2026-27
Data Team
Meeting Agendas / Minutes

Future Meetings

Agenda Item	Originating Agenda	Check back In
(MSG) Skills progression - considered occupational skills gain, how are you doing this?	January 2026	Next time we do TE updates across the 3 schools
Gain for students looking for work vs. those not looking for work	January 2026	Check back in June/July
CAEP PC Demo	Jan	Check back in March

Data recommendations For October LB Meeting

Data is inconsistent and inaccurate due to different definitions of what a target student is and what represents a transition.

- Goal is to make data more meaningful and actionable
- Use this information to help increase transitions

Recommendations:

- **Define Target Student:**
    - Guidance: 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 the healthcare vocational pathways. Participating members will have the discretion to determine appropriate level admissions criteria into funded programs.

    - This funding is permissible towards noncredit and K12 adult education programs only. Credit and not for credit programs are not eligible. Therefore, reporting will be similarly aligned.
- NSCCC ideas
    - Colleges:
        - ELL in the target pathways (survey them thru faculty)
        - guided self placement test
        - Identify on CCC apply that they have taken ESL - contingent on new iteration being able to still collect this data and that a landing page can be created in banner to reflect this information
        - Non-credit ESL students
        - Next steps meet with colleges out of LB meetings to fine tune how this will be executed in the grant. Bring info back to the LB

Define Transitions:

- Number of ELL participants who transitioned into a non-developmental credit college course, a credential program, or a higher education degree program (R2 guidance doc pg 5):
- Percentage of ELLs who transition into a post-secondary healthcare education pipeline (R1 guidance doc pg 4).
    - Adult School to College pathway
    - College student to Adult School pathway
    - IET Med Term to MA & CNA (MVLA)
    - CNA to HHA & IET Med Interpreter to college pathway (FUHSD)
    - Med English to adult school or college pathway (PAAS)
    - Adult school into Intro to Health and other bridger courses
- non-developmental credit college course
    - Any healthcare CTE course and/or prerequisite for that pathway
        - Foothill 6 pack
    - Healthcare CTE courses at other colleges
- credential program
    - CNA to HHA
    - Pathway certificate to pathway certificate
    - Med English to adult school pathway
    - For colleges: enter first course in certificate pathway
- higher education degree program
    - For colleges: enter first course in degree pathway

- Credential:
    - Any industry recognized credential

Transitions

From ↓ To →	MVLA/FUHSD CNA	FUHSD Med Int	MVLA Med Term	MVLA MA	DA MA	DA Phlebotomy	FH CHW	FH EMT
MVLA/FUHSD CNA		Credential program		Credential program	Non-Dev College Course	Non-Dev College	Non-Dev College	Credential program?
FUHSD Med Int	Cred Prog			Cred Prog	Non-Dev College Course	Non-Dev College	Non-Dev College	Credential program?
MVLA Med Term	Cred Prog	Cred Prog						
MVLA MA	Cred Prog	Cred Prog					Non-Dev	Cred Prog?
DA MA	Cred Prog	Cred Prog				Cred Prog	Non-Dev	Cred Prog
PAAS Med English	Cred Prog	Cred Prog		Cred Prog	Non-Dev			
DA Phlebotomy								
FH CHW								
FH EMT	Credential Program	Credential Program		Credential program	Non-Dev college course			

October 20, 2026
Full Team Meeting
3:00–4:30pm
zoom

Attendees
Katrina Tran; Brittany Rubio, Aaron Korngiebel; Janie Garcia, Lori Riehl, Connor Smith
Julie Vo
Jon Fu
Annora Lee, Qiaoying “Annie” Zhang

Agenda

- Welcome and Introductions
- Schedule next meetings
- Review & Discuss ELL HC Grant Data:
    - Round 1 Final Data
    - Round 2 2025-26 Q4 Data
- Recommendations for reporting data to the LB
    - Include recommendations for round 3

What worked well?

Where can we improve?

- FHDA Id & track students to better understand completion, employment data
- Better template for tracking & targets

What should we do differently in Round 2 & 3?

Next steps:

Jenée: creates presentation for Friday's LB meeting focused on:

- Data is inconsistent and inaccurate due to different definitions of what a target student is and what represents a transition.
    - Goal is to make data more meaningful and actionable
- Recommendations:
    - Create shared target/outcomes spreadsheet
    - Define Target Student:
        - 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 the healthcare vocational pathways (R2 guidance doc pg 2 & R2 FAQ question #5) . Participating members will have the discretion to determine appropriate level admissions criteria into funded programs.(FAQ R3 question #47)

- 1. How do you define "ELL"? (Round 1 FAQ pg1)
  - "ELL" is defined as "English language learner."
- 21. For the "Counts of" area under metrics, can the ELL students be enrolled and/or complete a credit healthcare program, or do these areas only pertain to noncredit/adult ed vocational programs? (Round 1 FAQ question #21)
  - This funding is permissible towards noncredit and K12 adult education programs only. Credit and not for credit programs are not eligible. Therefore, reporting will be similarly aligned.
- 34. Can ELL Healthcare Pathways funding be used for credit programs? (Round 1 FAQ question #34) (supported by FAQ R3 questions 11 & 12)
  - This funding is only allowed for Adult Education programs, including noncredit and K-12 adult education programs.
- 36. Are credit healthcare programs at Community Colleges allowed to participate in the grant via IET or dual enrollment, or is this funding only for non-credit programs? What about partnering with non-credit college programs that are fee-based to the public? ((Round 1 FAQ question #36)
  - This funding calls for the development of healthcare focused vocational pathways for English Language Learners across all levels of English proficiency through Adult Education programs. Funding is allowable for noncredit/K-12 adult ed programs (similar to CAEP). Funding may not be used toward credit programs.
- NSCCC ideas
  - CAEP population

            - Non-credit college student in non-dev course
    - Define Transitions:
        - Number of ELL participants who transitioned into a non-developmental credit college course, a credential program, or a higher education degree program (R2 guidance doc pg 5):
        - Percentage of ELLs who transition into a post-secondary healthcare education pipeline (R1 guidance doc pg 4).
            - Adult School to College pathway
            - College student to Adult School pathway
            - IET Med Term to MA & CNA (MVLA)
            - CNA to HHA & IET Med Interpreter to college pathway (FUHSD)
            - Med English to adult school or college pathway (PAAS)
            - Adult school into Intro to Health and other bridger courses
- LB Goal: Use this information to help increase transitions

Katrina: Sent an email to Mayra regarded adjusting round 1 data

Janie: See how Element 451 can help track transitions (can just use an email)

November Meeting
Introduce new tracking spreadsheet
Set timeline for quarterly grant reports