

# Napa Valley Adult Education Consortium

## 2023-24 Annual Plan

### **Plans & Goals: Executive Summary**

Napa Valley Adult Ed Consortium (NVAEC) comprises five agencies within Napa County: Napa Valley Adult Education, Napa Valley College, Napa County OE, Calistoga Joint USD, and St. Helena USD. Member agencies collaborate to provide adults with services and course offerings in the following areas: 1) elementary and basic skills; 2) classes for immigrants (ESL, citizenship and workforce preparation); 3) adult entry/re-entry into the workforce; 4) programs for adults to assist elementary/secondary students to succeed academically; 5) programs for adults with disabilities; 6) Career Technical Education (CTE) programs; and 7) programs for pre-apprenticeship training.

#### **NVAEC Vision**

The vision of NVAEC is to create a student-centered continuum of educational programs and services resulting in a literate and skilled workforce that represents the diverse composition of our community. NVAEC's ultimate goal is to help adults acquire academic and job skills to improve their employment opportunities and achieve career goals. NVAEC seeks to contribute to the overall economic health of Napa Valley by connecting adults to educational programs that empower them to overcome past challenges, gain in-demand skills, and increase their earning capacity.

#### **Accomplishments During the Prior Program Year**

**Goal 1: Pathway Development (IIS/Transitions):** Our Three-Year Plan includes exploring and developing new CTE pathways. NVAEC currently has eight aligned pathways: Business, Technology, Education: Early Care & K/12, Manufacturing, Construction, Culinary & Hospitality, Health Careers, and Viticulture/Small Scale Farming. While no new pathways were added in 23-24, new pathways were explored and existing pathways were strengthened. NVAE created a CNA program geared for HS seniors, added Machine Tool Tech, and revised the Business pathway/Office Assistance program. NVC implemented a non-credit Community Health Care Certificate, added Welder's Assistant Certification Camp, and is implementing the Viticulture/Small-Scale Farming pathway. The Transition Specialist: hosted six events designed to connect students to NVC, and provided "job readiness" workshops in CTE classes.

**Goal 2: Interagency Communication Tool (IIS/Transitions):** Progress was made in expanding use of CPS for referrals and transitions. “Data Sharing Agreements” were completed (NCOE,NVC). Counselors entered over 500 ed plans into CPS with referrals directly from high schools.

**Goal 3: Work Readiness: (ISS/Transitions):** NVAEC participated in the Napa County Collaborative to explore a countywide Work Readiness Certificate; however, the Collaborative will focus on a “Senior Profile”. NVAE will move forward with Work Readiness Certification; NVC incorporates “21st Century Workplace Skills” into courses.

**Goal 4: Access: Equity, Diversity, Inclusion (Address Educational Needs):** NVC hired a Director of EDI, and provides professional development teaching practices that promote justice and equity and create a safe and respectful learning environment. NVC has a Strategic Enrollment Task Force working with the Office of EDI. All partners work to increase digital and geographic access to ESL, HSE/KSD, K-8 ABE, basic tech programs, and CTE by providing on ground and online options. NVAE and NVC provide classes upvalley. NVAE developed and implemented CANVAS onboarding, provided student Tech Workshops to learn basic skills, and revised curriculum to fit distance learning. NVAEC’s measurable goal was to increase the number of ESL students enrolled in NVAEC ESL programs by 5% over the prior year. Results: In 2021-22, 1,498 ESL students were enrolled. In 2022-23, 1,780 ESL students were enrolled (+ 282 students or a 16% increase); target exceeded.

**Goal 5: Marketing (Address Educational Needs):** NVAEC’s measurable goal was to increase the number of students enrolled in NVAE CTE programs by 5% over the prior year. Results: In 2021-22: 406 students were enrolled. In 2022-23: 638 students were enrolled in CTE programs (+232 students or a 36% increase); target exceeded.

### **Planned Allocations for 2023-24**

NVAEC budgets funds in the Annual Work Plan to support objectives of the Three-Year Plan, with a target of expending at least 80% during the FY. NVAE funds provide ABE/ASE, ESL, EL Civics, Integrated English Literacy/Civics Ed, and CTE. NVC funds support non-credit classes including ESL. Funds for SHUSD/CJUSD enable upvalley instruction from NVAE. NCOE supports the Transition Specialist and events. Members pay annual fees for CPS. All expenditures address educational needs, integration of services/transitions, and effectiveness of services.

