ELL Healthcare Pathways

ELL Healthcare Pathways: Round Three

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POWERED BY
California Community Colleges

ELL Healthcare Pathways

WestEd WestEd.org

International Rescue Committee

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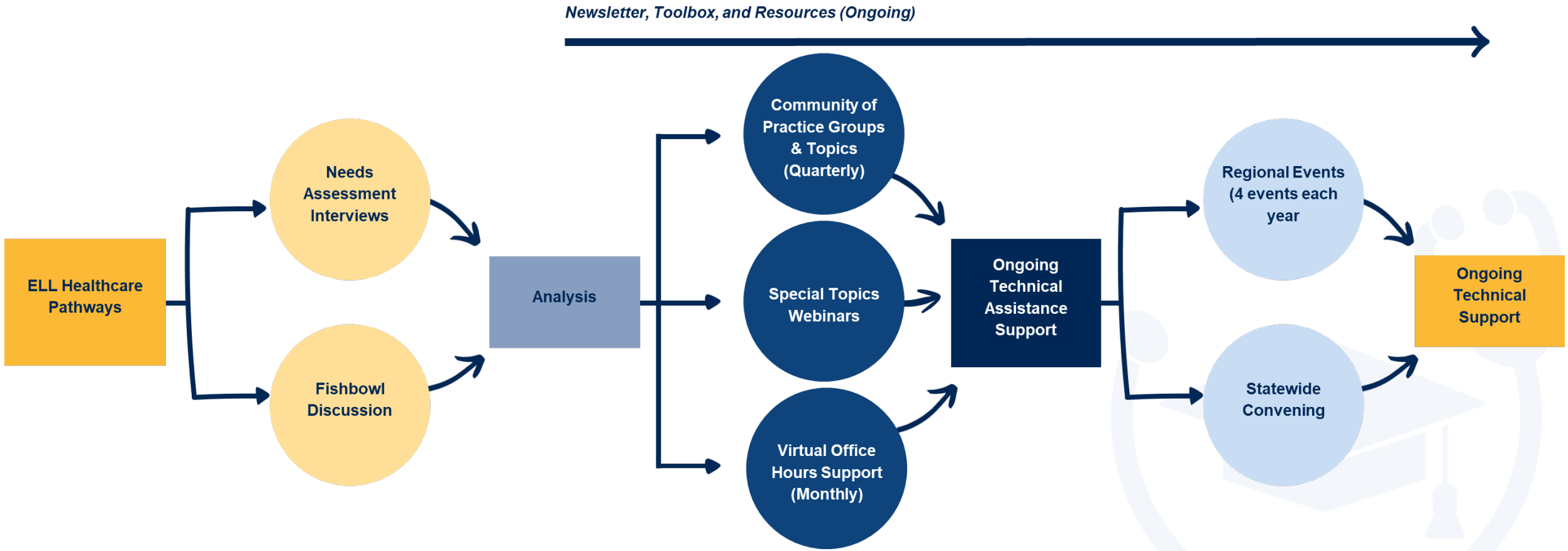
Technical Assistance Timeline



Today's Objectives

By the end of this webinar, you should be able to:

- Understand the intent of the Round 3 RFA, including the *Centers for Innovation and Impact*
- Provide examples of the RFA's key characteristics in practice
- Design accelerated ELL healthcare pathways
- Engage employers meaningfully across pathways
- Align partnerships, occupations, and outcomes to RFA expectations

DISCLAIMER

- Neither WestEd nor IRC were involved in the creation of this RFA, and they will not be involved in the scoring or selection of grantees.
- The purpose of this webinar is solely to provide more information about the RFA. Nothing shared in this webinar will guarantee approval or have any impact on whether a consortium's application will be awarded.

