ANNUAL PLAN 2024-2025

CALIFORNIA ADULT EDUCATION PROGRAM

STATE CENTER ADULT EDUCATION CONSORTIUM

SCAEC

STATE CENTER ADULT EDUCATION CONSORTIUM

SHERRI WATKINS
EXECUTIVE DIRECTOR
SHERRI.WATKINS@STATECENTER.COM

State Center Adult Education Consortium Annual Plan 2024-2025

Section 1: Plans & Goals

Executive Summary

The **State Center Adult Education Consortium (SCAEC)** remains committed to our mission of empowering adult learners within our area with essential skills for employment, lifelong learning, career progression, and self-improvement. In partnership with regional community partners, we aim to strengthen adult education and guarantee access to high-quality programs for our students, ultimately fostering their success in higher education and their chosen careers.

SCAEC is organized into four distinct sub-regions: North, Clovis, Central, and South. This arrangement enables members to delve into the unique requirements of their immediate communities while preserving an overarching focus on the wider State Center region, thanks to the leadership and guidance of our management team and the collaboration across different positions. This structure fortifies our assurance that our Consortium will persist as a model of high-quality adult education in the future. Our confidence stems from our excellent leadership, visionary guidance, and relentless dedication to continuously enhancing adult education and student success. SCAEC is poised to meet or surpass all the objectives delineated in our 2022-2025 Three-Year Plan.

2024 - 2025 Major Accomplishments

The consortium members collectively reported numerous accomplishments over the past year. Significant achievements include the expansion and increased enrollment in ESL courses across multiple schools, the introduction of new CTE offerings such as welding, EMT, and CNA programs, and the establishment of strong community partnerships and resource fairs. Several schools achieved WASC accreditation, while others launched new dedicated websites and digital literacy programs. Notable programs like the EMT boot camp at Valley ROP, digital literacy courses at Fresno Adult School, and the President's Medal of Distinction recognition at Clovis Community College highlight the diverse range of accomplishments. Many members also reported increased student engagement, improved retention rates, and successful career pathways and employment opportunities through enhanced collaboration with local businesses and colleges.

Strategies Focused on Achieving CAEP Priority Objectives for 2024-2025

To accomplish our goals, SCAEC has selected several strategies focused on achieving the three CAEP Priority Objectives for 2024-2025:

- Increase the number of ESL and ABE instructors and assistants.
- Continue a coordinated marketing campaign to increase enrollment.
- Expand digital literacy and ABE/GED offerings.
- Provide students and staff with a document listing all services available.
- Increase the identification and participation in community outreach activities.
- Enhance student orientations to improve transitions.
- Develop personalized academic plans and technology support.
- Strengthen collaboration with local colleges and workforce partners.
- Develop a data document as a visual representation of consortium metrics.
- Establish and/or expand partnerships throughout the region.
- Increase student tutoring services throughout the consortium.

Our action plan will be implemented to strengthen partnerships within the region and provide for new strategies and programs such as workforce readiness classes, career pathway programs, and industry certification courses. SCAEC management will continue to support all member agencies. SCAEC will also continue to analyze and establish action items based on data provided by the Open Doors and Bridging Gap's pathways project that focuses on alleviating challenges to post-secondary transitions.

By adopting these strategies and actions, SCAEC is assured that our region's adult students will receive improved services and exhibit positive outcomes, as observed by our selected metrics. This collective endeavor will emphasize the importance and positioning of adult education within our region.

Regional Planning Overview

In the 2024-2025 program year, the State Center Adult Education Consortium (SCAEC) will implement strategic initiatives aligned with our three-year plan to address the diverse adult education needs within our region. By leveraging extensive labor market data and engaging key stakeholders, including students and community partners, SCAEC is poised to adapt to the evolving economic, educational, and workforce landscapes. Our strategies aim to empower adult learners with high-quality training, education, and skills necessary for securing employment, advancing careers, and achieving personal growth.

The 2024-2025 Annual Plan will focus on several key areas to bridge service gaps and enhance educational outcomes. SCAEC will expand digital literacy and ABE/GED offerings to address educational needs. This includes increasing the number of ESL and ABE instructors and assistants ensuring that more students have access to essential literacy and foundational skills education. Additionally, by offering flexible class

schedules, we aim to increase student engagement and retention, making educational resources more accessible to underserved communities.

