

LPC Mission Statement

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

LPC Planning Priorities

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

CTE Committee 2025-2026

* = *In attendance*

Committee Co-Chairs

Vicki Shipman*

Melissa Korber*

Voting Members

Traci Peterson, Academic Services
Nan Ho, VP Academic Services*
Rajinder Samra, Director RPIE*
Lilibeth Juarez, Classified A&H *
Anne Kennedy, Classified BSSL*
Maria Eastwood, Classified PATH*
Jean O'Neil-Opipari, Classified STEM*
Kristi Vanderhoof, Classified SS*
Dan Marschak, Faculty A&H*
Lyndale Garner, Faculty BSSL*
Jeffrey Weichert, Faculty STEM*
Anela Schonone, Faculty PATH
Jill Oliveira, Faculty SS*
Beheshta Qaderi, LPCSG

Non-Voting Members

Paula Checchi, Dean STEM*
Mike McQuiston, Dean PATH*

Voting Members = 13 Quorum = 8

[Career Technical Education Committee](#)

Agenda Items

Welcome/Call to Order

Public Comment

Review and Approval of Agenda, 2/24/26

Motion: Jill Oliveira; Second: Anne Kennedy
Unanimously Passed

Review and Approval of Minutes, 1/27/26

Motion: Kristine Vanderhoof; Second: Lilibeth Juarez
Unanimously Passed

Presentation: Comprehensive Local Needs Assessment Update Pathways 2 Careers Presentation via Zoom

CTE Curriculum – Melissa Korber, Vicki Shipman

CTE Curriculum Reports Attached

Credit

Noncredit

Apprenticeships

TOP to CIP Code Initiative (Memo Attached)

TOP to CIP Code Dashboard [Link](#)

