

# 10 Coast Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Coast Adult Education Consortium (CAEC) is aligned with the state's goal to address the evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as citizens, workers, and family members. CAEC focuses on meeting regional needs by addressing gaps in services, ensuring seamless transitions to post-secondary education and the workforce, expanding acceleration, enhancing professional development, and leveraging partner and community resources. Planned spending is consistent with the CAEP program areas and the goals and strategies in the CAEC's three-year plan. CAEC's accomplishments during 2019-20 include: A CAEC Showcase was held on March 6, 2020 to discuss adult education, accomplishments, and goals. Over 70 stakeholders participated. An annual CAEC schedule was developed to coordinate site visits and events for students. Huntington Beach Adult School (HBAS) expanded its partnership with the Ocean View School District to provide ESL and ASE courses and services at a new campus location. HBAS developed a pilot Spanish General Education Diploma preparation program and new civics education curricula. Garden Grove Adult Education (GGAE)'s updated its pacing guides which integrate greater use of Burlington in the ESL curriculum. The General Office Clerk and Digital Literacy courses accelerated the completion of coursework and students earned digital badges. Orange Coast College (OCC) ESL courses were revised to follow the National Reporting System Educational Functioning Levels and 2016 English Language Proficiency Standards for Adult Education. Golden West College (GWC)'s Citizenship Exam Preparation and GED Test Preparation curriculum was approved. GWC became a Pearson VUE GED Test Center. Coastline's Animal Care program launched in fall 2019. Agencies in California were required to implement remote CASAS eTesting due to COVID-19. The colleges began eTesting in summer 2020. HBAS and GGAE were already using eTesting but had to implement additional requirements for remote testing CASAS standards. GGAE instructors proctored the eTest and Citizenship Interview Training (CIT) interviews. College staff completed the requirements to become CIT test proctors. HBAS implemented a case management system, OneFlow. The system supports student transitions via referral services, and includes tracking, education plans, and other tools to support student success. GGAE underwent the WASC accreditation process and was reaccredited. CCCD launched a Chromebook loan program for students. HBAS purchased Chromebooks to loan to students and will also provide hotspots. OCC created an online orientation, 25 help/how-to videos for students, and a new website which includes live chat and self-identifying questionnaires. HBAS is developing "Smart Start" curriculum to help students with challenges of online instruction. CCCD, HBAS, and GGAE switched support services to online formats. GGAE hired a new full-time counselor. CCCD has been conservative in spending and has carry-over funding to continue offering the same level and types of instruction and services. CCCD implemented reductions in operational expenditures. HBAS will better utilize district-owned facilities to maintain safe environments and reduce operational costs. Two part-time positions vacated at GGAE will not be filled. CAEC has been and will continue to be committed to promoting diversity and ensuring inclusion. The colleges held online forums for students and employees to discuss racial injustice and seek feedback. The colleges established teams to address racial injustices. At HBAS, the ESL COAAP for Internet Safety (243) will include examples of hate speech and acceptable behavior on the Internet. Training for instructors will include racial injustice/tolerance discussions and making best use of counseling services. GGAE will implement the Communicate with Healthcare Provider (231) COAAP which will include COVID-specific scenarios. Primary goals for 2020-21 include: ● Hire a marketing firm to assist with developing a Consortium marketing and outreach plan ● Implement a Consortium data-sharing agreement ● Develop processes between CAEC members to systematically use Student Education Plans ● Establish and implement co-enrollment and shared case management with the Workforce Development Board and its contracted partners ● Develop a Consortium catalog of noncredit certificates and services ● Continue to offer and expand Integrated Education Training and contextualized career/ESL ● Offer training for case management and student transition strategies ● Provide training on enhanced noncredit curriculum ● Provide training on distance education instructional delivery methods, techniques, and tools ● Improve delivery of services through remote methods ● Create an online resource document of services for students ● Expand technology support services and resources for students

