

30 Mendocino-Lake Adult And Career Education (MLACE) Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals**Executive Summary**

The mission statement of our consortium states that “the ML ACE consortium members are committed to collaborating and sharing resources throughout our region to provide adults with equitable, seamless and integrated educational and/or career pathways/services with multiple opportunities for successful entry and exit”. The goals of 24/25 will continue to offer programs that we offer in 23/24 with increase in non-credit CTE and workforce prep courses. Most of our adult schools offer high school diplomas or high school equivalency certificates. In addition, ESL and Citizenship classes, short-term career technical education programs in the health care industry, and classes for parents to support in K-12 success and programs for Adults with Disabilities (AWD) are also offered throughout our consortium. We are a collaborative, creative and resourceful group of educators and service providers committed to serving the needs of our diverse, rural, and geographically spread-out communities within our two counties. The consortium consists of six adult schools in Anderson Valley, Fort Bragg, Willits, Ukiah, Kelseyville, and Leggett Valley. In 2022, Upper Lake withdrew from our consortium and did not offer the high school diploma program. Kelseyville Unified absorbed all the high school diploma students to achieve their high school diploma. However, at the end of 23/24, Kelseyville withdrew from the consortium and discontinued their high school diploma program for adults due to their long-term adult education teacher, who was a consistent contributor to our consortium, retired and the district board in Kelseyville voted to discontinue their program. Other agencies in Lake County are filling this gap and will launch new programs this coming 24/25 year. We have partnered with the college which has continued to fill in the gaps in the consortium in providing facilities, faculty and support to run the ESL classes and the non-credit CTE courses. ML ACE approved the 24/25 allocations to its member agencies. As we continue to effectively collaborate to support this mission, we have accomplished many of our targeted goals in 23/24. We continued to offer classes and continued CTE programs into 23/24. There is a sense in the consortium that varying methods of program delivery and strategies are viable and should be continued to serve our students effectively post the pandemic years. Our list of accomplishments includes: Short-term CTE-Healthcare: During 23/24, the consortium continued to offer training in medical assistant, phlebotomy, dental assistant, certified nursing assistant and vocation nursing (VN). We have almost the same number of students in each of these programs that graduated this year compared to the previous year because these are limited first- come, first-served basis due the small number for cohort, the shortage of qualified teachers and limited space. despite the greater the percent of unmet demand (the number of programs versus the amount of job openings in this career area; we only have one program in each of our counties, except the medical assistant programs which are offered in both of our counties. The medical assistant programs graduated 21 students, dental assistant graduated 14 students, phlebotomy graduated 25, the certified nursing assistant graduated 10 students while VN had 32 students in the current cohort. The VN program was delayed in their start date due to complying with BRN regulations on new curriculum requirement and therefore did not have any students graduates in 23/24. Our healthcare programs charge student fees for the programs to pay their instructors. The consortium has been able to give extra funds through our one-time fund requests to pay for supplies, curriculum, and teacher credentialing fees for the instructors. In terms of the sustainable construction trade or SCT was launched as a new program non-credit certificate in 2021. This introductory non-credit certificate in Sustainable Construction Trade, is offered as a short-term program as non-credit and only for one semester or as an 18-week course. Classes include introduction to construction trade, math for construction, safety standards, Community First Aid/CPR and basic operation of fork and scissor lifts. In the Fall of 2021, there were 14 students who registered and completed the program in one location. In 23/24, we continued to expand the offerings in another location in Lake County and there were about 100 students who completed the program for that year. ABE/High school diploma: All seven of our adult schools offer a high school diploma or a high school equivalency program. In 23-24, our consortium member agencies enrolled a greater number of students than in 22/23: a total 550 students in ABE, high school diploma and high school equivalency. There were 120 graduates who achieved their high school diploma or their high school equivalency certificates in 23/24 which is a 30% increase in graduates from 22/23.