[High School Articulation Agreements](#): Renewals Due 3/30/26

CTE Funding – Vicki Shipman

Perkins: Faculty Subgrants

Timeline

Application

Scoring Matrix

Strong Workforce Program: 26/27 Allocation in June 2026

CTE Outreach – Anne Kennedy, Lilibeth Juarez

Outreach Report Attached

Career & Employment Center – Kristi Vanderhoof

Career Center Report Attached

Other Business

CTE Professional Development Opportunities

[Educating for Careers](#); March 1-3, 2026; Sacramento, CA

[CCCAOE](#); April 21-23, 2026; Sacramento, CA

Good of the Order

Adjournment

Next Regular Meeting: March 24, 2026



PATHWAY **2** CAREERS

**Chabot-Las Positas Community College District
Comprehensive Local Needs Assessment**

Laying the Foundation in Data

Stakeholder Surveys
Labor Market Analysis

Survey Update

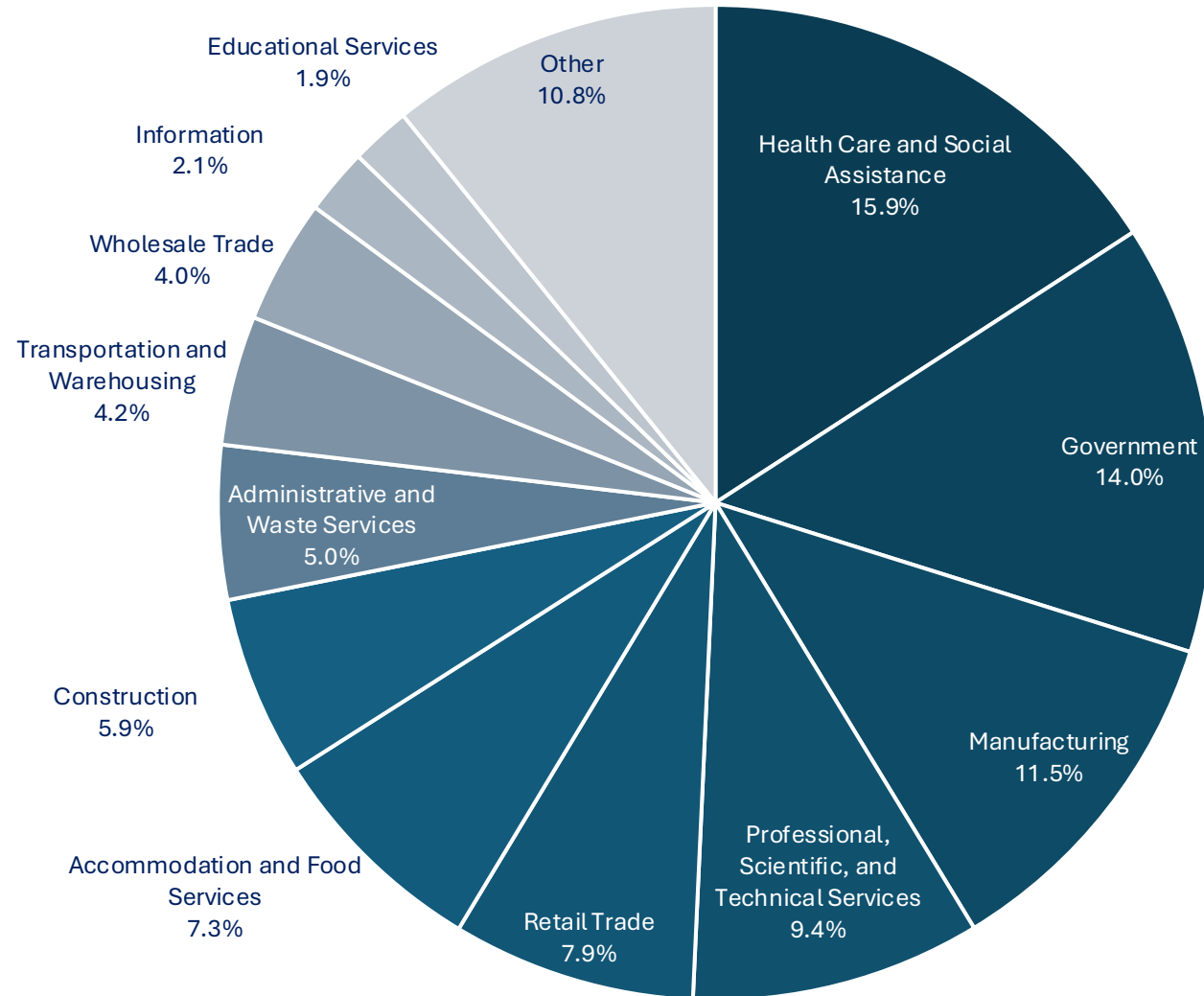
Surveys were distributed to all stakeholder groups. Preliminary analysis is complete.

- CCLPC Staff:
 - 12 Admin/Deans
 - 58 Faculty
 - 22 Classified Professionals
 - 16 Counselors
- 1,229 Current Students
- 229 High School Students/331 Not Taking College Classes
- 54 K-12 Partners
- 53 Employers

Insights from the Labor Market Analysis

THE EMPLOYERS

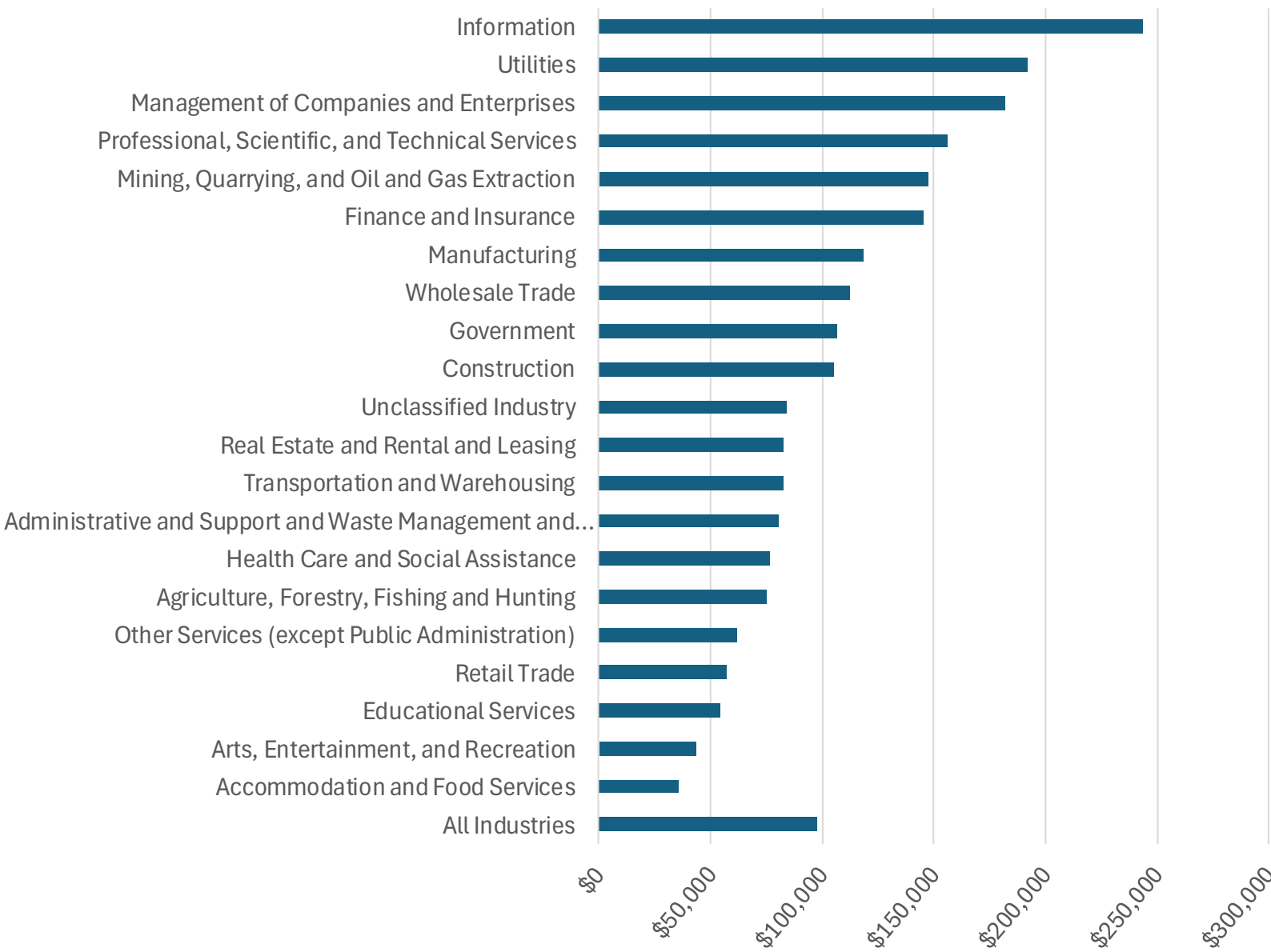
Employment by Industry, 2024, Alameda County