Improving the integration of services and transitions is another critical focus area. SCAEC will develop personalized academic plans and provide technology support to help students navigate their educational journeys more effectively, ensuring they have the tools and guidance needed to succeed. Strengthening collaboration with local colleges and workforce partners will create seamless transitions for students from adult education to higher education and employment opportunities.

Enhancing the effectiveness of services is also a priority. SCAEC plans to increase student tutoring services throughout the consortium to address individual learning needs and improve overall academic success. This expansion will particularly focus on increasing student Education Functional Levels (EFL) and Measurable Skill Gains (MSG). Additionally, a coordinated marketing campaign, including billboards and television spots will raise awareness about adult education opportunities, boosting enrollment and participation across all programs.

SCAEC will maximize outreach efforts through initiatives such as our Transitions Team, which will visit member sites and America's Job Centers of California in Madera County and Fresno County. Dedicated adult education counselors at each college campus will engage with over 8,000 potential students throughout the year. Our marketing endeavors will be reinforced using social media and traditional channels, organizing multiple workshops for students, and hosting a college exhibition showcasing the offerings of each member college.

By adopting these strategies and actions, SCAEC ensures that our region's adult students will receive enhanced services and exhibit positive outcomes as measured by our selected metrics. This collective effort underscores the critical role of adult education in our region, positioning SCAEC as a leader in delivering high-quality educational opportunities for adult learners.

Meeting Regional Needs

Regional Need #1 - Insufficient Short-term Career Technical Education (CTE) Programs

Description of Gaps in Service or Regional Needs

The SCAEC region needs more short-term CTE courses aligned with the needs of the local workforce to increase the employability of adult students. Overall, there is a lack of easily accessible, no-cost, or low-cost programs in entry-level, high-demand occupations such as health, emergency services, construction, manufacturing, and more. Additionally, there is a significant need for programs that prepare students for middle-level jobs or upskill them to meet evolving industry standards. It is important that the programs offered align with the needs and requirements of the industries students will enter and preferably include industry-approved certification opportunities.

Description of How the Gaps Were Identified

Our members have surveyed students to ascertain their needs and interest in CTE courses remain high. Labor market information provided by the EDD, Madera, and Fresno Workforce, the Bureau of Labor Statistics Outlook Handbook, CDE EOP job projection data from the CalJOBS website, and labor market demand data from the Centers of Excellence's Labor Market Scan were analyzed and helped us determine that more courses are needed. We also gathered feedback from advisory committee members representing local industry, multiple industry-education partnership groups, such as Madera Workforce, the San Joaquin Valley Manufacturing Alliance, and the current employment rate and poverty rate all substantiate the need for SCAEC members to continue to offer and expand high demand programs/CTE course offerings.

Description of How Effectiveness Will Be Measured

The effectiveness will be measured by tracking enrollment numbers, attendance rates, completion rates in CTE courses, the number of industry certificates issued to students at the end of each course, and the number of students transitioning to credit-bearing college courses.

Regional Need #2 - Lack of Awareness of Adult Education Services

Description of Gaps in Service or Regional Needs

Lack of awareness of adult education services and course offerings throughout the region. One challenge for students pursuing education is a lack of knowledge about available options, particularly in adult schools and community colleges' non-credit departments. For example, we need to continue to build relationships in order to improve the "warm handoff" from K12 schools to adult schools and adult schools to colleges, and we believe that more information about adult education will help increase awareness and enrollment numbers.

Description of How the Gaps Were Identified

SCAEC held five sub-regional community forums during the three-year planning process where partners, students, stakeholders, and college and adult school staff were invited to share their successes and needs. Surveys were deployed in order to gather data, including community needs and input surveys.

Description of How Effectiveness Will Be Measured

Effectiveness will be measured by an increase in both marketing and enrollment campaigns and an increase in student enrollment.

Regional Need #3 - High Demand for ESL and High School Diploma Programs

Description of Gaps in Service or Regional Needs

There is a high demand for ESL and high school diploma programs emphasizing basic math, literacy skills, and English fluency. However, our region faces a shortage of these course offerings, compounded by a shortage of instructors, limited transportation options, inadequate access to technology, and a lack of digital literacy among our students.

Description of How the Gaps Were Identified
This gap was determined by analyzing data from the CAEP Regional Fact Sheet, using the Interactive Map from the Center for the Study of Immigrant Integration, Eligible to Naturalize Populations in the U.S. tool, and the current census, which shows that our region has a high immigrant population and a limited number of noncredit, introductory ESL classes. Furthermore, demand can be attributed to demographic data from the American Community Survey - 2020 showing that only 21.6% of adults in our region have a Bachelor's degree or higher, 23.3% do not have a high school diploma, 24% of adults lack English proficiency, only 54% of adults are employed, and 25% are at near-poverty or less.