## **Primary Goals for 2023-24:**

- Develop additional pathways
- Expand implantation of Community Pro Suite/Pairin
- Develop a Work Readiness Certification (NVAE)
- Increase access and enrollment; promote EDI
- Refine marketing strategies to increase CTE enrollment

## **Regional Planning Overview**

### **Implementation of the 2022-25 Three-Year Plan:**

NVAEC monitors progress of goals, implementation of actions, effectiveness of programs/services, and data review as part of its normal protocols. Once the Annual Plan is approved each fall, the Program Manager creates an 'Progress Monitoring' (GANTT) chart identifying goals, activities, responsible members, lead contacts, and a timeline for the current and future years. The chart is updated quarterly and members indicate if an activity is "Done", "In Progress," or "Not Yet Started." This tool assists NVAEC to stay focused, action-oriented, and on track. The Annual Plan and Progress Monitoring chart are reviewed periodically and at the end of each school year to determine which actions have been completed and which need to carry-over to the following year.

An "ad hoc" Management Team, appointed by the NVAEC Board of Directors, meets at least ten times annually with representation from NVAE, NCOE, NVC, the NVAEC Transition Specialist, the NVAEC Program Manager, and a Work-Based Learning Coordinator. Agendas are built around the annual goals/activities and include regular review of the "Progress Monitoring" chart, budget expenditures, and new business. At Management Meetings the majority of implementation of goals and activities occurs. Following each Management Meeting, the Program Manager creates a "to do" list that is shared with team members to follow up on discussion and action items agreed on during the meeting. This "to do" list is always included in the following meeting agenda to review progress of tasks.

A seven-member Board of Directors meets a minimum of five-times annually. At each meeting respective partners, the NVAEC Transition Specialist, and the NVAEC Program Manager update the Board on activities supporting implementation of the Annual Plan and five goals including expenditures.

As part of its three-year planning process, NVAEC includes short term, intermediate and long-term outcomes:

- **Short-Term Outcomes (12 months):** *By June 2024 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year (baseline Q4 2022).*
- **Intermediate Outcomes (1-3 years):** *By June 2024 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year and increase the number of students transitioning to postsecondary training by 5% (baseline: Q4 2023).*
- **Long-Term Outcomes (3-5 years):** *By June 2025 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year and increase the number of students transitioning to postsecondary training by 5% over the prior year (baseline: Q4 2024).*

To ensure continued progress toward our three-year goals, the outcomes are inter-related and build from one-year to the next. This enables NVAEC to focus on specific actions and metrics that will demonstrate annual progress. For 2023-24 NVAEC will look at the "short-term" and "intermediate" outcomes identified in each of our activities.

With continued expansion of our inter-agency communication tool (Community Pro Suite/Parin) during 2023-24, NVAEC anticipates significantly greater support for students transitioning among county organizations to positively impact the implementation of all goals and activities of our Three-Year Plan.

## Meeting Regional Needs

### Regional Need #1

Gaps in Service / Regional Needs

#### **ADDRESS EDUCATIONAL NEEDS**

**Gap:** Awareness of educational programs and job opportunities in Napa County

**Regional Need:** Increase enrollment and completion in ESL, HSD/HSE, ABE, citizenship, CTE/pathway programs, and non-credit college programs to improve educational and career objectives throughout Napa County by:

- refining marketing and outreach
- providing flexible scheduling (including location and online options) and childcare
- including 'soft' skills instruction to compliment ESL, HS, and CTE programs with potential certification

- d. developing additional pathways to address gaps
- e. evaluating CTE programs and pathways to compare with new industries expected to move into Napa County
- f. aligning pathways at NVAE to pathways at NVC

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

**Data sources to identify these gaps:**

- Input from community advisory committee and partners
- NVAE/TopsPro: Age of Enrollment at NVAE; Ethnicity; Employment Status When Enrolled; Annual Income;
- Launchboard/CAEP Fact Sheets for Napa County: Top 10 Industries by Jobs, Top 10 Growing Occupations; 10 Year Industry Projections;
- WorkForce Alliance of the North Bay updates
- Napa Valley College: CTE Pathways and Former NVAE Students Enrolled at NVC

**Analysis:**

- NVAE data showed that 70% of students are between the ages of 25-54, 90% are Hispanic or White, 59% are employed, and between 60% have earnings under \$15K annually. These data indicate that students need flexibility in scheduling, employment opportunities that provide higher wages, access to ESL classes (in person and/or online), and child care.
- Launchboard and industry projections demonstrate areas for potential pathway development.
- WorkForce Alliance data showed salaries relative to the number/types of jobs in Napa County currently.
- NVC data showed 17 pathways in place with NVAE aligned to eight of these.

