



# Delta Sierra Adult Education Alliance

## 2021-22 Annual Plan

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# Executive Summary

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## **Consortium Overview**

The Delta Sierra Adult Education Alliance (DSAEA) supports the educational and economic success of adult learners in the San Joaquin Delta Community College District. The DSAEA brings together education, civic and business leaders, workforce development agencies, social service providers, community-based organizations, labor and employers from Lodi, Manteca, Stockton, Tracy and the broader San Joaquin Delta Community College District service area. Additional members include the River Delta Unified School District, Lincoln Unified School District Calaveras County Office of Education and San Joaquin County Office of Education.

The consortium's mission is to promote the educational and economic advancement of adult learners through the coordination and alignment of educational and supportive programs and services. The consortium continues to step forward together to respond to challenges and opportunities presented by the Covid-19 pandemic.

Members continue to provide student educational and support services through a variety of existing platforms. and explore new ways of reaching students to support their enrollment and persistence. Staff across all member agencies are actively communicating to share resources and develop strategies to support students. Members have implemented a variety of distance and hybrid learning approaches to support students. Members are in the process of returning to in-person instruction.

## **20-21 Accomplishments**

- Providing distance, hybrid and in-person instruction as possible during the ongoing pandemic. Members modified and innovated their instructional and student support methods to provide students with a variety of ways to continue their educational efforts. Many of these developments will be adapted for long-term use as the field responds to the changing needs and dynamics of adult learners.
- Supporting the ongoing development of a Transportation, Distribution and Logistics - Advanced Manufacturing (TDL-AM) pathway. The consortium continues to provide professional development activities for all members to support pathway development. The consortium funded a contract with WestEd to provide these professional development activities as well as conduct employer outreach and labor market research. In collaboration with the San Joaquin County WorkNet.

- Continuing to provide leadership for Allied Health Pathways as part of HealthForce Partners Northern San Joaquin Valley through efforts such as the collaborative delivery model for additional CNA classes and the MA bootcamp. These efforts include active collaboration with WorkNet, Community Medical Centers and Delta College. Planned curriculum developments include a health career pathway exploration component with targeted support from transition specialists.
- Emphasizing the role of the Transition Specialists at Adult Schools to support student transitions to college, career & community goals.
- Designing and implementing co-enrollment processes for students as part of SB 554, including for undocumented immigrants.
- Developing and offering a learning community at Delta College, DARTE (Directing Adults on the Right TrAC) for co-enrolled adult school students completing their High School Diplomas. Participants receive academic, financial and career counseling support while completing college level course.
- Reviewing Delta College enrollments to better understand the transition activities of Adult School students. An initial analysis of enrollments over the last five years indicates that approximately 350 DSAEA Adult School student transition to Delta annually and 95 achieve AA/AS or transfer to 4-Year University per year.
- Increasing the focus on the Immigrant Integration strategy area including working directly with the Migration Policy Institute and San Joaquin County Immigrant Integration Collaborative on immigrant-specific data collection, analysis, and program development. This focus also served to identify family literacy programming and support for highly educated immigrants as two key areas for future focus.
- Participating in the English Language Learners Pathways to Careers grant with WorkNet by developing a referral process and convening and Integrated Resources Team with multiple agency and CBO partners.
- Initiating discussions about providing support for homeless students or students facing homelessness in response to the homelessness crisis. Initial discussions will be carried forward into the three-year planning process as the homelessness issue is an important opportunity for multi-agency collaboration and coordination. DSAEA is a participating partner in the WorkNet HOPE project to support the homeless population with employment.

### **Primary Goals for the 2021-22 School Year**

- Developing a 3-year regional adult education plan by supporting all members with site-based Data and Planning Teams to assess community needs in their service areas and identify responses to address the 9 planning mandates in AB 104, state guidance and

DSAEA shared directions. These agency level analyses and plans will be synthesized together with consortium wide strategies to inform the consortium's Regional Plan Update.

- Supporting all members to address the challenges of providing distance education and supportive services during the pandemic to existing students and reaching out to community members not currently served by adult education
- Strengthening ongoing consortium operations and leadership through the Strategic Planning and Capacity Building team
- Improving student access, progress and outcomes through innovations in adult education services
- Developing the Transportation Distribution Logistics -Advanced Manufacturing Pathway
- Increasing focus on Immigration Integration strategy including Family literacy for immigrants and support for highly educated immigrants
- Continuing to build the Allied Health Pathway and related programming
- Developing technology and distance learning practices as well as addressing digital divide issues and developing staffing and programming supports to engage adult learners in the current context of blended and hybrid instruction.

