

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 Schenone, 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

None

Review and Approval of Agenda, 3/24/26

Motion: Jean O'Neil-Opipari; Second: Lilibeth Juarez

Unanimously Passed

Review and Approval of Minutes, 2/24/26

Motion: Anne Kennedy; Second: Rajinder Samra

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

CTE Funding – Vicki Shipman

Perkins: Faculty Subgrants

[Timeline](#)

[Application Folder](#)

[Scoring Matrix](#) (.xls emailed to committee)

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

Other Business

CTE Professional Development Opportunities

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

Good of the Order

Adjournment

Next Regular Meeting: April 21, 2026

Curriculum Report for CTE Committee Meeting on March 24, 2026

Since our last meeting, the Curriculum Committee met twice on March 2 and March 16, 2026.

At the March 2 meeting, the Curriculum Committee discussed the district's approval of activity units, which are "activities that begin in class and are finished at home by students." This helps solve the issue of no-unit value labs (used mostly in math).

At the March 16 meeting, the Curriculum Committee agenda included the deactivation of the Norcal Laborers Traffic Control Technician program as well as seven Teamster Construction Technology programs. These programs were not approved by the state chancellor's office.

The committee also discussed C-ID Course Comparisons. Colleges may have different unit values for the same C-ID Course. The current LPC C-ID course was compared with other courses in nearby colleges.

New Curriculum Development

BUSN: AI in the Workforce NonCredit CDCP Certificate.

ECE/ESL: Exploratory curriculum to serve ECE students with ESL education. Development opportunity created through the CLNA Employer Survey with ECE STEP reaching out for partnerships. Employer Engagement Specialist, Beth McCormick, made contact with the ECE STEP CEO, Lea Chan. ECE STEP is a nonprofit that serves 50 agencies throughout the Bay Area providing trained substitute ECE teachers. They have partnerships with Merritt College, Skyline and several other community colleges and are building business in our service area. Lea would like to visit LPC for a tour and to meet our staff to get a better understanding of our programs including our child care program. Faculty from both disciplines are in direct collaboration to meet employer and student needs.

AUTO: Update curriculum to include Extended Reality (XR) and Artificial Intelligence (AI) into automotive program curriculum. Potential grant (DOL Apprenticeship) opportunity identified by Beth McCormick, Employer Engagement Specialist, in partnership with Pam Gutman, BACCC Transportation Development Regional Director. Six colleges, including LPC, have been identified as potential pilot sites to represent the diversity of the California system:

- **Saddleback College:** Proposed hub and faculty training center.
- **LA Trade-Technical College:** Scalability testing for high-volume urban programs.
- **Butte College:** Geographic coverage for Northern California and Honda PACT integration.
- **Fresno City College:** Testing the remote support model in the Central Valley.

- **Imperial Valley College:** An equity-focused pilot for rural/border regions (96% minority enrollment).
- **Las Positas College:** TBD through faculty conversations with Dom Wu, CCCCO XR and AI consultant. Mr. Wu lives in Dublin and plans to visit LPC's Automotive Program in the very near future. Brian Hagopian taking the lead.

Apprenticeship Report

NorCal Laborers – 57 additional sections added for Spring semester.

Request has been made to District's Economic Development & Contract Education (EDCE) to meet with LPC Administrator's to outline benefits/challenges of launching and managing Apprenticeship programs along with roles and responsibilities. Recommend a future presentation to the CTE Committee as well. EDCE presentation with Chabot College.

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

3.24.2026

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

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)
- ELAC @ Vineyard and Del Valle (3/10)
- California High School Application Workshop (3/11)
- Mountain House Application Workshop (3/12)
- Granada High English Learners Tour (3/13)
- Canyon Middle School Tour (3/17)
- PCN 30 Class (Leslie Gravino) tour to PATH (3/23)
- Be a Music Major for a Day (3/24)
- Mountain House Alternative Ed Campus Tour 3/24)
- Monte Vista HS Tour (3/25)
- PUSD English Learners Visit (3/25)
- Fire Service/ EMS Information Night (3/25)

April 2026

- Kimball HS Application Workshop (4/2)
- Hayward HS Theater Arts Promotion (4/7)
- Valley HS Campus Tour (4/15)
- Tracy HS Fire Service Tech Class Visit (4/16)
- Tri Valley ROP Manufacturing Day (4/17)
- New Hawk Day (4/18)
- AI in the Workforce Speaker Event (4/22)
- LPC Run for Education (4/25)

STEM Updates –

- Kaiser Data Center Infor Session (3/4)
 - Kaiser Data Center Tour (3/20)
- Sandia Science & Math Awards (3/24)
- 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)
- LLNL/ LPC Seminar (3/18)
- Spring Job & Internship Fair w/ I-Gate (3/25)
- Industry Spotlight for Engineering Technology (3/26)
- Energy Unleashed, Innovation Tri-Valley (3/31)
- LLNL/LPC Seminar (4/8)
- New Hawk Day (4/18)
- Tri Valley Innovation Fair (4/18)
- Earth Week (4/20 - 24)
 - Mon - Hort/Vit Employer Showcase
 - Tues - Spring Plant Sale
 - Wed - Campus Poster
 - Thursday – Earth Day on the Quad
 - Fri – Meatless Friday

AI in the Workforce

Turn your AI Anxiety into a Career Advantage

WEDNESDAY, APRIL 22, 2026

2:30-3:30 PM

ROOM 1011, BLDG 1000

What You Will Learn

- What specific AI skills employers are looking for right now — and how to show you have them
- The human skills that become more valuable because of AI, not less
- How AI is being used across industries — and new jobs that didn't exist two years ago
- A framework for understanding how people adopt AI differently -- and how to use that to collaborate with classmates and coworkers

About the Speaker

- Director of Global Strategy at a publicly traded enterprise software company
- Nearly a decade at PwC advising Fortune 500 companies on digital transformation and growth strategy
- Independent researcher on AI adoption in the workplace, with published work in Inc. Magazine, Business Insider, and Newsweek

GUEST SPEAKER



GEETHA RAJAN

Join us on April 22, from 2:30 to 3:30pm
in Room 1011
or email for Zoom Option

RSVP HERE



For more information, contact
akennedy@laspositascollege.edu



LAS POSITAS
COLLEGE

Career Center, CTE Committee Report,

3.24.26

Past 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). Thanks to Jean O'Neil-Opipari and Nick Nath from BMO for being resume reviewers.
- **Monday, March 16**, 4:15-5:15 PM, Networking and LinkedIn Workshop for MESA and Engineering Tech Students
- **Thursday, March 19**, Flex Day Session-- Hiring in the Age of AI: Helping Students with Next-Gen Job Search (with Hiration demo)

Upcoming Events:

- **Wednesday, March 25**, 11:30-1:30, STEM Startup Information Session (Launch Your Career) with i-Gate/ Daybreak Labs – Business and STEM Internships (Bio, Chem, Engineering, AI/ CS)
- **April 14 and 15** – [Resume and Job Fair Prep Workshops](#)
- **Wednesday, April 22**, 11:00 AM – 2:00 PM, [Spring Job and Internship Fair](#)

Current Projects:

- First round of Call Campaign to Undeclared and IGETC/CSU GE Pattern majors was completed and appointments were scheduled. Will focus on reaching out to other undecided students and students who did not answer the phone.
- New [AI Tips for Job Search](#) page – includes ethical AI usage
- Increasing awareness of [Hiration](#) platform for resume, cover letter, LinkedIn, and interview prep