Q1: On the 231 grant Consideration 9, page 35, the Administrative Staff chart only includes the Director and Coordinator positions. We have one FT and three PT Assessment Retention Specialists. Do we leave them off that table or include them under Coordinator?

A: Yes, please include the three part-time Assessment Retention Specialists and other staff under the coordinator category.

Q2: Page 98: Consideration 3 rubric for awarding points. If applicants' demonstrated skill growth is 32% for 2022-23 and 41.6% for 2023-24, will they receive a score of 1 = Poor?

A: Per the scoring rubric on page 98 of the application if the applicant earned 32% for the 2022-23 program year and 41.6 for the 2023-24 program year the scores would be average for one score. MSGs less than 34% percent will earn a (1) and MSGs between 34.8-43.2% will earn a (2). The average score for this question with the presented data would be 1.5 points.

Q3: Clarifying that pg 23, CCR Assurance #12: Federal funds allocated to incarcerated and/or institutionalized students do not exceed 20% of the total Federal authorization means: 231 federal allocation + 100% State Match funds / .20 = allowable amount

A: Yes, this calculation is correct. Remember, the 20% allocation is only for the 231 AEFLA grant. The 225 Corrections Education grant does not have a matching component; therefore, the 20% threshold would not apply for that funding stream.

Q4: Can we stick to using common acronyms like MSG, IET, EFL, ELA, ABE/ASE, etc., or do we need to assume readers may need these spelled out?

A: Yes, you may use common adult education acronyms. The grant readers will be other Title II professionals from out of state who will be familiar with this terminology.

Q5: On p. 14, it states: "When completing your Title II RFP application, leveraging data from data.census.gov, NCCCS Dashboards, Power BI, and ADVANSYS can enhance your proposal with relevant and credible information." Is there a particular way that we should cite information from Power BI in the application? It seems like "Power BI" would be a little too general for an external reader.

A: Power BI is sufficient.

Title II, AEFLA
Questions and Answers

- Questions and answers from the Bidders' Conference as well as from e-mail inquiries will be posted on the North Carolina Community College System website in a Frequently Asked Questions (FAQ) document on the following dates:

Inquiry Date	Inquiry Date	Inquiry Date
• January 21, 2025	• January 27, 2025	• February 3, 2025
Post Date	Post Date	Post Date
• January 24, 2025	• January 31, 2025	• February 7, 2025

https://www.nccommunitycolleges.edu/businesses/

Title II, AEFLA
Deadlines and Submissions

- It is the applicant's responsibility to check the website for updates.
- This PowerPoint will be posted to the CCR website and the Moodle® grant submission portal.
- All applications **must** be received in the portal by **11:59 pm on March 17, 2025.** Incomplete or late applications will not be considered for funding.
- Other than acknowledgement that an application has been received and is complete, no other notification will be sent to applicants until the review process is complete and a recommendation has been made to the NCCCS State Board of Community Colleges. The notification will be an automatic message generated from the Moodle site.

North Carolina Community College System

Q6: Looking at the Q&A, question 28 is talking about MSGs 3, 4, 5, secondary diploma, and transition to postsecondary. It states that the number enrolled for all three sections will be denoted by "1" in the image. However, "1" in the image is Total POPs with MSGs….. Should we not include the Total POPs instead? Was this an error?

A: This is not an error. We are looking at the total number of POPs with MSGs as the denominator and then the numerator is the number earning that MSG type. This then creates the percentage of MSGs earned through the completion of each MSG type requested.

MSGS 3, 4 and 5						
Secondary Outcomes	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate
	2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
Secondary Diploma						
Transition to Postsecondary	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate	Number Enrolled	Number Earning Certificate	Percentage Earning Certificate
	2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
Transition to Post Secondary						

Q7: Questions 22 & 23 contradict one another. You say we are to use the "percentage of POPs with measurable skills gain (all POPs), but that percentage is not supposed to reflect our overall MSG Rate.