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

**Short-Term Outcomes (12 months)**

- Based on industry sector needs and research, by June 2024 NVAE will select two additional pathways to develop.
- By June 2024 NVAE will draft plans for a Workplace Readiness Certification

## Metrics:

- **Transition:** Participants with Transition to Postsecondary (CTE)
- **All:** Number of Adults Served - increase enrollment by 5% over prior year
- **Local Indicators:** enrollment, persistence rates, graduation rates

## Regional Need #2

Gaps in Service / Regional Needs

### **IMPROVE INTEGRATION OF SERVICES AND TRANSITIONS**

**Gap:** Communication between community service providers and organizations to benefit adult education students; access to a full range of services (inclusive of all students) and resources to support student completion of programs

**Regional Need:** Increase awareness of educational training and pathways to address gaps in equity, diversity, and inclusion; improve integration of services and transitions into postsecondary education and the workforce by:

- recruiting and enrolling diverse individuals into adult ed programs and apprenticeships
- building a culture of equity, diversity, and inclusion
- co-locating/bridging programs between NVAE and NVC
- providing Transition Specialist support and activities throughout the county
- improving connections and contacts between service providers & organizations through CommunityPro Suite/Pairin

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

### **Data sources to identify these gaps:**

- Input from community wide Advisory Committee and community partners including TIPs and Workforce Alliance of the North Bay (WFANB)
- Student demographics through TOPsPro and Launchboard
- Student survey
- Implementation status of Community Pro Suite/Pairin
- Input from Transition Specialist
- Napa Valley College: CTE Pathways, co-located classes

**Analysis:** Input from students and staff indicated a need for:

- ESL at a variety of locations throughout Napa County, including co-location of classes
- improved communication between employment, training, social services, and agencies
- transition support
- procedures, practices, and policies that support equity, diversity, and inclusion

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

**Intermediate Outcomes (1-2 Years):**

- By June 2024 increase the number of ESL students making Educational Functioning Level Gains by 5% over the prior year (2023) (baseline: Q4 2022)
- By June 2024 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year (2023) (baseline: Q4 2022).
- By June 2024 increase the number of ESL students enrolled in NVAEC ESL programs by 5% over the prior year (2023) (baseline: Q4 2022).

**Metrics:**

- **All:** Number of Adults Served (AE 200 - Overall)
- **Local:** TOPsPro: Number of ESL students making EFL gains (NVAE); analysis of student demographics, professional development in EDI, number/type of co-located classes, transition specialist schedule of activities completed during 2023-24

### Regional Need #3

Gaps in Service / Regional Needs

#### **IMPROVE EFFECTIVENESS OF SERVICES**

**Gap:** Alignment among consortium partners

**Regional Need:** Refine and align purposes, practices, and procedures among NVAEC partners by:

- improving data collection practices and using data to inform consortium progress
- participating in targeted professional development aligned with objectives and goals
- revising bylaws as needed to maintain effectiveness

- addressing gaps identified in the Self-Assessment tool

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

**Data sources to identify these gaps:**

- Input from Self-Assessment survey
- By-laws analysis as part of CFAD submission
- Number of education plans in CPS compared to enrollment
- Number of students (including ESL students) transitioning to NVC

**Analysis:** Input from Self-Assessment survey indicated a need to address:

- **PROGRESS:** need to share tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals to members;
- **TRANSITION:** CTE bridge classes at NVAE to introduce students to NVC classes; working with high school and equivalency students to support enrollment and continued success at NVC; and integration of NVC and NVAE ESL classes

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

**Intermediate Outcomes (1-2 Years):**

- By June 2024 increase the number of students enrolled in NVAE CTE programs by 5% over the prior year (2023) (baseline: Q4 2022).
- By June 2024 increase the number of ESL students enrolled in NVAEC ESL programs by 5% over the prior year (2023) (baseline: Q4 2022).

