

APPLICATION NARRATIVE

Section I: Background Information (10 points)

I.1. Describe briefly the existing local and regional structures and resources currently in place, if any, on which your consortium proposes to either establish new or expand existing pathways.

Crafton Hills College (CHC) was recently selected as part of the California Community Colleges Baccalaureate Degree Pilot Program to offer a Bachelor of Arts in Emergency Services and Allied Health Systems (ESAHS). CHC is in close proximity to the San Bernardino City Unified School District (SBCUSD), which has operated a California Cadet Corps (CACC) program for the past two decades. The CACC is a 104 year-old school-based leadership development program designed to foster academic success, promote health/wellness, citizenship, patriotism and leadership, and teach basic military knowledge. The CACC has been partnering with CHC to provide training for cadets in emergency medical response (EMR) and Community Emergency Response Teams (CERT) over the last five years. The North Valley Military Institute (NVMI) is a schoolwide CACC program operated as an independent charter of the Los Angeles Unified School District (LAUSD). Over the last five years, the CACC program, in partnership with CHC, SBCUSD and NVMI) has trained more than 100 cadets statewide (the majority of whom were from SBCUSD and NVMI) in EMR and CERT. The partnerships between CHC, the CACC, SBCUSD, and NVMI are the basis of the proposed consortium to offer high school cadets at NVMI and four SBCUSD high school CACC programs access to training in emergency services leading to the BA in ESAHS.

I.2. Describe how long your consortium has been in operation. List any additional career pathways that have been developed that are not targeted in this application.

The partnerships between CHC, the CACC, SBCUSD, and NVMI have existed informally for the past five years, with the California Cadet Corps being the unifying element of the partnership. Adult officers and non-commissioned officers of the CACC have collaborated to offer the EMR and CERT classes over the past five years.

I.3. Provide evidence if your consortium meets one or more of the following competitive priorities to be taken into consideration during the scoring process:

- Regions with higher-than-state-average rates of high school dropouts as measured by the California Longitudinal Pupil Achievement Data System.

Los Angeles County has a dropout rate of 4.6% and San Bernardino a dropout rate of 4.2% compared to the State average of 3.9%.

- Applications seeking to establish or strengthen legal career pathways and promote a better understanding of the role and operations of state and federal courts and their relationship to the other branches of government.
- Applications seeking to establish or strengthen career pathways that include both high school opportunities and a postsecondary pathway leading to a community college baccalaureate degree, as authorized by the Board of Governors of the California Community Colleges pursuant to Chapter 747, Statutes of 2014 (Senate Bill 850).

The proposal establishes a career pathway that includes both high school opportunities and a postsecondary pathway leading to the BA in ESAHS.

These competitive priorities are subject to an application meeting all requirements outlined in the CCPT Request for Applications, and competitively responding to all questions in the application narrative and completing all required forms.

Section II: Statement of Need (40 points)

II.1. Complete and upload Form B, California Career Pathways Trust Overall Summary. Describe each targeted pathway and major partnerships.

Form B: California Career Pathways Trust Overall Summary – Page 2

Complete the form below with an overall description of the proposed project in this application. Describe each targeted pathway and major partnerships.

Project Overview (cont.):

The proposed project is to offer California Cadet Corps (CACC) cadets in four San Bernardino City Unified School District (SBCUSD) high schools and one Los Angeles Unified School District (LAUSD) independent charter school (North Valley Military Institute – NVMI) a four year program preparing them initially for entry into positions as emergency medical technicians, firefighters, paramedics, respiratory therapists, nursing assistants, and radiologic technicians, and eventually for entry into a Bachelor of Arts degree program recently approved by the CA College Board for offering by Crafton Hills College (CHC) in Emergency Services and Allied Health Systems (ESAHS).

