

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.

- ❖ 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.

* = *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 = 14 Quorum = 8

[Career Technical Education Committee](#)

Agenda Items

Welcome/Call to Order

Public Comment

Review and Approval of Agenda, 4/21/26 (NO QUORUM)

Review and Approval of Minutes, 3/24/26 (NO QUORUM) Minutes Attached

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

CTE Curriculum – Melissa Korber, Vicki Shipman

CTE Curriculum Reports Attached

Credit

Noncredit

Apprenticeships – Recent Presentation by Chancellor Gerhard with Academic Senate Promoting the Importance of Apprenticeship Programs to Increase Enrollments; VP Ho and Dean McQuiston met with EDCE Apprenticeship Director, Lucia Teixeira Regarding Updated Work Experience Unit Limits and to Develop Process Documents.

CTE Funding – Vicki Shipman

Perkins: Faculty Subgrants Scoring Review & Recommended Awards (TBD based on funding & CLNA); Subgrants Scoring Matrix Attached.

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

Shared Governance Worksheet for 2026-2027; Reviewed with No Vote of Approval (**NO QUORUM**)

Regional CTE Meeting: Sponsored by the Academic Senate, hosted by Canada College

Good of the Order Adjournment

Next Regular Meeting: May 26, 2026

CLPCCD Career Education Committee Meeting

CCLPCD APPROACH TO THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Step 1 – Engagement

- Stakeholder Surveys
- Stakeholder Convenings

Step 2 – Analysis

- Labor Market Analysis
- Employer Needs Assessment

Step 3 – Evaluation

- Institutional Metrics
- Educational Data

Step 4 – Strategy

- Actionable Intelligence
- Prioritizing Activities
- Taking Collective Action

Insights from the Labor Market Analysis

THE EMPLOYERS

The Health Care and Social Assistance sector is the largest employer in the county, accounting for more than one of every six jobs. Government and Manufacturing account for another 25.5%. Professional, Scientific and Technical Services and Retail Trade round out the top five.

THE JOBS

Healthcare Support Occupations and Healthcare Practitioners and Technical Occupations were the two categories with the largest projected change, underscoring the importance of the healthcare sector to the regional economy. Computer and Mathematical Occupations ranked fifth for projected change.

THE EMPLOYERS

Motor Vehicle Manufacturing is a uniquely large component of the regional economy, with more than 15 times the number of jobs in the region than would be expected based on national ratios. Industrial Machinery Manufacturing, Footwear Manufacturing, and Computer and Peripheral Equipment Manufacturing also have notably large footprints.

THE EMPLOYERS

Four of the highest-paying industries in the region are components of the Information sector (NAICS 51).

THE EMPLOYERS

Sector	NAICS	Industry	Average Earnings
Information	5182	Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services	\$315,647
	5162	Media Streaming Distribution Services, Social Networks, and Other Media Networks and Content Providers	\$298,088
	5132	Software Publishers	\$229,768
	5121	Motion Picture and Video Industries	\$184,270

THE JOBS

Of the ten largest-employment occupations, only three, Registered Nurses, Software Developers, and General and Operations Managers pay a higher-than-average salary.

THE PIPELINE

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

Award Level	Completions (2024)	Percent
Award of less than 1 academic year	5,913	13.1%
Award of at least 1 but less than 2 academic years	5,329	11.8%
Associate's Degree	10,574	23.5%
Award of at least 2 but less than 4 academic years	170	0.4%
Bachelor's Degree	15,070	33.4%
Postbaccalaureate Certificate	313	0.7%
Master's Degree	5,901	13.1%
Post-masters Certificate	10	0.0%
Doctor's Degree	1,779	3.9%

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).

THE PLATFORM

<https://dashboard.pathway2careers.com/clpccd/>

Labor Market Navigator for Chabot-Las Positas Community College District

Easily navigate your labor market data to make informed decisions that support your Perkins V requirements and strengthen your educational programs.