## Regional Planning Overview

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The consortium is actively implementing the 3-year plan with member agency administration leadership. Member representatives are responding to the new realities of providing distance learning and student support services during the pandemic. Key areas of focus during this coming year will be

- Improving access, progress and outcomes through innovations in adult education services
- Transportation Distribution Logistics -Advanced Manufacturing Pathway
- Immigration Integration
- Allied Health Pathway

Strategy development and implementation will be led by consortium members and partners. The Strategic Planning and Capacity Building (SPCB) Team and staff team will provide overall support to these efforts.

Strategy leaders will work with the staff team to develop and implement a project plan and timeline that engages DSAEA members and external stakeholder partners to achieve the desired outcomes for 2021-22.

## Meeting Regional Needs

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The DSAEA seeks to find effective ways to meet the needs of low-skilled workers and provide support to those most impacted by the pandemic. As of May 2021, the unemployment rate in the Stockton-Lodi MSA is 8.3 percent compared to 7.7 percent statewide. A report from the University of the Pacific's Center for Business and Policy Research indicates that the growth industries and occupations in the Northern San Joaquin Valley are low wage (Farm, Warehouse and Social Assistance) and higher income jobs are declining (Hospitals, Information, Technical Services, Management). According to the Program for the International Assessment of Adult Competencies' (PIAAC) [U.S. Skills Map](#) the numeracy and literacy skills of San Joaquin residents aged 16-74 are below the State and national average.

A 2020 demographic analysis completed by the Migration Policy Institute on behalf of the DSAEA found that of all immigrant workers in the region, 68% are in low-skilled occupations that require a high school diploma or less and little to moderate on-the-job training, such as construction laborers, cashiers, restaurant workers, home health aides. Immigrants are a demographically important group in the region served by DSAEA. Immigrant adults represented 30% (161,000) of the 529,000 adults in DSAEA. In comparison, immigrants represented 17% of all adults in the U.S. and 34% in CA.

The regional language, educational and economic needs of the region are all areas the DSAEA strives to address in coordination with partner agencies. Enrollment history in related program areas at member agencies (Adult Basic and Secondary Education and English as a Second Language) for the 2020-21 school year indicate that regional need far outpaces DSAEA service delivery. The gap between need and service delivery underscores the need for increased and improved service delivery to meet community need. The strategies described in the annual plan are designed to address these needs.

## DSAEA Needs and Gaps

The table below describes consortium-wide and school district need indicators, 2020-21 program participation (12+ hours of instruction) and highlights the resulting gap indicator. The gap indicators highlight the need for additional and enhanced service delivery across all of the main CAEP program areas to meet regional need.

District	School District Need Data and Program Participants (12+ Hours of instruction)						
	Need				Participants (20-21)		
	# and % of Population 25 years + and no HSD	# of Unemployed	# of unemployed and lacking HSD (18+)	Limited English Proficiency (estimate)	ABE/ASE	CTE	ESL
Calaveras County	4,590 (10%)	2,270		845	25	-	4
Lincoln Unified	5,760 (18%)	2,222		7,000	-	-	70
Lodi Unified	22,600 (20%)	6,450		25,000	208	55	119
Manteca Unified	15,200 (19%)	4,292		17,000	144	88	171
River Delta Unified	1,283 (10%)	510		1,500	1	-	2
San Joaquin County Office of Education	<i>See DSAEA numbers below</i>						
Stockton Unified	33,480 (27%)	8,941		37,000	842	171	526
Tracy Unified	9,010 (17%)	2,660		11,000	155	-	244
DSAEA	96,180 (21%)	26,450	7,655	105,000*	1,375	314	1,693
Gap Indicator- Enrollments as a percentage of need met	1.4% of need met	1.2% of need met	4.1% of need met	1.6%* of need met			

- The count of Consortium-wide population of English Language Learners is for people age 18 or older. Through an analysis of Barriers to Employment data there are known to be an additional 557 ELLs enrolled in non-ESL program areas. These students were added to the count of ESL students to derive a more accurate picture of the need currently being met by the consortium.

### Program Area Participation Rates

The table below describes program area participation rates during the 2020-21 program year for students that completed 12 or more hours of instruction. The percentages are based on a duplicated count of 2,695 students (Workforce Preparation count was added to CTE). these percentages provide a general sense of the program participation rates.

