



Date: June 4, 2020

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

Appendices: Three (Appendix A, B, and C)

Recommended By: Dr. Kristin Lima, Dean, Applied Technology/Business, Chabot College
Vicki Shipman, CTE Project Manager, Las Positas College

Issue: Perkins V Comprehensive Local Needs Assessment (CLNA)

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment (CLNA) related to career education (CTE TOP-coded Programs), and include the results of the assessment in the local application. The assessment must be updated every two years. The CLNA review encompasses the following three concepts:

- 1) That CE programs funded with Perkins V allocations are of sufficient in size, scope, and quality to meet the needs of all students served; and aligned to State, regional, or local in-demand industry sectors or occupations identified by the State Workforce Development Board or local Workforce Development Board; and designed to meet local education or economic needs not identified by State boards or local workforce development boards;
- 2) That local performance accountability data as established by Perkin V §113 is reviewed for student performance gaps for a variety of subgroups and for special populations as defined in the Act; and
- 3) Assess processes in place for a variety of required Perkins V concepts and all possible gaps identified by advisory stakeholders to determine gaps to student success from secondary to postsecondary to employment with multiple entry and exit points.

Background

Three appendices are included as background to this CLNA approval entitled: 1) Appendix A Introduction to Comprehensive Local Needs Assessment & In-demand Industry Sectors; 2) Appendix B Evaluation of Student Performance -- Core Indicators; and 3) Appendix C Program Gap Analysis Required Narrative and Advisory Board Consultation.

Appendix A includes the historical background of state and regional processes that led to the concepts of in-demand industry sectors and regional collaboration. This includes research into the regional strong workforce and WIOA structures and analysis specifically done for the East Bay Regional Planning Unit Regional Plan around in-demand industry sectors. This appendix determined Section 1. In-demand Industry Sectors above.

Appendix B includes required Perkins V accountability review for each college within the District using CCCCO Core Indicators, Student Success Matrix LaunchBoard, and Student Success Scorecard data, 2020 Census data, Data USA by county and California Census 2020 Hard to Find Fact Sheets. Each college report covers CE student demographics data, aggregate core indicator data and a conclusion of gaps. Section 2. Performance Gaps above were the conclusion of this review.

Appendix C includes review of gaps in current process (in narrative format) using the Comprehensive Local Needs Assessment, Perkins V 4-year application and District Perkins Advisory process questions. Section 3. Process Gaps above were the conclusion of this process review.

Recommendations

In-demand Industry Sectors: It is recommended that Chabot Las Positas Community College District (CLPCCD) -- Perkins V Advisory Board approve the following industry sectors/occupational clusters (as sanctioned by the Bay Area Community College Consortium, the regional East Bay WIOA plan, and LMI Data as discussed in Appendix A as being in-demand as defined by Perkins V funding. Chabot-Las Positas CCC has chosen the following six in-demand industry sectors/occupational clusters: Health, Information & Communication Technologies/Digital Media, Advanced Manufacturing & Advanced Technology, Advanced Transportation & Renewable Energy, Small Business (Professional, Scientific, & Technical), and Early Care Education.

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

- After review of the English Learner concentrator population at Chabot and Las Positas Colleges each college's core indicator data shows specific programs that require review of non-duplicative core indicator student data to determine if there are issues in English Learner students becoming concentrators or choosing CE programs. Subsequent improvement/outreach plans to increase English Learner participation and completion in CE programs will be designed using Perkins V or in-kind funding.
- After review of each college's core indicator data, specific programs require review of non-duplicative core indicator student data to determine if there are issues in non-traditional students becoming concentrators or choosing CE programs. Subsequent improvement/outreach plans to increase non-traditional

participation and completion in CE programs will be designed using Perkins V or in-kind funding.

- Completion/Persistence/Placement indicators show specific programs within both colleges not meeting 90% of State negotiated rates and therefore require review and improvement plans.
- Management Information Systems (MIS) data for each college's core indicators are shown to have some consistent errors in the data and so a coding review to fix the errors is required to be within the 1-year focused workplans.

Process Gaps: Appendix C is a review by Chabot College and Las Positas College of all the process questions required (in narrative format) by the 4-year application, the CLNA and the District Perkins Advisory Board round tables review of gaps to CE student success in programs/programs of study from secondary to postsecondary to employment. The following are activities that will be funded with Perkins and in-kind funding to improve CE student outcomes:

- *Special Populations Outreach* – Special populations will receive specific resources, orientations, counseling, career guidance, tutoring mentoring, access to specialized lab experiences, skills training, employability training, internships, employment referrals, job boards, career fairs, and job placement.
- *Career Guidance* – A more robust system of career coaches, career resources to support students will be developed. Cohorts within CE programs of study will be identified and given information, support services for special populations, industry-related activities to promote student engagement persistence and completion
- *District Leaders Collaboration* -- District leaders from both colleges will collaborate with industry experts addressing the challenges of successful completion of high-skill, high-wage, and in-demand industry sectors.
- *Faculty and Counselor Collaborations* -- Faculty and counselors will promote high-skill, high-wage, and in-demand industry sectors through outreach in tandem with their educational, industry, and community partners (industry certifications, career fairs, internships and work-based learning).
- *Internships and Work-based Opportunities* -- Internships and work-based learning opportunities will include (career portfolios that document work-based skill attainment, certificate and industry credentials). Project leaders and the Career & Transfer Center will collaborate with industry partners to identify and expand opportunities for special populations and non-traditional students.
- *Recruitment, Retention, Professional Development* -- A major concern of Perkins is how recruitment, preparation, retention, and training, including professional development, of faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements is maintained for CE programs/programs of study. Each college will support teacher preparation and professional development, address the need to improve recruitment, retention and discipline related training for this cohort of individuals.
- *Accountability* -- Projects will be evaluated annually by the Perkins Advisory Board, Institutional Research, the Divisions, and the District. This review process will insure continuous improvement, expansion, and modernization to meet the needs of special

population students and all State and local adjusted levels of performance. Should disparities or gaps in performance occur, the plans may need to be revised annually in consultation with the project lead and the Advisory Board. If no meaningful progress has been achieved prior to the third year, a formal review with the Local Planning Team or the Advisory Board will be required along with recommended action items for the project lead to address to eliminate those disparities or gaps.

