

# **SONOMA COUNTY JUNIOR COLLEGE DISTRICT**

**Santa Rosa Junior College**



**PERKINS V**

**COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)**

REPORTING FRAMEWORK 2026-2028

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## District CBO/Designee Review of Comprehensive Local Needs Assessment

I confirm that this Comprehensive Local Needs Assessment document was conducted in accordance with Perkins V rules and regulations.

Kate Jolley  
Printed Name

Vice President of Finance & Administrative Services  
Title

  
Signature

May 22, 2026  
Date

## Executive Summary: Perkins V Comprehensive Local Needs Assessment (CLNA)

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

**Recommended by:** Rachel Smith, Director of Workforce Programs & CTE Grants

### Issue

Section 134 of Perkins V requires eligible applicants to conduct a Comprehensive Local Needs Assessment (CLNA) for Career Education (CE) and to attach the assessment results to the local application. The assessment must be updated every two years. This assessment represents the fourth cycle of Sonoma County Junior College District's CLNA process.

The CLNA review encompasses three primary areas:

- Ensuring that Career Education programs funded through Perkins V are of sufficient size, scope, and quality to meet the needs of all students served and are aligned with State, regional, and local in-demand industry sectors and occupations identified through workforce development planning and labor market analysis.
- Reviewing local performance accountability data required under Perkins V §113 to identify student performance gaps among special populations and subgroups, including ethnicity, gender, economically disadvantaged students, English Learners, students with disabilities, foster youth, homeless youth, and Non-traditional participants.
- Assessing required narrative elements and stakeholder-identified process gaps to determine strategies, objectives, and activities that support student success from secondary education through postsecondary education and into employment through multiple entry and exit points.

Sonoma County's in-demand industry sectors were identified through alignment of the North Bay Workforce Innovation and Opportunity Act (WIOA) Regional Plan, Bay Area Community College Consortium (BACCC) priorities, and Center of Excellence (COE) labor market data. These sources consistently identify Health Care, Advanced Manufacturing, Public Sector/Public Safety, Transportation, Information and Communication Technologies (ICT)/Digital Media, and Education as primary sectors, with additional regional demand in Hospitality, Construction, and Agriculture. Emerging priorities include Climate/Sustainability and Life Sciences.

These sectors directly align with Sonoma County Junior College District - Santa Rosa Junior College (SRJC) Career Education programs and informed program evaluation, stakeholder consultation, funding priorities, and continuous improvement planning throughout the CLNA process.

### Alignment with SRJC Strategic Plan 2025-2030 and Guided Pathways

This CLNA is explicitly aligned with SRJC's 2025-2030 Strategic Plan, which identifies four core initiatives: Academic Quality, Student Success & Support, Responsiveness to Our Community, and Campus Climate & Culture. The Perkins V-funded projects in this application directly advance multiple strategic goals, including ensuring quality of courses and learning outcomes, building a culture of belonging for all students, leveraging basic needs services, offering programming that impacts all community members, and providing equitable access in recognition of county population diversification.

SRJC Forward, the college's Guided Pathways initiative, supports the organizing framework for CE program delivery. Its four pillars—Clarify the Path, Help Students Get On Their Path, Help Students Stay On Their Path, and Ensure Students Are Learning—are embedded in strategies described in this CLNA. The integration of CE programs into Guided Pathways pathway maps with milestones and support structures is an explicit 2026-28 action step.

### Recommendations

The CLNA process identified both program strengths and areas requiring continued improvement. The following represent acknowledged gaps that SRJC will address through Perkins V and Strong Workforce Program (SWP) funded activities and coordinated in-kind support strategies.

### **Core Indicator Performance Gaps**

Perkins V §113 requires review of student performance outcomes related to credential attainment, retention, placement, employment, and Non-traditional participation, including disaggregation by special populations, ethnicity, and gender.

#### **Acknowledged Gap: Non-traditional Program Enrollment**

Several high-enrollment program areas continue to remain below 90% of the state-negotiated performance level for Non-traditional Program Enrollment, including:

- 09 Engineering & Industrial Technologies
- 12 Health
- 13 Family & Consumer Sciences
- 14 Law

These sectors account for a significant share of district CTE concentrators and underscore the need for targeted outreach and recruitment strategies to increase participation by underrepresented genders. In collaboration with Marketing and Communications, the Career Hub, Student Outreach, and Career Education programs, SRJC will implement expanded outreach, pathway awareness, and career exploration efforts funded through Perkins V and SWP.

#### **Acknowledged Gap: Special Populations Access and Awareness**

Across all Core Indicators, SRJC identified a need to strengthen awareness among special populations regarding available Career Education programs, services, workshops, and student supports. The District will address this through expanded bilingual outreach, strengthened CCAP partnerships, targeted student support and referral strategies, professional development focused on special populations, and increased pathway awareness for underserved student groups.

Additional Perkins and SWP funded activities include bilingual pathway outreach, expanded paid work-based learning opportunities, noncredit workforce programming, certification support, and apprenticeship pathway coordination. These projects collectively support improved access, persistence, credential attainment, and labor market transition for students across Career Education pathways.

### **Alignment with 2025-28 Student Equity Plan**

This CLNA is intentionally aligned with SRJC's 2025-28 Student Equity Plan 3.0 (SEP), which identifies first-generation students, Hispanic students, foster youth, homeless youth, DSPS students, Black/African American students, and LGBTQ+ students as populations experiencing disproportionate impact across key equity metrics. SEP goals for Successful Enrollment, Persistence, Completion, and Transfer directly parallel the Perkins V core indicator framework, and several Perkins V and SWP funded strategies including: bilingual outreach; noncredit on-ramps at SRJC Roseland; paid internships; and CCAP expansion serve as concrete equity interventions that advance both the SEP and CLNA.

### **Background**

Three Appendices are included as background to this CLNA:

- Appendix A — Introduction to Comprehensive Local Needs Assessment & In-demand Industry Sectors
- Appendix B — Evaluation of Student Performance: Core Indicators
- Appendix C — Program Gap Analysis: Required Narrative and Advisory Committee Consultation

Appendix A reviews state and regional planning documents including the 2025 California Master Plan for Education, California Community Colleges Chancellor's Office Vision 2030, California State CTE Plan, North Bay Economic Connection (NBEC) WIOA Plan, and Bay Area Regional Plan for 2024–2027. This review informed in-demand industry sectors, regional workforce priorities, stakeholder engagement requirements, and District-level process and program gaps.

Appendix B includes the required Perkins V accountability review for the District using CCCCCO Core Indicator data, including CE student demographics analysis, aggregate core indicator performance, special population and subgroup analysis, and conclusions regarding student performance gaps.

Appendix C includes a narrative review of stakeholder consultation findings, program process gaps, workforce alignment, access and equity considerations, programs of study, faculty recruitment and development, labor market alignment, work-based learning, and employer engagement. This appendix informed the six required narrative sections of the CLNA and guided the development of SRJC Perkins V priorities, strategies, and funded activities for the 2026-28 cycle.

## APPENDIX A

### Introduction to Comprehensive Local Needs Assessment & In-Demand Industry Sectors

#### Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress's commitment to providing nearly \$1.3 billion annually for career technical education programs for the nation's youth and adults. Perkins V has been extended for another 2-year cycle, and so the required Comprehensive Local Needs Assessment will cover fiscal years 2026-27 and 2027-28.

Perkins V, Title I-C Basic Grant funding is allocated by formula to each District within the California Community College System and requires the involvement of a diverse body of stakeholders, who inform a required comprehensive local needs assessment every two years. The CLNA review encompasses three concepts: (1) That Career Education programs funded with Perkins V are of sufficient size, scope, and quality and aligned to State, regional, or local in-demand industry sectors; (2) That local performance accountability data is reviewed for student performance gaps for subgroups and special populations; and (3) That processes in place are assessed to determine gaps to student success from secondary to postsecondary to employment.

#### Stakeholder Consultation

To receive Perkins V, Title I-C Basic Grant funding, each District must involve a diverse body of stakeholders, with minimum numbers as specified in §134(d). Those participants receive training on Perkins V requirements, their role in informing the CLNA, and their role in continued consultation as specified in §134(e).

#### Convening the Stakeholder/Consultation Group §134(d)

The SRJC Perkins V Advisory Council was developed by inviting a strong existing stakeholder base representing all required groups under Perkins V §134(d).