THE EMPLOYERS

Detailed Industry	Location Quotient
Motor Vehicle Manufacturing	15.41
Industrial Machinery Manufacturing	8.43
Footwear Manufacturing	6.88
Computer and Peripheral Equipment Manufacturing	6.86
Scientific Research and Development Services	5.78

Industries by Average Annual Pay, 2024, Alameda County



THE EMPLOYERS

THE PIPELINE

45,059 postsecondary awards were made by postsecondary institutions in the Alameda-Contra Costa region last year.

A significant share of these awards (23.8%) were at the Associate's Degree level.

Approximately a third (33.4%) were Bachelor's Degrees.

THE PIPELINE

Even though the Health Professions programs issued the most awards (8,032), that number pales in comparison to the number of annual openings projected for the occupations those programs supply (38,422).

Workforce Equilibrium

Description	Completions	Annual Openings	Workforce Equilibrium Value
Health Professions and Related Programs	8,032	46,454	(38,422)
Liberal Arts and Sciences, General Studies and Humanities	4,870	20,107	(15,237)
Business, Management, Marketing, and Related Support Services	4,497	53,977	(49,480)
Computer and Information Sciences and Support Services	3,660	11,325	(7,665)
Social Sciences	3,281	13,867	(10,586)
Engineering	2,491	9,202	(6,711)
Multi/Interdisciplinary Studies	1,864	52,487	(50,623)
Biological and Biomedical Sciences	1,774	9,186	(7,412)
Psychology	1,768	6,441	(4,673)
Family and Consumer Sciences/Human Sciences	1,118	25,953	(24,835)
Legal Professions and Studies	1,071	6,017	(4,946)
Mathematics and Statistics	1,033	5,573	(4,540)
Visual and Performing Arts	975	11,577	(10,602)
Culinary, Entertainment, and Personal Services	931	13,783	(12,852)
Communication, Journalism, and Related Programs	783	6,434	(5,651)
Education	772	11,623	(10,851)
Physical Sciences	738	7,423	(6,685)
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	630	10,965	(10,335)
Natural Resources and Conservation	609	14,431	(13,822)



PATHWAY **2** CAREERS

Curriculum Report for CTE Committee Meeting on February 24, 2026

Since our last meeting, the Curriculum Committee met once on February 2, 2026. At this meeting, the committee discussed the transition from TOP (Taxonomy of Programs) codes to nationally recognized CIP (Classification of Instructional Programs) as set forth in more detail in the attached memorandum from the state. The deadline for completing the process is Fall 2027.

The following actions will facilitate the process at colleges:

- Establish a local TOP-to-CIP implementation team and/or process.
- Coordinate with Academic Senates and Curriculum Committees to evaluate instructional programs and courses using an interface tool and select appropriate CIP codes. Colleges must submit instructional CIP codes by Dec. 31, 2026.
- Use Common Course Numbering funding to support TOP-to-CIP transition activities, including classified professional overtime, faculty stipends, temporary staffing, and consultant support for system updates.
- Expedite processes where feasible, while maintaining data integrity standards.
- Coordinate with Chief Business Officers to ensure instructional activity codes are accurately classified and that budget development for 2026-27 is aligned with CIP-based instructional coding.
- Communicate with local boards of trustees and external partners regarding the transition.

