

65 Ventura County Adult Education Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

The shared vision of the Ventura County Adult Education Consortium (VCAEC) is a cooperative and integrated education system of student pathways that ensures support, equity, and responsiveness to community needs. Its mission revolves around providing crucial programs and services in adult basic and secondary education, English language learning, and career education and training to enable adult learners to acquire the skills needed to excel in life and work.

The VCAEC comprises eight adult schools in Ventura County (Conejo Valley, Fillmore, Moorpark, Ojai, Oxnard Union, Santa Paula, Simi Valley, and Ventura Unified), the Ventura County Office of Education, and the Ventura Community College District. Funding allocations for the upcoming program year were made based on local needs assessments and an evaluation of the effectiveness of the member agencies, pursuant to state policies. Throughout the year, the VCAEC jointly oversees progress and supports members, ensuring the successful implementation of proposed strategies and facilitating strategy adjustments in response to shifts in community needs.

Notable accomplishments from the 2023-24 program year include the following:

- **Moorpark Adult School (MAS)** continues to expand and grow its programs and impact in the community. It has been a champion for Digital Literacy and will participate in a panel at the CAEP 2024 Summit showcasing the Digital Upskilling Computer Basics program, for which the VCAEC received last year's CAEP annual Model Program Award. Additionally, Moorpark continues to provide support to the smaller schools in the region in data management and Healthcare programming.
- During the 2023-24 program year, **Simi Institute for Careers & Education (SICE)** successfully piloted a Carpentry / Building & Construction Trades CTE pre-apprenticeship program in partnership with Southwest & Mountain States Carpenters 805 and 714, with plans for future growth. The institute also completed a district-wide website migration, enhancing its online presence and providing greater clarity to current and prospective students about the programs and services provided. Additionally, SICE has expanded its outreach efforts, hosting monthly campus tours and engaging with the community through participation in college & career fairs, community events, and classroom presentations that extend even beyond the consortium region to the San Fernando Valley. Furthermore, SICE's partnership with Ed2Go has expanded the array of courses that may be provided and bolstered their scholarship program, helping to remove financial barriers for students in need.
- **Conejo Valley Adult Education (CVAE)** has shown impressive growth in its WIOA (Workforce Innovation and Opportunity Act) performance, with an increase of over 500 WIOA payment points over the previous school year, highlighting its commitment to data quality and meeting education and workforce development goals and student outcomes.
- **Ventura Adult and Continuing Education (VACE)** continues to grow and expand its programs. In the 2023-24 program year, VACE successfully doubled the number of IET (Integrated Education and Training) students compared to the previous year and has returned to pre-COVID enrollment levels in some programs and surpassed previous enrollment numbers in others.

For the upcoming year, the VCAEC will continue to execute on the core focus areas from the previous year, including 1) enhancing enrollment by leveraging shared marketing strategies or other approaches; 2) broadening the scope and variety of programs and services offered to adult learners, with a particular emphasis on digital literacy; 3) elevating the quality and diversity of collaborations with community partners; 4) augmenting member agency capacity to assist in academic/career planning, monitor student advancement, and facilitate student transitions; and 5) developing or identifying opportunities for professional growth, especially in areas pertaining to equity and access.

Regional Planning Overview

The annual planning process drew upon the work undertaken during the three-year planning cycle and in the previous year. This process involved revisiting the three-year plan, then conducting an assessment of data gathered from students, faculty,

staff, and collaborators, as well as considering the plans and priorities of member agencies, which were gathered and discussed during consortium meetings or through process documents generated or shared during the planning process. Analyses of student performance drawn from LaunchBoard / TOPSPro, LMI data provided by the Workforce Development Board, and US Census data were also revisited to help inform strategies included in this annual plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

There is a large gap in the supply and demand for adult education programs and services. The consortium currently enrolls about 2% of the adult ESL population and the population needing a high school diploma or equivalent, respectively. Likewise, consortium agencies serve between 8% and 14% of those needing short-term career training overall. Staffing changes and declines in enrollment in the county's more rural areas highlight the need for targeted support and capacity building in these areas.