Program Area	DSAEA
ESL	40%
ABE/ASE	49%
CTE	11%

### Percentage of English language Learners in Non ESL classes

There are a significant number of English Language Learners DSAEA students participating in non-ESL classes. These students may need additional supports to succeed in their classes. The number below are based on member agency Barrier to Employment Reports and indicate a total of 557 English Language Learners that are enrolled in non-ESL classes. Barriers are recorded for all students regardless of instructional hours.

Program Area	Count of ELL students
ABE/ASE	518
CTE/Workforce Prep	39
Total	557

## Barriers to Employment

Participating students face numerous barriers to employment. Student data collected during the 2020-21 school year show that many students have multiple barriers. It is anticipated that as Barriers to Employment data collection efforts improve, these percentages may increase. These barriers are also likely reflected in the broader regional population. DSAEA administrators will review this data to better understand student needs and develop specific support strategies to address them. The most commonly cited barriers are:

- English Language Learner
- Cultural Barriers
- Long-Term Unemployed
- Low-Levels of Literacy
- Low Income
- Migrant and or Seasonal Farmworker
- Single Parent

Percentage of Students with Number of Reported Barriers by Agency							
Number of Reported Barriers	Wind River Adult School	Lodi Adult School	Manteca Adult School	Stockton School for Adults	Tracy Adult School	Calaveras County Office of Education	DSAEA
0	44%	10%	19%	1%	27%	0%	9%
1	0%	37%	35%	16%	12%	64%	20%
2 or more	56%	54%	46%	83%	61%	36%	71%

## Who We are Serving

The following data describes basic demographics of the students served across the consortium and program participation during the 2020-21 school year. The demographic data includes all students who provided this information and does not distinguish for the level or type of service provided. The total student count that the percentages are based on in this table is 4,976.

Age Range		DSAEA	Race		DSAEA
18 - 21	15%		White	70%	
22-29	25%		Asian	15%	
30-39	30%		Black	9%	
40-49	17%		Pacific Islander	1%	
50-59	9%		Native Hawaiian	1%	
60-69	3%		Filipino	2%	
70+	1%		American Indian	7%	
			Unspecified	4%	
Gender		DSAEA	Ethnicity		DSAEA
Male	30%		Hispanic	62%	
Female	69%		Non-Hispanic	37%	
			Unspecified	1%	

**Languages**

As depicted in the Native Language table below Spanish and English are the two predominant native languages spoken by DSAEA students. There are many other languages represented as native languages in smaller numbers across the consortium reflecting the diversity of the regional population. Some of these languages are represented in higher numbers at specific schools.

Native Language	% of Students
English	44%
Spanish	40%
Farsi	3%
Other	2%
Vietnamese	1%
Chinese	1%
Panjabi	1%
Arabic	1%
Cambodian	1%
Urdu	1%
Tagalog	1%
Unspecified	1%

## **Description of How the Gaps Were Identified**

Indicators of regional need were determined by reviewing and selecting key characteristics from the CAEP interactive regional fact sheets. The data provides a preliminary picture of need related to key program areas.

Future analysis of need will focus on learning more about sub-regional specific needs and population characteristics as well as the needs of special populations such as:

- Formerly incarcerated
- Foster youth
- Homeless
- Parents of Young Children

Existing participant demographic information was compiled to establish a baseline understanding of who the DSAEA is currently serving.

## Description of How Effectiveness Will Be Measured

Effectiveness will be an ongoing discussion topic for the Steering Committee and Adult Education Leadership Network (AELN). Program effectiveness will be discussed through structured dialogues with key program stakeholders including students, teachers, counselors, administrators and community based organizations. In addition to this qualitative data collection strategy, program effectiveness will be regularly measured and reviewed through key CAEP program data points such as:

- Transitions
- Outcomes
- Literacy Persistence and literacy gains
- Program Persistence

Program administrators participate in regular consortium-wide data teamwork sessions and are working together to identify trends and related actions in the CAEP data. Program effectiveness will also be measured by:

- Tracking strategy area outcomes as described in the Strategy area logic models
- Collecting and reviewing progress indicator data for each strategy as described in the three year plan
- Collecting and reviewing the formative and summative data for strategy prototyping as described in the three year plans
- Review regional demographic need indicators

## DSAEA Program Data

The following table depicts basic program data for the 2020-21 school year. This program data will be reviewed and refined in combination with other data to better understand how programs are meeting student needs.

