

**Feather River Adult Education Consortium – Board Meeting AGENDA**

Monday October 6, 2025 (1:00 p.m. – 2:00 p.m.)

**THIS MEETING WILL BE HELD VIA ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE**

<https://us02web.zoom.us/j/84862496866>

<sup>Ⓜ</sup> Included in Board Packet

**PLEASE NOTE:** Agenda related documents distributed to the Feather River Adult Education Consortium (FRAEC) Board for the Board Meeting may be viewed in the Superintendent’s Office at the Plumas County Office of Education. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Consortium Lead at [Mitch.Rosin2@gmail.com](mailto:Mitch.Rosin2@gmail.com) at least three days before the meeting date.

In compliance with Brown Act teleconferencing requirements, the following locations are available for the public to attend in-person or via Zoom:

District	Meeting Address
Feather River College	570 Golden Eagle Ave, Quincy, CA 95971 – President’s Conference Room
PUSD/PCOE	501 Main Street, Quincy, CA 95971– Principals Conference Room
SJUSD/SCOE	605 School St, Loyalton, CA 96118 – Principal’s Conference Room

**Attendance (v = voting member)**

Feather River College	<input checked="" type="checkbox"/> Derek Lerch (v)	<input type="checkbox"/> Kevin Trutna (v)	<input type="checkbox"/>	<input type="checkbox"/>
PUSD/PCOE	<input type="checkbox"/> Andrea Ceresola (v)	<input checked="" type="checkbox"/> Steve Dutton (v)	<input type="checkbox"/>	<input type="checkbox"/>
SJUSD/SCOE	<input checked="" type="checkbox"/> Wendy Jackson (v)	<input type="checkbox"/> James Berardi (v)	<input type="checkbox"/>	<input type="checkbox"/>

**Community Stakeholders**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Call to Order: 1:00pm

1. <sup>Ⓜ</sup>Approval of Agenda

<b>Agenda Item Number: 1</b>			
<b>Motion:</b> Approval of Agenda			
<b>Motion by:</b> W. Jackson			
<b>Second by:</b> D. Lerch			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Steve Dutton	X		
Sierra COE – Wendy Jackson	X		

2. <sup>Ⓜ</sup>Approval of Minutes: August 4, 2025

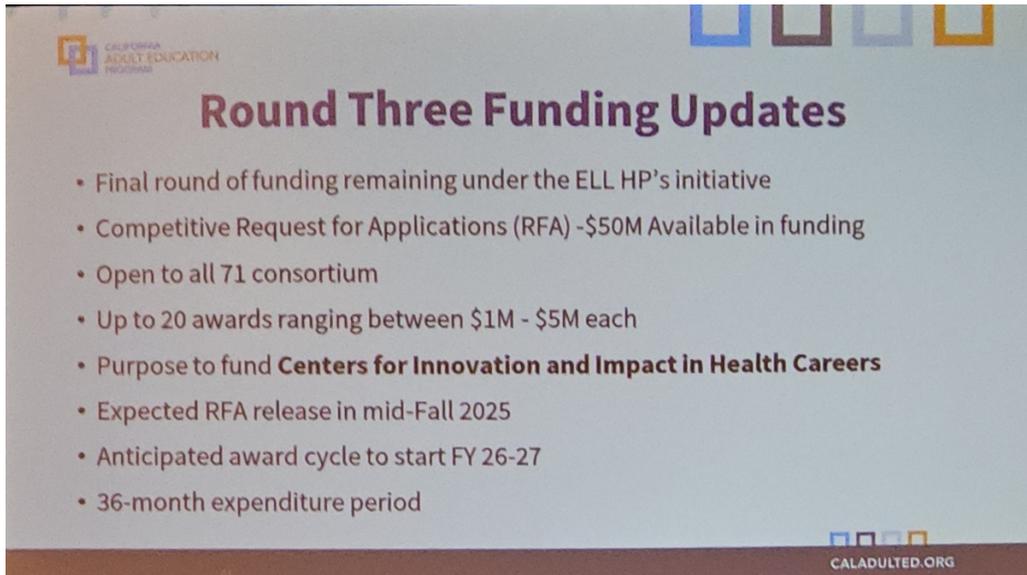
<b>Agenda Item Number: 2</b>			
<b>Motion:</b> Approval of Minutes – August 4, 2025			
<b>Motion by:</b> D. Lerch			
<b>Second by:</b> W. Jackson			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Steve Dutton	X		
Sierra COE – Wendy Jackson	X		

3. Public Comment – Public comment is allowed on any topic relevant to the FRAEC Board. Pursuant to Consortium Policy, comments are limited to 3 minutes per person. Please begin by stating your name.

4. Closed Session – None Requested

5. Discussion Items

5.1 ELL Healthcare Pathway Grant – Update (W. Jackson)



- W. Jackson works with Butte already; FRC has also tried to work with Butte in the past few years. Butte has an impacted RN step-up program working as LVNs in Plumas County. Sierra is serving the region, but without the funding, the ELL support is a challenge. Have seen 20-30 people in the past year.

- Question: When will the funding be paid?

- Will monitor and keep reaching out to potential partners. Reach out to F. Gerdeman @ Tahoe

5.2 Reconciliation of \$40,387.00 in funding from prior years between PUSD and FRC (D. Lerch/S. Dutton)

6. Action Items

7. Consortium Director's Report

7.1 CAEP Deadlines

**August 2025**

- Aug 15: Annual Plan for 2025-26 due in NOVA – **COMPLETED**

**September 2025**

- Sep 1: 23/24 and 24/25 Member Expense Report due in NOVA (Q4) – **COMPLETED**
- Sep 1: 25/26 Certification of Allocation Amendment due in NOVA – **COMPLETED**
- Sep 30: 23/24 and 24/25 Member Expense Report certified by Consortia in NOVA (Q4) – **COMPLETED**
- Sep 30: 25/26 Member Program Year Budget and Work Plan due in NOVA – **COMPLETED**
- Sep 30: End of Q1 – **COMPLETED**
-

**October 2025**

- Oct 30: 25/26 Member Program Year Budget and Work Plan certified by Consortia
- Oct 31: Student data due in TOPSPro (Q1)
- Oct 31: Employment and Earnings Follow-up Survey

**November 2025**

- Nov 14: Written Expenditure Plan (WEP)\* Only for consortia who have exceeded 20% carryover. (Feather River College)

**December 2025**

- Dec 1: 25/26 Member Expense Report Due in NOVA (Q1)
- Dec 1: July 1, 2024 to June 30, 2025 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium
- Dec 31: 25/26 Member Expense Report certified by Consortia in NOVA (Q1)
- Dec 31: End of Q2

7.2 Conference Report-Outs – NONE

- Credit for Prior Learning Conference – Riverside, CA – September 19, 2025
- CAEP Directors’ Summit – Anaheim, CA – September 23, 2025
- CAEP Summit – Anaheim, CA – September 24-26, 2025

7.3 Plumas USD Program Update (S. Dutton)

- New classes: CBCS and CMMA. CCMA to be offered in the future. Exploring Community Healthcare Worker program. Plumas/Sierra agency offers similar programs; W. Jackson to share information.

7.4 Sierra County Program Update (W. Jackson)

- Exec Chef hired, starting Oct 13 to lead culinary program. MOU partnership with UNR extension to offer short term certificates for meat cutting (4 county grant).
- Four enrolled in GED/HSE program.
- Computer Literacy enrollment is growing in partnership with Sierra County (focus on grandparents working with K12 student outcomes) and AWD.
- Working with Homeland Security and FBI to implement Cyber Security short term certification programs (pipeline to hiring for Reno office).
- GoTeach for ECE growing (Toddler Towers). Four completed AA degrees, two to complete in May, one completing BA, one completing MS.