Regional Planning Overview

We will continue to effectively meet the goals and strategies identified from the 3-year planning, which are 1. to identify, develop and expand offerings of non-credit Mendocino College curriculum in our priority career education pathways, 2. To improve enrollment in existing programs based on community needs data 3. To create and implement strategies that improve the sustainability of our health care programs, 4 to improve access and availability of outside support agency services for our students 5. To finish the pathway maps in our priority career education areas, 6. to continue to collect, analyze and improve the accuracy of our student data, 7. To improve student retention rates from enrollment to completion of personal education goals, and 8. Equitably fill program gaps throughout consortium. These are the metrics that we have selected and included in our three -year plan: Student Barriers: English language learner, low income and low literacy. For Progress: Functional level gains in ESL; f or Transition: Participants with Transition to Postsecondary (CTE) and with transition to postsecondary (credit college);For Success: Participants Who Earn a High School Diploma or Equivalency and f or Employment and Earnings :change in median earning. Our SMART goals include: By June 2025, to develop and expand those offerings based on the identified needs, create curriculum in the priority areas of business, construction trades and health care. In addition, by 2025, to increase the number of participants, persistence, completion, and transition rates by 5%. Some of our accomplishments in 23/24 in the different program areas are: **ABE/High School diploma:** Enrollments in 23/24 in these programs is an increase of 30-40% from 2021-2022. One example of a high school diploma program that surpassed our goal for the year in terms of enrollment and completion rate is Kelseyville Adult School which enrolled 83 students (TE data) and had 36 graduates in 23-24 school year. This is about 43% graduation success rate. In 2022-2023, we have surpassed our yearly goal of an increase enrollment rate of 5% for our ABE, high school and high school equivalency programs. High school diploma students were assisted in taking basic skills classes, ESL classes and even transitioning to non-credit short term CTE classes in Basic Computer Skills, Auto Mechanics, Sustainable Construction Trade and Child Development classes. **ESL:** We have continued to offer non-credit ESL courses at different locations throughout our counties. Mendocino College, our partner in providing ESL courses in the different college centers. We also provided ESL courses at adult school locations in Ukiah, Anderson Valley and Fort Bragg. ESL instructors are employees of the college (part-time faculty) and they also provide assistance for ESL students to take other credit or non-credit courses at the college. Following SB 554-dual enrollment for adults, adult school students may enroll in college courses up to 11 units with consent from adult school administration and only pay the student fee and health fee of less than \$15 dollars for the entire semester. In 23-24 according to our TE data, collectively as one consortium, enrolled 1133 students with about 441 as participants with 12 hours or more. It is an increased of about 26% from 21/22. Anderson Valley's goal for next year, representative of the other adult schools in our region offering ESL, ABE/High School diploma, and parent education for k-12 success, plan to increase the number of participants, persistence, completion, and transition rates by 5% in these programs. **AWD:** Ukiah Adult School supports the Ukiah Valley Association for Habilitation (UVAH) program which provides life skills training to Adults with Disabilities in our communities. This program also partners with Mayacamas Industries to find internship opportunities in the community for job training which would eventually place clients in employment opportunities. In 21-22, there were 94 clients enrolled and in 22- 23, the number decreased to 70 participants. **CTE-SCT:** In terms of the Sustainable Construction Trade program, we launched a new program in 2021 in Sustainable Construction Trade, offering this short-term program as non-credit and only for one semester or as an 18 week course. Classes include introduction to construction trade, Math for Construction, Safety Standards, Community First Aid/CPR and Basic Operation of Fork and Scissor Lifts. In the Fall of 2021, there were 14 students who registered and completed the program in one location. In 23/24, we expanded the offerings in another location in Lake County and there were 73 students who completed the program for that year. **CTE-Health Care:** the medical assistant program graduated 20 students, dental assistant graduated 14 students, phlebotomy graduated 25 students and the vocational nursing program graduated 32 students in 2022.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Due to the number and percentage of the adult population in our region with no high school diploma, the number of language learners, and other statistics relevant to our adult population in the region as shown in the CAEP Fact Sheets of 2022-2021, the consortium determined that these programs are the greatest needs in our region: High school diploma or equivalency, ESL classes and short term CTE courses in health care, construction/trade and business office skills. Most of the adult schools in our consortium have high diploma programs or high school equivalency programs for our adult students. Some of these adult schools like Anderson Valley, Fort Bragg, Leggett Valley and Kelseyville are geographically isolated areas separated by winding roads and mountain passes with few industries and have higher numbers of adults with low literacy, low income and English learners which have been barriers for many adults completing their success and completion in their program areas. However, we have a larger adult school, Ukiah Adult School which offer not only high school diploma in the correctional facility, but also GED prep and testing, Citizenship class, employment and coaching of adults with disabilities through the Ukiah Valley Association of Habilitation (UVAH) as well a robust vocational nursing program. Ukiah Adult School's varied offerings of programs have filled in the gaps for those programs that are needed in other hard to reach areas of the two counties. In addition to the high school diploma programs from our consortium, in Mendocino and Lake counties, there is a federally funded program called HEP (High School Equivalency Program) through the Office of Migrant Education that offers high school equivalency certificates via exams. The HEP program's eligibility requirements include adults you have never had a high school diploma in the US, have worked at any point in their adult lives as seasonal agricultural workers and are living in the US. Those adults wanting a high school equivalency certificate but do not qualify as seasonal agricultural workers, are then enrolled in our consortium's high school equivalency programs. ESL classes are offered by Mendocino College and courses are held in Fort Bragg, Anderson Valley, Leggett Valley, Lakeport, Willits and Ukiah campuses. The Fort Bragg Coastal Adult School also offers a multi-level ESL class and a citizenship class at the adult school are funded by CAEP funds. We will continue to expand ESL offerings in different adult school locations so that many more adults in our communities can access basic skills classes and obtain their high school diploma or equivalency certificates. The two county offices of education along with Ukiah Adult School, which offers a vocational nursing program. However, there was a delay in starting the cohort in 22/23, due to additional curriculum requirements from the State Board of Nursing, UAS was unable to go start their program until late 2024. This cohort will graduate in December 2025. In addition to the VN program at Ukiah Adult School, our consortium member, Mendocino County Office of Education's CTE program offers a dental assistant, phlebotomy and a medical assistant program while Lake County Office of Education offers a certified nursing assistant and a medical assistant program that are critically needed in our region. These CTE programs have great successes and many of the graduates obtained sustainable jobs in our region and outside our regions.

