ELL Healthcare Pathways
Plans (Fund: Round 2 - ELL Healthcare Pathways (2024-25) [ID: ELL HP R2])

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Los Angeles - Round 2 - ELL Healthcare Pathways (2024-25) Plan (2024-25) CERTIFIED

Details

Plan Title *

Los Angeles - Round 2 - ELL Healthcare Pathways (2024-25) Plan (2024-25)

Plan Description

This LARAEC work plan aims to increase the number of students enrolled in healthcare pathways and increase the success of ELL students by providing:

- New and Expanded pathways - School sites will offer additional sections of classes and build new pathways for regions with high demand
- Enhanced Curriculum - Schools will integrate new technologies along with hybrid and online systems to provide updated training and target specific scaffolded support for the needs of ELLs as well as include upgraded tasks and design
- Acceleration Strategies - Models that assist students with moving from enrollment to job placement or post-secondary. This may include articulations with colleges, bridge classes, exam preparation, assistance with pre-requisites, co-enrollment or IET models
- Academic support - Scaffolded activities that provide greater access to curriculum
- Language support - Using co-enrollment, IET, and learning centers to provide continued development of language skills (reading, writing, speaking, and listening)
- Career support - Using partnerships to provide real world hands-on experiences and potential job placement.
- Personal support - Utilizing campus resources and engaging partners to help students and potential students with removing barriers to education and careers
- Outreach and Marketing - District will focus on outreaching to existing students, communities of need, and high school seniors

Four districts within LARAEC will participate in Round 2. Grant funding will be used to continue expanding existing allied health careers, starting new healthcare pathways, focusing on marketing and outreach to communities of need, and providing an array of curriculum and wrap-around services to support ELLs. This grant will provide a needed infusion of one-time funding to: (1) outfit classrooms with equipment, materials, and facility upgrades; (2) develop curriculum and scaffold support materials; (3) project management, articulations, partnerships, MOUs, and state certifications; (4) purchase technology, software, and other curricular enhancements; (5) establish marketing and outreach protocols and collateral materials; and (6) hire key allied healthcare instructors and directors. Additionally, LARAEC will use consortium (CAEP) funds to create an Allied Health Collaborative that will provide direct support and networking for faculty and administrators. These grant funds will be supplemented by CAEP and other funds to provide complete healthcare pathways.

Lead Institution

Lead Institution
Los Angeles Regional Adult Education Consortium
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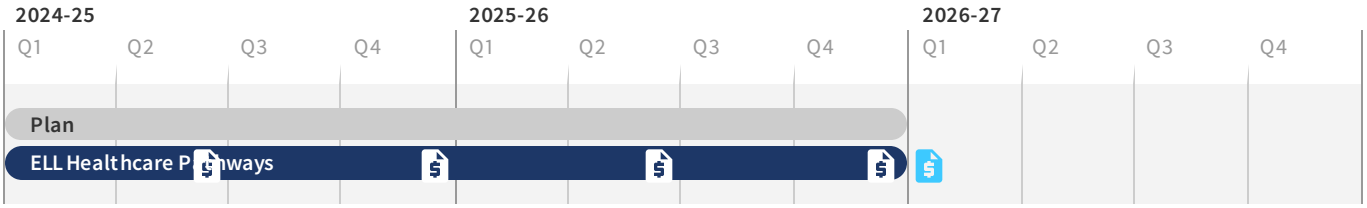
Community College District
Los Angeles
Website
http:\\laraec.org

Timeline



The start year for this plan
2024-25
The start quarter for this plan
Q1
The funding year for this plan
2024-25
The number of fiscal years this plan will span
2 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-focused vocational pathways for adult learners and is separate from the Adult Education Block Grant, or CAEP appropriation funding. Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and Grant Agreement.

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 a Project Lead representative that will oversee the project objectives, deliverables, outcomes, and reporting requirements tied to this specific healthcare funding. The assigned Grantee's Project Lead will be responsible for representing the Grantee during the term of the Grant Agreement.

Requirement 4

✓ Grantee shall designate a lead Fiscal Agent for the consortium that will receive grant funds and will be responsible for distributing funding to members that will participate in the healthcare pathways project. The 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. The lead Fiscal Agent will also be responsible for submitting required invoice(s) to the Chancellor's Office in a timely manner to receive grant funds.

