

40 Education to Career Network of North San Diego County (Palomar/Vista)

CONSORTIUM APPROVED

2024-25

Plans & Goals**Executive Summary**

The Education to Career Network of North San Diego County (ETCN) is one of five adult education consortia in San Diego County and one of 71 throughout the state. Six member districts make up the ETCN: Escondido Union High School District, Palomar Community College District, Poway Unified School District, Ramona Unified School District, San Marcos Unified School District, and Vista Unified School District. The more than 2555 square mile region includes rural, suburban, and urban areas with an extremely diverse population in terms of education and income levels, employment levels, race/ethnicity, and spoken languages. The member districts work with our community and business partners to identify and address the gaps and needs for adult education services. This enables us to plan and offer our adult students high-quality and relevant courses, programs, and services.

In the past year, ETCN has assisted adult students in reaching their individual educational goals, including career advancement, college preparation, workforce re-entry, and life enrichment. Together, we continue to leverage resources and increase collaboration and partnerships with adult education providers and support services within the region.

Building on our strong track record, the member districts of the ETCN, along with our business and community partners, are committed to aligning systems and serving students in focused ways that will continue to generate successful transitions to post-secondary education and the workplace for years to come.

For 2024-2025, ETCN will concentrate on the following strategies and activities to achieve CAEP's Three Primary Objectives.

Address Educational Needs

- Host the annual Business and Community Forum.
- Continue to work with districts in rural areas to address educational needs by offering ASE programs and expanding ESL offerings in Fallbrook.
- Promote online and distance learning options, especially in small and remote communities.
- Continue to align short-term career education offerings with regional plans and identify high-demand occupations.
- Conduct a Pathway Insight at quarterly Leadership Council meetings to expose members to emerging occupations and consider areas of growth.
- Continue to build overall awareness of Adult Education by updating the ETCN website, publishing the annual report for 2023-24, and working with N&R Publications to complete the development of adult education stories.
- Develop an implementation plan for an Adults with Disabilities program.

Improve Integration of Services & Transitions

- Continue to evaluate and implement strategies that promote successful student transitions to post-secondary education and the workplace, such as hosting the Path to Palomar event, expanding Palomar's counseling presence, and holding regular transition workshops at each adult school.
- Continue curriculum alignment efforts by exploring additional opportunities for articulation (credit by exam).
- Continue and expand cross-consortium Professional Learning Communities (PLCs).
- Continue to assess and improve support services for students by convening a Community of Practice (COP) with member district counselors, career advisors, transition specialists, and the disabilities support counselor to better evaluate student needs. Through this practice, ETCN will enhance support services, including piloting the implementation of SB 554.
- Share resources and best practices by hosting a Career and Education Showcase.
- Continue to expand business and community partnerships that support student success and transitions.
- Continue to implement and expand the Digital Badging project.

- Continue to issue student email addresses to create opportunities for single sign-on to support access and resolve technical issues with consortium-wide software.

Improve Effectiveness of Services

- Continue implementing a quarterly goal and data review practice through regular data dialogues at district and consortium levels and an annual planning meeting to reflect on progress and set future goals.
- Convene data technicians from across the consortium each month to review data and share best practices.
- Conduct an annual survey on the effectiveness of shared positions and continue to collect and review student experience data through surveys and other means.
- Provide targeted professional development opportunities aligned with overall consortium goals by conducting an annual survey to identify professional development and technical assistance needs, creating a professional development plan, and offering targeted training on the CASAS data portal, ASAP 4, student outcomes, and the use of social media for follow-up surveys.
- Continue technology coaching with instructors across the consortium and continue to develop the Ed Tech website and archive professional development offerings.

ETCN will continue to work together as a consortium and with our community partners to ensure our students succeed at all levels.

Regional Planning Overview

ETCN members are implementing our 2022-2025 Three-Year Plan by focusing on achieving specific strategies throughout 2024-2025. These strategies allow ETCN to meet the region's educational needs, successfully support student transitions to post-secondary education and the workplace, and continuously improve.