The proposed project will create cohorts of students at each of the five schools who will be offered intensive supports during their high school careers to successfully complete as many as 100 semester units of community college course work across academic disciplines (English, math, communications, allied health, personal and career development, anatomy, chemistry, business administration, emergency medical services, fire science, biology, kinesiology, and microbiology) that would result in eligibility for an Associate's Degree and certification as Emergency Medical Technicians (EMTs), Firefighters, respiratory therapists, or radiologic technicians. While working in these fields as adults, cohort students would complete the BA in ESAHS.

Major Partnerships:

Crafton Hills College
California Cadet Corps
San Bernardino City Unified School District
North Valley Military Institute
San Manuel Fire Department
San Bernardino County Fire Department
San Bernardino City Fire Department
Redlands Fire Department
American Medical Response
Colton Fire Department

II.2. Describe each proposed career pathway and the selection process used. Demonstrate the regional economic need using valid data sources and analysis. Include the projected number of [high-skill, high-wage, and high-growth job openings available in each career pathway](#).

Surveys of high school cadets in the California Cadet Corps program have consistently shown a high interest in service-related fields such as firefighters, paramedics, and police officers. A November, 2014 survey of 256 high school cadets conducted for this grant project revealed that 192 identified service as a firefighter, EMT, paramedic, or police officer as one of these top five career aspirations. CACC graduates who have not pursued college education were asked in a 2012 study the reasons they chose not to pursue post-secondary study leading to an Associate's or Bachelor's degree. The biggest reason (27.6% of 314 respondents statewide) was that respondents were unaware of any formal degree program in fire science or emergency medical response. The second biggest reason (19.7%) was a perceived lack of financial aid, and the third biggest reason (11.1%) was a belief that certification as a firefighter or EMT was adequate and a degree was unnecessary.

The proposed career pathways are to prepare students as emergency medical technicians (EMTs), paramedics, respiratory therapists, or radiologic technicians. The goal would be for students to be hired in those roles immediately upon high school graduation while they pursued Bachelors degrees in Emergency Service and Allied Health Systems.

The medical field has multiple occupations included on the list of California's fastest growing occupations and occupations with the most job openings. For instance, Los Angeles County projects 23,330 registered nurse jobs from 2012-2022 with a median projected income of \$93,311. Nearly 20,000 nursing assistant and medical assistant jobs and more than 10,000 LVN and PVN jobs will be available in L.A. during that same time frame. San Bernardino has similar projections of needing nearly 18,000 personal care aides, more than 8,000 nurses and more than 3,000 nursing assistants. California's fastest growing occupations list for 2012-2022 includes personal care aides, biomedical engineers, and home health aides in the top ten, and physical therapist aides, physician assistants, and physical therapists in the top 25.

The Bureau of Labor Statistics reports that EMTs and paramedics are projected to be hired at much faster than average rates (see <http://www.bls.gov/ooh/Healthcare/EMTs-and-paramedics.htm>) and reports that "Physically fit applicants with high test scores and paramedic training should have the best job prospects" as firefighters (see <http://www.bls.gov/ooh/protective-service/firefighters.htm>).

II.3. Describe current pathway(s) and the consortium’s efforts, and then describe how this proposal enhances, improves, or expands upon current, local, and regional efforts in the development of career pathways. Include specific information on current efforts to integrate, leverage, and build on other local and regional investments.

CHC has an established, highly successful program to prepare candidates for entry into allied health fields. CHC’s Perkins Core Indicator rates are exceptional (99% completion rate, 81% license exam passage rates, and 88% employment rates). This proposal provides a linkage between the highly successful CHC program which is expanding to prepare candidates for the BA in Emergency Service and Allied Health Systems through providing cohorts of high school cadets at the five participating high schools. Each school would initially provide a cohort of 30 students per grade level per year:

Year 1

SCHOOL	FRESHMEN	SOPHS	JUNIORS	SENIORS	TOTAL
NVMI	30	30	0	0	60
Cajon HS	30	30	0	0	60
San Gorgonio HS	30	30	0	0	60
Indian Springs HS	30	30	0	0	60
Pacific HS	30	30	0	0	60
TOTAL	150	150	0	0	300

