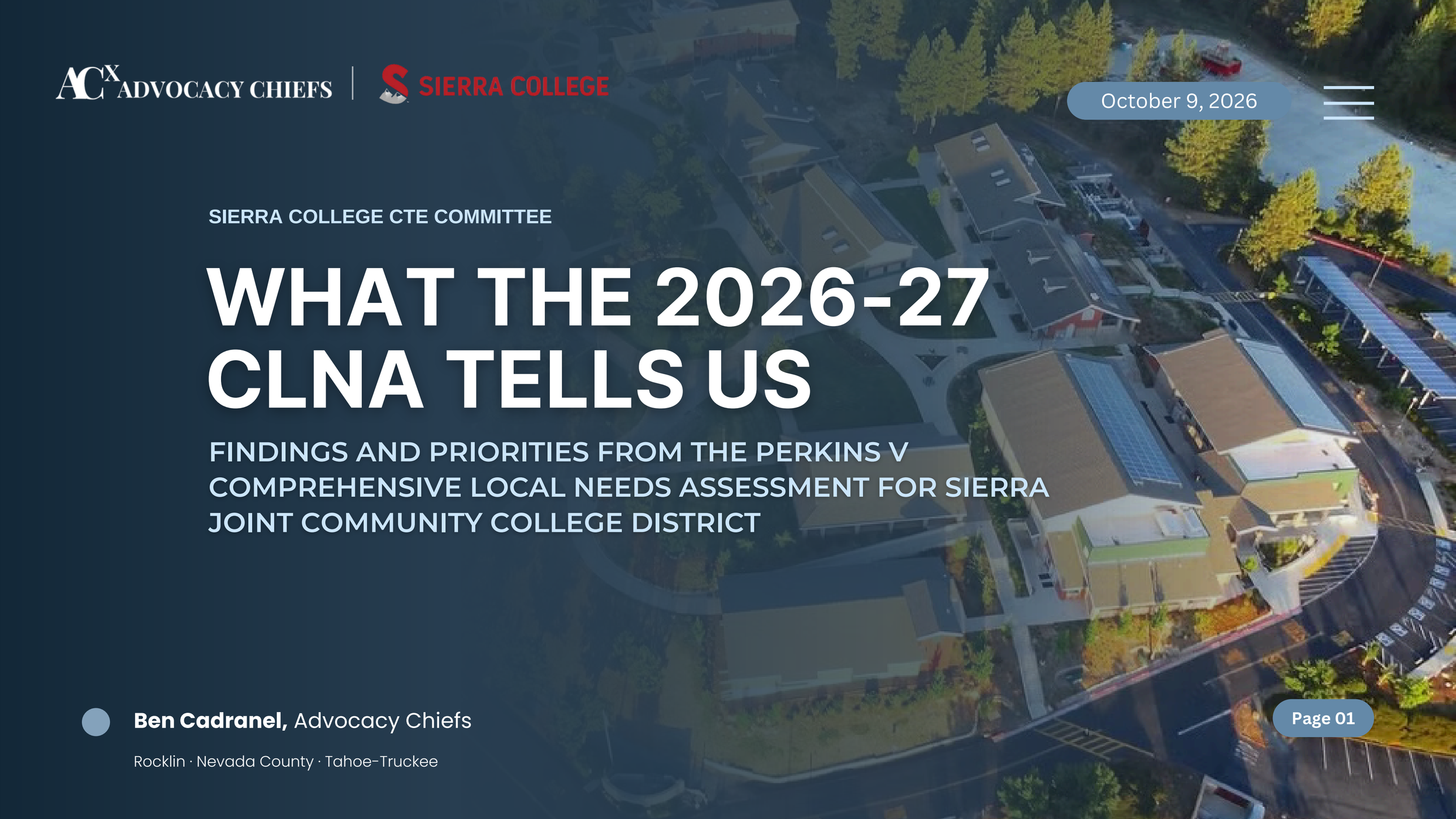
ADVOCACY CHIEFS | SIERRA COLLEGE

October 9, 2026

SIERRA COLLEGE CTE COMMITTEE

WHAT THE 2026-27 CLNA TELLS US

FINDINGS AND PRIORITIES FROM THE PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT FOR SIERRA JOINT COMMUNITY COLLEGE DISTRICT



