



COLLEGE & CAREER READINESS

Workforce Innovation and Opportunity Act – WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Fiscal Years 2025-29 Request For Proposal (RFP) Bidders' Conference

January 27, 2025

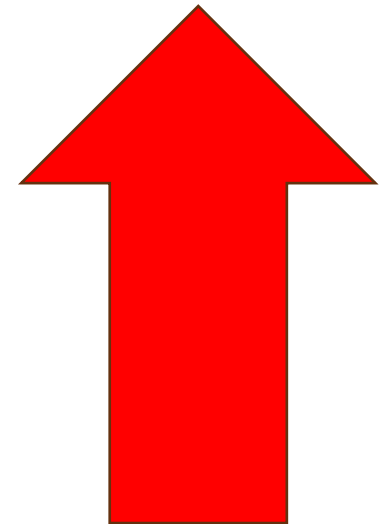
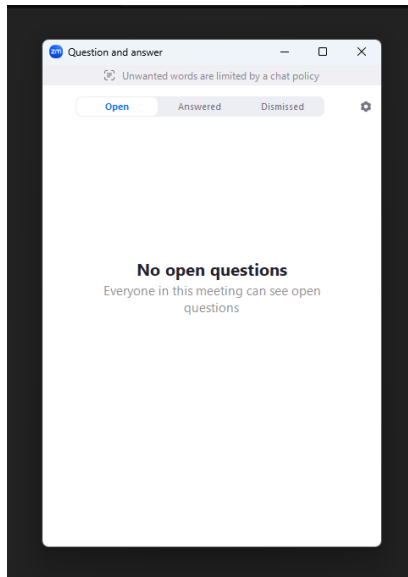
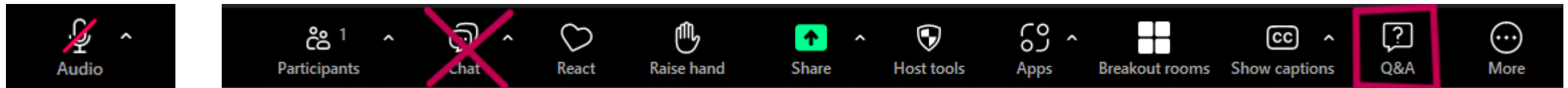
This presentation will be recorded and shared for on-demand viewing.

Welcome and Purpose

The Bidders' Conference is designed to provide a high-level overview of the application process and invite applications from eligible institutions with demonstrated effectiveness in achieving the objectives of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014.

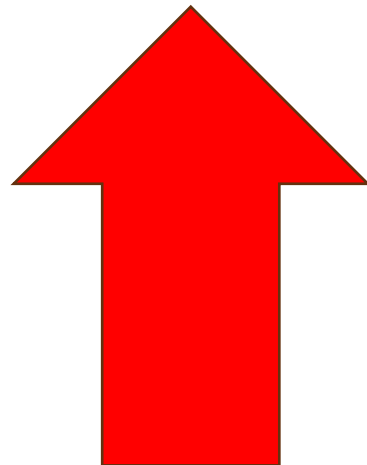
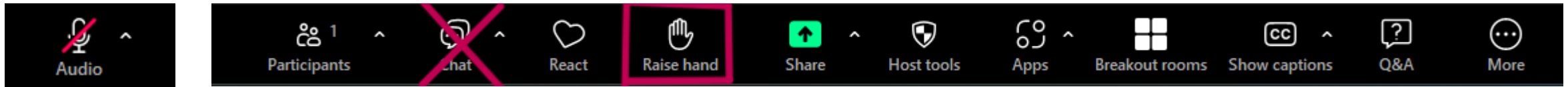
Zoom Question Protocol Option 1

