

Q1.	There appears to be a glitch with the table for Math and ELA, it will autofill if an entry is made in either column. Do we need to use a specific browser?
A	No, a specific browser is not required to complete the table. The issue has been resolved.
Q2.	On page 83: The Demonstrated Effectiveness lists that " An eligible provider that has been funded under Title II of the Act must provide performance data required under WIOA Section 116 to demonstrate past effectiveness. " Question: If a student is not assessed in Writing as part of initial assessments (i.e. students in ABE, ASE and ELA), how do we show performance data?
A	If a student is not assessed in Writing, simply indicate that "no data is available" in the appropriate cell.
Q3.	In terms of demonstrated effectiveness, should we use our 18-19 NRS Table 4 and/or the dashboard information on the NCCCS website?
A	Applicants should use their locally available 2018-2019 data, which may or may not be available on NRS Table 4.
Q4.	Can the state provide the data matching information for 18-19 fiscal year since the NRS tables from that year do not provide employment, attainment of secondary school diploma/equivalent, or transition to secondary education/training outcomes?
A	The state is unable to provide any data for completing the application, as this would be an unfair advantage. Please use locally available data to complete the table. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell.
Q5.	As eligible providers who have been funded previously, are we required to submit the data on page 12, or will we only be submitting table 4?
A	Applicants should use their locally available 2018-2019 data, which may or may not be available on NRS Table 4. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell.
Q6.	For the top sections, who is included in "eligible individuals" is this every student who comes through the door, or just participants who reached 12 hours?
A.	"Eligible individuals" are participants who have reached 12 or more hours of instruction.
Q7.	If our students are not tested in all areas, should those sections of the chart be left blank?
A.	All students will not have assessments in all areas. Applicants should use their locally available 2018-2019 data, which may or may not be available on NRS Table 4. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell.
Q8.	Should we use the data from students who are pre- and post-tested (table 4b) to complete the chart, or all students?
A.	"Eligible individuals" are participants who have reached 12 or more hours of instruction. All students will not have assessments in all areas. Applicants should use their locally available 2018-2019 data, which may or may not be available on NRS Table 4. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell.
Q9.	For the employment, attainment, and transition fields, again are we referring to "participants" or all students?
A.	We are referring to students with 12 or more hours.
Q10.	Where does an individual school get the employment data? We used to have table 5, and 7 which would give this information, is this something we can access again?
A.	Since this information is not currently available locally, please respond "no data is available."
Q11.	Do we include students who only test at our center in our attainment numbers?
A.	Yes, please use the student information on those individuals who have tested at your center. This information should be available at your agency.
Q12.	Do students "seeking the HSE" only include those who are at level 4-6 upon entry, or does it include any student who wants the HSE? We also don't collect this data on our LEIS forms anymore.
A.	This information should include any student who you can document is seeking a High School Equivalency.
Q13.	What is "progress?"
A.	The term progress for those funded under Title II in 2018-2019, the term refers to those students who have been pre- and post-tested and made a level gain according to NRS guidelines. Please utilize your internal record keeping as the source for this data. For those programs who were not funded under Title II in 2018-2019, please use the assessment data you have available locally, which indicates progress.
Q14.	For the employment measure, is this asking for students who gain employment while they are enrolled in the program? Or is it asking for the post exit numbers?
A.	Yes, this question refers to post-exit indicators. At this time, this information is not available at the provider level.

Q15.	Does the employment measure only include those who indicate they are looking for employment upon entry?
A.	At this time, this information is not available at the provider level.
Q16.	Does the transition metric include students who have transitioned at any point? Or only those who would show up on the transition metric? (ie., not including those who enter post-secondary after the 90-day separation?)
A.	This metric only includes information that can be reported for post-exit indicators. This information is currently not available at the provider level for Title II funded programs.
Q17.	The language indicates that the table should be uploaded “prior to completing the application” when is it due?
A.	No, the table does not need to be pre-approved before the application is completed and submitted.
Q18.	"If your program did not meet the NRS performance target for program years 2017-2018 (39%) and 2018-2019 (42%), what strategies will you employ to meet the future NRS performance targets?"
A.	A. The percentages have been corrected in both the consideration prompt and the rubric.
Q19.	Providers know that it is important to use verified data in applications. For the Demonstrated Effectiveness Table on p. 12, is there a published report, dashboard, or other source that providers can reference when completing this table?