Apprenticeship Report

Drone Technology: NorCal Laborers Union developing Standards for Drone Technology to be approved by the Division of Apprenticeship Standards. Due to demand of Drone Technology training for current NorCal apprentices, NorCal contracting with EDCE for training. Dan Cearley developing curriculum and delivering training this semester.

Early Care and Education: California Apprenticeship Initiative (CAI) implementation grant submitted January 30, 2026; Award to be announced April 3, 2026. Kudos to Dean Michelle Simotas and ECE faculty for development.

Marine Technology: Total of 1 section (WRKX) Spring 2026; 5 Apprentices Enrolled.

NorCal Laborer's: 14 Courses; 104 sections Spring 2026; 104 Apprentices Enrolled; 3 Locations (San Ramon, Stockton & Fresno)

Credit for Prior Learning – Student Education Plans for Apprentices has been waived by the District Office; 28 NorCal Apprentices receiving CPL for 1-2 courses.

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: James E. Todd, Vice Chancellor of Academic Affairs
Terrence Willett, Assistant Vice Chancellor of Research, Data, and Analytics

RE: TOP to CIP Transition – Implementation Guidance

Purpose

In January 2026, the California Community Colleges system will begin the transition from the system-only use of the Taxonomy of Programs (TOP) codes to the nationally recognized Classification of Instructional Programs (CIP) codes, in alignment with the Fall 2027 transition deadline (outlined in memo [ESS 25-72](#)). This transition represents significant and time-intensive work for colleges and districts; however, it is intended to streamline reporting over time, reduce duplicative coding requirements, and strengthen the quality and comparability of systemwide data. This memo provides implementation guidance, timelines, and resources to support the knowledge-building and coordination required for a successful transition.

Background

To align with national data standards, reduce dual reporting requirements, and provide consistent, meaningful information for planning and decision-making, California Community Colleges are transitioning from TOP codes to nationally tracked CIP codes for instructional programs and courses. Changes in Title 5 related to equity-focused curriculum and assessment, objectives and outcomes, and discipline assignment, along with the passage of AB 1111 (Berman, 2011) requiring alignment with Common Course Numbering (CCN), also present an opportunity to fully adopt and embed CIP codes across the system.

General information about CIP codes is available through the National Center for Education Statistics (NCES), including the CIP FAQs on our [website](#) and the [full list of current CIP codes](#).

CIP code descriptions include standardized language that identifies program type:

- “program that prepares individuals to” (CTE)
- “program that focuses on” (non-CTE)
- “this CIP code is not valid for IPEDS reporting” (noncredit)

CIP codes are updated nationally every ten years, with the next revision scheduled for 2030. The Centers of Excellence reviewed and revised the TOP-to-CIP Crosswalk originally developed in 2021, using IPEDS data and system awards.

Both TOP and CIP are six-digit coding systems (first two digits indicate discipline, first four digits indicate sub-discipline, and all six digits indicate programmatic area). Because most TOP codes historically relied on only the first five digits, a single TOP code may align with multiple CIP codes. As a result, colleges will often encounter a one-to-many relationship when selecting CIP codes.

The revised TOP-to-CIP Crosswalk identifies a recommended CIP code along with additional aligned options and indicates which codes are CTE and noncredit. The Chancellor’s Office Curriculum Inventory (COCI) connected interface tool with drop-down CIP selections will further support evaluation and selection.

Moving Away from TOP Codes

Over many years, California Community Colleges have used TOP codes to track certain noninstructional or administrative activities. As part of this transition, instructional coding reported federally will be clearly separated from noninstructional activities, improving clarity and consistency across reporting systems. CIP codes may only be assigned to instructional programs (credit and noncredit).

Other current uses of TOP codes (e.g., facilities, human resources, finance) will transition to non-CIP categories. In many cases, numeric codes will remain the same but will carry a new classification or label. The label “TOP codes” will be fully phased out.

Phased Approach To CIP: Starting with Curriculum

The transition from TOP to CIP will be implemented in phases, with full operationalization targeted for September 2027. The foundational step is for colleges to **select and submit appropriate CIP codes for all instructional programs and courses (credit and noncredit) into the COCI by Dec. 31, 2026**. Accurate instructional coding in COCI is essential for all subsequent transitions, including activity codes and fiscal processes.

