

36 Napa Valley Adult Education Consortium

CONSORTIUM APPROVED

2024-25

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) program for adults to assist elementary/secondary students to succeed academically (ASK-12); 5) programs for adults with disabilities; 6) Career Technical Education (CTE); 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 education and employment opportunities to 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 (Integration of Services & Transitions): NVAEC's Three-Year Plan includes developing new CTE pathways. During 23-24 NVAE offered seven pathways aligned to NVC: Business, Technology, Education: Early Care & K/12, Culinary/Hospitality, Health Careers, Manufacturing, and Construction. The eighth pathway, Viticulture/Small Scale Farming, was "on hold" pending relocation. Two NVAE pathways were developed in Human Services and Social Media for Fall 2024. Transition Specialists were hired and hosted events including NVC campus tours, resources fairs, and workshops.

Goal 2: Interagency Communication Tool (Integration of Services & Transitions): Progress was made in expanding the use of Pairin/MyPro for referrals and transitions. Counselors/Transition Specialists continue to expand job plans. Training for partners and Transition Specialists was provided.

Goal 3: Work Readiness: (Integration of Services & Transitions): NVC submitted and received approval for 12 new non-credit courses that embed "21st Century Employability Skills" and certification. NVAE will align with NVC to co-enroll students.

Goal 4: Access: Equity, Diversity, Inclusion (Address Educational Needs): Job plans were developed in Pairin/MyPro for ESL students. Partners worked to increase digital and geographic access to ESL, HSE/KSD, K-8 ABE, basic tech programs, and CTE through on-ground/online options. NVAE and NVC provide classes in Calistoga and St. Helena. NCOE and NVAE staff participated in EDI training. Culturally Responsive Pedagogy was offered at NVC. NVAEC's goal was to increase ESL student enrollment at NVC and NVAE by 5% over the prior year. Results: 21-22: 793 ESL students; 22-23: 1070 ESL students (+34.9%); target exceeded. Results for 2023-24: 1438 ESL students (+34.4%); target exceeded

Goal 5: Marketing (Address Educational Needs): NVC and NVAE produced printed and online catalogs each semester. Mailers with QR codes to program areas were mailed to over 54 thousand households in Napa County. Outreach expanded through participation in community fairs/Chamber of Commerce events. NVAEC's measurable goal was to increase the enrollment in NVAE CTE programs by 5% over the prior year. Results: 21-22: 399 students enrolled in CTE; 22-23: 432 enrolled (+8.3%); 23-24: 515 students enrolled (+19.2%), exceeding the 5% target. Overall enrollment at NVAE grew from 2032 (21-22 to 2674 (23-24), or +31.7%.

Planned Allocations for 2024-25

NVAEC budgets funds in the Annual Work Plan to support the 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 up valley instruction in partnership with NVAE. NCOE supports Transition Specialists and events. Members pay annual fees for Pairin/MyPro through NVAE. All expenditures address educational needs, integration of services/transitions, and effectiveness of services.

Primary Goals for 2024-25

- a. implement two new pathways in fall 2024 (NVAE)
- b. implement new non-credit courses that include "21st Century Employability Skills & certification at NVC; align NVAE and NVC
- c. expand the implementation of Pairin/MyPro; increase the number of educational/job plans (NVAE, NVC)
- d. hire and train replacement Transition Specialist (NVAE, NVC, NCOE)
- e. track transition data and other student data through Pairin/MyPro (NVAE, NVC)
- f. review/update course outlines with a lens on EDI (NVAE)
- g. develop a strategic marketing strategy to refine outreach to increase enrollment (NVAE, NVC)
- h. complete a new Three-Year Plan (NVAEC)

Regional Planning Overview

NVAEC monitors the 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 a '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 8-10 times annually with representation from NVAE, NCOE, NVC, the NVAEC Transition Specialists, and the NVAEC Program Manager. Agendas are built around the annual goals/activities and include a regular review of the Progress Monitoring chart, budget expenditures, data review, and new business. Management meetings are where the implementation of goals and activities occurs. Following each Management meeting, the Program Manager creates a "to-do" list shared with team members to follow up on discussion and action items. This list is always included in the following meeting agenda to review progress.