Year 2

SCHOOL	FRESHMEN	SOPHS	JUNIORS	SENIORS	TOTAL
NVMI	30	30	30	0	90
Cajon HS	30	30	30	0	90
San Gorgonio HS	30	30	30	0	90
Indian Springs HS	30	30	30	0	90
Pacific HS	30	30	30	0	90
TOTAL	150	150	150	0	450

Year 3

SCHOOL	FRESHMEN	SOPHS	JUNIORS	SENIORS	TOTAL
NVMI	30	30	30	30	120
Cajon HS	30	30	30	30	120
San Gorgonio HS	30	30	30	30	120
Indian Springs HS	30	30	30	30	120
Pacific HS	30	30	30	30	120
TOTAL	150	150	150	150	600

II.4. Define any skill gaps between industry needs and the skill level of the students in each career pathway.

Students must have command of the English language to communicate effectively in both oral and written forms. This is essential for completing mandatory reports and collaborating with other professionals, especially in the emergency response field. In addition, students need advanced math and science skills, especially in the areas of human anatomy and physiology to perform health care roles in the emergency response arena. The students being targeted in this program will require intensive academic supports to succeed in an academically demanding environment. They will need study and test taking skills, note taking skills, reading supports for informational texts (particularly for dense scientific reading), mathematics tutoring to fill in deficiencies in basic skills that have existed in many cases since early elementary school, and writing support to ensure they are effective, efficient communicators.

The most recent data on the California Standardized Reporting System for the five high schools in the consortium shows eleventh grade “proficiency” rates (proficient or advanced) averaging 29% in English and 38% in Summative High School mathematics. These numbers indicated a huge gap in skills for the students to be served in this program.

As cohort cadets progress from successful completion of the high school program into the BA in ESAHS, they will be prepared by CHC to “function in leadership roles with a specific focus on handling problems and systems such as addressing bed delay (the time from arrival at the hospital to actual admission)” (See CHC Application for the BA Pilot Program).

Section III: Target Group (10 points)

III.1. Describe the characteristics of the targeted population of students that will be served in the proposed career pathway program(s). Include any barriers, support services, and academic and occupational skill assistance needs (e.g. females in science, technology, engineering, and mathematics (STEM) and other non-traditional occupations) that will be provided to ensure that all student subgroups are able to fully participate in the pathway.

The student population being served by the consortium consists of 77% Hispanic/Latino, 13% African American, 7% white, and 3% two or more races. Seventy one percent of the cohort qualifies for free or reduce lunches. Fourteen percent are English learners and 16% are Special Education students. These demographics indicate the cohort serves a disproportionately large number of students of color, English learners, lower socioeconomic students, and students with special needs. Despite those potential “challenges” the cohort of California Cadet Corps cadets has traditionally outperformed non-cadets in academic and other measures:

- 86% of California Cadet Corps graduates pursue higher education. About 3% join the U.S. Armed Forces.
- California Cadet Corps cadets attend school at a rate 3.8% higher than their non-cadet counterparts.
- Cadets experience serious disciplinary infractions significantly less often than their non-cadet counterparts.
- Cadets earn an average of 0.54 grade points higher than their non-cadet counterparts.
- Cadets score significantly higher on a nationally-normed assessment of leadership skills than students in grades 4-12 not enrolled in the Cadet program.
- Cadets outperform by eight percentile points their non-cadet counterparts on the Fitnessgram, the assessment of Fitness and Wellness administered by California schools.
- Cadets report significant gains in patriotic spirit, leadership development, and preparation for college and careers.

*Source (Studies conducted in 1999 by the State of California Military Department and in 2006/2009 by Mark P. Ryan, Ph.D.).

Despite those impressive statistics of CACC impacts, cadets in these schools require and deserve intensive supports. The proposed consortium plan includes mandatory academic intervention supports before and after school and on Saturdays to ensure students successfully complete their college course load in addition to their high school courses. The plan also calls for assigning each student to a mentor from the fire service and/or emergency medical services field that will provide adult guidance and support as well as content area tutoring. The plan requires all participants to take summer “prep” courses to set them up for success in the rigorous college courses, and will assign CACC adult personnel to monitor academic progress every other week to identify needs of individual cadet pathway participants.