7.5 Feather River College Program Update (D. Lerch)

- Liz now managing GoTeach; Shelly Miller retired. All going smoothly.

7.6 Marketing & Social Media Update: Phoenix Design

- Plumas flier posted (finally).

8. Announcements

8.1 2025-2026 FRAEC Board Meetings (All meetings at 1:00 pm unless noted)

2025-2026 FRAEC Board Meeting Dates	
July 1, 2025 – <del>11:00am</del> @ Sierra County Schools for Adults	Monday, January 5, 2026 – VIRTUAL
Monday, August 4, 2025 @ <del>11:00am</del> – VIRTUAL – Annual Plan Vote	Monday, February 2, 2026 – VIRTUAL
Monday, September 8, 2025 – CANCELLED	Monday, March 2, 2026 – CFAD Discussion
Monday, October 6, 2025 – VIRTUAL	Monday, April 6, 2026 – VIRTUAL – CFAD Vote
November 2025 – NO MEETING	Monday, May 4, 2026 – VIRTUAL

Monday, December 1, 2025 – **NO MEETING**

Tuesday, July 1, 2026 – Annual Plan Retreat – TBD

8.2 Upcoming Conferences and Professional Development Opportunities

- Noncredit Summit – Walnut, CA (Mt. SAC) – October 17, 2025
- CCCAOE – Rancho Mirage, CA – October 22-24, 2025
- CALCP/CAROCP – Rancho Mirage, CA – November 19-21, 2025
- CCAE Southern/South Coast – Palm Springs, CA – November 21-23, 2025
- ACTE CareerTech Vision 2025 – Nashville, TN – December 9-12, 2025

9.0 Adjournment: 1:32pm

## Request for Application

### English Language Learner (ELL) Healthcare Vocational Pathways Grant Round Three

California Community Colleges Chancellor's Office  
Workforce and Economic Development Division

Funding Period:	July 1, 2026 – June 30, 2029
Funding Source	English Language Learner (ELL) Healthcare Pathways Grant
Total Amount Available:	Up to \$55,000,000
Number of Awards	Up to 25
Anticipated Notification of Intent to Award Date	May 19, 2026
Release Date	Dec. 16, 2025
Questions Deadline:	Written questions concerning the specifications of this Request for Application must be submitted via email to <a href="mailto:CAEP@CCCCO.edu">CAEP@CCCCO.edu</a> , by 5 p.m. PST on Jan. 22, 2026.
Bidders' Conference:	Jan. 15, 2026, 10-11 a.m. <a href="https://cccco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrO0G8A">https://cccco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrO0G8A</a>
Application Deadline:	Applications must be received by 5 p.m. PST on March 18, 2026
Administered by:	California Community Colleges Chancellor's Office Workforce and Economic Development Division 1102 Q Street, 6 <sup>th</sup> Floor Sacramento, CA 95811

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English Language Learner Healthcare Pathways Round Three RFA

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Guidelines, Definitions, and Allowable Expenditures ..... 37

## 1. Opportunity Summary

Funding Agency:	California Community Colleges Chancellor’s Office Workforce and Economic Development Division (WEDD)
Funding Opportunity:	English Language Learner (ELL) Healthcare Vocational Pathways (HP) Grant, Round Three
Funding Period:	Funding is for a three-year period (July 1, 2026 through June 30, 2029)
Total Funding Available:	Up to \$55,000,000
Awards Available	Up to 25
Bidders’ Conference:	Jan. 15, 2026, 10-11 a.m. <a href="https://cccco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrO0G8A">https://cccco.zoom.us/webinar/register/WN_v- M9JbURRhCTYMkRrO0G8A</a>
Application Evaluation:	Applications will be evaluated based on scoring criteria and assessed ability to meet project requirements and deliverables.
Inquiries:	Written questions concerning the specifications of this Request for Application must be submitted via email to <a href="mailto:CAEP@CCCCO.edu">CAEP@CCCCO.edu</a> , by Jan. 22, 2026

## 2. Introduction

Under the Governor's Care Economy Workforce Development Package, the Budget Act of 2022-23 included a one-time appropriation of Proposition 98 funds to be distributed over three rounds to support the development of limited-term, healthcare-focused, accelerated vocational pathways for English Language Learners across all levels of English proficiency through the California Adult Education Program (CAEP).

The 2022-23 appropriation, part of the *Workforce for a Healthy California Initiative*, expands opportunities for individuals seeking to transition into health careers, with an emphasis on supporting English Language Learners (ELLs) and other underserved populations.

This investment seeks proposals to advance access to healthcare vocational pathways through the development of **accelerated learning models** and the creation of **Centers for Innovation and Impact in Health Careers**. Funded projects will design and implement strategies to prepare adult learners for success in high-demand healthcare occupations, strengthen regional workforce pipelines, and contribute to a more inclusive and resilient healthcare system.

Through this investment, participants will gain the skills, competencies, certifications, and licenses required to enter the healthcare labor market, retain employment, and advance in their careers. This initiative aims to promote economic self-sufficiency and upward mobility for individuals, while strengthening the diversity and capacity of the state's healthcare workforce.

To adhere to the Legislature's intent and maximize program outcomes, the California Community Colleges Chancellor's Office (Chancellor's Office), the California Department of Education (CDE), the Labor and Workforce Development Agency (LWDA), and the California Health and Human Services Agency (CalHHS) formed an interagency workgroup and jointly developed a data-driven approach to guide the administration of this investment.

This Request for Application (RFA) invites proposals from any of the 71 California adult education consortia to establish **Centers for Innovation and Impact in Health Careers**. Efforts funded through this initiative are intended to *supplement* and align with California's broader adult education and workforce development systems, as well as the Governor's Master Plan for Career Education.

The initiative prioritizes the implementation of innovative approaches and evidence-based practices to strengthen pathways to healthcare careers for adult learners. This work will be conducted through a collaborative partnership between the California Community Colleges and K-12 adult education providers, ensuring statewide coordination

and the consistent delivery of high-quality, accelerated training opportunities promoting access to healthcare careers.

This document outlines the instructions, submission requirements, and evaluation criteria that the Chancellor's Office will use to select award recipients.

### **3. Funding Opportunity**

The California Community Colleges Chancellor's Office invites California Adult Education Program (CAEP) Consortia to submit applications for Round Three of the English Language Learner (ELL) Healthcare Vocational Pathways Grant.

This funding opportunity supports the development of **Centers for Innovation and Impact in Health Careers**, which will demonstrate program strategies designed to, and driven from occupational healthcare pathways, to improve outcomes and reduce persistent economic inequities for adult English Language Learners. This investment is an opportunity for CAEP consortia to lead in the development of building adult education healthcare vocational pathways within their respective regions for ELLs.

For purposes of this grant, ELLs are defined as individuals who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. Participants must be at least 18 years of age to be eligible to participate in ELL healthcare vocational pathways programs.

Additional information regarding CAEP and the ELL Healthcare Vocational Pathways Program can be found on the California Community Colleges Chancellor's Office [website](#).

To become a grantee for this investment, CAEP Consortia interested in applying must submit a single application in the Chancellor's Office [NOVA](#) system, which includes the signed Letter of Intent to Participate from Members (see [Appendix A: Letter of Intent to Participate](#)), project workplan, budget estimate, and signed Letter(s) of Support from employers and partners, by 5 p.m. on Wednesday, March 18, 2026.

### **4. Vision and Intent**

#### **A. ELL HEALTHCARE PATHWAYS ROUND THREE: CENTERS FOR INNOVATION AND IMPACT IN HEALTH CAREERS**

The Round Three investment intends to provide funding for the development, operation, and evaluation of Centers for Innovation and Impact in Health Careers. Up to 25 Centers are expected to be funded.

