

## AGENDA

North Coast Adult Education Consortium

Zoom: <https://cccconfer.zoom.us/j/95984614108>  
+1 669 900 6833 (US Toll)

August 3, 2020, 1pm - 3pm

Time	Agenda Topics	Action
1:00-1:10pm	<b>Call Meeting to Order</b> <ul style="list-style-type: none"><li>• <b>Welcome &amp; Introductions</b></li><li>• <b>Additions/Adjustment to Agenda</b><ul style="list-style-type: none"><li>○ Public Comment</li></ul></li><li>• <b>Approve Consent Agenda</b></li></ul>	Members  Public Members
1:10-1:30pm	<b>Allocation Amendment</b>	Members
1:30-1:45pm	<b>Annual Plan Review FY 20/21</b> <ul style="list-style-type: none"><li>• <b>FY 20/21 Draft Annual Plan for Final Review &amp; Approval</b><ul style="list-style-type: none"><li>○ 18/19 and 19/20 Member Expense Report (Q4) by 9/1/2020</li></ul></li></ul>	Members
1:45-2:15pm	<b>Member Updates</b> <ul style="list-style-type: none"><li>○ 20/21 Class Offerings</li><li>○ Planning around COVID-19</li></ul>	Discussion
2:15-2:30pm	<b>Articulation Agreements</b>	Discussion
2:30-2:45pm	<b>Review Deliverables Calendar</b>	Discussion
2:45-2:55pm	<b>Set NCAEC Quarterly Meeting Dates 20/21</b> <ul style="list-style-type: none"><li>• November 2-6</li><li>• February 1-5</li><li>• April 5-9</li><li>• August 2-6</li></ul>	Discussion
2:55-3:00pm	<b>Closing Remarks &amp; Public Comment</b>  <b>Meeting Adjourn</b>	All

Upcoming Meetings:

TBA

Meeting Minutes  
North Coast Adult Education Consortium  
College of the Redwoods via Zoom  
April 8<sup>th</sup>, 2020, 1:00 PM-3:00 PM

**Members Present:** Brad Albee, Jack Bareilles, Rob Parker, Margaret Talcott

**Also Present:** Randy Fugate, Blaine Smith, Tina Vaughan

**Call Meeting to Order**

Margaret Talcott called the meeting to order at 1:08pm.

- Additions/Adjustments to Agenda - There was no adjustment to the Agenda.
  - Public Comments – There were public comments.
- Approve Consent Agenda – Brad Albee motioned, Jack Bareilles seconded. Motion approved.

**CFAD**

- CFAD Approval
  - FY 19/20: COLA allocated 2/3 to Eureka Adult School and 1/3 to Del Norte Adult School.
  - College of the Redwoods, Adult Education will abstain from COLA increase.
  - Jack Bareilles motioned to split the COLA 50/50 between Del Norte Adult School and Eureka Adult School. Margaret Talcott seconded. Motion approved.
  - Margaret Talcott will update the CFAD information into NOVA.
- Membership Change
  - Captain Duane Christian from the Humboldt County Correctional Facility (HCCF) sent an email requesting the HCCF's membership status change from member to partner.
  - The Consortium was reminded that in Fall 2019, Shaun Brenneman with Humboldt County Probation had also requested that Probation's status change from member to partner.
  - Both the HCCF and Probation's change in membership will be updated during the 20/21 CFAD approval process.

**COVID-19**

- College of the Redwoods, Adult Education
  - The Chancellor's Office has permitted College of the Redwoods to continue offering classes through remote instruction while the shelter-in-place is in effect.
  - Classes are being taught remotely, through synchronous or asynchronous instruction, or through correspondence at the HCCF.
  - A barrier has been that many students lack technology or do not know how to use technology to access online classes.
- Eureka Adult School
  - Instructors are communicating with all of their students.
  - Instructors are helping students outside of class, sending out packets, and providing follow up.
  - Eureka Adult School is working hard to keep classes going.
- Del Norte Adult School

- Similar to Eureka Adult School, instructors are helping students in any way that they can.
- Currently, two classes are running.
- Although the high school diploma class is not meeting in person, the instructor was able to enroll a new student.
- Northern Humboldt Union High School District
  - Classes have shifted to distance learning.
  - Approximately 99% of students are connected to the internet.
  - Summer School 2020: Approximately 4-5% of students may not earn their diplomas and will need summer classes to obtain their diplomas. Students may use Cyber High to complete credit recovery.