#### Representatives of CE Programs in Local Educational Agencies

Name	Title	Institution	E-Mail
Araceli Nunez	Subregional Director	Bay Area Community College Consortium	araceli.nunez@bccc.net
Chris Catelli	K12 Pathway Coordinator	Sonoma County Office of Education	ccatelli@scoe.org
Dan Ostermann	Principal	Casa Grande High School	dostermann@petk12.org
Davon Godwin	Assistant Principal	Windsor High School	dgodwin@wusd.org
Gustavo Shinzato	Continuation Counselor	San Antonio High School	gshinzato@petk12.org
Louis Ganzler	Asst Superintendent, School Safety	Sonoma County Office of Education	lganzler@scoe.org
McCoy Dodsworth	College & Career Specialist	Petaluma High School	mdodsworth@petk12.org

Riley Dale	CTE Director	Cloverdale High School	daler@cusd.org
Sharon Ferrer	CTE Pathway Director	Sonoma County Office of Education	sferrer@scoe.org

**Representatives of CE Programs at Postsecondary Educational Institutions**

Name	Title	Institution	E-Mail
Alice Hampton	Faculty, Child Development	SRJC	ahampton@santarosa.edu
Amy Merkel	Faculty, Work Experience	SRJC	amerkel@santarosa.edu
Andrew Gratto-Bachman	Coordinator, Student Success Programs	SRJC	agrattobachman@santarosa.edu
Brian Antonson	Faculty, Film & Media Arts	SRJC	bantonson@santarosa.edu
Cindy Fleckner	Faculty, Dental	SRJC	lfleckner@santarosa.edu
Jamie Longnecker	Coordinator, Workforce Development	SRJC	jlongnecker@santarosa.edu
Jessy Paisley	Faculty, Human Services	SRJC	jpaisley@santarosa.edu
Jesus Nieto	Faculty, Pharmacy Technician	SRJC	jnieto@santarosa.edu
John Duran	Coordinator, Native American Programs	SRJC	jduran2@santarosa.edu
Johnny Campbell	Faculty, Agriculture & Natural Resources	SRJC	jcampbell2@santarosa.edu
Josh Adams	Dean, Academic Affairs	SRJC	jadams2@santarosa.edu
Ken Sebastiani	Associate Dean, Fire Technology	SRJC	ksebastiani@santarosa.edu
Kerry Loewen	Dean, Arts & Humanities	SRJC	kloewen@santarosa.edu
Kim Kinahan	Faculty, Work Experience	SRJC	kkinahan@santarosa.edu
Kim Starke	Dean, Disability Resources	SRJC	kstarke@santarosa.edu

Maleese Warner	Director, Child Development	SRJC	mwarner@santarosa.edu
Megan Rhodes	Job Developer	SRJC	mrhodes@santarosa.edu
Monica Ohkubo	Faculty, Sports Medicine	SRJC	mohkubo@santarosa.edu
Noah Morris	C2C & DRD Employment Services Advisor	SRJC	nmorris@santarosa.edu
Oscar Guajardo	Coordinator, Student Outreach	SRJC	oguajardo@santarosa.edu
Pam Wittenberg	Faculty, Veterinary Technician	SRJC	pwittenberg@santarosa.edu
Rachel Smith	Director, Workforce Programs & CE Grants	SRJC	rsmith@santarosa.edu
Rebecca Levelle	Director, Student Support Programs	SRJC	rlevelle@santarosa.edu
Roam Romagnoli	Dean, Language Arts & Academic Foundation	SRJC	rromagnoli@santarosa.edu

**Representatives of State or Local Workforce Boards and Industry**

Name	Title	Institution	E-Mail
Adam Arnold	Industry, Automotive	Sonoma County Fleet	adam.arnold@sonoma-county.org
Brian Antonson	Industry, Film & Media Arts	Freelance	bantonson@santarosa.edu
Charity Doronila	Director	Sonoma County Workforce Investment Board	cdoronila@sonomacounty-hsd.gov
Coben Alexander	Industry, Automotive	Snap-On Tools	coben.alexander@snapon.com
Cori Rickert	Industry, Fire Technology	Santa Rosa Fire	crickert@srcity.org
George Steffensen	Labor Representative	Sonoma County Workforce Investment Board	gsteffensen@sbcglobal.net
Laura Combs	Industry, Water Resources	BAYWORK	lcombs@jvs.org

Leslie Simmons	Vice President, Impact & Investments	CTE Foundation	lsimmons@ctesonomacounty.org
Melanie Dodson	Industry, Child Development	4 Cs of Sonoma County	mdodson@sonoma4cs.org
Pam Wittenberg	Industry, Veterinary Technician	KidVets	pwittenberg@santarosa.edu
Tim Graham	Industry, Advanced Manufacturing	Keysight Technologies	tim.graham@keysight.com
Tracey Feick	Industry, Human Services	Goodwill Industries	tfeick@gire.org
Wesley Barry	Industry, Construction Management	Midstate Construction	wesb@midstateconstruction.com

### Parents and Students

Name	Title	Institution	E-Mail
Andrew Gratto-Bachman	Coordinator, Student Success Programs	SRJC	agrattobachman@santarosa.edu
Brian Antonson	Faculty, Film & Media Arts	SRJC	bantonson@santarosa.edu
McCoy Dodsworth	College & Career Specialist	Petaluma High School	mdodsworth@petk12.org
Pam Wittenberg	Faculty, Veterinary Technician	SRJC	pwittenberg@santarosa.edu
Rachel Smith	Director, Workforce Programs	SRJC	rsmith@santarosa.edu

### Representatives of Special Populations

Name	Title	Institution	E-Mail
Brian Antonson	Faculty, Film & Media Arts	SRJC	bantonson@santarosa.edu
Jamie Longnecker	Coordinator, Workforce Development	SRJC	jlongnecker@santarosa.edu
Jerry Corradi	Program Director	United Cerebral Palsy of the Northbay	jcorradi@ucpn.org

Jessy Paisley	Faculty, Human Services / 2nd Chance	SRJC	jpaisley@santarosa.edu
Kim Starke	Dean, Disability Resource Department	SRJC	kstarke@santarosa.edu
Matt Flores	Director, Quality and Strategic Growth	Becoming Independent	mflores@becomingindependent.org
Noah Morris	Employment Services Advisor, C2C & DRD	SRJC	nmorris@santarosa.edu
Rebecca Levelle	Director, Student Support Programs	SRJC	rlevelle@santarosa.edu
Roam Romagnoli	Interim Dean, LAAF / QRC Coordinator	SRJC	rromagnoli@santarosa.edu
Tracey Feick	Director of Mission Services	Goodwill Industries	tfeick@gire.org

**Representatives of Out-of-School Youth, Homeless, and At-Risk Youth**

Name	Title	Institution	E-Mail
Joanna Paun	Liaison, Foster and Homeless Youth	SCOE	jpaun@dcoe.org
Melanie Dodson	Executive Director	4 Cs of Sonoma County	mdodson@sonoma4cs.org
Tracey Feick	Director of Mission Services	Goodwill Industries	tfeick@gire.org

**Representatives of Indian Tribes and Tribal Organizations**

Name	Title	Institution	E-Mail
John Duran	Coordinator, Native American Programs	SRJC Native American Center	jduran2@santarosa.edu
Maleese Warner	Director of Child Development	SRJC Child Development	mwarner@santarosa.edu

**Training the Stakeholder Advisory/Consultation Group**

SRJC convened its required CLNA advisory group on Friday, November 7, 2025. The meeting was held on Zoom and facilitated by Rachel Smith, Director of Workforce Programs at SRJC. Before the meeting, advisory members were required to view a training video consisting of: Overview of Perkins V (purpose, integration with existing state funding such as Strong Workforce and Guided Pathways,

accountability, core indicators, and special populations); the Advisory/Consultation Committee's purpose; and the Comprehensive Local Needs Assessment purpose and process, including informing two-year applications and continued consultation responsibilities.

The meeting began with an opportunity to discuss the training video, followed by a detailed conversation about Career Education gaps at SRJC. In advance of the meeting, each advisory member was sent the previous CLNA table of gaps to review in order to discuss additions, deletions, and revisions. This conversation was used to develop the gap survey subsequently sent to members. The Advisory/Consultation Committee reviewed the next steps in the CLNA process, and the meeting was adjourned.

The CLNA Advisory Group Survey yielded 36 responses for a 76% response rate. A total of 60 potential gaps were presented to respondents who rated each on a scale from Strongly Agree to Strongly Disagree.

### Top Five Stakeholder-Identified Gaps

#### **Career Pathways, Program Information & Alignment (avg. 75% agreement)**

- Clarity of multiple entry and exit points within career pathways
- Information about specific programs, including attainable jobs and potential wages
- Inclusion of career guidance and employability skills within curriculum

#### **Work-Based Learning & Employer Alignment (avg. 72% agreement)**

- Encouragement of work-based learning for in-demand sectors
- Guidelines for internships and measures to support interns

The full CLNA Advisory Group Survey results are reproduced on the following pages.

**Full CLNA Advisory Group Survey Results**

Perkins V Career Education Gaps	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
<b>Career Pathways, Program Information &amp; Alignment</b>					
Efforts to encourage enrollment of underrepresented genders in programs that lead to non-traditional occupations	14	11	3	3	0
Education and career transitions services and resources	11	14	3	7	1
Clarity of multiple entry and exit points	8	18	6	3	1
Information about specific programs, including attainable jobs and potential wages	12	17	2	5	0
Alignment between secondary, postsecondary, guided pathways, and industry sectors	11	14	5	4	2
Collaboration and alignment between secondary and postsecondary programs of study	10	15	3	8	0
Incorporation of current technology into programs	9	14	5	7	1
TOP Code use and accountability for faculty	6	6	20	2	2
Inclusion of career guidance and employability skills within curriculum	9	17	3	6	1
Apprenticeship Programs	11	14	1	8	2
Support for industry-required certifications	12	11	5	5	3
<b>K-12 Partnerships &amp; Early Outreach</b>					
Collaboration with K12 partners	14	9	6	7	0
Initiating communication with K12 partners	12	6	9	8	1
Effective and sustainable dual enrollment processes	9	11	8	7	1
K12 students at SRJC (tours and other activities)	15	6	7	6	2
Communication, interviewing, soft skills	12	11	7	6	0
Career days, boot camps, and presentations at K12 schools	16	8	5	6	1