Ben Cadranel, Advocacy Chiefs

Rocklin · Nevada County · Tahoe-Truckee

WHY THE CLNA MATTERS

Six elements: student performance · program size, scope and quality · programs of study · CTE professionals · equal access · labor market alignment

It is required

Perkins V §134 and CCCCO memo WED 25-80 make the CLNA the condition for receiving Perkins funds.

It controls spending

Every Perkins budget line must tie to a CLNA priority and document two of three quality criteria.

It sets the plan

Six elements, each with strategies, owners and timelines for FY 2026-27.

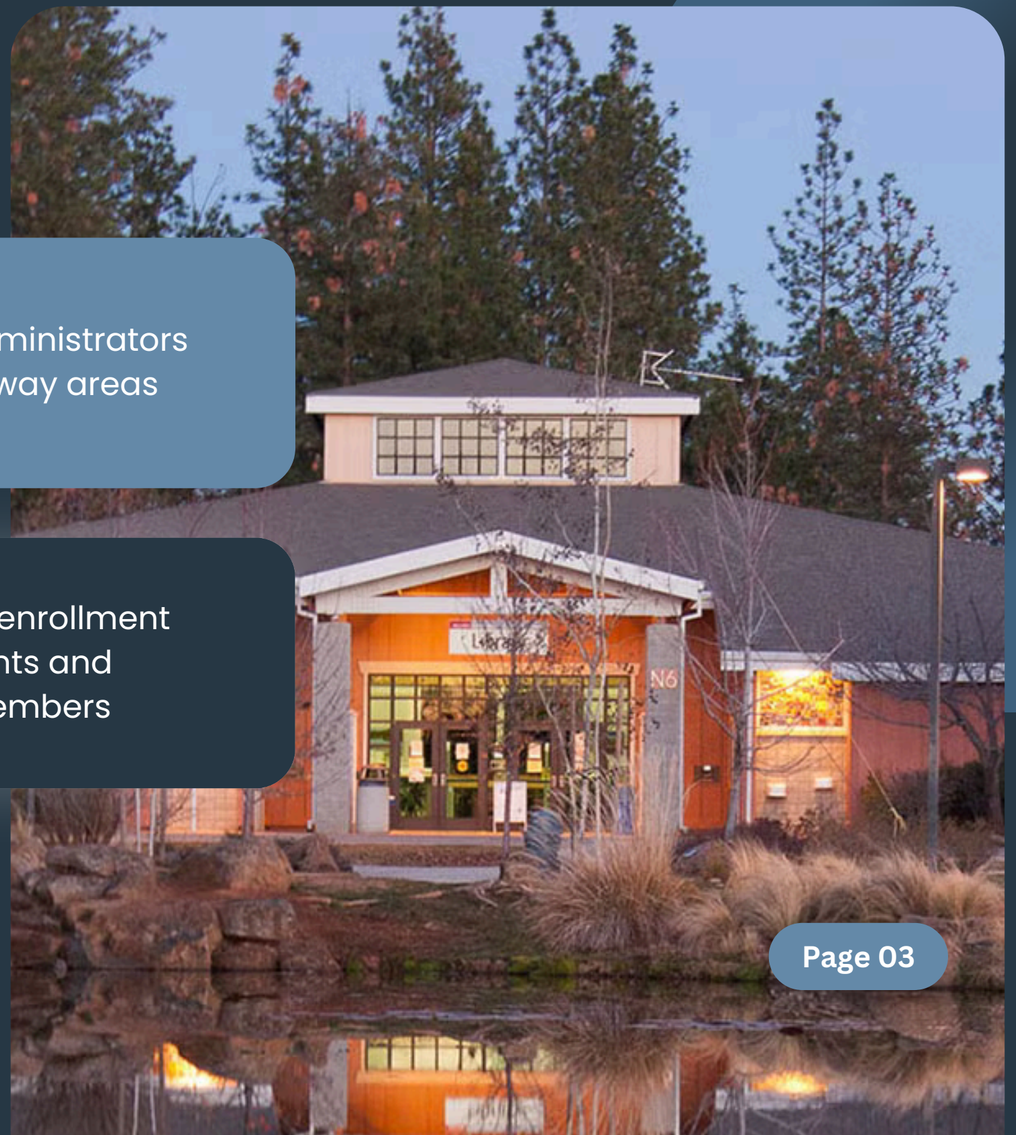
THE BROADEST EVIDENCE BASE SIERRA HAS USED

66 CTE programs analyzed for outcomes and quality