To reduce administrative burden during this period, the Chancellor’s Office has established expedited processes. Between now and Dec. 31, 2026, submission of CIP codes replacing TOP

codes will not trigger a new control number in COCI. After that date, changes may require a new control number.

While colleges must submit CIP codes by Dec. 31, 2026, MIS reporting will continue to require both TOP and CIP codes through spring 2027. Reporting for summer 2027 and subsequent terms will accept CIP codes only. The Chancellor’s Office is committed to keeping the dual-reporting period as brief as possible while ensuring accurate, validated reporting.

Local Implementation Team and Process

Districts and colleges are encouraged to establish a local TOP-to-CIP process to identify and prioritize tasks associated with changes to curriculum systems, databases, policies, reports, websites, third-party vendors, and other impacted areas. As described in memo [ESS 25-72](#), establishing a local, cross-functional team can support efficiency, shared understanding, and coordinated implementation across the areas of Academic Affairs (including faculty senate leadership and curriculum chairs), Student Services, Fiscal Services, Data, Human Resources, Facilities, IT, and others.

Data Integrity

Foundational to all aspects of this work is ensuring accuracy, consistency, and reliability of instructional data. Colleges are encouraged to embed data integrity protocols and validation checks—both human and technological—into all impacted tracking and reporting systems. These practices will support successful systemwide adoption and long-term reporting improvements.

Support and Resources

Detailed process guidance will be shared during the [Chancellor’s Office System Webinar on Feb. 4, 2026, at 9 a.m.](#) Webinar details are provided on the TOP-to-CIP Transition Website. Additional supports include the Chancellor’s Office [TOP-to-CIP Transition website](#) with FAQs, regularly scheduled Office Hours, and ongoing collaboration with Academic Senate for the California Community Colleges (ASCCC), the Chief Instructional Officers (CIO) Executive Board, Workforce and Economic Development Division (WEDD), noncredit programs, the Fiscal Standards and Accountability Committee, and other system partners. A [timeline of steps one and two](#) is on the TOP-to-CIP website.

The Chancellor’s Office interface tool will be released in the coming weeks and will include a drop-down list of recommended instructional CIP codes for colleges and districts to evaluate and submit through COCI. Questions or requests for individual guidance may be directed to TOP2CIP@CCCCO.edu.

Non-Instructional and Administrative Codes

TOP codes previously used for tracking non-instructional or administrative activities will transition to other classification categories locally and systemwide between now and fall 2027. Questions regarding administrative code transitions should be directed to the Chancellor's Office College Finance and Facilities Planning Division or to TOP2CIP@CCCCO.edu.

Noncredit Programs

Noncredit program personnel should review noncredit-specific CIP guidance available on the TOP-to-CIP Transition website, including the [Noncredit TOP-to-CIP Map](#). CIP codes designated for noncredit programs fall within two-digit series 32–37. Career Development and College Preparation (CDCP) programs eligible for enhanced funding are classified under CIP code 32.xxxx (Basic Skills and Developmental/Remedial Education).

A **[Noncredit Open Office Hour](#)** will be held on **Feb. 10, 2026, at 1 p.m.** Details are provided on the TOP-to-CIP Transition Website.

Actions Required and Next Steps for Colleges

The following actions are required to support a coordinated and accurate transition. The Chancellor's Office recognizes the substantial effort involved and appreciates the expertise, coordination, and time required across colleges and districts to complete this work. Colleges are encouraged to approach the transition collaboratively and strategically.

- **Establish a local TOP-to-CIP implementation team and/or process** to outline priorities, track milestones, and coordinate changes across curriculum, technology systems, databases, policies, documents, and communications.
- **Coordinate with Academic Senates and Curriculum Committees** to evaluate instructional programs and courses using the COCI Interface Tool and select appropriate CIP codes. Colleges must submit instructional CIP codes by Dec. 31, 2026. During this period, CIP changes will not trigger new control numbers. ADTs and CCN will be assigned common CIP codes by the Chancellor's Office in collaboration with ASCCC and C-ID.
- **Use CCN funding** to support TOP-to-CIP transition activities, including classified professional overtime, faculty stipends, temporary staffing, and consultant support for system updates.
- **Expedite processes where feasible**, such as batch approvals or uploads, while maintaining data integrity standards.
- **Coordinate with Chief Business Officers** to ensure instructional activity codes are accurately classified and that budget development for 2026-27 is aligned with CIP-based instructional coding.

- **Communicate with local boards of trustees and external partners** regarding the purpose, scope, and outcomes of the transition.

Contacts

Questions or requests for individual guidance may be directed to TOP2CIP@CCCCO.edu.