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

According to the CAEP Fact Sheet taken from the American Community Survey Demographic Data of 2023 (<https://caladulthood.org/2021FactSheets>) and from Mendocino County and Lake County census, Mendocino and Lake college district are has a population of about 95,000 who are over 18 years old and about 84% of that population are 30 years and older. Of the 95, 000 of the over 18 years old population, we have about 12,927 adults who do not have a diploma and about 4,000 English language learners, 22,441 who are at poverty line or below, 5239 who are unemployed and about 23,000 adults with disabilities. From these data, the barriers that are challenges for our consortium as educational and training agency center around low literacy, low income, high number of English learners and unemployment.

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

These are the SMART goals that the consortium members are committed to achieving to address these regional needs and gaps in services. We will measure the effectiveness and progress of our strategies and activities by evaluating if we have met the SMART goals created by the consortium: OBJECTIVE: By June of 2023, identify non-credit curriculum in the priority pathways of business, construction, and healthcare. Back in 2021, we identified and launched non-credit courses in sustainable construction trade and business technology applications. By June of 2025, develop and expand those offerings based on the identified needs. We have definitely expanded these offerings in two locations in our region. Our TE data in 23/24 suggests that our consortium has shown that many of our objectives' goals have been met and in some cases, exceeded the goals set by the group in our 3 year plan. We have one more year in 24/25, to continue to to meet all the objectives of our 22-25