### **Instructional Equipment for College of the Redwoods**

- College of the Redwoods, Adult Education plans to purchase technology to support distance learning. An email will go out to voting members with the quote for review, or will be included at the August meeting.

### **Earned Credit Equivalents**

- Blaine Smith shared information on credit recovery within the Consortium.
  - Adult learners are taking coursework in many different platforms from many different institutions.
  - Other consortia around the state have entered into an agreement between their local community colleges, and other community sponsored trainings, in evaluating and awarding the credit at the local high schools.
  - Each K-12 institution involved in the Consortium can help students enter credit recovery and have multiple mechanisms to do credit recovery.
  - The Consortium can work together to see how this can work with our institutions.

### **Annual Plan Updates**

- Discussion ensued regarding the upcoming 20/21 annual plan.
  - Questions to consider: What are the regional needs? How are gaps in educational services being met? The annual plan is due on August 15, 2020.
  - Blaine Smith stated that every year, members report in NOVA accomplishments from the previous fiscal year. Members should describe in detail their accomplishments as it relates to the 19/20 annual plan.

### **Review Upcoming Report Due Dates**

- April 30, 2020: Data Integrity Report for Quarter 3 Due
- May 2, 2020: CFAD Approval in NOVA
- June 30, 2020: Quarter 4 Ends
- August 1, 2020: Data Integrity Report for Quarter 3 Due
- August 15, 2020: Annual Plan Due

### **Closing Remarks & Public Comments**

- No public comments.

Margaret Talcott adjourned the meeting at 1:48pm.

**NCAEC Allocation Amendment: July 2020 Revise**

School	Initial Amount	12.1055% Reduction	New Allocation	11.2257% Increase	Revised Allocation Amendment
Del Norte Adult School	\$100,185	\$12,127.90	\$88,057.10	\$9,885.03	\$97,942.00
Eureka Adult School	\$295,038	\$35,715.83	\$259,322.17	\$29,110.72	\$288,433.00
CR, Adult Education	\$773,016	\$93,577.45	\$679,438.55	\$76,271.73	\$755,710.00
<b>TOTAL</b>	<b>\$1,168,239</b>	<b>\$141,421.18</b>	<b>\$1,026,817.82</b>	<b>\$115,267.48</b>	<b>\$1,142,085.00</b>

CAEP Consortium	May Revised 20/21 Allocation	Gov's Budget Additional Amount	Final 20-21 Allocation
01 Allan Hancock Community College Consortium	\$1,522,531	\$170,915	\$1,693,446
02 Antelope Valley Regional Adult Education Consortium	\$3,683,597	\$413,511	\$4,097,108
03 Barstow Area Consortium for Adult Education	\$833,152	\$93,527	\$926,679
04 Butte-Glenn Adult Education Consortium	\$2,012,308	\$225,897	\$2,238,205
05 Greater Opportunity Through Adult Learning (Santa Cruz)	\$3,146,545	\$353,223	\$3,499,768
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	\$13,465,212	\$1,511,572	\$14,976,784
07 Chabot-Las Positas/Mid-Alameda County Consortium	\$8,487,123	\$952,744	\$9,439,867
08 West End Corridor/ Chaffey Regional AE Consortium	\$6,617,671	\$742,884	\$7,360,555
09 Citrus College Adult Education Consortium	\$3,967,860	\$445,422	\$4,413,282
10 Coast Adult Education Consortium	\$6,850,149	\$768,981	\$7,619,130
11 Tri City Adult Education Consortium	\$5,644,680	\$633,658	\$6,278,338
12 Contra Costa Adult Education Consortium	\$13,621,387	\$1,529,103	\$15,150,490
13 Morongo Basin AEBG Consortium (Copper Mountain)	\$748,601	\$84,036	\$832,637
14 Desert Regional Consortium	\$2,966,564	\$333,019	\$3,299,583
15 South Bay Adult Education Consortium (El Camino)	\$9,413,931	\$1,056,785	\$10,470,716
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	\$748,601	\$84,036	\$832,637
17 Foothill De Anza/ NSCCSTC	\$7,842,744	\$880,408	\$8,723,152
18 Gavilan Regional Adult Career and Education Services	\$1,325,289	\$148,774	\$1,474,063
19 Glendale Community College District Regional Consortium	\$983,637	\$110,420	\$1,094,057
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	\$7,618,211	\$855,202	\$8,473,413
21 Salinas Valley Adult Education Consortium	\$3,379,907	\$379,420	\$3,759,327
22 Imperial County Adult Education Consortium	\$1,788,333	\$200,753	\$1,989,086
23 Kern AEBG Consortium	\$15,616,741	\$1,753,096	\$17,369,837
24 Lake Tahoe Adult Education Consortium	\$823,461	\$92,440	\$915,901
25 Lassen County AB86 Consortium	\$864,657	\$97,065	\$961,722
26 Long Beach Adult Education	\$2,198,847	\$246,837	\$2,445,684
27 Los Angeles Regional Adult Education Consortium	\$118,023,709	\$13,249,052	\$131,272,761