### Regional Planning Overview

An annual calendar of the Consortium Executive Committee meetings was established for 2020-21. Members regularly review and update the plan, based on demographic and employment data, survey information, labor market information, and other data and analyses. CAEP will address the following main goals in the three-year plan, which inform planning for 2020-21.- Better meet regional needs by addressing gaps in services.- Ensure seamless transitions to post-secondary education and the workforce.- Expand and refine student acceleration opportunities.- Grow and improve on professional development opportunities.- Leverage partner and community resources. As identified in the logic model submitted in the three-year plan, these goals are supported by activities with quantifiable outputs and are expected to result in measurable short- and long-term outcomes. They are inclusive of strategies to improve integration of services and the improvement of transitions to postsecondary education and the workplace. CAEC's first goal is to address regional gaps by increasing services to the adult education population including English language learners, individuals seeking workforce preparation and training, and persons in need of High School Equivalency or Diploma. Research will continue to be conducted with analyses focused on targeted populations and labor market demand with related recommendations. CAEP members will continue to coordinate and offer outreach, support services, and instructional programs with input from representatives of the Orange County Workforce Development Board and the Orange County Strong Workforce Program, among others. Analyses will continue to be conducted to determine and assess gaps in services based on the geographic location of current students versus regional need. This data will inform strategies and programs to mitigate gaps. Professional marketing services will be used to develop and implement a marketing and outreach plan to include branding, campaign, shared website, professional development. More emphasis will be placed on affordable and highly-focused certification programs to prepare students for emerging technical occupations that provide higher wages. Enhanced noncredit certificates and training programs will continue to be developed and offered to meet workforce demands in top industries in the region. A data sharing agreement will be finalized and implemented to provide access to information that allows for better collaboration, shared case management, and tracking of student transitions. CAEC will develop shared case management procedures with the local workforce development board and its contracted providers to track co-enrollment in programs. CAEC would like job seekers to have access to employment and training services provided by America's Job Center of California, also known as One-Stop Centers. CAEC will explore the possibility of co-locating services on site by bringing contracted personnel to sites and/or allowing training of CAEC personnel on necessary intake and case management by the contractor. If the collaboration is not successful, CAEC may plan for a member to apply to be the contracted provider. The work planned for seamless transitions was informed by other promising practices in the state. CAEC will work to ensure barriers are collected uniformly by all members. Short-term training, including enhanced noncredit certificates with high employment potential, will continue to be developed and implemented. Contextualizing ESL to address the subject matter necessary for career training will also be continued and expanded. Professional development will continue to be offered on IET/contextualized ESL with career training strategies, use of shared data to increase transitions, and use of common assessments and reports to guide instruction. CAEC will continue to work with local organizations to connect students with resources, services, and employment opportunities. CAEC will explore partnerships to utilize facilities to offer additional off-site classes and services. CAEC will explore a model that incorporates revenues, expenditures, students served, and outcomes to guide investment of CAEP and other funding sources.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Through analyzing demographic and labor market data, workforce indicators, student surveys, and gathering input from community partners, CAEC identified the following current regional needs: Programs for English Second Language Learners Twenty-two percent (95,938) of adults 18 years and older within the CAEC region are classified as English language learners (ELL); the CAEC served only 6% of this population during 2019-20. Orange County's population continues to become more diverse, which is reflected by the population within the CAEC region. According to the 2018 American Community Survey, of the total population (429,216) of 18 years and older within the CAEC service area, 22% (95,938) of adults are classified as ELL. In 2019-20, CAEC served a total of 5,784 of adults residing within the Consortium region. This represents only about 6% of adults within the Consortium region who are classified as ELL, which demonstrates regional need and a gap in services. Therefore, continued focus on enhancing and improving ELL programs is essential to preparing local residents for the workforce and success. This supports the need for additional ESL and Citizenship classes for English language learners, increased off-campus sites to offer classes, and development of comprehensive marketing strategies to promote these