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

Resources used to assess regional needs included demographic and labor market data drawn from the US Census, US Bureau of Labor Statistics, California Adult Education 2021 Fact Sheets, Cal-PASS Plus Adult Education Pipeline, State of California Employment Development Department, WestEd California Regional Education to Workforce Dashboard, the Workforce Development Board of Ventura County, and the Ventura County Civic Alliance. Surveys or structured conversations with member agencies, students, faculty/staff, and community/workforce partners also helped identify the regional need for adult education programs and services.

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

The VCAEC will continue to monitor financial expenditures captured in NOVA in conjunction with quarterly evaluations of enrollment, retention, and outcomes using data from TOPSPro and LaunchBoard against targets set in the consortium's 2022-25 three-year plan. Agencies will strive to support one another in their efforts to promote and implement their local plans and to ideate and develop new and innovative approaches to meeting the academic and career training needs of adults within the region. Member allocations will be adjusted following board policies and state mandates as needed.

Address Educational Needs

2024-25 Strategies

Strategy Name

1.1.1 Expand or enhance online/hybrid/distance learning opportunities

Activity that Applies to this Strategy

1.1 Expand online/hybrid/distance learning

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

VCAEC schools are persistently expanding their online offerings, including GED, Pharmacy Tech, ESL classes, and HyFlex and hybrid CTE courses. Ojai Unified Adult School (OUAS) and Fillmore Adult School will continue to offer an ABS/ASE (High School diploma) in a hybrid setting. SPAS will continue its high school diploma program. Simi Institute for Careers & Education (SICE) is adding distance learning and independent study options for ESL and ASE/ABE students to remove barriers to access, to address wait list times, and for facility and instructor limitations, and Ventura Adult and Continuing Education (VACE) will continue to offer flexible learning opportunities while monitoring the balance of online and in-person engagement across hybrid/distance and in-person classes. CVAE is offering classes in a Hyflex model, which is a synchronous model including the opportunity for traditional classroom instruction, attending class virtually including asynchronous assignments, practice opportunities and assessment. OAS continues to enhance and grow online opportunities for students. In Fall 2024, online course offerings have expanded to include all ESL levels I-VI, all CTE medical courses including Pharm Tech, Pre-CNA, CNA, Pharm Tech, Medical Assistant, and Caregivers; and ABE, HSD/HSE, online and HSE (SP) in HyFlex.

This strategy addresses the CAEP State Priorities of Technology and Distance Learning, Equity, and Program Development.

Strategy Name

1.1.2 Student resources & supports

Activity that Applies to this Strategy

1.1 Expand online/hybrid/distance learning

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

All consortium agencies are committed to supporting their students' technology needs. This includes loaning devices such as laptops to students. FUSD will continue loaning laptops to students upon completion of 12 or more in-person hours, and CVAE, OAS, MAS, and VACE will continue to provide resources as practicable.

This strategy addresses the CAEP State Priorities of Technology and Distance Learning and Equity.

Strategy Name

1.2.1 Expand existing marketing efforts

Activity that Applies to this Strategy

1.2 Shared marketing / targeted outreach

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

VCAEC agencies will continue discussing opportunities for shared optimization to increase exposure to VCAEC programs and enrollment. VCAEC agencies will continue working with marketing agencies to assist in their marketing efforts in conjunction with local marketing strategies leveraging print, digital, and social media, as well as radio and video. In addition, agencies are planning to develop a short video leveraging TDC Studios at VACE to highlight offerings available across the consortium. This strategy addresses the CAEP State Priority Marketing.