1. Identify local high-value occupations
2. Examine your current CTE program
3. Evaluate and adjust for student success

Get Started



Explore Labor Market Information

Your Area



Explore

Career Clusters



Explore

Career Cluster Maps



Explore

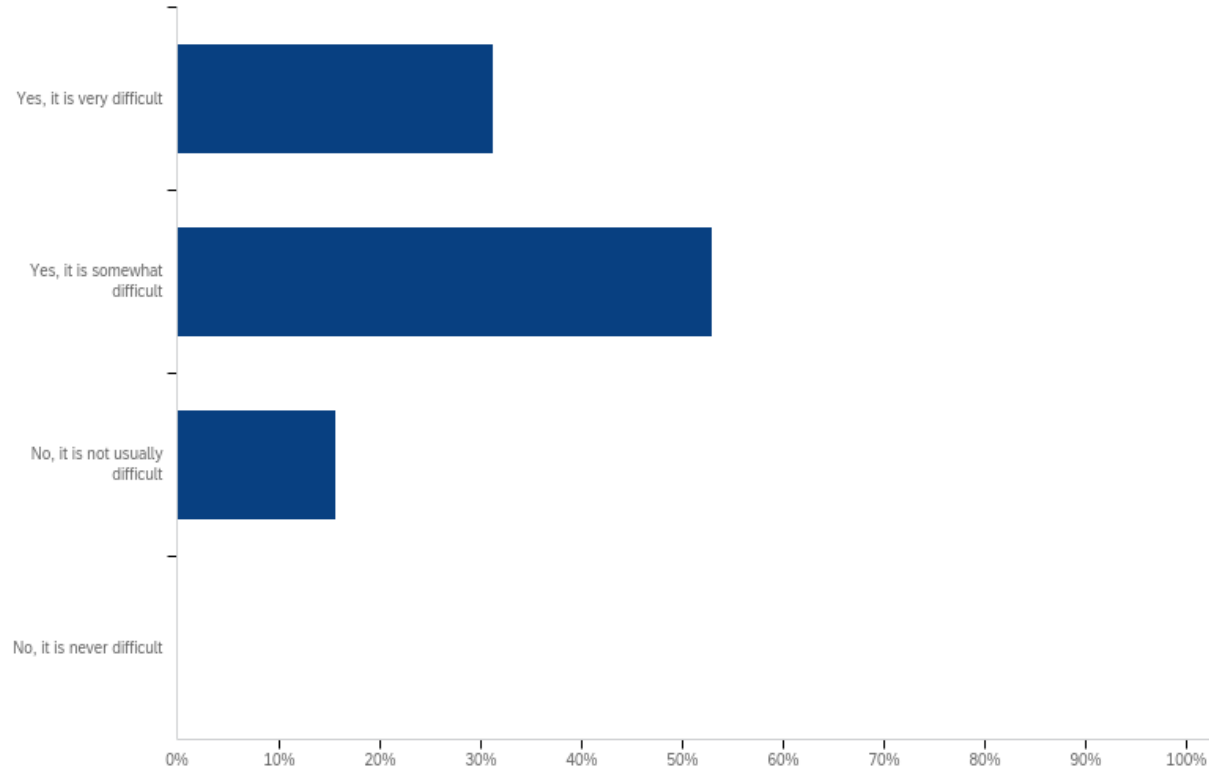
CCLPCD - Employer Survey

53 respondents

Respondent Demographics

- Represent more than 116,000 employees
- Range in size from 1 to 5,000 employees
- Hire more than 7,300 employees in a year collectively
 - Most hire 10 or less
 - 8 employers hire 25-50
 - 7 employers hire 100-250
 - 2 hires 300-500
 - 1 hires 5,000

Do you have difficulty finding well-qualified employees for the majority of your jobs?



When your business/company struggles to fill open positions, what are the primary reasons for this? CHOOSE ALL THAT APPLY



Cannot find individuals with the technical or hands-on skills the job requires

Cannot find individuals with the personal traits (soft skills) needed to be successful

Individuals lack education or certification requirements

Low number of applicants from the job posting

Individuals have limited work experience

Individuals are overqualified

New grads not trained with the current skills needed for the job

Competition from other employers makes it difficult to attract qualified individuals