Linked Resources

- [TOP-to-CIP Transition Website](#)
- [National Center for Education Statistics \(NCES\) CIP Code List](#)
- [NCES CIP FAQs](#)

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
John Hetts, Executive Vice Chancellor of Research, Data, and Analytics
Anthony Cordova, Vice Chancellor of Workforce and Economic Development
Stacey Shears, Vice Chancellor of Student Services

26/27 Perkins Faculty Subgrant Applications Timeline

February 17, 2026	Perkins Application Sent to CTE Faculty and Academic Deans
March 20, 2026	Perkins Application Deadline; Faculty Submit to CTE Project Manager
March 23, 2026	CTE Project Manager Upload Perkins Applications to Google Drive
March 24, 2026	Applications on Google Drive Available for CTE Committee Review; Scoring; Matrix Sent to CTE Committee Members
April 17, 2026	CTE Committee Review Deadline; Committee Members Submit Matrix to CTE Project Manager
April 21, 2026	CTE Committee Review Scoring Matrix; Rank Applications; Vote to Approve Applications Up to Threshold of Available Funds and Pending State Approval
April 22, 2026	CTE Faculty Notified of Projects Awarded Up to Threshold of Available Funds and Pending State Approval
May 31, 2026	Perkins Plan due to State for Approval via NOVA
August 31, 2026	State Approval Deadline

**Las Positas College
Perkins V
Local Application Program Information
by TOP Code Application
Fiscal Year 2026/2027**

Background: Federal Carl Perkins resources are provided to community colleges to support investments that lead to the success of “**Students from Special Populations**” enrolled in Career & Technical Education (CTE) programs.

Based on a District-Wide Comprehensive Local Needs Assessment, Las Positas College submits the Carl D. Perkins Act Application in partnership with Chabot College. As with the last several years, it is estimated that there may be approximately \$100,000 estimated total available for individual program application(s) proposed by CTE Faculty. The average amount per application should range between \$5,000 - \$15,000.

Award Notification: The CTE Committee will rank the 26/27 Faculty Perkins Projects April 21, 2026. The awarded projects may be included in the 26/27 District application up to the threshold amount of funding available. Project awards will be made once the State Chancellor’s Office has approved the district-wide Perkins application in NOVA (generally before August 31st).

Application Due Date: **March 20, 2025.**

Submission information:

1. Gain proposal concept approval from your Division Dean (signature is not required however communication is).
2. Email your proposed program application in a seamless .pdf to Vicki Shipman vshipman@laspositascollege.edu **with a cc: to your Division Dean.**
3. Questions and Technical Assistance? Contact Vicki Shipman (vshipman@laspositascollege.edu)

Faculty Name:

Project Area(s) and TOP Code(s):

Division:

Describe program improvements issue(s) concerning this program and include specific examples (NEED). Hint: Describe the learning environment, classes and students in this program. Discuss the number of students in the program, success rates, persistence trends, completion and students directly being employed in industry. **Describe “students from special populations” that enrolled in or planning to target in this program.** What issues is your proposal attempting to address in 2026-2027? (2500 characters maximum).

Briefly describe how the issue(s) will be addressed (RESPONSE TO THE NEED). Hint: Describe how your activity work plan will address the issues described above. What specific classes and students it impacts. Explain how your request will specifically impact “students from special populations” in this program. **Explain how the proposed request will improve or enhance the “program area’s” curriculum, learning environment, faculty expertise, program outreach, direct services and/or expanding program capacity that reach students from special populations targeted by Carl Perkins resources.** Provide a specific timeline for your work plan (2500 characters maximum).

NEW PERKINS REQUIREMENTS: Address at least two of these sections for your proposal to be awarded with Perkins funds. Note: This information will be required for quarterly and final reporting.

Describe how your project will engage with local industry partners to support career exploration and employment coursework, activities, or services. How will these engagement activities successfully connect students to high-quality jobs, training, and education? (500 characters maximum)

Describe how your project will provide work-based learning opportunities to students participating in Perkins funded CTE programs. (500 characters maximum)

Describe how your project will provide dual or concurrent enrollment opportunities to students participating in Perkins funded CTE programs. (500 characters maximum)

Describe how your project will address CTE faculty recruitment, retention, and training, including professional development activities? (500 characters maximum)

Targeted Special Populations: Please check all students your proposal seeks to impact.