The intent of these Centers for Innovation and Impact in Health Careers is to drive original, creative, and innovative efforts to develop and support healthcare vocational pathways. These Centers are also intended to expand the number of ELL students enrolling in programs, completing these programs, and preparing for employment in one (1) or more of the eight (8) designated priority healthcare vocational pathway programs outlined in this RFA (more detail below). These occupations have been selected based on statewide demand, duration of training, and their capacity to provide access and entry into living-wage healthcare careers for ELL students.

To successfully fill their intended role, Centers must be developed and positioned to serve as hubs of expertise and resources while also strategically positioned to drive innovation and maximize positive outcomes for ELL students pursuing vocational pathways in healthcare. Key characteristics include:

- **Hubs of specialization and expertise**  
Centers will build evidence-informed knowledge in specific healthcare occupations, adult education accelerated training strategies for ELLs, and workforce development models. This effort includes maintaining up-to-date understanding of credentialing requirements, employer needs, and effective andragogical practices for adult ELL students connecting curricular resources to member agencies and partners. Centers will develop and apply tools, frameworks and curricula that can be adapted or adopted by other programs across the state.
- **Strategic pursuit of goals and outcomes**  
Centers will operate with a clear strategic plan for program sustainability, scalability, student retention, and measurable outcomes tied to ELL student enrollment, credential attainment, and transitions to both post-secondary degree programs and employment. Each Center will establish and monitor ambitious goals aligned with local and regional workforce demands and participating consortium member priorities.
- **Exemplifying operational excellence**  
Centers will demonstrate high-quality program design and implementation, data-informed decision-making, fiscal and administrative stewardship, and effective cross-agency collaboration. This design includes offering professional development, technical assistance, coaching, and curricular resources to member agencies and partners.

- **Incubators of innovation and improvement**

Centers will pilot new instructional and support models, leverage technology, experiment with co-teaching or team-based delivery, and lead efforts in applying accelerated learning models. Innovation should be paired with evaluation and continuous improvement practices. Centers will document best practices, successful innovation and lessons learned with the goal of sharing valuable andragogical knowledge with other practitioners across the state.

- **Consortium and Community-wide impact**

Centers should benefit the students, communities, and partners by actively engaging stakeholders, building capacity across institutions, and fostering a shared vision for healthcare pathway sustainability and expansion. Centers should be able to document demonstrated success in achieving outcomes in healthcare vocational pathways.

A consortium leading a Center for Innovation and Impact in Health Careers will serve as the central resource and driving force for excellence, standardization, and innovation for participating members and partners. Existing healthcare pathway programs may be enhanced, or new programs may be developed. Student progress and outcomes produced by the efforts of the Centers must be reported upon and evaluated.

## B. APPLICATION REQUIREMENTS

### 1. Proposal

Proposals from CAEP Consortia applicants must:

- Describe a Center for Innovation and Impact in Health Careers that includes at least one (1) K-12 adult school and one (1) California community college district as pathway partners. The intent is for K-12 adult schools and community college districts to work in alignment on the development of healthcare pathways. Additional consideration may be given for vocational pathway design where K-12 adult schools transition students into community college noncredit healthcare pathways, and then onto community college healthcare credit bearing offerings, including community college baccalaureate in applied learning.
- Focus program strategies on the application of one or more accelerated learning model(s) for in-demand healthcare occupations. Accelerated learning models may include, but are not limited to:
  - **Pre-Apprenticeship**
  - **Bridge Programs**
  - **Dual Enrollment/Co-Enrollment**

- **Integrated Education and Training (IET)**
- **Work-Based Learning**
- Align strategies to meet local or regional employment gaps and industry needs in one or more of the designated priority healthcare vocational pathways.
- Demonstrate capacity to engage effectively with employers in pathway design and implementation, work-based learning, student recruitment, and job placement. Strong proposals will include documented partnerships with healthcare employers (e.g., hospitals, clinics, long-term care facilities, behavioral health providers) who are committed to supporting English Language Learners.
- Lead a local or regional community (or communities) of practice to support(s) development, growth, and improved outcomes for ELL students in healthcare vocational pathways.
- Participate in statewide Communities of Practice led by the ELL Healthcare Vocational Pathways Technical Assistance Providers (TAPs), which will serve as a forum for sharing models, best practices, and approaches to addressing operational challenges.
- Designate a lead fiscal agent with demonstrated experience, ability, and capacity to serve as a fiscal agent for other entities while administering the contractual and financial requirements of the grant.
- Demonstrate connectivity with local workforce development boards to ensure that, where possible, training programs are added to the Eligible Training Provider List (ETPL) as a source of ongoing, sustainable funding.

## 2. Funding

Applicants agree to comply with and understand that:

- This funding source is specific to achieving the intended outcomes of developing Centers for Innovation and Impact in Health Careers to drive efforts focused on supporting the development of healthcare vocational pathways for adult learners. This funding is separate from CAEP appropriation funding. Each Applicant shall complete the tasks described in the application in [NOVA](#). Funds shall be expended in compliance with the requirements for the funding source.
- Funding shall be used to support the development and provision of occupational healthcare programs or new pathways in one (1) or more of the eight (8) priority healthcare occupations through the creation of Centers for Innovation and Impact in Health Careers:
  1. Dental Assistant

2. Emergency Medical Technician
3. Medical Assistant
4. Mental & Behavioral Health Roles (including Substance Use Disorder Counselor, Peer Support Specialist, and Certified Wellness Coach)
5. Nursing Assistant
6. Pharmacy Technician
7. Phlebotomist
8. Social and Human Service Assistant (including Community Health Worker)

Applicants may include a proposal to develop one or more healthcare vocational pathway programs based on a healthcare occupation(s) not listed above (i.e., an *other* occupation outside of those otherwise specified in this RFA).

**Note:** The applicant will be required to identify the *other* healthcare occupation(s) in the workplan, provide a rationale for selecting the occupation(s), and must demonstrate that the proposed healthcare occupation provides a minimum livable wage in the county region where the healthcare pathway is being developed, as well as evidence of hiring demand.

The proposal for this healthcare occupation shall be supported by labor market and wage data drawn from the following specific state or nationally recognized data sources. Failure to utilize at least one of these data sources to support a proposed *other* healthcare pathway will result in the pathway not being approved, which could put that application at risk for disqualification from consideration.

1. [Insight Center](#)
2. [Self-Sufficiency Standard](#)
3. [MIT Living Wage](#)

All “Other” occupations will be reviewed for approval by the Chancellor’s Office with regional wage information provided by the [Center of Excellence for Labor Market Research](#). 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.

- Applicant shall designate and identify a **Project Lead representative** to 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.
- Applicant shall designate a **single lead Fiscal Agent for the consortium (or lead consortium)** to receive grant funds and be responsible for distributing funding to members participating in the healthcare pathways project in a timely manner.

The designated lead Fiscal Agent will serve as the certifying authority on behalf of the consortium and will be responsible for submitting the application via [NOVA](#).

### 3. Workplan Component

Applicants must include the following details in the required workplan.

1. Grantee shall submit a **Program Workplan** by March 18, 2026, that:
  - A. Demonstrates thoughtful consideration of program partners, CAEP agency member selection, healthcare occupation program selection, and amount awarded and how they were selected by providing a rationale supported with regional, state, and national data.
    - i. Each consortium has the discretion to select its participating member pathway program(s) and determine how funding will be distributed to the participating member(s). Only consortium members whose programs are selected to participate in the pathway(s) will receive funding. All members of the consortium must approve the selection of the participating members.
  - B. Identifies and provides a description, supported with regional, state, and national data, for each of the healthcare occupational program(s) that the consortium and participating members will develop under this proposal. The description must also include the accelerated learning model to be adopted for each healthcare pathway intended to accelerate student completion rates.
  - C. Demonstrates evidence of employer commitment and regional collaboration leveraging local resources and partnerships and identifies how partnerships will be sustained post-grant award. Must include letter(s) from employer partnerships and regional collaboration 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.
  - D. Identifies career & student support resources to be utilized to enhance student outcome achievement. These resources include, but are 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.
  - E. Includes a detailed budget as a funding request in alignment with the funding bands shown in [Table 1](#).