OBJECTIVE 1: By June of 2023, assess expanding credit and non-credit MC curriculum through the use of technology at various locations to offer hybrid synchronous instruction with onsite local tutor support. If deemed relevant, pilot up to three courses between 2024 and 2025. We have piloted and launched basic computer skills in Spanish which are getting more

enrollment from our HEP/HSE students. **OBJECTIVE 2:** By June 2023, create a document (community catalog) to identify and define support services available for students and communicate those services and connections to all consortium members, with continuous updates going through 2025 and beyond (academic, financial, housing, emotional, etc.) Unfortunately, our CommunityPro Suite which is an online referral system has been under-used and the consortium voted to discontinue this online referral system for the 24/25 year period. Moving forward in 24/25, Our strategies will focus on increasing the number of adults served to become participants, increase the number of students completing HSD or HSE and increase the number students transitioning to CTE. **OBJECTIVE3:** By June 2023, the number of adults served who become participants (also known as persistence rate) will increase by 5%. This objective we have met and increased each year since 2022. **OBJECTIVE 4:** By June 2023, the number of students completing a HSD or HSE will increase by 5%. As a whole our consortium has increased the number of students completing HSD and HSE to more than 30%. **OBJECTIVE 4:** By June 2023, the number of students transitioning from non credit to credit classes will increase by 5%. The data on transitions to CTE, post-secondary and jobs have been lagging behind and our goal is to collect more accurate data on this in the next few years. **OBJECTIVE 5:** By June 2023, the number of students transitioning to CTE will increase by 5%. This objective is difficult to obtain since TE data and MIS data have different definitions of what "transition" is. A agency level example of how the consortium has achieved most of the above objectives come from the report **from a consortium member in Anderson Valley which is representative of of our adult schools addressing HSD HSE, ESL and transitions to credit courses::** Anderson Adult school partially met the established regional objectives by increasing the persistence rate by 4% between the 2021-2022 and 2022-2023 school year. We also did have an increase of greater than 5% in students transitioning from non credit to credit classes. However, the number of students transitioning to CTE did not increase. Also, in the 2022-2023 school year we discontinued our in-person HSE program and only offered online HSE in the fall semester, so we did not meet our goal of increasing HSE completions by 5%. Regarding regional needs, we plan to contribute to the following objectives: By June 2024, the number of adults served who become participants (also known as persistence rate) will increase by 5%. The number of students transitioning from non credit to credit classes will increase by 5%. Regarding regional needs, we plan to contribute to the following objectives: By June 2024, the number of adults served who become participants (also known as persistence rate) will increase by 5%. The number of students transitioning from non credit to credit classes will increase by 5%. We plan on contributing to the first objective through closely monitoring student attendance and participation and intentional communication with students who do not attend class via the teacher and/or assistant. In cases where the student is facing barriers to attending class in person, we will offer alternatives when possible. We plan on contributing to the second objective through ongoing promotion and hosting of the for-credit Child Development classes and specialized support and counseling for students who are interested in taking for-credit classes.

Address Educational Needs

2024-25 Strategies

Strategy Name

Identify and expand non-credit curriculum in priority pathways: Healthcare, SCT

Activity that Applies to this Strategy

non-credit curriculum in the priority pathways

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Description of Objective: From data in the CAEP Fact Sheets provided to the consortium which shows low number of adults with high school diplomas, high number of English learners and increase job demands in these industry sectors, the consortium determined that these programs are the greatest educational needs in our region: High school diploma or

equivalency, ESL classes, Short term CTE courses in health care, construction/trade and business office technology skills. These are the SMART goals that the consortium members are committed to achieving to address these educational needs:

OBJECTIVE 1: By June of 2023, identify non-credit curriculum in the priority pathways of business, **construction, and healthcare**. By June of 2025, develop and expand those offerings based on the identified needs. **We have continued to offer short term non-credit courses in sustainable construction trade and desire to expand to other locations in our two counties.**

A report from the Lake County Office of Education on their CTE-Healthcare programs for 23/24:

Enrollment in the MA program increased by 33% while holding steady in the CNA program. The CNA program's enrollment continued at 80% of capacity for the 2023-24 year. Enrollment growth is likely linked to surging interest in careers in healthcare coming out of the Covid-19 pandemic but is also correlated to vastly improved LCOE outreach and recruitment. LCOE's CNA and MA programs were rebranded in a combined effort as Medical Training Programs, with updated branding imagery, an updated and more student-friendly website, and a successful online marketing campaign featuring recent graduates telling their stories. In addition, the Medical Training Programs team, including instructors paid for outreach activities, was present in the community in ways not evident since the pandemic, speaking to classes of high school students and participating in high school events, tabling at community events, and more. Combined Medical Training Programs Information Sessions continued to draw potential students and helped them identify the best program to help them reach their goals. Engaging, hands-on Welcome Sessions for accepted applicants encouraged retention from the time of acceptance to program start. Student outcomes in both programs continued to be strong, with CNA graduates finding jobs within three months of program completion at local skilled nursing facilities and hospitals and MA graduates finding jobs primarily with medical clinics that had served as their clinical externship sites. Student program graduation rates held for both programs at over 90%, and 90% or more of students in both programs passed their certification exam on the first try. **Goals and objectives for the next year in CTE-health care:** We continue to support the goals and strategies identified in the previous three-year planning cycle, with an emphasis on improving integration of services. We will continue to focus on improving access and availability of outside support agency services for our students. We have partnered more and more closely with workforce development and healthcare partners in providing access to financial support for students accepted into our programs as well as access to additional career development opportunities. In great part as a response to student-identified needs, we have increasingly emphasized proactively working with students with documented disabilities and/or identified learning differences, with an emphasis on determining what supports and accommodations LCOE programs can provide and connecting students with outside agency support. We have recently had students receive high-quality support from the Department of Rehabilitation, Department of Social Services, and Employment Development Department, for example. In the coming year one of our many aims is to expand support that our local healthcare partners provide to our students, optimally finding ways for one or more healthcare providers to sponsor students in our programs with the expectation of hiring upon graduation for a predetermined period of time. This type of support is already being provided by CNA clinical partner site Rocky Point Care Center, who currently has fourteen employees on staff who are recent graduates of our CNA program, many of whom were sponsored by Rocky Point while enrolled.

From the non-credit Construction Trade courses offered at the college: In 23/24, we continued to offer the short-term, non-credit courses in construction trade and expanded the offerings in two locations. In 23/24, almost 100 students complete these courses and more than 50% of the students obtained jobs in the construction trade because of their training in our non-credit SCT programs. We will continue to offer these programs in multiple locations so that more students can access these much-needed job trainings in our region.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Improve the effectiveness of all programs as evidenced by increase persistence completion rates

Activity that Applies to this Strategy

Improve the effectiveness of all programs

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

From one our member agency in Anderson Valley: We expanded ESL class offerings, and increased enrollment in all of our ESL classes, and increased attainment in the Beginner-level ESL class. Our citizenship program helped 25 people attain their citizenship status. We have hired and trained more staff for outreach, parent education, and class assistants, who bring energy and enthusiasm to the school. Our plans are to continue to improve our data collection and train staff to potentially expand program offerings to parents. We also plan on continuing to use different outreach methods to get the information out to as many community members as possible. Sharing community and college resources to those who might benefit from them has also been something we want to make sure the outreach staff is communicating better. During our outreach, we would also like to kindly ask known past students why they have not enrolled in courses in the past 12+ months. The answers might help us have a better understanding of the reasons for lower retainment with certain students

From our agency member in Ukiah: For our ESL students, in 23-24, the persistence rate was 8%. In 22-23, the rate was increased to 62%. The number of Our HSD students had a different experience. In 23/24, their persistence rate was 66%. in 22-23 the HSD rate was 56% which is an increase of 10% which is way above the goal set in 23/24. To further improve the persistence of our students we will be implementing a number of changes. First, we are changing the way that students participate in CASAS testing. We have a very structure testing procedure which we will using this year to ensure that all students receive pre and post testing using the correct tests. Second, our HSD students will have access to an online curriculum, CyberHigh, to make the curriculum more accessible, at home, and to ensure that the curriculum is current. Third, in order to improve our persistence rate, we will be piloting Signal Vine this year. This platform will allow us to send two way texts, phone calls, and files without having to use our personal phone numbers. We hope to maintain better communication with students using this platform thereby improving our persistence and retention rates. From our agency member in Fort Bragg: In 2023-2024 our programs were effective in meeting the needs of our learners. ESL/Citizenship Class met via Zoom and in person, weekly; 24 students served; more than 15 students earned their United States citizenship from the 22/23 and 23/24 period. in the High School Diploma program, Approximately, 60 students served; 23 students earned diplomas. We met regional and educational needs of our population through offering these courses that meet the most common needs of our local adult learners. Our participation was strong and promises to continue growing stronger. We are striving to improve the effectiveness of our services through adjusting our delivery model to best meet the needs of our learners. Because some students were not able to participate in the Zoom format for ESL/Citizenship classes, we will be offering these also through a hybrid model (students have the option of coming in person or attending via Zoom) in the coming academic year.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