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(s) 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

Outcomes on:

- Number of ELL participants who complete the healthcare vocational pathway program
- Number of ELL participants who complete a healthcare vocational pathway credential
- Number of ELL participants who transitioned into a non-developmental credit college course, a credential program, or a higher education degree program
- Number of ELL participants who entered employment in their associated field of study after completing the program
- Number of ELL participants who increased earnings after completing the training in their field of study
- Average ELL participant salary upon entering program
- Average ELL participant salary upon exiting program

Contacts

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System Contacts

Fund Monitor

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Supporting Documents

Document Title	Type	Uploaded	Comment
R2 LARAEC ELL Pathways Metrics 111924.xlsx	Other	11/19/2024, 8:41:00 PM	R2 LARAEC ELL Pathways Metrics 111924
MUSD2 - El Rancho Vista Health Care - CNA and Home Health.pdf	Partner Commitment Letter	6/6/2024, 8:01:18 PM	N/A
MUSD1 - Zacoalco Urgent Care - Multiple Pathways.pdf	Partner Commitment Letter	6/6/2024, 8:01:09 PM	N/A
LAUSD - Partner SCFHC- Dental Assistant MOU.pdf	Partner Commitment Letter	6/6/2024, 8:00:47 PM	N/A
LAUSD - Partner CVS- Pharmacy MOU.pdf	Partner Commitment Letter	6/6/2024, 8:00:31 PM	N/A
LAUSD3- Arcadia Care Center - CNA and Home health.pdf	Partner Commitment Letter	6/6/2024, 8:00:02 PM	N/A
LAUSD2 - ViaCare - Phlebotomy.pdf	Partner Commitment Letter	6/6/2024, 7:59:45 PM	N/A
LAUSD1 - AltaMed - multiple pathways.pdf	Partner Commitment Letter	6/6/2024, 7:59:16 PM	N/A
LACCD1 - LATTC - Compatior Inc - treatment center.pdf	Partner Commitment Letter	6/6/2024, 7:58:48 PM	N/A
R2 LOI Combined LARAEC.pdf	Signed Letter of Intent to Participate	5/23/2024, 10:32:27 PM	Combined Letter of Intent to participate from 4 member-districts

Program Workplan

1. Select the healthcare occupational pathway(s) being funded by this investment. Complete the follow-up questions that will appear for each occupational pathway selected. *

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). Please answer the questions after each occupational pathway program selected.

Note: Grantees may submit a proposal to develop a healthcare vocational pathway program based on a healthcare occupation that is not listed. Instructions are provided in the **Letter of Intent** which includes proposal requirements along with acceptable data sources.

The Chancellor's Office reserves the right to deny proposed occupations that do not meet the minimum livable wage-earning outcome requirement in their respective region.

- Dental Assistant

- Emergency Medical Technician
- Nursing Assistant
- Pharmacy Technician
- Phlebotomist
- Social and Human Service Assistant
- Medical Assistant
- Other Living-wage, short-term education, high-demand healthcare occupation not listed.

1.1 (Dental Assistant) Select the Accelerated Learning Model(s) associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Work-based Learning

1.2 (Dental Assistant) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Not Entered

1.3 (Dental Assistant) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

LAUSD's Division of Adult and Career Education will focus on the expansion of the Dental Assistant program through available inputs, including dedicated campus locations, language labs, leveraging subject matter experts, enhanced educational materials and software, LMS support, and trained instructors and support staff.

- Activities: Update curriculum for ELLs, implement marketing campaigns, develop collateral material, provide academic and career counseling support, enhance labs to attract ELLs, develop targeted curriculum, implement and manage instructional technology tools, establish allied health language learning centers, collect data on student enrollment, transitions to post-secondary, job placements, and earnings for ELLs in the dental assistant program.
- Outputs: Enhancement of allied health language labs skills lab, expansion of pathways, curricular enhancements, development of curriculum and content, development of Foundations to Health Careers curriculum for ELLs
- Outcomes: Increase baseline data for enrollment, completion counts and transitions to post-secondary, job placements, and earnings for ELLs in the dental assistant program pathway, Enhanced academic assistance and career support services for English learners .