People do not want to live in the local area

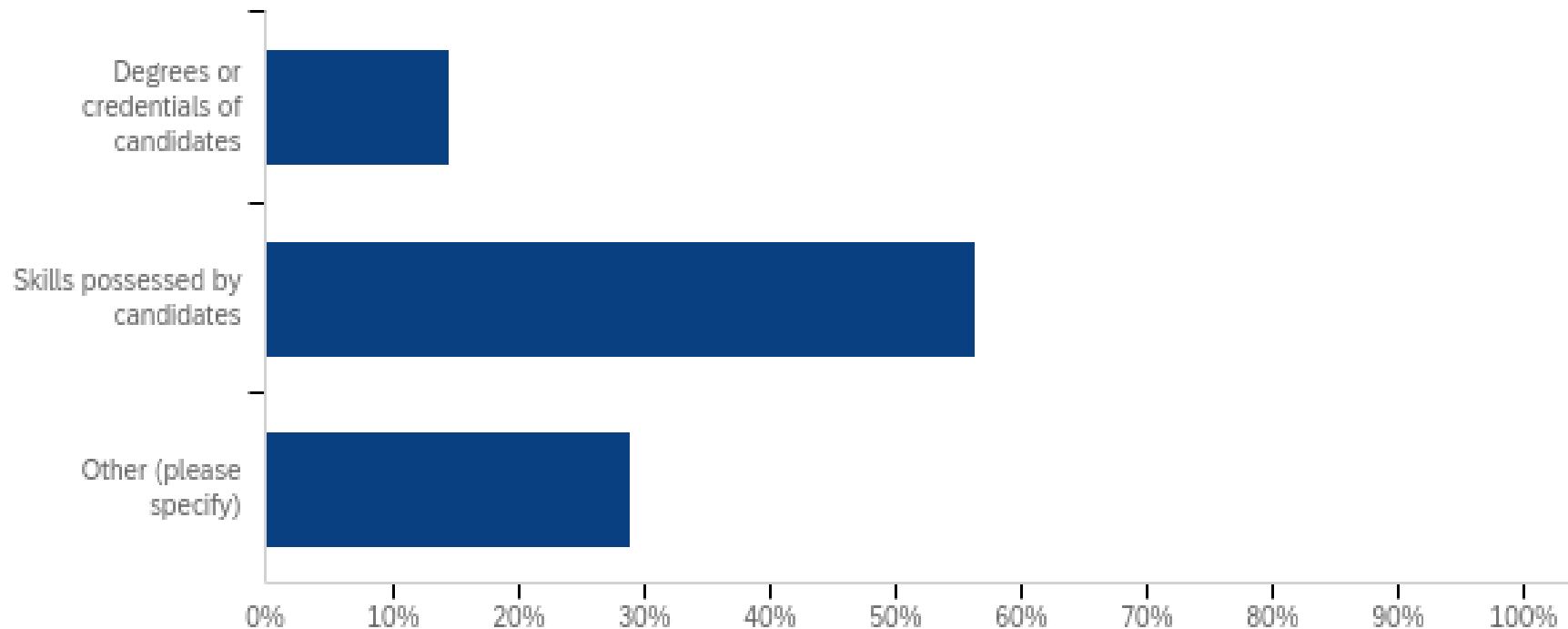
Career opportunities and professional growth at our company are not known to the public

Salary or hourly rate may be below competition and/or not high enough to attract qualified individuals

Individuals do not meet legal requirements and/or cannot pass drug screening

Other (please specify)

When you hire, what do you primarily base your decisions on?



Research indicates that the following are the most important skills entry-level employees need in order to be successful. Please rank these skills from 1 to 10, with 1 being the most important to your industry and 10 being the least important.

Ranked in the Top 3:

- Motivation to Learn 47%
- Strong Communication Skills 45%
- Dependability and Attention to Detail 45%
- Adaptability and Learning Mindset 39%
- Technical Skills Specific for Your Industry 36%
- Problem Solving and Critical Thinking 34%

Stakeholder Survey Results

Institution-Related Respondents:

Deans/Administration – 12

Faculty – 58

Counselors – 16

Classified Professionals - 22

Student/Partner Responses

Current Students – 1,229

High School Students – 229

K-12 Partners – 54

**Key Finding #1 -
Generally, all stakeholders
share a positive impression of
the colleges**

**Key Finding #2 -
Registration procedures are a
challenge for high school
students**

Key Finding #3 -
Limited course availability and
lack of after -hours scheduling
create barriers for students;
faculty indicates program
insufficiency

**Key Finding #4 -
Lack of awareness of relevant
career opportunities is
consistent throughout the
pipeline**

Key Finding #5 -
Factors that keep students from
completing credentials/degrees
are primarily externally driven