In 22-23, agency members continue to identify, define and provide various services to our students i

Activity that Applies to this Strategy

Improving support services within the region

Metrics that Apply to this Activity/Strategy

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

Strategy Description

In 23-24, agency members continue to identify, define and provide various services to our students in our region in addition to academic services and advising. Many of our agency members connected students to other wrap-around services and support via personal communication through phone calls, emails and Zoom calls. Since many of our adult schools are in remote areas in our counties (i.e. some more than 2 hour-drive from the epicenter of our MLACE office), communicating and connecting students to different services (financial, academic, mental health, basic needs, etc.) is a challenge. Many of the services offered by the college district and a larger adult school (i.e. Ukiah Adult School which offers a variety of programs in ESL, High School Diploma and GED, Citizenship, test center, vocational nursing program, program for adult with disabilities plus high school diploma offerings in the correctional facility) are situated in the large town of Ukiah in Mendocino County, which is not readily accessible to students who live in rural areas of the two counties that we served. Public transportation is sparsely available but not easily accessible to our low-income students. Yes, we can provide online communication, but many of these rural areas have very narrow broadband and low wi-fi connectivity that taking classes online or receiving services online is sporadic and unpredictable. Thus, digital communication is vital in reaching our remotely-located students. One way that we would like to continue providing support services to these students is to continue funding student and outreach specialists who live in the community who can assist students where they live and can communicate the students' needs as a bridge to connect them to main hub of services in Ukiah for those living in Mendocino County and to Lakeport for those living in Lake County.

We have discontinued the online referral system called My Professional Center or MPC (formerly called CPS- CommunityPro Suite). The consortium purchased this system initially as an online referral system for our professionals and agency members to use to refer students to other agencies within our Consortium. However this was under-used. However, our partnership and collaboration with our Career Point and a few community partners in our area continues to build the integration of our support services and referrals. We are relying on our partners to help us track and support transition from ABE or ESL to credit or non-credit courses and inform us if students are getting CTE training job, training or support from our Career Point (a workforce development board agency) and getting the jobs they need to earn living wages to support their families.

We are hopeful that as we utilize our TE data consultant we can collect, analyze and improve the accuracy of our student data so that we know how we are meeting the priorities and objectives that we have enumerated in our 3-year strategic plan. Though we have TopsPro as our state-required student data management system capturing many of the data from our adult school and county offices of education enrollment, we do not have the MIS data in TopsPro. This MIS data, which is the college enrollment data system, is not accessible in TopsPro and the MIS data for non-credit students has to be parsed out from the credit bearing students. This presents a problem if the two systems are not integrated in one system.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The CAEP allocation for this fiscal year slightly increased with the addition of COLA but no additional monies were given for enrollment in our CAEP-funded programs. Therefore, we will have to reconfigure and leverage existing funds to sustain most of our programs. We continued to fund our support specialists in remote areas so that students will have points of contact locally and connect them to transitional services whether in basic skills, ESL or to CTE programs in our region. The consortium voted to discontinue our subscription to an online referral system and student tracking system called Community Pro Suite (CPS or now currently called My Professional Center or MPC). MPC was a valuable tool to have for seamless support and integrated communication among agencies involved in wrap-around services for students, but unfortunately, the consortium agency members were not using this tool. The consortium voted to allocate funds to be spent on a consultant and facilitator for our next 3 year plan. The college district allocation is used for the salaries of a full-time consortium lead and an administrative assistant whose salary is split between MLACE and HEP. In addition, we are braiding our funds to pay for tutors, test administrator and proctors for the HSE program. And since the implementation AB 1491, which states that no more than 20% of the agency's allocation can be carried over to the next fiscal year, we are increasing our funding to meet more needs in our agencies that provide health care programs for example, giving funds to help pay for instructional supplies in the phlebotomy, dental assistant and medical assistant program at Mendocino County Office of Education. We are also helping our other SCT non-credit program in allocating funds for their building supplies for their programs. In addition, we re-allocated funds from the two funded agencies that withdrew from our consortium to two agencies that are underfunded: one is the Mendocino County Office of Education which runs three health care programs as mentioned and to Lake County Office of Education which is absorbing the gap in Lake County for high school diploma program and high school equivalency program.