Need to continue the Summer Bridge Program (basic skills)	16	8	10	2	0
Secondary institution personnel awareness of SRJC programs of study and guided pathways	13	8	11	4	0
<b>Counseling, Advising &amp; Student Guidance</b>					
Onboarding services and resources	11	12	7	6	0
Contact and guidance between registration and start of classes	9	12	10	5	0
Secondary institution Counselor understanding of CE program details (multiple entry and exit points, career opportunities and wages, retention and completion services)	10	8	11	7	0
Availability of counseling during non-traditional days and hours	10	7	16	3	0
Peer mentorship leading to CE programs	9	11	13	2	1
Identification of and communication with students close to completion	11	10	12	3	0
Awareness of employment services, workshops, classes (resume building, interview skills, wage negotiations, SCANS skills)	9	13	11	3	0
<b>Retention, Support Services &amp; Student Success</b>					
Interventions to support retention	7	12	16	1	0
Awareness of services for families having limited time to attend school due to financial status, childcare, etc	14	4	17	1	0
Determination of reasons for low uptake of support services	6	11	18	1	0
Disparity between uptake of services in K12 vs community college students	4	15	17	0	0
Support for CE students transitioning from high school	11	11	10	4	0
Access to or awareness of student support services including job services	11	11	9	9	0
Online support services	9	11	10	5	0
Digital divide for underrepresented communities	7	11	16	1	1
Awareness of supports for economically disadvantaged students needing equipment or supplies	10	14	8	3	1

Financial barriers to starting or completing courses	9	12	12	2	1
<b>Data Systems &amp; Processes</b>					
Effective data systems	8	12	14	1	1
Sharing of data resources within SRJC	9	13	12	1	1
Sharing of data resources with K12 partners	9	9	14	3	1
Effective systems to prepare students for specific program math and English requirements	8	7	19	2	0
Clear processes and procedures for Credit for Prior Learning	6	10	17	2	1
Virtual and online course availability	6	12	9	6	3
Online support services	9	11	10	5	0
Availability of in-person labs	7	10	12	6	1
Availability of virtual labs	4	5	22	4	1
<b>Work-Based Learning &amp; Employer Engagement</b>					
Encouragement of Work Experience	11	14	4	4	3
Guidelines for internships and measures to support interns	11	14	5	5	1
Work-based learning for in-demand sectors	10	17	6	2	1
Out-of-the-box work-based learning options (remote, virtual job fairs, project-based learning)	5	14	16	0	1
Inclusion of industry partners to encourage work-based learning	8	16	7	4	1
Alignment of employer expectations with program offerings and student qualifications	8	12	8	6	2
Collaboration with Sonoma County Job Link	5	10	13	8	0
Paid work-based learning	6	18	5	5	2
<b>Marketing, Outreach &amp; Recruitment</b>					
Effective marketing and outreach tools	7	12	12	5	0
Recruitment and retention of CE faculty with attention to diversity and campus demographics	7	12	14	2	1

<b>Faculty Support and Professional Development</b>					
CE-focused PDA opportunities	6	11	15	2	2
Faculty mentoring	6	11	19	1	1
Cross-collaboration between CE programs	10	7	3	1	1

## Review of State and Regional CTE Plans

As part of the CLNA, districts are required to review pertinent regional, state, and federal plans that influence Career Education and Perkins V program improvement. This review is intended to prevent duplication of systems, ensure awareness of current and future workforce and education priorities, and evaluate the district's existing systems in relation to identified gaps and unmet needs.

### 2025 California Master Plan for Career Education

In August 2023, Governor Newsom called for a new Master Plan for Career Education, urging state agencies and institutions of higher education to increase equitable access to well-paid jobs by creating and strengthening education and training pathways. The Master Plan calls for a coordinated Universal Design Approach through six primary areas of action: (1) Create a State Planning and Coordinating Body; (2) Strengthen Regional Coordination; (3) Support Skills-Based Hiring Through a Career Passport; (4) Develop Career Pathways for High School and College Students; (5) Strengthen Workforce Training for Young People and Adults; and (6) Increase Access to and Affordability of Education and Workforce Training.

Key structural recommendations from the Master Plan align directly with SRJC's 2026-28 Perkins V and SWP investments: earn-and-learn opportunities (paid internships, apprenticeships); stackable credentials; bilingual and multilingual access; navigation support; and recognition that populations are not monolithic. SRJC's investment portfolio, including paid internships, Apprenticeship & Trades Coordinator assignment, development of bilingual programs, and certification exam vouchers, directly implements these Master Plan recommendations.

### California State CTE Plan: A Vision for Equity and Excellence

The 2023 California State CTE Plan sets five major themes: (1) Pathways bridging secondary and postsecondary education with multiple entry and exit points; (2) Dual Enrollment to accelerate educational attainment; (3) Regional Partnership Development connecting students to work experience; (4) CTE Teacher and Faculty Preparation and Pipeline; and (5) Work-Based Learning as an equity strategy. SRJC's 2026-28 investments advance all five themes, with particular strength in dual enrollment, work-based learning, and faculty pipeline.

### Vision 2030 — California Community Colleges

Vision 2030 (July 2025 Edition) reaffirms the strategic direction approved by the Board of Governors and serves as a collaborative, systemwide action framework. It advances student outcomes through four strategic priorities: active partnership with field practitioners, systems development to remove barriers at scale, leadership in state and federal funding development, and policy reform to unlock institutional and student potential. SRJC's investments are explicitly aligned to Vision 2030's three goals: Equity in Success (completion and workforce outcomes), Equity in Access (increased participation by underserved Californians), and Equity in Support (maximizing financial aid and reducing units to completion).

### SRJC Strategic Plan 2025-2030: Alignment with CLNA

SRJC's 2025-2030 Strategic Plan organizes institutional priorities into four initiatives:

- **Academic Quality:** Support excellent teaching and maximize educational learning outcomes.
- **Student Success & Support:** Provide students with services and programs to support basic needs and educational goals, reducing equity gaps.
- **Responsiveness to Our Community:** Ensure SRJC supports the diverse educational, social, and economic needs of the community.
- **Campus Climate & Culture:** Cultivate a campus culture that embodies SRJC's Mission, Vision, and Values, including diversity, equity, antiracism, and sustainability.

SRJC's funded activities map directly to these strategic initiatives. Bilingual programs advance Responsiveness to Community and Student Success. The CTE Spotlight Video Series advances

Academic Quality through better-informed student decision-making. The paid internship program advances Student Success through earned income. Faculty diversity recruitment and the CE Faculty Convening advance Campus Climate & Culture. SRJC's CLNA is one expression of its broader strategic commitment to equitable, community-responsive education.

**SRJC Forward (Guided Pathways)**

SRJC Forward is the college-wide initiative to create clear, supportive, and equitable pathways for every student. Its four pillars provide the organizing structure for Career Education delivery: (1) Clarify the Path — mapping CE pathways to regional occupational end goals; (2) Help Students Get On Their Path — early career exploration and academic planning; (3) Help Students Stay On Their Path — ongoing guidance including for students changing pathways; and (4) Ensure Students Are Learning — high-impact teaching, applied learning experiences, and clear program learning outcomes. SRJC continues Guided Pathways alignment work to integrate CE programs into clear, student-facing pathway maps with milestones and support structures. The development and publication of student-facing visual pathway maps for all CE programs of study is an explicit 2026-28 action step.

**Workforce Innovation and Opportunity Act (WIOA) — North Bay**

The Sonoma County WIB is one of three local workforce areas that make up the North Bay Economic Connection (NBEC). The 2025-28 Regional Plan specifies the following in-demand industry sectors and growth industries:

In-Demand Industry Sectors	Industries with Most Growth	Priority & Emerging Sectors (2025-29)
1. Healthcare and Social Assistance 2. Government/Public Sector 3. Retail Trade 4. Accommodation and Food Services 5. Manufacturing 6. Construction 7. Other	1. Health Care and Social Assistance 2. Transportation and Warehousing 3. Agriculture, Forestry, Fishing and Hunting 4. Construction 5. Utilities 6. Management of Companies 7. Administrative and Support Services	Priority: Health Care, Manufacturing, Public Sector/Government, Transportation Emerging: Climate & Sustainability, Life Sciences and Biotechnology

**Bay Area Community College Consortium (BACCC) Regional Plan 2024-2027**

The Bay Area Regional Plan identifies six priority in-demand industry sectors: Advanced Manufacturing, Advanced Transportation, Health, Information & Communication Technologies – Digital Media, Public Safety, and Education. SRJC's TOP code portfolio aligns strongly with each of these sectors.

Sector	Top Labor Market Opportunity	Priority Career Pathway	Regional Priority
Advanced Manufacturing	Industrial Machinery Mechanics; Machinists	Industrial Maintenance; Machinists Pathway	Apprenticeship program development; expanding capacity
Advanced Transportation	Electric/Diesel Bus Maintenance Technicians; Aviation Maintenance Technicians	Transportation Equipment and Repair; Aviation Maintenance	Increase technician pipeline for regional transit agencies

Health	Registered Nurses; Medical Assistants	Direct Patient Care / Hospital Pathway	Expand clinical placements and increase faculty capacity
ICT – Digital Media	5 middle-skill IT jobs: Computer Support, Web Design, Cybersecurity, Graphic Design, Network Admin	Cloud Computing; Virtual Production; AI Pathways	Raise awareness with non-tech employers; connect to talent pipelines
Public Safety	Paramedics; EMTs	EMT to Firefighter to Paramedic Pathway	Programs leading to Paramedic are priority
Education	Front-line, Coordinator & Director Out-of-School Occupations; TK-12 Teachers	TK to 12 Teacher Pathway; Child care to TK/P-3 Teacher	More CTE teachers needed in K- 12 and community college programs

**Planning, Alignment & Coordination: Crosswalk of State and Regional Plan Priorities**

Plan Priority	Vision 2030	CTE State Plan	WIOA Plan	2025 Master Plan	Regional Plan	SRJC Survey Gaps
Equity in Student Access & Success	√		√	√	√	
K-14/16/18 Career Pathways / Programs of Study	√	√	√	√	√	√
Using Data to Improve Outcomes	√			√	√	√
Systems & Funding Alignment	√		√	√	√	
Early Credit (Dual Enrollment & Credit for Prior Learning)	√	√		√	√	
Increased Student Support	√			√	√	
Work-Based Learning / Apprenticeships	√			√	√	√
CTE Teacher & Faculty Preparation & Pipeline	√	√				
Regional Partnership Development	√	√	√	√		√
Employment for Special Populations			√			
Increased Services to Limited English Proficient			√			

## Size, Scope, and Quality — In-Demand Industry Sector Alignment

To use Perkins funding, in-demand industry sectors need to be identified. Districts shall use the funding to support career education programs that are of sufficient size, scope, and quality. Sonoma County's in-demand industry sectors were determined through alignment of the North Bay WIOA Regional Plan, Bay Area Community College Consortium priorities, and Center of Excellence (COE) labor market data.