ETCN fully believes in the importance of data-driven decision-making and so will continue to formalize the process of data analysis by convening once every three months to review data pertaining to student persistence, measurable skills gains, labor market information in comparison to training programs offered, student satisfaction surveys, and teacher surveys on instructional competencies and technology integration. These protocols will assist the Leadership Committee in decision-making that will support student success and alignment with industry needs and inform the creation of professional development opportunities and professional learning communities using Community of Practice principles.

This year, ETCN will continue to participate and align our work with other regional planning initiatives. For example, members of the ETCN participate in the San Diego County Regional Career Pathways Consortium, the Strong Workforce Regional Consortium for the Southern Border Region, and the San Diego Workforce Partnership (our local workforce development board) regional planning processes. Also, through regular participation in our monthly "Super Region" meetings, in which we meet with representatives from the other six regional adult education consortia in San Diego and Imperial counties, we will continue to share promising practices and alignment with our regional partners.

ETCN will continue to host a Business and Community Forum annually to hold conversations with industry leaders, economic workforce development representatives, and community representatives to gather important feedback on their needs and goals and regional gaps and needs. Likewise, we will again organize a Career and Education Showcase to invite business partners to speak directly to our students, sharing important real-time knowledge on employment needs and hiring practices in our region.

Meeting the educational needs of adults in our region revolves around the challenge of providing equitable learning opportunities for all adult students, regardless of the part of the region in which they reside. With this in mind, our consortium members work hard to leverage structures and resources to provide expanded programs and services in the most cost-efficient ways.

Additionally, in order to be responsive to community needs, we continually strive to create more tailored courses that lead to specific career pathways - especially pathways that are linked to identified local, high-demand occupations and industry certifications. Our Data Coordinator and Partnership Coordinator will continue to create Pathways Insights reports at quarterly

meetings to highlight emerging occupations. These Pathway Insights reports will support us in being responsive to labor market demand, which is a key to our ability to successfully transition students to the workforce.

We feel confident in our positioning as premier adult education providers in our region; this confidence depends on our ability to adapt to changing student and community needs, including increasing in-person, blended, and online learning options and providing meaningful student support services to overcome obstacles and barriers.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Being responsive to student and community needs is a key ingredient of any successful adult education program. In an ever-evolving socio-economic landscape, the necessity to continually assess and address the educational needs of adults and businesses in our community is crucial. It requires an adaptable and quick-to-respond education system that is able to create and/or adapt courses, curricula, and formats to meet the varied learning needs of students and the workforce needs of local employers in this region.

Creating a system with a constant cycle of assessment, action, and reassessment will aid in identifying gaps in knowledge, technical skills, and competencies. The findings will help design and refine educational programs that are timely, pertinent, and inclusive, thus ensuring that all adults in our community have access to opportunities for lifelong learning. In a broad sense, by filling this regional need, ETCN can help drive our region toward a future of innovation, inclusivity, and prosperity.

ETCN will continue to align short-term career education offerings with regional plans and identify high-demand occupations. We ensure that as many of our career training programs as possible are included on the region's eligible training providers listing. As noted above, we also review and discuss a Pathway Insights report at our quarterly meetings in order to identify emerging industry sectors in which new career training programs might be needed. Additionally, we will work on expanding Integrated Education and Training (IET) courses and IELCE offerings to meet the needs of our students and business partners.

Through Palomar College, we have conducted a study of the needs of Adults with Disabilities in the region and found this to be a regional need. In the upcoming year, we will use the analysis conducted to develop a plan for additional services supporting this population.

Additionally, we will continue to work with schools in small and remote areas to identify and address the educational needs of the community. For example, ETCN members are working with Fallbrook to address community needs for both ASE and ESL programs. We will also continue to promote online and distance learning options for students to access existing services provided throughout the consortium.

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

One of the primary tools ETCN uses to identify regional needs and plan to address them is convening an annual Business and Community Forum. At this forum, we review ETCN goals and progress toward them with business and community members and solicit feedback on how we might better support the education-to-workforce pipeline.