classes. High School Diploma/GED Programs Twelve percent of adults (59,139) adults within the CAEC region have earned less than a high school diploma; CAEC served only about 2.1% (1,244) of those in 2019-20. ACS (2018) results show that within Orange County, 13.3% (330,752) of the population 18 years and older have an education level less than a high school diploma or equivalent. Of this population, 18.4% (55,331) fall within the poverty rate. Data shows that 11% (59,139) adults within the CAEC region have less than a high school diploma (2018 American Community Survey). In 2019-20, CAEC served 1,244 students pursuing a high school diploma or its equivalent. This represents only about 2.1% of the adults within the CAEC region who have an educational level of less than a high school diploma or equivalent. This reflects a need for developing additional programs to serve these residents. GED preparation courses at the colleges could provide needed access for more students in the region to obtain the GED certification. Workforce Training Programs/CTE Pathways There is an imbalance between supply and demand for middle-skills jobs. Orange County has an unemployment rate of 13.7%. However, survey results reflect that 54.8% of families earn less than the livable annual wage of \$106,850 (for a single adult household with three children). According to the 2020 Unemployment Rate from ESRI, 52,307 residents within the CAEC region are unemployed and 253,050 are near poverty or less (based on 2018 American Community Survey findings). Additionally, 29% (143,659) of adults in the region have not attended college. This is consistent with all Orange County at 32%, but lower than the statewide average at 37%. Included, however, are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$43,000 in Westminster's Midway City to \$115,800 in Newport Beach. Orange County reports an imbalance between supply and demand for middle-skills jobs. This indicates the need to continue providing and developing additional educational and workforce training programs to accommodate Orange County's current economic, population, and workforce trends, identifying pathways to assist adults in meeting their goals to further their education and enter or re-enter the workforce, and leveraging partnerships with organizations such as the local Workforce Development Boards to assist with job placement. Programs for Adults with Disabilities Just over 1.7% (904) of the 51,953 adults with disabilities within the CAEC region were served in 2019-20. ACS (2018) results show that within Orange County 8.4% (264,617) of the population 18 years and older have a disability. There are 51,953 adults with disabilities within the CAEC region (2018 American Community Survey). In 2019-20, CAEC served under 1.7% (904) of adults with disabilities. This data supports the need for developing and offering additional programs for adults with disabilities. The data indicates a need to strengthen and broaden the programs and services provided to support diverse ethnic communities and the county's rapidly aging population. CAEC has regularly reviewed the gap and need analyses as well as analyses related to the effectiveness of outreach to communities within the Consortium service area. With a culturally diverse community and workforce comes the critical need for English language proficiency programs and initiatives to increase educational attainment across all levels in order to build a well-educated, high-earning workforce that meets current and future labor market demands.

#### **How do you know? What resources did you use to identify these gaps?**

CAEC analyzed demographic data, labor market data, workforce indicators, student surveys, and gathered input from community partners to assess the current and continued needs in the region to ensure adult education programming in the region is robust and responsive to current and future needs. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for the 2019-20 academic year was used to perform this analysis. A gap analysis was performed based on census tracts to determine populations in need of adult education services and populations of students currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners and adults in need of secondary education. The information has shown that there is a significant group of adults that is not currently being served. This has resulted in identifying several needs that CAEC can positively impact through its educational programs and services. Demographic data provides the following statistics that are relevant to the one-year plan: 175,749 foreign-born, 253,050 near poverty or less, 59,139 of adults without high school diploma, and 52,307 of unemployed adults with the CAEC region. Additional demographics reflect that in the CAEC region, 48% of the population is white, 21% Asian, and 18% Hispanic. The census data and local reporting shows that Orange County has the highest Asian-American population in all of Southern California, especially Vietnamese-Americans. Within the CAEC region, 31.3% of ESL residents speak Vietnamese at home. Additionally, census data reflects that more than 38,000 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens and that the county's lowest graduation rates are among the Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders. Therefore, continued focus on enhancing and improving English language learning programs is essential to preparing Orange County's residents for the workforce and success. This supports the need for additional ESL, Citizenship and Family Literacy classes for English language learners, increased off-campus sites to hold classes, and development of comprehensive marketing strategies to promote these classes. Orange County is the third largest county in California, and the sixth largest in the nation, with an unemployment rate of 14.7%. This compares with an unadjusted unemployment rate of 16.3% for California and 11.1% for the

nation. According to the living wage calculator ([livingwage.mit.edu](http://livingwage.mit.edu)), a livable wage for a single adult household in Orange County is \$16.52 per hour (annual salary of \$34,362). A livable wage for a single adult household with three children in Orange County is \$51.37 (annual salary of \$106,850). ACS (2018) results show that within Orange County, 54.8% (570,340) families earn less than \$100,000 annually and 18.8% (195,913) of families within Orange County earn less than \$35,000 annually. The strategies and goals for the 2020-21 CAEC annual plan focus on meeting the needs of the local community, based on the data analyzed. CAEC will continue to review data, discuss ways to address gaps, and develop and implement new strategies to ensure efforts are being made to meet the needs of the community.