**Key Finding #6 -
Data is not driving institutional
progress toward negotiated
rates**

CCLPCD – Stakeholder Convening

53 respondents

Stakeholder Inputs

THEMES THAT EMERGED

Stakeholder Inputs

THEMES THAT EMERGED

AWARENESS

- At the student and parent level
- Trade IS a viable option after high school
- Community college is the same as a trade school
- Start earlier than high school
- Career + job role options (be more specific)
- Path/options if you change your mind

Stakeholder Inputs

THEMES THAT EMERGED

PARTNERSHIPS AND ENGAGEMENTS

- Workforce boards
- Chambers of Commerce
- Innovation Tri-Valley
- Healthcare providers (Healthforce Partners)
- Industry associations
- Parents (Parent associations at the schools/Hayward Parent Ambassadors)
- Summer camps
- Language/cultural information and organizations
- Community-based organizations/Non-profit partners (look for mission alignment)
- Outreach to the “Some college/no degree” audience
- Adult schools
- Libraries/library associations
- Community centers
- Students (Student government, partnering districts, student groups)
- Unions
- Job Corps
- Alumni

Stakeholder Inputs

THEMES THAT EMERGED

EMPLOYER RELATIONS

- Employers as new market opportunities
- Employer responsibility as educator
- Support employer education
- Work with employers to pay supplement instructor or industry expert (PT faculty?)
- AC Transit training became accredited via partnership with Chabot College
- Engage council members, state assembly members, and other elected officials and other partners as conveners
- Economic development forums on the college campus

Stakeholder Inputs

THEMES THAT EMERGED

EMPLOYER RELATIONS

The Role of Advisories:

- Advisory meetings with faculty and counselors
- invite employers to the table in advisory boards
- Understand employer needs – program/curriculum
- Aligning K12 and college advisory boards
- Joint Advisory Board meetings with K12, Community Colleges, and employers

Stakeholder Inputs

THEMES THAT EMERGED

FEASIBLE SHORT-TERM CHANGES

- Student Support and Processes
- Website
- Strategic Use of Data

Stakeholder Inputs

THEMES THAT EMERGED

IMMEDIATE COMMITMENTS

Awareness

- Have a career fair at my school
- Help my counselor colleagues be more aware and prepared to provide career counseling
- Re-evaluate my approach to stakeholder engagement
- Build opportunity for adult learners to gain certification for a livable wage job
- Share career-related opportunities with the public, especially in increasing awareness!
- Prioritize communication with parents – next steps
- Update web access to career/program information

Stakeholder Inputs

THEMES THAT EMERGED

IMMEDIATE COMMITMENTS

Data:

- Provide more/better data exemplifying benefits of career education programs and how they impact the students and the college
- Review data with the Executive Team – use data to prioritize budgets

Stakeholder Inputs

THEMES THAT EMERGED

IMMEDIATE COMMITMENTS

Enrollment Supports:

- Update high school articulation web page to include effective step-by-step instruction:
- Enrollment/application
- CATEMA
- Transcripts
- Support HUSD seniors in financial aid app/college acceptance
- Provide application support with ROP in late evening sessions with apprenticeship groups to address the enrollment barrier

Stakeholder Inputs

THEMES THAT EMERGED

IMMEDIATE COMMITMENTS

Employer Engagement:

- Continue to invite employers to campus to inspire change
- Strengthen our chamber's relationship with Chabot/Las Positas
- Have employers at our advisory meetings
- Partner with colleges to bring industry expertise to the classroom
- Connecting with one employer by 4/15/26 on campus
- When engaging with employers, assessing their labor market needs first before giving an ask to partner with K-12 programming



PATHWAY **2** CAREERS

Curriculum Report for CTE Committee Meeting on April 21, 2026

Since our last meeting, the Curriculum Committee met on April 6 and April 20. The second agenda wasn't posted in time for this report.