ETCN has identified several gaps in services or regional needs through data analysis (including labor market data), participation in planning meetings with the Super Region, and regular engagement with our community members.

Counselors and career advisors have identified the student need for more employer partnerships and paid internships.

ETCN also reviews and discusses a Pathway Insights report at our quarterly meetings to identify emerging industry sectors in which new career training programs might be needed.

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

Effectiveness will be measured toward meeting these needs in the following ways:

- Business and Community Forum - a meeting will be held, and minutes will contain suggestions
- Pathway Insights - quarterly meeting agendas will include Pathway Insights reports, and

- Services to Small and Remote Areas - additional courses for ESL and ASE will be offered
- Enrollment and Dual Enrollment - track the increase in enrollment numbers and dual enrollment
- Expansion of CTE Courses - measure the increase in the number and variety of CTE courses
- Counselors and career advisors have identified the student need for more employer partnerships

Regional Need #2

Gaps in Service / Regional Needs

There is a need to improve the integration of services and support for students to successfully transition to postsecondary education and the workforce. Additionally, the need for stronger employer partnerships, paid internships, and increased support from counselors and career advisors has been highlighted by various members.

Adult learners often face unique barriers and challenges that can hinder their educational journey and career progression. The goal is to build a comprehensive support system that not only imparts knowledge and skills but also provides necessary resources and guidance to ease these transitions. By developing an integrated system that offers academic guidance, career counseling, financial aid assistance, and socio-emotional support to adult learners, adult students will be better adept at navigating through the complexities of transitioning from an adult education setting to a postsecondary institution or directly into the workforce, with a focus on ensuring long-term success and stability. To this end, the Palomar Transitions counselor will have a more consistent presence at each adult school and will coordinate regularly with adult school Transitions Specialists.

By continuing our curriculum alignment efforts, ETCN will ensure that students are ready for success at the next level of postsecondary education without remediation. ETCN will continue our cross-agency PLC and will hold consortium-wide advisory committee meetings with business partners in high-demand industry sectors.

ETCN will again host the Path to Palomar and Career and Education Showcase events, which allow students to set goals and create a vision of their future.

Improving the integration of services and supports will enhance the overall educational experience of adult learners and improve their chances of successfully transitioning to postsecondary education and the workforce. This, in turn, will contribute to individual personal growth, increased employability, and economic development in our region. By focusing on these needs, ETCN can help to ensure that adult education serves as a genuine stepping stone to greater opportunities rather than a stand-alone solution.

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

This gap was identified by reviewing transition data during Quarterly Data Dialogues, member self-assessments, and our annual planning retreat.

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

ETCN will track student transitions to both postsecondary education and the workforce. We expect to see an increase in student outcomes and the number of successful transitions to postsecondary education and the workforce.

Regional Need #3

Gaps in Service / Regional Needs

There is a need to improve the overall effectiveness of the programs and services offered to ensure that the resources and efforts invested in adult education yield meaningful returns for everyone involved. By refining and enhancing ETCN's programs and services so they are more aligned with learners' needs, ETCN will be more responsive to the changing job market and more impactful in terms of outcomes. This includes improving content and curriculum, developing enhanced delivery methods to meet adult learners' requirements and preferences, increasing the availability of support services, aligning course offerings with labor market needs, offering more internship opportunities, and raising performance outcomes.

Improving the overall effectiveness of adult education programs and services will not only lead to better outcomes for the learners but also contribute to the broader socio-economic development of the region. It will enhance the quality of the

workforce, reduce skills gaps, and promote social inclusion and personal growth. Furthermore, it can also help to build public trust and support for adult education, which can result in increased resources for the consortium.

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

This gap was identified through our annual community forum, advisory meetings, Chamber of Commerce meetings, SD County meetings, student surveys, and member self-assessments. Also, through data collected by EMSI, Centers of Excellence, and San Diego Workforce Partnership, we regularly note demographic make-ups of our region's residents (including level of education, unemployment, primary language spoken, adults with disabilities, income levels); these demographic data indicate the need for adult education, proving the need for more awareness of Adult Education. Additionally, ETCN continues to gather information about student needs through student surveys, student focus groups, and social media interactions.