**Submit question(s) in the *Q&A box*.
Chat will not be monitored for questions.**



Zoom Question Protocol Option 2

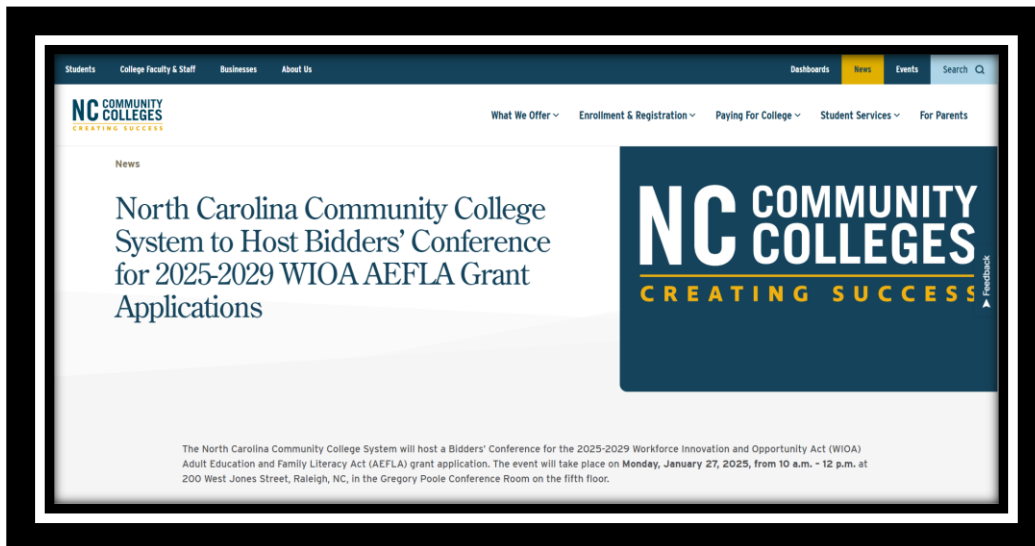
**During time slots allotted for asking questions,
Raise virtual hand and unmute microphone
once acknowledged.**



Bidders' Conference Recording

Recording of the Bidders' Conference will be posted:

- 1) NCCCS System Office website with the RFP announcement on the "News" page**
- 2) The Professional Development Archives at NCTitle2.org.**