### Strong Direct Alignment

TOP Code	Sector Alignment	Strength
12 Health	Health Care & Social Assistance	Very Strong (Priority sector)
09 Engineering & Industrial Tech	Advanced Manufacturing / Construction	Very Strong
21 Public & Protective Services	Public Sector / Public Safety	Very Strong
07 Information Technology	ICT / Digital Economy	Very Strong
08 Education	Education & Human Development	Strong (regional priority)

### Moderate Alignment (Important but Secondary)

TOP Code	Sector
05 Business & Management	Cross-sector (all industries)
01 Agriculture & Natural Resources	Agriculture + Climate/Sustainability (regional growth)
13 Family & Consumer Sciences	Hospitality / Human Services / Early Childhood
06 Media & Communications	ICT – Digital Media pathway

### Conditional / Program-Specific Alignment

TOP Code	Notes
10 Fine & Applied Arts	Only aligned where tied to digital media, design, or production careers
14 Law	Niche alignment (paralegal, legal support tied to public sector)

## APPENDIX B

### Evaluation of Student Performance: Core Indicators

As part of the Comprehensive Local Needs Assessment (CLNA) required under §134(c)(2)(A), the District must evaluate student performance using state-negotiated core indicators established under §113 of Perkins V. This review includes all CTE students and Perkins V special populations and examines performance data for 2024–25, 2025–26, and 2026–27 (cohort years 2021–22, 2022–23, and 2023–24).

#### General Demographics

Sonoma County Junior College District is a single college district that includes Santa Rosa Junior College. SRJC serves all communities within Sonoma County, California. SRJC offered its first classes in the fall of 1918, enrolling 18 students. In 1930, a permanent site for the college was identified and, as of December 2025, a study by Lightcast found that SRJC supports 18,990 jobs across the region through its operations, alumni, and student spending. SRJC’s current Superintendent/President is Dr. Angélica Garcia, who assumed the role in 2023.

**Table 1: Ethnicity Demographics**

Ethnicity	Statewide (2025)	CCCCO Attendance (2024-25)	SCJCD CTE Concentrators (2026-27)
Male	49.96%	45.54%	51.22%
Female	50.04%	54.46%	48.78%
Hispanic	40.80%	50.74%	40.56%
White	36.60%	24.48%	47.42%
Black	5.50%	5.88%	1.65%
Native American	0.40%	0.34%	0.50%
Asian	16.70%	13.82%	4.30%
Hawaiian/Pacific Islander	0.40%	0.38%	0.19%
Two or More Races	3.10%	4.37%	5.38%

**Table 2: Student Counts (Including Economically Disadvantaged)**

Year	All Students	CTE Students	CTE %	Econ. Disadv.	Econ. Disadv. %
(19-20) = 2022-23	32,420	15,702	48.43%	6,666	42.45%
(20-21) = 2023-24	29,445	14,148	48.04%	5,721	40.43%

(21-22) = 2024-25	31,247	14,715	47.09%	5,839	39.68%
(22-23) = 2025-26	32,571	15,658	48.07%	6,513	41.60%
(23-24) = 2026-27	33,641	16,803	49.95%	7,118	42.36%
5-Year Average	31,865	15,405	48.34%	6,371	41.36%

**Table 3: 2-Digit TOPs Review: Aggregate Core Indicators (2024-25 to 2026-27)**

2-digit TOPs	#1 24-25	#1 25-26	#1 26-27	#2 24-25	#2 25-26	#2 26-27	#3 24-25	#3 25-26	#3 26-27	#4 24-25	#4 25-26	#4 26-27
<b>100% of State-negotiated Rates</b>	92.00%	95.51%	95.51%	89.60%	84.02%	84.02%	27.00%	27.18%	27.18%	73.25%	72.00%	72.00%
<b>90% of State-negotiated Rates</b>	82.80%	85.96%	85.96%	80.64%	75.62%	75.62%	24.30%	24.46%	24.46%	65.92%	64.80%	64.80%
12 Health (1)	96.05	94.77	96.46	98.45	98.45	98.94	10.41	13.85	14.88	91.08	89.41	91.07
05 Business & Management (2)	95.99	94.30	94.02	64.84	75.07	76.73	47.96	44.61	41.65	82.61	79.82	79.41
21 Public & Protective Services (3)	97.42	95.59	96.98	63.11	67.61	65.22	28.32	29.40	31.12	96.34	93.95	95.51
09 Engineering & Industrial Tech (4)	96.35	96.20	95.03	77.84	82.93	78.11	9.34	8.41	7.71	90.70	88.69	87.10
13 Family & Consumer Sciences (5)	92.65	94.67	96.84	79.21	75.66	78.70	14.86	12.38	14.15	78.77	84.13	81.53
01 Agriculture & Natural Resources (6)	92.37	96.93	96.71	42.16	53.26	46.05	36.70	37.77	37.39	81.25	88.24	82.93

06 Media & Communications (7)	91.74	91.67	91.95	85.56	85.19	81.98	18.52	17.50	32.26	75.36	77.65	74.23
07 Information Technology (8)	91.53	86.27	91.15	82.14	89.74	91.09	33.33	33.33	27.59	65.38	72.22	70.00
10 Fine & Applied Arts (9)	82.00	93.52	94.87	74.07	36.92	59.38	50.98	45.71	39.51	59.09	82.35	80.77
14 Law (10)	93.33	89.29	95.24	77.78	76.92	90.48	21.95	10.26	7.41	81.82	78.57	85.71
08 Education (11)	91.67	100.00	90.91	96.00	85.71	60.87	—	—	—	90.48	100.00	80.95

**Table 4: Core Indicators: Special Population and Subgroup Gaps (2026-27)**

2-digit TOP	CI 2: Credential Attainment Gaps	CI 3: Non-traditional Enrollment Gaps	CI 4: Employment Gaps
12 Health (903 concentrators)	None identified	Asian, Hispanic, Multi-ethnicity, White, Out of Workforce, Disabled, English Learners, Single Parents, Econ. Disadv.	None
05 Business & Management (635 concentrators)	Female, Male, Asian, Hispanic, White, Non-trad, Econ Disadv, Single Parent	Asian	None
21 Public & Protective Services (633 concentrators)	Female, Male, Black, Hispanic, Multi-ethnicity, White, Non-trad, Econ. Disadv., Disabled, Foster Youth	None	None
09 Engineering & Industrial Tech (376 concentrators)	Male, Multi-Ethnicity, White	Hispanic, Multi-Ethnicity, White, Econ. Disadv., Single Parent, Disabled	None
13 Family & Consumer Sciences (348 concentrators)	Male, Female, White, Non-trad, Econ.Disadv., Disabled	Female, Male, Asian, Hispanic, White, Out of Workforce, Econ. Disadv., English Learners, Single Parents, Disabled	Disabled

01 Agriculture & Natural Resources (230 concentrators)	Male, Female, Hispanic, White, Non-trad, Econ. Disadv., Disabled	None	None
06 Media & Communications (149 concentrators)	None identified	None	None
07 Information Technology (116 concentrators)	None identified	None	Econ. Disadv., Disabled
10 Fine & Applied Arts (81 concentrators)	Male, Multi-Ethnicity, White	Hispanic, Multi-Ethnicity, White, Non-Trad, Econ. Disadv., Single Parent, Disabled	None
14 Law (54 concentrators)	None identified	Hispanic, White, Econ. Disadv.	None
08 Education (22 concentrators)	Female, White	N/A	None

**Table 5: English Learner & Non-traditional Percentages by 2-Digit TOPs**

2-Digit TOPs	English Learners %	Non-Traditional %
12 Health	1.77%	14.88%
05 Business & Management	3.94%	41.65%
21 Public & Protective Services	1.07%	31.12%
13 Family & Consumer Sciences	12.64%	7.71%
01 Agriculture & Natural Resources	1.88%	14.15%
09 Engineering & Industrial Technologies	1.75%	37.39%
06 Media & Communications	2.68%	32.26%
07 Information Technology	1.77%	27.59%
10 Fine & Applied Arts	1.28%	39.51%
14 Law	2.38%	7.41%
08 Education	9.09%	*

**Synopsis of Core Indicator Review**

**Core Indicator 1: Retention & Placement**

All eleven statistically valid 2-digit TOPs met or exceeded 90% of the state-negotiated rate for three consecutive years, with eight of eleven showing improvement year-over-year in 2026-27. No

statistically significant equity gaps exist. One special population in 05 Business & Management fell below 90% but involved fewer than five concentrators across eight 6-digit TOPs.

**Core Indicator 2: Earned Postsecondary Credential**

Seven of eleven statistically valid 2-digit TOPs met or exceeded the state-negotiated rate for 2026-27. Three TOPs (21 Public & Protective Services, 01 Agriculture & Natural Resources, and 10 Fine & Applied Arts) have fallen below 90% for three consecutive years and together represent 21.61% of all CTE concentrators. 08 Education also fell below 90% but represents only 0.62% of concentrators and showed improvement. The same populations consistently appear below threshold: male, White, Hispanic, Non-traditional, and Economically Disadvantaged students.

