

**Q1: Please clarify what is expected to be submitted. Are we only to submit the schedule for 5 classes?**

**For example, if I offer ESL/ELA level 1 at different days/times, do I only submit the times for this class type? and then four other classes with their dates and times? My confusion comes because for the last RFP, we submitted our current and proposed class schedules for all classes.**

A: Please specify the types of classes being offered in your sample instructional schedule. Remember, the application only requires snapshots of information; the specificity of the classes is more important than the actual "quantity" of instructional schedule materials.

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**Q2: The rubric for this consideration refers to lesson plans and what should be included but we are not asked to submit a lesson plan with this consideration this time. Should we submit an example lesson plan? Or should we just explain (and take up word count) the parts of the lesson plans?**

A: Please refer to page 40 of the document. Applicants are required to submit a lesson plan via Part I-B. Attaching a lesson plan is required.

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**Q3: If we are applying for another grant besides the 231 is it alright to duplicate some of the responses to the 13 Considerations on both grants?**

A: It is at the applicant's discretion whether to duplicate responses to the 13 Considerations. Each grant application includes the 13 Considerations because they represent separate funding streams. Therefore, it is expected that the applicant addresses the 13 Considerations in relation to the 231, 225, and 243 grants.

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**Q4: On page 22 of the application number 9 is talks about staff development funds, does this mean that staff training is part of the 5% administrative funds and we can only spend 5% of our funds?**

A: No, staff training and development is not only restricted to the administrative funds. Applicants are not required to restrict the professional development funds at five percent.

**Q5: Today after the Bidder's Conference I tried to pull the information for 22-23 to fill in the bottom half of the Demonstrated Effectiveness page 13. For the MSG Overview page I am getting the message that the report can't be viewed because the underlying data set uses row-level security. I didn't have any issues pulling the Retired data for PY 22-23 NRS Table 4 prior.**

A: Colleges must contact their designated Data Coordinator to request access to areas of Power BI. The state only grants POWER BI access for CBOs. Please let your college's Data Coordinator know that you need access to the "Basic Skills Overview" report in Power BI. All currently funded providers in NC should have access to the following 4 reports in Power BI: "Basic Skills Overview," "NRS Tables," "Retired Basic Skills Overview," and "Retired NRS Tables."

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**Q6: For the Instructional schedule that we submit as part of Part IA, do we submit a current schedule of classes for this? If so, how specific or detailed do we need to be? For instance, we offer AHS membership classes, and do we need to specify each of these classes such as Civics or listing just AHS class?**

A: Please specify the types of classes being offered in your sample instructional schedule. Remember, the application only requires snapshots of information; the specificity of the classes is more important than the actual "quantity" of instructional schedule materials.

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**Q7: Which NRS table do I use to fill out the Past Performance Table of the Title II grant application? More specifically which section (column) of the NRS table should go into the column(s) in the Past Performance table.**

A: Use Table 4 from Power BI for each of the requested program years. If you export the table to Excel, you will be using the columns titled, "total number of periods of participation (all POPs)," "total number of POPs in which participants achieved at least one EFL gain (all POPs)," and "percentage of POPs with measurable skills gain (all POPs)."

**Q8: In the 225 Grant application, for the supplemental questions there is a chart (pg 62) where the facilities are listed along with education services. what is meant by this statement for the name of the facility and number of students: "List the name of the facility or institution in this column by number of students expected to be served in each. " Do we list the number of anticipated students? Or prioritize the locations by number of students? It's unclear.**

A: In this section, it is requested that you list the correctional facilities you intend to serve should you receive 225 funding, and that you indicate the number of anticipated students you expect to serve in each of these facilities. Please list all anticipated facilities to be served.

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**Q9: Yesterday at the Bidders Conference the question was asked about the 20% cap on services to incarcerated/institutionalized adults, there were two answers given. The first time Nicole asked if the cap was just on the federal funds or the combined state and federal funds. Nicole was told that it was just the federal funds; then Kelly had asked in the chat a very similar questions and the response to her was that it was the combined total. So, I would like to know which is correct.**

A: There is a 20% funding cap on serving incarcerated individuals. The 20% cap for the 231 grant includes both your federal and matching dollars. Please note that the matching dollars must align with the federal dollars. The 20% funding cap does not apply to the 225 grant itself, as there is no matching requirement for that grant.

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**Q10: How soon after submission can providers who have been approved for funding for each of the three grant types be notified? When, how, and who will be notified? Will we find out before the July State Board meeting?**

A: Applicants will be notified about application decisions in June 2025. Applicants will be notified in writing about the application decisions.

**Q11: Would we submit the budget that we just got approved?**

A: No, applicants must submit a new planning budget that aligns to the services that they are planning to provide.