Why Round Three Looks Different…

- All 71 consortia eligible to apply
- Shift from individual programs to ***Centers of Innovation and Impact in Health Careers***
- Emphasis on:
  - Innovation
  - Acceleration
  - Workforce and labor-market alignment
  - Regional impact
  - Sustainability and scalability

What This Webinar Will (and Will *Not*) Cover

Will cover

- Center design expectations
- Employer engagement requirements
- Accelerated learning models
- Pathway and partnership design

Will *not* cover

- Budget line-item development
- Narrative formatting tips unrelated to design
- Data collection and reporting

Big Idea: From Isolated Programs to Workforce-Driven Centers

- Round 3 funds Centers, not isolated programs
- It is investing in regional Centers of Innovation and Impact that*:
  - Drive innovation in healthcare career pathways
  - Build specialization and expertise
  - Coordinate systems
  - Drive sustained workforce outcomes
  - Incorporate employer input at the strategic design level

*ELL Healthcare Pathways Round 3 RFA, p. 7-8

Defining “Centers for Innovation and Impact”

A Center:

- Serves as a hub of innovation, specialization, and expertise
- May be a physical location, but is not required to be
- Is intentionally designed to:
  - Develop and implement innovative service models
  - Accelerate ELL entry into healthcare careers
  - Improve systems, not just services
  - Benefit partners beyond a single institution

A Center is *not*:

- A single class or short-term pilot
- Employer engagement limited to advisory roles / letters of support
- A program disconnected from hiring demand
- A set of disconnected activities without a pathway

**ELL Healthcare Pathways Round 3 RFA, p. 6-8*

Priority Occupations*

1. Dental Assistant
2. EMT
3. Medical Assistant
4. Mental / Behavioral Health roles
5. CNA
6. Pharmacy Technician
7. Phlebotomy
8. Social / Human Services Assistant

*ELL Healthcare Pathways Round 3 RFA, pp. 9-10

Proposing Other Occupations*

- ✓ Living-wage outcomes
- ✓ Strong regional hiring demand

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Key Characteristics of Centers

Centers funded under Round Three are expected to serve as:

- Engines of excellence and expertise
- Drivers of innovation
- Coordinators of education and employer partnerships *on a consortium-wide, community-wide, and/or regional level*

These characteristics come directly from the RFA and are design expectations.

**ELL Healthcare Pathways Round 3 RFA, p. 6-8*

Key Characteristic 1: Hubs of Specialization and Expertise

- **Build evidence-informed expertise in:**
  - Priority healthcare occupations
  - Accelerated training strategies for ELLs
  - Workforce development models
- **Maintain current understanding of:**
  - Credentialing and licensing requirements
  - Employer skill needs
  - Effective andragogical practices for adult ELLs
- **Develop tools, frameworks, and curricula that are:**
  - Applied locally
  - Scalable statewide

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What This Looks Like in Practice

(Ideas, not requirements)

Examples include:

- A consortium develops standardized ELL-focused curricula for Medical Assistant and CNA pathways aligned to employer competencies.
- Faculty and staff regularly update curriculum based on licensure or industry changes.
- The Center serves as a curriculum repository across consortium members.
- Employers help define job-specific language and skill demands, which are embedded into instruction.

Key Characteristic 2: Strategic Pursuit of Goals and Outcomes

- Operate with a clear strategic plan for:
  - Sustainability
  - Scalability
  - Student retention
- Establish measurable outcomes tied to:
  - ELL enrollment
  - Credential attainment
  - Transitions to postsecondary education
  - Transitions to employment
- Align goals with:
  - Local and regional workforce demand
  - Consortium member priorities

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What This Looks Like in Practice

- Shared targets for ELL enrollment, program and credential completion, transitions to credit programs, and job placement
- Outcome goals aligned to employer hiring demand
- Regular data reviews with consortium and employer partners
- Adjustments to pathway design based on performance data
- Early planning for sustainability beyond grant funding (i.e., braided funding, institutionalization, or employer-supported models)

Key Characteristic 3: Exemplifying Operational Excellence

- Demonstrate high-quality program design and implementation
- Use data-informed decision making
- Ensure strong fiscal and administrative stewardship
- Support effective cross-agency collaboration
- Provide professional development, technical assistance, and coaching