1.4 (Emergency Medical Technician) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Dual enrollment / Concurrent enrollment
- Work-based Learning

1.5 (Emergency Medical Technician) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Not Entered

1.6 (Emergency Medical Technician) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

The Los Angeles Community College District will focus on development and expansion of the Emergency Medical Technician program through multiple inputs, including dedicated facilities, technology and equipment, trained instructors, educational and instructional materials with ELL support, LMS support, program coordinators, and administrative supervision

Activities: Develop curriculum with ELL scaffolding, provide academic counseling and instructional supplies, develop a textbook lending library and marketing plans to promote EMT to ELLs, provide tutoring, implement LMS instructional support tools, develop flexible course option

Outputs: Expansion of pathways, curricular enhancements, development of curriculum and content, expanded participation opportunities, increased participation of ELLs within pathways, completed content modules, student learning outcomes, and student learning plans

Outcomes: Increased completion and enrollment in EMT healthcare pathway, increase in program completions, increased job placements, and increase in persistence rates

1.7 (Nursing Assistant) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Bridge
- Integrated Education and Training (IET)

- Work-based Learning

1.8 (Nursing Assistant) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Not Entered

1.9 (Nursing Assistant) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

Multiple member districts will focus on establishing and developing their Nursing Assistant programs. LAUSD, MUSD, and LACCD will allocate the following resources to this end: dedicated campuses and learning spaces, language labs, program directors and coordinators, curriculum writers, technology and medical equipment, trained instructors and support staff, educational materials and software, LMS support, and administrative and coordinator supervision

Activities: Development of scaffolded lesson plans and curriculum for ELLs, development of marketing plans to promote healthcare pathways to ELLs, revise IET curriculum for ELLs, develop collateral material, provide academic and career counseling support, enhance labs to attract ELLs, develop targeted curriculum as necessary, implement and manage instructional technology tools, maintain allied health language learning centers, collect data on student enrollment, transitions to post-secondary, job placements, and earnings for ELLs in the Nursing Assistant program, upgrade classroom space, provide training for instructors

Outputs: Expansion of the Nursing Assistant program, expanded curricular and lesson planning material options, expanded student learning outcomes and student learning plans, scaffolded lesson plans and curricular material for ELLs, enhanced pathway opportunity for ELLs, enhanced LMS options, upgraded classroom space, upgraded technology, upskilled instructors

Outcomes: Increase in ELL enrollment in nursing assistant pathway, increase in rate of retention and persistence, increased transitions to post secondary, job placements, completions, earnings for Nursing Assistant pathway participants, and an increase in baseline data.

1.10 (Pharmacy Technician) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Bridge
- Integrated Education and Training (IET)
- Pre-Apprenticeship / Apprenticeship

1.11 (Pharmacy Technician) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Not Entered

1.12 (Pharmacy Technician) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

LACCD, MUSD, and LAUSD will apply the following inputs to this pathway: Dedicated campuses, language labs, subject matter experts, technology and medical equipment, trained instructors and support staff, educational materials and software, curricular materials with ELL support, LMS support, coordinator and administrative supervision, classroom and lab equipment, instructional supplies and materials,

Activities: Develop bridge programs for ELLs, develop and expand scaffolded lesson planning and curricular materials for ELLs, develop marketing campaign to promote healthcare pathways to ELLs, provide academic and career counseling support and job placement assistance, collect baseline data, develop a healthcare collaborative to support staff, administrators and instructors, offer online and hybrid options, enhance classrooms and labs to attract ELLs, develop collateral materials, collect data on enrollment, transitions, job placements and earnings for ELLs in the Pharmacy Technician program

Outputs: Enhancement of allied health language labs skills lab, expansion of pathways, curricular enhancements, development of curriculum and content, development of Foundations to Health Careers curriculum for ELLs (LAUSD) and Allied Health Skills IET for ELLs (LACCD), creation of the Allied Health Collaborative, scaffolded lesson plans and curricular material for ELLs, enhanced pathway opportunity for ELLs, enhanced LMS options, upgraded classroom space, upgraded technology, upskilled instructors

Outcomes: Increased or established baseline data for enrollment, completion counts and transitions to post-secondary, and job placements in pharmacy tech, increase in ELL enrollment in Pharmacy Technician pathway, increase in rate of retention and persistence and earnings for pathway participants, enhanced academic and career support services for ELLs.

1.13 (Phlebotomist) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Bridge
- Dual enrollment / Concurrent enrollment
- Integrated Education and Training (IET)
- Work-based Learning
- Other Accelerated Learning Model

1.14 (Phlebotomist) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Small group learning

1.15 (Phlebotomist) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

LAUSD, MUSD, and LACCD will use the following resources to establish and expand phlebotomy in their districts: Dedicated campuses, language labs, subject matter experts, technology and medical equipment, trained instructors and support staff, educational materials and software, curricular materials with ELL support, LMS support, coordinator and administrative supervision, classroom and lab equipment, instructional supplies and materials,