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

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

- o Short-Term Outcomes (12 months): By June 2025, a minimum of twenty students will complete one of the two new selected pathways;
- o Intermediate Outcomes (1-3 years): By June 2025, the number of students enrolled in NVAE CTE programs and the number of ESL students making Educational Functioning Levels Gains will increase by 5%. (baseline: Q4 2023).
- o Long-Term Outcomes (3-5 years): By June 2025, NVAE will evaluate the number of students who transition to NVC's 12 non-credit classes to establish baseline data; increase by a minimum of 5% annually after baseline data are established.

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 2024-25 NVAEC will review the "long term" outcomes to evaluate the effectiveness of our current Three-Year Plan.

With continued expansion of Pairin/MyPro during 2024-25, NVAEC anticipates significantly greater support for students transitioning among county organizations.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional 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, CTE and non-credit courses with potential certification
- developing pathways to address gaps
- evaluating CTE programs and pathways to compare with new industries expected to move into Napa County
- 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 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 are 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 Fall 2024 NVAE will implement two new courses aligned with NVC pathways.
- By June 2025 NVC will have implemented at least one of the new non-credit classes.

Metrics:

- Transition: Participants with Transition to Postsecondary (CTE) as measured by Pairin/MyPro
- All: Number of Adults Served - increase enrollment by 5% over prior year
- Local Indicators: enrollment, persistence rates, courses in place

Regional Need #2

Gaps in Service / Regional Needs

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 Specialists' support and activities throughout the county
- improving connections and contacts between service providers & organizations through PairinMyPro

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 Pairin/MyPro
- input from Transition Specialists
- 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, policies, and course descriptions that support equity, diversity, and inclusion

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

Intermediate Outcomes (1-2 Years):

- By June 2025 the number of ESL students making Educational Functioning Level Gains will increase by 5% over the prior year (2024).
- By June 2025 the number of students enrolled in NVAE CTE programs will increase by 5% over the prior year (2024).
- By June 2025 the number of students enrolled in NVAEC ESL programs will increase by 5% over the prior year (2024).

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 2024-25

Regional Need #3

Gaps in Service / Regional Needs

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 used to identify these gaps:

- input from Self-Assessment survey
- analysis of by-laws as part of CFAD submission
- number of education plans in Pairin/MyPro 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 co 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 2025 the number of students enrolled in NVAE CTE programs will increase by 5% over the prior year (2024).
- By June 2025 the number of ESL students enrolled in NVAEC ESL programs will increase by 5% over the prior year (2024).

Metrics:

- Transition: Participants with Transition to Postsecondary (CTE, ESL)
- Local: Professional development, revisions to bylaws, number of student plans in Pairin/MyPro, enrollment in bridge classes

Address Educational Needs

2024-25 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)

- provide targeted professional development for staff in EDI to reduce racial barriers
- implement teaching practices from principals that cross disciplines and cultures and promote justice/equity
- create and promote a safe, inclusive and respectful learning environment
- review and update course outlines in all programs every three years with a lens on EDI
- ensure job descriptions have gender-neutral language
- track enrollment, persistence and transition of English language learners
- 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
- 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

Strategy Name

Digital and Geographic Access

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. Increase access (digitally and geographically) to ESL, HSD/HSK, K-8 ABE, basic technology programs, and CTE (NVAEC):

- provide flexible scheduling (including location and online options) (NVC, NVAE)
- provide childcare where feasible (NVC, NVAE)
- co-locate/bridge programs between NVAE and NVC
- provide Transition Specialists' support and activities (field trips, job fairs, resource fairs, resume writing, etc.) (NVAE, NVC)
- continue partnership with SHUSD, CJUSD, WFANB, TIP, etc., to ensure ESL is embedded into the larger context of education, career, and citizenship support

