

10 Coast Adult Education Consortium

Plans & Goals

Executive Summary

The vision of the 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 productive citizens, workers, and family members. The Consortium focuses on meeting regional needs by addressing gaps in services, ensuring seamless transitions to post-secondary education and the workforce, expanding and refining student acceleration opportunities, enhancing professional development opportunities, and leveraging partner and community resources. The Consortium works jointly to meet the needs of the adult education population in the region through various collaborative efforts between the Consortium members and with regional partners. Members regularly review and modify the plan, based on demographic and employment data, survey information, labor market information, and other data and analyses. Past and future efforts meet the seven programs areas identified by California Adult Education Program (CAEP). The Consortium will continue to work toward creating a comprehensive regional approach for students by providing instructional programs and support services for their progression along their educational and career pathways.

The CAEC region has a culturally diverse community and workforce. With that comes the critical need for English language proficiency programs 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. CAEC will continue to focus on expanding programs and services including:

- outreach to identified segments of the populations currently not served which could benefit from the CAEC programs and services.
- additional ESL, Citizenship, and Family Literacy classes, increased off-campus classes, and comprehensive marketing strategies to promote these classes.
- additional high school diploma/GED classes.
- serving a larger number of adults with disabilities.
- additional short-term noncredit CTE certificates.
- expansion of adult education dual enrollment.
- support for transition from noncredit to college credit classes and programs.

Main CAEC Accomplishments in 2021-22

Coast Community College District (CCCD), Huntington Beach Adult School (HBAS), and Garden Grove Adult Education (GGAE) worked collaboratively to implement the adult education dual enrollment which opened to qualified adult education students in June 2022. The program will be expanded in 2022-23 to increase the number of qualified adult education students who can take advantage of this beneficial opportunity.

CCCD

Coastline College

Developed two state approved noncredit certificates for Esports - Career Exploration and Health and Wellness.

Offered a substantial ESL schedule starting in Summer 2022 at the Westminster Campus for the first time since 2010.

Awarded noncredit certificates to 25 students.

Special Programs for Adults with Disabilities

- Continued program growth, added Music in Spring 2021

- Hired a Job Developer to support post-program graduates with career assistance
- Completed curriculum for Drama for a Spring 2023 launch
- Created program specific videos for marketing and outreach
- Created a donation program through Horticulture classes to provide fresh produce for the food pantry
- Developed a relationship with the Laguna Beach Museum of Art, creating post-graduation internships for the Art Basics program

Golden West College

Became an official Pearson VUE GED Testing Center in Fall 2022.

Awarded 200 noncredit certificates.

Eleven students passed the Citizenship U.S. Naturalization interviews, and one student received a GED diploma/certification.

Relaunch the noncredit Automotive Technology program in Spring 2022.

Orange Coast College

Implemented COAAP 1.7 in Spring 2022; Developed content for COAAP 29 to introduce ELL students to US healthcare system and different types of health insurance.

Submitted noncredit hospitality & tourism courses for approval.

Curriculum created for noncredit horticulture program in Summer 2022, pending approval.

Secured three dedicated classrooms for the adult education courses.

Implemented privately funded Textbook Scholarship Program to support adult education students enrolled in noncredit ELL classes.

Huntington Beach Adult School

Expanded ESL classes to three new locations.

Staff received monthly professional development in Diversity, Equity, and Inclusion.

Implemented a number of Diversity, Equity, and Inclusion events.

Expanded Spanish GED learning opportunities for students.

Developed a dual enrollment IET program in the Pharmacy Technician program.

Hired a case worker to support students experiencing homelessness.

Garden Grove Adult Education

Implemented a mandatory Student Orientation program.

Expanded the Student Technology Check-out program.

Increased the number of ABE, HSE, and HSD classes.

Increased counseling hours to support day and evening students.