SCAEC also conducted a direct survey of our students, which documented that students needed more opportunities to take ESL and Citizenship classes closer to their homes or where their children attended school, as transportation and our large consortium size remain a challenge. SCAEC held sub-regional community forums where partners, students, stakeholders, and college and adult school staff were invited to share their successes and needs.

Furthermore, we analyzed our retention/completion data and faculty and administrative assessment data through program review and needs assessments.

Description of How Effectiveness Will Be Measured
Effectiveness will be measured through ESL enrollment numbers, ESL level advancement numbers, retention, and completion data, as measured by our CASAS testing, as well as completion of EL Civics COAPPS and benchmark attainment data. The increase in the number of ESL classes offered by SCAEC members will also be weighed.

Regional Need #4: Limited Capacity for Enrollment Due to Staffing Shortages

Description of Gaps in Service or Regional Needs:
Several schools within the consortium have identified a significant gap in their capacity to enroll additional students due to staffing shortages. There is a long waitlist for ESL and ABE courses, indicating a need for more qualified instructors and teaching assistants to meet the demand.

Description of How the Gaps Were Identified:
This gap was identified through direct surveys and feedback from member schools. For example, Madera Adult School reported a long waitlist for their programs due to insufficient staffing. Similarly, other schools within the consortium have highlighted the challenges of recruiting and retaining qualified instructors to expand their educational offerings.

Description of How Effectiveness Will Be Measured:
Effectiveness will be measured by tracking the reduction in waitlist numbers, the increase in the number of courses offered, and student enrollment figures. Additionally, the retention and completion rates of students in these newly offered courses will be monitored to assess the impact of the increased staffing.

Regional Need #5: Need for Hybrid and Online Course Offerings

Description of Gaps in Service or Regional Needs:

There is a growing demand for hybrid and online course offerings to provide flexible learning options for students. Many students face barriers such as transportation issues and work schedules that make it difficult to attend in-person classes.

Description of How the Gaps Were Identified:

Feedback from students and staff and the increased interest in online learning options during community forums highlighted this need. Schools like Madera Adult School have specifically noted the lack of hybrid and online courses as a significant gap in their service offerings.

Description of How Effectiveness Will Be Measured:

Effectiveness will be measured by the enrollment numbers in newly established hybrid and online courses, student feedback and satisfaction surveys, and the completion rates of these courses. The impact on student retention will also be assessed to determine the success of these flexible learning options.

Regional Need #6: Increased Access to Short-term Certificate Programs

Description of Gaps in Service or Regional Needs:

There is a high demand for short-term certificate programs aligned with local workforce needs, such as healthcare and technical fields. Many schools have identified the need to develop and expand these programs to enhance students' employability.

Description of How the Gaps Were Identified:

This need was identified through labor market data, student surveys, and feedback from advisory committees and local industry partners. Schools like Dinuba Adult School and Golden Valley Adult School have highlighted the necessity of adding new short-term certificate programs to meet workforce demands.

Description of How Effectiveness Will Be Measured:

Effectiveness will be measured by the enrollment and completion rates of the new certificate programs, the number of industry-recognized certifications awarded, and the employment rates of graduates in their respective fields. Tracking partnerships with local businesses and employer feedback will also be essential to assess the alignment with workforce needs.

Section 2: Address Educational Needs

2024-25 Strategies

Strategy #1 - Increase the Number of ESL and ABE Instructors and Assistants

Activity that Applies to this Strategy
Increase of ESL and ABE Instructors and Assistants

Metrics that Apply to this Activity/Strategy
Student Barriers: Low Literacy

Strategy Description
SCAEC members will create a plan to address the lack of ESL and ABE instructors, teaching assistants, and tutors by strengthening connections with organizations that can provide a potential source for instructors. This will allow for the construction of a consortium-facilitated pool of qualified ESL and ABE instructors, assistants, and tutors.

To support this initiative, SCAEC members will continue to increase advertisement and job posting announcements and conduct recruitment processes and interviews. The increase in staff will allow extra time for tutoring at the adult school sites and the multiple tutoring centers already at the college sites. It will also enable an increase in the number of classes offered.