At the April 6 meeting, in addition to several course and program modifications, the Curriculum Committee discussed Direct Assessment Competency Based Education, part of the Vision for Success focusing on access. This is a "a teaching and learning modality that empowers learners to progress at their own pace by prioritizing the mastery of skills and knowledge while making time variable." DACBE allows students to earn certificates and degrees based on mastery of skills, not the calendar. The following colleges are designing and piloting DACBE programs:

- Bakersfield College
- Coastline College (Management)
- East Los Angeles College
- Merced College
- Mt. San Antonio College
- Shasta College (Early Childhood Education)
- Southwestern College (Automotive Technology)

The Curriculum Committee also discussed the new local "Procedure for Ensuring Diversity, Equity, Inclusion, and Universal Design for Learning in the Course Outline of Record," which has been integrated into CurrlQunet.

CTE OUTREACH REPORT

3.24.2026

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

April 2026

- Kimball HS Application Workshop (4/2)
- Hayward HS Theater Arts Promotion (4/7)
- ESL What comes next presentation (4/8)
- 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)

May 2026

- LVJUSD HS ECE Tour (5/1)
- Graphic Design and Digital Media Showcase (5/20)

STEM Updates –

- LLNL/LPC Seminar (4/8)
- New Hawk Day (4/18)
- Tri Valley Innovation Fair (4/18)
- Engineering Technology visit to LLNL (4/22)
- 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
- Run for Education (4/25)
- Student Symposium (4/29)
- LHS Green Engineering visit to LPC (4/30)

Career Center, CTE Committee Report,

4.21.26

Past Events:

- **Wednesday, March 25**, 11:30-1:30, STEM Startup Information Session (Launch Your Career) with i-Gate/ Daybreak Labs, MESA, Jean O'Neil-Opipari – Over 50 students attended
- **April 14 and 15** – [Resume and Job Fair Prep Workshops](#)

Upcoming Events:

- **Wednesday, April 22**, 11:00 AM – 2:00 PM, [Spring Job and Internship Fair](#). 30+ employers. No resume review table at the job fair, but students can get their resumes reviewed during the Career Center's drop-in hours on Mondays from 2:00-4:00 PM.

Projects

- Completed second round of call campaign to Undecided students to let them know about fall/summer registration and our career counseling services. Any student can make a career counseling appointment by calling 925-424-1423.
- 172 users on [Hiration](#) platform for resume, cover letter, LinkedIn, and interview prep

LPC GOVERNANCE WORKSHEET FOR 2026-2027

Committee Name: Career Technical Education

Form Completed by: Melissa Korber

Position: Co-chair

LPC Mission Statement:

Las Positas College provides 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.

Instructions

The purpose of this worksheet is to allow each Committee, Subcommittee, Senate, or Union to review its charge, responsibilities, and membership yearly as documented in the [LPC Shared Governance Handbook](#). Committees should ensure that their charge supports the LPC Mission Statement and Accreditation Standards. This form will serve to document changes, if needed. If changes are requested, committees must obtain approval from any constituency groups involved prior to returning this form to the President's Office to be reviewed by College Council. Once approved by College Council, updates will be made to the Shared Governance Handbook.

Committee Academic Year Timeline

Month	Activity
March	- Committees discuss and finalize committee changes and/or structure. - Chair completes Governance Worksheet with or without changes and signs on behalf of the committee.
April	- Governance Worksheet goes forward to Academic Senate (if appropriate). - Governance Worksheet goes forward to College Council for approval. - College Council Meeting – Approvals of Governance Committee Changes. - If there are significant changes, Committee Chair or Designee must attend the Council Meeting.
May	- Shared Governance Participants' Document and Governance Handbook updated with committee changes. - President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership. - Student Services Division Meeting agenda item: committee memberships. - Admin Staff Meeting agenda item: committee memberships. - Classified Senate Meeting agenda item: committee memberships. - Academic Divisions Meeting agenda item: committee memberships.
June	- Admin Staff finalizes committee memberships. - Student Services Division finalizes committee memberships. - Classified Senate finalizes committee memberships. - Academic Divisions finalizes committee memberships. - Academic Divisions, Student Services Divisions, Classified Senate, and Admin Staff sends committee representation to President's Office for web site updates.
August	President's Office posts DRAFT Governance Participants on website.
September	- Faculty Association sends list of appointments. - LPCSG sends list of appointments to President's Office. - Committees send President's Office Committee Chair selection. - President's Office posts FINAL Governance Participants on website. - Committee Chair/Support updates committee web site with changes and committee representation.