CAEP Consortium	May Revised 20/21 Allocation	Gov's Budget Additional Amount	Final 20-21 Allocation
28 Capital Adult Education Regional Consortium	\$10,776,977	\$1,209,796	\$11,986,773
29 Marin County Adult Education Block Grant Consortium	\$1,353,187	\$151,906	\$1,505,093
30 Mendocino-Lake Consortium	\$1,411,677	\$158,472	\$1,570,149
31 Gateway Adult Education Network (Merced)	\$3,038,060	\$341,045	\$3,379,105
32 Coastal North County Adult Education Consortium (MiraCosta)	\$1,096,731	\$123,117	\$1,219,848
33 Monterey Peninsula Consortium	\$2,334,447	\$262,060	\$2,596,507
34 Mt. San Antonio Regional Consortium for Adult Education	\$32,112,481	\$3,604,868	\$35,717,349
35 Southwest Riverside County Adult Education Regional Consortium	\$4,450,225	\$499,572	\$4,949,797
36 Napa Valley Adult Education Consortium	\$2,614,968	\$293,550	\$2,908,518
37 North Orange County Regional Consortium for Adult Education (NOCRC)	\$3,538,499	\$397,223	\$3,935,722
38 Southern Alameda County Consortium (Ohlone)	\$3,809,032	\$427,592	\$4,236,624
39 Palo Verde Consortium	\$748,601	\$84,036	\$832,637
40 Education to Career Network of North San Diego County (Palomar/Vista)	\$7,220,386	\$810,542	\$8,030,928
41 Pasadena Area Consortium	\$1,716,160	\$192,652	\$1,908,812
42 Northern Alameda Consortium for Adult Education	\$7,374,034	\$827,791	\$8,201,825
43 Rancho Santiago Adult Education Consortium	\$4,264,062	\$478,673	\$4,742,735
44 North Coast Adult Education Consortium (Redwoods)	\$1,026,819	\$115,266	\$1,142,085
45 Rio Hondo Region Adult Education Consortium	\$13,232,855	\$1,485,487	\$14,718,342
46 About Students Regional Consortium (Riverside)	\$7,603,652	\$853,567	\$8,457,219
47 Inland Adult Education Consortium (San Bernardino)	\$9,646,870	\$1,082,934	\$10,729,804
48 San Diego Adult Education Regional Consortium	\$4,304,678	\$483,233	\$4,787,911
49 San Francisco Adult Education Consortium	\$3,549,302	\$398,436	\$3,947,738
50 Delta Sierra Regional Alliance (San Joaquin)	\$7,689,458	\$863,200	\$8,552,658
51 South Bay Consortium for Adult Education (San Jose)	\$16,035,292	\$1,800,083	\$17,835,375
52 San Luis Obispo County Adult Education Consortium	\$1,287,953	\$144,582	\$1,432,535