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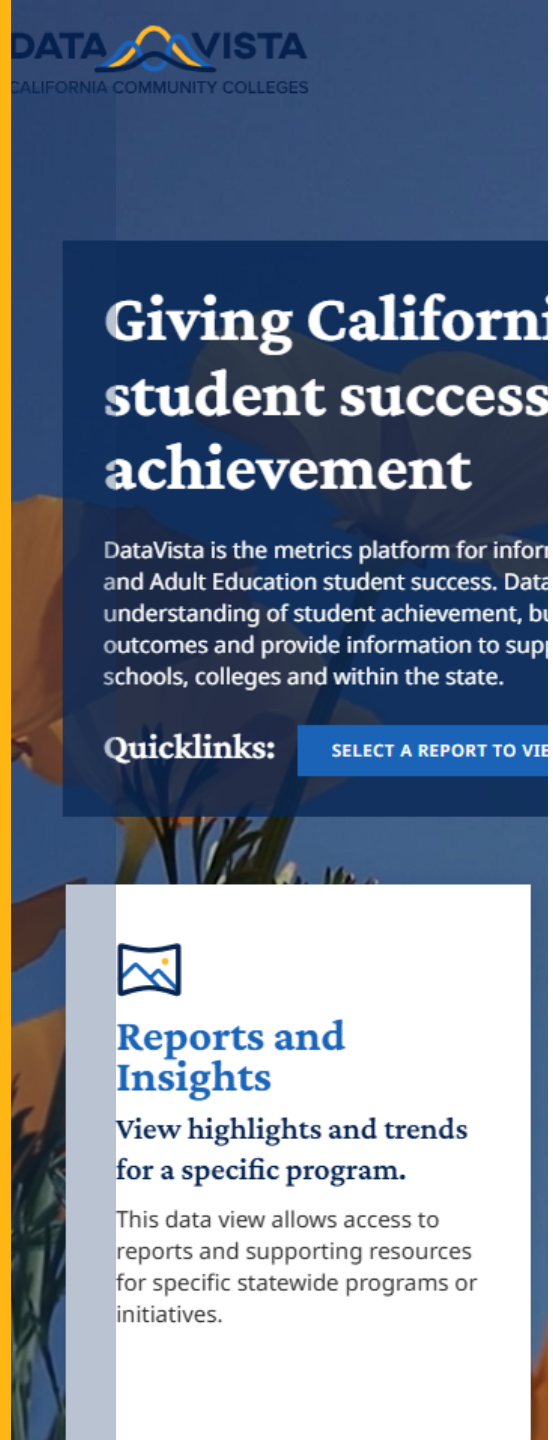

What This Looks Like in Practice

- Adult schools and colleges align intake, placement, and advising processes so learners experience a seamless transition
- Coordinated instructional schedules and sequencing across partners
- Employer-informed clinical and work-based learning logistics
- The Center offers professional development and coaching to instructors across member agencies.
- Data tools or dashboards are used to monitor progress and inform decision-making across partners.

Key Characteristic 4: Incubators of Innovation and Improvement

- Pilot new instructional and support models
- Leverage technology to support learning
- Experiment with co-teaching and team-based delivery
- Apply accelerated learning models intentionally
- Pair innovation with evaluation and continuous improvement
- Document best practices and lessons learned for sharing statewide

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What This Looks Like in Practice

- The Center pilots co-teaching models that pair ESL and CTE instructors in healthcare courses.
- Technology is used to support hybrid instruction or simulated clinical experiences.
- New accelerated models (e.g., compressed bridge programs) are tested or refined.
- Learner and employer feedback loops
- The Center documents what worked, what didn’t, and why, and adjusts program design accordingly.
- Dissemination of lessons learned across the state

Key Characteristic 5: Consortium and Community-Wide Impact

- Benefit students, communities, and partners
- Actively engage stakeholders, including employers
- Build capacity across institutions
- Foster a shared vision for pathway sustainability and expansion
- Document success in healthcare vocational pathway outcomes

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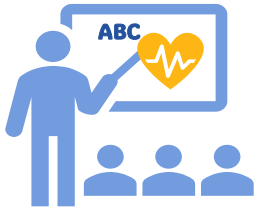
What This Looks Like in Practice