Strategy Name

1.3.1 Increase or expand CTE course offerings

Activity that Applies to this Strategy

1.3 Increase course offerings

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Strategy Description

Several adult education institutions are launching new activities to diversify their course offerings. Fillmore Adult School (FUSD) will be looking to engage the community to identify potential CTE courses with high employment potential. Moorpark Adult School (MAS) is piloting new CTE Culinary Arts and Medical Assistant Administrative programs for the 2024-2025 academic year, and will continue to offer Pharmacy Tech and Medical Billing & Coding. Oxnard Adult School continues to work towards the goal of increasing CTE courses in the in-demand sectors of ICT, Healthcare, and Construction/Building. In Fall 2024, Oxnard will begin a Building / Grounds / Custodial CTE program. Additionally, A pre-CNA course will be added 2024-2025, in addition to a Human and Health Services course. . Simi Institute (SICE) plans to launch a construction trade pre-apprenticeship program in Fall 2026. Conejo Valley Adult Education (CVAE) is adding Bilingual Para training to the IET options as well as Communication Infrastructure Installation Technician to IT Support Offerings, and VACE will continue to provide IET caregiving courses. Ventura County Office of Education (VCOE) will continue to deliver a welding training curriculum aligned with AWS certifications post-construction.

This strategy addresses the CAEP State Priorities on Program Development and Learner Transition.

Strategy Name

1.3.2 Expand offsite / co-located programs

Activity that Applies to this Strategy

1.3 Increase course offerings

Metrics that Apply to this Activity/Strategy

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

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Strategy Description

Oxnard Adult School (OAS) is addressing the need to mitigate transportation challenges through renewed and new MOUs with local entities and nurturing partnerships to offer neighborhood-based courses, including Oxnard College, City of Oxnard Housing Authority, Rio School District, Ocean View School District, City of Camarillo Library, and OUHSD high school campuses. Oxnard has also identified Camarillo High School as a potential ESL site, and plan to expand ESL programming to Rancho Campana High School, pending approval. Santa Paula Adult School (SPAS) will continue to provide services off-site with Limoneira and Isbell Middle School for a more conducive learning environment, and plans to develop a business pathway and Google Workspace program. Ventura Adult and Continuing Education (VACE) added evening ESL classes at DATA middle school and the Avenue Adult Center, with plans to relocate classes to Sheridan Way Elementary and partner with VUSD's Extended Learning Opportunities Program to reach more parents of elementary students. Additionally, VACE will be establishing a K-12 Math Success program at Elmhurst Elementary School. Fillmore Adult school will be returning the ESL Citizenship class to the small community of Piru.

This strategy addresses the CAEP State Priorities on Program Development, Learner Transition, and Equity.

Strategy Name

1.4.1 Digital Upskilling

Activity that Applies to this Strategy

1.4 Support Digital Upskilling Initiative

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Moorpark, Oxnard, Ojai, SICE, and VACE will continue to deliver the Computer Basics course developed by VCOE on behalf of the Ventura County Economic Development Collaborative. The consortium will work to support the continuation of the program by collaborating with the EDC and other agencies to respond to relevant funding opportunities. This strategy addresses the CAEP State Priorities of Program Development, Learner Transition, and Equity.

Strategy Name

1.4.2 Computer Literacy

Activity that Applies to this Strategy

1.4 Support Digital Upskilling Initiative

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

CVAE offers the first level of Basic Computer classes free which scaffolds to multiple levels of computer instruction. Additionally, OAS has been providing two digital upskilling courses in the neediest area of Oxnard, Channel Islands High School and La Colonia/Del Sol location for the City of Oxnard Housing. In Fall 2024, a Pre-Computer Basics short-term course will be added to Oxnard Adult School's schedule to support digital upskilling in preparation of onboarding students into ESL, CTE, and CTE programs.

Strategy Name

1.5.1 Provide targeted support for small school and schools with leadership transitions

Activity that Applies to this Strategy

1.5 Increase enrollment in Santa Paula / Fillmore

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

VCAEC leadership will begin meeting regularly with principals and/or superintendents to identify ways to provide assistance in expanding capacity and increasing enrollment. VCAEC will continue to provide resources to assist in onboarding new leadership. Schools will maintain site binders that include all guidance, minutes, and updates for the administration of the program. This strategy addresses the CAEP State Priorities on Leadership and Program Development.