CAEP Consortium	May Revised 20/21 Allocation	Gov's Budget Additional Amount	Final 20-21 Allocation
53 ACCEL San Mateo County	\$8,825,452	\$990,724	\$9,816,176
54 Santa Barbara AEBG Consortium	\$748,601	\$84,036	\$832,637
55 Santa Clarita Valley Adult Education Consortium	\$1,188,427	\$133,410	\$1,321,837
56 Santa Monica Regional Consortium for Adult Education	\$1,043,141	\$117,101	\$1,160,242
57 Sequoias Adult Education Consortium (SAEC)	\$8,841,210	\$992,492	\$9,833,702
58 Shasta-Tehama-Trinity Adult Education Consortium	\$1,027,195	\$115,310	\$1,142,505
59 Sierra Joint Consortium	\$3,086,085	\$346,436	\$3,432,521
60 Solano Adult Education Consortium	\$3,616,270	\$405,954	\$4,022,224
61 Sonoma County Adult Education Consortium	\$2,333,134	\$261,912	\$2,595,046
62 South Orange County Regional Consortium (SOCRC)	\$4,434,542	\$497,811	\$4,932,353
63 South Bay Adult Education Consortium (Southwestern)	\$13,295,320	\$1,492,500	\$14,787,820
64 State Center Adult Education Consortium	\$13,831,644	\$1,552,707	\$15,384,351
65 Ventura County Adult Education Consortium	\$13,936,540	\$1,564,482	\$15,501,022
66 Victor Valley Adult Education Regional Consortium	\$2,003,958	\$224,959	\$2,228,917
67 West Hills College Consortium	\$1,024,855	\$115,047	\$1,139,902
68 West Kern Consortium	\$748,601	\$84,036	\$832,637
69 Yosemite (Stanislaus Mother Lode) Consortium	\$4,015,642	\$450,787	\$4,466,429
70 North Central Adult Education Consortium (Yuba)	\$2,903,067	\$325,892	\$3,228,959
71 Adult Education Pathways (Siskiyou)	\$872,462	\$97,941	\$970,403
Total	\$484,208,000	\$54,356,000	\$538,564,000

### Executive Summary

*Please provide an Executive Summary of your consortium's implementation plan for the 2020-21 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.*

The North Coast Adult Education Consortium (NCAEC) serves Humboldt and Del Norte Counties. Membership consists of three K-12 Districts and one Community College District. Various other K-12 Districts, community agencies, and adult education supporters partner and collaborate with the NCAEC. All allocations have been consistent with the three year plan to support adult learners, program development, and streamlining of services. Allocations remain strategic and aligned with the three year plan, in the midst of the CAEP budget reductions. The vision of the NCAEC is to offer adult education classes at locations geographically accessible to learners with the NCAEC region. Based on identified workforce needs, NCAEC classes will increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth of the residents of our region. The NCAEC's region strives for student equity and accessibility. Strategies to increase equity include access to technology, transportation assistance, and educational resources in Spanish, as 27% of NCAEC students identified as Hispanic. The pathway to become a student is welcoming and streamlined. Accomplishments from the 19/20 year include an increase in the number of CTE classes amongst all members, professional development of members, and increase in the number of college noncredit certificate completions. Prior to the COVID-19 pandemic, high school equivalency and work readiness classes were set to expand into the Eel River Valley and through a collaboration with the Department of Health and Human Services. In light of the COVID-19 pandemic, the 20/21 goals include offering relevant adult education classes which will lead to employment or post-secondary education, supporting student participation, and persistence. The NCAEC will continue to work toward curriculum alignment across members to increase a no wrong door approach for adult learners. The NCAEC will continue to gather student data and utilize the data in driving decision-making.

### Regional Planning Overview

*This 2020-21 annual plan, and the strategies, are based on your new 3-year plan, how is your consortium implementing the new 3-year plan?*

In order to reach rural and remote students during the COVID-19 pandemic, the NCAEC is committed to offering online classes and limited face-to-face classes, in alignment with public health. Loaning technology to support adult learners will be a key strategy to promote access and equity with online class offerings, to rural and remote populations. Members continue to collect student data and use that information to drive decision-making. The NCAEC is continuing to work on curriculum alignment across the membership



### Meeting Regional Needs

*What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)*

#### Regional Need 1: Description of Regional Need/Gaps

The NCAEC has identified offering ABE, HSE, AWD, and ESL courses as key regional needs.

*How was the gap identified?*

The NCAEC identified this gap through use of research data, determining distance between education sites and students of origin, communication with partners, and analysis of fluctuating enrollment data.

*Describe How Effectiveness will be Measured?*

The NCAEC will measure effectiveness through enrollment maintenance or increase, and/or employment gains.