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)

- develop a strategic marketing strategy that will further refine NVAE's and NVC's outreach
- develop a plan/schedule for informing/updating community members about pathways, certificates, and diplomas (NVAEC)
- implement strategies and conduct community outreach
- track the number of students enrolling, persisting, and transitioning to postsecondary overall (NVAE, NVC)

Improve Integration of Services & Transitions**2024-25 Strategies****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. Develop CTE pathway courses (NVAE, NVC):**

- evaluate CTE programs and pathways to compare with Labor Market Information and new industries expected to move into Napa County
- utilize existing Advisory Boards to ensure pathways compare with new industries expected to move into Napa County and are a viable student option
- write course descriptions (NVAE) subject to approval of the NVUSD Board of Trustees
- purchase materials and equipment (NVAE, NVC)
- align pathways at NVAE to pathways at NVC (NVAE, NVC)
- provide targeted professional development as needed (NVAE, NVC)
- explore "Credit for Prior Learning" toward AS, Business: Concentration in Accounting (AS, Business); Concentration in Business Administration (AS-T Bus. Admin) (NVC)
- 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)

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:**

- HSE/HSD (NVAE)
- second language acquisition or citizenship (NVAE)
- CTE certification (NVAE, NVC)
- entrance into NVC or other community college (NVAE)
- completing AA/AS/AA-T/AS-T degrees (NVC)
- entrance into the workforce (NVC)

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 (Pairin/MyPro) for referrals and transitions (NVAEC):

- utilize Pairin/MyPro to set goals, create job/educational plans, place students in classes, and track progress across classes/programs/levels, career training, higher education and jobs (NVAEC)
- coordinate and provide Pairin/MyPro training for Consortium partners (NVAE)
- expand job/educational plans to include all CTE, HSD/HSE students (NVAE)
- 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 Pairin/MyPro through counseling teams:

- provide training and targeting coaching/professional development as needed
- meet with students to develop plans
- provide Pairin/MyPro support for ESL students

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:

- annually develop schedule of NVC campus tours (Transition Specialists, NVAE, NVC)
- provide training on specific transition protocols and use of Pairin/MyPro for counselors as needed (Transition Specialists, NVC, NVAE)
- evaluate implementation and effectiveness of transition protocols (Transition Specialists)
- provide career and resource fairs (Transition Specialists, NVAEC)
- gather data to determine impact on enrollment at NVAE and NVC (Transition Specialists)

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 (NVC, NVAE, NCOE)

- a. align NVAE with NVC's new non-credit classes (NVAE, NVC)
- b. identify different levels of achievement (HS level, NVAE level, NVC level) (NVC)
- c. implement soft skills program to compliment ESL, HS, and CTE with opportunities for students to acquire "Work Readiness Certification" (NVAE, NVC)

2. Track number of students annually completing 21st Century Employability Skills training

Improve Effectiveness of Services

2024-25 Strategies

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 (CCAIE) 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)
 - e. California Adult Education Program (CAEP) Summit (Fall)
 - f. CASAS Summer Institute

Strategy Name

Refine and Align Purpose, Practices, and Procedures Among NVAEC Partner

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 integration of NVC 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 two consortium Transition Specialists who also serve as liaisons to students in CTE classes throughout Napa County. One 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. The second Transition Specialist maintains an office at the NVC campus and coordinates services, tours, meetings with students, counselors, and community partners. Both Transition Specialists assist counseling teams with student transition plans through Pairin/MyPro. Transition Specialists' goals and activities are included in both the Annual Work Plans 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 changes, and the 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 offered through NVAE and NVC

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

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.

Certification

Calistoga Joint Unified - Member Representative

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08/14/2024 06:55 AM PDT

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08/14/2024 12:12 PM PDT

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08/15/2024 02:51 PM PDT

Napa Valley Unified - Member Representative

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08/14/2024 09:45 AM PDT

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08/14/2024 07:44 AM PDT



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