



In accordance with the American with Disabilities Act, the Citrus College Adult Education Consortium (CCAEC) will accommodate those individuals who require special assistance to participate in this meeting. If you need special assistance to participate in the meeting, please call the office at the Monrovia Community Adult School, (626) 471-3035, 24 hours prior to meeting so that reasonable arrangements can be made. Monrovia Community Adult School Room 33 is wheelchair accessible.

Though CCAEC Board Meetings are in person, in order to comply with AB361 and to encourage public participation of CCAEC Executive Board Meetings, said meetings will be presented in a hybrid manner. The link to access the meeting via teleconference is noted below.

In accordance with a recent amendment to the Ralph M. Brown Act, public records related to this public session agenda, that are provided to the Executive Board less than 72 hours before a regular meeting may be inspected by the public at the Monrovia Community Adult School main office 920 S. Mountain Avenue, CA 91016 during regular office hours (8:00am – 4:00pm) and on the CCAEC website <http://www.ccadulted.org/>.



**CITRUS COLLEGE ADULT EDUCATION CONSORTIUM  
REGULAR EXECUTIVE BOARD OPEN SESSION MEETING  
Tuesday, August 15, 2023, 1:30 p.m.**

**Monrovia Community Adult School – Room 33  
920 S. Mountain Ave., Monrovia 91016**

**Zoom Meeting Information**

<https://us02web.zoom.us/j/89251573338?pwd=OEZLdmsvUHdqemJ0Qk8wWWpiQjRsdz09>

**Meeting ID: 892 5157 3338**

**AGENDA**

**1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:30)**

1.1 Meeting called to order by Chair Delvasto at \_\_\_\_\_

1.2 Pledge of Allegiance

1.3 Roll call:

Anthony Contreras, Representative	_____	John Russell, Regional Director	_____
Felipe Delvasto, Representative	_____	Mari Bordona, Proxy	_____
Flint Fertig, Representative	_____		
Ivon McCraven, Proxy	_____		
Kevin Morris, Representative	_____		
Valentina Shibata, Representative	_____		

**2.0 ORDER OF BUSINESS**

Representative discussion/presentation of agenda items which could be moved up on the agenda.

- 2.1 Approve the minutes of the July 25, 2023 Regular Executive Board Open Session Meeting.  
 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_  
 Representative Contreras \_\_ Representative Delvasto \_\_ Representative Fertig \_\_  
 Representative McCraven \_\_ Representative Morris \_\_ Representative Shibata \_\_

**3.0 COMMUNICATIONS**

- 3.1 Representative reports:  

Azusa _____	Duarte _____
Citrus _____	Glendora _____
Claremont _____	Monrovia _____

- 3.2 Program Director report.
- 3.3 Public comment for items not on the agenda.
- 3.3.1 Public comments for items on the Open Session Agenda.

**4.0 BOARD APPROVAL OF CCAEC 2023-24 ANNUAL PLAN**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_  
 Representative Contreras \_\_ Representative Delvasto \_\_ Representative Fertig \_\_  
 Representative McCraven \_\_ Representative Morris \_\_ Representative Shibata \_\_  
 Representatives to review final draft of CCAEC 2023-24 Annual Plan and approve.  
 Representatives must then approve in NOVA before end of day.

**5.0 UPDATE OF CCAEC 2023-24 PROGRAM YEAR MEMBER BUDGET AND WORK PLAN**

Program Director to advise Representatives about the process to complete the 2023-24 Budget and Work Plan which is due in NOVA September 30, 2023 and must be certified by the CCAEC Board and approved in NOVA before October 30, 2023.

**6.0 BOARD APPROVAL TO ACCEPT ELL HEALTHCARE PATHWAYS GRANT FUNDS**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_  
 Representative Contreras \_\_ Representative Delvasto \_\_ Representative Fertig \_\_  
 Representative McCraven \_\_ Representative Morris \_\_ Representative Shibata \_\_

Program Director will present the ELL Healthcare Pathways Grant opportunity and explain how to access grant funds for CCAEC members. The Citrus College Adult Education Consortium has received \$326,054 in grant funds. Board must decide on approval on whether to pursue the grant.

**7.0 BOARD APPROVAL TO ALLOCATE OF ELL HEALTHCARE PATHWAY FUNDS  
APPROVAL TO ACCEPT ELL HEALTHCARE PATHWAYS GRANT FUNDS**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_

Representative Contreras \_\_ Representative Delvasto \_\_ Representative Fertig \_\_

Representative McCraven \_\_ Representative Morris \_\_ Representative Shibata \_\_

If Agenda Item 6.0 passes, Board needs to approve distribution of the \$326,054 in grant funds.

**8.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING**



# Documents to Support Agenda Items

## August 15, 2023 Agenda

Agenda Item 2.1.1  
July 25, 2023 Minutes



# CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

## REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, July 25, 2023, 1:30 p.m.

Monrovia Community Adult School – Room 33

920 S. Mountain Ave., Monrovia 91016

### Zoom Meeting Information

<https://us02web.zoom.us/j/84952685021?pwd=Y2kzN1RLT1pvZTIIZkxWcHRPNTBIQT09>

**Meeting ID: 849 5268 5021**

## Unapproved Minutes

### 1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:30 p.m.)

1.1 Meeting called to order by Chair Felipe Delvasto at 1:33

1.2 Pledge of Allegiance

1.3 Roll call:

Anthony Contreras, Representative	(Virtually)	John Russell, Program Director	(Virtually)
Felipe Delvasto, Representative	(Virtually)	Mari Bordona, Proxy	(Virtually)
Flint Fertig, Representative	(Virtually)	Catalina Salazar, MCAS	(Virtually)
Ivon McCraven, Proxy	(Virtually)		
Kevin Morris, Representative	Absent		
Valentina Shibata, Representative	(Tardy Virtually)		

### 2.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

None at this time.

- 2.1 Approve the minutes of the June 20, 2023 Regular Executive Board Open Session Meeting.  
**Act # 23-23** Motion by Mr. Fertig, seconded by Ms. McCraven **Vote to Approve 3-0-1**  
Representative Contreras Abstain Representative Delvasto Y Representative Fertig Y  
Representative McCraven Y Representative Morris A Representative Shibata T  
Minutes approved without revision.