Progress Update:
Significant progress has been made in increasing the number of ESL and ABE instructors and assistants. Kings Canyon added two additional ESL teachers and introduced three new morning classes. Parlier increased instructional time from 90 minutes to two hours twice per week. Central Adult expanded their staff with three new ESL teachers, one ABE teacher, and two assistants. Washington Unified added an ESL course to its offerings. Fresno Adult introduced two additional evening ESL courses and five ESL courses at neighboring K-12 schools, providing cost-free childcare to support adult learners. Madera Community College brought on three new ESL instructors who can teach multiple sections, with plans to add more next year. Clovis Community College is set to launch three ESL courses in the Fall 2024 semester. Fresno City College partnered with the City of Kerman to offer EMLS courses at Enterprise School. These efforts have significantly expanded the availability of ESL and ABE classes, improved instructional time, and provided essential support services to meet the educational needs of our communities.

Strategy #2 - Continue a Coordinated Marketing Campaign to Increase Enrollment

Activity that Applies to this Strategy
Adult Education Marketing Campaign

Metrics that Apply to this Activity/Strategy
All: Number of Adults Served

Strategy Description
SCAEC will develop and implement a coordinated marketing and messaging campaign to raise community awareness about the benefits of education and training for adult education students. This initiative, exemplified by the "I am an Adult Education Student" campaign, aims to grow enrollment numbers across all programs by June 2025. The campaign will leverage multiple communication channels to reach a wide audience and highlight the value of adult education, thereby increasing awareness of local programs and services for adult learners.

The marketing strategy will utilize various methods, including radio spots, billboards, banners, flyers, social media, marquee signs, television ads, mailers, streaming ads, adult school websites, and community events such as Career/Next Step Fairs. Additionally, the campaign will use the DMV Connection/Network for further advertising, newspaper ads, and a districtwide newsletter. By employing these diverse methods, SCAEC aims to effectively inform the community, increase visibility, and boost enrollment in adult education programs throughout the region.

Progress Update:
SCAEC developed and implemented a coordinated marketing and messaging campaign to raise community awareness about the benefits of education and training for adult education students. This initiative, exemplified by the "I am an Adult Education Student" campaign, aims to grow enrollment numbers across all programs by June 2025. The campaign leveraged multiple communication channels, including radio spots, billboards, banners, flyers, social media, marquee signs, television ads, mailers, streaming ads, adult school websites, and community events such as Career/Next Step Fairs. Additionally, the campaign used the DMV Connection/Network for further advertising, newspaper ads, and a district-wide newsletter. By employing these diverse methods, SCAEC effectively informed the community, increased visibility, and boosted enrollment in adult education programs throughout the region.

Strategy #3 - Expand Digital Literacy and ABE/GED Offerings

Activity that Applies to this Strategy
Increase of ESL and ABE Instructors and Assistants

Metrics that Apply to this Activity/Strategy
Student Barriers: Low Literacy

Strategy Description
To address the need for improved digital literacy and foundational skills, SCAEC members will expand digital literacy offerings and integrate them with ABE/GED courses. This strategy includes developing non-credit computer literacy courses to ensure students have the necessary technological skills to succeed in their academic and professional lives. By providing comprehensive digital literacy education, students will be better prepared to navigate modern work environments and continue their education.

Section 3: Improve Integration of Services & Transitions

2024-25 Strategies

Strategy #1 - Increase the Identification and Participation in Community Outreach Activities

Activity that Applies to this Strategy
Coordinated Outreach

Metrics that Apply to this Activity/Strategy
All: Adults who Became Participants
All: Number of Adults Served

Strategy Description
SCAEC will enhance its outreach efforts by coordinating and participating in community events across the region. A shared outreach calendar will be created, listing events such as Career/Next Step Fairs, with links to flyers and event details. Additionally, an online, searchable list of available training programs and classes will be developed to ensure easy access to information for potential students. SCAEC will launch a "This is Adult Ed" campaign to boost further visibility and engagement, featuring photos and stories of students from various programs. This initiative aims to increase community awareness, participation, and enrollment in adult education programs.

Progress Update:
A shared outreach calendar was created, listing events such as Career/Next Step Fairs, with links to flyers and event details. We continue to work on updating our website and flyers to provide up-to-date information on available programs.