- *Postsecondary Certification* -- Review of postsecondary industry certifications supported by local advisories will be encouraged and may in part be funded by Perkins if outside the college budget.
- *Secondary to Postsecondary Transition(s)* -- Both colleges will conduct regular secondary to postsecondary articulation meetings with high school, ROP, and Adult Schools. As part of this funding, regional collaboration for articulation, credit by exam and concurrent enrollment discussions will take place. In addition, the Colleges will ensure all secondary personnel working on dual enrollment, noncredit transition to credit, and college course credit understand the process while working to standardize this application process.



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-

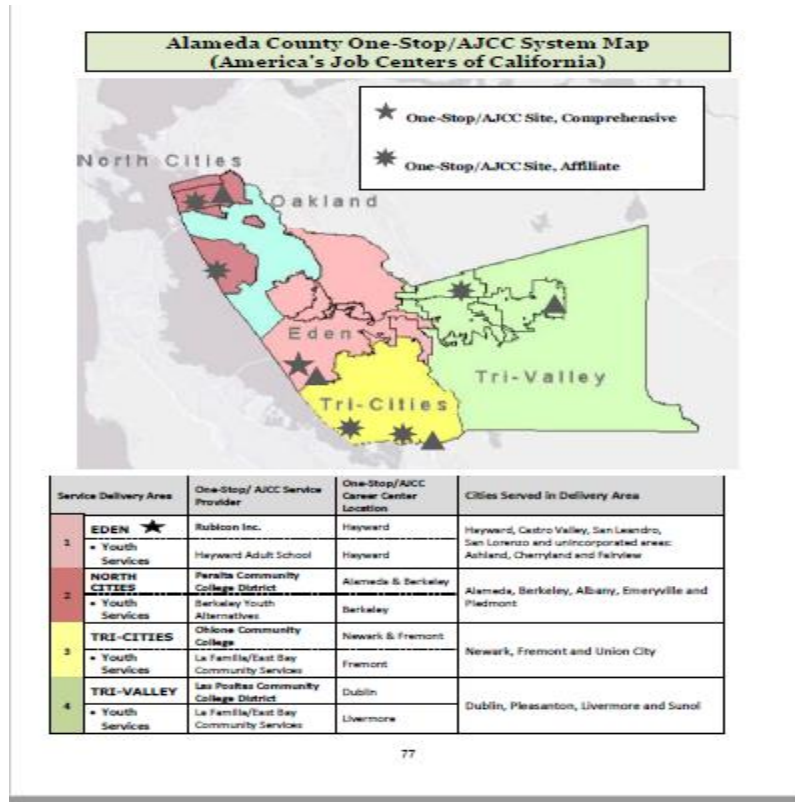
Stop/AJCC centers located throughout the county (Tri-Valley, Eden, Tri-Cities Areas, and North Cities). These locations serve as central and physical locations for the delivery of job-seeker and employer services.

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.



APPENDIX B

Evaluation of Student Performance -- Core Indicators

As part of the Comprehensive Local Needs Assessment (CLNA) §134(c)(2)(1)(A), an evaluation of student performance as determined by State negotiated Core Indicators (within §113 of the Act) is required. This assessment includes all students and the special populations enrolled in career education as listed for Perkin V. The State Chancellor's Office has recognized that core indicator data (as it is two years in arrears) will not be available for the three new special populations (homeless youth, foster youth, and youth who have parents in active military duty) until two years from now when the next CLNA will be produced and so that data is not included within the assessment below.

For community college districts that have multiple colleges, each college's core indicators at a two-digit Taxonomy of Programs (TOP) coded level (and student success data) was reviewed individually.

For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Chabot-Las Positas CCD which consists of Chabot College and Las Positas College has 33,482 students of which 17,678 are Career Education Students. Table 1 below shows a four-year overview of the District's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). Table 1 illustrates District as a whole (for 2020-21) has 52.79% CE Student and of those students 74.58% are economically disadvantaged. Limited English proficient (now called English learners) are 6.23% and Non-traditional are 24.79% at the District level.

Table 1 - District CE Students *(Including Economically Disadvantaged)*

Chabot-Las Positas CCD	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	33,368	17,295	51.83%	13,665	79.01%
(16-17) = 2018-19	33,752	17,607	52.16%	13,463	76.46%
(17-18) = 2019-20	33,848	17,613	52.03%	13,086	74.29%
(18-19) = 2020-21	33,482	17,678	52.79%	13,186	74.58%
<i>Averaged 4-year Total</i>	33,612	17,548	52.20%	13,350	76.08%

Chabot College

For Community College Districts that have multiple colleges, each college's core indicators at a two-digit TOP level (and student success data) were reviewed along with CCCCCO student success matrix and student score card data, Census 2020 data and California Census Hard-to-Count Fact Sheets. For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Chabot College has 20,609 students of which 11,264 are within Career Education (CE). Table 2 below shows a four-year overview of the College's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). Table 2 illustrates the College as a whole (for 2020-21) has 54.64% CE students of which 73.63% are economically disadvantaged. Chabot College's population of CE is larger than non-CE, and its economically disadvantaged student count is high (which means more direct student support services are necessary).