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

The effectiveness of the efforts we undertake to address this regional need will be measured by increased student enrollment, internship opportunities, student persistence, and completion numbers, including transition data. Anecdotal data on program effectiveness will continue to be gathered through student exit surveys and business partner discussions.

Address Educational Needs

2024-25 Strategies

Strategy Name

Strategy #1 - Continue to assess the educational needs of the region

Activity that Applies to this Strategy

Quarterly Goal Review

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Strategy Description

ETCN will continue to assess the educational needs of the region through hosting an annual Business and Community Summit, continuing to work with districts in rural areas to identify and address educational needs by offering ASE programs and expanding ESL offerings in Fallbrook, promoting online and distance learning options, continuing to align short-term career education offerings with regional plans and identifying high-demand occupations, and conducting a Pathway Spotlight at each quarterly Leadership Council meeting to expose members to emerging occupations and consider areas of growth. ETCN will be able to collectively assess the above strategies through quarterly goal reviews.

Progress Update:

On January 31, 2024, the Business and Community Forum gathered representatives from businesses, community-based organizations, and students, providing valuable feedback on consortium needs. Insights from the forum are linked for future planning. In spring 2024, the Career & Education Showcase featured high-interest career presenters and saw strong community engagement.

VAS established a high school diploma program and one ESL class in Fallbrook, with ongoing research to address regional educational needs. The Center of Excellence provided annual labor market data for North County San Diego, which was shared to align program offerings with workforce demands.

Poway collaborated with the National Electrical Contractors Association (NECA) to collect labor market data and discuss training apprentices. Palomar College expanded its class offerings in Fallbrook, including in-person and online options to meet diverse student needs.

These efforts demonstrate ETCN's commitment to addressing the region's evolving educational needs through strategic events, partnerships, and data-driven initiatives, ensuring responsiveness and effectiveness in meeting community demands.

Strategy Name

Strategy #2 - Build overall awareness of Adult Education in the region

Activity that Applies to this Strategy

Quarterly Goal Review

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

ETCN will continue to build overall awareness of Adult Education in the region by updating the ETCN website, publishing the annual report for 23-24, and working with N&R Publications to complete the development of adult education stories for targeted public information needs. ETCN will be able to assess the above strategies collectively through quarterly goal reviews.

Progress Update:

ETCN published the 2022-23 Annual Report and has maintained and updated its website. Many schools updated their fact sheets, had their school boards adopt resolutions for Adult Education Week, and participated in Legislative Day in Sacramento in April of 2023. VAS completed most N&R articles, while EAS updated the ETCN website, published three articles with N&R publications, and attended community events. EAS also expanded its social media presence on Instagram and Facebook to reach a larger audience.

Palomar College raised awareness through presentations and the annual Path to Palomar event. They also plan to develop more adult education stories and focus on these efforts next year. As a consortium, ETCN has incorporated a quarterly goals review at its Leadership Council meetings to track progress and assess the impact of these strategies.

Strategy Name

Strategy #3 - Develop an implementation plan to offer Adults with Disabilities programs

Activity that Applies to this Strategy

Quarterly Goal Review

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Strategy Description

ETCN will explore and develop an implementation plan to offer Adults with Disabilities programs throughout the region, finalizing a needs analysis, reviewing recommendations, and developing an implementation plan/timeline. ETCN will be able to collectively assess the above strategies through quarterly goal reviews.

Progress Update:

A Disability Support Counselor was hired for the consortium, who completed an accommodation workshop for VAS to increase teacher awareness of strategies and referrals. VAS maintains the WIOA contract, and the counselor's assistance with Poway students has been beneficial, especially in her meetings with teachers and students.

While EAS recognizes the need to focus more on this area next year, they are grateful to have a counselor onsite. They will continue with one-on-one student orientation, addressing accommodations as part of the new student ASE enrollment procedure.