- ☐ Economically disadvantaged
- ☐ Limited English proficiency
- ☐ Students with disabilities
- ☐ Single parents and displaced homemakers
- ☐ Non-traditional gender representation in the discipline

Describe how you believe your proposal will impact each of the special population categories identified above (500 characters maximum)

Check all Perkins V Activities your proposal addresses:

- ☐ Career Exploration and Development: Provide career activities through an organized, systematic framework.
- ☐ Professional Development: Provide professional development for a wide variety of CTE professionals.
- ☐ Skill Development: Provide the skills necessary to pursue high-skill, high-wage or in-demand industry occupations.
- ☐ Skill and Program Integration: Support integration of academic skills into CTE programs.
- ☐ Implement Achievement Programs: Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement.
- ☐ Develop and Implement Evaluations: Develop and implement evaluations of the activities funded by Perkins.

Program Activities (Example in Appendix A)

Note: You may add more activities by copying and pasting additional activity tables.

Activity Name:	
Vision 2030 Goals (Starting on Page 12 Vision 2030 Roadmap):	List Perkins V Matching Activity:
List Person Responsible for Activity:	List Permissive Activity's (Appendix B):
Description of Activity:	
Budget Narrative of Activity:	

Activity Name:	
Vision 2030 Goals (Starting on Page 12 Vision 2030 Roadmap):	List Perkins V Matching Activity:
List Person Responsible for Activity:	List Permissive Activity's (Appendix B):
Description of Activity:	
Budget Narrative of Activity:	

Program Improvement Budget

Complete the budget worksheet that accompanies this proposal form. Provide as much detail as possible about costs. Non-Instructional F-Rate is \$64.21/hour*; Calculate Fringe at 12% of Stipend Amount.

*F-Rate subject to change. Note: If needed, contact Vicki for an excel budget spreadsheet.

Object Code	Description: Include Item Details & Specific Calculations.	Amount	Category (see below) [A,B,C or D]
1000: Instruction (Stipends Only)			
2000: Classified (No Permanent Staffing)			
3000: Fringe			
4000: Supplies			
5000: Services			
6000: Equipment			
	TOTAL	\$	

CATEGORY: Expenditures must be reported per the following categories:

[A] Curriculum Development/Instruction

[B] Professional Development

[C] Counseling/Direct Service to Students

[D] Other: You must provide a description of programs/services funded

Appendix A: Journalism Mentors/Tutors Activity Example

i. Activity Name: Journalism Mentors/Tutors	
Vision 2030 Goals & Outcomes (Starting on Page 12 Vision 2030 Roadmap): Equity in Success; Completion	List Perkins V Matching Activity: C
List Person Responsible for Activity: Jill Doe	List Permissive Activities (Appendix B): 135(c)(9)
Description of Activity: Identify and assist economically disadvantaged and limited English proficient Journalist students by removing barriers and improving student success by providing mentors/tutors	
Budget Narrative of Activity: (Professional Experts: 2000 - 1 @ \$35/hour @ 200 hours, \$7000; 3000 - Personnel Benefits (19%), \$1330; Total \$8330.	

Appendix B: Permissive Activities

§135(c)(1): to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

§135(c)(2): to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; **§135(c)(3):** for local education and business (including small business) partnerships, including for:

- a) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- b) adjunct faculty arrangements for qualified industry professionals; and
- c) industry experience for teachers and faculty;

§135(c)(4): to provide programs for special populations;

§135(c)(5): to assist career and technical student organizations;

§135(c)(6): for mentoring and support services;

§135(c)(7): for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

§135(c)(8): for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

§135(c)(9): to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

§135(c)(10): to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including:

- a) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
- b) postsecondary dual and concurrent enrollment programs;
- c) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
- d) other initiatives:
 - i) to encourage the pursuit of a baccalaureate degree; and
 - ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

§135(c)(11): to provide activities to support entrepreneurship education and training;

§135(c)(12): for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

§135(c)(13): to develop and support small, personalized career-themed learning communities;

§135(c)(16): to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

§135(c)(17): to support training and activities (such as mentoring and outreach) in nontraditional fields;

§135(c)(19): to support innovative initiatives, which may include:

- a) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
- b) establishing, enhancing, or supporting systems for:
 - i) accountability data collection under this Act; or ii) reporting data under this Act;
 - ii) implementing career and technical programs of study described in section 122(c)(1)(A); or ▪
 - iii) implementing technical assessments; and

§135(c)(20): to support other career and technical education activities that are consistent with the purpose of this Act.