- i. The comprehensive program budget should be broken down for each consortium member participating in a pathway program funded by this opportunity with object-level codes & clear narrative.
  - ii. 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%. The one-time 5% indirect costs will cover the entire project from Round Three funding. The Fiscal Agent will be required to split the indirect with the members that are providing the services to students.
2. Grantee and participating members are required to 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, including impact metrics and outcomes include:
3. Counts of:
  - A. Number of ELL student participants enrolled in the healthcare vocational pathway program.
4. Outcomes on the:
  - A. Number of ELL participants who complete the healthcare pathway program.
  - B. Number of ELL participants who complete a healthcare pathway credential.
  - C. Number of ELL participants who transitioned into a non-developmental credit college course, a credential program, or a higher education degree program.
  - D. Number of ELL participants who entered employment in their associated field of study after completing the program.
  - E. Number of ELL participants who increased earnings after completing the training in their field of study.
  - F. Average ELL participant salary upon entering program.
  - G. Average ELL participant salary upon exiting program.
5. Student Demographic Background Information
  - A. Aggregate counts by pathway for age, gender, race, and language(s)

## **5. Award Information**

### **A. AVAILABLE FUNDING**

Round Three provides up to \$55 million in available funding and may award up to 25 grant awards. This RFA is an open competition with a variable award amount to each grantee.

Applicants will submit a budget in their applications in alignment with the funding bands described in [Table 1](#).

Up to 25 applicants will be selected using verifiable and validated data from state and nationally recognized sources. Selected grantees will receive awards in a funding range band based upon the following criteria:

1. ELL Student Count (DataVista)
2. ELL Resident Count (United States Census Bureau)
3. Unmet Demand in the Priority Healthcare Occupations (Chancellor’s Office Management Information System Data Mart, Integrated Postsecondary Education Data System, Lightcast)

A table showing the funding bands in which each consortium falls is listed below in [Table 1](#). Details about the three criteria that determine the range are located in [Appendix C: Consortium-Specific Funding Bands](#).

**Table 1.**

	Funding Range
Funding Band 1	Up to \$1.5M
Funding Band 2	\$1.5M to \$3M
Funding Band 3	\$3M to \$5M

Regional allocation caps may be imposed upon individual applications in each of the eight Workforce and Economic Development Division (WEDD) macro-regions to ensure equitable geographic distribution of ELL Healthcare Vocational Pathways Round Three Funding.

An award will be based on the merits and reasonable cost for the anticipated outcomes and performance of the project. The Chancellor’s Office reserves the right to adjust award amounts based upon the availability of funds.

## **B. AWARD PROJECT PERIOD**

Round Three funding is to be expended within a thirty-six (36) month period and is expected to start in fiscal year 2026-27 and run from July 1, 2026, through June 30, 2029; no extensions will be approved. The Chancellor’s Office may terminate a grant

performance period if a grantee does not complete grant reporting requirements specified in the grant.

## **6. Eligibility Requirements for Applicants**

All 71 CAEP consortia are eligible to apply for this funding opportunity. One application per consortium may be submitted.

Applicants should have the operational and physical capacity to implement the grant, manage the project, and achieve the performance objectives and expected outcomes of the grant.

While this funding opportunity is open to CAEP consortia, it is an independent funding source, separate and distinct from ongoing CAEP funding.

To be eligible for funding, applications must be submitted by CAEP consortia and include at least one (1) K-12 adult school and one (1) California community college district as partners.

Consortia may partner with one another and submit a collaborative application for the creation of a Center of Innovation and Impact in Health Careers at a WEDD regional level. Consortia applying in this manner must adhere to the following requirements:

- Collaborating consortia must designate and identify a lead consortium.
- Collaborating consortia must designate and identify a fiscal agent. Fiscal agent will be responsible for distributing funds to all participating members and ensuring that any Memoranda of Understanding or fiscal agreements are in place with collaborating consortia for ensuring distribution of funds to their members.
- Collaborating consortia must submit only one application, which will be considered for a single award. Additional applications from a consortium participating in a collaborative application, either as an individual application or another collaborative application, will not be considered.

## **7. Application and Submission**

### **A. SUBMITTING THE APPLICATION IN NOVA**

Applications are submitted in NOVA. To submit an application:

- Log-in using an existing [NOVA](https://nova.cccco.edu/) account at <https://nova.cccco.edu/>.
- New [NOVA](https://nova.cccco.edu/) users will need to request creation of an account.

To do so, use the Access Request Wizard (<https://nova.cccco.edu/request-access>). This prompts the applicant to:

## English Language Learner Healthcare Pathways Round Three RFA

- Select an Employer (applying organization)
- Select a Program (select the ELL Healthcare Pathways Program)
- Select access Activities per need (Application activities plus other activities if expected)
- Provide additional contact information and ask any questions for support for new NOVA users.
- Existing users that already have a [NOVA](#) account but that require a modification to their access permissions should submit a [NOVA](#) Support Request through the support portal within NOVA.

After logging into [NOVA](#): Go to the sidebar menu; select “Programs” then “ELL Healthcare Pathways” and “Applications.” Click “Create Application” button to begin the application process.

### **B. APPLICATION DUE DATE**

The English Language Learner Healthcare Vocational Pathways Round Three application and all supporting documents must be submitted and certified via the [NOVA](#) reporting system on or before March 18, 2026, by 5 p.m. PST, at which time the application system will close.

### **C. FORMAT AND SUBMITTAL REQUIREMENTS**

Applications will be submitted via [NOVA](#). The [NOVA](#) system will prompt the applicant to complete all required components of the application. Applicants may be required to adjust their proposed budget, work plan, or other aspects of the application after grants have been awarded. Printed or faxed copies of the application will not be accepted. Only applications submitted via the [NOVA](#) reporting system will be accepted.

All completed applications must be submitted no later than the due date noted in this Request for Application (RFA). No late applications will be accepted. The Chancellor’s Office reserves its right to modify and/or suspend any and all aspects of this procurement, to obtain further information from any applicant responding to the RFA, to waive any informality or irregularity as to form or content of this RFA or any related response, to be the sole judge of the merits of the proposals received, and to reject any or all proposals.

### **D. INCOMPLETE AND LATE APPLICATIONS**

The Chancellor’s Office reserves the right to reject any and all applications received. An application shall be rejected prior to scoring if:

1. The application is received at the Chancellor’s Office via electronic submittal in [NOVA](#) later than 5 p.m. PST on March 18, 2026, **or** is incorrectly submitted.

2. The budget request exceeds the maximum amount allowed as specified in [Appendix C: Consortium-Specific Funding Bands](#).
3. Any of the required components of the application are incomplete or not submitted.

## E. RFA CLARIFICATION

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office of the error and request a written modification or clarification of the document. A clarifying addendum will be posted on the [WEDD RFA Website](#). Applicants are responsible for checking the [WEDD RFA website](#) for any updates to the RFA or the Frequently Asked Questions (FAQs) document. Applicants will not be notified of updates via any other manner. Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to [CAEP@CCCCO.edu](mailto:CAEP@CCCCO.edu) no later than 5 p.m. PST on Jan. 22, 2026. Allow for up to 10 business days for a response to submitted questions.

## F. BIDDERS' CONFERENCE WEBINAR

The Chancellor's Office staff will host an informational Bidders' Conference Webinar on Jan. 15, 2026, to provide an overview of the application submission process and offer potential applicants an opportunity to ask additional clarifying questions. Failure to attend the webinar will not preclude the submission of an application. The webinar will be recorded for posting on the Chancellor's Office website.