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**Q12: For CBOs, who often apply for reimbursement of sales tax, do we include taxes?**

A: Yes, sales tax should be included in the itemized budget. If a product is \$24.00 plus \$10.00 in shipping and tax, please include the total amount of \$34.00.

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**Q13: Can you walk me through where to find the application? I am having a hard time finding it and I am trying to listen and look at the same time!**

A: Please use the following link to access the application: [WIOA AEFLA 2025 29 RFP](#)

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**Q14: This will be the first time we apply for the 225 and until now our prison instructor salaries come out of our 231, do I go ahead and write them into the 225 instead this time? I just want to make sure I do the right thing as it would be unfortunate if we didn't get the 225 and their salaries are not accounted for on the department's main grant. If you are planning to apply for the 225 grant, please include their salaries in the 225 planning budget; however, if you do not receive the 225 grant those salaries can be pulled from the 231 grant if approved.**

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**Q15: In the following rows, do we use the same *total number of participants for the number enrolled in each of the first cells***

A: Use Table 4 from Power BI for each of the requested program years. If you export the table to Excel, you will be using the columns titled, "total number of periods of participation (all POPs)," "total number of POPs in which participants achieved at least one EFL gain (all POPs)," and "percentage of POPs with measurable skills gain (all POPs)."

**Q16: Can 225 grant be used for county jail programs?**

A: Yes, the 225 grant funds may be used to offer educational services in the county jail.

**Q17: Are digital signatures via DocuSign for the assurances and GEPA forms allowable?**

A: Applicants may use either digital or wet signatures for the assurances document.

**Q18: Does the “Percentage Completing Level” mean only EFL gains, or will any MSG qualify as “completing level”?**

A: For the section shown below, it means EFL gains only.

| Applicant Name:   | Performance Outcomes | Number Enrolled | Number Completing Level | Percentage Completing Level |
|---|----------------------|-----------------|-------------------------|-----------------------------|
| Educational Functioning Level (or Grade Level Equivalent) |                      | 2022-23         | 2022-23                 | 2022-23                     |
| ABE Level 1 (0-1)   |                      |                 |                         |                             |
| ABE Level 2 (2-3)   |                      |                 |                         |                             |
| ABE Level 3 (4-5)   |                      |                 |                         |                             |
| ABE Level 4 (6-8)   |                      |                 |                         |                             |
| ABE Level 5 (9-10)  |                      |                 |                         |                             |
| ABE Level 6 (11-12)                                       |                      |                 |                         |                             |
| ESL 1 (0-1)   |                      |                 |                         |                             |
| ESL 2 (2)   |                      |                 |                         |                             |
| ESL 3 (3)   |                      |                 |                         |                             |
| ESL 4 (4)   |                      |                 |                         |                             |
| ESL 5 (5)   |                      |                 |                         |                             |
| ESL 6 (6-8)   |                      |                 |                         |                             |
| TOTAL (ABE+ESL)   |                      |                 |                         |                             |

**Q19: The Dashboard for Outcomes only has 22-23 and before. Where do we get 23-24 data for Outcomes?**

A: Please use N/A for the 23-24 program year. That data will not be available until September 2025 due to the exit criteria for data matching.

**Q20:** It looks like the dashboards only include Median Earnings for 2nd quarter after exit; however, the RFP document is requesting Median Earnings for 4th quarter, as well. Is there another place we should be looking for the 4th quarter data? On the dashboards under BS Follow-Up Outcomes, it specifically defines Median Earnings as "the median quarterly wage value for participants matched to NC employment records in the second quarter after program exit." I'm not seeing the 4th quarter median earnings.

A: Please use N/A for "median earnings in the 4th quarter" since the state does not data match 4th quarter median earnings in that follow up outcome.

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**Q21:** Does The Employment Outcomes show the 2nd quarter after exit and 4th quarter after exit?

A: Yes.

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**Q22:** Is there a place on the Past Performance Data Table to include the overall MSG rate? The total ABE+ESL line seems directly related to EFLs only.

A: No.

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**Q23:** Which NRS table do I use to fill out the Past Performance Table of the Title II grant application? More specifically which section (column) of the NRS table should go into the column(s) in the Past Performance table.

A: Use Table 4 from Power BI for each of the requested program years. If you export the table to Excel, you will be using the columns titled, "total number of periods of participation (all POPs)," "total number of POPs in which participants achieved at least one EFL gain (all POPs)," and "percentage of POPs with measurable skills gain (all POPs)."

**Q24:** Please clarify which credentials we should include in the *Credential Attainment Rate* section of the Past Performance Data Table document and where to locate this information in Power BI and/or the NCCCS data dashboards.