Strategy #2 - Student Orientations to Improve Student Transitions

Activity that Applies to this Strategy
Student Orientations

Metrics that Apply to this Activity/Strategy
All: Adults who Became Participants
Student Barriers: Low Literacy

Strategy Description
To enhance student transitions from adult education programs to postsecondary opportunities, SCAEC will increase the number of student orientation sessions. These orientations will cover expectations, school procedures, student services, and CTE programs, helping students set long-term and short-term goals. By embedding career awareness and employability skills within ESL programs and encouraging transitions to high school diploma programs, we aim to improve student persistence and success. Consortium Transition Specialists will meet with students individually for sites unable to provide orientation meetings. Fresno City College counselors will attend all CTE orientations at FAS, ensuring students are aware of available resources and programs. Additionally, the ELL Grant partnership between Fresno City College and Fresno Adult School will provide a non-credit Digital Literacy course and part-time counselor support for student cohorts.

Progress Update:
We continue to increase the number of orientation sessions offered at the adult schools. In 2023-2024, over 100 orientation sessions were conducted, which increased student knowledge and helped them determine their next steps.

Strategy #3 - Develop Personalized Academic Plans and Technology Support

Activity that Applies to this Strategy:
Student Orientations

Metrics that Apply to this Activity/Strategy:
All: Adults who Became Participants
Student Barriers: Low Literacy

Strategy Description:
To improve student outcomes and ensure a smooth transition through various educational stages, SCAEC members will develop personalized academic plans for each student. These plans will outline individual goals, courses needed, and timelines for completion. Additionally, technology support will be provided to ensure students have access to necessary devices and training on digital tools, enhancing their learning experience and academic success.

Strategy #4 - Strengthen Collaboration with Local Colleges and Workforce Partners

Activity that Applies to this Strategy:
Coordinated Outreach

Metrics that Apply to this Activity/Strategy:
All: Adults who Became Participants
All: Number of Adults Served

Strategy Description:
To enhance service integration and ensure that educational programs align with workforce needs, SCAEC members will strengthen their collaboration with local colleges and workforce partners. Regular meetings and joint initiatives will be established to develop programs that provide seamless transitions for students from adult education to college and employment. These partnerships will ensure that students receive relevant education and training that meets industry standards and employment requirements.

Section 4: Improve Effectiveness of Services

2024-25 Strategies

Strategy #1 - Develop a Data Document as a Visual Representation of Consortium Metrics

Activity that Applies to this Strategy
Data Dashboard

Metrics that Apply to this Activity/Strategy
All: Number of Adults Served

Strategy Description

SCAEC will enhance its data collection and analysis efforts by developing a shared data document that visually represents key metrics, including member allocations, performance, and outcomes such as carryover, spending, and enrollment. This document will be shared with consortium members and made available on the SCAEC website to ensure transparency. Additionally, a newly formed compliance committee will review the document and provide technical assistance based on referrals from the SCAEC office.

Progress Updates
SCAEC enhanced its data collection and analysis by developing a shared data document visually representing key metrics, including member allocations, performance, and outcomes such as carryover spending and enrollment. This document is shared with consortium members and available on the SCAEC website. Additionally, a newly formed compliance committee reviews the document and provides technical assistance based on referrals from the SCAEC office.

Strategy #2 - Establish and/or Expand Partnerships Throughout the Region to Improve the Effectiveness of Services

Activity that Applies to this Strategy
Establishing and Expanding Partnerships

Metrics that Apply to this Activity/Strategy
All: Adults who Became Participants

Strategy Description
SCAEC will continue to identify and cultivate partnerships with various institutions, including religious, cultural, and community organizations, to build student enrollment and improve completion rates. These partnerships will be listed on the State Center Adult Education Consortium Partnership List, which will be regularly updated. By leveraging these relationships, SCAEC aims to enhance outreach and support services, ensuring that more adult learners can access and benefit from educational opportunities within the region.

Progress Updates
SCAEC identified and cultivated partnerships with various institutions, including religious, cultural, and community organizations, to build student enrollment and improve completion rates. These partnerships are listed on the State Center Adult Education Consortium Partnership List, which is regularly updated. By leveraging these relationships, SCAEC has enhanced outreach and support services, ensuring that more adult learners can access and benefit from educational opportunities within the region. The SCAEC Regional Transitions Coordinator schedules annual meetings with current partners and actively seeks new partnerships.

Strategy #3 - Increase Student Tutoring Services Throughout the Consortium

Activity that Applies to this Strategy
Student Tutoring Services

Metrics that Apply to this Activity/Strategy
All: Adults who Became Participants
Student Barriers: Low Literacy

Strategy Description
To address student-specific learning needs and improve overall success, SCAEC will expand tutoring services across the consortium, offering in-person and hybrid models. This strategy aims to increase student Education Functional Levels (EFL) and Measurable Skill Gains (MSG) on the CASAS Assessments by March 2025.

