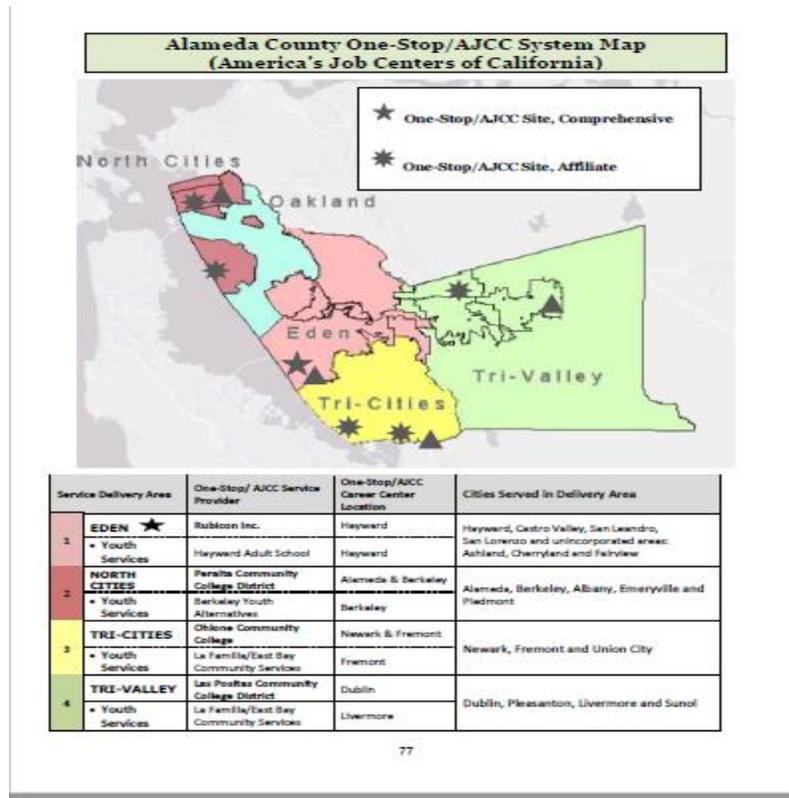
Stop/AJCC centers located throughout the county (Tri-Valley, Eden, Tri-Cities Areas, and North Cities). These locations serve as central and physical locations for the delivery of job-seeker and employer services.

Community Colleges in Alameda County were involved in developing WIOA required regional plans by being an active member at the Table during development. But more importantly, the Bay Area Community College Consortium (BACCC) that represents all Bay Area community colleges, agreed to be a major facilitator and do the following: 1) help with an annual process for identifying the most critical labor market gaps along with the Bay Area Council; 2) selection of occupations to evaluate and prioritized gaps; 3) for each selected occupation gathering supply and demand and performance data; 4) convening of employers and providers to review and assess the data and identify employer's most pressing needs; 5) identifying which partners will work on the gaps; and 6) develop teams (refreshing supply and demand data each year) to determine if these partners are obtaining sufficient value to commit to another year of engagement.

The Alameda County Workforce Development Board/WIOA Regional Planning Unit has identified five priority sectors that are critical to the growth of the regional economy and the creation of high-demand, high-opportunity jobs and two additional Construction and Retail that the local board has identified as a key industries that will be developed:

- Advanced Manufacturing -- represented by the East Bay Advanced Manufacturing Partnership. This partnership has recently connected to The Manufacturing Institute's *Dream It. Do It.* initiative, bringing national resources to the efforts of connecting young people to jobs in this critical industry sector.
- Advanced Transportation -- represented by the East Bay Transportation and Logistics Partnership.
- Health Care -- represented by the East Bay Health Workforce Partnership.
- Information & Communication Tech. (ICT)/Biomedical Manufacturing -- represented by the East Bay Information and Communications Technology Partnership.
- Biomedical Manufacturing -- In addition, the regional partners, with the leadership of the Contra Costa Workforce Development Board, have been active in the creation of the Biomedical Manufacturing Network, which in addition to education and training focuses on providing business assistance, technology transfer, and industry related economic development
- Energy, Construction & Utilities (Construction) - The local board has also identified Construction as a key industry, and develops strategies around career pathways outside the regional Slingshot initiative targeting this sector. The goal of the Slingshot initiative is to provide local businesses with the resources they require to generate high quality employment opportunities in the region, while preparing residents to fill these hiring needs, increasing the overall prosperity of both the workforce and the target industries. The Tri-Valley, Eden and Tri-cities Areas are all working on construction as part of their WIOA plans.

- Retail Hospitality & Tourism (Retail) -- The Tri-Valley, Eden, and Tri-cities Areas are all working on Retail as part of their WIOA plans.