Table 2 -- Chabot College Students (Including Economically Disadvantaged)

Chabot College	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	20,412	11,066	54.21%	8,850	79.97%
(16-17) = 2018-19	20,481	10,958	53.50%	8,430	76.93%
(17-18) = 2019-20	20,577	11,200	54.43%	8,292	74.03%
(18-19) = 2020-21	20,609	11,264	54.65%	8,295	73.63%
<i>Averaged 4-year Total</i>	20,519	11,122	54.19%	8,467	76.14%

General Demographics

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

The discovery of gold in January 1848 brought sweeping changes to California. Thousands of people flooded into northern California hoping to strike it rich in gold. Many, like William Hayward, quickly found that gold mining was hard work and not very profitable. On his way from the gold region to San Francisco in 1851, William Hayward passed through a land owned by Guillermo Castro who owned 27,000 acres of land given to him by the Mexican government in 1843. Hayward liked what he saw and set up a camp at the mouth of Palomares Canyon with plans to cultivate a few acres. Castro agreed to sell Hayward several acres in what is now downtown Hayward. In 1852, Hayward set up a small general store at the corner of A Street and Mission Boulevard. The location became a major stop on the road from Oakland to San Jose. Hayward did so much business that he built a lodging house that became the famous Hayward's Hotel. In 1860, the U.S. post office established a location at "Haywood" using William Hayward's small store on A Street. Most people though referred to the growing community as "Hayward's" because William Hayward was not only the first American settler in town but also at various times the postmaster, justice of peace, county supervisor and road master. It seemed fitting then that when the town was incorporated in 1876, it was officially named "Haywards." The "s" was dropped in 1893 to make it "Hayward."

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

The economy of Hayward employs 79,500 people. The largest industries in Hayward are Health Care & Social Assistance (11,058 people), Manufacturing (8,961 people), and Retail Trade (8,251 people), and the highest paying industries are Utilities (\$95,357), Public Administration (\$62,140), and Professional, Scientific, & Technical Services (\$60,737). The most common jobs held by residents of Hayward by number of employees are Office & Administrative Support Occupations (11,464 people), Sales & Related Occupations (7,006 people) and Management Occupations (6,151 people). Compared to other places, Hayward has an unusually high number of residents working as Healthcare Support Occupations (1.44 times higher than expected), Material moving Occupations (1.4 times), and Transportation Occupations (1.38). The highest paid jobs held by residents of Hayward by median earnings, are Law Enforcement Workers Including Supervisors (\$90,833), Life, Physical & Social Science Occupations (\$82,639) & Other Health Diagnosing & Treating Practitioners & Other Technical Occupations. (\$82,368). (Source: DataUSA)

Between Census and LaunchBoard data there are close to 62% in ethnicities determined to be in the top three English Learner ethnic groups within Hayward. Chabot College within the State Chancellor's Office core indicator data shows 8.83% English Learner concentrators in CE college-wide. However, when you look at the 4th to 8th ranked programs (by concentrator count) you see that 51.5% of all concentrators are only equaling 2.53% English Learners. This indicates a need for review of 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Tech, 10 Fine & Applied Arts, 12 Health, and 21 Public & Protective Services to determine if English Learners are having a problem advancing to concentrator status and/or if a recruitment plan needs development.

The non-traditional student concentrator count overall is 27.60% for the college. The State Chancellor's Office is negotiating a rate of 23% statewide with the Federal government for this core indicator and therefore this is not an issue overall for this College. However, in looking at the 85.45% of concentrators in the top five programs, three of the top five programs by concentrator count (41% of all concentrators are only averaging out to 8.54%). Therefore, there is a need to review 09 Engineering & Industrial Tech, 12 health, and 13 Family & Consumer Sciences for non-duplicative student count to determine if this special population is having a problem advancing to concentrator status and/or if a recruitment plan needs development.

Table 3 (Ethnicity Completion & Retention) includes the following data: Ethnicity for Hayward, and Chabot College; CE completer percentages; and course success rate and retention. The top four ethnicities within Chabot College are Hispanic, Asian, White and Black. Of those four in the course success column, White, Asian, Hispanic and Black are the top four and retention is Asian, Hispanic, White and Black. In regards to male and female demographics, 45.0% reported as male, 53.7% reported as female.

Table 3 -- Ethnicity Completion & Retention

Ethnicity	Hayward Ethnicity	Chabot College Ethnicity	CE Completer Percentage	Course Success Rate	Retention Against Other Colleges
Hispanic	40.4%	37.7%	45%	67%	68/72%
Asian	25.8%	16.9%	61.7%	79%	72/77%
White	17.1%	16.6%	48%	78%	66/73%
Black or African American	9.7%	11%	44.2%	61%	60/65%
Filipino	*	7.7%	63.5%	73%	70/73%
Two or More Races	4.26%	6.5%	*	68%	61/68%
Not Reported	.11%	1.7%	*	81%	69/71%
Hawaiian/Pacific Islander	2.2%	1.6%	68.8%	69%	65/68%
American Native/Alaska Native	.03%	.2%	50%**	70%	63/76%

* Data set too small to be counted or not available in data source used.

** Cohort fewer than 10 students

Table 4 CE Male/Female Completion, Persistence, 30 Units illustrates following data: An overview of Career Education Male and Female data showing degree/transfer, persistence and 30 Units in College prepared, unprepared or overall. The data is found in the California Community College Student Success Data for Career Education for Chabot College.