**Date and Time:** Jan. 15, 2026 from 10-11 a.m.

**Webinar Registration:** [https://cccco.zoom.us/webinar/register/WN\\_v-M9JbURRhCTYMkRrOOG8A](https://cccco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrOOG8A)

After registering, applicants will receive a confirmation email containing information about joining the webinar.

## G. ALLOWABLE AND NON-ALLOWABLE ACTIVITIES AND COSTS

Funds may be used to support costs associated with the development of ELL Healthcare Vocational Pathway Programs, including program and curriculum planning and development, program materials, instruction, equipment, and support activities. Grant funds may not be used for student stipends, internships, or other methods to pay students for participation in healthcare pathways. Match funding is not required; however, consortia and members are encouraged to show how other funds will be leveraged.

Budgets and budget narratives for the use of funds will be reviewed and scored as part of the application process. Budgets without sufficient details or descriptions and/or that

include items deemed non-allowable, excessive, or inappropriate will receive a lower score. Project funds are for direct services to the project only and are intended to supplement, not supplant, existing investments. See [Appendix D: Guidelines, Definitions and Allowable Costs](#) for additional guidance on allowable and non-allowable activities and costs.

## **H. ADMINISTRATIVE INDIRECT COST RATE**

The maximum amount of indirect costs allowed from this grant is 5% and must be shared with the consortium members who provide training and support for students and the Fiscal Agent. The Fiscal Agent will be required to split the indirect with the members that are providing the services to students.

## **8. Application Review**

### **A. REVIEW AND SELECTION PROCESS**

Each application will be read and scored by three (3) trained reviewers from a selection committee. The ELL Healthcare Vocational Pathways Round Three Selection Committee can take a variety of factors into consideration in making their funding decisions and are not required to fund the highest scoring applications that are determined not to align with the regional plans and/or do not meet regional economic needs (Education Code, Sections 88821 and 88830).

The ELL Healthcare Vocational Pathways Round Three Selection Committee reserves the right to adjust the funding amount to align with the proposed scope of work in the application. The ELL Healthcare Vocational Pathways Round Three Selection Committee may, at its discretion, award less than the amounts requested, based on review of the application and the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation. When determining grant recipients, the ELL Healthcare Vocational Pathways Round Three Selection Committee may consider past performance of grantees before awarding additional funds to those reapplying for grants (Education Code, Section 88830(a)).

### **B. SELECTION CRITERIA**

Applications are competitively scored, based on a 100-point scale, as indicated in the table provided below. A minimum average score of 75 must be obtained during the review process to be considered for funding.

Each section of the application in [NOVA](#) will be scored as noted in [Table 2](#), below.

**Table 2**

NOVA Application Sections	Maximum Points
Details	5
Contacts	Not scored
Supporting Documents	5
Program Workplan	75
Collaborative Partners	Not scored
Budget and Budget Narrative	15
<b>Total</b>	<b>100</b>

The application is provided in detail in [Appendix B: Application Sections, Format, and Content](#).

## C. ANTICIPATED ANNOUNCEMENT DATE

Intent to Award notification will be made only via an official Intent to Award Memo and posted on the [WEDD RFA website](#) by May 19, 2026. Selection of an Applicant to be awarded does not constitute approval of the application as submitted. Before the actual funding is awarded, the Chancellor’s Office may request adjustments or modifications to the application and/or budget. The Chancellor’s Office reserves the right not to fund any application related to this RFA for any reason.

## 9. Award Administration

### A. GENERAL

Funds awarded by the Chancellor’s Office under this RFA may be used only for the purpose for which they are granted in accordance with the approved application and budget, regulations, terms and conditions of the award, applicable cost principles, Chancellor’s Office assistance regulations, and other relevant provisions.

If any aspect of the approved plan for ELL Healthcare Vocational Pathways Round Three grant changes, the grantee must notify the Chancellor’s Office immediately.

If a consortium withdraws from the ELL Healthcare Vocational Pathways Round Three program, and funding has already been received, the grantee will notify the Chancellors Office immediately.

## B. REPORTING

Consortia grantees and members will be required to submit bi-annual reports on performance metrics and expenditures, including an end-of-project final report in the NOVA system. The required reports will demonstrate the awardee provided program deliverables pursuant to the Grant. The Chancellor’s Office may, at its discretion, institute additional reporting requirements or frequency as needed for the improvement of the program. Ongoing contact with the Program Staff will be required. Program reporting deadlines are outlined in [Table 3](#). Dates may be subject to change.

**Table 3: ELL Healthcare Pathways Reporting Schedule for Round Three Funding**

Reporting Deadline	Reporting Type	Activity Period
3/31/2027	1 <sup>st</sup> Bi-Annual Expenditure and Progress Report due (Q2)	7/1/26-12/31/26
9/30/2027	2 <sup>nd</sup> Bi-Annual Expenditure and Progress Report due (Q4)	1/1/27-6/30/27
3/31/2028	3 <sup>rd</sup> Bi-Annual Expenditure and Progress Report due (Q2)	7/1/27-12/31/27
9/30/2028	4 <sup>th</sup> Bi-Annual Expenditure and Progress Report due (Q4)	1/1/28-6/30/28
3/31/2029	5 <sup>th</sup> Bi-Annual Expenditure and Progress Report due (Q2)	7/1/28-12/31/28
9/30/2029	6 <sup>th</sup> Bi-Annual Expenditure and Progress Report due (Q4)	1/1/29-6/30/29
9/30/2029	Final Report due	7/1/26-6/30/29

### **C. APPEALS PROCESS**

As described in the Chancellor's Office Contracts and Grants Manual, an appeal of a grant award must be in writing signed by the college president or designee, or by the head of a non-district entity in those rare instances where such entities are eligible to apply under the RFA. The appeal must be emailed to the Vice Chancellor of the division responsible for funding the project (as identified in the RFA), with copy to the Program Dean and Program Lead in charge of the funding, within 10 business days after the date the notice of intent to award is posted. The appeal must specify the grounds of appeal and must be based on the process and/or procedures used in the review and recommendation of applications for awards.

The Vice Chancellor shall review all the information submitted with the appeal, consult with the Office of the General Counsel, and render a decision within 30 calendar days of the date of receipt of the appeal. The decision of the Chancellor's Office is final. Appeals shall be limited to the grounds that the Review Committee failed to correctly follow the specified processes for reviewing the application. The applicant must file a full and complete written appeal, including the process(s) in dispute. Incomplete or late appeals will not be considered. The applicant may not supply any new information that was not contained in the original application. Appeals should be submitted to the Vice Chancellor at [ACordova@CCCCO.edu](mailto:ACordova@CCCCO.edu) no later than May 29, 2026.

### **D. ACCESS AND EQUITY**

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

## **Appendix A: Letter of Intent to Participate**

All applicants shall utilize the [\*\*Appendix A: Letter of Intent to Participate in the English Language Learner Healthcare Pathways.\*\*](#)

Consortia applying to participate in the ELL Healthcare Vocational Pathways program grants should complete a digital copy of this letter with each of the CAEP Member Institutions that their members have selected to participate and upload it into the NOVA application at the appropriate prompt.

## Appendix B: Application Sections, Format, and Content

### INSTRUCTIONS FOR COMPLETING THE DETAILED APPLICATION AND WORKPLAN

The following instructions describe the content and format of the application and its questions or prompts in the [NOVA](#) system. Only applications submitted via the [NOVA](#) system will be accepted. To receive the highest possible score and to prevent disqualification, the application instructions in [NOVA](#) must be followed, all questions must be answered, and all requested information must be supplied.

#### 1. Details (5 points)

##### Application Name

Fill in the Application Name. **This name must include the name of the consortium applicant** (e.g., Antelope Valley ELL Healthcare Vocational Pathways Round Three).

##### Assurances

A duly authorized representative for the Applicant district should review all assurances, certifications, and terms and conditions to familiarize themselves with the grant expectations.