**Metrics:**

- **Transition:** Participants with Transition to Postsecondary (CTE, ESL)
- **Local:** Professional development, revisions to By-Laws as needed, number of student plans in Community Pro Suite, enrollment in bridge classes, ESL course descriptions developed



## **ADDRESS EDUCATIONAL NEEDS**

2023-24 Strategies

Strategy Name

**Access, Equity, Diversity, Inclusion**

Activity that Applies to this Strategy

Goal 4: Access: Equity, Diversity, Inclusion

Metrics that Apply to this Activity/Strategy

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

Strategy Description

1. Improve practices that promote equity, diversity, and inclusion (EDI) (NVAEC)
  - a. Provide targeted professional development for staff in EDI to reduce racial barriers
  - b. Implement teaching practices from principals that cross disciplines and cultures and promote justice/equity
  - c. Create and promote a safe, inclusive and respectful learning environment
  - d. Review and update course outlines in all programs every three years with a lens on EDI
  - e. Ensure job descriptions have gender-neutral language
  - f. Track enrollment, persistence and transition of English language learners
  - g. Continue partnerships with SHUSD, CJUSD, WFANB, Salvation Army, TIPs, etc. to ensure ESL is embedded into the larger context of education, career, and citizenship support
  - h. Continue partnership between NVC and Napa Valley Support Services (NVSS) and NV Product Services and Industries (PSI) to expand services for disabled adult students (NVC): a) provide regular non-credit work experience classes each semester to students served through NVSS and PSI; b) work with NVSS to secure, expand, and update instructional materials for disabled adult students

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Strategy Name

**Digital and Geographic Access**

Activity that Applies to this Strategy

Goal 4: Access: Equity, Diversity, Inclusion

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

1. Increase access (digitally and geographically) to ESL, HSD/HSK, K-8 ABE, basic technology programs, and CTE (NVAEC):
  - a. Provide flexible scheduling (including location and online options) (NVC, NVAE)
  - b. Provide childcare where feasible (NVC, NVAE)
  - c. Co-locate/Bridge programs between NVAE and NVC
  - d. Provide Transition Specialist support and activities (field trips, job fairs, resource fairs, resume writing, etc.) (NVAE, NVC)
  - e. Continue partnership with SHUSD, CJUSD, WFANB, Salvation Army, TIPs, etc., to ensure ESL is embedded into the larger context of education, career, and citizenship support

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### Strategy Name

#### **Marketing**

### Activity that Applies to this Strategy

Goal 5: Marketing

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

1. Increase strategic marketing for Career Technical Education programs (NVAE, NVC)
  - a. Develop a strategic marketing strategy that will further refine NVAE's and NVC's outreach
  - b. Develop a plan/schedule for informing/updating community members about pathways, certificates, diplomas, and badges (NVAEC)
  - c. Implement strategies and conduct community outreach
  - d. Track number of students enrolling, persisting, and transitioning to postsecondary overall (NVAE, NVC)

## **IMPROVE INTEGRATION OF SERVICES & TRANSITIONS**

### Strategy Name

#### **Expand Pathways (NVAE)**

### Activity that Applies to this Strategy

#### Goal 1: Pathway Development

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

1. Evaluate CTE programs and pathways to compare with Labor Market Information and new industries expected to move into Napa County
2. Utilize existing Advisory Boards to ensure pathways compare with new industries expected to move into Napa County and are a viable student option
3. Develop CTE pathway courses (NVAE, NVC):
  - a. Write course descriptions (NVAE) subject to approval of the NVUSD Board of Trustees
  - b. Purchase materials and equipment (NVAE, NVC)
  - c. Align pathways at NVAE to pathways at NVC (NVAE, NVC)
  - d. Provide targeted professional development as needed (NVAE, NVC)
  - e. Explore “Credit for Prior Learning” toward AS, Business: Concentration in Accounting (AS, Business); Concentration in Business Administration (AS-T Bus. Admin) (NVC)
  - f. Include certificates aligned with industry standards and/or Department of Education Teacher Credentialing and degree (AS) requirements for Education/Early Care and K-12 Pathways (NVC)

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### Strategy Name

#### **Complete Non-Credit and Credit Pathways**

### Activity that Applies to this Strategy

#### Goal 2: Interagency Communication

### Metrics that Apply to this Activity/Strategy

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

## Strategy Description

1. Determine number of students completing non-credit/credit pathways leading to certification, diploma, and transitioning to post secondary including:
    - a. HSE/HSD (NVAE)
    - b. Second language acquisition or citizenship (NVAE)
    - c. CTE certification (NVAE, NVC)
    - d. Entrance into NVC or other community college (NVAE)
    - e. Completing AA/AS/AA-T/AS-T degrees (NVC)
    - f. Entrance into the workforce (NVC)
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## Strategy Name