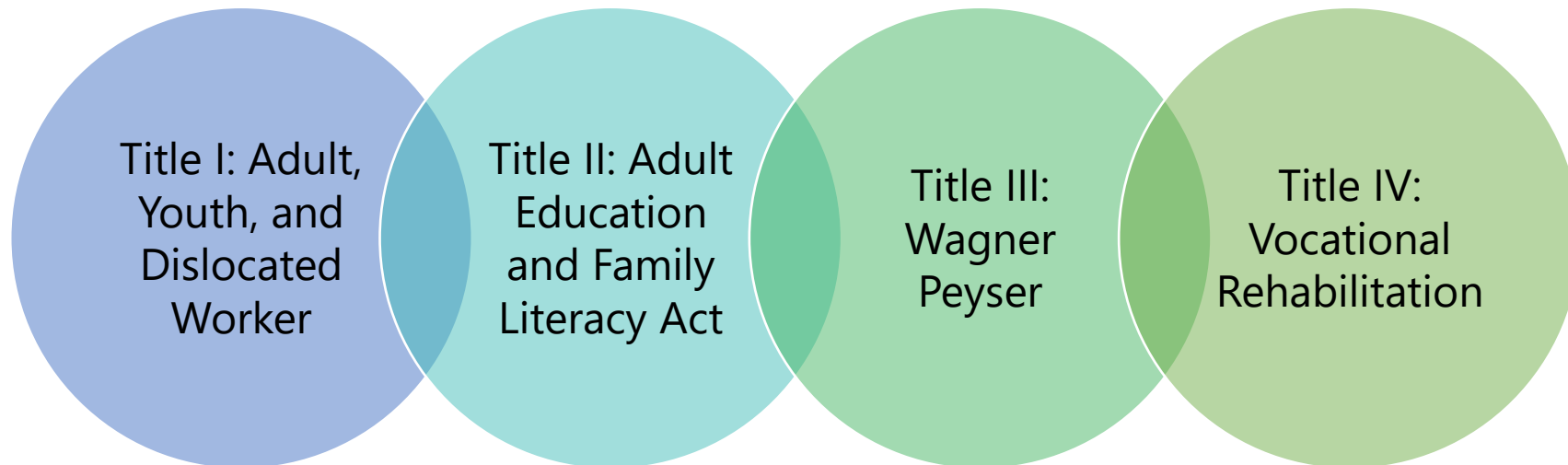


State of North Carolina Unified Plan Eight Guiding Principles

1. Seek to better the lives of North Carolinians through realignment: Support changes to the workforce development board system that will prioritize access to services for jobseekers and employers, efficient use of available resources, and responsiveness to local and regional needs.
2. Expand local workforce development board access: Reduce the number of single-county workforce development boards to better reflect labor market and commuting patterns.
3. Decrease redundancy among local workforce development boards within economic development areas: Minimize the overlap of workforce development boards across multiple Prosperity Zones and, as applicable, Councils of Government, to better promote alignment with economic development activities.
4. Better align community college and workforce development board service areas: Minimize the overlap of workforce development boards across multiple community college service areas.
5. Match local workforce development board outreach to area jobseeker and business customer needs: Maximize the average percentage of individuals who live and work in the same region to be more reflective of current labor and commuter patterns.
6. Ensure consistent service, strong visibility, and sufficient capacity among local workforce development boards: Support policies that will strengthen the visibility and capacity of workforce development boards as well as partnerships between workforce and economic development entities to make certain that employers and jobseekers receive consistent service and response across the state.
7. Allow flexibility for administrative entities: Support existing administrative entities, including Councils of Government (COG), non-profits, and city/county governments, to remain in their administrative role, even if newly redrawn workforce area boundaries are different from previous boundaries.
8. Consider further review of the broader workforce system: While the role of Local Area Workforce Boards is central in workforce development, they are part of a broader system which may benefit from additional changes to further promote alignment and efficiency.

Four Titles Under WIOA

- Title II is one of four (4) titles and six core programs under WIOA



Purpose of WIOA - TITLE II - Adult Education and Family Literacy Act

It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to:

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- (2) assist adults who are parents or family members to obtain education and skills that-
 - (A) are necessary to becoming full partners in the educational development of their children; and
 - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways;
- (4) assist immigrants and other individuals who are English language learners in-
 - (A) improving their—reading, writing, speaking and comprehension skills in English; and mathematics skills; and
 - (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Who Can Apply?

Types of Agencies

- A. a local educational agency;
- B. a community-based organization or faith-based organization;
- C. a volunteer literacy organization;
- D. an institution of higher education;
- E. a public or private nonprofit agency;
- F. a library;
- G. a public housing authority;
- H. a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- I. a consortium or coalition of the agencies, organizations, institutions, libraries, or described in any of subparagraphs (A) through (H); and
- J. a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

Eligible Services and Allowable Activities

Title II, AEFLA Services and Activities

- Adult Education and Literacy includes:
 - Adult Basic Education (ABE)
 - Adult Secondary Education (ASE)
 - English Language Acquisition (ELA)
- Digital Literacy
- Family Literacy
- Integrated English Literacy and Civics Education (IEL/CE)
- Integrated Education and Training (IET)
- Workplace Literacy activities
- Workplace Preparation activities/Career Awareness and Development



Title II, AEFLA

Individuals Eligible for Services

An eligible individual to receive Adult Education and Literacy services is an individual who meets the required criteria:

- A. who has attained 16 years of age;
- B. who is not enrolled or required to be enrolled in secondary school under state law; and
- C. who:
 - is basic skills deficient;
 - does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - is an English language learner.

Title II, AEFLA

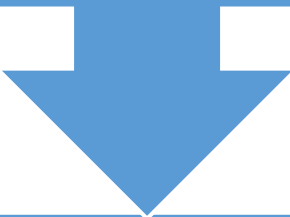
Corrections Education

- (a) **Program Authorized:** From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education and education for other institutionalized individuals.
- (b) **Uses of Funds:** The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:
 - (1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) secondary school credit; (4) integrated education and training; (5) career pathways; (6) concurrent enrollment; (7) peer tutoring; and (8) transition to re-entry initiatives and other post release services with the goal of reducing recidivism.
- (c) **Priority:** Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals *who are likely to leave the correctional institution within 5 years of participation in the program.*

Title II, AEFLA

Corrections Education Definitions

“Criminal Offender” – any individual who is charged with or convicted of any criminal offense.



“Correctional Institution” – location designed for the confinement or rehabilitation of criminal offenders. These include:

Prisons	Jails	Reformatories	Work Farms	Detention Centers	Halfway Houses	Community-Based Rehabilitation Centers	Any other similar institutions designed for confinement and rehab of criminal offenders.
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Title II, AEFLA Integrated English Literacy and Civics Education (IELCE)

The term “**integrated English literacy and civics education**” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Key Program Components

1. Literacy Services
2. Civics Education
3. Integrated Education and Training

Assessment

Assessment Requirements

- Assessment is a component of performance and accountability under WIOA Title II/AEFLA. Its purposes are
 - o to determine an individual's Education Functioning Level (EFL).
 - o to measure educational gains.
- Assessment standards for Title II-funded agencies are determined by the National Reporting System (NRS), including the requirement for a state Assessment Policy.
- Title II-funded agencies must use assessments that are currently approved by the NRS for reporting performance.
- Assessments must be administered to the populations for which they are approved:
 - o ABE/ASE (Adult Basic/Secondary Education)
 - o ESL (English as a Second Language)

Demonstrated Effectiveness

Requirements Demonstrated Effectiveness

Section 463.24 of Title 34 of the Code of Federal Regulations:

For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post secondary education and training.