19 faculty and administrators across 10 pathway areas

28 employers and partners across 8 sectors

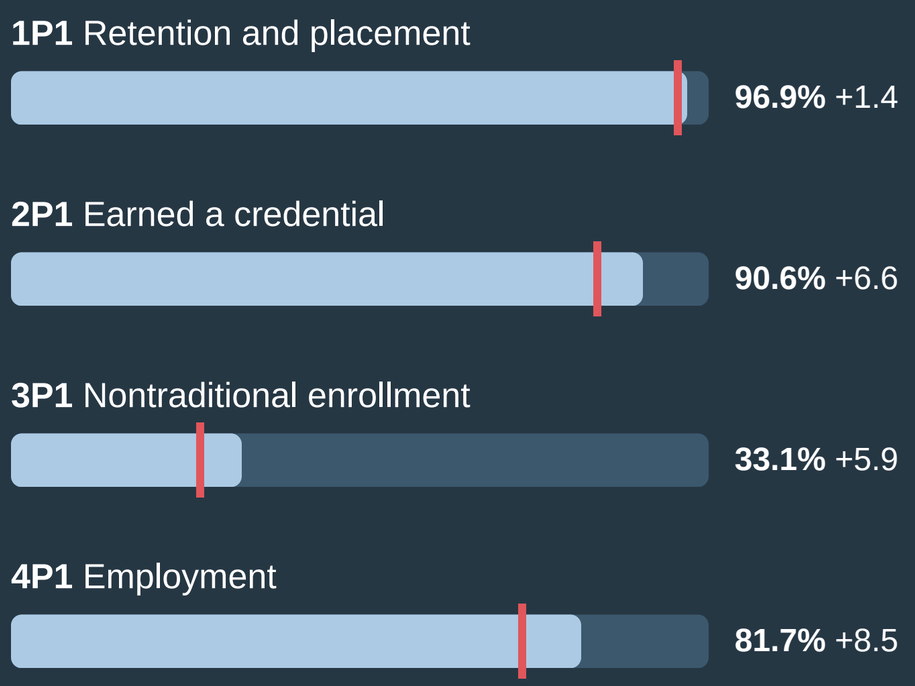
90 students, dual enrollment students, parents and community members



Cross-checked against MIS core indicator reports, the district equity outcomes dataset and NFN Center of Excellence labor market data (Lightcast 2024.3). Surveys ran January to March 2026.

Sierra Joint CCD · Perkins V CLNA FY 2026-27

ALL FOUR CORE INDICATORS BEAT THEIR TARGETS



Bar: Sierra actual. Red line: negotiated target. Points above target shown at right.

Source: Form 1 Part E-D, district aggregate core indicators, cohort year 2023-24



District averages look strong. The students behind them do not all share in that success.

