

10 Coast Adult Education Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals

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 productive citizens, workers, and family members. Members regularly review and modify the plan, based on demographic and employment data, survey and labor market information, and other data and analyses. 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 Accomplishments in 2022-23

Coast Community College District (CCCD), Huntington Beach Adult School (HBAS), and Garden Grove Adult Education (GGAE) worked collaboratively to expand the adult education dual enrollment program in 2022-23. CAEC revised the Career Choices Pathways poster to include updated information to guide English learners to careers based on proficiency level.

CCCD

The CCCD Colleges awarded 199 Certificates of Competency and 78 Certificates of Completion.

Coastline College

- Created the Job Developer position to enhance student employment opportunities
- Established community partners for direct student employment
- Six students graduated in spring 2023 from the 3rd culinary cohort for students with disabilities
- The Animal Care Program for students with disabilities graduated its first students in spring 2023
- Launched the first cohort of the Drama Program for students with disabilities in spring 2023

Golden West College

- Developed and launched the new Senior Healthcare Technician program
- Rebranded and revised the Business Information Worker certificates and developed courses for the new Computer Literacy level 1 & 2 certificate programs.
- Developed Transitional ELL courses to assist ELL students transitioning to credit ESL classes
- Developed the Security Guard programs in collaboration with the GWC Criminal Justice Regional Training Center to be offered in fall 2023
- 39 students became U.S. citizens since the launch of the CIT Preparation program in 2019
- Fifteen noncredit Automotive Technology students transitioned to the credit Automotive Technology program. More non-traditional students - 18% (female, minority) - enrolled in the noncredit Automotive Technology program

Orange Coast College

- Expanded classes offered through the Instructional Services Agreement with HBAS and continued the partnership to offer the credit Child Development course paired with a noncredit ESL class
- Developed the Community Health Worker noncredit certificate program based on local employer demands
- Developed a partnership with Newport Mesa Unified School District to advertise ELL classes
- Developed a partnership with UndocuScholars Office to assist undocumented students with meeting requirements for AB540

HBAS

- Implemented Education Plans for ESL students that are designed to help students keep track of their goals and the services available to help them overcome barriers they self-reported
- Entered in partnerships with Hoag Hospital and Oak View Elementary to provide ESL classes at their sites
- Moved ASE primary location of services to new location with better facilities and supports
- Awarded 87 HSE certificates and HSDs and 39 CTE certificates

GGAE

- All course outlines were updated to reflect Career and College Readiness and ISTE Standards to focus on improving digital skills for all students. Data reflected a 5% increase in EFL Gains in ASE and ESL
- OC Workforce Solutions Mobile bus was on campus once a month. Data reflected an increase of students finding a job, enrolling in CTE classes, and participating in dual enrollment programs.
- Initiated "Tech Wednesday" in all ASE, ESL, and CTE classes.
- All GGAE staff, certificated and classified, participated in professional development on the California Adult Education Digital Learning Guidance.
- All new students participated in a mandatory Orientation Program. Data reflected a 25% increase in students receiving support services.
- Awarded 23 HSE certificates, 42 HSDs, and 16 CTE certificates.

Orange County Department of Education, College and Career Preparatory Academy (CCPA)

- CCPA held the class of 2023 Graduation Ceremony on June 9 with a graduating class of 104 students. At graduation, an anonymous donation was made to honor a CCPA student.
- In June 2023, students participated in the first annual CTE Day at Disneyland.
- Starting July 1, 2023, CCPA was awarded the WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) grant July 1, 2023–June 30, 2027.

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 Integrated Education and Training (IET) OCC classes for Personal Care Aide 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 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 Orange County Workforce Solutions Mobile Unit. School Community Liaisons schedules are aligned with these dates to provide language support. Additionally, GGAE has implemented the iCEV Express Employment Business Office Tech Certification course. 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

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 16 years and older in the CAEC area, 20% (57,008) are classified as English language learners (ELLs). In 2022-23, CAEC served 6,528, about 11.5% 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 2022-23 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

Gaps in Service / Regional Needs: High School Diploma/GED Programs

ACS (2021) shows that in Orange County, 12% (299,615) of the adult population have an education level less than a high school diploma or equivalent. Of this population 17% (50,635) 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 12.7% (5,242) of those in 2022-23.

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 2022-23 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

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 3.0% (48,500). 6.3% of households are below the poverty line and 49.60% of households earn less than the livable annual wage of \$99,375 (for a two working adult household with two children).

Orange County is the third most populated county in California, and the sixth most populated in the nation, with an unemployment rate of 3.0%. This compares with an unadjusted unemployment rate of 4.3% for California and 3.1% for the nation. According to the living wage calculator (livingwage.mit.edu), a livable wage for a single adult household in Orange County is \$23.66 per hour (annual salary of \$49,219). A livable wage for a single adult household with three children in Orange County is \$83.84 per hour (annual salary of \$174,38). ACS (2021) results show that in Orange County, 49.6% (534,288) families earn less than \$100,000 annually and 17.0% (183,123) 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 37% for residents who have never attended college. Included are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Median household income ranges from \$48,323 in Midway City to \$210,990 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 2022-23 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

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 2022-23, CAEC served just over 1.6% (844) 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 2022-23 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

2023-24 Strategies

Strategy Name

Goal Setting

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

HBAS - Incorporate goal setting efforts as part of orientation and early instruction efforts, to be sustained throughout each program by classroom activities and follow-up through schoolwide surveys.

Strategy Name

Expand access through increased/improved facilities

Activity that Applies to this Strategy

Leveraging & Modifying Resources to Meet Ed Needs

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

HBAS

Leverage the use of district other facilities to provide more access to Adult Education classes – to parents of comprehensive high school students - in the evenings and weekends. This will include the planning for building new ESL classrooms on unused district property.