III. 2. Identify the outreach and recruitment activities that will be used to reach and recruit students for each career pathway. Demonstrate how these methods will enable you to reach the targeted population and is representative of the entire student population (e.g. females in science, technology, engineering, and mathematics (STEM) and other non-traditional occupations) and includes all student subgroups. Highlight the level of participation in and leverage of any regional or multi-region efforts.

A California Cadet Corps program with more than 250 cadets in grades 9-12 exists at each of the five schools in the consortium. Interest surveys for the proposed career pathway program have already taken place and indicate that there will be an overabundance of applicants. Should the anticipated oversubscription problem arise, the CACC adult leadership will require a paper application with supporting documents (letter of interest, academic transcripts, disciplinary records, attendance records, cadet service record, etc) and will select participants based on a to-be-established rubric that

ensures participants are representative of the diversity within the cohort (race, ethnicity, gender, socioeconomic status, special needs, etc). As necessary, interviews will be conducted to make final selections.

III.3. Complete and upload Form C, California Career Pathways Trust Target Group. Identify the number of students to be served in each targeted career pathway.

**Form C: California Career Pathways Trust
Target Group**

Complete the chart below with the total number of students to be served in each career pathway being proposed in this application. Applicants can add to the chart.

Career Pathway Name	Total Number of Students 2015–16	Total Number of Students 2016–17	Total Number of Students 2017–18
Health Science and Medical Technology: Patient Care / Public Services: Emergency Response	150	300	450

Section IV: Career Pathway Program Planned Approach (45 points)

IV.1. For each career pathway listed on Form C, California Career Pathways Trust Target Group, describe how you will integrate standards-based academics with a career relevant, sequenced curriculum to develop industry-themed pathways that are aligned to [high-skill, high-wage, and high-growth jobs](#).

Each cadet in the consortium will complete a course-taking pattern that includes English, math, science, and other subjects aligned with the “General Education Transfer Curriculum for Transfer to CSU and UC” published by Crafton Hills College. The sequence, outlined in Form D, is a logically-developed course of study that builds on prior knowledge and experiences and demands students demonstrate competencies before moving on to the next phase of the course of study. Each course is an existing CCH approved course that will be taught by highly qualified CHC faculty in person or online (through a combination of synchronous and asynchronous experiences) or through a hybrid of face-to-face and online instruction. Upon successful completion of the example course of study, a student would be qualified to sit for the National Registry of Emergency Medical Technicians examination.

I. Freshman Year - students take the following through Crafton:

FALL: Math 090 - Elementary Algebra - 4 units
COMMST 100 - Elementary Public Speaking - 3 units
AH 101 - Medical Terminology - 3 units
PCD 111 - Career and Life Planning - 3 units

SPRING: MATH 095 - Intermediate Algebra - 4 units
HEALTH 102 - Biological Principles of Health - 3 units
ANAT 101 - Essentials of Human Anatomy and Physiology - 4 units

SUMMER: CHEM 087 and CHEM 101 - Problem Solving and Study Skills for Chemistry with Introduction to Chemistry - 4+1 units
PBSF 103 - Emergency Planning - 1 unit
PBSF 102 - Principles of Emergency Management - 1 unit
PBSF 101 - The Emergency Manager: An Intro to the Position
PBSF 115 - Intro to Hazard Mitigation - 1 unit

II. Sophomore Year - students take the following through Crafton:

FALL: MATH 102 - College Algebra - 4 units
HEALTH 263 - Nutrition and Health - 3 units
ANAT 150 - Human Anatomy and Physiology 1 - 4 units

SPRING: MATH 103 - Trigonometry - 4 units
ENG 101 - Freshman Composition - 4 units
ANAT 151 - Human Anatomy and Physiology 2 - 4 units

SUMMER: CHEM 102 - Introduction to Organic Chemistry - 4 units
EMS010? - Emergency Medical Responder Course - 3 units?