Table 4 -- CE Male/Female Transfer, Persistence, 30 Units

Chabot College	College Prepared Math/English (College-Level)	Unprepared for College Math/English (Remedial Level)	Overall Math/English (Any Level first Three Years)
MALE			
Completion	56.7%	41.1%	44.4%
Persistence	72.0%	77.3%	76.2%
30 Units	62.0%	65.9%	65.1%
FEMALE			
Completion	64.9%	44.5%	47.2%
Persistence	83.0%	77.7%	78.4%
30 Units	73.4%	72.6%	72.7%

Chabot College Aggregate Core Indicators by 2-digit TOP

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

Chabot College MIS core indicator data posted for 2020-21 (representing fiscal year 2018-19 actual performance) has concentrators in 46 (6-digit TOPs/programs of which 13 have 10 or under concentrators). This level of review would aggregate out to a limited number of concentrators and would not be statistically valid. Therefore, the data reviewed was at a 2-digit TOP level for (11 programs). Table 5 is a roll-up of core indicator review as specified above and consists of the following information: 1) ranking of each program based on concentrator count; 2) the 2-digit TOP code number with program name; 3) non-duplicative (SAM A-C) student course taking within the TOP; 4) total CE concentrators within the TOP; 5) concentrators that successfully passed (SAM A-C) courses with a "C" average or better; 6) percentage of students from the non-duplicative student count that made it to concentrator status; 7-9) are percentages of English Learners, non-traditional, and economically disadvantaged (special populations) who are concentrators within the program; and 10) State negotiated rates not meeting 90% for the following core indicators: 2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation.

The first five 2-digit TOPs/programs within the Table 5 below represent 85.45% of all concentrators and consist of 05 Business & Management, 13 Family & Consumer Sciences, 09 Engineering & Industrial Technology, 12 Health, and 21 Public & Protective Services.

Table 5 -- 2-Digit TOP Codes Review

Rank	TOP/program Name	Non-Duplicate Cohort	Total Concentrator	Concentrator Performance	Non-Duplicate	English Learners %	Non-Traditional. %	Economically Disadvantaged %	Meeting 90%
	Chabot College	8,427	2,117	1,918	25%	8.83%	27.60%	73.83%	
1	05 Business & Management	2,769	738	652	27%	8.81%	47.83%	75.88%	
2	13 Family & Consumer Sciences	1,124	317	287	28%	21.77%	3.93%	76.34%	
3	09 Engineering & Industrial Tech.	1,937	315	286	16%	2.86%	7.32%	56.19%	2, 3
4	12 Health	554	225	221	41%	5.33%	14.37%	72.89%	
5	21 Public & Protective Services	887	213	183	24%	0.94%	42.79%	81.22%	
6	07 Information Technology	1,594	138	129	9%	1.45%	11.59%	28.99%	4
7	06 Media & Communications	383	75	71	20%	2.67%	62.50%	74.67%	
8	10 Fine & Applied Arts	442	51	50	12%	1.96%	29.79%	88.24%	2
9	02 Agriculture & Related Tech.	162	32	29	20%	18.75%	50%	78.13%	4
10	08 Education	0	2	0	0%	0%	0%	100%	*
11	49 Interdisciplinary Studies	4	1	1	25%	0%	0%	100%	*

* Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking

** No non-traditional programs within the 2-digit TOP

Chabot College -- Conclusion of Gaps

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

Completion/Persistence/Placement:

- Within 2, Architecture & Related Technology and 07, Information Technology, placement is beneath 90% of the State negotiated rate. Therefore, these TOPs/programs need to review completion to determine improvement objectives/activities.
- Within 10, Fine & Applied Arts completion is beneath 90% of the State negotiated rate. Therefore, this TOPs/program needs to review completion to determine improvement objectives/activities.
- Within 09 Engineering & Industrial Technology, completion and persistence is beneath 90% of the State negotiated rate. Therefore, this TOPs/program needs to review completion to determine improvement objectives/activities.

Non-traditional:

- Three of the top five programs by concentrator count (41% of all concentrators are only averaging out to 8.54% non-traditional students). Therefore, there is a need to review 09 Engineering & Industrial Tech, 12 health, and 13 Family & Consumer Sciences for non-duplicative student count to determine if this special population is having a problem advancing to concentrator status and/or if a recruitment plan needs development.

English Learners:

- Chabot College within the State Chancellor's Office core indicator data shows 8.83% English Learner concentrators in CE college-wide. However, when you look at the 4th to 8th ranked programs (by concentrator count) you see that 51.5% of all concentrators are only equaling 2.53% English Learners. This indicates a need for review of 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Tech, 10 Fine & Applied Arts, 12 Health, and 21 Public & Protective Services to determine if English Learners are having a problem advancing to concentrator status and/or if a recruitment plan needs development.

General Data Review:

Chabot College will need to follow-up with the research department to fix the following discrepancies in 2020-21.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in SAM A-C courses within the 2, 4, or 6-digit TOPS. Chabot College is missing this data in the 6-digit level for the following TOPs: (50630, 50640, 60400, 83520, 90100, 210400).

- Chabot College is showing more concentrators in a 6-digit TOP (050500 Business Administration) than non-duplicative student counts.
- Core indicator data consists of showing duplicative and non-duplicative student course taking in SAM A-C courses within the 2, 4, or 6-digit TOPS. Chabot College is missing this data in the 2-digit level for the following TOP (08 Education).

Las Positas College

As part of the comprehensive local needs assessment (CLNA) §134(c)(2)(1)(A), an evaluation of student performance as determined by State negotiated Core Indicators (within §113 of the Act) is required. This includes all CE students and the special populations as listed for Perkins V. The State Chancellor's Office has recognized that core indicator data (as it is two years in arrears) will not be available for the three new special populations (homeless youth, foster youth, and youth who have parents in active military duty) until two years from now when the next CLNA will be produced and therefore that data is not included within the assessment below.

For Community College Districts that have multiple colleges, each college's core indicators at a two-digit TOP level (and student success data) were reviewed along with CCCCCO student success matrix and student score card data, Census 2020 data and California Census Hard-to-Count Fact Sheets. For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Las Positas College which has 12,873 students of which 6,414 are within Career Education (CE). Table 6 below shows a four-year overview of the College's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). Table 6 illustrates Las Positas College as a whole (for 2020-21) has 49.82% CE students of which 76.25% are economically disadvantaged.