Included in our expenditures and as part of our budget for MLACE administration, we created an internal mini-grant allocation process for non-MOE funds. We call these "project based funds". Over the past three years, MLACE Agencies have submitted proposals for on-going programs/projects. These projects were then reviewed and approved (or revised or denied). In November, of each program year, member agencies provide a detailed presentation to the consortium that shows how the project-based funds and the CAEP allocated funds are spent and how they are aligned the expenditures to our consortium-level annual plan. The implementation of these processes gives MLACE significant oversight of the funds and ensures internal accountability.

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

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

In terms of carryover funds, we will continue to incorporate remaining carry-over funds from prior year(s) into strategies planned for the next fiscal year. Each member agency provides their own internal plan for spending down their carry-over funds, which include strategies that are aligned with our current 3-year plan. Our policy includes language that ensures the agency can only spend the funds on current approved programs and activities from the original approved project based proposals or previously MOE funds

In compliance with the California Adult Education Program's Policy on Carryover funds, (also called AB 1491), The MLACE consortium created and voted on by members by-laws that are consistent with the carryover funds policy outlined by CAEP. First, members voted to use no more than 20% as the maximum carryover threshold for each member. The steps and process for technical assistance and support for members having "excessive" (more than 20%) carryover is outlined below. The consortium members are aware that though no punitive actions will be enforced at the member level, however, at the consortium level, AB 1491 policy states that a consortium with more than 20% carryover will be flagged by the state. Here are the processes put in place in our by-laws:

1 Process for technical assistance for members having excessive carryover—

At the end of Q2 reporting (March 2024), before certifying Q2 expenses in NOVA, the fiscal agent and MLACE director will reach out to consortium members whose carryover is above the 20% threshold as determined on the NOVA reporting system.

the Q2 reporting period, the members with a carryover of more than 20% will inform the MLACE director if there is any forthcoming project/expenses that the funds will be used to expend the carryover. These Corrective Actions need to be entered in NOVA fiscal reporting.

No funding will be taken from the consortium member with more than 20% carryover during the first two years.

At the end of two years, if the consortium member is consistently having a carryover of more than 20%, the consortium member will be assigned a Program Advisory Team (PAT) who will carry out a review process and provide fiscal assistance to help spend down the carryover. See the attached document on the Program Advisory Team Process.

Alternatively, at the end of the two years, the member can elect to return the carryover funds (after the two years and technical assistance) to the Consortium’s one-time account. These funds may then be accessed by any consortium member through our one-time proposal fund request process, which is acted upon quarterly at consortium meetings. 2.

Process of reducing member allocation if member has “excessive” carryover in two consecutive fiscal years:

The fiscal agent and MLACE will reach out to consortium members with 21% carryover or more at end of Q2 reporting(March) beginning in 23/24.

The member with a carryover of more than 20% will be given an opportunity to spend a down carryover for the fiscal cycle.

3 If the identified member consistently has more than 20% carryover, (period of two consecutive years), that member will be given technical and fiscal assistance.

4At the third year, if the carryover is still above 20 %, the member will be placed on the PAT process after the 2 years.

Alternatively, the member may be encouraged to voluntarily return carryover funds to the fiscal agent and the funds accessed by all members through the one-time request process.

Certification

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08/15/2024 10:19 AM PDT

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