#### Regional Need 2: Description of Regional Need/Gaps

The NCAEC identified the regional need to provide additional CTE and WR classes.

*How was the gap identified?*

California unemployment rose to 15.5% in April 2020 due to the COVID-19 pandemic. The rate of unemployment claims in April 2020 for the region was 13.7% Humboldt County and 13.1% Del Norte County (<https://www.edd.ca.gov/Newsroom/unemployment-may-2020.htm>). NCAEC members and partners have also shared that CTE and WR courses will support adults become more employable.

*Describe How Effectiveness will be Measured.*

Effectiveness will be measured through enrollments, additional classes, and outreach.

#### Regional Need 3: Description of Regional Need

A regional need is to develop a clear pathway between members and partners for employment, career, and post-secondary training.

*How was the gap identified?*

The gap was identified through the NCEAC membership.

*Describe How Effectiveness will be Measured.*

Effectiveness will be measured through articulation agreements and a regional repository of curriculum between members.

### 2020-21 Strategies: Gaps

*What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? **You must list at least one.***

*Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.*

#### GAP #1

The NCAEC membership foresees most adult education classes occurring through a remote or distance education modality in the upcoming year. As such, the NCAEC has identified lack of technology as a gap in service for students. The NCAEC plans to lend technology to students who lack technology to access classes.

#### GAP #2

Transportation is an ongoing gap within the region. The NCAEC will work to increase transportation assistance to adult students.

#### GAP #3

Continue to work and expand upon community partnerships to provide better service and attainment of adult learner's desired outcome.

### **Seamless Transitions: 2020-21 Strategies**

*What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? **You must list at least one.***

*How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.*

*Strategy #1*

Increase faculty and member use of CASAS and/or MIS data to drive instruction, plan courses, and advise students.

*Strategy #2*

Work with ABE, ASE, and ESL students to assist with their transition to post-secondary pathways with lead to employment or better employment opportunities.

**Student Acceleration: 020-21 Strategies**

What new and/or existing strategies are planned to accelerate student progress? **You must list at least one.**

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Briefly describe strategy that is planned.

*Strategy #1*

To accelerate high school diploma completion use credit recovery opportunities and competency based tests to earn.

*Strategy #2*

Continue to offer compressed course scheduling, along with yearlong classes in HSE, WR, AWD, and ESL to meet the rural adult learner schedule.

**Professional Development: 2020-21 Strategies**

*What new and/or existing strategies are planned to provide shared professional development? You must list at least one.*

*Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.*

Strategy #1

Increase consortium members' awareness and engagement with upcoming CAEP sponsored trainings and webinars.

Strategy #2

Use the expertise of other consortium leads and consultants to enrich the professional development of all.

Leveraging Resources: 2020-21 Strategies

*What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? **You must list at least one.***

*Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.*

Briefly describe strategy that is planned.

*Strategy #1*

As possible during the COVID-19 pandemic, leverage the NCAEC partnership's locations to interface with new and potential adult learners.

*Strategy #2*

Collaborate with NCAEC's partners to meet the education need of adults who require ABE, ESL, AWD, or WR skills to attain employment goals.

Fiscal Management

*Narrative. Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.*

Allocations presented in this budget are appropriate to support the FY 20/21 adult education plan with the context of the CAEP three year plan. The funds are used to maintain infrastructure to house and offer adult education classes, expand courses upon community need, and facilitate community partnerships.

*Approach to Incorporating Remaining Carry-over Funds. Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.*

Remaining carry over funds will be used to establish new CTE programing and support the expansion of adult education classes.

**Earned Credit Equivalents-** are regular credit courses taken at adult school sites. Credits are awarded based on state standards for independent study of at least 15 hours of student instruction and application per 1 credit. The credentialed teacher, along with curriculum program and standards, determine what an average student would take in completing curriculum for a credit.

**College Course Work (credit)-** Students can earn credit toward a HS diploma for courses taken at a college or university at a rate of 3.333 of high school credit for every 1 semester unit of college credit. Transcript from the college is required to validate credit.

**Non-Credit Programs-** Coursework such as ESL/Citizenship/WORK or other, from a school or agency. Students can earn credit at a rate of 1 credit for every 15 hours of instruction. A signed letter from the school or agency is required to validate total hours of instruction. The adult school's credentialed teacher will authorize total credit earned and send it to the site registrar for recording to students transcripts.