ENGLISH LEARNERS TRAIL ON THREE OF FOUR INDICATORS

Student group	Indicator	Sierra	Target	Gap
Out of workforce	4P1 Employment	56.00%	73.25%	**-17.3**
English learners	4P1 Employment	66.67%	73.25%	**-6.6**
English learners	2P1 Credential	77.78%	84.02%	**-6.2**
English learners	1P1 Retention	92.00%	95.51%	**-3.5**
Single parents	1P1 Retention	94.77%	95.51%	**-0.7**
Students with disabilities	1P1 Retention	95.14%	95.51%	**-0.4**

Out-of-workforce employment shows the widest gap. English learners trail at every stage. Each group has about two dozen completers, so a few students move these rates.

Source: CLNA §2.1.3 and Strategy 7, cohort year 2023-24

ONE SUBGROUP GAP PASSES A SIGNIFICANCE TEST

Student group	Outcome	Group	Everyone else	Students
Out of workforce	Employment	54.2%	80.8%	24
English learners	Retention	91.3%	96.9%	46
Students w/ disabilities	Retention	95.1%	97.3%	285
Econ. disadvantaged	Employment	80.1%	84.0%	695
Students w/ disabilities	Employment	76.6%	82.9%	128
English learners	Employment	69.6%	80.6%	23
Single parents	Employment	76.1%	81.5%	71

No racial or ethnic group trails significantly. Economically disadvantaged students do significantly **better** on retention and credentials. None of 1,154 program-level comparisons survives correction for multiple tests.

OUTCOMES VARY WIDELY ACROSS 66 PROGRAMS

Leading: 90%+ employed

Program	Employed
Registered Nursing	100%
Fire Academy	97%
Fire Technology	91%
Child Dev. / ECE	91%
Welding Technology	91%

Priority: 70% or less employed

Graphic Art and Design 69% · Multimedia 69% · Applied Photography 67% · Technical Theater 67% · Fashion 63%

At 50%: Civil and Construction Mgmt · Marketing and Distribution · Nutrition and Culinary · Other Health Occupations · Corrections

Most of the 50% programs had eight or fewer completers. Arts and media work is often freelance, which standard data miss.

Source: Program Performance dataset (controlling), CLNA §2.1.1

LATINX STUDENTS SUCCEED ONCE ENROLLED; THE GAP IS WHERE THEY ENROLL

Outcomes once enrolled

Outcome	Latinx	White
Retention	97.5%	96.6%
Credential	90.3%	90.7%
Employment	83.2%	81.0%

The 8 Latinx gaps the CLNA flags involve **10 students in all**, one or two per program.

Where Latinx students are scarce

22% of CTE concentrators overall, but 15% or less in programs including Electronics, Computer Information Systems, Computer Networking, Business Management, Small Business, Agriculture and Multimedia.

58% in Medical Assisting, 34% in Administration of Justice.

Source: Equity Outcomes table, CLNA analysis files; rates summed across programs, not official MIS figures

TIME, NOT INTEREST, KEEPS STUDENTS OUT

Barriers named by community and student respondents (n=90)



What helps most

Online or hybrid options: 55+

Evening and weekend classes: 42

Affordable fees: 35+

Supportive instructors and staff: 35+

Source: Community and Student Survey, January to March 2026, CLNA §6.1.1

47 OF 66 PROGRAMS QUALIFY OUTRIGHT

47 have at least one occupation that is both high-wage and in-demand

19 need a living-wage exception or a narrower Perkins scope

WED 25-80 judges quality by occupation (SOC code), not program code, correcting our prior method. Counting jobs that need only a diploma would raise the total to 52.