2. *BACCC Determining In-Demand Industry Sectors*

The Bay Area Community College Consortium build a regional plan in 2019 with the motivation of improved alignment between regional investments in workforce development and the workforce needs of the regional economy. As part of this plan job projections from 2016-2021 were considered and the number of these positions that were considered "middle skill". Middle skill is generally jobs requiring some postsecondary education but not a bachelor's degree. The projected change in jobs between 2016-21 was reviewed and the median hourly wage for middle skill occupations determined. The following is a listing of Industry Sectors and Occupational Clusters chosen for the region. Note: Clusters were not found in the original Doing What Matters industry sector framework (Early Childhood Education and Public Safety) or met the Industry Sector definition but were determined to be across all sectors (Business and Global Trade & Logistics). However, now they meet the Strong Workforce Definitions of In-demand Industry Sectors therefore are added as part of the regions sector work.

Industry Sectors

- Health
- Information & Communication Technologies (ICT)/Digital Media
- Advanced Manufacturing & Advanced Technology
- Advanced Transportation & Renewable Energy

Industry Sectors (*Continued*)

- Life Sciences/Biotechnology
- Agriculture, Water & Environmental Technologies
- Retail, Hospitality & Tourism
 - Retail
 - Hospitality & Tourism
 - Total Retail, Hospitality & Tourism
- Energy, Construction & Utilities
 - Energy (Efficiency) & Utilities
 - Construction
 - Total Energy Construction & Utilities

Occupational Clusters

- Small Business, Self Employed
- Early Childhood Education
- Public Safety
- Global Trade and Logistics

3. *Chabot-Las Positas Industry Sectors (Designed to Meet WIOA and Local Economic Development Needs)*

A) The following industry sectors and occupational clusters have been chosen by CLPCCD when working within the Perkins V framework of in-demand industry sectors. The BACCC has sanctioned through SWP funding that the following choices are in-demand industry sectors/occupation clusters. In addition, East Bay's four local areas (Local Workforce Development Boards -- which includes Alameda County) within their regional WIOA plan, have specified that four of the six industry sectors/occupation clusters chosen are critical to the growth of the regional economy and the creation of high-demand, high-opportunity jobs within the East Bay.

- Health
- Information & Communication Technologies (ICT)/Digital Media
- Advanced Manufacturing & Advanced Technology
- Advanced Transportation & Renewable Energy
- Small Business (Professional, Scientific, and Technical)
- Early Childhood Education

B) The District has determined which programs under these industry sectors/occupation clusters are eligible for funding by using California Labor Market Data to develop a report produced by Las Positas College and dated May of 2020.

The report shows the highest ranked industries (top 10 industries (2-digit) in two California Counties). Looking at Alameda and Contra Cost Counties from 2015-2018 for a data run of Q2 2020 EMSI Employees, Non-QCEW Employees and Self-Employed. The report shows the largest industries, the highest paying industries, the fastest growing industries, most competitive industries, and highest industry location quotient.

This data will be used to cross-reference the Perkins in-demand industry sector definition (along with size scope and quality required by Perkins, see below) to determine TOPs/programs eligible for funding.

Size, Scope, and Quality

In order to use Perkins funding, in-demand industry sectors need to be identified. Districts shall use the funding to support career education programs that are of sufficient size, scope, and quality to be effective. The following is how the California Perkins V State Plan defines size, scope, and quality:

- **Size** has been defined as being an in-demand industry sector; therefore, this requirement is automatically met since Perkins will only fund programs from in-demand sectors.
- **Scope** is defined as promoting equity and access, achieving system alignment, and supporting continuous improvement;
- **Quality** is everything expected of a community college in order to have student success and is paraphrased from the Perkins V state plan below:
 - Offering and engaging a delivery system, with multiple entry and exit points, that removes institutional barriers impeding programs for education and career goals;
 - Creates an environment that is fair, impartial and free from racism, promotes employment attainment, eliminates achievement gaps for special populations;
 - Promotes access to ensure students are provided ample opportunities;
 - Strong programs of study across all systems including employment, rigorous and aligned programs with work-based learning opportunities with cross learning strategies (dual enrollment, dual credit, articulation the UC/CSU, stackable badging and credentials);
 - Providing in-class, online or work-based learning opportunities; comprehensive counseling and individualized support (guided pathways concept);
 - Decision-making through use of relevant outcome based accountability data; strategic and intentional cross-system alignment; promotional, outreach and communications should be consistent in its messaging across all segments;
 - Sustained investments through regional alliances and aligned by sector leading to industry-recognized credentials or certificates; and
 - Strong partnership and industry development.