### 3.0 COMMUNICATIONS

- 3.1 Representative reports:

**Azusa:** Dr. Contreras reported that he had been on the job only six days, but that he was very excited to be working in adult education and working with all the CCAEC member Representatives to provide educational services to the region's adults. He reported that the fall brochure advertising classes for the Azusa Adult Education Center would be coming out soon. He advised that Azusa was still looking to hire an instructor for its Nurse Assistant Training Program.

**Citrus:** Ms. McCraven reported that Citrus College's Fall semester was starting August 28 and enrollment was up significantly. Students were coming back in-person and she advised that Citrus needed to hire ESL instructors because she needed to open more sections. She told member Representatives instructors would need a BA and MA and a TESOL certification.

Ms. McCraven also reported that Citrus College had hired an adjunct noncredit counselor, Ms. Tanya Lucero. She noted Ms. Lucero speaks Spanish, has a Masters in Counseling, and understands noncredit well and Ms. Lucero would be very good candidate to do outreach with Spanish speakers. Ms. McCraven reported that Ms. Lucero will visit all K-12 member campuses to promote transitions. She noted one immediate goal was to start the noncredit counseling back up and to get K-12 students to enroll in that class.

**Claremont:** Mr. Delvasto reported that the current week was the last week of summer school and that his campus was in a bit of disarray because their ESL classes are housed at the district offices and classrooms were being moved. He reported that Claremont CNA and Pharmacy Technician programs would have two full cohorts and he noted that Mad Men marketing had generated a lot of new students for all programs.

**Duarte:** No report.

**Glendora:** Ms. Val Shibata introduced herself to all CCAEC Board Representatives and advised she was the new Principal of Alternative Programs. She told all CCAEC Representatives that she did not know a tremendous amount about the world of adult education, but she was excited to learn and guide Glendora programs to becoming effective. She advised that she has had conversations with district staff and confirmed that Glendora would be hiring a new ESL teacher. The hope was to get Glendora's ESL classes back up before the end of the program year.

**Monrovia:** Mr. Fertig advised that Monrovia had held two large hiring events over the summer: one for the City of Monrovia and one for the Monrovia Unified School District. Both events were very well attended. Mr. Fertig reported that Monrovia had been in conversations with Habitat for Humanity about partnering for a Construction training and this was a very exciting opportunity for students. Mr. Fertig reported that MCAS enrollment for 2022-23 was larger than pre-pandemic levels and CTE enrollment was at its highest in years due to the targeted marketing efforts by the school.

3.2 Program Director report.

Mr. Russell reported that EDD was partnering on a hiring event in two days. Thursday, July 27, 2023 from 10:00am to 1:00pm. More than 20 local employers would be in attendance. Mr. Russell also advised all member Representatives that LA County funding to AJCCs for the 2023-24 Program Year had been disrupted by the Request for Proposal (RFP) process. AJCCs were only given half of their 2023-24 funding and this meant training providers were scrambling for training funds when usually funds were easy to access at the beginning of the year.

3.3 Public comment for items not on the agenda.

None at this time.

3.3.1 Public comments for items on the Open Session Agenda.

None at this time.

**4.0 BOARD REVIEW OF CCAEC FALL 2023 ANNUAL DATA REVIEW**

Mr. Russell engaged Board Representatives on detailed analysis of the CCAEC Annual Data Report for input in the CCAEC 2023-24 Annual Plan. Representatives reviewed regional demographics and economic data, consortium demographics, and consortium enrollment, participation, persistence, and performance to create consortium goals for the Annual Plan.

**5.0 BOARD REVIEW OF CCAEC 2023-24 ANNUAL PLAN**

Mr. Russell reviewed the first draft of the 2023-24 Annual Plan and noted revisions accordingly.

**6.0 BOARD APPROVAL OF ALLOCATIONS OF ADDITIONAL CCAEC CAEP COLA**

**Act # 23-23** Motion by Mr. Fertig, seconded by Mr. Delvasto **Vote to Approve 5-0**

Representative Contreras Y Representative Delvasto Y Representative Fertig Y

Representative McCraven Y Representative Morris A Representative Shibata Y

After the Governor's May revise the Citrus College Adult Education Consortium received an additional COLA of \$4,409. The motion made by Mr. Fertig was that these funds be allocated to each member in the same percentage as the 2023-24 funds were allocated to each member. Motion was approved.

**7.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING**

Mr. Delvasto adjourned the meeting at 2:56 pm.



# Documents to Support Agenda Items

## August 15, 2023 Agenda

Agenda Item 4.0  
CCAEC 2023-24 Annual Plan



## **09 Citrus College Adult Education Consortium** DRAFT

2023-24

### **Plans & Goals**

#### **Executive Summary**

As the Citrus College Adult Education Consortium (CCAEC) members approach the second year of implementing its Three Year Plan, members are excited to acknowledge the attainment of some Three Year Plan goals, but continue to focus on achieving Three Year Plan goals not yet met.

One notable accomplishment from 2022-23 was that CCAEC enrollment began to approach pre-pandemic levels. Regional Need #2 in the CCAEC 2022-23 Annual Plan called for members to increase Enrollment and CCAEC K12 Unduplicated Services enrollment has grown 65.1% since 2020-21 (from 2,106 in 2020-21 to 3,478 in 2022-23). 2022-23 CCAEC Duplicated Enrollment for K12 members is back to 2018-19 levels (4,574 in 2022-23 compared to 4,589 in 2018-19). Enrollment at Citrus College is also back to pre-pandemic levels.

Another consortium triumph was that three CCAEC members were awarded Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA) funding for the next four years. The Fiscal Management component of the CCAEC 2022-23 Annual Plan required members to leverage other funding streams to ensure Annual Plan strategies, activities, and SMART goals would be successfully achieved. Now three CCAEC members can use WIOA Title II funds to leverage CAEP funds to better attain 2023-24 Annual Plan goals.

CCAEC members continue to serve as strong workforce development partners nurturing positive relationships with AJCCs as is called for in California Education Code 84906. Three CCAEC K12 members collectively earned over \$500,000 in WIOA Title I funding from regional AJCCs. This allowed CCAEC members to leverage CAEP funds to better achieve 2022-23 Annual Plan SMART goals. CCAEC members also worked extensively with regional businesses to help alleviate their labor shortage. Members held frequent job fairs with nearly 25 regional employers and marketed to ensure those job fairs were successfully attended by job seekers.