- Multiple adult schools and colleges adopt shared pathway designs developed by the Center.
- Employers use the Center as a preferred talent pipeline.
- The consortium hosts regional convenings or communities or practice.
- Practices developed through the Center influence policy, programming, or regional strategies beyond the original partners.
- Leverage employers for paid work-based learning, clinical placements, equipment, or direct hiring commitments
- Add programs to the ETPL so participants can access other workforce funds to support training costs

Acceleration & Pathways

Accelerated Learning: What it Means

- Reduced time to credential
- Removal of unnecessary barriers
- Embedded language and occupational learning
- Early and continuous employer exposure



Accelerated Learning Models may include (but are not limited to):*

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

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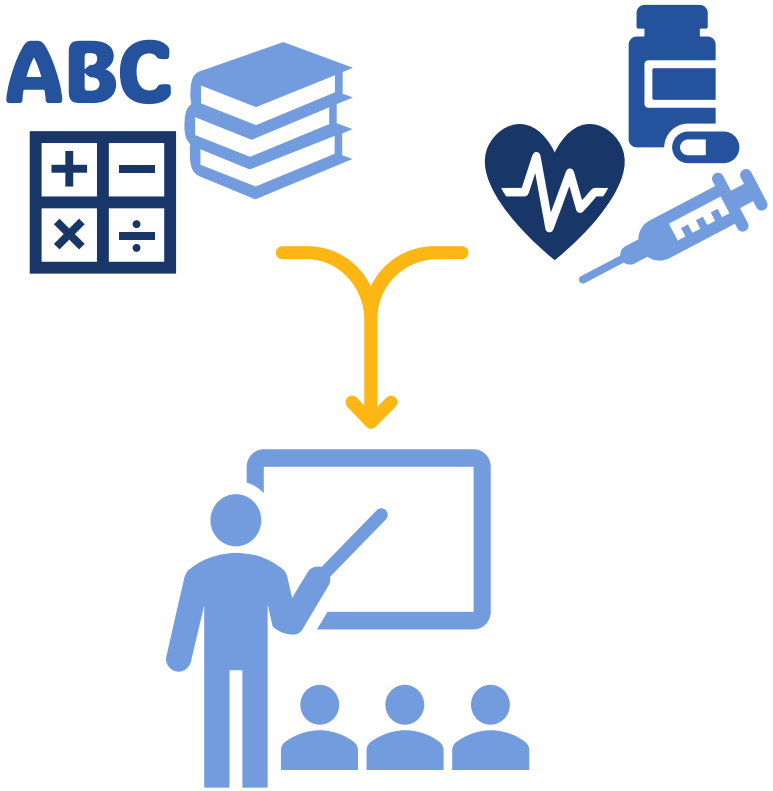
Accelerated Learning Model: Pre-Apprenticeship



- Short-term, preparatory training aligned to healthcare roles
- Focus on foundational skills, workplace readiness, and language
- Designed to prepare learners for:
  - Apprenticeships
  - Entry-level employment
  - Further credentialed training
- Employer involvement in design and transition