Modify existing ESL curriculum pacing guides to include high school parent needs (how to access Aeries, Canvas, attendance system).

Strategy Name

Curriculum review and refinement

Activity that Applies to this Strategy

Curriculum/Pacing Guide/Assessment

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Strategy Description

HBAS - Continue review and refinement process for curriculum, pacing guides, and internal assessments so that curriculum instruction, together with efforts to make curriculum technology accessible, affect learning gains.

Strategy Name

Mandatory Student 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 Garden Grove Adult Education (GGAE) students will continue to attend a comprehensive orientation that introduces students to the campus culture, the student handbook, course offerings, and employment pathways. They meet the administrator, the counselor, and the community liaisons as well as other GGAE staff during their time together. The students also take their CASAS placement test and receive information about how the registrar communicates via email with their assigned course.

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

The student Chromebook and Laptop check out program continues to be available for all GGAE students. During orientation, students learn about the opportunity to check out technology and how to receive free or reduced internet access. Additionally,

every Wednesday is referred to as Tech Wednesday in all GGAE courses. Students receive lessons on how to safely use technology, they have lessons that include using technology to complete assignments, and the teachers receive professional development on how to increase their own technology skills and prepare lessons for future Tech Wednesdays.

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

Expand noncredit CTE program to meet local employers need

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

CCCD Colleges will regularly review labor market information and engage in frequent discussions with local employers to identify the most relevant areas for developing short-term, career, and technical education (CTE) enhanced noncredit certificates and programs. The aim is to address specific employer demands, cater to industry requirements, and create meaningful student employment prospects.

Strategy Name

Continue adding 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 has started offering again adult education classes in CNA. Additional existing programs offered to high school students are considered to be offered to adults - the dental assistant and CPR programs. In addition, new programs will be explored as follows: EMT, sales, and cybersecurity.

Improve Integration of Services & Transitions**2023-24 Strategies****Strategy Name**

Data Sharing

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

Capitalize on existing consortium data sharing MOU, plan for sharing of data, and implement the plan (Fall, Intersession, Spring, and Summer checkpoints).

Make changes to Support Services processes as data determines necessary refinements to ensure more transitions.

Strategy Name

Co-located One Stop services

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 work with One-Stop partners to co-locate services for increased access to students.

Emphasize the use of CalJobs to appropriate staff, and partners, to make referring to partners and keeping track of those referrals a more integrated and efficient process.

Establish a schedule for the use of the One-Stop bus for Consortium sites.

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

The consortium launched adult education enrollment in fall 2022. CCCD, HBAS, and GGAE will continue to work collaboratively to market the program to adult education students. The experience gained in 2022-23 has led to making changes to the process to ensure that adult education students from HBAS and GGAE can enroll in approved credit classes at any of the three CCCD colleges with one request to participate in the program rather than submitting separate requests to each college. HBAS and GGAE counselors continue to work closely with the CCCD Colleges to enroll adult education students in noncredit and credit pathways. College representatives are scheduled to meet with HBAS and GGAE adult education students on campus and during community events to share information and alleviate barriers to college and career pathways.

Strategy Name

Calendar monthly visit with Orange County Workforce Solutions

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 continue to schedule monthly visits from the Orange County workforce mobile unit, host in-person seminars and workshops, and host annual resource fairs and college/career fairs.

Strategy Name

Enhance counseling service with case management process to increase student retention and transition

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

CCCD Colleges will expand academic counseling and support services to enhance student retention and improve completion rates. This expansion will encompass a broader range of services, including comprehensive academic counseling, seamless transition to post-secondary, and additional student services. These initiatives are designed to empower students and guide them toward completing their career pathways and achieving their educational goals.

Strategy Name

Collaborative marketing and 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 and implement a marketing and 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.

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Increase use of support services

Activity that Applies to this Strategy

Student Directed Service initiative

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Upon enrollment, allow HBAS students to select student services that they are interested in / need to be successful.

Strategy Name

Technology training

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

Implement technology-related professional development at HBAS so that 90% of teaching staff self-assess their skills to be Strong and 100% self-assess their skills to be Adequate or better.

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

GGAE will continue to strengthen the collaboration between CCCD Colleges, adult schools, and community partners. The Outreach specialists from the CCCD colleges and community partners will be calendared for monthly visits. GGAE will also work with Garden Grove Community Collaborative and other community partners to increase the student support services offered to all students.

Strategy Name

Provide a 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 receives support from OTAN representatives, TOSAs, and GGUSD Instructional Technology TOSAs to lead weekly professional development. Professional development and collaboration amongst the trainers and all staff support with curriculum, instructional technology, and social emotional well-being for both staff and students.

Strategy Name

Review data and educational research literature, 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 administration will continue to work with the data team to review and prepare quarterly data. Administration and TOSAs will share with the entire staff during monthly staff meetings and during scheduled professional development. GGAE staff will continue to review learner outcomes as identified on CAEP summary and multiple TE reports. All staff will be provided time to read and review educational research literature and to be informed with best practices that result in Educational Functioning Level Completion Rates.

Strategy Name

Strengthen partnerships with community and consortium 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

GGAE will continue to strengthen relationship during 2023-2024 with local employers, community colleges, and community resource organizations. We will work with H.O.P.E to set up monthly food pantry on our campus. Results in the increased number of students receiving support and transitional services will be identified in the CAEP Summary Report in columns "O" and Q."

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 2023-24.

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 2023-24 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

08/15/2023 09:30 AM PDT

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08/15/2023 09:49 AM PDT

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08/15/2023 09:59 AM PDT

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