A: Credential attainment rate is calculated by the state through data matching and results are reported on the Tableau dashboards: <https://www.nccommunitycolleges.edu/about-us/data-reporting/data-dashboards-page/basic-skills-follow-up-outcomes/>

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**Q25:** What is the difference between Secondary Diploma and Credential Attainment rate?

A: `Secondary diplomas include AHS graduates and HSE/MPHSE graduates. The credential attainment rate is a follow-up outcome for students who have exited the program. Credential attainment rate is calculated by the state through data matching and results are reported on the Tableau dashboards: <https://www.nccommunitycolleges.edu/about-us/data-reporting/data-dashboards-page/basic-skills-follow-up-outcomes/>

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**Q26:** What is meant by Secondary Outcomes, are these HSE and AHS graduations? Can we include HSE subject test passers?

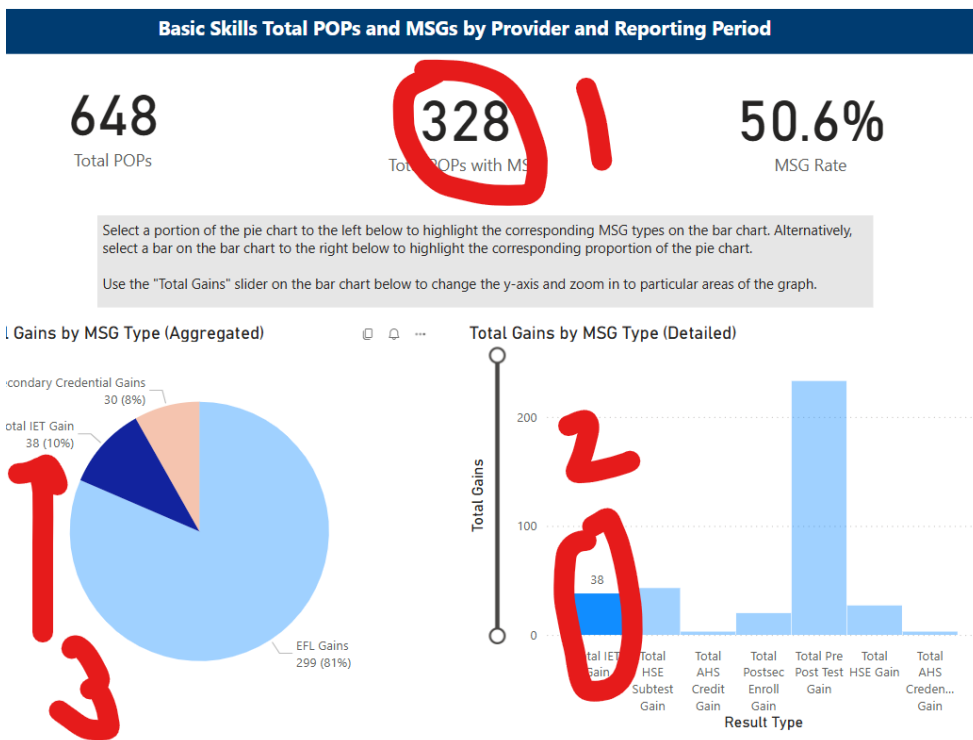
A: Secondary outcomes refer to AHS, HSE, and MPHSE diploma graduates. You cannot include HSE subject passers. MSG 1d is not reported for this RFP.

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**Q27:** What is meant by the Credential Attainment Rate? Is it a total of the previous 2 rows?

A: Credential attainment rate is calculated by the state through data matching and results are reported on the Tableau dashboards: <https://www.nccommunitycolleges.edu/about-us/data-reporting/data-dashboards-page/basic-skills-follow-up-outcomes/>

**Q28:** For rows, "MSGs 3,4 and 5," "secondary diploma," and "transition to postsecondary" use the MSG Overview tab in Power BI for each of the requested program years. The number enrolled for all 3 of these areas will be the number denotated by "1" in the image below. The number earning the credential is shown in the "2" image below. For this example, "38 students completed MSGs 3,4, 5)." The percentage earning this level/certificate is shown in image "3." For this example, "10% of students completed MSG 3,4 and 5."



A:

**Q29:** We been told through email that we must use only "publicly available data;" however, page 13 explicitly tells us that we can use Power BI and ADVANSYS if we are providers who have earned these funds in the past. Can community colleges and other providers with history use these internal sources for consideration as well, or is this note only in reference to the preceding table?

A: Yes, previously funded providers can use data from Power BI and ADVANSYS.





## 2025-2029 Title II AEFLA Grant Application Questions

Question period: January 20 – January 27, 2025

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Please send additional questions and inquiries concerning the NC Title II AEFLA Grant process to:

[WIOATitleIIQuestions@nccommunitycolleges.edu](mailto:WIOATitleIIQuestions@nccommunitycolleges.edu)