2023 - 2024 Written Expenditure Plan										
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Site:	Scott Valley Adult Education									
Member Representative:										
CBO/Fiscal Staff:	Russell Sweet									
	(Nassell Oweel)									
	Carryover Amount going into 2024-2025:									
	\$ 28,514.06									
	Please describe (in detail) the circumstances that led your site to exceed the 19.9% carryover 2 threshold in 2023 - 2024:									
	SVUSD Adult education went into the 23/24 school year with significant carryover									
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	In 2023-2024, our site exceeded the 19.9% carryover threshold primarily due to challenges in									
	identifying and securing adult education courses tied to Career and Technical Education (CTE) pathways. In addition to the limited availability of relevant courses, we also encountered significant									
	difficulties in finding credentialed teachers whose qualifications aligned with the specific CTE									
	pathways we aimed to offer. The shortage of properly credentialed instructors further delayed our ability to launch these programs, as we prioritized ensuring that the courses would meet both									
	educational standards and workforce needs. These combined factors contributed to the carryover of									
	funds as we continued our efforts to secure appropriate courses and qualified teaching staff.									
	Please describe the steps your site took in 2023 - 2024 to try to spend down funds:									
	We were able to get our carryover down to almost 20% by offering our Fire Class, HSD, GED and ESL courses and facilities improvements.									
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	In 2023-2024, our site took several steps to spend down funds and reduce carryover to nearly 20%. We successfully offered key educational programs, including a Fire Class, High School Diploma (HSD) courses, GED preparation, and English as a Second									
	Language (ESL) courses. These In addition to these course offerings, we also invested in facilities improvements, ensuring that our learning environments were equipped to meet the needs of students and staff. These enhancements not only supported our									
	current programs but also created a foundation for future growth in adult education offerings. Through this combination of									
	educational programs and infrastructure development, we were able to significantly reduce our carryover.programs helped serve a broad range of adult learners while aligning with educational and workforce goals.									
	What is the proposed corrective action plan and timeline to reduce the excess carryover? Please be									
•	detailed in your answer:  Offer more CTE and WP courses within our community, create new positions for upcoming courses,									
	update old curriculum, facilities improvement									
	What types of processes and protocols will be implemented to ensure that current and future									
	s carryover is reduced?									
	Collaboration with consortium members, budget planning before the new school year									
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	What kind of support and technical assistance from the Consortium Team (SCOE, Shannon, Janie and/or Steve) would be helpful to the consortium to assist with the reduction of carryover?									

Continued support for more CTE/WP courses, public outreach, social media outreach to promote					
courses.					
What kind of support and technical assistance from the State CAEP Office would be helpful to the 7 consortium to assist with the reduction of excess carryover?					
We have not needed assistance from State CAEP, but we will reach out if necessary.					
To assist with the reduction of excess carryover, the consortium would benefit from targeted support and technical assistance from the State CAEP Office in the following areas. Assistance in Locating CTE-Aligned Adult Education Courses: The consortium would greatly benefit from guidance or a centralized database of approved adult education courses that align with CTE pathways. This would streamline the process of identifying appropriate programs and ensure timely implementation. Credentialed Teacher Recruitment Support: The State CAEP Office could provide assistance in recruiting credentialed teachers, perhaps by establishing partnerships with teacher preparation programs for creating a network of qualified instructors who specialize in CTE pathways. A state-level resource pool would help address the ongoing shortage of credentialed CTE instructors. Workforce and Employer Partnerships: Connecting the consortium with regional employers and workforce development boards could help tailor adult education programs to meet local workforce needs, ensuring that courses are relevant and in demand. This would also open up new avenues for teacher recruitment and course content development. Flexible Course Development Templates: The CAEP Office could provide pre-approved course templates or curriculum frameworks designed to align with CTE standards. This would expedite the process of creating new programs, particularly for areas where the consortium is experiencing difficulty in finding pre-existing options. Vorkshops and Training on Carryover Management: Organizing workshops or training sessions specifically for a consortium of the c					