Activities: Develop bridge programs for ELLs, develop and expand scaffolded lesson planning and curricular materials for ELLs, develop marketing campaign to promote healthcare pathways to ELLs, provide academic and career counseling support and job placement assistance, collect baseline data, develop a healthcare collaborative to support staff, administrators and instructors, offer online and hybrid options, enhance classrooms and labs to attract ELLs, develop collateral materials, collect data on enrollment, transitions, job placements and earnings for ELLs in this pathway program

Outputs: Enhancement of allied health language labs, expansion of pathways, curricular enhancements, development of curriculum and content, development of Foundations to Health Careers curriculum for ELLs (LAUSD) and Allied Health Skills IET for ELLs (LACCD), creation of the Allied Health Collaborative, scaffolded lesson plans and curricular material for ELLs, enhanced pathway opportunity for ELLs, enhanced LMS options, upgraded classroom space, upgraded technology, upskilled instructors

Outcomes: Increased or established baseline data for enrollment, completion counts and transitions to post-secondary, and job placements in phlebotomy, increase in ELL enrollment in this pathway, increase in rate of retention and persistence and earnings for pathway participants, enhanced academic and career support services for ELLs.

1.16 (Social and Human Service Assistant) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Bridge
- Integrated Education and Training (IET)

1.17 (Social and Human Service Assistant) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Small Group Learning

1.18 (Social and Human Service Assistant) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

The Los Angeles Community College District will use the following inputs for this pathway: Instructional materials, curricular materials with support for ELLs, technology and equipment, trained instructors, field supervision, facilities, program coordinators, dedicated campuses, technology, support staff, LMS support, instructional supplies and materials

Activities: Develop curriculum with scaffolding, provide tutoring, provide employment preparation support, create bridge class support, marketing to students, create bridge to credit pipeline, develop IET support, establish community partnerships, provide transportation, provide licensing for software, develop marketing plans to promote healthcare pathways to ELL, provide career counseling and job placement assistance to help students connect to future employment

Outputs: Creation of Social and Human Service Assistant pathway, creation of Allied Health Skills IET for ELLs (LACCD), curricular enhancements for ELLs, completed program, including course outlines, content modules, student learning

outcomes, and student assessment plans

Outcomes: Established enrollment, completion counts, transitions to post-secondary, job placements, established ELL enrollment in this pathway, and enhanced academic and career support services for ELLs

1.19 (Medical Assistant) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.
- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Bridge
- Co-enrollment
- Dual enrollment / Concurrent enrollment
- Integrated Education and Training (IET)
- Work-based Learning

1.20 (Medical Assistant) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.) *

NA

1.21 (Medical Assistant) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

LAUSD, MUSD, and LACCD will utilize the following inputs for the Medical Assistant pathway: Dedicated campuses, language labs, subject matter experts, technology and medical equipment, trained instructors and support staff, educational materials and software, curricular materials with ELL support, LMS support, coordinator and administrative supervision, classroom and lab equipment, instructional supplies and materials,

Activities: Develop bridge programs for ELLs, develop and expand scaffolded lesson planning and curricular materials for ELLs, develop marketing campaign to promote healthcare pathways to ELLs, provide academic and career counseling support and job placement assistance, collect baseline data, develop a healthcare collaborative to support staff, administrators and instructors, offer online and hybrid options, enhance classrooms and labs to attract ELLs, develop collateral materials, collect data on enrollment, transitions, job placements and earnings for ELLs in this pathway program, offer flexible course schedules

Outputs: Enhancement of allied health language labs, expansion of pathways, curricular enhancements, development of curriculum and content, development of Foundations to Health Careers curriculum for ELLs (LAUSD) and Allied Health Skills IET for ELLs (LACCD), creation of the Allied Health Collaborative, scaffolded lesson plans and curricular material for ELLs, enhanced pathway opportunity for ELLs, enhanced LMS options, upgraded classroom space, upgraded technology, upskilled instructors, completed program, including course outlines and student learning outcomes

Outcomes: Established or enhanced baseline data for enrollment, completion counts, transitions to post-secondary, job placements for Medical Assistant, increase in ELL enrollment in this pathway, increase in rate of retention,

persistence and earnings for pathway participants, and enhanced academic and career support services for ELLs.

BUSD will use the following resources to establish the Clinical Medical Assistant program in their district - Train instructor, modify curriculum that supports ELL students, administrative support, externship coordinator.

Activities – Embed ESL support to the curriculum, run marketing campaigns, provide supportive instructional material, and offer academic and career counseling services.

Outputs - Expansion and establishment of the Clinical Medical Assistant pathway with scaffolding for ELLs.