These positive relationships with industry and AJCCs coupled with member analysis of regional labor market data have CCAEC CTE programs poised for success 2023-24. In creating the 2023-24 Annual Plan, CCAEC members collaborated extensively with the Los Angeles County Workforce Development Board (WDB) and numerous AJCCs in the County. CCAEC members also analyzed EDD Labor Market Information (LMI) data and consulted with regional businesses.

The consortium has created a 2023-24 Regional Workforce Development Plan with actionable steps to align its workforce development efforts with regional workforce development agencies. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in healthcare (most notably Home Care Aides), hospitality (most notably food preparation), logistics, and manufacturing. CCAEC members have existing programs to help train these workers, but the far more significant problem is finding the potential employees to train. CCAEC members are exploring increased marketing efforts and improved AJCC partnerships to become part of a regional solution to the labor shortages.

CCAEC members are proud of consortium-wide increased enrollment, increased non-CAEP WIOA funding, and continued strong relationships with workforce development agencies. However, CCAEC members recognize significant work remains.

Though combined CCAEC enrollment is approaching pre-pandemic levels, not all CCAEC member schools are back to 2018-19 levels. More critically, gaps still exist in the region served by CCAEC members that demonstrate tremendous need for CAEP programs. K12 CCAEC members served nearly 3,500 regional adults in CAEP programs, but regional needs for these programs are profound. The primary cities served by CCAEC members have 81,042 residents over the age of 5 who "Speak English < Very Well" and 50,741 residents over the age of 25 without a high school diploma or equivalency. There are also 58,881 residents who are Foreign Born, Not a Citizenship. CCAEC members have a vision of providing services and programs to close these gaps for all regional adults.

Also, CCAEC members recognize that CCAEC Participation, Persistence, and Performance rates must continue to improve.

Finally, though CCAEC members have fostered robust partnerships with workforce development agencies and regional businesses, members must fine tune a comprehensive 2023-24 Regional Workforce Development Action Plan and complete all of the Action Steps therein.

Funding allocations for member institutions were consistent for this Annual Plan to be a success. Board deliberations over 2023-24 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. The 2023-24 negotiations created parameters and processes that can be successfully duplicated over the next three years to ensure allocations are efficient and fair.

CCAEC members are confident that the goals in this Annual Plan are attainable and all members will work diligently for their successful attainment.

### **Regional Planning Overview**

- I. CCAEC member institutions will use generalized and targeted marketing efforts to increase student enrollment in ESL, ASE, and CTE programs.
- II. All CCAEC individual member institution stakeholders will set SMART goals for student enrollment, participation and persistence and implement protocols to improve participation and persistence rates and monitor goal progress throughout the year.
- III. All CCAEC individual member institution stakeholders will set SMART goals for student performance (as measured by CASAS EFL Gains and number of HSD/HSE earned), implement protocols to improve performance, and monitor goal progress throughout the year.
- IV. All CCAEC individual member institution Data Coordinators will meet on a quarterly basis to share best practices and improve CCAEC data collection protocols. Key deliverables will include member quarterly Data Integrity Reports and CAEP Summary Tables that reflect accurate enrollment, participant, and performance data. Best practices will include strategies to improve pre- and post-testing numbers and increase the number of participants (students who complete 12+ hours of instruction).
- V. CCAEC Members will modify its 2023-24 Regional Workforce Development Plan by August 2023 ensuring that it aligns to the Los Angeles County WDB Regional Plan. Members will implement the Plan throughout the program year to align with the workforce development system and help local industry address labor shortages.
- VI. CCAEC members will implement a number of strategies to improve post-secondary transitions including: K-12 school information sessions, registration assistance, guided Citrus tours where possible, and one-on-one academic counseling.
- VII. Consortium members will present quality professional development opportunities to improve instruction and increase student performance.

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## **Meeting Regional Needs**

### **Regional Need #1**

#### **Gaps in Service / Regional Needs**

All CCAEC members need to increase enrollment to 2018-19 levels and beyond.

CCAEC enrollment of priority adult populations is too low compared to regional needs.

#### **How do you know? What resources did you use to identify these gaps?**

CCAEC faculty and stakeholders analyzed the population characteristics of the major cities served by CCAEC member institutions to identify regional gaps and better understand the communities we serve. These population characteristics were gleaned from 2020 Census data. According to the Census data, 81,042 regional residents over the age of 5 "Speak English < Very Well," and 50,741 regional residents over the age of 25 do not have a high school diploma/equivalency. There are also 58,881 residents who are Foreign Born, Not a Citizenship.

#### **How will you measure effectiveness / progress towards meeting this need?**

Ongoing TOPSpro Enterprise Data Coordinator meetings and ongoing CCAEC Board reports from the Program Director will allow continuous monitoring of program enrollment through CAEP Summary Table analysis. Individual member institutions will

monitor increased enrollment as each member uses targeted marketing.

## Regional Need #2

### Gaps in Service / Regional Needs

CCAEC student participation, persistence, and performance rates must continue to improve. Participants are defined as students receiving 12 or more hours of instruction. Persistence is defined as the percentage of students who took a CASAS pre-test that then completed a post-test. Performance is measured by Gains in Educational Functioning Level from CASAS pre- and post-tests and from students completing requirements for a diploma or for a high school equivalency.

### How do you know? What resources did you use to identify these gaps?

Members analyzed the CCAEC Annual Data Review which contains extensive TOPSpro Enterprise (TE) data over the previous three program years. CAEP Summary Tables culled from TE demonstrated that approximately 25% of CCAEC students who register in consortium ESL, ASE/ABE and CTE CAEP Programs do not become Participants earning 12 hours or more of instruction. CCAEC consortium-wide Persistence rates were 57.4%. Though this is a solid rate coming out of the pandemic, the state would like to see Persistence rates near 70%.

### How will you measure effectiveness / progress towards meeting this need?

Ongoing TOPSpro Enterprise Data Coordinator meetings and ongoing CCAEC Board reports from the Program Director will allow continuous monitoring of participation, persistence, and performance rates through CAEP Summary Table analysis. Individual member institutions will monitor these rates as well.

## Regional Need #3

### Gaps in Service / Regional Needs

San Gabriel Valley businesses are experiencing severe labor shortages for industries in which CCAEC members have training programs. CCAEC members must assist in addressing these labor shortages.

### How do you know? What resources did you use to identify these gaps?

CCAEC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in Healthcare (most notably Home Care Aides), logistics, and manufacturing.

