Q1.	Where are we to pull the data to fill the chart on page 12?
A	Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q2.	Why are we being asked to report data that wasn't expected at the time frame being reviewed?
A	The Demonstrated Effectiveness Table included in the grant application package is required by OCTAE.
Q3.	Are these only NRS assessments or can writing and math be other measuring tools?
A	Previously funded applicants must use NRS approved assessments.
Q4.	The 2020 report (2020 PerformanceMeasuresReportDraft 20200630.xlsx) does not contain the employment data nor does it break down into discreet components that page 12 requires.
A	Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q5.	If we are expected to use Table 5 for this data, how do we get access since the application period has begun and no data has been published?
A	You are not expected to use Table 5 for this data. Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q6.	Where do programs who use Colleague/LEIS data find employment data?
A.	Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q7.	Is EFL progress based on a higher score (that may or may not be an NRS EFL gain)?
A.	For previously funded Title II programs, follow NRS guidelines for a definition of progress. Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q8.	Are we basing this data on all students or those with 12 hours and more of instruction?
A.	The data entered in the Demonstrated Effectiveness Table should only include those individuals who have 12 or more hours of instructions.
Q9.	Page 6 of the RFP reads, “Each application will be evaluated using a rubric addressing the seven requirements…” There is nothing in this RFP related to seven requirements.
A.	The Seven Requirements are found in 34 CFR463.22 and are included in the 13 Considerations as foundational principles.
Q10.	On page 16, #4, it states "The applicant agrees to employ a full-time staff member to serve as the local professional development coordinator." Is this a person who works full-time and is the designated PD coordinator or is a PD coordinator now expected to be a full-time position?
A.	This staff member may be part-time.

Q10.	Page 34 of the RFP reads, “All documents within each application must be submitted as one PDF.” However, Page 33 of the RFP lists, “Part I-A documents as one PDF; Part I-B documents as one PDF; and Part II-231 budget documents as one PDF.” Should Part I-A, Part I-B, and Part II-231 be combined as one PDF or should they be separated and submitted as three PDFs?
A.	All documents within each section should be submitted as one PDF.
Q12.	Are the document naming requirements for submissions the same as in previous years?
A.	When the Moodle site is available, applicants will find the naming conventions for each grant section.
Q13.	For Consideration #5 are we expected to include lesson plans as a part of the final pdf., as indicated in the rubric?
A.	Please include a sample lesson plan. The Consideration and the Rubric have been updated to reflect this change.
Q14.	For Consideration #9, should we insert Table 7 for the first bulleted question to confirm/validate our Instructor credentialed rate?
A.	Please do not insert tables. Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q15.	Consortiums listed on page 97 is a new element. Who is eligible to work together in a consortium? If colleges are eligible to band together, then how would a consortium be viewed with regard to allocations?
A.	The option to apply as a consortium was first available in the 2018-21 RFP. Applying as a consortium is an option. Two or more providers may elect to apply as a consortium to maximize efficiencies, broaden services, and strengthen partnerships. A consortium will be considered as a single entity for funding and monitoring. One agency must be designated to serve as the lead for fiscal, data, and programmatic practice.
Q16.	How do we quantify the numbers for students who are testing on GED and HiSet platforms?
A.	Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell.
Q17.	How do we report those seeking HSE? Number of students enrolled or number of student inquiries or number of those testing in HiSet or GED or...? Are we basing this data on all students or those with 12 hours and more of instruction?
A.	Please use the data information that you have available locally. If the data is not available locally, simply indicate that “no data is available” in the appropriate cell. Base information on those students with 12 or more hours of instruction.
Q18.	Do we submit a Table 4 for this reporting period?
A.	No.
Q19.	How do we measure progress? EFL scores or making movement? 12 hours or more?
A.	The term “progress” for those funded under Title II in 2018-2019, include 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.