Table 6 -- Las Positas College Students (Including Economically Disadvantaged)

Las Positas College	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	12,956	6,229	49.74%	4,815	76.36%
(16-17) = 2018-19	13,271	6,649	50.10%	5,033	75.69%
(17-18) = 2019-20	13,271	6,413	48.32%	4,794	77.56%
(18-19) = 2020-21	12,873	6,414	49.82%	4,891	76.25%
<i>Averaged 4-year Total</i>	13,072	6,472	49.49%	4,902	76.46%

General Demographics

Las Positas College, accredited in 1991, is part of the Chabot-Las Positas Community College District and is located on a 147-acre campus in Livermore. The campus is 40 miles southeast of San Francisco, amid one of California's fastest growing regions for business, science, and technology. Livermore, known as the oldest wine region in California, was founded in 1869 by William Mendenhall and named after Robert Livermore. Livermore (pop. 88,232) encompasses 26.93 square miles which averages out to a population density of 3,216 and is the easternmost city in the San Francisco Bay Area; the gateway to the Central Valley. Contributing to the development of the city, Livermore is a good location to grow wine grapes due to its Mediterranean climate-warm, dry summers and cold, wet winters. The city is framed by award winning wineries, located mainly in the South Livermore district, farm lands and ranches that mirror the valley's western heritage. As home to renowned science and technology centers, Lawrence Livermore National Laboratory and Sandia National Laboratory, Livermore is a technological hub and an academically engaged community. It has become an integral part of the Bay Area, successfully competing in the global market powered by its wealth of research, technology and innovation. Livermore's arts, culture, western heritage and vibrant wine industry provide a unique blend to this special community. Historic Downtown Livermore is being preserved while revitalizing the economic and cultural present into a preeminent shopping, dining, entertainment and cultural district.

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

The economy of Livermore employs 47,100 people. The largest industries in Livermore are Professional, Scientific, & Technical Services (7,120 people), Retail trade (5,095 people), and Manufacturing (4,734 people), and the highest paying industries are Utilities (\$110,347), Professional, Scientific, & Technical Services (\$102,922), and management of Companies & Enterprises (\$101,011). Compared to other places, Livermore has a usually high number of residents working as Life, Physical, & Social Sciences Occupations (2.79 times higher than expected), Architecture & Engineering Occupations (1.98 times), and Computer & Mathematical Occupations (1.82 times). The most common jobs held by residents of Livermore by number of employees are Management Occupations (7,006 people), Office & Administrative Support Occupations (5,653 people), and Sales & Related Occupations (5,382 people).

LaunchBoard data shows close to 29% in ethnicities determined to be in the top three English Learner ethnic groups Livermore. Las Positas College within the State Chancellor's Office core indicator data shows 3.64% English Learner concentrators in CE college-wide. However, of the top six programs, only one is above 1%. Therefore, all TOPs/programs (with the exception of 06 Media & Communications, 10 Fine and Applied Arts and 13 Family & Consumer Sciences will need review for their non-duplicative student counts to determine if this special population is having a problem advancing to concentrator status and/or if a recruitment plan needs development.

The non-traditional student concentrator count overall is 20.27% for the college. The State Chancellor's Office is negotiating a rate of 23% statewide with the Federal government for this

core indicator and therefore this is not an issue overall for this College. However, in looking at the top six program per concentrators count (four of the top six are only averaging out to 5.92% non-traditional students equaling 51.66% of all concentrators). Therefore, this program will need to review 07 Information Technology, 09 Engineering & Industrial Tech, 12 Health, and 13 Family & Consumer Sciences for their non-duplicative student counts to determine if this special population are having a problem advancing to concentrator status and/or if a recruitment plan needs development.

Table 7 (Ethnicity Completion & Retention) illustrates the following data: Ethnicity for Livermore, and Las Positas College; CE completer percentages; and course success rate and retention. The top three ethnicities within Las Positas College are White, Hispanic and Asian. As can be seen in the course success column, Asian, Filipino, White, Hispanic are the top four and retention is Filipino, Asian, White and Hispanic. In regards to male and female demographics, 47.9% reported as male, 50.6% reported as female; in retention females are showing 68% and males at 47% and in course completion rates females are showing 64.4% and males at 53.6% (CE students).

Table 7 -- Ethnicity Completion & Retention

Ethnicity	Livermore Ethnicity	College Ethnicity	CE Completer Percentage	Course Success Rate	Retention Against Other Colleges
White	63.7%	38.75%	54.1%	75%	70/74%
Hispanic	20.2%	29.0%	58.8%	68%	68/75%
Asian	9.24%	15.2%	65.5%	77%	70/76%
Two or More	3.94%	6.6%	*	*	*
Filipino	*	4.4%	75%	74%	72/78%
Black or African American	1.2%	4.3%	46.7%	63%	59/71%
Hawaiian/Pacific Islander	.33%	.6%	50%**	68%	67/74%
American Native/Alaska Native	.12%	.2%	33.3%**	63%	48/67%
Not Reported	0.1%	.09%	*	71%	59/62%

* Data set too small to be counted or not available in data source used.

** Cohort fewer than 10 students

Table 8 CE Male/Female Completion, Persistence, 30 Units illustrates following data: An overview of Career Education Male and Female data showing degree/transfer, persistence and 30 Units in College prepared, unprepared or overall. The data is found in the California Community College Student Success Data for Career Education for Las Positas College.