Regional Planning Overview

The goal for CAEC is to develop career pathways to support adult learners in the region and to help them to successfully transition to postsecondary and workforce opportunities. CAEC members work together collaboratively and leverage resources to create regional stability among Adult Education providers. Leveraged resources include those from Workforce Innovation and Opportunity Act (WIOA) II, CalWORKs, and the Strong Workforce Program. 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 community college Adult Education Programs and Adult Schools.

CAEC aligns with the Workforce Innovation and Opportunity Act (WIOA) II through comprehensive ESL/ELL and K-12 partnership programs that accommodate low-income and low literacy families in the area. For example, all three colleges in the Coast

Community College District (CCCD): Coastline College (Coastline), Golden West College (GWC), and Orange Coast College (OCC), received the WIOA Title II grant and have implemented the ESL/ELL program. All three colleges have implemented the EL Civics additional instruction and assessment. The new Integrated Education and Training (IET) OCC classes for Personal Care Technician in partnership with the Huntington Beach Adult School (HBAS) strengthened certification programs and the EL Civics curriculum. CAEC will develop other bridge classes that prepare students for career training programs.

CCCD is part of the Future Built Orange County Regional Consortium, a workforce development alliance of community colleges in Orange County. The members of this consortium meet and collaborate to identify adult learners' interests and build meaningful career pathways for adult learners.

The Labor and Workforce Development Agency, California Workforce Development Board, and the Employment Development Department provide availability of up to \$1.2 million in WIOA for ELL Co-Enrollment Pilots. CAEC will align its portion of the funding to support projects that increase access for target populations, align WIOA programs, implement co-enrollment strategies, leverage other program funding, and provide supportive services for California's English Language Learner (ELL) population. An additional \$500,000 is available for services to provide coordinated technical assistance and evaluation.

The Adult Schools seek 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 Garden Grove Adult Education (GGAE) and HBAS. 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. In a quest to develop stronger partnerships, the GGAE leadership team visited the Garden Grove Orange County Workforce Solutions office. After that visit, GGAE calendared monthly on campus visits for the OC Workforce Solutions Mobile Unit. School Community Liaisons schedules are aligned with these dates to provide language support. Additionally, GGAE is piloting the iCEV Express Employment Business Office Tech Certification course. This Certification course supports GGAE's Integrated English Literacy and Civics Education (IELCE) program. The iCEV curriculum provides a direct partnership with a local chapter of Express Employment Professionals. GGAE CalWorks funds are used to remove barriers and support ongoing career training for students seeking career and employment opportunities.

CAEC will continue to devote its efforts and resources to expanding the key program areas, including basic and secondary skills, ESL/ELL, citizenship preparation services, and short-term Career Technical Education program.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

ESL, Citizenship, and Family Literacy classes, increased off-campus classes, and development of comprehensive marketing strategies to promote these classes.

According to the CAEP 2021 Fact Sheet for CAEC, out of the total population (557,855) of 18 years and older in the CAEC area, 20% (57,008) are classified as English language learners (ELLs). In 2019-20, CAEC served 5,448, about 5% of adults in the region, who are classified as ELLs, which demonstrates regional need and a gap in services for ELLs.

The following statistics are also relevant: 181,7248 foreign-born, 82,333 near poverty or less, 78,330 without high school diploma, and 27,707 unemployed adults in the CAEC region. In the CAEC region, 46% of the population is White, 25% Asian, and 24% Hispanic. Orange County has the highest Asian-American population in Southern California, especially Vietnamese-Americans. In the CAEC region, 52% of ESL residents speak Vietnamese at home.

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.

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

A combination of data from the CAEP 2021 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2019-20 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 adults currently served by CAEC. The

Consortium identified the top 20 census tracts in need of services related to adult English language learners (ELLs) and adults in need of secondary education. The information showed that there is a significant group of adults that is not currently being served.

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

Increase in number of adults in the CAEC service area classified as English language learners enrolled in ELL classes offered by CAEC members.