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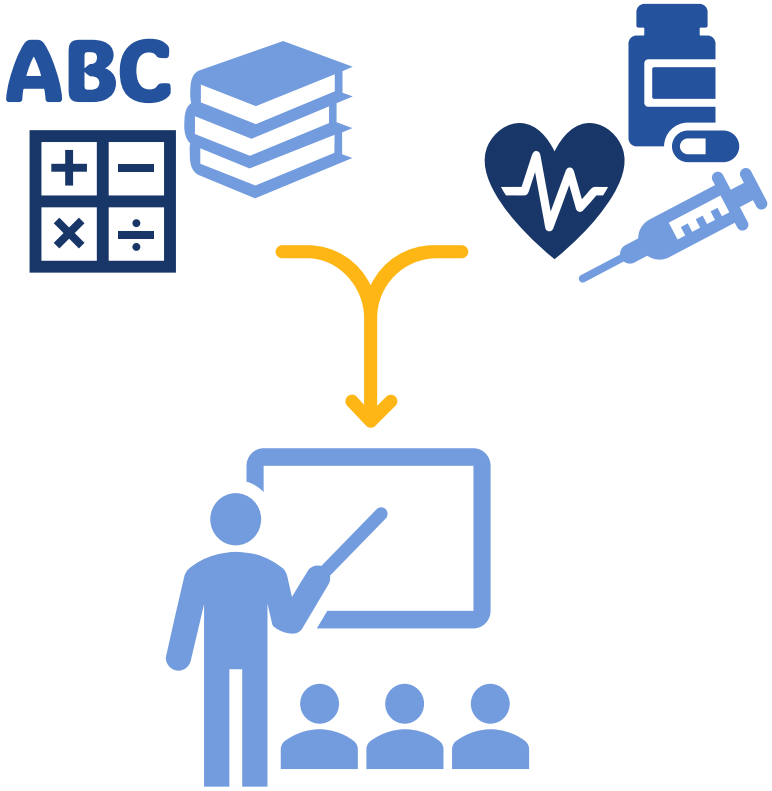
Accelerated Learning Model: Bridge Programs*



- Contextualized instruction combining ESL and healthcare content
- Designed to move learners into CTE or credential programs
- Focus on:
  - Academic readiness
  - Career exploration
  - Occupational language
  - Foundational healthcare skills
- Time-limited and intentionally sequenced

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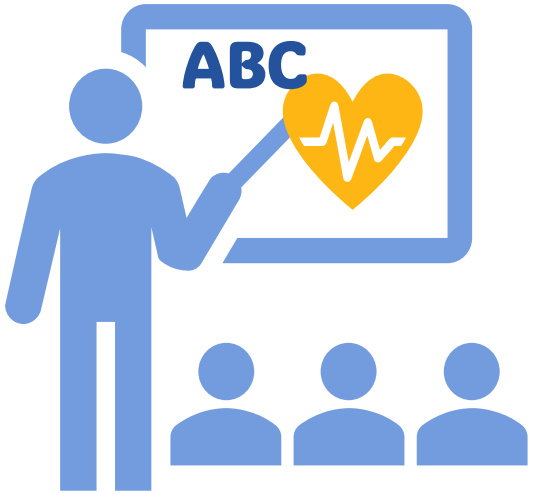
Accelerated Learning Model: Dual Enrollment / Concurrent Enrollment



- Simultaneous enrollment across:
  - Adult school and community college
  - ESL and CTE
- Reduces time between education levels
- Shared advising and instructional coordination
- Supports smoother learner transitions

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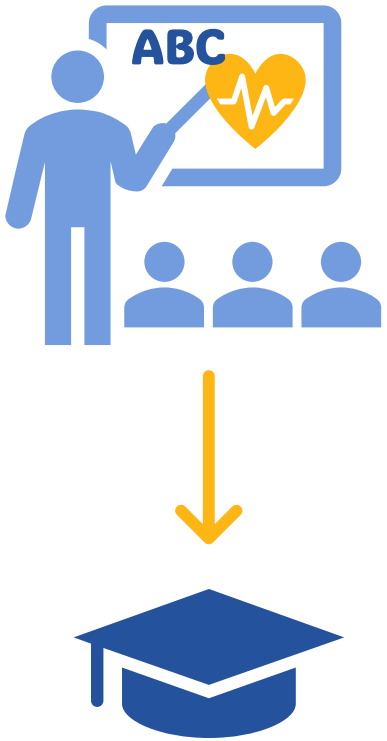
Accelerated Learning Model: Integrated Education and Training (IET)



- Concurrent delivery of:
  - ESL instruction
  - Occupational training
  - Workforce preparation
- Team-taught or closely coordinated
- Designed to accelerate credential attainment
- Strong alignment with employer needs