#### **How will you measure effectiveness / progress towards meeting this need?**

CAEC will measure effectiveness/progress toward meeting these needs by engaging in activities with quantifiable outputs which will produce measurable short and long-term outcomes. These include strategies to improve integration of services and the improvement of transitions into postsecondary education and the workplace. CAEC's first goal is to address the regional gaps and needs by increasing services to the adult education population including ELL, individuals seeking workforce preparation and training, and persons in need of High School Equivalency or Diploma. Demographic research will continue to be conducted with analyses focused on targeted populations and labor market demand with related recommendations. CAEC members, along with student services and instructional staff, will continue to coordinate and offer outreach, support services, and instructional programs accordingly with input from representatives of the Orange County Workforce Development Board and the Orange County Strong Workforce Program, among others. Analyses will continue to be conducted to determine and assess gaps in services based on the geographic location of current students versus regional need. This data will inform strategies and programs to mitigate gaps. Professional marketing services will be used to develop and implement a robust and strategic marketing and outreach plan for the Consortium to include branding, campaign, a shared website, professional development, and execution.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Strategy #1: Hire a marketing firm to assist with developing a Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution. CAEC identified programming and service gaps such as the need for additional programs for English Language Learners, High School Diploma/GED Programs, Workforce Training Programs/CTE Pathways, and Programs for Adults with Disabilities. These gaps include a lack of community awareness of programs and services offered by Consortium members, a lack of awareness among staff of programs and services offered, and service to only a small percentage of the local population in need of these targeted programs. In order to close these gaps, CAEC will hire a marketing firm to assist with developing a Consortium marketing and outreach plan. CAEC will continue to conduct data analysis to determine and assess gaps in services based on geographic location of current students versus regional needs and will develop strategies and programs to mitigate gaps. A Consortium marketing team, including employees from each member institution, will guide the development and implementation of the marketing and outreach plan. Marketing firms will be invited to a Consortium meeting to make presentations to the group and submit proposals. The selected marketing firm will be responsible for developing a Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution. Also, they will be responsible for identifying our current market segments, developing strategies for inclusion, and developing a list of market segments and critical factors that impact outreach. The Consortium marketing team will oversee marketing efforts and carry out plans. Our goal is to align capacity for each Consortium with the maximum number of potential students to be served through support services as well as maximum enrollments. As a result of the implemented strategies, the following outcomes are expected: increased awareness in the community of programs and services offered by Consortium members; greater awareness among staff of programs and services offered; increased enrollment of targeted populations; increased presence and efficiency in areas identified as high-need; increased number of students transitioning from adult school to colleges; increased number of student completers who find employment in their chosen field; increased number of students at adult schools that earn college credit for coursework completed at adult schools; data-informed, targeted outreach efforts to groups not currently being served; and collaborative and more strategic delivery of instruction and student services, based on data analysis.

**Strategy #2**

Strategy #2: Provide resources to students who have challenges with online instruction. Consortium members will survey students on their challenges with online instruction and develop or purchase resources to address those challenges. CAEC members have developed Chromebook loaner programs and “How to” videos to support students new to technology or unable to afford the required technology. CAEC members will continue to expand these types of resources as funding allows.

**Seamless Transitions****New Strategies****Strategy #1**

Strategy #1: Implement a Consortium data-sharing agreement. A data sharing agreement will be finalized and implemented to provide identified staff access to information that allows for better collaboration, shared case management, and more accurate tracking of student transitions. Since the collection and use of student barrier information is an integral component, accurate collection and reporting of the data will be planned for. This goal includes planning for Consortium staff to meet regarding roles and duties, data sharing processes and security, and reporting outcomes. To support these efforts, the Consortium will try to configure individual systems to work together to easily share information.