Persistence	DSAEA
% of Students Served that Enroll in Instructional Program	86%
% of Students that complete at least 12 hours of instruction (Participation Rate)	63%
% of students with 12 + hours and completed a pre/post test (Persistence Rate)	61%
% of students with 12 + hours, completed a pre/post test and a level gain (Performance Rate)	31%

## DSAEA Outcomes

The following table summarizes DASEA Outcomes for the main CAEP program objectives. This outcome data will be reviewed regularly by members to identify areas to address and improve.

Outcomes	Description	18-19	19-20	20-21
High School Diploma/Equivalency	High School Diploma, Passed GED, Passed HiSET, and Passed TASC	239	195	178
Post-Secondary Outcome	College Degree (AA,AS,BA,BS), Graduate Studies, Training Credential, Occupational Licensure/Certificate, Apprenticeship	27	38	21
Employment (Gained after Program Entry)	Students who gain employment after enrolling in or completing an ESL, ABE, ASE, or CTE program	519	410	351
Increase Wages (Gained after Program Entry)	Students who increase wages after enrolling in or completing an ESL, ABE, ASE, or CTE program	116	111	421
ABE Educational Functioning Level (EFL) Gains	Students who achieve one or more EFL learner gains based on the National Reporting System (NRS) as measured by the CASAS assessment (ELA/Math)	609	470	375
ESL Educational Functioning Level (EFL) Gains	The number of times a student progressed to or beyond one educational functional level.	1,425	1,207	375
Immigrant Integration Indicator	Students that passed an EL Civics module related to immigrant integration	0	1	459
Students Transitioning to Post Secondary	Students who transition from ABE, ASE, or ESL into a CTE or for-credit college program that is not developmental	450	421	307

## DSAEA Strategies and CAEP Objectives Crosswalk

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The following section of the Annual Plan describes the DSAEA 3-Year Plan strategies to meet the CAEP Program Objectives. For each 3-Year Plan strategy a set of desired outcomes for the 2021-22 year have been identified. These are listed on the crosswalk table on the following page. The crosswalk table displays both the DSEA Strategies and the CAEP Objectives and shows how the strategies relate to the objectives with either a primary or secondary focus as described below:

**Primary:** The strategy has a primary focus on addressing the CAEP objective. For example, Service Alignment has a primary goal to serve more of the need for adult education by a) referring more participants to services b) connecting current students to support services, and c) providing greater coordination of case management

**Secondary:** The strategy will help meet the CAEP objective. For example, the Transition Strategy is primarily focused on supporting existing students rather than increasing capacity to address gaps in service.

For further detail on the identified strategies, please refer to the DSAEA 3-Year Plan (2019-2022).

DSAEA 3-Year Plan Strategies and 2021-22 Desired Outcomes	CAEP Objectives				
	Gaps in Service	Transition	Student Acceleration	Professional Development	Leveraging Resources
<b>Transition Strategy</b> <ul style="list-style-type: none"> <li>Consortium-wide Transition Strategy for local adaptation and implementation that includes a Career/Needs Assessment and Student Transition and Education Plan</li> <li>Leveraging SB 554 to encourage co-enrollment opportunities</li> </ul>	✓	+	+	+	+
<b>Service Alignment</b> <ul style="list-style-type: none"> <li>Shared vision and agreements regarding aligned intake and assessment, co-enrollment and referral strategy with partner agencies such as WorkNet that build on existing working collaborations including ELL pathways to Careers, TDL-AM Pathway, HOPE grant and others</li> </ul>	+	+	+	✓	+
<b>Allied Health Pathway</b> <ul style="list-style-type: none"> <li>Allied Health career pathway strategy with clear adult education onramps</li> <li>Increased allied health programming building on successful local models of the CNA program and MA Bootcamp</li> </ul>	+	+	+	✓	+
<b>TDL-AM Pathway</b> <ul style="list-style-type: none"> <li>Short-term training programs connected to a comprehensive pathway training program</li> <li>Continue TDL-AM Sector Partnership strategic planning and employer engagement</li> </ul>	+	+	+	✓	+
<b>Immigrant Integration</b> <ul style="list-style-type: none"> <li>Consortium-wide Immigrant Integration Strategy with focus on family literacy and support for highly educated immigrants</li> <li>Enhanced relationships and partnerships with immigrant serving CBOs and K-12 English Learner programs</li> </ul>	+	+	+	✓	+
<b>Capacity Building</b> <ul style="list-style-type: none"> <li>Online and distance education and student support strategies</li> <li>Enhanced consortium processes and procedures including member leadership on key initiatives</li> </ul>	✓	+	+	+	+
<b>Educational Continuous Improvement</b> <ul style="list-style-type: none"> <li>Professional Learning strategies and implementation plan that are applicable in the current educational environment</li> </ul>	✓	+	+	+	✓