Palomar College hired a consultant to assess the landscape of Adults with Disabilities (AWD) within California Community Colleges, identifying what services are offered and ongoing efforts in this area. This work will continue to ensure comprehensive support for AWD programs.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Strategy #1 - Continue to assess and improve support services provided to students

Activity that Applies to this Strategy

Assess and improve Professional Development

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

ETCN will expand a Community of Practice (COP) with member district counselors, career advisors, transition specialists, and the disabilities support counselor to evaluate student needs and share resources and best practices. Through this practice, ETCN will be able to assess and improve support services provided to students, including piloting the implementation of SB 554.

Progress Update:

EAS's student support team meets monthly with the Disability Support Counselor and aims to work more closely with the entire consortium next year. PAS continues to maintain a relationship with the Palomar College Counselor on campus and is refining goals for topics and meetings with students. RAS aims to increase support from counselors and career advisors in the 2024-25 school year. VAS continues to meet, although specific updates on their meetings were not detailed. Overall, while progress was limited, the consortium is poised to enhance support services significantly in the coming year.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Strategy #1 - Continue implementing a quarterly goal and data review practice.

Activity that Applies to this Strategy

Implement data dialogue protocol

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Strategy Description

Continue implementing a quarterly goal and data review practice by engaging in regular data dialogues at the district and consortium levels, convening an annual planning meeting to reflect on progress toward goals and identify work to be undertaken in the next year, conducting an annual survey regarding the effectiveness of shared positions, and by continuing to collect and review data about the student experience through surveys and other means. In the 2024-25 school year, ETCN will convene a new Community of Practice for the data technicians consortium-wide.

Progress Update:

ETCN has continued to implement a quarterly goal and data review practice by engaging in regular data dialogues at both the district and consortium levels. A survey regarding the effectiveness of shared positions was completed and will continue annually to gather valuable insights.

EAS consistently engages in data dialogues during PLCs, staff meetings, and consortium-wide discussions. VAS successfully completed three Data Dialogues throughout the school year, contributing to ongoing improvements. PAS held monthly Data Dialogue meetings and plans to continue this practice next year.

These ongoing data dialogues and the annual survey have helped ETCN to reflect on progress, identify areas for improvement, and ensure that the consortium remains focused on achieving its goals.

Strategy Name

Strategy #2 - Provide targeted professional development opportunities that are aligned with overall

Activity that Applies to this Strategy

Assess and improve Professional Development

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Strategy Description

Provide targeted professional development opportunities that are aligned with overall consortium goals by conducting an annual survey to identify professional development and technical assistance needs, creating a professional development plan, continuing technology coaching with instructors across the consortium, and continuing to develop the Ed Tech website and archive professional development/technical assistance offerings.

Progress Update:

ETCN has made significant strides in providing targeted professional development opportunities. A cross-agency PLC with PAS and EAS was completed, enhancing collaboration and shared learning. PAS conducted multiple professional development sessions, including the Data Coordinator's ASAP trainings with teachers, ellii.com training, Burlington English for PD, and training on TOPS Teacher Portal. Additionally, the Technology Trainer & Integration Specialist and the Disability Support Counselor led a workshop on accommodations and strategies during a PLC.

Over the 2022-2023 and 2023-2024 school years, ETCN has provided over 250 hours each year of tech coaching, instructional coaching, and professional development sessions for teachers across the consortium. Weekly PD newsletters and bulletins have been distributed for the past three years, keeping staff informed and engaged. An annual Teacher PD survey is offered to assess and suggest targeted PD offerings, ensuring the professional development needs of teachers are met.

The ETCN EdTech and instructional website archives all PD opportunities, providing easy access to resources. EAS saw numerous teachers involved in CALPRO PD, PLCs, and Studios, with significant support from the Technology Trainer & Integration Specialist for tech integration with teachers and students. Full consortium PD is identified as a beneficial next step.