LPC GOVERNANCE WORKSHEET FOR 2026-2027

Committee Tasks for 2025-26

Committee Name: Career Technical Education Committee

Form Completed by: Melissa Korber Position: co-chair

LPC Mission Statement:

Las Positas College provides 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.

Instructions

List tasks the committee completed in 2025-2026 in support of the committee charge.

1. The CTE Committee coordinates, leads, and supports efforts to develop the 2026 District-Wide Comprehensive Local Needs Assessment.
2. The CTE Committee determines the allocation of the Perkins faculty subgrants, using relevant standards including information from the Comprehensive Local Needs Assessment.
3. The CTE Committee facilitates the report out of relevant CTE data from the LPC Office of Institutional Research as well as data related to Perkins Core Indicators and the CTE Outcomes Survey.
4. The CTE Committee promotes discussion of CTE activities in the campus community, including all outreach activities, summer camps, pathways, apprenticeships, internships, new and changing curriculum and programs, noncredit courses and programs, Credit for Prior Learning, and Career Center activities.

LPC GOVERNANCE WORKSHEET FOR 2026-2027

Use the information from the [Shared Governance Handbook](#) and the [Committee Participants](#) list to determine whether changes need to be made for 2026-2027.

1. Charge:

☒ The Charge is satisfactory, no changes.

☐ The Charge will change. The updated Charge is attached.

2. Reporting Relationship:

☒ It is recommended the reporting relationship remains the same.

☐ It is recommended the reporting relationship changes.

The committee will report to:

☐ Academic Senate

☐ College Council

☐ Faculty Association

☐ President

☐ Vice President of _____

☐ Other _____

3. Committee Meeting Time 2026 - 2027:

It is recommended the committee meeting time be change to

Week: 4th

Day: Tuesday Time: 1-2 p.m. (no change)

4. Chairmanship:

It is recommended that the chair:

☒ Selection remains the same

☐ Selection method changes to: _____

LPC GOVERNANCE WORKSHEET FOR 2026-2027

5. Membership:

☒ The committee has the expertise and collegial representation to successfully meet the charge; it is recommended membership remains the same.

☐ The committee recommends membership changes to ensure expertise and collegial representation to successfully meet the charge.

Voting Members (list positions, not actual names): (e.g., V.P. of Student Services, 4 Classified, 1 faculty from each Division, etc.)

1. Academic Services Administrator
2. VP of Academic Services
3. Director Institutional Research
4. A&H Classified
5. BSSL Classified
6. PATH Classified
7. Student Services Classified
8. STEM Classified
9. A&H Faculty
10. BSSL Faculty
11. STEM Faculty
12. PATH Faculty
13. Student Services Faculty

Total Voting Members: 13 Quorum (50% + 1): 8

Non-Voting Members: (e.g., President, 2 students, 1 faculty from each Division, etc.)

1. STEM Dean
2. PATH Dean
3.
4.
5.
6.

Members appointed by: (check all that apply)

- | | |
|---|--|
| ☒ Academic Senate | ☐ Faculty Association |
| ☒ Classified Senate | ☐ SEIU |
| ☒ Administration | ☐ Student Senate |

LPC GOVERNANCE WORKSHEET FOR 2026-2027

6. Term: (check one)

____ 1 year

X ____ 2 years

____ Other

Committee Chair/Co-Chair Approval

Printed Name

Signature

Date

Melissa Korber

Vicki Shipman



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2026 CTE Regional Meeting

Cañada College

Meeting Room: 6-101 and 6-102

April 18, 2026

Check-in begins at 9:00am with a continental breakfast. The program begins at 9:30am and concludes at 3:00pm

9:00am-9:30am Check-in/Breakfast

9:30am-9:45am Welcome

9:45am-10:15am Work Experience Education

10:15am-11:00am Uplifting Underrepresented Voices Through Apprenticeship

11:00am-11:15am Break

11:15am-11:45am Advisory Boards

11:45am-12:15pm Local CTE Highlights

12:15pm-1:00pm Lunch

1:00pm-1:30pm Noncredit

1:30pm-2:00pm Credit for Prior Learning

2:00pm-2:15pm Break

2:15pm-2:30pm TOP to CIP

2:30pm-3:00pm Discussion, Q&A, Ideas for the Future

Please Note: The session times are subject to change based on participant discussions or other on-site circumstances.