### How will you measure effectiveness / progress towards meeting this need?

CCAEC members will individually and collectively monitor CTE completion and employment rates and work collectively to meet the Action Steps of the CCAEC Regional Workforce Development Plan.

## Address Educational Needs

### 2023-24 Strategies

#### Strategy Name

Targeted Marketing and Community Outreach

#### Activity that Applies to this Strategy

Increase student enrollment

#### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

**Strategy Description**

Increase targeted marketing efforts for all CCAEC members to increase enrollment in all CAEP Program Areas. Leverage Community Based Organizations, K-12 district parent email lists, and community college district stakeholder networks to email marketing collateral, expand awareness of CAEP programs, and increase enrollment. Members believe that effective marketing by all CCAEC members resulted in increased Services enrollment in 2022-23. Members will continue these efforts in 2023-24.

**Strategy Name**

Set, Monitor, and Achieve Individual Member Goals for Participation

**Activity that Applies to this Strategy**

Set & Meet Annual Goals for Student Participation

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)

**Strategy Description**

If there is to be success in achieving this strategy, members must set and continually monitor participation goals. To that end, below are CCAEC SMART goals for Participation.

Each CCAEC member and the consortium as a whole has a SMART goal to improve Participation based on the CCAEC 2023 Fall Annual Data Review.

- By the end of the 2023-24 Program Year, the CCAEC consortium will increase collective Participation rates from 74.5% to 78%.
- By the end of the 2023-24 Program Year, Azusa USD will increase its Participation rate from 66.5% to 70%.
- By the end of the 2023-24 Program Year, Claremont USD will increase its Participation rate from 75.2% to 78%.
- By the end of the 2023-24 Program Year, Duarte USD will increase its Participation rate from 51.4% to 58%.
- By the end of the 2023-24 Program Year, Glendora USD will increase its Participation rate from 80.7% to 83%.
- By the end of the 2023-24 Program Year, Monrovia USD will increase its Participation rate from 87.1% to 90%.

Strategies to include:

1. Front load counseling at registration so students are encouraged to stay for at least 12 hours before making the choice to drop a class.
2. Create student incentives such as awards, certificates, and formal recognition to improve attendance and increase Participation rates. (Research demonstrates student recognition increases engagement which should lead to increased Participation.)
3. Increase student services, focusing on expanding student equity and access.

**Strategy Name**

Set, Monitor, and Achieve Individual Member Goals for Persistence and Performance

**Activity that Applies to this Strategy**

Set & Meet Annual Goals for Student Performance

**Metrics that Apply to this Activity/Strategy**

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

### Strategy Description

If there is to be success in achieving this strategy, members must set and continually monitor persistence and performance goals. To that end, below are CCAEC SMART goals for Participation.

Each CCAEC member and the consortium as a whole has a SMART goal to improve Participation and Persistence based on the CCAEC 2023 Fall Annual Data Review.

- By the end of the 2023-24 Program Year, the CCAEC consortium will collectively increase Persistence rates from 57.4% to 62% and individually meet Performance rate increases
- By the end of the 2023-24 Program Year, Azusa USD will increase its Persistence rates from 40.6% to 45% and Performance rates from 58.7% to 62%.
- By the end of the 2023-24 Program Year, Claremont USD will increase its Persistence rates from 51.2% to 55% and Performance rates from 33.1% to 40%.
- By the end of the 2023-24 Program Year, Duarte USD will increase its Persistence rates from 0% to 20% and Performance rates from 0% to 30% .
- By the end of the 2023-24 Program Year, Glendora USD will increase its Persistence rates from 21.4% to 30% and Performance rates from 7.1% to 25%.
- By the end of the 2023-24 Program Year, Monrovia USD will increase its Persistence rates from 74.9% to 77% and Performance rates from 53.3% to 60%.

Strategies to include:

1. Front load counseling at registration so students understand the importance of taking both pre- and post-tests.
2. Faculty and staff continuously monitor students and learn if any are planning to leave to ensure a post-test is taken.
3. Phone calls to bring students back for post-tests.
4. Implement successful PLCs across the consortium to analyze data and share effective instructional strategies.
5. Implement professional development that focuses on quality andragogy and first best instruction.
6. Explores strategies to increase student services and equity.

## Improve Integration of Services & Transitions

### 2023-24 Strategies

#### Strategy Name

Align CCAEC CTE Efforts with County WDB Local Area Plan

#### Activity that Applies to this Strategy

Regional Employment Plan

#### Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

#### Strategy Description

By September 2023, update the CCAEC Regional Workforce Development Plan (RWDP) which calls for partnering with business

and the workforce development system to address business labor issues. All Action Items will be completed during the year. By fully implementing the CCAEC RWDP by the end of the 2023-24 program year, CCAEC member institutions will train over 70 CNAs, over 50 Pharmacy Technicians, over 30 Medical Assistants, and start to address other industry labor shortages in logistics, manufacturing, and construction. CCAECschools will hold at least 6 job fairs/career expos during the 2023-24 program year.

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#### Strategy Name

Increase CCAEC CTE Completion and Employment

#### Activity that Applies to this Strategy

Regional Employment Plan

#### Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

#### Strategy Description

Action Steps in the CCAEC Regional Workforce Development Plan will lead to improved CTE completion and employment outcomes.

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#### Strategy Name

Increase Postsecondary Transition

#### Activity that Applies to this Strategy

Increase transitions to postsecondary institutions

#### Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### Strategy Description

CCAEC members will revisit how a Community College Transition Specialist can help post-secondary transitions. In addition members will facilitate community college information sessions at K12 schools, provide K12 adult students assistance in registering at community college, provide guided Citrus tours where possible, and continue one-on-one academic counseling for transition to postsecondary institutions.

## Improve Effectiveness of Services

### 2023-24 Strategies

#### Strategy Name

Improve Data Collection Protocols

**Activity that Applies to this Strategy**

CCAEC TOPSpro Enterprise Coordinator meetings

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Strategy Description**

CCAEC TOPSpro Enterprise Data Coordinator meetings will create a forum for sharing best practices that result in improved consortium student participation, persistence, and performance.

**Strategy Name**

Implement Quality Professional Development

**Activity that Applies to this Strategy**

Professional Development

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Strategy Description**

Create a CCAEC Professional Development Plan by fall 2023 and implement all Action Steps of the plan to provide quality Professional Development and achieve improvements across all categories: Participation, Persistence, and Performance.