A.	The state is unable to provide any data for completing the application, as this would be an unfair advantage. Please use locally available data to complete the table. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q20.	What is the formula or amount that should be requested for the 231 grant if your college didn’t receive Federal funding the previous year?
A.	If you did not receive Federal funding in the previous grant cycle, simply estimate your total program costs and justify the costs in the budget narrative.
Q21.	What is the formula or amount that should be requested for the 225 grant if your college didn’t receive Federal funding the previous year?
A.	If you did not receive Federal funding in the previous grant cycle, simply estimate your total program costs and justify the costs in the budget narrative.
Q22.	What is the formula or amount that should be requested for the 243 grant if your college didn’t receive federal funding the previous year?
A.	If you did not receive Federal funding in the previous grant cycle, simply estimate your total program costs and justify the costs in the budget narrative.
Q23.	Do we include students who only test at our center in our attainment numbers?
A.	Yes, please use the student information on those individuals who have tested at your center. This information should be available at your agency.
Q24.	How do we gain access to the data being requested in the Demonstrated Effectiveness Table on p. 12 of the RFP? The Colleague reports available to us do not pull performance by subject area (Math, Reading, Writing, ELA). Also, we have our employment data for 2017-18, but have not seen the data matching from the system office with the department of labor for 2018-19. Likewise, the transition to post-secondary education and training outside of our college is data matched by the system office with the National Student Clearinghouse. Also, when students earn their HSE at another institution, that is data matched at the state level by NCCCS. Can the system office make this information available for each college and CBO so that we can accurately complete this table?
A.	The state is unable to provide any data for completing the application, as this would be an unfair advantage. Please use locally available data to complete the table. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q25.	On p. 22 and 60 of the RFP, the MSG goal for 2018-2019 is referred to as 42%. That year’s goal was 39%. On p.22, the MSG goal was 38%, rather than the 39% stated. Will those corrections be made so that outside readers of the grant know the correct targets for those program years?
A.	The information has been corrected within the document.
Q26.	For eligible providers already funded under AEFLA, we do not have reports to separate performance by subject area. Are we to provide Table 4 in place of the Demonstrated Effectiveness Table? If every applicant is required to complete the same Demonstrated Effectiveness Table, where should programs obtain the breakdown of Student Progress by subject area in order to complete the Table?
A.	For previously funded Title II providers in the categories Reading, Writing, and Math, include students in both ABE and ASE. Students may have been assessed in multiple areas include them multiple times, if necessary. If the student has not been assessed in a particular area, please indicate that “no data is available” in the appropriate cell.

Q27.	Where are programs to obtain the employment, attainment of secondary school diploma or its equivalent, and transition to post secondary data for PY 2018-2019? Note: the most recent Follow-Up Outcomes available in the Federal Performance Measures Report on the NCCCS website are for PY 2016-2017. Q: Should “# of Unemployed at Program Entry” include or exclude participants “Unemployed and Not Seeking?”
A.	Exclude Unemployed and Not Seeking (which under the NRS guidelines would be the Not in the Labor Force designation).
Q28.	Page 17: “Applicant agrees that all budget amendments in any budget line item from the originally approved budget must be approved in writing by NCCCS-CCR.” Q: Does this mean any adjustment of any amount or is this any adjustment of 10% or greater as previously required?
A.	Yes, any adjustment 10% or greater must be approved as previously required.
Q29.	Page 22 and 60: The NRS performance target for 2018-2019 was 39%, not 42%. Will this be corrected on the application?
A.	The information has been corrected.
Q30.	Page 27: “Adult Education Program Specific Regulations US Department of Education”. Q: Is this supposed to be a link? If so, the link is not working. What does this refer to?
A.	The links have been removed.
Q31.	Q31. Page 33 Application components that must be submitted. Q: Can you verify what detail the instructional schedule should include? (All class offerings, all locations?)
Q32.	Q32: For clarification, a provider submitting an application for 231 only would submit 3 different PDF files: Part 1-A, Part 1-B, and Part II. Is this correct?
A.	Applicants should include all proposed class offerings and locations for the upcoming program year. Yes, if applicants wish to only apply for 231, the applicants must submit Part 1-A, Part 1-B, and Part II.
Q33.	Q33. Page 41: Section 225 Provider Literacy Service Area Table, Types of facilities Q: Can Section 225 funds support literacy services at a residential community-based rehabilitation center which services both court-ordered AND volunteer residents or do all participants served under Section 225 have to be court-ordered residents of the institution?