Requirements Demonstrated Effectiveness

Section 463.23 of Title 34 of the Code of Federal Regulations:

NCCCS Office of College and Career Readiness CAN ONLY review applications for eligible organizations with a completed demonstrated effectiveness table. Demonstrated effectiveness is a federal requirement for scoring adult education and literacy activity applications.

The Demonstrated Effectiveness table will establish applicant eligibility for all three funding to streams, which include 231 Adult Education and Family Literacy Act, 225 Corrections and Other Institutionalized Individuals, and 243 Integrated English Literacy and Civics Education.

Two Ways to Demonstrate Effectiveness:

Option 1: An eligible provider that has been previously funded

Option 2: An eligible provider that has not been previously funded

Past Performance Data Table

Applicant Name:	Performance Outcomes	Number Enrolled	Number Completing Level	Percentage Completing Level	Number Enrolled	Number Completing Level	Percentage Completing Level
Educational Functioning Level (or Grade Level Equivalent)		2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
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)							

- Previously funded providers can access the information needed to complete the table in Power BI under the current "NRS Tables" tab and the "Retired NRS Tables" tab.
- Power BI training videos are located in the PD Archives.

<https://www.nctitle2.org/professional-development-archives/>

Student Outcomes

Basic Skills Total POPs and MSGs by Provider and Reporting Period

697

Total POPs

359

Total POPs with MSG

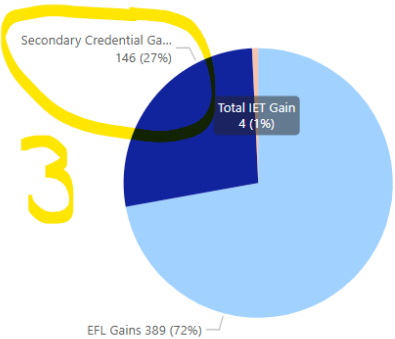
51.5%

MSG Rate

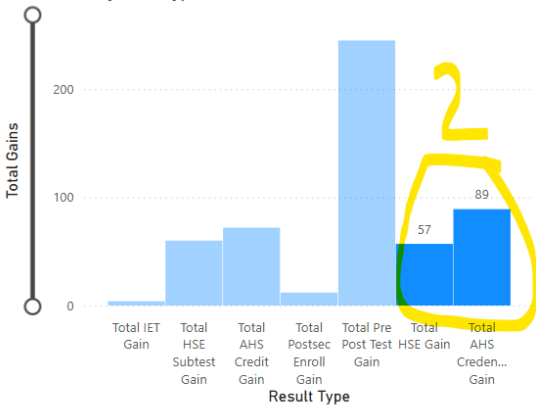
Select a portion of the pie chart to the left below to highlight the corresponding MSG types on the bar chart. Alternatively, select a bar on the bar chart to the right below to highlight the corresponding proportion of the pie chart.

Use the "Total Gains" slider on the bar chart below to change the y-axis and zoom in to particular areas of the graph.

Total Gains by MSG Type (Aggregated)



Total Gains by MSG Type (Detailed)



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						

Credential Attainment & Employment Outcomes

Credential Attainment Rate	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
Credential Attainment Rate						
Employment Outcomes	Number Employed	Percentage Employed	Median Earnings	Number Employed	Percentage Employed	Median Earnings
	2021-22	2021-22	2021-22	2022-23	2022-23	2022-23
2nd Quarter after Exit						
4 th Quarter after Exit						

- Information is located on the Tableau Dashboards under Basic Skills Follow-Up Outcomes.
- <https://www.nccommunitycolleges.edu/about-us/data-reporting/data-dashboards-page/basic-skills-follow-up-outcomes/>

Requirements for Proposal Responses

Seven Requirements and Thirteen Considerations

Components of Eligible Applicant's Application

Section 463.22 of Title 34 of the Code of Federal Regulations:

1. A description of how funds awarded under this title will be spent consistent with the requirements of Title II of AEFLA;
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education activities;
3. A description of how the eligible provider will provide services in alignment with the local workforce development plan;
4. A description of how the eligible provider will meet the state-adjusted levels of performance for the primary indicators of performance identified in the North Carolina Uniform State Plan;
5. A description of how the eligible provider will fulfill required one-stop partner responsibilities;
6. A description of how the eligible provider will provide services that meet the needs of eligible individuals;
7. Addresses the 13 considerations.