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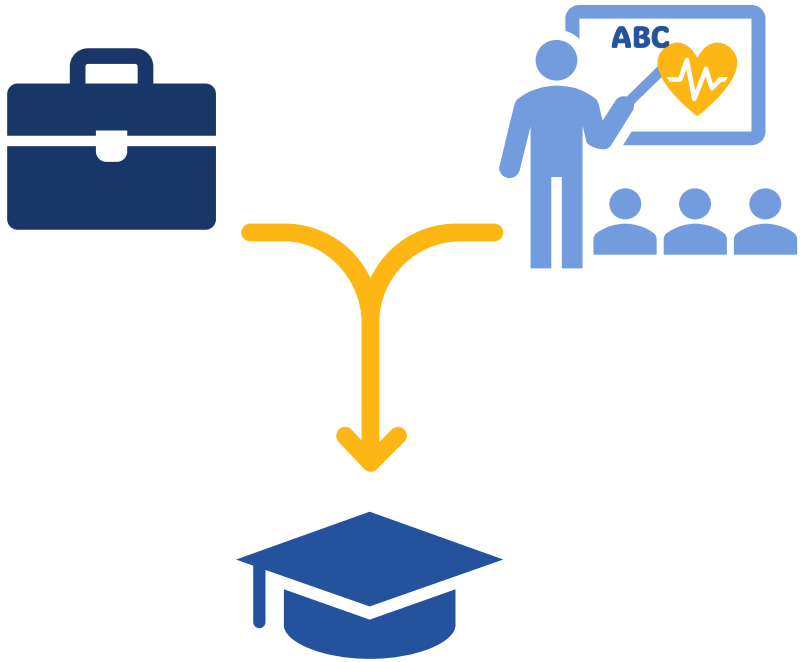
Accelerated Learning Model: Work-Based Learning*



- Structured learning in real or simulated work settings
- May include:
  - Clinical placements
  - Paid or unpaid work experiences
  - Job shadowing or simulations
  - Internships/externships
  - Apprenticeship-aligned models
- Employer-hosted and competency-driven

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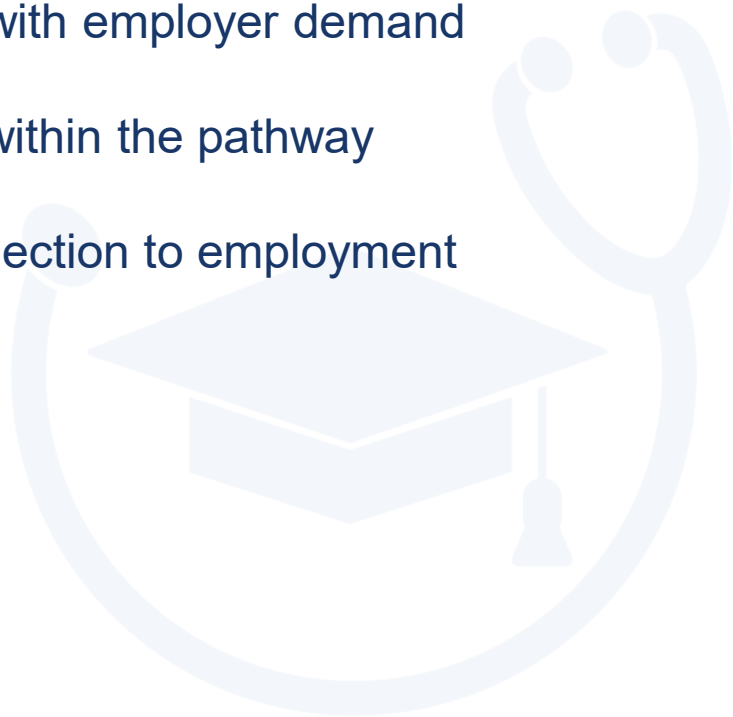
Choosing the Best Model(s) for your Program

- ☑ Fit for ELL needs
- ☑ Alignment with employer demand
- ☑ Clear role within the pathway
- ☑ Direct connection to employment