**Core Indicator 3: Non-traditional Program Enrollment**

Six of ten statistically valid 2-digit TOPs met or exceeded the state-negotiated rate. Four sectors (12 Health, 09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, and 14 Law) have remained below 90% for three consecutive years, collectively representing 47.40% of all CTE concentrators. The same populations consistently appear below threshold: Hispanic, White, Disabled, and Economically Disadvantaged students.

**Core Indicator 4: Employment**

All eleven statistically valid TOPs met or exceeded 90% of the state-negotiated rate, with ten achieving 100%. Two TOPs show minor subgroup variance based on very small cohort sizes and does not represent a systemic gap.

**Overall: English Learner Participation**

English Learners account for only 3.0% of CTE concentrators, while feeder high schools report 9–30% English Learner populations (Santa Rosa City Schools: 21.7% districtwide; Piner High: 19.1%; Elsie Allen High: 30.5%). This disparity indicates potential barriers in awareness, recruitment, language support, and secondary-to-postsecondary transition.

**Table 6: Conclusion of Core Indicator Gaps**

Indicator	Gap	Root Cause (Likely)	Possible Strategies
Core Indicator 1: Retention & Placement	No significant gap. All 2-digit TOPs have met or exceeded 90% for three years.	Small cohort size within specific programs rather than systemic issues.	Continue monitoring retention and placement outcomes.
Core Indicator 2: Earned Postsecondary Credential	TOPs 21, 01, and 10 below 90% threshold for three years (21.61% of concentrators). Equity gaps for Male, White, Hispanic, Non-traditional, and Economically Disadvantaged.	Possible misalignment of program milestones with credential completion; persistence barriers.	Conduct 6-digit TOPs analysis; review pathway sequencing; expand completion advising and early alerts.
Core Indicator 3: Non-traditional Program Enrollment	TOPs 12, 09, 13, 14 below 90% for three years (47.40% of concentrators). Equity gaps for Hispanic, White, Disabled, and Economically Disadvantaged.	Persistent participation barriers; limited recruitment of non-traditional genders in high-enrollment sectors.	Conduct 6-digit TOPs analysis; strengthen targeted recruitment and outreach.

Core Indicator 4: Employment	No significant gap. All TOPs meet or exceed 90%, most at 100%.	Strong program-to-employment connections.	Continue routine monitoring.
Overall: English Learner Participation	3.0% of CTE concentrators vs. 9–30% in feeder high schools.	Barriers in awareness, recruitment, language support, and secondary-to-postsecondary transition.	Increase targeted outreach; expand multilingual advising; monitor annual trends.

## APPENDIX C

### Program Gap Analysis: Required Narrative and Advisory Committee Consultation

#### Stakeholder Engagement Summary

To be eligible for Perkins V, Title I-C Basic Grant funding, SRJC assembled a diverse Perkins V Advisory/Consultation Committee consistent with the requirements of Section 134(d). The committee represents all required participant groups: secondary and postsecondary CTE faculty and administrators, local workforce development board representatives, industry partners, parents and students, representatives of special populations, regional agencies serving out-of-school and at-risk youth, and tribal organizations.

Prior to convening, all advisory members completed a required training video covering Perkins V program requirements, the committee's role and responsibilities, the CLNA process, and expectations for continued consultation under Section 134(e). The committee met via Zoom on November 7, 2025, facilitated by Rachel Smith, Director of Workforce Programs. Stakeholders identified perceived gaps in Career Education programs, which were compiled into a structured survey distributed to all members.

Total Responses	Response Rate	Gaps Evaluated
36	76%	60

#### Top Five Stakeholder-Identified Gaps:

**Career Pathways, Program Information & Alignment (avg. 75% agreement)**

- Clarity of multiple entry and exit points within career pathways
- Information about specific programs, including attainable jobs and potential wages
- Inclusion of career guidance and employability skills within curriculum

**Work-Based Learning & Employer Alignment (avg. 72% agreement)**

- Encouragement of work-based learning for in-demand sectors
- Guidelines for internships and measures to support interns

## Element 1 Student Performance on Required Core Indicators

Section 134(c)(2)(A) | Perkins V

SRJC Career Education programs enroll approximately 16,803 CE students—nearly half (49.95%) of total district enrollment—of whom 42.36% are Economically Disadvantaged. Performance is reviewed across four state-negotiated core indicators at the 2-digit TOPs level, disaggregated by gender, ethnicity, and Perkins V special population categories. Data are drawn from the 2026-27 reporting year (cohort year 2023-24).

### 1.1 Strengths

#### What the data show we are doing well

- Core Indicator 1 Retention & Placement: All 11 statistically valid 2-digit TOPs met or exceeded 90% of the state-negotiated rate for three consecutive years; 8 of 11 improved year-over-year in 2026-27. Students who complete CE programs at SRJC reliably continue into education, training, or employment.
- Core Indicator 4 Employment: 10 of 11 TOPs achieved 100% of the state-negotiated employment rate; all 11 exceeded the 90% threshold. CE programs are effectively connecting graduates to jobs.
- Overall district performance demonstrates a strong track record of student retention and successful labor market transition.

### 1.2 Identified Gaps

#### Where improvement is needed

- Core Indicator 2 Credential Attainment: Three TOPs have fallen below the 90% state threshold for three consecutive years: Public & Protective Services (21), Agriculture & Natural Resources (01), and Fine & Applied Arts (10), representing 21.61% of all CTE concentrators. A fourth TOP, Education (08), also fell below threshold but represents only 0.62% of concentrators and showed improvement.
- Core Indicator 3 Non-traditional Enrollment: Four high-enrollment TOPs have remained below 90% for three consecutive years: Health (12), Engineering & Industrial Technologies (09), Family & Consumer Sciences (13), and Law (14), collectively representing 47.40% of all CTE concentrators.
- English Learner underrepresentation: English Learners account for 3% of CTE concentrators, while feeder high schools report 9-30% English Learner populations (e.g., Elsie Allen: 30.5%, Piner: 19.1%). This gap suggests unmet access and awareness barriers in the secondary-to-postsecondary CE transition.

### 1.3 Student Subpopulations Identified for Additional Support

The following groups appear consistently below the 90% threshold across multiple TOPs and core indicators:

- Credential attainment gaps: Male, White, Hispanic, Non-traditional, and Economically Disadvantaged students
- Non-traditional enrollment gaps: Hispanic, White, students with disabilities, and Economically Disadvantaged students
- Access gaps: English Learners across all program areas
- Special populations broadly: students with disabilities, foster youth, and economically disadvantaged students show lower awareness of available CE support services

These findings align with SRJC's 2025-28 Student Equity Plan (SEP 3.0), which identifies first-generation students, Hispanic students, foster youth, homeless youth, DSPS students, and Black/African American students as experiencing disproportionate impact across Successful Enrollment, Persistence, Completion, and Transfer metrics. The SEP and CLNA are coordinated to ensure complementary strategies and non-duplication of effort.

### 1.4 How Funded Projects Address These Gaps

- **CTE Program Spotlight Video Series (52 bilingual videos):** Directly targets the awareness and information gap identified in survey results and core indicator data. By producing professional English/Spanish videos for CE certificate programs, with closed captions in both languages, SRJC will significantly improve prospective and current students' ability to understand CE pathways, credential value, and career outcomes. This supports enrollment, retention, and completion across all programs.
- **Paid Internships:** Addresses the employment and persistence gap by making work-based learning financially accessible. With 57.6% of interns converting to full-time employment, this directly strengthens Core Indicator 4 (Employment) and supports completion by removing the financial conflict between work and school.
- **Adult Education — Roseland Bilingual CE Programs:** Two new noncredit programs, Introduction to Landscape Maintenance and Introduction to Building & Construction Trades, delivered in a bilingual format at SRJC Roseland directly address English Learner and economically disadvantaged student access. By bringing CE to the Roseland community with bilingual instruction, these programs reach residents who face the greatest barriers to traditional college access.
- **Certification Exam Fee Vouchers:** Supports credential attainment for students by covering certification exam costs, directly addressing the Core Indicator 2 gap in programs aligned to occupations in high-demand sectors.

### 1.5 Action Plan

Strategy / Action Step	Priority	Key Partners / Resources
Conduct 6-digit TOPs analysis in credential and non-traditional gap programs	High	CE Deans, IERP
Deploy 52-video bilingual CTE Spotlight Series to improve program awareness, enrollment, and completion	High	Marketing & Communications, program faculty
Launch paid internship program	High	Internship Coordinator, Finance Services
Launch bilingual noncredit CE programs at SRJC Roseland; partner with Student Outreach and community organizations	High	Program faculty, Roseland staff, Facilities Operations
Fund certification exam fee vouchers	High	Program faculty
Partner with feeder high schools to increase CCAP – CE opportunities	High	DE Lead, high school partners
Expand completion advising and early-alert tracking for concentrators in underperforming TOPs	Medium	Counseling, program faculty

## Element 2 Program Size, Scope, and Quality

Section 134(c)(2)(B)(i) | Perkins V

California's Perkins V State Plan defines sufficient size, scope, and quality as follows: Size refers to whether programs have the resources to adequately meet student learning outcomes. Scope means programs are part of, or actively working toward, clearly defined career pathways with multiple entry and exit points. Quality requires that programs meet at least two of three criteria: developing high-skilled workers (leading to postsecondary credentials), preparing students for high-wage occupations (at or above regional median wage), and training students for in-demand occupations.