#### I. The applicant provides assurance that the Plan detailed in the application:

- a. Is aligned with the requirements stated in the Request For Application to:
  - i. Describe all activities related to achieving the intended outcomes to develop healthcare-focused occupational pathways for adult learners who are English Language Learners including through the creation of Centers for Innovation and Impact in Health Careers.
  - ii. Designate a Program Lead for the Plan.
  - iii. Designate a Fiscal Agent for the Plan.
  - iv. Receive approval for selection of participating members from all members of the participating consortium (or consortia).
  - v. Engage with community, employer, and other partners as applicable to attain goals defined in the Plan, including providing letters of participation.
  - vi. Include utilization of one or more accelerated learning models within the pathways.
- b. Ensures funds are budgeted for eligible purposes for ELL Healthcare Pathways funding as outlined in the Request for Application at the object level.

- c. Incorporates data that can be utilized by policymakers, community college districts, and regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.
- d. Ensures that the participating consortium (or consortia) and participating members have the operational capacity to fulfill the obligations proposed in the plan.

**II. The applicant agrees to collect and report program and student participation data as outlined in the Request for Application.**

## 2. Contacts (Not scored)

In this section, add contacts and assign roles for key contacts of the Consortium applicant based upon **technical NOVA permissions** desired (described below), and not necessarily based upon the title or function.

More than one person can be assigned the same role/permissions, and **the same person can be assigned multiple roles/permissions**. For example, the Project Lead Contact may also be the Plan Approver. In this case, enter the person twice: Once as the Project Lead Contact, and once as the Plan Approver.

The **NOVA roles/permissions** are as follows (listed in order of access level):

- **Project Lead Contact:** Edit & Submit Projects, Fiscal Reports & Surveys (can fill out and submit all workflows and forms in [NOVA](#); can view all plans and reports)
- **Alternate Project Lead Contact:** Edit Projects (can fill out workflows and forms only, but cannot submit; can view all plans and reports)
- **Institution Project Fiscal Reporter:** Edit and Submit Fiscal Reports (can fill out and submit Fiscal Reports only; cannot fill out workflows or submit them); required for each participating funded member, [NOVA](#) will automatically prompt for this based upon the Partners listed in the Collaborating Partners section of the application
- **Contact:** Edit Projects, Fiscal Reports, and Program Area Reports (can fill out all workflows and forms, but cannot submit; can view all plans and reports)
- **Contact - View Only:** View Projects (can view workflows and plans)
- **Fiscal Report Approver:** Final certification/approval of Plan/Application
- **Plan Approver:** Final certification of Plan/Application

Later, in the Program Workplan section of the application, collaborating partners are defined and budgets set. After that section is completed, the applicant will need to return

to this Contacts section as it will prompt for an Institutional Fiscal Approver (same as the Institution Project Fiscal Reporter) for each of those funded partners.

### 3. Supporting Documents (5 points)

Upload copies of the types of documentation listed below. The Partner Commitment Letter does not have a prescribed format.

- Signed [Letter of Intent to Participate](#) from participating consortium members (Required)
- Partner Commitment Letter (Required)
- Other (Optional)

Write a brief description for any “Other” types of file uploads.

### 4. Program Workplan (75 points)

#### 1. Provide responses regarding the proposed Center for Innovation and Impact in Health Careers that will be created through this funding:

- Describe the Center** and how it fosters innovation and maximizes impact ELL students in occupational healthcare pathways. Include the proposed organizational structure of the Center along with the overall vision, goals, and target population(s), including specific strategies for serving English Language Learners. (2500 characters)
- Include a clear purpose and function** for the proposed Center within the consortium’s region(s), as well as a plan for sustainability beyond this round of grant funding. (2500 characters)
- Describe how the Center will support** the participating members and partners to implement and operate the occupational ELL healthcare vocational pathway(s). This includes how the proposed Center will provide relevant professional development, technical assistance, coaching, and curricular resources to member agencies and partners. (2500 characters)

#### 2. Provide responses regarding the healthcare vocational pathway(s):

- Identify the consortium member partners and programs selected to participate.** Provide a rationale supported with data for agency member selection, program selection, and amount requested. (0-5000 characters)

Explain the process the consortium used to select the participating member agencies (and their programs). Describe how the process sought to ensure full member participation and approval in selecting the members' participating programs.

The consortium must demonstrate thoughtful consideration of program partners and how they are selected by providing a rationale supported by regional, state, and national data for agency member selection, program selection, and amount awarded.

The 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 vocational 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.

- ii. **Select the healthcare vocational pathway(s) to be funded by this investment.** Complete the follow-up questions that will appear for each vocational pathway selected. (Checkboxes)

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

1. Dental Assistant
2. Emergency Medical Technician
3. Medical Assistant
4. Mental & Behavioral Health Roles (including Substance Use Disorder Counselors, Peer Support Specialists, and Certified Wellness Coaches)
5. Nursing Assistant
6. Pharmacy Technician
7. Phlebotomist
8. Social and Human Service Assistant (including Community Health Workers)

**Note:** Grantees may submit a proposal to develop an occupational healthcare pathway program based on a healthcare occupation that is not listed. 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.

Answer after each priority healthcare occupation(s) that is selected:

**Select the Accelerated Learning Model(s) associated with this pathway.**

Common Accelerated Learning Models include: (Dropdown)

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

- **Pre-Apprenticeship/Apprenticeship:** Pre-Apprenticeship/Apprenticeship programs must be registered with Department of Apprenticeship Standards, DAS.
  - **Co-enrollment:** English as a Second Language (ESL) courses, work readiness courses; enrollment in more than one core federal Workforce Innovation and Opportunity Act (WIOA), Title II 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.
  - **Work-based Learning:** Learning that takes place in the workplace: internships, work experience, etc.
- iii. **Provide a description of how** English language instruction, workforce preparation, and workforce training will be integrated into the **pathway program(s)**.
- iv. **Describe how this proposal demonstrates evidence of employer commitment and regional collaboration** to leverage local resources and partnerships. Identify how partnerships will be sustained post-grant award. (0-5000 characters)

**Partnerships must include** a *partner commitment letter* for employer partnerships and regional collaboration that clearly outlines the measurable commitments the partner(s) will contribute to effort, time, and desired outcomes. The letter should be submitted in the "Supporting Documents" section of this plan.

Some examples of measurable commitments are: the number of workplace learning opportunities, internships, job placement, etc. that the partnership will provide; description of capacity to recruit participants and engage effectively with employers for curriculum design, work-based learning and job placement; description of working closely with local Workforce Development Boards to ensure that the training programs get on the Eligible Training Provider List (ETPL) as a source of sustainable funding, as well as seeking out funding to continue the program beyond the life of the grant.

v. **Describe the career and student support resources that will be utilized to enhance student outcome achievement.** (0-5000 characters)

Provide an explanation of how the program will address equity, access, and wraparound supports for ELL Healthcare Vocational Pathways participants. This includes a detailed description of the career and student support resources that will be utilized to enhance student outcome achievement. For example, this could mean 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. **Provide a description of strategies** that will be implemented to improve student transitions to both post-secondary instruction and employment.

vii. **List the proposed pathways and target metrics.** Ten rows are provided here to list proposed programs; all ten do not need to be used. Enter "0" in any unused or empty cells. If more than ten rows are needed, upload a file with metric targets in the "Supporting Documents" section of this application as a file type of "Other."

1. 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.
2. 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

viii. **Provide contact information for the lead Fiscal Agent and the consortium Project Lead.**

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

2. The Grantee's designated **lead Fiscal Agent** for the consortium will receive the grant funds via the State Apportionment process and is responsible for distributing funding to members participating in the healthcare pathways project in a timely manner. This lead Fiscal Agent will serve as the certifying authority on behalf of the consortium and will be responsible for submitting the application and workplan via [NOVA](#).
3. 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.