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

Funding allocations for CCAEC member institutions were consistent for the Annual Plan's success. Board deliberations over 2023-24 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. The 2023-24 negotiations created parameters and processes that can be successfully duplicated over the next three years to ensure allocations are efficient and fair. Members will leverage CCD apportionment, WIOA Title I training fees, and Title II AEFLA funding to ensure Annual Plan strategies, activities, and SMART goals will be successfully achieved.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.**

Members with carryover will be expending the carryover on CTE programs in collaboration with regional AJCCs.

## Certification

No approver contacts.



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# Documents to Support Agenda Items

## August 15, 2023 Agenda

### Agenda Item 6.0

### ELL Healthcare Pathways Grant



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Business Officers  
Chief Student Services Officers  
Career Technical Education Deans  
Regional Consortia Chairs  
Adult Education Consortium Directors, Leads, Co-Chairs, & Members

**FROM:** Sandra Sanchez, Interim Vice Chancellor  
Workforce and Economic Development Division

**CC:** Dr. Aisha Lowe, Executive Vice Chancellor  
Office of Equitable Student Learning, Experience, and Impact

Rebecca Ruan-O'Shaughnessy, Vice Chancellor  
Educational Services and Support

Gary Adams, Dean  
Workforce and Economic Development Division

Carolyn Zachary, Director  
California Department of Education

Abby Snay, Deputy Secretary  
Labor and Workforce Development Agency

Jessica Pitt, Assistant Deputy Secretary of Healthcare Workforce  
Labor and Workforce Development Agency

**RE:** Letter of Intent Funding Opportunity – English Language Learner Healthcare Pathways Grant

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The California Community Colleges Chancellor's Office in partnership with the California Department of Education is pleased to announce the release of Letter of Intent (LOI) for the English Language Learner Healthcare Pathways Grant. The purpose of the Letter of Intent is to invite identified California Adult Education Program Consortia to participate in the English Language Learner Healthcare Pathways Initiative. The Chancellor's Office will make awards based on the application materials submitted.

## **Letter of Intent Funding Opportunity – English Language Learner Healthcare Pathways Grant**

July 18, 2023

### **Background**

Under the Governor’s Care Economy Workforce Development Package, the Budget Act of 2022-2023 included a one-time \$130 million appropriation of Proposition 98 funds to support healthcare-focused vocational pathways for English language learners (ELLs) across all levels of English proficiency as part of the Adult Education Program while addressing regional economic healthcare needs. The intent for this three-year-investment is to support Adult Education programs in developing healthcare-focused vocational pathways, including bridge programs, across all levels of English proficiency.

To maximize legislative intent and program outcomes, the California Community College Chancellor’s Office, the California Department of Education, the Labor and Workforce Development Agency, and the California Health and Human Services Agency formed an interagency workgroup and jointly developed a data-driven approach to determine the California Adult Education Program (CAEP) Consortia that are eligible for this investment. This investment is an opportunity for members of a CAEP Consortia, including community college districts and local education agencies, to lead in the development of building adult education healthcare vocational pathways within their respective regions.

### **Letter of Intent Application Submission**

Eligible CAEP consortia invited to participate must submit a single completed application, project workplan, budget estimate, and signed Letter of Support from employer and partnerships, on behalf of the consortium and its members via the Chancellor’s Office [NOVA](#) system by **5:00 p.m., Friday, September 8, 2023.**

### **Informational Session**

There will be an informational session for this funding opportunity on **Wednesday, July 26, 2023, from 12:00 – 1:30 p.m.** to present an overview of the project and answer questions.

Interested parties can register for the event at:

[https://cccconfer.zoom.us/webinar/register/WN\\_ty3DMAtSaeQIqX3Yqgpzw](https://cccconfer.zoom.us/webinar/register/WN_ty3DMAtSaeQIqX3Yqgpzw).

### **Questions:**

Written questions concerning the specifications of this memo may be submitted via email to [caep@cccoco.edu](mailto:caep@cccoco.edu) by **5:00 p.m., Wednesday, August 2, 2023.**

**Exhibit A – FY 2023-2024 Available Grant Funding for CAEP Consortia Invited to Apply**

Region	Consortium	FY 23-24 Funding
Bay Area	Accel San Mateo County	\$613,986
Bay Area	Chabot-Las Positas/Mid-Alameda County Consortium	\$715,090
Bay Area	Contra Costa Adult Education Consortium	\$703,191
Bay Area	Foothill De Anza / NSCCSTC	\$434,851
Bay Area	Gavilan Regional Adult Career and Education Services	\$248,773
Bay Area	Marin County Adult Education Block Grant Consortium	\$279,608
Bay Area	Northern Alameda Consortium for Adult Education	\$520,875
Bay Area	Salinas Valley Adult Education Consortium	\$339,944
Bay Area	San Francisco Adult Education Consortium	\$1,100,142
Bay Area	South Bay Consortium for Adult Education	\$1,118,499
Bay Area	Southern Alameda County Consortium (Ohlone CCD)	\$240,547
Central Valley Mother Lode	Delta Sierra Regional Alliance (San Joaquin Delta)	\$512,878
Central Valley Mother Lode	Gateway Adult Education Network	\$324,509
Central Valley Mother Lode	Kern Adult Education Consortium	\$610,802
Central Valley Mother Lode	Sequoias Adult Education Consortium (SAEC)	\$338,108
Central Valley Mother Lode	State Center Adult Education Consortium	\$717,407
Central Valley Mother Lode	West Hills College Consortium	\$227,462
Central Valley Mother Lode	West Kern Consortium	\$164,788
Central Valley Mother Lode	Yosemite (Stanislaus Mother Lode) Consortium	\$449,539
Inland Empire	About Students Regional Consortium- Riverside	\$737,089
Inland Empire	Desert Regional Consortium	\$447,294
Inland Empire	Inland Adult Education Consortium	\$542,744
Inland Empire	Southwest Riverside County Adult Education Regional Consortium	\$535,374
Inland Empire	Victor Valley Adult Education Regional Consortium	\$255,078
Inland Empire	West End Corridor/Chaffey Regional AE Consortium	\$710,638
Los Angeles	Citrus College Adult Education Consortium	\$326,054
Los Angeles	Glendale Community College District Regional Consortium	\$458,980
Los Angeles	Long Beach Adult Education	\$404,184
Los Angeles	Los Angeles Regional Adult Education Consortium	\$4,891,798
Los Angeles	Mt. San Antonio Regional Consortium for Adult Education	\$1,101,500
Los Angeles	Partnership for Adult Academic and Career Education	\$514,366
Los Angeles	Pasadena Area Consortium	\$421,061
Los Angeles	Rio Hondo Region Adult Education Consortium	\$609,379
Los Angeles	South Bay Adult Education Consortium (El Camino)	\$461,669
Los Angeles	Tri City Adult Education Consortium	\$398,407
North Far North	Adult Education Pathways	\$218,813
North Far North	Capital Adult Education Regional Consortium	\$743,170
North Far North	Feather River Adult Ed Consortium	\$152,731
North Far North	North Central Adult Education Consortium (Yuba)	\$281,021
Orange County	Coast Adult Education Consortium	\$595,896