Outcomes - Establish baseline data analysis for enrollment, completion, post-secondary, and employment placements in Clinical Medical Assistants' program.

1.22 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) If you selected "Other Healthcare Occupational Pathway" from the list above, please select the occupational pathway(s) from the list.

If you selected "Other Healthcare Occupational Pathway" from the list above, please select the occupational pathway(s) from the list below. If it is not listed, please select "Not listed" and enter it in the next question.

- Community Health Worker
- EKG Technician
- Peer Support Worker

1.23 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) If you selected "Not Listed" from the list above, please provide a brief description of the Healthcare Occupational Pathway. (If you did not select "Not Listed," then skip this question.)

EKG Technician

1.24 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) Please provide data and discussion to support selection of the Other Healthcare Occupational Pathway(s). *

LARAEC would like to include three high-demand, short-term, living wage pathways that are not on the pre-approved list provided. These pathways are Peer Support, Community Health Worker, and EKG Technician.

EKG Technician: EKG offers a short-term, low-cost career pathway. According to the US Bureau of labor statistics, these technicians can earn on average $38.81 per hour and $87,870 per year. This is well above the Insight Center living wage of $18.10/hr. There are hundreds of open EKG technician positions open in the Los Angeles Region. This occupation is projected to grow by over 10% in the next several years with the Occupational Outlook Handbook showing *much faster than average* employment change.

Community Health Worker: These individuals provide an integrated approach to care management and outreach. They provide social support, informal counseling, and advocate for individuals and community health needs. According to the Occupational Outlook Handbook, these positions earn $48,200 per year on average and have a *much faster than average* job outlook of 14% increase. There are more than 10,000 job openings in California. This is well above the Insight Center living wage of $18.10/hr.

Peer Support Specialists: These individuals provide recovery-oriented services that include engagement, socialization, self-sufficiency, and self-advocacy to patients and family members. Recovery may include mental illness and substance use disorders. These positions make on average $32.20 per hour and $51,522 annually. The Occupational Outlook Handbook shows *much faster than average growth* at 18% over the next several years. This is well above the Insight Center living wage of $18.10/hr.

1.25 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) Select the Accelerated Learning Model associated with this pathway.

Common Accelerated Learning Models include:

- Bridge: Programs or courses that provide an introduction/preparation to another program/institution; usually short-term: intro courses, vocational orientation, boot camp, etc.

- Co-enrollment: ESL courses, work readiness courses; enrollment in more than one core WIOAII program; Integrated English Literacy & Civics Ed, IELCE; Vocational ESL, VESL
- Dual Enrollment/Concurrent Enrollment: Adult learners complete college classes & earn college credits while completing a high school diploma or equivalency
- Integrated Education & Training: IET; programs that combine adult education & literacy activities, workforce preparation & workforce training; includes IBEST co-teaching
- Pre-Apprenticeship/Apprenticeship: Pre/Apprenticeship programs registered with Department of Apprenticeship Standards, DAS
- Work-based Learning: Learning that takes place in the workplace: internships, work experience, etc.

- Bridge
- Co-enrollment
- Integrated Education and Training (IET)
- Pre-Apprenticeship / Apprenticeship
- Work-based Learning

1.26 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) If you selected "Other Accelerated Learning Model" in the previous question, please enter its name below. (If you did not select that option, skip this question.)

Not Entered

1.27 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) Describe the input, activities, outputs, outcomes, and impact for the selected ELL Healthcare pathway. *

EKG, Peer Support Specialist, Community Health Worker

LACCD will use the following resources to establish and expand these programs in their district - Dedicated campuses, language lab, curriculum writers, technology and medical equipment, trained instructors and support staff, educational materials and software, curricular materials with ELL support, LMS support, administrative supervision

Activities - Develop IET curriculum for ELLs, implement marketing campaigns, develop collateral material, provide academic and career counseling support, enhance skills labs to attract ELLs, develop targeted curriculum, implement and manage instructional technology tools, establish allied health language learning centers, collect data on percentage of student enrollment, transitions to post-secondary, job placements, and earnings for ELLs in the these pathways.

Outputs - Creation of allied health language labs, creation and expansion of pathways, curricular enhancements, development of curriculum and content, development of Allied Health Skills IET for ELLs

Outcomes/Impact - Establish baseline data for enrollment, completion counts, transitions to post-secondary, job placements, and earnings for ELLs in these pathways.

