

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.