Regional Need #2

Gaps in Service / Regional Needs

High School Diploma/GED Programs

ACS (2019) shows that in Orange County, 14% (342,314) of the adult population have an education level less than a high school diploma or equivalent. Of this population 19% (65,724) falls within the poverty rate. Data shows that 14% (78,330) adults in the CAEC region have less than a high school diploma (CAEP 2021 Fact Sheet). 10% of adults (62,269) in the CAEC region have earned less than a high school diploma; the CAEC served only about 1.1% (694) of those in 2019-20.

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

A combination of data from the CAEP 2021 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2019-20 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 adults currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners (ELLs) and adults in need of secondary education. The information showed that there is a significant group of adults that is not currently being served.

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

Increase in the number of adults without a high school diploma in the CAEC service area enrolled in High School Diploma/GED classes offered by CAEC members.

Regional Need #3

Gaps in Service / Regional Needs

Workforce Training Programs/CTE Pathways

There is an imbalance between supply and demand for middle-skills jobs. The CAEC region has an unemployment rate of 4.4% (14,673). 31% of families earn less than the livable annual wage of \$154,239 (for a single adult household with three children).

Orange County is the third largest county in California, and the sixth largest in the nation, with an unemployment rate of 3.7%. This compares with an unadjusted unemployment rate of 5% for California and 3.7% for the nation. According to the living wage calculator (livingwage.mit.edu), a livable wage for a single adult household in Orange County is \$22.44 per hour (annual salary of \$46,673). A livable wage for a single adult household with three children in Orange County is \$74.15 per hour (annual salary of \$154,239). ACS (2017) results show that in Orange County, 46.2% (345,189) families earn less than \$100,000 annually and 12.6% (94,143) of families earn less than \$35,000 annually.

According to the CAEP 2021 Fact Sheet, 27,707 residents in the CAEC region are unemployed and 82,333 are near poverty or less. 32% (178,051) of adults have not attended college. This is consistent with Orange County at 31%, but lower than the statewide average at 38%. Included are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$40,059 in Westminster's Midway City to \$199,056 in Coto de Caza.

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

A combination of data from the CAEP 2021 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2019-20 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 adults currently served by CAEC.

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

Increase in number of adults in the CAEC service area who are unemployed or near poverty or less enrolled in classes offered by CAEC programs and programs and also those who subsequently transition to college credit programs.

Regional Need #4

Gaps in Service / Regional Needs

Programs for Adults with Disabilities

There are 69,303 adults with disabilities in the CAEC region (CAEP 2021 Fact Sheet). In 2019-20, CAEC served just over 1% (891) of adults with disabilities. This data supports the need for developing and offering additional programs for adults with disabilities.

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

A combination of data from the CAEP 2021 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2019-20 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 adults currently served by CAEC.

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

Increase in number of classes and programs for adults with disabilities. Increase in number of adults with disabilities in the CAEC service area enrolled in classes offered by CAEC members.

Address Educational Needs

2022-23 Strategies

Strategy Name

Leverage district facilities to provide more access to Adult Ed classes in the evenings and weekend

Activity that Applies to this Strategy

Leverage high school facilities

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Expanding the locations of available classes across the Huntington Beach Union High School District will provide more options for students who are challenged with transportation limitations. Facilities will also be available at a low or zero cost to Adult Education.

Strategy Name

Contract with local media companies

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Contract with local media companies (radio, TV, internet, print) to promote adult education offerings to targeted populations through high-impact media.

Strategy Name

Expand course offerings through Instructional Services Agreement

Activity that Applies to this Strategy

ISA Course and Program Offerings

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Using the existing Instructional Services Agreement, CCCD Colleges will schedule additional noncredit ESL/ELL and CTE classes at HBAS.

Strategy Name

Responding to employer needs

Activity that Applies to this Strategy

Short-term CTE Enhanced Noncredit Certificates

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Regularly review labor market data and meet with local employers to determine what short-term CTE enhanced noncredit certificates should be developed to fulfill employer needs and provide opportunities for student employment.