Table 8 -- CE Male/Female Completion, Persistence, 30 Units

Las Positas College	College Prepared Math/English (College-Level)	Unprepared for College Math/English (Remedial Level)	Overall Math/English (Any Level first Three Years)
MALE			
Completion	70.0%	46.9%	54.4%
Persistence	87.4%	77.6%	80.8%
30 Units	79.1%	71.4%	73.9%
FEMALE			
Completion	77.4%	46.9%	54.4%
Persistence	85.8%	83.8%	84.4%
30 Units	82.6%	76.0%	77.7%

Las Positas College Aggregate Core Indicators by 2-digit TOP

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

Las Positas College MIS core indicator data posted for 2020-21 (representing fiscal year 2018-19 actual performance) has concentrators in 41 (6-digit TOPs/programs of which 22 have 12 or under concentrators). This level of review would aggregate out to a limited number of concentrators and would not be statistically valid. Therefore, the data reviewed was at a 2-digit TOP level for (12 programs). Table 9 is a roll-up of core indicator review as specified above and consists of the following information: 1) ranking of each program based on concentrator count; 2) the 2-digit TOP code number with program name; 3) non-duplicative (SAM A-C) student course taking within the TOP; 4) total CE concentrators within the TOP; 5) concentrators that successfully passed (SAM A-C) courses with a "C" average or better; 6) percentage of students from the non-duplicative student count that made it to concentrator status; 7-9) are percentages of English Learners, non-traditional, and economically disadvantaged (special populations) who are concentrators within the program; and 10) State negotiated rates not meeting 90% for the following core indicators: 2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation.

The first five 2-digit TOPs/programs within the Table 9 represent 81.09% of all concentrators and consist of 05 Business & Management, 13 Family & Consumer Sciences, 21 Public & Protective Services, 09 Engineering & Industrial Tech. and 07 Information Technology.

Table 9 -- 2-Digit TOP Codes Review

Rank	TOP/program Name	Non-Duplicative Cohort	Total Concentrator	Concentrator Performance	Non-Duplicative Concentrator %	English Learners %	Non-Traditional. %	Economically Disadvantaged %	Meeting 90%
	Las Positas College	4,685	1,100	962	23%	3.64%	21.99%	64.36%	
1	05 Business & Management	1,334	283	238	21%	0%	49.26%	67.14%	
2	13 Family & Consumer Sciences	756	187	171	25%	11.23%	3.03%	62.03%	3
3	21 Public & Protective Services	1,045	178	129	17%	0%	20.34%	61.24%	
4	09 Engineering & Industrial Tech.	353	135	128	38%	0.74%	4%	57.78%	
5	07 Information Technology	816	109	116	13%	0.92%	16.67%	74.31%	
6	12 Health	382	83	81	22%	0%	0%	69.88%	
7	10 Fine and Applied Arts	378	42	38	11%	7.14%	66.67%	69.05%	4
8	01 Agriculture & Natural Resources	152	27	23	18%	0%	29.63%	48.15%	
9	06 Media & Communications	112	24	22	21%	8.33%	28.57%	62.50%	
10	49 Interdisciplinary Studies	114	14	13	12%	7.14%	0%	71.43%	*
11	08 Education	0	10	9	0%	0%	0%	80%	2,3*
12	22 Social Sciences	0	1	1	0%	0%	100%	100%	*

* Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking.

** No non-traditional programs within the 2-digit TOP.

Las Positas College -- Conclusion of Gaps

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

Completion/Persistence/Placement:

- Within 08, Education completion and persistence is beneath 90% of the State negotiated. Therefore, this TOP/program need to review completion and persistence to determine improvement objectives/activities.
- Within 10, Fine & Applied Arts placement is beneath 90% of the State negotiated rate. Therefore, this TOP/program needs to review placement to determine improvement objectives/activities.
- Within 13, Family & Consumer Sciences persistence is beneath 90% of the State negotiated rate. Therefore, this TOP/program needs to review persistence to determine improvement objectives/activities.

Non-traditional:

- In review of the top six program per concentrators count (four of the top six are only averaging out to 5.92% non-traditional students equaling 51.66% of all concentrators). Therefore, this program will need to review 07 Information Technology, 09 Engineering & Industrial Tech, 12 Health, and 13 Family & Consumer Sciences for their non-duplicative core indicator student data to determine issues in non-traditional students becoming concentrators and recruitment/outreach objectives and activities are need to increase this special population.

English Learners:

- Census data specifies that over LaunchBoard data shows close to 29% in ethnicities determined to be in the top three English Learner ethnic groups Livermore. Las Positas College within the State Chancellor's Office core indicator data shows 3.64% English Learner concentrators in CE college-wide. However, of the top six programs only one is above 1%. Therefore, all TOPs/programs (with the exception of 06 Media & Communications, 10 Fine and Applied Arts and 13 Family & Consumer Sciences will need review of non-duplicative core indicator student data to determine issues in English Learner students becoming concentrators and recruitment/outreach objectives and activities are need to increase this special population across all programs.

General Data Review:

Las Positas College will need to follow-up with the research department to fix the following discrepancies in 2020-21.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in SAM A-C courses within the 2, 4, or 6-digit TOPS. Las Positas College is missing this data in the 6-digit level for the following TOPs: (050500, 050640, 050650, 061400, 083500, 092400, 120820, 130600, 220800).
- Las Positas College is showing more concentrators in a 6-digit TOP (060200 Journalism) than non-duplicative student counts.

APPENDIX C

Program Gap Analysis Required Narrative and Round Table Consultation

The following answers to the required questions, include the program gap analysis, narrative responses, and round table consultation results, will inform the 4-year application.

Required Questions Making up the 4-year Application:

- (1) A description of the results of the comprehensive needs assessment conducted under subsection (c);

Based on the local comprehensive needs assessment including the review of the data, performance and process gaps, the results were for the colleges to include student support activities including: instructional supplements, career exploration and development, specialized equipment, marketing, professional development, skills-building certificate development, recruitment of special populations and non-traditional students, partnership expansion with industry, WIOA and secondary partners, career focused counseling, utilization of data analysis and evaluation, and improved distance education offerings.

- (2) Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

Based on the local comprehensive needs assessment including industry supply and demand, program advisory committee input, the following existing programs of study to be improved include: Administration of Justice, Architecture, Automotive Technologies, Commercial Music, Dental Hygiene, Digital Media, Early Care Education, Emergency Medical Services, Engineering Technology, Fire Service Technology, Information, Communication & Technology, Journalism, Machine Tool Technology, Medical Assisting, and Nursing.