Progress Updates
To address student-specific learning needs and improve overall success, SCAEC expanded tutoring services across the consortium, offering in-person and hybrid models. Kings Canyon now offers 1.5-hour tutoring sessions once a week, and Parlier provides 2-hour sessions twice a week. ELL/CNA courses include tutoring before and after class sessions. Sanger offers 1.5 hours of tutoring per teacher each week, along with additional available times. Some schools are able to access their district's online tutorial platform for their adult students. These efforts have significantly enhanced the availability and accessibility of tutoring support for students across the consortium.

Section 5: Fiscal Management

Overview

The CAEP allocation is the primary source of funding for the majority of our members, and SCAEC members will spend their allocated CAEP funds with the goal of closing any gaps in service and meeting regional needs, as detailed in our 2024-2025 Annual Plan and based on our CAEP Three-year Plan for 2022-2025.

Alignment with Consortium Objectives
CAEP allocation funds are aligned with the Consortium's objectives of addressing educational needs, improving the integration of services and transitions, and improving the effectiveness of services. To accomplish those three priority objectives, the consortium's members plan on increasing the number of ESL and ABE staff, relying on the proper collection, analysis, and communication of data, and expanding

regional partnerships to better leverage resources and services and maintain strong communication and outreach.

Commitment to the SCAEC Three-Year Plan
Our members are committed to continued progress towards the realization of the vision and goals of the SCAEC Three-year Plan. The strategies outlined in the annual plan are designed to fill regional gaps in service and support adult students across the SCAEC region.

Budget Review and Alignment
Members will work with their district's finance department to ensure that all CAEP expenditures align with the SCAEC Annual Plan and Three-year Plan. Budgets are reviewed quarterly to ensure proper allocation and spending. This process ensures that funds are utilized efficiently and effectively to support the consortium's goals and objectives.

Conclusion
The planned allocations are consistent with the annual adult education plan and the CAEP Three-year Plan. By focusing on increasing instructional staff, enhancing marketing efforts, developing data systems, expanding partnerships, providing tutoring services, and implementing comprehensive onboarding processes, we aim to address educational needs, improve service integration and transitions, and enhance the overall effectiveness of our programs. This strategic approach will ensure that adult learners in the SCAEC region receive the support and resources they need to succeed.

Approach to Incorporating Remaining Carry-over Funds

SCAEC members will incorporate remaining carry-over funds primarily through the following means to support and enhance our educational strategies planned for the 2024-2025 fiscal year:

- Expand our range of course offerings and increase the number of instructional hours by hiring additional faculty and funding certificated salaries.
- Purchase or lease initial start-up materials and/or equipment required for any new course offerings.
- Purchase or lease needed equipment for existing programs.
- Expand facilities to accommodate the increase in enrollment.

AB1491
To adhere to AB1491 legislation, SCAEC will form a compliance committee to assign technical assistance to non-compliant members. SCAEC bylaws were revised to address the legislation as follows:

Excessive Carryover Definition for Consortium
AB1491 defines excessive carryover as more than 20% of allocated funds from one or more prior fiscal years.

Consortium Excessive Carryover Policy

Consortia exceeding 20% carryover annually will be required to submit a written expenditure plan and be assigned technical assistance by the Chancellor's Office and CDE.

Excessive Carryover Definition for Member

Excessive carryover refers to the percentage of allocated funds that a member has carried forward from one fiscal year to the next fiscal year beyond the percentage threshold. The percentage threshold for excessive carryover for the member of the Consortium is 20% of the member's annual allocation.

Member Excessive Carryover Policy

The consortium office must review the carryover amounts reported in NOVA by each member quarterly and notify any member who has fallen below the following spending targets*:* Q1 - 20%, Q2 - 40%, Q3 - 60%, and Q4 - 80%.

If a member's carryover exceeds the percentage threshold for one fiscal year, the Consortium may take action, such as requiring a written plan describing how the member will spend this carryover amount, including timelines, or how the member will reallocate excessive carryover funds to another member or return to the Consortium office.

If a member's carryover exceeds the 20% threshold for two consecutive years, the Consortium is authorized to take action by withholding 100% of the member's excessive carryover amount through an allocation amendment upon certification of the second consecutive fiscal year of excessive carryover. Withholding of the member's allocation will be decided by a majority vote of the Board and cannot exceed the excessive carryover amount.