Strategy Name

Align course outlines to reflect CCRs, ELPs, NRS, and ISTE standards

Activity that Applies to this Strategy

Revision of course outlines

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Strategy Description

GGAE will begin the process of updating all program outlines to support the Career and College Readiness (CCRs), English Language Proficiency Standards (ELPs), National Reporting Level Descriptors (NRS), and Integrated Standards for Technology Education (ISTE) technology standards. Instructors will calendar time to establish a review cycle and the revision for courses offered. Aligning course outlines will result in students achieving Educational Functioning Level Gains.

Strategy Name

Mandatory orientation

Activity that Applies to this Strategy

Retention through proper orientation

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Strategy Description

All GGAE students attend a comprehensive orientation that provides a warm, inclusive, non-judgmental environment. The presentation includes a guided student handbook, administrative and counselor representation, and a supportive testing experience.

Strategy Name

: Open access to technology to support digital citizenship and literacy

Activity that Applies to this Strategy

Technology support

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Student Chromebook check out program is available for all GGAE students. Sustained training in technology equipment and services during orientation and as needed in classrooms for students to access and be successful with the educational curriculum.

Strategy Name

Restart offering Adult Education programs at Coastline ROP

Activity that Applies to this Strategy

Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Coastline ROP will start offering again adult education classes for the dental assistant, certified nursing assistant, and CPR programs. In addition, new programs will be explored as follows: EMT, sales, and cybersecurity.

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Use CalJOBS

Activity that Applies to this Strategy

Increase collaboration work OCDB

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

HBAS will continue to use CalJOBS to refer students to appropriate support services listed in CalJOBS. HBAS will be able to monitor whether or not students are following through on referrals and provide additional support as necessary. Once students are in the CalJOBS system, HBAS will work with OCDB to track outcome data such as quarterly employment and earnings.

Strategy Name

Partner MOUs

Activity that Applies to this Strategy

Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Develop and utilize partner MOUs that clearly define partnership goals and expectations leading to stronger collaborations that will better support students in staying enrolled and attending classes. As an added bonus, stronger partnerships will improve the success of students transitioning to higher-level academics and or training.

Strategy Name

Provide robust support services to enhance transition to college and jobs

Activity that Applies to this Strategy

Expand Student Support Services

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Expand academic guidance and support services to improve student retention and success. CCCD Colleges will expand academic counseling, transition to post-secondary advice, and other support students need to continue on their path to advancement.

Strategy Name

Collaborative outreach plan

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

CAEC will develop an outreach plan to more effectively recruit students in programs such as English language literacy development, short-term CTE, and workforce preparation. CAEC will hire a marketing firm to assist with establishing comprehensive marketing and recruitment strategies such as updating the CAEC website, connecting referrals from social media to services, participating in local events such as O.C. Workforce Development Members' meetings, parent advisory meetings, community events, business group activities such as Chamber of Commerce and association meetings, local job fairs, and more.

Strategy Name

Increase participation in the adult education dual enrollment

Activity that Applies to this Strategy

Adult Education Dual Enrollment

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

CCCD, HBAS, and GGAE implemented the adult education dual enrollment in summer 2022. During fall 2022, increase marketing of the program and the number of qualified HBAS and GGAE students enrolling in credit classes at the CCCD Colleges. CCCD Colleges will expand outreach and transitional assistance to adult learners and work closely with Consortium and community partners to alleviate barriers to college enrollment and promote student success.

Strategy Name

Calendar monthly visits with OC Workforce Solutions (Formerly One Stop).

Activity that Applies to this Strategy

Increase collaboration work OCDB

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Strategy Description

GGAE will calendar a resource fair, monthly workforce mobile unit, and workshops. Emphasize the use of Cal Jobs to appropriate staff, and partners, to make referrals to partners and keeping track of those referrals in a more integrated and efficient process.

Strategy Name

College participation in GGCC Service Organization Advisory Meetings

Activity that Applies to this Strategy

Adult Education Dual Enrollment

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

GGAE will invite college representatives to participate in the Garden Grove Community Collaborative (GGCC) Service Organization advisory meetings.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Identify needed student support services

Activity that Applies to this Strategy

Retention through proper orientation

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Strategy Description

Upon enrollment, help students select the student services they would need to remain in their program and be successful; ensure follow-up with corresponding service providers.