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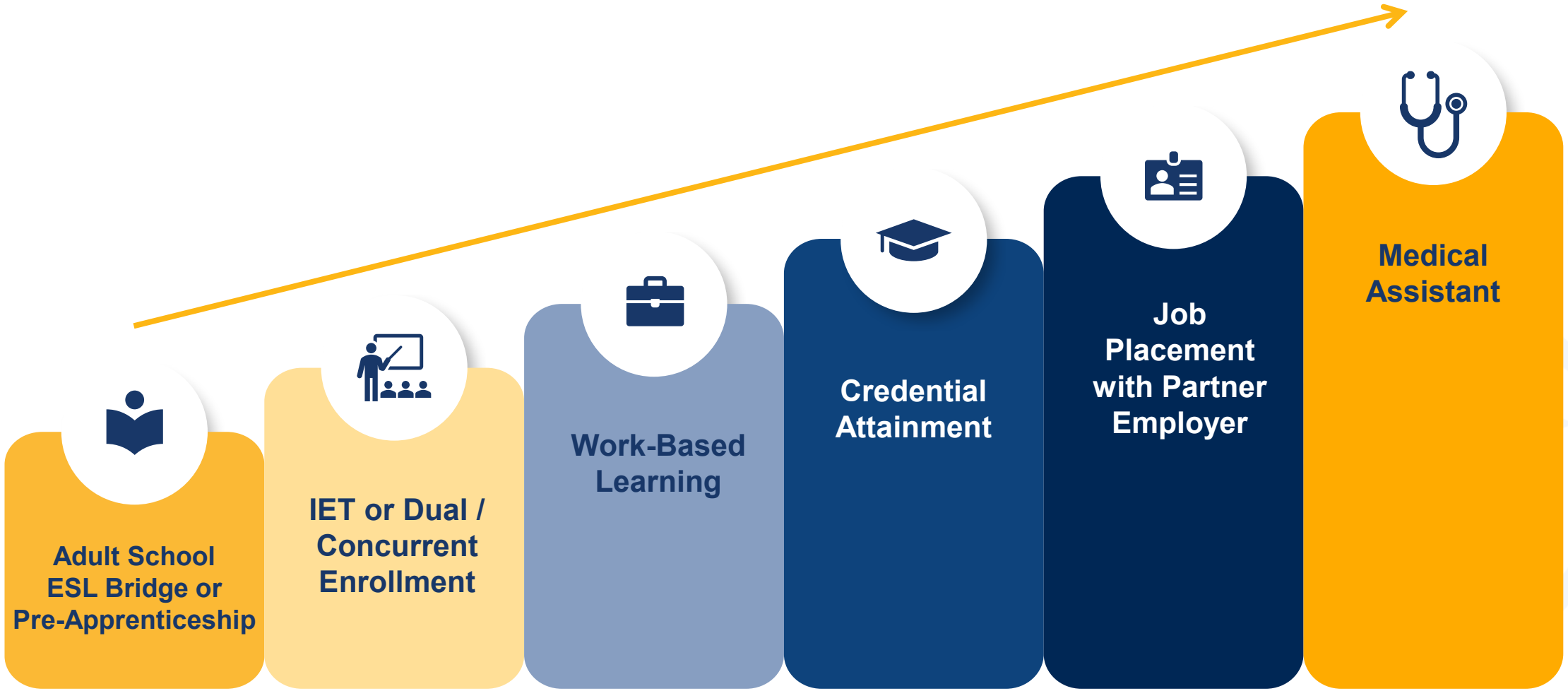
Example Pathway with Employer Touchpoints



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Employer Engagement

A Core Expectation
Meaningful Employer Engagement -

- Co-designing pathway and curriculum
- Hosting work-based learning
- Hiring or prioritizing graduates for job placement
- Extends beyond advisory roles

Documented Employer Partnerships -

- Named healthcare employers
- Clear description of employer roles
- Evidence of sustained commitment

Employer engagement is required, not optional

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What Strong Proposals Do Well

- Clearly **define the Center**
- Address all **five key characteristics**
- Integrate **employers** throughout (engagement beyond advisory roles)
- Use **acceleration strategically**
- Demonstrate **regional impact**
- Show **pathways** leading to real jobs
- Plan for **sustainability** beyond grant

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Questions
&
Discussion

Thank you!

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