Example: READ 260, Developing Literacy  
Course Learning Outcomes

1. Analyze main ideas and support in nonfiction and fictional texts.
2. Apply reading-comprehension strategies.
3. Develop focused written responses to nonfiction and fictional texts.
4. Demonstrate critical reflection in the reading and writing process.

**GED/HiSET Passage-** Credit can be earned toward diploma by passing each section of the official GED/HiSET and/or other exam. The number of credits earned is 50% of each subject area passed. Keep in mind English has 4 subjects, 10 credits each (English I, II, III, IV). Credit at 50% of each subject in English would be 5 credits for English I, 5 Credits for English II, 5 credits for English III, and 5 credits for English IV. If a student only has 6 of 10 credits remaining of English II, 5 credits will be applied for passage of that section of GED/HiSET and or other exam and that student would still have 1 remaining credit to earn.

#### Additional Ideas to award credit-

**Internship** (20 credits max.) or Work Experience (70 credits max. toward electives)- Student must be guided by a credentialed teacher. Credit is earned at a rate of 1 credit per 28 hours of work time. Work Experience hours logged must be current while presently enrolled. Time is logged and signed by the employees' supervisor or intern workplace supervisor. Students should complete a weekly journal writing and produce a paycheck stub once per month.

**Community Service Learning** (10 credits max.)- Student must be guided by a credentialed teacher. Credit is earned at a rate of 1 credit per 20 hours of time put in at an approved agency, non profit organization, or business. Time is logged and signed by the agency supervisor.

**NCAEC 20/21 Deadlines**

<i>NCAEC Deadline</i>	<i>State CAEP Deadline</i>	<i>Item</i>
	August 1, 2020	Student Data due in TOPSPro (Q4) FINAL
August 10, 2020	August 15, 2020	Annual Plan for 2020-21 due in NOVA
August 25, 2020	September 1, 2020	18/19 and 19/20 Member Expense Report due in NOVA (Q4)
September 23, 2020	September 30, 2020	July 1, 2019 to June 30, 2020 expenses by program area due (estimates only) in NOVA
September 23, 2020	September 30, 2020	18/19 and 19/20 Member Expense Report certified by Consortium in NOVA (Q4)
September 23, 2020	September 30, 2020	20/21 Member Program Year Budget and Work Plan due in NOVA
	September 30, 2020	End of Q1
October 23, 2020	October 30, 2020	20/21 Member Program Year Budget and Work Plan certified by Consortium in NOVA
October 23, 2020	October 31, 2020	Student data due in TOPSPro (Q1)
November 24, 2020	December 1, 2020	July 1, 2019 to June 30, 2020 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium
November 24, 2020	December 1, 2020	18/19, 19/20, & 20/21 member expense report due in NOVA (Q1)
December 17, 2020	December 31, 2020	18/19, 19/20 & 20/21 Member Expense Report certified by Consortium in NOVA (Q1)
	December 31, 2020	End of Q2
January 22, 2021	January 31, 2021	Student Data due in TOPSPro (Q2)
February 19, 2021	February 28, 2021	Preliminary allocations for 2021-22 and 2022-23 released by this date
February 22, 2021	March 1, 2021	18/19 and 19/20 and 20/21 Member Expense Report due in NOVA (Q2)
February 22, 2021	March 1, 2021	Close out of 18/19 Member Funds due in NOVA
March 24, 2021	March 31, 2021	18/19 and 19/20 and 20/21 Member Expense Report certified by Consortium in NOVA (Q2)

March 24, 2021	March 31, 2021	Close out of 18/19 funds in NOVA certified by Consortium in NOVA
	March 31, 2021	End of Q3
April 23, 2021	April 30, 2021	Student Data due in TOPSPro (Q3)
April 26, 2021	May 2, 2021	CFADS for 2021-22 due in NOVA
May 25, 2021	June 1, 2021	19/20 and 20/21 Member Expense Report due in NOVA (Q3)
June 23, 2021	June 30, 2021	19/20 and 20/21 Member Expense Report certified by Consortium in NOVA (Q3)
	June 30, 2021	End of Q4