### **Interagency Communication Tool**

## Activity that Applies to this Strategy

Goal 2: Interagency Communication

## Metrics that Apply to this Activity/Strategy

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

## Strategy Description

1. Expand use of our interagency communication tool (Community ProSuite/Pairin) for referrals and transitions (NVAEC):
  - a. Utilize CPS to set goals, create job plans, place students in classes, and track progress across classes/programs/levels, career training, higher education and jobs (NVAEC)
  - b. Coordinate CPS training for Consortium partners (NCOE, NVC 23-24)
  - c. Expand job plans to include all CTE, HSD/HSE students (NVAE)
  - d. Leverage the strength of community partners to provide a full range of student services to complete programs - financial assistance, housing information, access to food/nutrition, childcare, books & materials, physical and mental health services, job search, job application support, etc.

2. Implement CPS through counseling teams:

- a. Provide CPDS training and targeting coaching/professional development as needed (NVAE, NCOE, NVC 23-24)
- b. Meet with students to develop plans (NVAE, NCOE, NVC 23-24)
- c. Provide CPS support for ESL students (NVAE, NCOE, NVC 23-24)

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Strategy Name

**Transitioning**

Activity that Applies to this Strategy

Goal 4: Access: Equity, Diversity, Inclusion

Metrics that Apply to this Activity/Strategy

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

Strategy Description

1. Provide Transition Support:

- a. Annually develop schedule of NVC campus tours (Transition Specialist, NVAE, NVC)
- b. Provide training on specific transition protocols for counselors as needed (Transition Specialist, NVC)
- c. Evaluate implementation and effectiveness of transition protocols (Transition Specialist 23-24)
- d. Provide career and resource fairs (Transition Specialist, NVAEC)
- e. Gather data to determine impact on enrollment at NVAE and NVC (Transition Specialist 23-24)

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Strategy Name

**Work Readiness**

Activity that Applies to this Strategy

Goal 3: Work Readiness

Metrics that Apply to this Activity/Strategy

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

## Strategy Description

1. Develop and Implement a Work Readiness Certification Program (NVC, NVAE, NCOE)
    - a. Research Napa County employer "soft skill" needs
    - b. Create plan for soft skills program
    - c. Develop a badge system that demonstrates skills competencies in the areas of academic abilities, certificates, diplomas, hard skills, and soft skills (NVAE)
    - d. Research badge systems; develop options (NVAE)
    - e. Identify different levels of achievement (HS level, NVAE level, NVC level) (NVAEC)
    - f. Create uniform badging images in both a digital and physical format (NVAEC)
    - g. Implement soft skills program to compliment ESL, HS, and CTE with opportunities for students to acquire "Work Readiness Certification"
  
  2. Track number of students annually completing "Work Readiness Certification"
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## **IMPROVE EFFECTIVENESS OF SERVICES**

### Strategy Name

#### **Professional Development**

#### Activity that Applies to this Strategy

Goal 4: Access: Equity, Diversity, Inclusion

#### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

1. Participate in targeted professional development aligned with objectives and goals.
  
2. Attend EDI and other training offered through professional organizations including but not limited to:
  - a. OTAN (ongoing)
  - b. California Council for Adult Education (CCAEE) Bay Section/State Conference (May)
  - c. California Association of Teachers of English to Speakers of Other Languages (CATESOL) Annual Conference

- d. Joint Special Populations Equity and Access Conference (JAPAC - if offered in 23-24)
- e. California Adult Education Program (CAEP) Summit (Fall)

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### Strategy Name

#### **Refine and Align Purpose, Practices, and Procedures Among NVAEC Partners**

#### Activity that Applies to this Strategy

Goal 2: Interagency Communication

#### Metrics that Apply to this Activity/Strategy

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

#### Strategy Description

1. Revise/update by-laws if needed
2. Address gaps identified in the Self-Assessment Tool:
  - a. PROGRESS: Share tools and procedures for data collecting; provide coordinated referrals
  - b. TRANSITION: Maintain NVAE CTE bridge classes to introduce students to NVC; work with HSD/HSE students to enroll at NVC; refine integrate of NVA and NVAE ESL classes

### **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.*

As stated in the NVAEC By-laws, ARTICLE IX, Section 2:

*All CAEP expenses will be expended in the CAEP seven program areas, and services provided are consistent with the Three-Year Plan, the Annual Plan, and respective members' work plans and budgets as submitted in NOVA. All CAEP expenditures will match the objectives/activities included in the annual plan and the member work plan and adhere to allowable uses of funds identified in the CAEP Fiscal Management Guide.*

Funds for NVAEC are allocated according to a formula based on prior percentages budgeted to each member and following guidelines in the bylaws. At its March meeting, the Board of

Directors reviews current year spending, discusses distribution, determines adjustments, and approves the budget for the following year. The CFAD is subsequently prepared and submitted by/before May 2nd. Napa Valley Adult Education (NVAE) is the only consortium member that has significant "other funds" for educating adults in non-credit programs including: Apprenticeship, WIOA Section 225, WIOA Section 231, WIOA Section 243, and WorkPlace Training. These funds supplement ABE, ASE, ELA, EL Civics, and IELCE (Integrated English Literacy/Civics Ed.) providing additional staff, sections, and materials. These activities are included in both the Annual Work Plan and Three-Year Plan.

CAEP funds at NVC support non-credit classes including ESL. NVAE provides programs for adult learners in St. Helena, Calistoga, and American Canyon. CAEP funds for St. Helena and Calistoga pay the associated costs incurred by NVAE for providing upvalley instruction. These activities are included in both the Annual Work Plan and Three-Year Plan.

NCOE receives funds to support a part-time position for the consortium Transition Specialist who also serves as a liaison to students in CTE classes throughout Napa County. The Transition Specialist maintains an office on the NVAE campus and regularly meets with students to provide transition support such as resource fairs, field trips to visit NVC campus, and resume writing. She also assists the counseling team with student transition plans through Community Pro Suite/Pairin. The Transition Specialist 's activities are included in both the Annual Work Plan and Three-Year Plan.

To achieve outcomes the Board of Directors approves an "ad hoc" Management Team that meets at least ten times annually to oversee implementation of goals and activities in the Annual Work Plan and Three-Year Plan including budget review each quarter as reported in NOVA. In addition, NVUSD/NVAE has MOUs with all consortium members to identify shared costs or other funding agreements. If adjustments are needed, the Board of Directors approves and MOUs are revised and approved by respective governing boards. All CAEP funds distributed among partners support the objectives and activities in this plan and non-credit adult education classes, programs, and services through NVAE and NVC.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.**

Carry-over funds are currently reviewed as part of the annual budget and plans for use are discussed among Management Team members and board members. NVAEC's Three-Year Plan states: "Consortium members budget funds in the Annual Plan to support the objectives of the Three-Year Plan, with a target of expending at least 80% during the fiscal year (20% or less carryover)" in alignment with AB1491.



Carry-over funds are used to implement the activities described in the 2023-24 Annual Work Plan and Budget, with carry-over funds expended **first** in order to fall within the 18-month timeline for use of funds.

**MEMBER CARRY-OVER:** Members are allowed to keep carryover funds from one year to the next providing members meet the guidelines of AB1491. As stated in NVAEC's Bylaws, Article IX, Section 3 (iii) [b]: *“Excessive carryover” for a member is defined by NVAEC as exceeding 20% of project funds. If the consortium makes a finding by majority vote based on a member having excessive carryover for at least two consecutive fiscal years, the consortium may reduce the member’s allocation by no more than the amount of the member’s carryover.*

- *NVAEC will provide technical assistance and reasonable interventions to the member before making a finding.*
- *NVAEC will track expenditures and carryover at the member level in NOVA quarterly and will share the information as part of the reasonable intervention.*
- *Should NVAEC determine that a member has excessive carryover, NVAEC may consider carrying over funding for consortium-wide projects and/or consortium-approved projects by a majority vote of members.*

**CONSORTIUM CARRY-OVER:** As stated in NVAEC's Bylaws, Article IX, Section 4:

*If NVAEC has a carryover from one or more prior fiscal years exceeding 20 percent, beginning with the 23-24 fiscal year, NVAEC shall be required to submit a written expenditure plan, including future corrective actions to reduce the consortium’s carryover to below 20 percent, to the chancellor and the Superintendent.*

- *For each fiscal year that a consortium has carryover of more than 20 percent, the chancellor and the Superintendent shall prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region’s available funding.*
- *The State will also assign technical assistance to ensure effective use of funds as specified by policy, and to ensure that the consortium’s annual carryover does not continue to exceed the 20% threshold so that it continues to provide adequate adult education services to the region.*