Q20.	Rubric and question 5 of the 225 Grant Application do not align.
A.	Thank you. The rubric and question 5 have now been corrected.
Q21.	On page 16, as part of the CCR Statement of Assurances, item 4 reads, "The applicant agrees to employ a full-time staff member to serve as the local professional development coordinator." Since this has to be a full-time staff member, may this position be part of the duties of another full-time employee, such as a data manager or director?
A.	This staff member may be part-time. If the position is full-time, other duties may be included.
Q22.	Page 16-17 (the CCR Statement of Assurances) includes the statement, "The local, State, and Federal funds must be maintained as separate line items to maintain their separate identities for reporting and auditing purposes. Commingling of these separate sources of funding is not allowed." For community college providers, are categorial state funds allocated for CCR programming (which are treated as matching funds) considered federal funds here?
A.	These funds are not considered Federal funds.
Q23.	Page 17 includes a CCR Statement of Assurance that reads, "The Applicant agrees that all budget amendments in any budget line item from the originally approved budget must be approved in writing by NCCCS-CCR." Previous guidance has indicated that this approval must be sought only when the change entails ten percent or more of the total award. Does this assurance mean that all budget amendments of any amount must now be approved in writing by NCCCS-CCR for this upcoming cycle?
A.	Any adjustment 10% or more must be approved.
Q24.	On page 18, the GEPA statement includes the sentence, "Please describe the steps to be taken to comply with the GEPA requirements," but there is no field on this page where that explanation can be entered. Is this description to be inserted as an additional document or entered elsewhere in the PDF?
A.	Per the RFP instructional video, applicants are required to attach the document that explains how they will comply with GEPA requirements.
Q25.	As part of the response for Consideration 5, applicants are asked to submit a proposed schedule of classes and to "Include all planned class sites as of the day of proposal submission." May applicants approach this schedule as if the current pandemic crisis were largely past and programming has largely returned to what has typically been offered (including having access to prison facilities)?
A.	Yes, attach a schedule that shows typical offerings.
Q26.	For demonstrating past effectiveness, since we have been funded in previous years, will you be using our NRS tables from 2018-2019 or only going by the Demonstrated Effectiveness table included on page 12 of the grant application? Due to ongoing issues with Advansys, and lack of access to LACES, it will be very challenging for CBOs to access this information.
A.	Please use the data information that you have available locally. If the data is not available locally, simply indicate that "no data is available" in the appropriate cell. Base information on those students with 12 or more hours of instruction. Previously community colleges and CBOs will need to rely on their internal record keeping.
Q27.	If we are planning to expand our services into a neighboring county in the program year 2021-22, do we include that county on page 9 of the application?
A.	Yes.

Q28.	P. 12 - Demonstrated Effectiveness Table. Do currently funded organizations complete this page, or is the federal information on file from table 4 and 5?
A.	Previously funded applicants must fill out the table on page 12 using locally available information.
Q29.	Want to confirm that the reporting period is meant to be 2018-19.
A.	This is the correct reporting period.
Q30.	How do we measure the percentage of students demonstrating progress – is the number of students served, enrolled, or post-tested in the denominator? Do we get numbers from Table 4, 4A, or 4B?
A.	The term “progress” for those previously funded under Title II in 2018-2019, include those students have 12 or more instructional hours, are pre- and post-tested, and show progress 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.
Q31.	To “demonstrate progress,” do only post-tests count, or can we also include informal measures such as finishing a skill book, or documentation in instructor reports?
A.	The term “progress” for those funded under Title II in 2018-2019, include those students who have been pre- and post-tested and made a level gain according to NRS guidelines. Include those students who have 12 or more instructional hours. 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.
Q33.	How do we measure writing since there are no tests available?
A.	If you do not have this information, simply insert “no data available” in appropriate cell.
Q34.	Do we include all students served by the ESL program under “English Language Acquisition,” even those that are testing at ABE levels using ABE reading tests?
A.	Yes.
Q35.	Some Advanced ESL students are taking the TABE 11/12 Language assessment—an ABE level test, used for ESL students. Do these students count in the “English Language Acquisition” category, even though their progress is being measured on an ABE test series?
A.	Yes.
Q36.	How do we measure employment and post-secondary outcomes without data match information? We do not have access to Table 5 that includes verified information; do we use our informal data based on student reports?
A.	Please utilize your internal record keeping as the source for this data. If information is not available, simply indicate that the information is not available.
Q37.	PP. 33-34 – Submitting PDFs. P. 33 seems to indicate submitting three PDFs, one each for Part I-A, Part I-B, and Part II. P. 34 says “All documents within each application must be submitted as one PDF.” Which do we follow?
A.	All documents within each section should be listed as one PDF.

Q38.	Do I have the same 3,500 character limit for the 243 Narrative Supplemental questions?
A.	Yes. Each bulleted question underneath the Consideration does NOT have a 3,500 character limit. The entire consideration, to include the bulleted questions, has a 3,500 character limit. The bullets within each consideration are treated as prompts. Therefore, they should be answered; however, applicants must still adhere to 3,500 character limit for the entire consideration.
Q39.	How should community colleges separate NCCC Federal allocation and NC State match in the 231 budget?
A.	Please complete the budget included in this packet by using the appropriate columns. Matching funds are to be recorded in one or in multiple line items.
Q40.	How often should colleges have an updated MOU with the LWDB?
A.	Each MOU must be reviewed, and if substantial changes have occurred, renewed, not less than once every 3-year period to ensure appropriate funding and delivery of services.
Q41.	Should TABE Language be used under the writing heading on the Demonstrated Effectiveness table?
A.	TABE Language is an assessment that can provide data for the % of students demonstrating progress in writing.