- (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and;

New programs of study to be developed by each college within the Chabot-Las Positas Community College District include:

Chabot College – Data Analytics, Film Production, Paralegal, and Technical Theater.

Las Positas College - Data Science, Advanced Manufacturing, and Public Safety Leadership and Management.

College faculty will work together to develop programs of study to not compete but to compliment the offerings to students.

- (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

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

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

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

- (3) A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

- (A) career exploration and career development coursework, activities, or services;

Under the umbrella of the Guided Pathways and SWP state initiatives, the Colleges participate in a variety of workforce development groups, including the Alameda County Workforce Development Board/WIOA, the Bay Area Community College Consortium, the local chambers of commerce, regional employers, local and county governments, and the Centers of Excellence. These efforts identify in-demand careers with living wages and helping students explore these careers and prepare through highly structured, unambiguous roads maps that can be completed within reasonable

time-to-completion parameters. Funded programs will provide a range of services and experiences to assist students in achieving essential work-based skills, including classroom-based projects using industry standards, evaluators, activities that simulate problem-solving and decision-making in work-based scenarios, on-site research projects, guest speakers, field trips/observations.

- (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and

The updating and maintenance of career education program websites across the Colleges have provided students with access to clear and up-to-date career information about occupations, wages, career outlook, and potential employers. Perkins V project leaders will capitalize on these resources by addressing the challenges determined in the comprehensive needs assessment and by collaborating with industry experts on high-skill, high-wage, and in-demand industry sectors. Correspondingly, faculty and counselors will promote these careers through outreach with our high school and Regional Occupational Program (ROP) partners. Outreach will also incorporate industry certifications, career fairs, internship and work-based learning.

- (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

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

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

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

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

have the opportunities through career counseling, first years experiences, and workplace activities to explore the different pathways available to them.

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

At both Colleges, approval of curriculum falls under the direction of the Chabot-Las Positas Community College District Board of Trustees. Faculty are entrusted with the responsibility of developing high-quality curriculum and participating with administrators in the local curriculum approval processes at both the college and district levels. Programs for CE students receive the same rigor and proficiencies as are taught to all other students. They actively address the integration of core academics – writing, reading, math, and communications – with technical content. Activities include the addition of writing assignments, research papers, and applied writing in industry-related documentation; review/study of technical manuals, publications, technical software, and professional research/journals; math on work-related problems, and a variety of presentations on industry topics. Programs utilize student support services to aid special populations with learning barriers, and will increase use of student mentors/tutors to provide support in labs. Additional initiatives will be instituted to address specific learning needs across programs based upon core indicators.

With regard to the approval of CE programs, there are additional steps in the curriculum process specified in the regulation that are required, including the need for labor market demand, advisory committees, and regional consortium review. Specifically, CE programs at the community college level are evaluated annually by an extensive advisory process that engages representatives of the Perkins Advisory Board, faculty, students, the Research Office, and CE program advisory committees. The programs are evaluated and accredited by professional and industry organizations to ensure that continuous improvement, expansion and modernization; to ensure that the needs of special population students are met; and that all State and local adjusted levels of performance are met.

All new CE programs are first approved through the Chabot and Las Positas College Curriculum Committee processes where faculty must demonstrate sufficient labor market demand for graduates, which is documented through a request to the Centers of Excellence. Next, programs are submitted to the Bay Area Community College Consortium for review and recommendation. Credit programs that require 12 or more credits and appear on students' transcripts must also be approved by the CCCCCO. Beyond meeting college course and program standards, courses and programs must meet the standards set forth in the Program and Course Approval Handbook, published by the CCCCCO, Title 5 of the California Code of Regulations, and the California EC. In addition, the regular and systematic review of instructional programs is mandated not only by Title 5 regulations and EC statutes, but also by the standards of the Accrediting Commission for Community and

Junior Colleges of the Western Association of Schools and Colleges. At a minimum, under Title 5 requirements, all CE programs must demonstrate to a district governing board every two years that the program:

- *Meets a documented labor market demand*
- *Does not represent unnecessary duplication of other manpower training programs in the area*
- *Is of demonstrated effectiveness as measured by the employment and completion success of its students*

(5) A description of how the eligible recipient will—

- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

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

- (B) prepare CTE participants for non-traditional fields;

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

- (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and,

Chabot and Las Positas College project leaders work with a variety of support services such as EOPS, CARE, CalWorks, Disability Support & Program Services, the Veteran's Resource Center, and Puente Programs to identify and provide equal access for special populations to career and technical education courses, programs, and programs of study. Faculty and counselors work to increase inclusion and eliminate

discrimination by creating a learning-rich environment and monitoring the performance of special population students through core indicator results.

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

Under the Community College Guided Pathways reform efforts, the Colleges are currently assessing and restructuring the onboarding, orientation, and advising processes to ensure that all barriers to students' enrollment are removed. At the same time, faculty are reviewing their course and program offerings in an effort to consolidate offerings into clear pathways and program maps. Intense Program Mapping is being used to align the scheduling process with the program maps and student needs.

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

- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

Chabot and Las Positas College have oversight mechanisms in place to ensure that projects comply with all state and federal laws and regulations prohibiting discrimination based on race, color, national origin, sex, sexuality, and disability. The 2020-2021 application will demonstrate how discrimination of any kind is not tolerated. The colleges will provide nondiscrimination notifications to students, parents, school employees, and the general public.

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

- (6) A description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

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

- (7) A description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;

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

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

In addition, both colleges participate with the Eden Area and TriValley K-12 Strong Workforce Project to improve linkages and articulation of career technical pathways among high

schools, ROPs, and CCCs. Chabot and Las Positas College have each invested SWP funds towards the K-12 SWP Pathway Coordinator positions ensuring each service area is provided with this much needed technical support. Special Admit students are also accepted to the college under California EC Section 48800 which enables students who may benefit from advanced scholastic or vocational work to enroll in community college courses part-time upon recommendation from their principal and with parental consent.