All CE programs applying for Perkins or SWP funding at SRJC are vetted through an annual program review process and advisory committee input to confirm they meet these standards.

### 2.1 Identified Gaps

Size, Scope & Quality	
<ul style="list-style-type: none"> <li> <b>Basic skills gaps:</b> Students arrive needing additional preparation in math, reading, writing, digital literacy, and financial literacy. The College Skills department provides a bridge; however, integration with CE pathway sequences could be strengthened.                 </li> <li> <b>Employability and soft skills:</b> Stakeholders (75% agreement) identified a gap in the inclusion of career guidance and employability skills within CE curriculum.                 </li> <li> <b>Technology currency:</b> Equipment and curriculum in some programs need updating to reflect current industry standards and tools.                 </li> <li> <b>Credential alignment:</b> Three TOPs show persistent credential completion gaps suggesting possible misalignment between program course sequences and recognized credential completion requirements.                 </li> </ul>	

### 2.2 Program Projects Funded 2026-28

Program	2026-28 Funded Project
Adult Education / Roseland (NEW)	Two new noncredit workforce pathways (Introduction to Landscape Maintenance and Introduction to Building & Construction Trades) will be built from the ground up at SRJC Roseland. Funding includes faculty planning, hand and power tools, outdoor power equipment, PPE, safety demonstration materials, lumber, hardware, storage cabinets, and bilingual outreach. A campus-as-living-laboratory model lets students apply skills through project-based work on the Roseland site.
Carpentry (Expansion)	Hand and power tools, work stools, and instructional equipment will expand cohort capacity at the Construction Training Center. A new dual enrollment section with Rancho Cotate High School launches Fall 2026 (38 students already scheduled). A marketing video will support continued enrollment growth.
Construction Management	Program-branded PPE (high-visibility vests and ANSI hard hats) for field trips; laser/physical measuring tool kits for project-based exercises; and a licensed professional-developed standard construction details reference document for classroom use.
Agriculture & Natural Resources (CCAP Expansion)	Expansion of CCAP dual enrollment to nearly double the number of courses and high schools served. Investments support faculty peer-to-peer mentorship for new CCAP instructors and 1-2 instructor convenings to grow demand.

Applied Photography	Six visiting industry professionals per year (nature, documentary, food, and fine art photographers; small business owners; museum specialists) deliver presentations, workshops, and one-on-one portfolio reviews. Three per semester; includes a public campus presentation each semester.
Pharmacy Technician	PTCB certification exam vouchers for spring completers; updated certification exam review textbooks; inpatient/outpatient equipment and reusable supplies for ongoing skills lab assessments.
Fitness / Pilates	Group exam vouchers for ACE (American Council on Exercise) Fitness and NPCP (National Pilates Certificate Program) certifications at discounted rates; industry expert guest speakers for career exploration and networking in Pilates instruction.
Journalism	Student conference travel (2026-27 and 2027-28, including state and national conferences); multimedia equipment for photojournalism, podcasting, and video production; journalism safety gear for covering public events; program marketing and branded materials.
CTE Program Spotlight Videos	52 short-form (3-4 min) bilingual videos for CE certificate programs featuring student/faculty interviews and professional b-roll. Delivered in English and Spanish with closed captions in both languages; captured in 4K with raw footage retained for institutional reuse.

### 2.3 Additional Quality Assurance Strategies

- Continue the annual program review cycle for all CE programs, evaluating industry sector priorities, changes within the industry, and faculty professional development needs.
- Integrate employability skills workshops and transferable skills modules into CE programs through the Career Center. (Aligned with SRJC Strategic Plan: Student Success & Support.)
- Support faculty in updating curriculum and equipment to reflect current industry standards, using Perkins advisory committee feedback as the primary driver.
- Continue coordinating Perkins, SWP, and District resources to ensure all funded programs meet size, scope, and quality requirements.

### 2.4 Action Plan

Strategy / Action Step	Priority	Key Partners / Resources
Build Roseland CE lab environment: tools, PPE, equipment, storage; complete faculty planning	High	Program faculty, Facilities Operations, Roseland staff
Expand Carpentry cohort capacity; produce marketing video	High	Marketing & Communications
Equip Construction Management with field PPE and measuring tool kits; procure standard details document	High	Program faculty
Expand Ag CCAP: mentor qualified HS instructors; host 1-2 convenings	High	Program faculty, K12 partners
Fund Applied Photography visiting professional series (6/year): presentations, workshops, portfolio reviews	Medium	Program faculty

Fund Pharmacy Tech PTCB vouchers, review textbooks, and skills lab equipment	High	Program faculty
Fund ACE/NPCP group exam vouchers and guest speakers for Fitness/Pilates	High	Program faculty, Industry partners
Fund Journalism student conference travel, multimedia equipment, and safety gear	Medium	Media Services
Produce and deploy 52-video bilingual CTE Spotlight Series	High	Marketing & Communications, CE Director, all programs

## Element 3 Progress Toward Implementation of CE Programs of Study

Section 134(c)(2)(C) | Perkins V

Career Education Programs of Study provide structured, sequential pathways from secondary education through postsecondary credentials and into employment, with multiple entry and exit points. This element assesses how well SRJC's programs are designed, articulated, and connected across the K-16 pipeline.

### 3.1 Current Programs of Study

SRJC currently offers Certificate of Achievement and/or Associate Degree programs across the following Perkins-eligible program areas:

- 12 Health — Dental Assisting, Pharmacy Technician, Medical Assistant, Nursing, Sports Medicine, and Veterinary Technology
- 05 Business & Management — Accounting/Bookkeeping, Business Administration, and Marketing
- 21 Public & Protective Services — Fire Technology and Administration of Justice
- 09 Engineering & Industrial Technologies — Automotive Technology, Carpentry, Construction Management, and Engineering Technology
- 13 Family & Consumer Sciences — Child Development, Culinary Arts, and Fitness/Health Coach and Pilates
- 01 Agriculture & Natural Resources — Agriculture Business, Sustainable Agriculture, Viticulture & Winery Technology, and Veterinary Assisting
- 06 Media & Communications — Journalism, Film & Media Arts, and Applied Photography
- 07 Information Technology — Computer Science, Cybersecurity, and Networking
- 10 Fine & Applied Arts — Design and Applied Photography where tied to digital media careers
- 14 Law — Paralegal/Legal Assisting
- 08 Education — Early Childhood Education

### 3.2 New Programs Launching in 2026-28

- **Introduction to Landscape Maintenance (Noncredit, SRJC Roseland) — NEW:** A bilingual noncredit workforce pathway for adult learners in the Roseland community. Students gain foundational landscaping, hardscaping, and outdoor power equipment skills through a campus-as-living-laboratory model, with exposure to OSHA 10 and a pathway into credit programs and further trade training.
- **Introduction to Building & Construction Trades (Noncredit, SRJC Roseland) — NEW:** A bilingual noncredit workforce pathway providing foundational construction skills including safety, tools, materials, and introductory trade techniques. Designed as an on-ramp to SRJC's credit Construction programs and the Construction Training Center in Petaluma.
- **Apprenticeship & Trades Coordinator Faculty Role — NEW**  
**INFRASTRUCTURE:** A new 60% faculty assignment will serve as the central intermediary for SRJC's apprenticeship and trades programs, managing registered apprenticeship development and compliance with the California Division of Apprenticeship Standards (DAS). This role will formalize earn-and-learn partnerships across CE programs.
- **Paid Internship Program — NEW:** A structured, scalable internship program launching 2026-27, built on AB323 (Strong Workforce Program: Work-Based Learning Opportunities). Provides paid internships for CE students with preliminary focus on Bookkeeping, Fitness, Marketing, Natural Resources, and other CE

disciplines. With a proposed budget of \$100,000 serving 10-20 students annually, this program creates a replicable earn-and-learn model at SRJC.

### 3.3 Identified Gaps

#### Programs of Study

- Clarity of multiple entry and exit points (75% agreement): Students and counselors often do not understand the flexible ways they can enter, advance through, or exit CE pathways. This aligns with SRJC Forward's core pillar to "Clarify the Path."
- Alignment between secondary and postsecondary programs of study: K-12 counselors need stronger, more consistent information about SRJC's CE programs, especially as new programs and CCAP partnerships expand.
- Apprenticeship expansion demand outpaces current capacity: Multiple industry partners have expressed interest in new apprenticeship programs. The new Apprenticeship & Trades Coordinator role directly addresses this.
- Work-based learning barriers: Financial constraints prevent many students from taking unpaid internships. The paid internships project directly addresses this by making paid work-based learning accessible.

### 3.4 Progress on Existing Partnerships and Pathways

- SRJC is actively building CCAP dual enrollment agreements with local high schools, with near-doubling of Agriculture & Natural Resources CCAP course offerings planned for 2026-28.
- Carpentry Fundamentals will add a new dual enrollment section with Rancho Cotate High School beginning Fall 2026, with 38 students already scheduled.
- The Student Outreach office hosts an annual high school counselor conference to introduce new CE programs and initiatives and improve counselor familiarity with SRJC pathways.
- SRJC continues SRJC Forward (Guided Pathways) alignment work to integrate CE programs into clear, student-facing pathway maps with milestones and support structures. Development and publication of visual pathway maps for all CE programs of study is a 2026-28 action step.
- Five apprenticeship/pre-apprenticeship partnerships are active: REJATC Electrical, UA Local 38 Plumbers/HVAC, Independent Roofing Contractors, Sonoma County ECE Apprenticeship, and Bus Operator Pre-Apprenticeship. The new Apprenticeship & Trades Coordinator will formalize and expand these.