III. Junior Year - Students take the following through Crafton

FALL: Math 160 - Pre-Cal - 4 units
ANAT 159 - Intro to Human Cadaver Dissection -4 units

SPRING: BUAD 145 - Business Communications - 4 units
ANAT 259 - Advanced Human Cadaver Dissection - 4 units

SUMMER: BIO 130 - Cellular and Molecular Biology - 4 units and/or?
MICRO 150 -Medical Microbiology - 5 units

IV. Senior Year - Students take the following through Crafton:

FALL: MATH 250 - Calculus in a Single Variable 1 - 4 units

SPRING: EMS 020 - Emergency Medical Technician-I/EMT Basic - 6 units

EMS 021X20 - Preventing Disease Transmission for EMT Basic - .5 units

EMS 022 - BLS for EMT - .5 units

EMS 023 - Hazmat First Responder Awareness for EMT - .5 units

EMS 025 - Customer Svc/Professionalism for Emergency Services worker - .5 units

SUMMER - Field Work?

IV.2 Complete and upload Form D, California Career Pathways Trust Program of Study Worksheet. Completely and clearly define the sequence of courses for each career pathway being proposed in this RFA. Attach any formal agreements made between consortium partners.

Form D: California Career Pathways Trust Program of Study Worksheet

Industry Sector: Health Science and Medical Technology

Career Pathway: Patient Care

Level	Grade	English/ Language Arts	Mathematics	Science	Social Studies	Career and Technical Education Courses	Other Required Courses or Recommended Electives	Occupations Relating to this Pathway (Multiple Exit Points) with Hourly Wage
SE C O S E C O N D U N E R Y	9	COMMST 100 (Elem Public Speaking)	MATH 090 (Elem Algebra) MATH 095 Int Alg	AH 101 (Medical Terminology) HEALTH 102 (Bio Principles of health) ANAT 101 (Essent of Human Anat/Physiology)		PCD 111 (Career And Life Planning)	SUMMER: Chem 087 and CHEM 101 (Problem solving and Study Skills for Chemistry and Intro to Chem) PBSF 103: Emerg Planning PBSF 102: Principles of Emerg Mgmt PBSF 101: Emerg Mgr: Intro to Posn PBSF 115: Intro to Hazard Mitigation	<p>Occupations Requiring Less Than a Baccalaureate Degree</p> <p>▶</p> <p>▶</p> <p>▶</p> <p>▶</p> <p>▶</p> <p>Occupations Requiring a Baccalaureate Degree</p> <p>▶</p> <p>▶</p> <p>▶</p>
	10	Still to be completed						
	11							
	12							
SE C O	Year							

IV.3. Describe how the activities listed below play a role in your proposed career pathway program(s) and how your consortium will leverage existing structures and resources to engage students in integrated instructional activities. Applicant may include a description of additional activities not listed below.

- Work-based learning
- Support services
- Transition services
- Integrated academic and career-based courses
- Career exploration and planning
- Industry sector skills analysis
- Industry-valued skills credentials
- Soft skills contextualized in CTE
- Dual enrollment and/or early admission into aligned postsecondary career programs

IV.4. Describe how the consortium will provide for the development of student leadership skills through an established career technical student organization (CTSO) such as California Health Occupations Students of America (Cal-HOSA), Distributive Education Clubs of America (DECA), Future Homemakers of America Home Economics Related Occupations (FHA-HERO), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), and SkillsUSA California or an alternate strategy that incorporates this instruction in all the courses and curriculum that make up the Program of Study.

IV.5. Describe how the consortium and its partners will provide students with opportunities or activities such as those listed below.

- Paid or unpaid internships
- Employment opportunities and/or state-approved apprenticeships
- On-the-job training
- Mentoring
- Classes offered at alternative sites
- Professional development for CTE teachers including externships
- Advisory group participation by students
- Field trips and guest speakers
- Job shadowing opportunities
- Volunteer opportunities

Section V: Partnerships (40 points)

V.1. Describe the regional collaborative partnerships with business entities representing the targeted industry sectors, community organizations, local workforce investment boards, LEAs, and postsecondary education.