## 5. Collaborative Partners (Not scored)

The “Collaborative Partners” section of the application is for the purpose of listing members who will incur costs and require budgets which will appear in the “Budget” section that follows this section.

Select/enter the Adult Education partner/member agencies that will be participating in the ELL Healthcare Vocational Pathways grant and will receive funding. This section includes the community college and K-12 adult school members. Applicants may also include the designated fiscal agent/lead representative’s organization that might receive indirect costs.

There is no need to make an entry for the applying consortium as it will not receive a budget and the funds will be shown in the following “Budget” section.

Each individual consortium member that is both participating in the Center for Innovation and Impact in Health Careers **and** receiving funding must be listed in the "Collaborative Partners" section of this work plan in NOVA. Members listed here will allow these members to be available in the Budget section of NOVA, allowing the consortium to have the ability to then create an individual budget for each participating member. This includes the member serving as Fiscal Agent.

**REMINDER:** Funding is specific to achieving the intended outcomes for the ELL Healthcare Vocational Pathways investment. As a result, funding must only be distributed to members of the consortia participating in the development of Centers for Innovation and Impact in Health Careers and, therefore, is not intended to be distributed across all members. **Only list participating members who will participate in a Center for Innovation and Impact in Health Careers and receive ELL Healthcare Vocational Pathways funding in this section.**

Note, ELL Healthcare Vocational Pathway funds are separate from CAEP apportionment funding and are not considered to be ongoing CAEP funding.

## 6. Budget (15 points)

**First, provide a high-level budget narrative.** (0-2500 characters)

**Then, click the "New Budget Item" button and provide a detailed, object-level budget for each Collaborative Partner for the three-year period beginning 2026-27.**

Enter the budget for each participant.

**DO NOT enter a budget for the consortium as it is not a legal entity.** Rather, the member serving as fiscal agent will include budget costs under the *designated institution name*. Indirect funds may not exceed 5% of the total budgeted expenditures for all funded participants, combined.

## STUDENT SUCCESS STORIES

This section may be used after the program is underway and is not a required part of the application. Submit any success stories related to ELL Healthcare Occupational program/s when they occur. Success Stories can be added to a plan at any time without needing to recertify it.

## SUBMISSION DATES AND TIMES

Information	Details
RFA Released:	Dec. 16, 2025
Bidders' Conference:	Jan. 15, 2026, 10-11 a.m. <a href="https://cccco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrO0G8A">https://cccco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrO0G8A</a>
Deadline for Submitting Questions:	Jan. 22, 2026
Deadline for Submitting Application:	March 18, 2026
Notification of Awards:	May 19, 2026
Appeal Deadline:	May 29, 2026
Grant Commencement:	July 1, 2026
Grant Period End:	June 30, 2029

## Appendix C: Consortium-Specific Funding Bands

Use this table to determine the funding band for each consortium. Applicants may apply for funding in their applications as noted in [Table 1](#) in alignment with the funding bands shown here.

Table data is sourced from the United States Census Bureau, Chancellor’s Office Management Information System Data Mart, Integrated Postsecondary Education Data System, Lightcast, and DataVista, including averages and projections spanning from 2018-2026. Percentages indicate the weight for each criterium.

Consortium	ELL Students 50%	ELL Residents 25%	Unmet Demand 25%	Funding Band
About Students Regional Consortium- Riverside	4,675	447,046	1,940	3
Accel San Mateo County	5,099	291,187	7,152	3
Adult Education Pathways	1,652	3,559	2,627	1
Allan Hancock Community College Consortium	2,761	81,780	1,468	2
Antelope Valley Regional Adult Education Consortium	1,524	129,297	1,468	1
Barstow Area Consortium for Adult Education	106	6,101	1,940	1
Butte-Glenn Adult Ed Consortium	852	32,108	2,627	1
Capital Adult Education Regional Consortium	5,019	438,601	2,627	3

English Language Learner Healthcare Pathways Round Three RFA - Appendix C

<b>Consortium</b>	<b>ELL Students 50%</b>	<b>ELL Residents 25%</b>	<b>Unmet Demand 25%</b>	<b>Funding Band</b>
Chabot-Las Positas/Mid-Alameda County Consortium	5,244	397,374	7,152	3
Citrus College Adult Education Consortium	2,181	99,594	6,540	2
Coast Adult Education Consortium	6,132	225,342	2,267	3
Coastal North County Adult Education Consortium	2,427	92,842	1,984	2
Contra Costa Adult Education Consortium	6,314	336,788	7,152	3
Delta Sierra Regional Alliance (San Joaquin Delta)	3,194	262,852	775	2
Desert Regional Consortium	3,321	184,192	1,940	2
Education to Career Network of North San Diego County (Palomar/Vista)	4,804	218,779	1,984	2
Feather River Adult Ed Consortium	34	1,537	2,627	1
Foothill De Anza / NSCCSTC	3,295	171,484	7,152	2
Gateway Adult Education Network	1,738	117,471	775	2

English Language Learner Healthcare Pathways Round Three RFA - Appendix C

<b>Consortium</b>	<b>ELL Students 50%</b>	<b>ELL Residents 25%</b>	<b>Unmet Demand 25%</b>	<b>Funding Band</b>
Gavilan Regional Adult Career and Education Services	1,210	56,479	7,152	1
Glendale Community College District Regional Consortium	5,109	118,110	6,540	3
Greater Opportunity Through Adult Learning	1,801	70,365	7,152	2
Imperial County Adult Education Consortium	1,447	94,788	1,984	1
Inland Adult Education Consortium	3,350	289,214	1,940	2
Kern Adult Education Consortium	3,961	337,982	775	2
Lake Tahoe Adult Education Consortium	169	2,854	2,627	1
Lassen-Modoc Adult Education Consortium	37	3,299	2,627	1
Long Beach Adult Education	2,339	179,620	6,540	2
Los Angeles Regional Adult Education Consortium	59,639	2,642,790	6,540	3
Marin County Adult Education Block Grant Consortium	2,481	34,595	7,152	2

English Language Learner Healthcare Pathways Round Three RFA - Appendix C

<b>Consortium</b>	<b>ELL Students 50%</b>	<b>ELL Residents 25%</b>	<b>Unmet Demand 25%</b>	<b>Funding Band</b>
Mendocino-Lake Community College District	650	14,962	2,627	1
Monterey Peninsula Community College District	1,083	39,294	7,152	1
Morongo Basin AEBG Consortium (Copper Mountain)	160	8,723	1,940	1
Mt. San Antonio Regional Consortium for Adult Education	15,065	393,275	6,540	3
Napa Valley Adult Education Consortium	1,355	34,021	7,152	1
North Central Adult Education Consortium (Yuba)	1,782	67,091	2,627	2
North Coast Adult Education Consortium	188	14,867	2,627	1
North Orange County Regional Consortium for Adult Education (NOCRC)	7,690	361,652	2,267	3
Northern Alameda Consortium for Adult Education	4,375	219,515	7,152	3
Palo Verde Consortium	146	16,064	1,940	1

English Language Learner Healthcare Pathways Round Three RFA - Appendix C

<b>Consortium</b>	<b>ELL Students 50%</b>	<b>ELL Residents 25%</b>	<b>Unmet Demand 25%</b>	<b>Funding Band</b>
Partnership for Adult Academic and Career Education	4,901	188,996	6,540	3
Pasadena Area Consortium	2,975	170,281	6,540	2
Rancho Santiago Adult Education Consortium	17,777	323,570	2,267	3
Rio Hondo Region Adult Education Consortium	6,720	214,347	6,540	3
Salinas Valley Adult Education Consortium	2,212	113,692	7,152	2
San Diego Adult Education Regional Consortium	16,058	291,546	1,984	3
San Diego East Region Adult Education Consortium	2,671	114,181	1,984	2
San Francisco Adult Education Consortium	16,866	312,091	7,152	3
San Luis Obispo County Adult Education Consortium	1,131	36,894	1,468	1
Santa Barbara AEBG Consortium	1,335	55,550	1,468	1
Santa Clarita Valley Adult Education Consortium	1,325	76,648	1,468	1