**Strategy #2**

Strategy #2 Develop processes between CAEC members to systematically use Student Education/Career Plans. With the recent implementation of OneFlow, an online case management system, at HBAS, the adult schools and colleges will collaborate to develop agreements and processes between Consortium members to systematically use student education and/or career plans. HBAS will pilot the implementation of the system with key partners. All student support staff and instructors will be trained to use the system. Each student will receive a OneFlow account and training during orientation so they understand how to access it and use it and the features and resources available. During the orientations, students will start to develop their individualized plans with guidance from support staff. Plans are e-documents that are accessible online and include reporting and workflow features.

**Strategy #3**

Strategy #3: Establish and implement co-enrollment and shared case management with the Workforce Development Board and its contracted partners. The Consortium will continue to work with to develop shared case management procedures with the local workforce development board and its contracted providers to track co-enrollment in programs. Since individuals can be enrolled in multiple programs or institutions, this is necessary to accurately track students, associated barriers, services received, transitions to/from adult schools and colleges, and entry into the workforce. More complete and accurate data will allow the Consortium to plan services and programs more effectively and provide targeted case management to individuals. Co-enrollment in multiple programs allows individuals to receive holistic services from various regional providers. To ensure job seekers at the colleges and adult schools have access to employment and training services provided by America’s Job Center of California (AJCC), and specifically the Orange County One-Stop Centers, the Consortium will explore the possibility of co-locating services on-site by bringing contracted personnel to sites and/or facilitating training of consortium personnel on necessary intake and case management by the contractor. The Consortium would like to collaborate with the Title I providers to make referrals for job placements and other services. Leveraging of funding and resources is a priority for all members. For example, by aligning with various regional and local planning processes, GGAE has been able to leverage funds and resources to increase programs and services to the adult population. CAEC’s primary focus is increasing career opportunities for adult learners. Other resources to leverage include WIOA Title II, CalWORKs, and the Strong Workforce Program, among others. Some of the strategies that have resulted from these alignments include co-enrollment of ESL students in career training, and co-enrollment of students in classes at the colleges and adult schools.

**Student Acceleration**

## New Strategies

### Strategy #1

Strategy #1: Develop a consortium catalog of enhanced noncredit certificates, services and other offerings. To ensure individuals in our service area know of all of the options available at all of our member institutions, a consortium catalog will be developed. The catalog will include a list of noncredit certificate programs, student support services (e.g., academic counseling, employment services), and other offerings (e.g., events like College Bridge Day or employment/resource fairs.) This document will be shared with community partners, organizations, and employers so they can share this information with their stakeholders and refer students to our institutions.

### Strategy #2

Strategy #2: Continue to offer and expand Integrated Education Training (IET) and contextualized career/ESL programs. The Consortium seeks to increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs and short-term career programs. Short-term training, including enhanced noncredit certificates with high employment potential, will continue to be researched, developed, and implemented. Contextualizing ESL/ELL to address the subject matter necessary for career training will also be continued and expanded. Instructors from different subject areas will be encouraged to collaborate to develop cross-disciplinary programs that support English language learners. CAEP funding may be used to support the development of these programs and fund instruction to begin pilot programs. We will leverage relationships with local organizations and community partners to promote and support these programs. Professional development will be offered on IET/contextualized ESL with career training strategies, use of shared data to increase transitions, and use of common assessments and reports to guide instruction.

## Professional Development

### New Strategies

#### Strategy #1

Strategy #1: Provide professional development for case management and student transition strategies. CAEC members will continue to partner to develop and facilitate joint professional development opportunities for various stakeholders. OneFlow, the online case management system recently implemented by HBAS, will be a main topic of professional development in fall 2020. Staff from all members will attend trainings related to the efficient use and implementation of the system and referral processes. The colleges will work with HBAS to determine how to efficiently use the system using minimal resources taking into account the limited staff available at the colleges. In addition, the Consortium will continue to work with Orange County One-Stop to use CalJobs to track referrals and transitions. Individuals at each institution have already completed the first-level training for accessing and using CalJobs, but additional collaboration and training will be needed to ensure a successful partnership.