V.2. Complete and upload Forms E-LEA, E-CC, E-Business, California Career Pathways Trust Partner Roles, Responsibility, and Resource Charts for the LEAs, Community Colleges, and Businesses. Please refer to the essential responsibilities of partners listed on pages 10–12 of this RFA when completing the form.

V.3. Upload copies of any agreements that demonstrate high levels of cooperation, commitment, coordination, and formalized linkages among partners. Letters mailed or electronically mailed to the CDE will not be considered; all letters must be uploaded and submitted with the application.

V.4. Describe how matching resources and/or in-kind contributions from public, private, and philanthropic sources will be used to leverage and build the proposed career pathway program(s). Upload any letters of commitment describing the match and/or in-kind, specifying the amount of match or in-kind, identifying a contact person and phone number, and signed by an authorized agency representative. Letters mailed or electronically mailed to the CDE will not be considered; all letters must be uploaded and submitted with the application.

Section VI: Program Outcome Measures (20 points)

VI.1. Identify at least three measurable outcomes, in terms of benefits to students, on which the consortium will focus and be held accountable for during the 2015–16 program year. Refer to Program Outcome Measures on pages 15–17.

VI.2. Explain the decision making process that determined these outcomes and how the consortium will continue to establish annual goals.

VI.3. Describe the consortium’s ability to collect, track and analyze student level data used to measure the program outcomes listed on pages 15–17 of this RFA. Highlight how the consortium will leverage statewide, regional, or multi-region systems for data collection and data exchange.

VI.4. Describe the innovative services and strategies that will be used to ensure positive student outcomes for all students within the career pathway program that will promote student transitions into employment, training, and/or postsecondary education. Include an explanation of how credit-by-exam, e-transcripts, technical certification or degree, and dual enrollment courses might be included.

Section VII: Capability and Sustainability (20 points)

VII.1. Describe your agency's capabilities and knowledge in conducting and administering state-funded projects, partnerships, and contracts. Describe your agency's ability to collect and report financial and student performance data as required.

VII.2. How will a Program Specialist(s) convene, connect, measure, or broker efforts to establish or enhance a locally defined career pathway program that connects school districts, county superintendents of schools, charter schools, workforce boards, and community colleges with business entities in the targeted industry sectors. Attach a resumé or a job description/duties for the Program Specialist(s) that demonstrates their skills, education, and work experience. In addition, highlight your agency's approach to leveraging capacity and expertise developed in an existing regional collaboration.

VII.3. Explain your long-term sustainability plan for the proposed career pathway(s). Include types of programs, partnerships, resources, and funding that will help sustain the career pathway program after the grant period has ended.

Section VIII: Budget and Budget Narrative (15 points)

VIII.1. An annual budget is required for each program year and the program expenses that will be identified using grant funds in the 2015–16 school year. Matching amounts from partners and set aside funds from the district should also be displayed in the proposed budgets. Provide a detailed budget narrative for the 2015–16 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms F and G.

VIII.2. An annual budget is required for each program year and the program expenses that will be identified using grant funds in the 2016–17 school year. Matching amounts from partners and set aside funds from the district should also be displayed in the proposed budgets. Provide a detailed budget narrative for the 2016–17 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms H and I.

VIII.3. Applicants will have to demonstrate how they will financially sustain the proposed career pathway program during the 2017–18 school year. Matching amounts from partners and set aside funds from the district should be identified in the proposed budgets. Provide a detailed budget narrative for the 2017–18 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms J and K.

VIII.4. Applicants will have to demonstrate how they will financially sustain the proposed career pathway program during the 2018–19 school year. Matching amounts from partners and set aside funds from the district should be identified in the proposed budgets. Provide a detailed budget narrative for the 2018–19 school year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the

proposed costs are necessary and reasonable in terms of benefits to students within the career pathway program. Upload Forms L and M.