A: For the EFL rows, you are using the rows on Table 4 out of Power BI for each of the requested program years. That section asks for the number of POPs who started in each NRS level (number enrolled, which is your denominator), the number who made an EFL gain (# completing level, which is your numerator), calculate this to then get the percentage per level.

To calculate MSGs 3-5, secondary diploma, and transition to postsecondary, use the "MSG overview" tab in Power BI for the requested program years.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Entering Educational Functioning Level (EFL)	Number of participants (1st POP)	Total number of participants excluded from MSG performance (1st POP)	Total attendance hours for all participants (1st POP)	Number who achieved at least one EFL gain (1st POP)	Number who attained a secondary school diploma or its recognized equivalent (1st POP)	Number of IET or workplace literacy participants who achieved an MSG (1st POP)	Number separated before achieving Measurable Skill Gains (1st POP)	Number remaining in program without Measurable Skill Gains (1st POP)	Percentage achieving Measurable Skills Gains (1st POP)	Total number of Periods of Participation (All POPs)	Total number of participants achieved at least one EFL Gain (All POPs)	Total number of POPs in which a sec. school diploma or equivalent was attained (All POPs)	Total number of IET or workplace literacy participants who achieved an MSG (All POPs)	Percentage of POPs with Measurable Skill Gains (All POPs)
ABE Level 1	25	0	1,418.00	10	0	0	6	9	40.00%	25	10	0	0	40.00%
ABE Level 2	188	0	14,981.25	44	2	0	27	115	24.47%	189	44	2	0	24.34%
ABE Level 3	262	0	20,584.50	80	27	0	26	129	40.84%	264	80	27	0	40.53%
ABE Level 4	83	0	8,559.00	10	31	0	11	31	49.40%	84	10	31	0	48.81%
ABE Level 5	16	0	1,131.75	3	8	0	0	5	62.50%	16	3	8	0	68.75%
ABE Level 6	7	0	268.50	0	4	0	1	2	57.14%	7	0	4	0	57.14%
ESL Level 1	54	0	4,210.50	28	0	0	5	21	51.85%	55	29	0	0	52.73%
ESL Level 2	124	0	11,494.25	76	0	0	14	34	60.48%	128	77	0	0	60.16%
ESL Level 3	261	0	26,085.25	150	1	0	25	85	57.47%	262	150	1	0	57.63%
ESL Level 4	185	0	21,032.25	90	0	0	18	77	48.65%	186	90	0	0	48.39%
ESL Level 5	98	0	11,935.50	43	0	0	13	42	43.88%	99	43	0	0	43.43%
ESL Level 6	62	0	6,174.25	13	2	0	11	36	24.19%	64	13	2	0	23.44%
Total	1,365	0	127,875.00	547	75	0	157	586	45.35%	1,379	549	75	0	45.25%

Q8: Are we supposed to calculate our own percentage of EFL only gains, or include the actual MSG percentage listed on table 4?

A: For the EFL rows, you are using the rows on Table 4 out of Power BI for each of the requested program years. That section asks for the number of POPs who started in each NRS level (number enrolled, which is your denominator), the number who made an EFL gain (# completing level, which is your numerator), calculate this to then get the percentage per level.

Q9: I am working on Consideration 3 and I notice 2 differences in the question and the rubric.

- **The question mentions we need data for 2021-22 and the rubric does not include it at all.** The program years 2021-22, 2022-23, and 2023-24 are referenced because the purpose of this question is to have applicants critically assess and evaluate the effectiveness of their program over the past three program years.

- **The rubric mentions recruiting and the questions does not.**
- **The question states the following: "Describe how the provider will use highly qualified instructors, effective teaching strategies, assessments, and support services to achieve learning gains."** Student recruitment directly aligns with Student Support Services (SSS). The applicant should adhere to the rubric.

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

WIOATitleIIQuestions@nccommunitycolleges.edu

In case you missed it live; the recording of the Bidders' Conference can be found here:

https://youtu.be/MT2kbifiyh8