Discipline: Project Title	Need Statement (# students, success rates, persistence, employment; special populations; issues addressed in 26/27);	Response Statement (Impact for special populations; how proposal will improve or enhance program area);	Two of these categories to be included in score; Top scores will apply.			
			Local industry engagement (coursework, activities, services); Evidence will lead to high-quality jobs, training and education	Work-Based Learning opportunities and activities; description of activities and number of students served	Dual or Concurrent Enrollment opportunities; coursework and number of students served	Faculty recruitment, retention, training and professional development activities
Points	0-20	0-20	0-10	0-10	0-10	0-10

Targeted Populations (Econ Dis, Eng Learners, Students w/Disabilities, Single Parents, Non-Traditional Gender); Description of Impact	Perkins V Activities Addressed (Career, PD, Skills Dev, Integration, Achievement, Evaluations)	Student Success Metrics (Vision 2030 Aligned Goals)	Budget (Reasonable in Scope)	TOTAL
0-5	0-5	0-5	0-5	100 Points

CTE OUTREACH REPORT

02.24.2026

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

February 2026

- Foothill High Trades & Apprenticeships Fair (2/4)
- LHS Application and FinAid Workshop (2/5)
- LHS Apprenticeship Fair (2/10)
- San Ramon Valley High App Workshop (2/11)
- Financial Aid Workshop (2/17)
- Dublin High School CTE Fair (2/23)
- Tracy HS Campus Tour (2/25)
- Amador Valley High App & FAFSA Workshop (2/25)
- Emerald HS Career Preview (2/26)
- General Campus Tours (2/3, 2/10, 2/18, 2/24)

March 2026

- PUSD Senior Day (3/3)
- Career Exploration Event – Data Center Industry with Kaiser Permanente (3 /4)
- Financial Aid Workshop (3/3)
- Film Festival (3/7)
- PUSD Senior Day (3/10)
- Canyon Middle School Tour (3/17)
- Be a Music Major for a Day (3/24)
- Mountain House Alternative Ed Campus Tour 3/24)
- PUSD English Learners Visit (3/25)
- Fire Service/ EMS Information Night (3/25)

STEM Updates –

- Vacuum Technology Workshop (NNSA Grant) (1/26 - 3/23)
- LLNL Science on Saturday (2/7, 14, 21, 28)
- LVJUSD Science Odyssey (2/26)
- Kaiser Data Center Infor Session (3/4) Tour (3/20)
- ISC2 Spring Meeting (3/13)
- Sandia Science Bowl, Middle School (3/14)

- Sandia STEM Day (3/14)
- NDE Workshop (NNSA Grant) (3/17 - 5/19)
- Spring Job & Internship Fair w/ I-Gate (3/18)
- LLNL/ LPC Seminar (3/18)
- Industry Spotlight for Engineering Technology (3/26)
- LLNL/LPC Seminar (4/8)
- New Hawk Day (4/18)
- Tri Valley Innovation Fair (4/18)
- Earth Week (4/20 - 24)
- Vit/Hort Employer Roundtable (4/20)

EXPLORE

CAREERS IN THE DATA CENTER INDUSTRY

Guest Speaker from
Kaiser Permanente
Data Center Operations

- Hear about the many careers within the exploding Data Center Operations Industry
- Learn how your education aligns with technical and professional roles
- Opportunity to tour the KP Data Center in Pleasanton
- All Students Welcome
 - STEM | Computer Studies
 - Engineering | Welding



Wednesday, March 4
4:00 PM - 5:00 PM
Building 1000, Rm 1011

REGISTER HERE



LAS POSITAS
COLLEGE



Career Center, CTE Committee Report,

2.24.26

Announcements:

Appointments for job search assistance and career exploration have re-started. Career counseling appointments will begin in March.

Past Events:

- **Monday, January 26**, 2:30-3:30, Resume Workshop at Black Cultural Resource Center
- **Wednesday, January 28**, 2:00-4:00 PM, Intern Panel and Internship Fair -- 120+ students and 12 employers attended
- **Tuesday, February 10**, 2:00-4:00 PM, Job and Internship Appy Hour (Resume Review Hour) at the Cultural Community Center -- 33 students received resume feedback, 10 volunteer resume reviewers from LPC and local employers

Upcoming Events:

- **Tuesday, March 3**, Resume workshop with BMO (Smart Shop)
- **Thursday, March 5**, BMO workshop on Steps to Starting a Small Business (Smart Shop)
- **Tuesday, March 10**, 2:00-4:00 PM, Job and Internship Appy Hour (Resume Review Hour) with BMO, Career and Transfer Center. Prepping students for the Tri-Valley Career Center's Job and Apprenticeship Fair on March 11, 3:00-5:30 PM
- **Thursday, March 19**, planned Flex Day Session-- Hiring in the Age of AI: Helping Students with Next-Gen Job Search (includes Hiration demo)
- **Wednesday, April 22**, 11:00 AM – 2:00 PM, Spring Job and Internship Fair