Crosswalk cleanup before next cycle

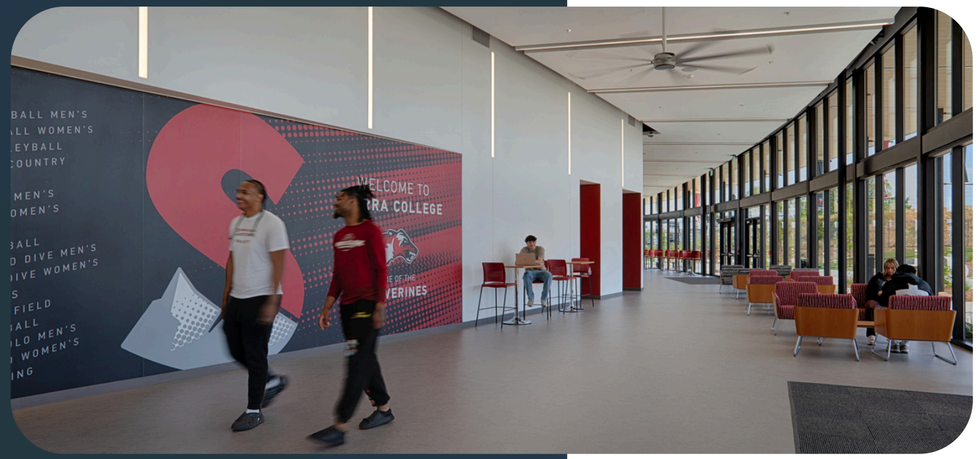
Real Estate, Admin. of Justice: qualifying jobs (sales agents, brokers, patrol officers) are in the crosswalk but were screened out. Restore them.

Mechanical Drafting: faculty propose aligning to Manufacturing Engineering Technologist.

Odd maps: GIS tied to police supervisors; Real Estate to broadcast jobs.

Source: TOP SOC Map, Program_Performance-3.xlsx, CLNA §3.1.3





CAPACITY, NOT DEMAND, LIMITS OUR STRONGEST PROGRAMS

Health Sciences

4 full-time faculty for 8 to 9 FTEF. Enrollment capped after the move from Roseville to Rocklin. Health jobs projected to grow 20%.

Advanced Manufacturing

A CNC Turning Lab is needed to match milling capacity and meet Sierra's duty as lead education agency for the SVMA apprenticeship.

Welding Technology

91% employed, but too few full-time lab technicians to maintain equipment. Faculty see robotics as the next need.

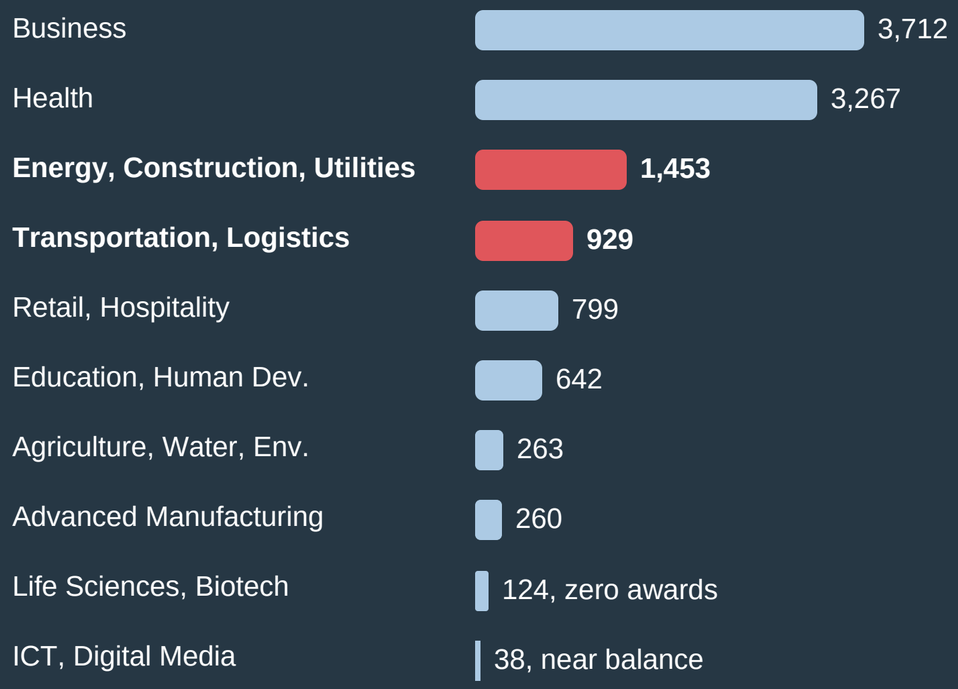
Work-based learning

Top investment for 13 of 19 faculty. 22 of 28 employers will join an advisory committee.