Strategy Name

1.5.2 Community engagement

Activity that Applies to this Strategy

1.5 Increase enrollment in Santa Paula / Fillmore

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Focus groups with Fillmore and Santa Paula students will be conducted to understand better their perspectives on programs offered and ways to mitigate barriers to access. Additionally, FUSD will seek to foster collaboration with its Expanded Learning Opportunities Program (ELOP) and After School Program (ASES) so as to develop mutually beneficial ways to support ESL families and each other. Likewise, SPUSD currently participates in a Parent Ambassadors program that focuses on K16 child school success. This collaborative effort will lead to the creation of a stronger network of resources, ultimately enhancing programs and providing valuable assistance to the community schools in the area.

Strategy Name

1.5.3 Expand capacity to deliver adult education at FAS

Activity that Applies to this Strategy

1.5 Increase enrollment in Santa Paula / Fillmore

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

FUSD will be building three new buildings dedicated solely to adult education programs. Additionally, FAS will hire a College and Career Technician to oversee CASAS testing and goal setting and support student performance tracking. To boost engagement and outreach, significant efforts will be made to ramp up advertising and utilize social media platforms, assisted by the College and Career Technician. This strategy addresses the CAEP State Priorities of Program Development and Learner Transition.

Strategy Name

1.5.4 Expand capacity to deliver adult education at SPAS/FAS through Dual-Enrollment

Activity that Applies to this Strategy

1.5 Increase enrollment in Santa Paula / Fillmore

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Oxnard will partner with Santa Paula/Fillmore to support their program expansion and success by coordinating Online ESL dual enrollment courses. Both adult school agencies will be able to share Oxnard's resources so that students have online access across all ESL levels.

This strategy addresses the CAEP State Priorities of Program Development and Learner Transition.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

2.1.1 Increase visibility / awareness of program offerings across agencies

Activity that Applies to this Strategy

2.1 Improve academic or career-planning supports

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

CVAE will continue to encourage student transition through visits to Moorpark College. FUSD will collaborate with the College and Career Technician to run targeted campaigns that highlight the availability and advantages of counseling services, using diverse communication methods such as social media, flyers, and classroom presentations. They also plan to coordinate with college outreach teams for tours and presentations. MAS plans to foster relationships with Moorpark College, while OUAS intends to capitalize on partnerships both within and outside the district. Oxnard Adult School academic counselors and Oxnard College counselors continue to guide students towards higher education and transition into post-secondary education, both at the main site and through visits to off-site locations. In fall 2024, Oxnard College will offer a for-credit writing course at the OAS location, further exposing students to college-level education. Additionally, OAS students will visit Oxnard College and California State University Channel Islands to familiarize them with higher education institutions. SPAS plans to work with United Staffing Associates and Select Staffing, inviting their representatives to interact with their students. SICE will participate in Consortium activities to increase awareness of college and career opportunities. VACE will expand its high school diploma College and Career Seminar course to encourage tours of Ventura and Oxnard Colleges. VACE will also continue to offer their ABE/ESL/ASE students a one-week free preview of CTE program pathways and scholarships to attend VACE's CTE programs. This strategy addresses the CAEP State Priority of Program Evaluation and Learner Transitions.

Strategy Name

2.1.2 Improve intake, orientation, and data quality

Activity that Applies to this Strategy

2.1 Improve academic or career-planning supports

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Member agencies are undertaking a variety of initiatives to enhance educational outcomes and improve data quality across the consortium, with activities including exploring changes to onboarding and registration processes, participating in CASAS training, data team meetings, piloting "preview" days to boost student retention, utilizing career counselors and external support to refine orientation processes, engaging retired staff for support, tracking transitions from technical education to the workforce, and implementing programs to facilitate the transition from ESL to CTE or employment. Ojai will continue to refine how it manages and uses student data for program planning with support provided by MAS. This strategy addresses the CAEP State Priority of Program Evaluation.