### 3.5 Action Plan

Strategy / Action Step	Priority	Key Partners / Resources
Launch Introduction to Landscape Maintenance and Introduction to Building & Construction Trades at SRJC Roseland (noncredit, bilingual)	High	Adult Education, Marketing & Communication, Roseland staff
Hire and onboard Apprenticeship & Trades Coordinator (60% faculty); begin DAS registration process for new apprenticeship programs	High	Work Experience program, Human Resources, DAS
Launch paid internship project; develop employer partnerships; enroll 10-20 students in Year 1	High	Internship coordinator, Industry partners

Expand Ag & Natural Resources CCAP to near-double course and school participation; host 1-2 instructor convenings	High	Program faculty, K12 partners
Launch Carpentry dual enrollment section with Rancho Cotate HS (Fall 2026)	High	Program faculty, K12 partners
Develop and publish student-facing visual pathway maps for all CE programs of study (SRJC Forward alignment)	Medium	Marketing & Communication, Counseling, Guided Pathways team
Continue annual HS counselor conference and strengthen counselor awareness of all CE programs and new offerings	Medium	Student Outreach, Counseling
Integrate CE programs into Guided Pathways (SRJC Forward) with clear milestones and support structures	Medium	Guided Pathways team, CE Deans

## Element 4 Recruitment, Retention, and Training of CE Professionals

Section 134(c)(2)(D) | Perkins V

This element addresses how SRJC recruits, retains, and develops career education faculty, instructional support staff, counselors, and paraprofessionals, including individuals from groups underrepresented in these professions.

### 4.1 Strengths

SRJC has established strong infrastructure for faculty recruitment and development. All positions are advertised through a broad set of channels including ACCCA, the CCC Faculty & Staff Diversity Registry, Chronicle of Higher Education, Edjoin.org, Handshake, HigherEdJobs.org, INSIGHT into Diversity, the SRJC HR website, and The Press Democrat. For CE-specific roles, program deans and faculty also actively recruit from professional associations and industry networks.

The District's Board-approved Equal Employment Opportunity (EEO) Plan 2023-2026, maintained by an active Equal Employment Opportunity Advisory Committee (EEOAC), ensures equitable hiring practices across all positions. The EEO Plan outlines methods to promote equal employment opportunity, support a richly diverse workforce, and create an environment of acceptance and inclusion. The EEO Plan's emphasis on anti-racist hiring practices, cultural competence, and workforce representation directly aligns with SRJC's Perkins V goals for faculty diversity.

New faculty receive comprehensive onboarding: a one-year New Faculty Experience with Communities of Practice, peer-to-peer mentoring, curriculum development workshops, Distance Education training, and two annual all-day professional development flex days. Perkins and SWP mini-grants are available year-round to support industry-specific professional development.

### 4.2 Identified Gaps

#### Faculty Recruitment, Retention & Development

- CE-specific professional development: Stakeholders identified a lack of CE-focused PDA (Professional Development Activity day) opportunities distinct from general campus training. Faculty need structured opportunities to strengthen discipline-specific skills and stay current with industry.
- Embedding employability skills in instruction: Faculty need targeted training to integrate soft skills and career competencies into CE coursework.
- Faculty diversity pipeline: Recruiting and retaining faculty who reflect the diversity of the student body, particularly bilingual, Hispanic, and underrepresented faculty in technical and STEM fields, remains an ongoing challenge. The EEO Plan identifies methods to address underrepresentation and promote diversity across District job categories.
- Cross-program collaboration: CE faculty have limited structured opportunities to share best practices across disciplines.
- Qualified CCAP instructors: Finding high school teachers who hold both the academic credentials and practical experience needed to teach college-level dual enrollment courses is a persistent challenge.

### 4.3 How Funded Projects Address Faculty Development

- **Agriculture & Natural Resources CCAP Instructor Support:** A peer-to-peer mentorship model pairs experienced SRJC faculty with newly recruited CCAP instructors. Existing full-time SRJC faculty serve as discipline experts and mentors, directly addressing the pipeline challenge for qualified dual enrollment instructors.

- **Applied Photography Visiting Photographer Series:** Six industry professionals per year bring current industry knowledge, diverse career trajectories, and professional networks directly into the classroom, modeling professional development through practitioner perspectives.
- **Fitness/Pilates Industry Guest Speakers:** Master trainers and studio managers expose students and the instructional environment to current industry specialties, employer expectations, and networking opportunities.
- **Apprenticeship & Trades Coordinator:** A new 60% faculty coordinator role will improve CE faculty capacity across programs to offer structured earn-and-learn pathways. The Coordinator will manage RSI compliance, ensuring SRJC coursework is synchronized with employer-based on-the-job training schedules.

#### 4.4 Priority Strategies

- Develop and fund CE-specific professional development opportunities focusing on employability skills integration, LMI literacy, and pedagogy for diverse learners including English Learners and students with disabilities. (Aligned with SRJC Strategic Plan: Campus Climate & Culture.)
- Establish an annual CE Faculty Convening that brings together District CE faculty and external stakeholders to share program developments, LMI insights, and cross-disciplinary practices.
- Continue the Caring Campus evidence-based coaching model (Institute for Evidence-Based Change) to strengthen classified professional engagement and student connectedness across all campuses.
- Prioritize bilingual faculty recruitment for the Roseland Adult Education CE programs, consistent with the EEO Plan's strategies to address underrepresentation and build a workforce that reflects student diversity.
- Maintain the one-year New Faculty Experience, peer mentoring, and two annual professional development flex days as foundational retention and development infrastructure.

#### 4.5 Action Plan

Strategy / Action Step	Priority	Key Partners / Resources
Develop CE-specific PDA opportunities: employability skill integration, LMI literacy, equity-focused pedagogy	High	CE Deans, PDA Committee
Establish annual CE Faculty Convening	High	Deans, K12 partners
Expand Ag CCAP peer-to-peer instructor mentorship model	High	Program faculty, K12 partners
Recruit bilingual CE faculty for Roseland Adult Education programs (Landscape and Construction Trades), consistent with EEO Plan diversity strategies	High	Human Resources, Adult Education staff
Hire Apprenticeship & Trades Coordinator (60% faculty); train in DAS compliance and RSI management	High	Work Experience program coordinator, Human Resources
Continue New Faculty Experience, peer mentoring, and Caring Campus programs	Medium	Human Resources, Classified Senate
Create structured cross-program CE collaboration opportunities (roundtables, shared advisory meetings)	Medium	CE Deans

## Element 5 Progress Toward Equal Access to CE Programs

Section 134(c)(2)(E) | Perkins V

This element examines how effectively SRJC ensures that students from special populations can access, participate in, and succeed in Career Education programs. Special populations include students with disabilities, economically disadvantaged students, English Learners, foster youth, homeless youth, single parents, non-traditional students, and individuals with other employment barriers.

### 5.1 Strengths: SRJC's Existing Access and Equity Infrastructure

SRJC has an extensive network of student support programs serving disproportionately impacted students, including: Disability Resources Department (DRD), EOPS, CalWORKs, MESA, HSI/Connections, Puente, Umoja, APASS, Foster Youth Success/NextUp, Veterans Resources, the Dream Center, IGNITE/2nd Chance (for formerly incarcerated students), and the HOPE program. The Integrated Student Success Committee (ISSC)—formed by merging the SSSP, Student Equity, and Basic Skills Initiative committees—provides a coordinated, data-informed approach.

SRJC's 2025-28 Student Equity Plan 3.0 (SEP) provides a detailed strategic blueprint for addressing disproportionate impact and closing equity gaps, with a focus on first-generation students and broader institutional strategies affecting Hispanic, foster youth, homeless, DSPS, and Black/African American students. SEP is intentionally aligned with Guided Pathways (SRJC Forward), the Strategic Enrollment Plan, and other equity efforts across the district, including the CLNA. The Student Equity and Achievement Program (SEA) conducts annual assessment cycles across all equity-funded programs, building a culture of continuous improvement.

### 5.2 Identified Gaps

#### Equal Access

- **Awareness of available services among special populations:** Students from special populations often do not know about the many CE support services available to them. This is not a gap in the services themselves (SRJC's support infrastructure is extensive) but in how effectively those services are communicated and promoted within CE contexts.
- **English Learner access to CE pathways:** English Learners represent 3% of CTE concentrators despite making up 9-30% of feeder high school populations. Barriers include language, limited awareness of CE programs, and insufficient bilingual advising and recruitment.
- **Non-traditional gender access:** Four high-enrollment TOPs have sustained Non-traditional enrollment below the 90% threshold for three years, indicating structural access barriers for underrepresented genders.
- **Geographic and socioeconomic access:** Residents of communities like Roseland face additional barriers including transportation, scheduling constraints, and limited prior exposure to higher education.

### 5.3 How Funded Projects Address Equal Access

- **Adult Education / Roseland Bilingual CE Programs:** The most direct response to geographic, linguistic, and socioeconomic access gaps. By establishing new bilingual noncredit programs at SRJC Roseland, SRJC brings CE to a community that faces significant barriers to accessing the main Santa Rosa campus. Bilingual outreach materials, community engagement events, and registration support help Roseland residents connect to these programs and see SRJC as a place for career advancement. These programs also serve as on-ramps into further

noncredit and credit CE opportunities. This directly addresses the SRJC Strategic Plan goal to provide equitable access in recognition of diversification in county population.

- **CTE Program Spotlight Video Series (bilingual):** All 52 videos will be produced in English and Spanish with closed captions in both languages. For English Learner and Spanish-speaking prospective students and families, this creates accessible information about what CE programs offer, what credentials are earned, and what careers they lead to, in a language they can understand.
- **Paid Internship Program:** Financial barriers are among the most significant reasons CE students cannot participate in work-based learning. This project directly addresses this by paying students for internship hours, making work-based learning accessible to students from economically disadvantaged backgrounds.
- **Agriculture & Natural Resources CCAP Expansion:** By proactively addressing equity and access barriers including socioeconomic status, language proficiency, and geographic location, this project aims to make dual enrollment agriculture courses accessible to students from underrepresented backgrounds. Field trips to Shone Farm and targeted outreach help engage students who may not initially see themselves in agricultural careers.