A.	Yes, 225 funds can support these services.
Q34.	Q34. In the CCR Statement of Assurances, number four states “The applicant agrees to employ a full-time staff member to serve as the local professional development coordinator.” In the FAQ document posted to the NCCCS CCR website and dated February 5, 2021, the answer to question seven states the “Professional Development person” does not have to be a full-time staff member. Will the Statement of Assurances be updated to reflect this change?
A.	Yes, the Statement of Assurances will be updated to reflect this.
Q35.	Q35. Do I understand correctly that we need new log-in information for the 2021-2025 grant, etc?
A.	A. Previously funded applicants will use their same log-in information. New applicants are required to contact the Virtual Learning Community (VLC) to receive log-in information. Please see grant application for details.
Q36.	Q36. In the CCR Statement of Assurances, number seven identifies applicants as one-stop partners and states that partner agencies will enter into a local MOU with the local board. Is the MOU required between the Title II program specifically, or is the College’s MOU with the local WDB sufficient?
A.	The MOU is required to be signed for the Title II programs specifically.
Q37.	Q37. In the CCR Statement of Assurances, number eight states that “all budget amendments in any budget line item from the originally approved budget must be approved in writing by NCCCS-CCR.” Previous guidance from CCR SO staff was that written approval was only required if the budget amendment exceeded ten percent of the federal allocation. Please clarify at what point program administrators are required to seek written approval for budget amendments.
A.	Yes, any adjustment 10% or greater must be approved as previously required.
Q38.	The Demonstrated Effectiveness Table does not allow for numbers to be correctly entered into the # of Students Served and % of Students Demonstrating Progress fields for the Math and ELA performance indicators. Will the table be updated to allow this information to be entered correctly?
A.	Yes, the table has been corrected.

Q39.	With the exception of the ELA and Attainment of Secondary School Diploma or Equivalent performance indicators, the data requested on the Demonstrated Effectiveness Table is not aligned to current data reporting for Title II programs. From what reports or data sources should program and data administrators access this data?
A.	A. The state is unable to provide any data for completing the application, as this would be an unfair advantage. Please use locally available data to complete the table. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell.
Q40.	Where are programs to obtain the employment, attainment of secondary school diploma or its equivalent, and transition to post-secondary data for PY 2018-2019? Note: the most recent Follow-Up Outcomes available in the Federal Performance Measures Report on the NCCCS website are for PY 2016-2017. Q: Should "# of Unemployed at Program Entry" include or exclude participants "Unemployed and Not Seeking?"
A.	Exclude Unemployed and Not Seeking (which under the NRS guidelines would be the Not in the Labor Force designation).
Q41.	The Demonstrated Effectiveness Table does not allow for numbers to be correctly entered into the # of Students Served and % of Students Demonstrating Progress fields for the Math and ELA performance indicators. Will the table be updated to allow this information to be entered correctly?
A.	The table has been corrected.
Q42.	With the exception of the ELA and Attainment of Secondary School Diploma or Equivalent performance indicators, the data requested on the Demonstrated Effectiveness Table is not aligned to current data reporting for Title II programs. From what reports or data sources should program and data administrators access this data?
A.	The state is unable to provide any data for completing the application, as this would be an unfair advantage. Please use locally available data to complete the table. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell.
Q43.	On page 60 of the application document, under the Excellent heading in the rubric for Consideration 3, it states "Applicants demonstrated skill growth exceeded state target of 42% for 2018-2019." According to the NCCCS CCR website, the target for 2018-2019 was 39%. Will this be updated in the scoring rubric?
A.	The targets have been updated in the document.
Q44.	Please clarify the 2018-2019 state target MSG rate noted on 2021-2025 grant rubric, page 60, which reports state target of 42% for 2018-19 vs. the information below on CCR website. Is the correct rate 39% or 42%?
A.	The targets have been updated to reflect the correct percentages
Q45.	On page 66 of the application document, under each of the rubric headings for Consideration 9, it states, "All Title II funded staff members must have at least a baccalaureate degree." In the FAQ document posted to the NCCCS CCR website and dated February 5, 2021, the answer to question four states that all staff except paraprofessionals are required to have at least a baccalaureate degree. Will this be updated in the scoring rubric?
A.	Yes, this information will be updated in the scoring rubric.