+ Primary: Strategy has a primary focus on addressing the CAEP objective  
✓ Secondary: Strategy helps meet the CAEP objective

## Gaps in Service

To incrementally increase capacity in identified gap areas and help maintain established levels of service the DSAEA will address programs at utilizing the Annual Plan and 3-Year Plan Strategies at both a site and consortium-wide level.

Program Area	Gaps Indicators	Strategies to Address Gaps in Service
ABE/ASE	1.4% of need met for population 25+ without a High School Diploma	<ul style="list-style-type: none"> <li>• Increased service alignment and coordination with partners to address student needs and barriers</li> <li>• Transition Strategy</li> <li>• Educational Continuous Improvement</li> <li>• Continue to offer HiSet and GED in school and community locations</li> </ul>
CTE	1.2% of need met for unemployed population  4.1% of need met for population 18+ and without a High School Diploma	<ul style="list-style-type: none"> <li>• Develop contextualized career pathways such as the TDL-AM and Allied Health pathway that address multiple student needs simultaneously</li> </ul>
ESL	1.6% of need met for English Language Learners 18+	<ul style="list-style-type: none"> <li>• Immigrant Integration Strategy               <ul style="list-style-type: none"> <li>○ Address needs of ELL students in all program areas, not just ESL</li> <li>○ English Plus Integration Model</li> </ul> </li> <li>• Educational Continuous Improvement</li> </ul>

# Seamless Transitions

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## Transition Strategy

**Goal:** Develop a coordinated Transition Strategy to support students to meet their college, career and community goals

**Description:** The DSAEA educational leadership will work continue to work together to develop alignment on the core shared elements of a Transition Framework. The Transition Framework will describe the mutually agreed upon principles, practices and tools for supporting student transitions.

In addition to this long-term strategy the Transition Specialists will be actively engaged in providing student support and sharing their learnings on how to best do this in a distance environment. Transition Specialists will also play key roles in the implementation of the Immigrant Integration and Service Alignment strategies.

The transition strategy will be developed to ensure the following:

- Effective use of staff resources to improve student transitions to goal
- Meeting individual needs of students and helping get them to their goals
- Targeting resource to improve student transitions

Two core elements of the transition strategy are a Career/Needs Assessment and a Student Transition and Education Plan that address the items listed in the table below.

Career and Needs Assessment	Student Transition and Education Plan
<ul style="list-style-type: none"><li>• Occupational Interests</li><li>• Aptitudes</li><li>• Skills</li><li>• Career Exploration</li><li>• Readiness</li><li>• Assets</li><li>• Barriers</li><li>• Other needs</li></ul>	<ul style="list-style-type: none"><li>• Short-Term and Long-Term Goals</li><li>• Individualized Road Map</li><li>• Frequent Plan Updates</li><li>• Different Planning Processes for Student Goals<ul style="list-style-type: none"><li>○ Delta Transition</li><li>○ Employment Transition</li><li>○ Community and Immigrant Integration</li></ul></li><li>• Timeline and Methods for following up on student progress</li></ul>

## **Immigrant Integration**

**Goal:** Identify and implement a sequence of education, training and support services for immigrants to integrate into their communities

**Description:** The consortium is actively engaged with the Migration Policy Institute(MPI), Catholic Charities and San Joaquin County WorkNet to develop and implement a model for holistic adult education service delivery to promote student success in the three domains of immigrant integration: Linguistic/Academic, Civic and Economic. Support will be provided to students in the classroom, outside of the classroom and in the community. MPI has conducted San Joaquin County-specific immigrant demographic research to help develop targeted programming, potentially in coordination with existing K-12 English Language and parent empowerment efforts. These efforts build on the “English Plus Integration” model. The consortium is an active partner with the San Joaquin County WorkNet on the English Learners Pathways to Careers Grant. These efforts will build on existing promising practices and pilot projects across California and locally such as the:

- California Workforce and Labor Agency - English Learner Navigator Pilot Project
- South Bay Consortium for Adult Education - Immigrant Integration Project
- ALLIES Immigrant Integration Model
- Central Valley Immigrant Integration Alliance
- San Joaquin County Immigrant Integration Collaborative
- Immigrant Integration metrics developed in response to Assembly Bill 2098.