English Language Learner Healthcare Pathways Round Three RFA - Appendix C

<b>Consortium</b>	<b>ELL Students 50%</b>	<b>ELL Residents 25%</b>	<b>Unmet Demand 25%</b>	<b>Funding Band</b>
Santa Monica Regional Consortium for Adult Education	1,338	19,555	6,540	1
Sequoias Adult Education Consortium (SAEC)	1,796	130,050	775	2
Shasta-Tehama-Trinity Adult Education Consortium	372	26,190	1,940	1
Sierra Joint Consortium	1,068	73,563	2,627	1
Solano Adult Education Consortium	1,771	103,530	7,152	2
Sonoma County Adult Education Consortium	4,095	82,413	7,152	2
South Bay Adult Education Consortium (El Camino)	3,774	180,162	6,540	2
South Bay Adult Education Consortium/Southwestern	4,949	231,135	1,984	3
South Bay Consortium for Adult Education	9,602	653,875	7,152	3
South Orange County Regional Consortium (SOCRC)	6,867	259,086	2,267	3

English Language Learner Healthcare Pathways Round Three RFA - Appendix C

<b>Consortium</b>	<b>ELL Students 50%</b>	<b>ELL Residents 25%</b>	<b>Unmet Demand 25%</b>	<b>Funding Band</b>
Southern Alameda County Consortium (Ohlone Community College District)	2,209	3,124	7,152	2
Southwest Riverside County Adult Education Regional Consortium	4,723	220,268	1,940	3
State Center Adult Education Consortium	5,656	381,729	775	3
Tri City Adult Education Consortium	2,817	152,041	6,540	2
Ventura County Adult Education Consortium	5,440	250,554	1,468	2
Victor Valley Adult Education Regional Consortium	832	80,222	1,940	1
West End Corridor/Chaffey Regional Adult Education Consortium	6,172	351,364	1,940	3
West Hills College Consortium	934	44,954	775	1
West Kern Consortium	110	11,604	775	1
Yosemite (Stanislaus Mother Lode) Consortium	3,139	194,743	775	2

## **Appendix D: Guidelines, Definitions, Allowable Expenditures**

### **GUIDELINES, DEFINITIONS, AND ALLOWABLE EXPENDITURES**

#### **Guidelines, Definitions, and Allowable Expenditures Determining if a Cost is Allowable**

All allowable costs must meet three primary criteria:

1. Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations.
2. The cost must be allocable to the funding source activities; and
3. The cost must not be a general expense required to carry out the grantee's overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the grantee; otherwise, they are not allowable within that year without changes to the statement of work/budget.

#### **While the proposed cost is allowable under the funding source, is it also reasonable?**

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances pre-vailing at the time the decision was made to incur the cost.

Systems that can guide this definition are necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

#### **What are the guidelines of allocable?**

Allocable is defined by the dictionary as capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. Grantees can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Beyond this definition, allocable also means that the cost must be directly related to the statement of work/budget that has been approved by the Chancellor's Office.

#### **What is supplanting?**

English Language Learner Healthcare Vocational Pathways Grant funds provided under this funding opportunity must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without grant funds provided under this funding opportunity.

Grantees must be able to demonstrate that Grant funds provide under this funding opportunity are added to the amount of state and local funds that would, in absence of Grant funds provide under this funding opportunity, be made available for uses specified in the workplan. Allocation recipients and subrecipients must use Grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other funds not related to Grant funds provided under this funding opportunity.



**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:** Gary Adams, Dean of Adult Education, Apprenticeship and Contract Education, California Community Colleges Chancellor's Office

**RE:** Request for Application Release – English Language Learner Healthcare Pathways Grant: Round Three

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The California Community Colleges Chancellor's Office, in partnership with the California Department of Education, announces the release of the Request for Application (RFA) solicitation for English Language Learner Healthcare Pathways Grant: Round Three. This initiative solicits proposals from California Adult Education Program Consortia to establish Centers for Innovation and Impact in Health Careers. Efforts funded through this initiative are intended to *supplement* and align with California's broader adult education and workforce development systems, as well as the Governor's Master Plan for Career Education.

Under the Governor's Care Economy Workforce Development Package, the Budget Act of 2022-23 included a one-time appropriation of Proposition 98 funds to be distributed over three rounds to support the development of limited-term, healthcare-focused, accelerated vocational pathways for English Language Learners across all levels of English proficiency through the California Adult Education Program (CAEP).

To adhere to the Legislature's intent and maximize program outcomes, the California Community Colleges 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 to jointly develop a data-driven approach to guide the release and investment of these funds.

Through development of accelerated learning models and the creation of Centers for Innovation and Impact in Health Careers, funded projects will design and implement strategies to prepare adult learners for success in high-demand healthcare occupations, strengthen regional workforce pipelines, and contribute to a more inclusive and resilient healthcare system.

## **Application Information**

The ELL Healthcare Pathways Grant Round Three RFA is available online and may be accessed at the Chancellor’s Office [website](#). CAEP consortia with intent to apply must submit an application, including a Letter of Intent to Participate, project workplan, budget estimate, and budget narrative, on behalf of the consortium and participating members via the Chancellor’s Office [NOVA](#) system by **5 p.m., Wednesday, March 18, 2026**.

## **Bidder’s Conference Webinar**

A Bidder’s Conference Webinar will be held to provide an overview of the project submission process on **Thursday, Jan. 15, 2026, from 10-11 a.m.** Interested parties can register for the event at: [https://cocco.zoom.us/webinar/register/WN\\_v-M9JbURRhCTYMkRrO0G8A](https://cocco.zoom.us/webinar/register/WN_v-M9JbURRhCTYMkRrO0G8A).

## **Questions**

Written questions concerning the specifications in the Request for Applications must be submitted via email to [CAEP@CCCCO.edu](mailto:CAEP@CCCCO.edu) by **5 p.m., Thursday, Jan. 22, 2026**.

cc: Anthony Cordova, Vice Chancellor of Workforce and Economic Development, California Community Colleges Chancellor’s Office

Carolyn Zachary, State Director/Education Administrator for Adult Education, California Department of Education

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## QUOTATION

### Fischer Engineering Company, LLC

8220 Expansion Way  
Dayton, OH 45424  
937-754-1750

**TO:** Plumas Charter Scool  
1425 E Main St  
Quincy, CA 95971  
(530)283-3851 Fax: (530)283-3841

Attn: Jesse Lazzarino

**SHIP TO:** Plumas Charter Scool  
1425 E Main St  
Quincy, CA 95971  
(530)283-3851 Fax: (530)283-3841

Attn: Jesse Lazzarino

Quote No.	Date	Cust No	S/P	Terms	Ship Date	F.O.B.	Expiration
0008278	1/20/2026	004310	CW	PRE-PAID		FOB Dayton, Oh	30 DAYS

Item	Quantity	UM	Part	Description	Price \$	Extension \$
001	1.00	EA	BT1D 4	BT1D GUIDED BEND TESTER WITH AIR / HYDRAULIC PUMP. INCLUDES THE FOLLOWIN BT1-M1.500 MANDREL, BT1-MA0 MANDREL ADAPTER, 8CS0-2 GUIDE SCREW, 3/16 BONDHUS BALLDRIVER, INSTRUCTION MANUAL	3,990.00	3,990.00
800	1.00		FREIGHT	FREIGHT CHARGES	110.00	110.00
<b>Total for Quote \$</b>						<b>4,100.00</b>

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