Strategy Name

2.1.3 Transition supports and bridge program(s)

Activity that Applies to this Strategy

2.1 Improve academic or career-planning supports

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

FAS will collaborate with college outreach teams to plan activities that smooth transitions for students. MAS aims to enhance student transitions by fostering relationships with Moorpark College. OAS academic counselors and an Oxnard College counselor will continue to provide one-on-one academic counseling sessions with each student (CTE/ESL/HSE/HSD) and classroom and partner presentations to promote program transitions and higher education. OAS also plans to hire a third academic counselor to support its transition/bridging goal. SPAS intends to establish partnerships to aid transition processes starting in fall 2023. As noted in SICE's current CIP report, their school counselor will continue collaborating with Moorpark College's outreach department to create effective transition pathways. VACE plans to expand its high school diploma College and Career Seminar course to include tours of Ventura and Oxnard Colleges. VACE will also continue to offer their ABE/ESL/ASE students a one-week free preview of CTE program pathways and scholarships to attend VACE's CTE programs. This strategy addresses the CAEP State Priorities of Program Development, Learner Transitions, and Equity.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

3.1.1 Professional development

Activity that Applies to this Strategy

3.1 Expand staff professional development

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Member agencies will continue to participate in professional development opportunities provided by OTAN/CAEP/CASAS, through participation with the VCAEC Data team, and participation in local PLCs. The VCAEC will also seek to expand role-alike convenings for faculty, curricular alignment across agencies, and in collaboration with VCOE's Teacher Induction program. This strategy addresses the CAEP State Priority of Program Evaluation and Program Development.

Strategy Name

3.2.1 Diversity / equity / Implicit bias

Activity that Applies to this Strategy

3.2 Increase cultural awareness and diversity

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

VCAEC agencies strive to ensure all students are welcome and that their staff reflect the populations they serve. Agencies will participate in local or regional professional development opportunities to understand and address issues of implicit bias and promote equity and diversity. Likewise, agencies will seek to incorporate bias and cultural sensitivity into their teacher-driven professional development and PLCs. This strategy addresses the Equity CAEP State Priority.

Strategy Name

3.3.1 Improve pre- / post-test scores

Activity that Applies to this Strategy

3.3 Improve Data Collection and Analysis

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

The VCAEC will continue to hold consortium-wide Data team meetings and help standardize pre & post-testing practices. This strategy addresses the CAEP State Priority of Program Evaluation.

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 VCAEC board allocates funding to each member agency based on prior year allocations and regular evaluations of expenditures and community needs. Expenditures are reviewed quarterly, and funding decisions are made collaboratively following board and state policies. While the VCAEC is a direct-funded consortium, the board also earmarks funds to support shared initiatives and staffing. These funds are held by Ojai Unified School District, which serves as the consortium’s fiscal banker.

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

Strategies identified as part of the three-year and annual plans were designed to help ensure carryover remains at or beneath recommended levels. To minimize the likelihood of excess carryover from year to year and to ensure AEP funding allocations may be used to achieve the maximum benefit possible for students in the region, the VCAEC reviews member carryover quarterly. Member agencies with annual carryover in excess of 20% following the close of the fiscal year are required to provide a narrative explaining the reason for the carryover and provide a plan and timeline for expending remaining carryover funds for approval by the consortium. Each October the VCAEC Board will review carryover from the previous year and determine if technical assistance will be necessary to help members come in line with the 20% carryover. If a member is not able to develop a plan for the expenditure of carryover funds that are aligned with the approved plan, those funds will be made available for other consortium projects. Within two quarters following the close of the prior fiscal year, agencies will be evaluated for progress made toward approved plans. Agencies with carryover in excess of 50% of their original carryover amount and/or total available AEP funding equal to or greater than 80% of their total annual allocation may be asked to release a proportion of extant carryover funds for use by the Consortium. Any carryover funds that have not been expended or encumbered by the end of the fourth quarter of the following fiscal year will be returned to the Consortium for use in support of shared initiatives or redistribution to consortium members pursuant to policies governing requests for funding and approval.

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