**Letter of Intent Funding Opportunity – English Language Learner Healthcare Pathways Grant**

July 18, 2023

Region	Consortium	FY 23-24 Funding
Orange County	Rancho Santiago Adult Education Consortium	\$1,146,634
Orange County	South Orange County Regional Consortium (SOCRC)	\$655,388
San Diego Imperial	Coastal North County Adult Education Consortium	\$329,762
San Diego Imperial	Imperial County Adult Education Consortium	\$292,584
San Diego Imperial	San Diego Adult Education Regional Consortium	\$1,049,601
San Diego Imperial	South Bay Adult Education Consortium/Southwestern	\$554,108
South Central Coast	Allan Hancock Community College Consortium	\$333,097
South Central Coast	Antelope Valley Regional Adult Education Consortium	\$326,628
South Central Coast	Santa Barbara AEBG Consortium	\$252,904
South Central Coast	Ventura County Adult Education Consortium	\$591,047
Total:		<b>\$30,000,000</b>



**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE  
Workforce and Economic Development Division**

**In partnership with the  
California Department of Education**

**LETTER OF INTENT  
For  
California Adult Education Program Consortia  
to participate in the  
English Language Learner Healthcare Pathways  
July 2023**

## Background

Under the Governor’s Care Economy Workforce Development Package, the Budget Act of 2022-23 included a one-time \$130 million appropriation of Proposition 98 funds to support a three-year program to develop healthcare-focused vocational pathways for English language learners (ELLs) across all levels of English proficiency through Adult Education programs.

To maximize legislative intent and program outcomes, the California Community College Chancellor’s Office, the California Department of Education, the Labor and Workforce Development Agency, and the California Health and Human Services Agency formed an interagency workgroup and jointly developed a data-driven approach to determine the California Adult Education Program (CAEP) Consortia that are eligible for this investment.

\$30 million in funding is available for this FY 23-24 ELL Healthcare Pathways initiative.

Additional funding for round two (FY 24-25) and round three (FY 25-26) will be contingent upon the required reporting of positive outcomes produced by the grantee aligning with the objectives for this intended funding.

This investment is an opportunity for members of a CAEP consortia, including community college districts and local education agencies, to lead in the development of building adult education healthcare vocational pathways within their respective regions.

## Letter of Intent Overview

To become a Grantee for this investment, CAEP Consortia identified in the [Chancellor’s Office Memo](#) interested in applying must submit a single application of Intent in the Chancellor’s Office [NOVA](#) system, which includes the signed Letter of Intent ([see Appendix A](#)), a project workplan, budget estimate, and signed Letter of Support from employer and partnerships, on behalf of the consortium and its members by **5:00 p.m., Friday September 8, 2023**.

### **CAEP Consortia must agree to comply with all the Grant requirements and commitments articulated below.**

- This funding source is specific to achieving the intended outcomes to develop healthcare pathways for adult learners and is separate from the Adult Education Block Grant, or CAEP appropriation funding.
- The funding shall be used to support existing healthcare vocational programs or new pathways in the following\* healthcare occupational pathway programs:
  - I. Dental Assistants
  - II. Emergency Medical Technicians
  - III. Medical Assistants
  - IV. Nursing Assistants

- V. Pharmacy Technicians
- VI. Phlebotomists
- VII. Social and Human Service Assistants

\*Grantees may submit a proposal to develop a healthcare pathway program based on a healthcare occupation that might not be listed above. The grantee will be required to identify the occupation in the workplan and provide a rationale for selecting the occupation that demonstrates living wage outcomes supported by state and nationally recognized data sources (e.g., regional labor market data).

- Grantee shall designate and identify the Lead representative(s) and member institution(s) that will oversee the project objectives, deliverables, outcomes, and reporting requirements tied to this specific healthcare funding.
- Grantee shall designate a lead Fiscal Agent for the consortium to pass through funding to members that will participate in the pathway development. This designated lead Fiscal Agent will serve as the certifying authority on behalf of the consortium and will be responsible for submitting the LOI application and workplan via NOVA.
- Grantee shall submit a Program Workplan by **Friday September 8, 2023**, that:
  - i. Describes the input, activities, outputs, outcomes, and impact of the proposed ELL healthcare pathway(s) that informs and ensures funding outcomes.
  - ii. Demonstrates thoughtful consideration of program partners and how they were selected by providing a rationale supported with regional, state, and national data, for agency member selection, program selection, and amount awarded. Each consortium has the discretion to vote to select its participating member programs and determine how funding will be distributed to participating member(s) for this ELL healthcare-focused pathway development. Only consortium members whose programs are selected will receive funding. All members of the consortium must approve the selection of the participating member programs.
  - iii. Provide a description, supported with regional, state, and national data, of the healthcare occupational program(s) that the consortium elects to establish. The description must also include the accelerated learning model that will be adopted to accelerate student completion rates.