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

LARAEC consortium staff met with member-district point persons and board members to discuss Round Two of the ELL Healthcare Pathways grant funding, application components, and timeline. Consortium staff worked with district point persons to develop various funding scenarios for dividing the grant allocation and discussed them over two LARAEC Executive Board meetings. Initial funding scenarios included 10 models which was narrowed to 3 models: (1) enrollment (2022-23 SY), (2) per student funding for English Language Learners (designated in TE 2022-23 SY), (3) ESL student headcount (2022-23 SY). Consortium staff and board members evaluated each model for benefits and limitations.

Final allocations for Round 2 were determined at a LARAEC Executive Board special meeting on May 23, 2024. LARAEC selected the enrollment model for Round 2 funding, basing allocations on the size of each district. All districts had the opportunity to participate in this grant opportunity and four member-districts elected to participate. Culver City USD opted to not participate in Round 2 funding and just focus on the Round 1 development and implementation of a new pathway. Given the short

timeline for the application process, the board members felt the enrollment option allowed the consortium to quickly determine allocation ceilings and allow more time for member-districts to prioritize and draft their planned expansions within the budget.

Districts were given a week to look at current enrollment, student needs, community demographics, and labor market data when developing their proposals for ELL Healthcare grant pathways. Smaller districts considered pathways that were needed in their local areas, while the two larger districts took a more regional approach by expanding and developing programs to create wider accessibility throughout their large footprints. Each district worked with their own subject-matter experts to develop plans. These plans included labor market analysis, focus on living wage careers, pathway proposals, strategies for accelerating completion, and strategies for outreach and support to English language learners.

As with Round 1, consortium-level funding was not included at this time, however, LARAEC leadership continues to discuss and create opportunities for districts to work together on sharing curriculum and strategies for specific pathways. Consortium-level funding may be a consideration for future years. For the round 1 and 2 grant period, the consortium will use existing funds to implement an *Allied Health Collaborative* for member-districts and local surrounding consortia allied health staff and administrators. This collaborative will start a forum for networking, sharing, and discussing problems of practice for ELL students and the healthcare pathways in general.

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

LARAEC member districts have a variety of community and business partnerships that support the building of career and employability skills. These partnerships provide multiple facets of support for ELL medical pathways participants, including serving on advisory committees, internship and externship opportunities, clinical hours, offering career counseling and job placement assistance, and providing support services. As new courses are developed and expanded through the implementation of this grant, member-districts will focus on connecting with partners that help students meet clinical requirements for employment. Existing formal partnership details are included in the partner commitment letters included in this application. As new pathways are developed, additional partner commitments will be researched and created. Member-districts will also work with local colleges to develop transition plans and possible articulations for students who would like to continue on related or next-level pathways.

The ELL Healthcare Pathways grant funding will allow for program start up, initial capital projects, curriculum development, development of pathway elements, and building partnerships. All districts are committed to continuing funding for the identified pathways beyond the grant implementation window. Districts plan to use CAEP and other braided funds to support the allied health programs in the current and future years. Consortium-level funding will support all member-districts and local surrounding consortia through the creation of the Allied Health Collaborative program, bringing together healthcare faculty and administrators for networking, sharing, and discussing problems of practice. Partnerships with outside agencies will provide continued collaboration, student support, and opportunities for clinical practice throughout the grant period and beyond.

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

As a part of supporting student success, student career and support resources are embedded in a number of ways for students in its ELL Healthcare Pathways grant proposal and at member district sites. These include:

Curriculum Support: Districts will develop scaffolded lessons and supplemental materials targeted to English language learners. This will include soft skills and employability skill resources, accelerated learning models utilizing IET, mirrored classes and mainstreaming of students as appropriate, as well as offering scaffolded and UDL (universal design for learning) activities on multiple LMS platforms. Students will also be offered tutoring both in person and online to maximize effectiveness. A pre-apprenticeship model may also be implemented for select locations to boost support and accelerate learning.

Learning Labs: LAUSD and LACCD will be creating language labs to provide dedicated support for allied health students. These will provide on-the-spot tutoring services, short-term language workshops, dedicated writing support, cultural awareness sessions that support employability and soft skills, and language learning resources and software.

Career and academic counseling services: Students will have access to academic and career support services for the creation of educational plans, setting personal and career goals, exploring job opportunities, and understanding pathway options. Undocumented students will have access to supplemental support through information and resources provided by academic counselors and through Dream Resource Centers at the community colleges.

Basic Needs Support: Students who are experiencing food and housing insecurity will have access to basic needs services provided by school sites or local partnerships including: pop-up pantries, a workplace clothing closet, and health and wellness resources. Students with learning disabilities needs can access structured support and resources including disability advisors, tutoring, auxiliary aids, and school-based or community services. Based on available school resources, students might also have access to bus passes to reduce barriers to in-person attendance as well as assistance in locating low-cost internet resources for online learning.