Source: Faculty and Industry Partner Surveys, CLNA §3.1 and §3.2

REGIONAL DEMAND FAR OUTRUNS OUR COMPLETIONS

Annual openings minus Sierra awards (3-year average), Placer and Nevada counties



34,898

annual openings in the region. Jobs grow 10% from 2023 to 2028.

Red bars: sectors where Sierra awards almost nothing (20 and 1 per year). A feasibility study is proposed for spring 2027; any new program would go through faculty and the Academic Senate.

Source: NFN COE 2025 Sierra CCD District Profile (Lightcast 2024.3); CCCCO MIS awards 2021-2024

STUDENTS CANNOT ENTER PATHWAYS THEY CANNOT FIND

"I haven't heard of any of these before."

5 of 14 dual enrollment students surveyed

Dual enrollment: lab access, class-size limits and bell schedules block early entry.

Advising: 8 of 19 faculty cite uneven CTE counseling.

Data: 7 of 19 say we cannot see where students exit.

Nursing: annual cohorts mean a missed term costs a full year.

Strengths: pathway quality rated 4.1 of 5; the 8-week Focus Cohort model lifts completion.

Source: Faculty and Community Surveys, CLNA §4.1

FACULTY ARE STRETCHED THIN AND FACING NEW DEMANDS

01

Staffing

Health Sciences short of full-time faculty and losing to hospital wages. ECE lab coordination unpaid. One certified internship facilitator in M&PEP.

02

New skills

AI is reshaping Business and media curricula. Manufacturing needs ongoing technical and accessibility training. Onboarding is "a major hindrance."

03

Diversity

Women, Latinx, Asian, Native American and African American professionals are underrepresented among CTE faculty.

Proposed action items: AI literacy training offered to Business CTE faculty · an industry-to-faculty bridge in Manufacturing, Health and Welding · voluntary mentoring for new faculty · a simpler onboarding checklist · salary supplements where Perkins rules allow

Source: Faculty and Administrator Survey, CLNA §5.1

MUCH OF THE PLAN IS DUE THIS FALL

Fall 2026

- Week 1-2 student success referrals
- Student Barrier Reduction Fund
- English learner intervention pilot
- Counselor liaisons to each CTE division
- CNC lathes and Health Sciences equipment
- Pathway maps and Spanish CTE Access Guide by December

Spring 2027

- AI literacy PD offered to Business faculty
- Childcare and transportation review
- Construction and transportation gap study
- Industry-to-faculty bridge

Fall 2027 on

- Dual enrollment lab and schedule pilot
- Voluntary new faculty mentoring
- Onboarding redesign
- WBL participation up 10%

Already past due (August 2026): annual labor market and core indicator review, 66-program quality audit, Perkins LMI justification template.

Source: CLNA action plans, §2.2, §3.2, §4.1, §5.2, §6.2, §7.2





FIVE ASKS

1. Own the calendar

Make the August labor market review and the February CLNA convening standing agenda items.

2. Hold the funding rule

Every Perkins request cites a CLNA priority and its two-of-three quality case.

3. Name referral leads

One person per division to connect students with support services in weeks 1 and 2.

4. Fix the data

Clean the occupation crosswalk. Set a minimum cohort size and test equity gaps for significance before flagging them.

5. Widen the next survey

Send it through every program; 77% of respondents leaned toward Health Sciences. Reach parents, Tribal partners and biotech employers.

Source: CLNA §8 · Curriculum, program review and PD policy rest with the Academic Senate (10+1)

QUESTIONS AND DISCUSSION

STRONG RESULTS OVERALL. CLEAR GAPS FOR SPECIFIC STUDENTS. A PLAN ALREADY IN MOTION.

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