Accelerated learning models may include, but are not limited to:

- Bridge programs
- Dual/co-enrollment
- Integrated Education and Training (IET)
- Pre-Apprenticeship
- Work-based learning



- iv. Demonstrates evidence of employer commitment and regional collaboration leveraging local resources and partnerships and identifies how partnerships will be sustained post-grant award. Partnerships must include a partner commitment letter that clearly outlines the measurable commitments the partner(s) will contribute to effort, time, and desired outcomes. Examples of measurable commitments may include the number of workplace learning opportunities, internships, job placement, etc., the partnership will provide.
- v. Identifies career & student support resources that will be utilized to enhance student outcome achievement. This includes, but is not limited to, services for refugee and immigrant adult learner populations, access to tutoring, academic advising, student support services, career guidance, case management, success coaching, etc. These supportive services can include both on campus and community resources.
- vi. Provides a detailed program budget with object-level codes & clear narrative for consortium and individual member(s) participating in this funding opportunity. Budget breakdown must include how the funds will be distributed for each fiscal year of the proposed work, including expenditure line item, all services, materials, salaries, instruction, etc. Indirect costs should not exceed 5 percent.
- Grantee shall track student data and report bi-annual expenditure and progress reports in NOVA throughout the grant performance period to ensure measurable gains. Impact metrics and outcomes include:
  - i. Counts of:
    - Number of student participants enrolled in the healthcare pathway program
    - Number of participants who complete the healthcare pathway program
  - ii. Outcomes on the:
    - Percentage of ELLs who complete a healthcare vocational pathway training/certificate,
    - Percentage of ELLs who transition into a post-secondary healthcare education pipeline,
    - Job placement rates for ELLs completing the identified healthcare vocational pathway program/s, and
    - Earnings for ELLs who complete a healthcare vocational pathway

### **Eligibility**

The selection criteria identified eligible CAEP consortia for this investment by using verifiable and validated data from state and nationally recognized sources. The selection criteria include:

- I. Percentage of regional residents who are ELL [United States Bureau of Census (U.S. Census)]
- II. Growth of ELL residential population (U.S. Census)
- III. CAEP students who are ELL [Chancellor’s Office (CO) LaunchBoard]
- IV. Difference between the percentage of CAEP students who are ELL and the percentage of regional residents who are ELL (U.S. Census/CO LaunchBoard)
- V. Regional Poverty Rate (U.S. Census)
- VI. The regional unmet demand (estimated demand less supply pipeline) for seven identified occupations that provide a minimum livable wage:
  - a. Dental Assistants
  - b. Emergency Medical Technicians
  - c. Medical Assistants
  - d. Nursing Assistants
  - e. Pharmacy Technicians
  - f. Phlebotomists
  - g. Social and Human Service Assistants

For the purposes of eligibility, these statistics are considered as percentages. This allows for a fair comparison between large/small and rural/urban Adult Education consortia across the state. Eligible members of a CAEP consortium include California community college districts and K12 local educational agencies. Members should connect with their local consortium to participate in this funding opportunity.

### **Available Funding**

Grant awards are determined using a two-step identification process. The first step is a flat allocation amount of \$150,000 to each eligible consortium for FY 23-24. The second step of the funding process is to distribute the remaining funding, based on a formula that references the consortium’s data and uses the following variables and weights:

- 50% ELL Students
- 50% ELL Residents

Available grant awards are identified in the Chancellor’s Office Memo, [Exhibit A](#). Funding is specific to achieving the intended outcomes for the \$130M ELL Healthcare Pathways investment. As a result, funding must only be distributed to members of the consortia participating in the development of ELL healthcare pathways and, therefore, is not intended to be distributed across all members. Funds may be used to support costs associated with the development of ELL Healthcare Pathways Program. Please note, grant funds may not be used

for student stipends, internships, or other methods to pay students for participation in healthcare pathways. Match is not required; however, consortia and members are encouraged to show how other funds will be leveraged.

### **Grant Duration**

\$30 million in funding is available for this FY 23-24 ELL Healthcare Pathways initiative. Additional funding for round two (FY 24-25) and round three (FY 25-26) will be contingent upon the required reporting of positive outcomes produced by the grantee aligning with the objectives for this intended funding.

### **Letter of Intent Application Submission**

Eligible CAEP consortia must submit a single completed application, including the signed Letter of Intent ([see Appendix A](#)), uploaded into NOVA, project workplan, budget estimate, and signed Letter of Support from employer and partnerships, on behalf of the consortium and its members in [NOVA](#) by **5:00 p.m., Friday, September 8, 2023.**

### **Informational Session**

There will be an informational session for this funding opportunity on **Wednesday, July 26, 2023, from 12:00 – 1:30 p.m.** to present an overview of the project and answer questions.

Interested parties can register for the event at:

[https://cccconfer.zoom.us/webinar/register/WN\\_\\_ty3DMAtSaeQlqX3Yqgpzw](https://cccconfer.zoom.us/webinar/register/WN__ty3DMAtSaeQlqX3Yqgpzw)

### **Questions**

Written questions concerning the specifications of this Letter of Intent must be submitted via email to [caep@cccoco.edu](mailto:caep@cccoco.edu) by **5:00 p.m., Wednesday, August 2, 2023.**

## ELL Healthcare Pathways

Plans (Fund: ELL Healthcare Pathways [ID: ELL Healthcare Paths])

Produced: Aug 13, 2023, 08:42 PM UTC - By John Russell

Citrus College Adult Education Consortium - ELL Healthcare Pathways Plan (2023-24) DRAFT

## Details

**Plan Title \***

Citrus College Adult Education Consortium - ELL Healthcare Pathways Plan (2023-24)

**Plan Description**

Not Entered

**Lead Institution****Lead Institution**

Citrus College Adult Education Consortium

**Address**

N/A

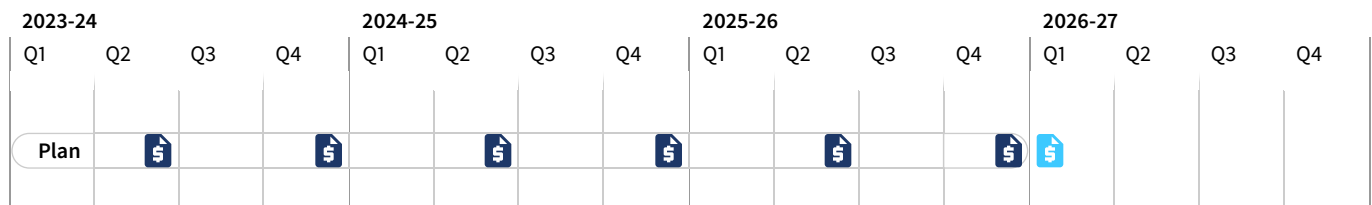
**Community College District**

N/A

**Website**

N/A

## Timeline

**The start year for this plan**

2023-24

**The start quarter for this plan**

Q1

**The funding year for this plan**

2023-24

**The number of fiscal years this plan will span**

3 year(s)

## Assurances

**Grantee Requirements and Commitment Assurance Statement**

✕ I have read, understood, and agree to comply with all of the grant requirements and commitments articulated below and as stated in the Letter of Intent.