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

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

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

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

skills training, staff will attend specialized educational and/or industry training and share their knowledge with colleagues and students to improve overall competency levels.

- (9) A description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Chabot and Las Positas College projects will be evaluated annually by the Perkins V Advisory Board, Research Office, Department, and District. The annual review will ensure continuous improvement, expansion, and modernization to meet the needs of special population students and all State and local adjusted levels of performance. In addition to those quality assurance measures cited, many of the funded programs are accredited by professional and industry organizations in which case they will also be evaluated by the advisory committee. Should disparities or gaps in performance occur, the plans may need to be revised annually in consultation with the project lead and the Advisory Board. If no meaningful progress has been achieved prior to the third year, a formal review with the Perkins V Advisory Board will be required along with recommended action items for the project lead to address to eliminate those disparities or gaps.

Required Questions as part of the Comprehensive Data Analysis

- (1) In general.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
 - (B) not less than once every 2 years, update such comprehensive local needs assessment. (Reference Appendix A-C)
- (2) Requirements.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
- (A) 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 described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
 - (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
 - (xi) enable results to be disaggregated within each State, local educational

agency, and school by— (I) each major racial and ethnic group; (II) economically disadvantaged students as compared to students who are not economically disadvantaged; (III) children with disabilities as compared to children without disabilities; (IV) English proficiency status; (V) gender; and (VI) migrant status, except that such disaggregation shall not be required in the case of a State, local educational agency, or a school in which the number of students in a subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student; (Reference Appendix B)

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

Chabot and Las Positas College will produce one-year focused applications that will be sufficient in size, scope and quality to be effective. This will be accomplished by limiting the number of programs funded and carefully scaling the activities across TOP Codes to achieve our goals and objectives based on labor market demand. Additionally, there will be support activities extending across all TOP Codes. A careful analysis will be conducted and funds allocated to ensure that each project successfully results in improvements. Factors considered will be the overall impact on the colleges, Core Indicator data, number of students benefited, extent to which different CE disciplines collaborated with one another, workforce demand, evolving technologies, and the extent to which the Perkins V funding could support the successful completion of each project.

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or

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 (RPUs). California state law requires coordination between the K-12, Community Colleges, and WIOA systems and requires the use of sector strategies as the operational framework for the state’s workforce system. These two state mandated requirements are met under 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.

- (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Through the comprehensive needs assessment, the projects were aligned with regional in-demand sectors and occupations identified by the local workforce development committees. Projects will be evaluated annually by the Perkins V Advisory Board, Research Office, program, and District. Review will insure continuous improvement, expansion, modernization; that the needs of special population students are met; and that all State and local adjusted levels of performance are met. In addition to those quality assurance measures cited, many of the funded programs are evaluated and accredited by professional and industry organizations. Where accreditation is required, those assessment processes are supported but not funded with this grant. When other, voluntary, industry-based certifications are supported by advisories, those efforts are encouraged and may, in part, be funded if outside the college budget. These accreditation/certification processes combined with existing college required assessments support continued program evaluation focused on expansion, improvement, and modernization. Programs will identify and incorporate industry certifications, internship and work-based learning opportunities.

- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Chabot and Las Positas College participates in the Regional K-12 Strong Workforce Project to improve linkages and articulation of career technical pathways among high schools, ROPs, Adult Schools and Community Colleges. Under the Community College Guided Pathways reform efforts, the Colleges are currently assessing and restructuring the on-boarding, orientation, and advising processes to ensure that they are actively eliminating barriers for students progressing through these experiences. In particular, the application process and the messaging is being addressed to assure students understand the resources available to them. At the same time, programs are reviewing their course and program offerings to consolidate those offerings into clear, stackable pathways for students, including restructuring scheduling processes to ensure the courses students need are available when students need them. Student educational plans, built around a student's predefined, comprehensive plan of study, are being given greater priority along with the identification of resources designed to support disproportionately impacted student populations with wraparound support services for students.

Chabot and Las Positas College will invest Perkins V funding to host faculty-to-high school teacher meetings to plan, maintain, and develop articulation agreements each semester. Emphasis is on all sectors and divisions. The process will include a review of current articulation agreements and provide resources to maintain currency in this process. The colleges will collaborate regionally in articulation, credit by exam and concurrent enrollment discussions. In addition, they will be meeting to make sure that all entities working with articulation (dual

enrollment and college course credit) to make sure all understand the process and to standardize a regional dual enrollment application process.

- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

Under the Community College Guided Pathways reform efforts, (which affects all colleges), the District is currently assessing and restructuring the on-boarding, orientation, and advising processes to ensure that they are actively eliminating barriers for students progressing through these experiences. In particular, the application process and the messaging is being addressed to assure students understand the resources available to them. At the same time, programs are reviewing their course and program offerings to consolidate those offerings into clear, stackable pathways for students, including restructuring scheduling processes to ensure the courses students need are available when students need them. Student educational plans, built around a student's predefined, comprehensive plan of study, are being given greater priority along with the identification of resources designed to support disproportionately impacted student populations with wraparound support services for students.

- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and,

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

skills and meet the local levels of performance.

- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Chabot and Las Positas College faculty and counselors will work together to incorporate strategies to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency by providing targeted outreach, counseling, tutoring, mentoring, access to specialized lab experiences, and hands-on equipment skills training. Special outreach, resources, and curriculum are dedicated to preparing students for nontraditional careers. Funded programs will provide students with a range of experiences to develop work-based skills in competitive fields. These experiences include classroom-based projects using industry standards/evaluators/activities that simulate problem-solving and decision-making in work-based scenarios, on-site research projects, guest speakers, field trips, observations, clinical rotations, assignment to special industry projects, service learning, internships, work experience, involvement in competitions in conjunction with industry, and student-professional extra-curricular activities. Programs will identify and incorporate industry certifications, career fairs, internship and work-based learning.