## Student Acceleration

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### **Strategic Planning and Capacity Building**

**Goal:** Improve educational outcomes through strategic planning and development of member capacity

**Description:**

In response to the identified needs for capacity building prior to and during the pandemic the consortium formed the Strategic Planning and Capacity Building team to address leadership, instructional and fiscal matters.

The team identified the need to support members to develop or leverage distance learning and student support strategies. The team will guide and support the 3-Year planning process.

## Shared Professional Development

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Professional Development is embedded across the strategy areas. In addition to job embedded and site based professional learning the consortium supports conference attendance at priority professional development events such as those hosted by the following organizations: California Adult Education Administrators' Association (CAEAA), Comprehensive Adult Student Assessment Systems (CASAS), California Adult Education Program (CAEP), California Council for Adult Education (CCAEE), Computer-Using Educators (CUE), National Career Pathway Network (NCPN) and National Career Transitions Network (NCTN).

### **Capacity Building**

**Goal:** Improve agency and consortium capacity to deliver high quality adult education to meet community needs.

**Description:** Capacity Building efforts center on providing administrators the resources and tools they need to build and maintain strong programs that serve populations of need in the service area. Over the last three years all consortium members participated in some form of capacity building or strategic planning. These efforts addressed site-level issues such as overall practices and procedures, instructional improvements, facility and staffing constraints. The Adult Education Leadership Network (AELN) was also established during this time to serve as an administrator forum for ongoing mutual support and information exchange. The AELN is comprised of all site administrators and meets monthly prior to Steering Committee meetings.

Capacity Building is an ongoing process at the site and consortium-level. The Strategic Planning and Capacity Building Team (SPCB) is a smaller group of administrators that meets regularly to monitor and address these issues in coordination with the DSAEA Staff Team.

## Leveraging Resources

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### **Service Alignment**

**Goal:** Identify opportunities for and implement Service Alignment across educational and partner organizations

**Description:** This strategy will build on existing preliminary efforts to collaborate with partner agencies to better serve shared students. Since 2015, DSAEA has periodically convened groups of or met directly with partner agencies to build relationships, share information and identify potential areas for future collaboration. The importance of this strategy is underscored by the impacts of that pandemic where typical in-person service delivery to the community has been disrupted. Future activities include:

- Bringing key staff together for regular information sharing, training and development of best practices, especially as it relates to the DSAEA Three-Year Plan strategies and providing services in the covid era.
- Conducting resource mapping exercises to better understand who does what and where for specific population groups to identify special projects to work on in greater depth.
- Convening regular meetings for organizational leaders and staff to address topics such as:
  - Developing strategies to address the digital divide
  - Co-enrollment, Leveraging resources, Co-located staff programming and services, Data sharing, Developing a shared case management approach, Developing a common intake, assessment and referral process that accelerates client progress and reduces administrative time requirements

## Fiscal Management

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Planned allocations are designed to enhance member capacity to implement and sustain programs that support students to meet their goals. The 3-year plan and annual plan are guiding reference documents that inform allocations and are reviewed regularly at Steering Committee meetings. This year's annual plan implementation will be guided by strategy leads that will focus on the content of strategies. Successful implementation of these strategies will require coordinated resources and administrator strategy leaders will provide guidance to ensure adequate resources are allocated at the consortium and site-level to support them. A regional fund is designated for catalytic regional projects. The Strategic Planning and Capacity Building Team was established last year to provide general oversight and direction on the use and monitoring of allocated funds with Steering Committee input.

### **Approach to Incorporating Remaining Carry-over Funds**

Members will be advised to spend all carry-over funds from prior years before spending down "new" money (First In First Out). Members have also been advised to develop a sustainable annual budget that does not require the ongoing use of carryover funds. Carryover funds may be targeted toward 1-time allowable use expenditures.

Carry-over funds in the Regional Allocation may be made available to members or partners as part of a special innovation fund to catalyze and support transformative projects. Remaining funds from prior year allocations were redistributed to members to support overall program and facility improvements.