#### Strategy #2

Strategy #2: Provide training on and assistance with enhanced noncredit curriculum to college curriculum committee members and other faculty, as needed. There is a need to continue to grow and improve professional development opportunities in order to successfully implement some of the programs and services related to the goals described. Areas for professional development include noncredit curriculum development processes and procedures at the colleges; IET/contextualized ESL/ELL with career training strategies including co-teaching by collaborative partners; use of shared data for program support designed to increase student transitions; and use of common assessments and instructional reports to guide ESL/ELL instruction.

#### Strategy #3

Strategy #3: Provide training to faculty and teachers related to distance education instructional delivery methods, techniques, and tools. With the rapid transition from in-person classes to distance learning due to COVID-19, the disparity in technical skills across instructors became very apparent. Some instructors were comfortable switching their courses to an online version, some had minor challenges, and others struggled significantly. Consortium members quickly responded by providing training and one-on-one assistance to instructors in need. To address these knowledge gaps and improve the delivery, effectiveness,

and efficiency of online learning, the Consortium will focus on providing additional training to all instructors. Members will ask instructors for feedback so they know which topics are of greatest need or interest. Some topics include pedagogy/andragogy associated with online learning, using all Zoom features (e.g., breakout rooms, writing on screen/chat), student engagement, and formal and informal student assessments in distance learning.

#### **Strategy #4**

Strategy #3: Provide training to faculty and teachers related to distance education instructional delivery methods, techniques, and tools. With the rapid transition from in-person classes to distance learning due to COVID-19, the disparity in technical skills across instructors became very apparent. Some instructors were comfortable switching their courses to an online version, some had minor challenges, and others struggled significantly. Consortium members quickly responded by providing training and one-on-one assistance to instructors in need. To address these knowledge gaps and improve the delivery, effectiveness, and efficiency of online learning, the Consortium will focus on providing additional training to all instructors. Members will ask instructors for feedback so they know which topics are of greatest need or interest. Some topics include pedagogy/andragogy associated with online learning, using all Zoom features (e.g., breakout rooms, writing on screen/chat), student engagement, and formal and informal student assessments in distance learning.

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

Strategy #1: Create a consortium resource document to easily reference services for students by region. CAEC analyzed demographic data, labor market data, workforce indicators, student surveys, and gathered input from community partners to assess the current and continued needs in the region. Our goal is to ensure adult education programming in the region is robust and responsive to current and future needs. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members was used to perform this analysis. A gap analysis was performed based on census tracts to determine populations in need of adult education services and populations of students currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners and adults in need of post-secondary education. The information has shown that there is a significant group of adults that is not currently being served. The data indicates a need to strengthen and broaden the programs and services provided to support diverse ethnic communities and the county's rapidly aging population. It is important to create a consortium document that shows the various services available to current and potential students so individuals know what is available to them locally.

## **Fiscal Management**

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

Each Consortium member who receives an allocation is continuing to evaluate programs and services and allocate resources accordingly.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.**

Coast Community College District (CCCD) will use carry-over funds to cover the additional costs generated by the impact of COVID-19 in terms of additional technology equipment for students, instructors, and staff, additional software licenses, covering extension of licensing costs for applications that support online instruction and student services, additional professional development focused on online and remote instruction and student services, additional staff time needed to conduct e-testing, and other related costs. CCCD will continue to maintain a reserve of its carry-over funds to maintain the integrity of the program in case of future state funding reductions or deferments. HBAS will dedicate carry-over funds towards addressing the added operational and instructional costs related COVID-19 such as increased professional development and

purchasing of new computer equipment for students and staff. HBAS will use carry-over funds to support parents in helping their students adapt to distance learning by creating bilingual videos that explain HBUHSD COVID-19 instructional and safety related guidance. HBAS will also reserve an amount of funds to be prepared for potential reductions for the following years while the State continues to address significant fiscal challenges. HBAS will also use carry-over funds to support parents in helping their students adapt to distance learning by creating bilingual videos that explain HBUHSD COVID-19 instructional and safety related guidance. GGAE will use the carry-over funds to purchase Chromebooks for students. In addition, all members will use carry-over funds towards sanitation materials and personal protection equipment needed as operations and classes return onsite.

## Certification

### Coast CCD - Member Representative

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08/15/2020 06:57 AM PDT



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