**Requirement 1**

× This funding source is specific to achieving the intended outcomes to develop healthcare pathways for adult learners and is separate from the Adult Education Block Grant, or CAEP appropriation funding.

#### **Requirement 2**

× The funding shall be used to support existing healthcare vocational programs or new pathways in the following healthcare occupational pathway programs, or as otherwise approved if not in the list below:

- Dental Assistants
- Emergency Medical Technicians
- Medical Assistants
- Nursing Assistants
- Pharmacy Technicians
- Phlebotomists
- Social and Human Service Assistants

#### **Requirement 3**

× Grantee shall designate and identify the Lead representative(s) and member institution(s) that will oversee the project objectives, deliverables, outcomes, and reporting requirements tied to this specific healthcare funding.

#### **Requirement 4**

× Grantee shall designate a lead Fiscal Agent for the consortium to pass through funding to members that will participate in the pathway development. This designated lead Fiscal Agent will serve as the certifying authority on behalf of the consortium and will be responsible for ensuring submission of the LOI application, budget and workplan via NOVA.

#### **Commitment 1**

× Grantee shall submit a Program Workplan that:

- Describes the input, activities, outputs, outcomes, and impact of the proposed ELL healthcare pathway(s) that informs and ensures funding outcomes.
- Demonstrates thoughtful consideration of program partners and how they were selected by providing a rationale supported with regional, state, and national data, for agency member selection, program selection, and amount awarded. All members of the consortium must approve the selection of the participating member programs.
- Provides a description, supported with regional, state, and national data, of the healthcare occupational program(s) that the consortium elects to establish. The description must also include the accelerated learning model that will be adopted to accelerate student completion rates.

#### **Commitment 2**

× Grantee shall submit a Program Workplan that:

- Demonstrates evidence of employer commitment and regional collaboration leveraging local resources and partnerships and identifies how partnerships will be sustained post-grant award. Partnerships must include a partner commitment letter that clearly outlines the measurable commitments the partner(s) will contribute to effort, time, and desired outcomes.
- Identifies career & student support resources that will be utilized to enhance student outcome achievement.
- Provides an object-level program budget and narrative.

#### **Commitment 3**

× Grantee shall track student data and report bi-annual expenditure and progress reports in NOVA throughout the grant performance period to ensure measurable gains. Impact metrics and outcomes include:

Counts of:

- Number of student participants enrolled in the healthcare pathway program
- Number of participants who complete the healthcare pathway program

Outcomes on: C

- Percentage of ELLs who complete a healthcare vocational pathway training/certificate,
- Percentage of ELLs who transition into a post-secondary healthcare education pipeline,
- Job placement rates for ELLs completing the identified healthcare vocational pathway program/s, and
- Earnings for ELLs who complete a healthcare vocational pathway

## Contacts

Name	Responsibility	Institution	Email Address	Phone Number
John Russell	Project Lead Contact	n/a	<a href="mailto:jrussell@thebest-alternative.com">jrussell@thebest-alternative.com</a>	(626) 840-9865

## System Contacts

### Fund Monitor

Mayra Diaz  
CAEP Program Lead  
[mdiaz@cccoco.edu](mailto:mdiaz@cccoco.edu)

## Supporting Documents

No documents.

## Program Workplan

**1. Please select the vocational healthcare occupational program(s) that will be supported with this funding (you may select more than one). \***

This funding shall be used to support existing healthcare vocational programs or new pathways within the Adult Education Consortium. Select the vocational healthcare occupational program(s) that will be included in the project workplan (you may select more than one).

**2. Identify the Consortium Member partners and their programs selected to participate. Provide rationale supported with data for agency member selection, program selection, and amount awarded. \***

Not Entered

**3. Provide a description and rationale for the selected healthcare occupational program(s). The description should include data and identify the accelerated learning model that will be adopted. \***

Not Entered

**4. Describe the input, activities, outputs, outcomes, and impact for each proposed ELL Healthcare pathway(s) selected. \***

Not Entered

**5. Describe how employer, local, and regional collaborative partnerships will contribute to desired outcomes and be sustained post-grant award. This must include measurable commitments. \***

Not Entered

**6. Describe the career and student support resources that will be utilized to enhance student outcome achievement. \***

Not Entered

**7. List the proposed pathway programs stated earlier in this workplan and provide target metrics data. \***

Ten rows are provided here to list out your proposed programs; all ten do not need to be used. You may have one to ten. If more than ten are needed, please upload a file with metric targets in the "Supporting Documents" section of this application as a file type of "Other."

The LOI states: Grantee shall track student data and report bi-annual expenditure and progress reports in NOVA throughout the grant performance period to ensure measurable gains. Impact metrics and outcomes include:

Counts of:

- Number of student participants enrolled in the healthcare pathway program
- Number of participants who complete the healthcare pathway program

Outcomes on the:

- Percentage of ELLs who complete a healthcare vocational pathway training/certificate,
- Percentage of ELLs who transition into a post-secondary healthcare education pipeline,
- Job placement rates for ELLs completing the identified healthcare vocational pathway program/s, and
- Earnings for ELLs who complete a healthcare vocational pathway

	Name of ELL Healthcare Pathway Program	Target student enrollment count	Target student completion count	Target student transition to post-secondary count	Target job placement count after completion	Target annual earnings after completion
1	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
2	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
3	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
4	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
5	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered

	Name of ELL Healthcare Pathway Program	Target student enrollment count	Target student completion count	Target student transition to post-secondary count	Target job placement count after completion	Target annual earnings after completion
6	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
7	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
8	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
9	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered
10	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered

8. Identify the designated Lead Fiscal Agent who will receive the grant funds on behalf of the Consortium including contact information. \*

Not Entered

9. Identify the contact information for the designated Lead representative. \*

Not Entered

10. Identify the type of technical assistance or professional development the consortium and members would need to help support the success of the healthcare pathways program(s)? \*

Not Entered

## Budget

Budget Narrative \*

Not Entered



### Citrus College Adult Education Consortium: Budget

No budget items have been added for Citrus College Adult Education Consortium.



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Community  
Colleges



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