Strategy Name

Track student transitions

Activity that Applies to this Strategy

Implement Consortium Data Sharing Practices

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Measure student transitions to post-secondary education and workforce options in order to identify student successes and areas for growth.

Strategy Name

Technology Support

Activity that Applies to this Strategy

Technology support

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

HBAS will offer dedicated technology support (e.g., breakout times to get help, focused training) to all staff so they feel confident they have adequate tools and resources to do their jobs effectively.

Strategy Name

Consortium-wide capacity to support adult learner transitions

Activity that Applies to this Strategy

Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

CAEC members provide the students the opportunities to earn postsecondary credentials by coordinating regular transition workshops to share information, develop resources, and engage in activities to build consortium-wide capacity to provide information and case management support for adult learners when they are ready to transition into the workforce or postsecondary education.

Strategy Name

Expand the collaboration between CCCD Colleges, adult schools, and community partners.

Activity that Applies to this Strategy

Collaboration

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Continue to expand the collaboration between CCCD colleges, adult schools, and community partners. CCCD Colleges' outreach specialists will provide monthly information sessions at HBAS, GGAE, and community partners. The information sessions will address transition opportunities, career pathways, and student support services offered at the CCCD Colleges.

Strategy Name

Provide robust professional development for all GGAE staff

Activity that Applies to this Strategy

Staff Development

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

GGAE will provide weekly professional development. Collaboration will include technology related professional development from district and site TOSAs as well as curriculum, instructional strategies, and social emotional learning.

Strategy Name

Review data and share research based instructional strategies

Activity that Applies to this Strategy

Best practices for student success

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Strategy Description

GGAE will implement routine review of learner outcomes as identified on CAEP Summary and multiple TE reports. Instructors will be provided time to review educational research literature to be informed and kept current of innovations that result in Educational Functioning Level Completion Rates.

Strategy Name

Strengthen partnerships with community and consortium partners

Activity that Applies to this Strategy

Expand Student Support Services

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

GGAE will further develop relationships during 2022-23 with employers, community colleges, and community resource organizations in a manner that results in an increased number of students receiving transitional and supportive services as identified in CAEP Summary Report columns "O" and "Q." TOSAs, counselors, and liaisons will calendar visits to colleges, workforce, and community partners to promote services and provide transitional individualized assistance for students.

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.

The Executive Committee of CAEC discusses regularly the allocation of funds, taking into account the multiple funding streams available to each member. These include, but are not limited to, Workforce Innovation and Opportunity Act (WIOA) II, CalWORKs, and the Strong Workforce Program. Section 4 in the CAEC bylaws states that:

The CAEC recognizes members have multiple revenue streams that directly or indirectly support the purpose of the CAEC.

The CAEC recognizes that it will receive an annual allocation of funding from the California Adult Education Program (CAEP).

The CAEC will annually allocate funding for members in accordance with the law and the annual plans and budget developed and agreed by the Executive Committee.

Mandated and contract negotiated cost increases will be considered first in developing the annual budget before other grant funded projects.

CAEC remains committed to allocating funds in accordance to applicable statutes and its bylaws to best meet the needs of the communities served by the CAEC.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

In an effort to provide students maximum services funded through the CAEP consortium, funded members make every effort to expend funds according the agreed upon plan by the end of each fiscal year. In the case that funds remain for any fiscal year the following process is followed:

Members with unexpended funds provide a narrative explaining the reason for the carryover and if applicable what part of their respective plan was not carried out.

Member carryover funds were considered in the development of the 2022-23 annual plan.

Members have first opportunity to expend in the following year any funds they carryover as long as plans to expend such fund are in accordance with the approved plan for that year.

If a member is not able to develop a plan for expenditure of carryover funds that is aligned with the approved plan then those funds will be made available for other consortium projects.

Certification

Coast CCD - Member Representative

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Approved by Dr. Andreea Serban

09/15/2022 01:20 AM PDT

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Community
Colleges



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