VAS offered several PD opportunities and teacher collaboration meetings throughout the year. In response to professional development provided in 2022-23, 21 teachers/staff completed a three-part Community of Practice on Culturally Responsive Learning Environments in 2023-24, focusing on creating more welcoming classroom environments.

The Technology Trainer & Integration Specialist has effectively supported RAS teaching staff with tools, training, and support, frequently checking in to troubleshoot or provide tips and visits VAS staff weekly to provide teacher coaching, instruction, and support with Canvas and other technology. These efforts collectively enhance the professional development landscape within ETCN, aligning with consortium goals and improving educational outcomes.

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.

- ETCN employs an outside auditor to review our finances annually to ensure fiscal accountability and continued transparency. This includes the expenditures at the fiscal agent level AND each member district level. Funds were allocated and spent according to our goals identified in the ETCN three-year plan. These goals included an increased emphasis on stakeholder/partner engagement to support student education and career success; implementation of common student data tools to gather, measure, and analyze student and/or program successes and outcomes and share best practices; platforms to assist students with work-readiness, career exploration, and job search; and continued alignment and integration of curriculum to accelerate student learning and meet regional needs. To accomplish the goals above, members interacted more frequently, with shared positions spending time addressing the needs of each individual member district. In addition, the ETCN has continued to apply jointly for federal WIOA and Perkins grant funding. This has created additional opportunities for us to leverage resources and align services and data collection across our member districts. We have jointly utilized 231/243 funding to benefit ETCN students and our ESL/IELCE programs. Our members are committed to continued progress toward the realization of the vision and goals of the ETCN Three-Year Plan. They will continue to implement identified strategies that fill the regional gaps in service, support the seamless transition of students, increase professional development opportunities for staff, better leverage resources, and accelerate transitions for learners across the consortium.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

A standing agenda item at every leadership council meeting is a fiscal agent report; this report includes examining planned vs. actual expenses. Our fiscal agent, Vista USD, will hold regular meetings regarding specific fiscal practices, reports, and deadlines among the member district's fiscal representatives and leadership council members. The ETCN Leadership Council approved the budget for its CFAD submission and projected a budget for the following year. Based on expenditure projections, any carry-over identified is used to either carry incomplete activities into the next year, accelerate portions of the plan with later start dates, or support new budget requests. Members making additional budget requests are asked to identify whether the request is one-time, short-term, or ongoing so that the expense can be appropriately budgeted in future years. In addition to regular monthly meetings, the Leadership Council members participate in an annual planning retreat. The retreat is used to amend and update our regional plan, while the regular Leadership Council meetings are used to monitor the implementation of the plan and tend to the business aspects of our consortium's operation.

The Education to Career Network has adopted the following approach to incorporate remaining carry-over funds from prior years into the strategies planned for 2024-25 (Funding Philosophy.) The language pertaining to carry-over funds specifically is provided below:

Within the parameters established by the CAEP, in the event that a district does not fully expend the CAEP funds allocated, the district may carry over funds; these funds may only be used as outlined in the ETCN's annual plan. The consortium carry-over may not exceed the state threshold for excessive carry-over. Member districts with carry-over in excess of 20% will be required to submit for approval to the Leadership Council an expenditure plan to reduce carry-over to 20% or below within a two-year timeframe. Carry-over amounts will be monitored annually until the carry-over amount falls below 20%, and the plans for carry-over expenditures may be modified with Leadership Council approval. If a member district is unable to reduce its carry-over to 20% or below within a two-year period, the Leadership Council may withhold additional CAEP allocations to reduce the carry-over to the established level (20%). Once the carry-over has been reduced to the acceptable level, then the member district allocation would be restored, unless the member district requests an ongoing reduction to its allocation. Any surplus funds held at the consortium level, including funds recaptured from a member district with excessive carry-over, will be allocated to member districts that opt in proportional to each district's CAEP allocation (when member districts have carry-over less than the maximum amount established) unless the Leadership Council has approved a plan for the use of the surplus funds in the following fiscal year(s).

Certification

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08/02/2024 01:02 PM PDT

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