#### 5.4 Additional Access and Equity Strategies

- Develop a CE-specific resource awareness campaign for special populations, ensuring students across all programs are informed about available services, workshops, and pathway opportunities. (Aligned with SEP 3.0 strategies to strengthen in-reach and increase awareness of support resources.)
- Partner with community-based organizations to actively recruit and support special population students into CE programs.
- Train CE faculty and staff on identifying barriers faced by special population students and making warm referrals to counseling and support services earlier in the academic term.
- Continue expanding CCAP agreements to bring CE exposure to high school students, including those from underrepresented communities, before they need to navigate college enrollment independently.
- Coordinate with SEP and SEA to ensure CE-specific equity strategies align with and reinforce college-wide equity goals.

#### 5.5 Action Plan

Strategy / Action Step	Priority	Key Partners / Resources
Launch bilingual noncredit CE programs at SRJC Roseland with bilingual outreach, community engagement events, and registration support	High	Program faculty, Roseland staff, Outreach, Marketing & Communications
Produce and deploy all 52 CTE Spotlight Videos with Spanish voiceover and bilingual closed captions	High	Marketing & Communications
Launch paid internship program; prioritize students from economically disadvantaged backgrounds	High	Internship Coordinator
Expand Ag CCAP with equity focus: address language, geography, and socioeconomic barriers	High	Program faculty, K12 partners

Develop multilingual CE service-awareness campaign targeting special populations across all programs	Medium	Marketing & Communications, Student Services
Train CE faculty on early identification of student barriers and warm-referral protocols to support services	Medium	CE Deans, Disability Resources, EOPS, Counseling, Career Hub staff
Partner with CBOs to recruit and support special population CE students	Medium	Job Developer, CE Director, Industry partners
Coordinate CE equity strategies with SEP and SEA	Medium	CE Director, Student Equity Director

## Element 6 Alignment to Labor Market Information (LMI)

Section 134(c)(2)(B)(ii) | Perkins V

This element examines how well SRJC's CE programs are aligned to regional labor market conditions and in-demand industry sectors, and how the college uses labor market data to guide program investment and improvement decisions.

### 6.1 Strengths

SRJC has built a strong, LMI-informed funding process. CE faculty applying for Perkins or SWP funds must submit a labor market analysis that includes supply, demand, and wage data and vet applications through program advisory committees. The Job Developer position (funded through SWP) networks with local employers, attends CE advisory committee meetings, and connects students to career development and job placement activities. SRJC regularly reviews Centers of Excellence (COE) and Sonoma County Economic Development Board reports to confirm alignment with regional labor market conditions.

### 6.2 Regional Labor Market Context

Based on the North Bay WIOA Regional Plan (2025-28) and the Bay Area Community College Consortium Regional Plan (2024-27), the following sectors are the highest priority for the region:

WIOA Priority Sectors	BACCC Regional Priorities	Emerging Sectors
Health Care & Social Assistance	Advanced Manufacturing	Climate & Sustainability
Manufacturing	Advanced Transportation	Life Sciences & Biotechnology
Public Sector / Government	Health	
Transportation	ICT / Digital Media	
Construction	Public Safety	
	Education	

The fastest-growing occupations in the Sonoma region through 2030 include Fitness Trainers (67.3%), Restaurant Cooks (64.6%), Amusement & Recreation Attendants (55.0%), Chefs & Head Cooks (43.2%), Nonfarm Animal Caretakers (42.6%), and Medical & Health Services Managers (38.8%). These data reinforce strong regional demand in Health, Hospitality, Agriculture/Animal Sciences, and Fitness—all areas with active SRJC CE programs and funded projects in 2026-28.

### 6.3 Identified Gaps

#### LMI Alignment

- Work-based learning supply/demand mismatch (72% agreement): Industry partners want job-ready students but often cannot offer paid learning opportunities. Students cannot afford unpaid internships. This structural tension limits work-based learning volume.
- Internship infrastructure: Clear guidelines, employer engagement protocols, and support structures for internships are lacking, limiting scale and consistency.
- Employer-program alignment: Some employers report a gap between the skills CE graduates bring and the skills currently needed. Advisory committee dialogue helps, but more structured feedback loops are needed.

- Apprenticeship management capacity: Interest from industry partners in new registered apprenticeship programs exceeds SRJC's current capacity to develop and manage them without dedicated coordination.

### 6.4 How Funded Projects Address LMI Alignment

- **Paid Internships:** Directly addresses the work-based learning gap by creating a financially sustainable, structured internship model. The 57.6% intern-to-full-time conversion rate demonstrates the labor market impact of this investment. Target sectors align with regional in-demand occupations.
- **Apprenticeship & Trades Coordinator:** This new 60% faculty assignment directly addresses the apprenticeship capacity gap. The Coordinator will act as the primary liaison with the California Division of Apprenticeship Standards, manage RSI compliance, and formalize earn-and-learn partnerships in Construction, IT, Healthcare, and Advanced Manufacturing—all WIOA and BACCC priority sectors.
- **Adult Education / Roseland Programs:** Landscape maintenance and construction trades were selected based on their alignment with regional construction sector growth (a WIOA priority sector). By offering these pathways in the Roseland community, SRJC creates a direct pipeline from an underserved neighborhood to in-demand trade occupations.
- **Carpentry Fundamentals Expansion:** Directly aligned to the Construction sector—both a WIOA priority sector and fastest-growing regional industry. Expanded cohort capacity and dual enrollment increase the pipeline of qualified workers.
- **Agriculture & Natural Resources CCAP Mentorship:** Agriculture, Forestry, Fishing, and Hunting is identified as an industry with significant growth in the North Bay region. Expanding dual enrollment builds the early pipeline for agricultural careers.
- **Fitness/Pilates Certifications:** Fitness Trainers and Aerobics Instructors are the fastest-growing occupation in Sonoma County through 2030 at 67.3% projected growth. Supporting national certification directly improves graduates' employment prospects.
- **Pharmacy Technician Certifications:** Health Care & Social Assistance is the top in-demand and highest-growth sector in the North Bay region. Supporting PTCB certification directly improves the labor market readiness of graduates in a high-demand health occupation.

### 6.5 Additional LMI Alignment Strategies

- Develop clear internship guidelines and employer-facing toolkits to reduce friction and increase participation in work-based learning across all CE programs.
- Expand collaboration with the Sonoma County Job Link (One Stop) and WIB to connect CE students to employer networks and work-based learning opportunities in priority sectors.
- Use COE reports, EDD data, and BACCC LMI resources to keep CE faculty informed of labor market shifts through the annual CE Faculty Convening.

### 6.6 Action Plan

Strategy / Action Step	Priority	Key Partners / Resources
Launch paid internship program; develop employer partnerships	High	Internship Coordinator, CE Director, Industry partners
Hire Apprenticeship & Trades Coordinator; begin DAS registration for new apprenticeship programs	High	Work Experience program coordinator,

		CE Director, Human Resources
Launch bilingual Landscape and Construction Trades programs at Roseland; align to construction sector LMI priorities	High	Program faculty & staff
Expand Carpentry cohort capacity; produce marketing video	High	Program faculty, Marketing & Communications
Fund PTCB vouchers for Pharmacy Tech; ACE/NPCP vouchers for Fitness: directly improve credential-to-employment pipeline	High	Program faculty
Develop employer-facing internship guidelines and onboarding toolkit	Medium	Internship Coordinator
Expand Job Link / WIB collaboration to connect CE students to priority sector employers	Medium	Job Developer, Sonoma County WIB
Train CE faculty in LMI data interpretation through annual CE Convening and mini-grant PD	Medium	CE Director & Deans, COE, PDA Committee

## Ongoing CLNA Process — Continuous Improvement

The following reflections guide SRJC's ongoing commitment to using the CLNA process with fidelity to inform local and regional planning.

### **What went well compared to the previous CLNA?**

The District significantly strengthened its stakeholder engagement process, achieving a 76% survey response rate and broader representation across all required stakeholder categories. The integration of LMI data from multiple sources (WIOA, BACCC, and COE) into a single alignment crosswalk improved clarity in funding decisions. The funded project portfolio for 2026-28 is more directly tied to identified gaps than in previous cycles, particularly in work-based learning, bilingual access, and credential attainment.

### **What could have been done differently?**

Future CLNAs should include the New Programs of Study narrative, as this was identified as an oversight in the 2024-26 cycle. Earlier engagement with current CE students, particularly from special populations, would also strengthen the assessment.

### **Who was invited but did not participate, and why?**

Representation from current CE students, particularly those from special populations, was limited. Future efforts will include direct student recruitment through CE classes, the Career Center, and student equity programs.

### **What other initiatives will be leveraged?**

Strong Workforce Program, Guided Pathways (SRJC Forward), the North Bay WIOA Regional Plan, BACCC regional initiatives, SRJC's 2025-2030 Strategic Plan, and the 2025-28 Student Equity Plan will all be coordinated with Perkins V investment decisions to ensure alignment and avoid duplication.

### **On what schedule will ongoing engagement continue?**

The Perkins Advisory/Consultation Committee will convene annually, with the next meeting planned for Fall 2026. The annual CE Faculty Convening will begin in 2027-28. CE advisory committee meetings will occur annually. The next full CLNA will be conducted for the 2028-30 application cycle.