By accessing these support resources, ELL students participating in healthcare pathways can maximize their ability to be successful, overcome barriers, and excel academically.

5. List the proposed pathway programs selected earlier in this workplan and provide target metrics data. *

Ten rows are provided here to list your proposed programs; all ten do not need to be used. If you do not need to use a row or cell, please enter "0." If more than ten rows are needed, please upload a file with metric targets in the "Supporting Documents" section of this application as a file type of "Other."

Grantee and participating members shall track student data and report bi-annual expenditure and progress reports in NOVA throughout the grant performance period, including a final report, to ensure measurable gains.

Reporting requirements include counts of ELL student participants enrolled in the healthcare pathway program and a variety of outcomes to evaluate student participation, completion, and transition.

	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.	BUSD -Medical Assistant	25	20	2	5	$46,696
2.	MUSD-CNA	20	18	5	18	$46,000
3.	MUSD-Pharm Tech	20	18	5	18	$50,900
4.	MUSD-Phlebotomy	20	18	5	18	$47,930
5.	MUSD-Med Asst.	20	18	5	18	$46,480

	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.	LAUSD-CNA	160	48	1	28	$43,570
7.	LAUSD-Phlebotomy	40	12	1	8	$50,470
8.	LAUSD-Med Asst.	180	54	1	36	$50,900
9.	LAUSD-Pharm Tech	180	54	1	36	$55,710
10.	LAUSD-Dental Asst.	30	9	1	6	$52,540

6. Please provide contact information for the lead Fiscal Agent and the consortium Project Lead. *

Provide contact information for the lead **Fiscal Agent** and the consortium **Project Lead**. If more than one each is needed, please attach as an "Other" document in the "Supporting Documents" section.

The Grantee's designated lead **Fiscal Agent** for the consortium receives grant funds and is responsible for distributing funding to members participating in the healthcare pathways project. This lead Fiscal Agent serves as the certifying authority on behalf of the consortium and will be responsible for submitting the LOI application and workplan via NOVA. The lead Fiscal Agent will also be responsible for **submitting required invoice(s) to the Chancellor's Office** in a timely manner to receive grant funds.

The Grantee's designated **Project Lead** representative will oversee the project objectives, deliverables, outcomes, and reporting requirements tied to this specific healthcare funding. The Project Lead is responsible for representing the Grantee during the term of the Grant Agreement.

	Fiscal Agent Information	Project Lead Information
Name of Contact Person	Matthew Friedman	Men Le
Title/Role of Contact Person	Chief Procurement Officer	LARAEC Project Director
Name of Institution	Los Angeles USD	Los Angeles USD
Type of Institution (e.g., CCD or LEA)	LEA	LEA
Address 1	8525 Rex Road	333 S. Beaudry Ave
Address 2	Procurement Services Division	18th Floor
City, State, Zipcode	Pico Rivera, CA 90660	Los Angeles, CA 90017
Contact Phone Number (Format: ###-###-####)	562-654-9361	213-241-3814
Contact Email	matthew.friedman@lausd.net	men.le@lausd.net

7. Please respond to the following prompts about technical assistance and professional development. *

7.1 Select the type(s) of technical assistance or professional development the consortium and members have planned to help support the success of the healthcare pathways program(s).

Identify type(s) of technical assistance (**Support**) or professional development (**PD**) the consortium and members **are already doing or have planned** to help support the success of the healthcare pathways program(s)

These are technical assistance, professional development, or resource development activities that the consortium members or partners are undertaking or plan to undertake, either from existing resources (e.g., existing professional development providers, conferences, resources, etc.) or by creating themselves.

- PD - Conference Topics
- PD - Curriculum Development & Delivery
- PD - Data Collection & Outcomes

7.2 Identify the type(s) of additional technical assistance or professional development the consortium and members may need to help support the success of the healthcare pathways program(s).

Identify type(s) of **additional** technical assistance (**Support**) or professional development (**PD**) the consortium and members **may need** to help support the success of the healthcare pathways program(s).

These are technical assistance, professional development, or resource development activities that the consortium members and partners may require **in addition to existing Support and PD** currently available from industry providers and networks (e.g., existing professional development providers, conferences, resources, etc.).

- PD - Conference Topics
- PD - Curriculum Development & Delivery
- PD - Data Collection & Outcomes

Partner/Employer

Partner Type

Unified School District

Partner/Employer Name

Burbank Unified

✓ This agency is an employer.

Partner Information

Address

1900 West Olive Avenue | Burbank, CA | 91506-2438

Website

http://www.burbankusd.org

Partner/Employer

Partner Type

District

Partner/Employer Name

Los Angeles CCD

✓ This agency is an employer.

Partner Information

Address

770 Wilshire Boulevard | Los Angeles, | 90017

Website

N/A

Partner/Employer

Partner Type

Unified School District

Partner/Employer Name

Los Angeles Unified

✓ This agency is an employer.

Partner Information

Address

333 South Beaudry Avenue | Los Angeles, CA | 90017-1466

Website

http://www.lausd.net

Partner/Employer

Partner Type

Unified School District

Partner/Employer Name

Montebello Unified

✓ This agency is an employer.

Partner Information

Address

123 South Montebello Boulevard | Montebello, CA | 90640-4729

Website

http://www.montebello.k12.ca.us

Budget

Budget Summary

Allocation Amount: $7,739,774

Funds Budgeted: $7,739,774

Budget Total: $7,739,774

Indirect Funds: $365,498 (4.72%)

Budget Narrative *

LARAEC has developed a preliminary budget for the purpose of applying for a Round 2 extension. LARAEC will submit a workplan and individual member-district budgets for the entire available amount of $7,739,744 by June 30, 2024.

27 Los Angeles Regional Adult Education Consortium: Budget

No budget items have been added for 27 Los Angeles Regional Adult Education Consortium.

Burbank Unified: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2024-25	Certified Medical Assistant curriculum development, training, and externship coordinator	$232,441
3000 - Employee Benefits	2024-25	Employee benefits	$66,388
4000 - Supplies and Materials	2024-25	Certified Medical Assistant classroom supplies, textbooks, and equipment.	$22,800
Indirect Costs	2024-25	Indirect Costs	$16,017
Totals			**$337,646**

Los Angeles CCD: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2024-25	Salaries for curriculum development, instruction, counseling, student support, and pathway coordination	$614,207
2000 - Non-Instructional Salaries	2024-25	Non-instructional salaries for curriculum development and student support	$298,803
3000 - Employee Benefits	2024-25	Employee benefits	$182,602
4000 - Supplies and Materials	2024-25	Pathway equipment, classroom supplies, and ELL Support Resources and materials	$348,604
5000 - Other Operating Expenses and Services	2024-25	Contracts, job placement, software licensing	$132,801
Indirect Costs	2024-25	Indirect Costs	$83,001
Totals			**$1,660,018**

Los Angeles Unified: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2024-25	Instructional salaries for training, curriculum development, and planning community activities	$1,780,141
2000 - Non-Instructional Salaries	2024-25	Classified support for instructional, organizational, and community activities	$526,113
3000 - Employee Benefits	2024-25	Employee benefits	$815,220
4000 - Supplies and Materials	2024-25	Supplies and materials for instructional and community-based activities. This money will be used for books, classroom materials, outreach materials, and other supply expenses	$743,585
5000 - Other Operating Expenses and Services	2024-25	Training, conferences, professional development, and other contract expenses	$25,000
6000 - Capital Outlay	2024-25	Specialized equipment for healthcare pathways. Technology and setup for the language learning centers,	$1,272,500
Indirect Costs	2024-25	Indirect Costs	$250,000
Totals			**$5,412,559**

Montebello Unified: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2024-25	Funding will be used for developing curriculum, implementing the program, and outreach to healthcare facilities for clinical placements	$135,000
3000 - Employee Benefits	2024-25	Employee benefits as negotiated	$80,000
4000 - Supplies and Materials	2024-25	Program supplies, materials, and books	$32,216
6000 - Capital Outlay	2024-25	Needed upgrades to classroom space to outfit for healthcare pathways. Upgrades to technology, Specialized equipment purchases, such as manikins.	$65,855
Indirect Costs	2024-25	Indirect Costs	$16,480
Totals			**$329,551**

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Barrier(s)

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Certification

Fund Monitor

Mayra Diaz
CAEP Program Lead
mdiaz@cccco.edu

Cora Rainey
Community College Program Assistant II
crainey@cccco.edu

Approved by Mayra Diaz

12/05/2024 12:44 PM PST

Plan Approver

Juan Noguera
Director of Burbank Adult School
juannoguera@burbankusd.org
(818) 729-5950 ext: 33901

Approved by Juan Noguera

12/04/2024 01:24 PM PST

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