Title II, AEFLA

13 Considerations (1-4)

- (1) the degree to which the eligible provider would be responsive to— (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners;
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

Title II, AEFLA

13 Considerations (5-8)

(5) Whether the eligible provider's program—

- (i) Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
- (ii) Uses instructional practices that include the essential components of reading instruction;

(6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;

(7) Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;

(8) Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

Title II, AEFLA

13 Considerations (9-13)

- (9) Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
- (10) Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
- (11) Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section [§ 666.100](#)) and to monitor program performance; and
- (13) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

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Grant Funding Period

Title II, AEFLA Funding Period Overview

Funding Period: The grant will be funded from July 1, 2025, to June 30, 2029

Funding Authority: Workforce Innovation and Opportunity ACT (WIOA) of 2014,
Title II Adult Education and Family Literacy Act

Pass-through Agency: North Carolina Community College System Office

Signed Assurances Federal and State GEPA Form

Title II, AEFLA

Signatures for Assurances

1. The agency head must **print, sign,** and **date** the Federal Assurances document
2. The agency head must **print, sign,** and **date** the State Assurances document
3. The program director must **print, sign,** and **date** the GEPA Form.

Roles authorized to sign the Federal, State, and GEPA forms include individuals with designated authority within the organization, such as the Chief Executive Officer, Chief Financial Officer, Authorized Representative.

Examples include:

- Education Head of Agency-Signature of the President, Superintendent, Head of School, Chief Executive Officer, etc.
- Community-Based and other non-profit agencies-Board Chair, President, or their Authorized Representative.

Application Components

Title II, AEFLA

Part I-A Application Components

1. Cover Page
2. Demonstrated Effectiveness Screening Tool
3. Signed Federal and State Certifications and Assurances
4. Signed GEPA Form and Completed Explanation Job Description for Data Manager Position
5. Instructional Schedule

Title II, AEFLA

Part I-B Application Components

1. Completed Responses for the Section 231 13 Considerations
2. Section 231 Budget
3. Section 231 Budget Narrative
4. Sample Lesson Plan
5. Instructional Schedule

Title II, AEFLA

Part III 225-Corrections Education

Application Components

1. Section 225 13 Considerations
2. Section 225 Narrative-Supplemental Questions
3. Section 225 Budget
4. Section 225 Budget Narrative

Title II, AEFLA Part IV 243-IELCE Application Components

1. Section 243 13 Considerations
2. Section 243 Narrative-Supplemental Questions
3. Section 243 Budget
4. Section 243 Budget Narrative

Overview of Budget Requirements

Title II, AEFLA 231 Budget

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES NORTH
CAROLINA COMMUNITY COLLEGE SYSTEM
Title II, AEFLA BUDGET DOCUMENT
Effective Date: July 1, 2025 - June 30, 2026

Provider Name:

Federal ID#	Category Totals
A. Salaries, Instructional	
B. Salaries, Non-Instructional	
C. Employer's Retirement	
D. Employer's Social Security	
E. Employer's Hospitalization	
F. Career Services	

G. Educational Supplies and Materials <=\$5,000 per unit price	
H. Equipment (must be pre-approved >\$5,000 per unit price)	
I. Contractual Services	
J. Staff Travel	
K. Administrative Costs/Indirect	
Total Administrative Costs cannot exceed 15% of total Federal Budget	
Salaries	
Other Expenses	
Indirect Cost	
Total	

Chief Fiscal Officer of Provider | Date

Assistant Adult Education State Director | Date

Adult Education Program Director/President | Date

Adult Education State Director | Date

Title II, AEFLA Budget Instructions

Budget Basics: Start Here

1. Begin your budget process by entering the specified amounts and details in the narrative section.
2. The amount entered in the narrative page will not automatically appear in the Excel budget page.
3. Check your calculations on the Excel budget page for accuracy.

Key Considerations

- The narrative description does not support text wrapping; keep entries concise.
- Rounding is not automatically applied when carrying over from the narrative page to the Excel budget page.
- Please include taxes, shipping, and other fees as a single amount in each designated cell.

NC
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- *There are 2080 hours in an employment year for full-time staff

Title II, AEFLA Budget Instructions Non-Instructional Salary Line Item

Non-Instructional Salaries

CCR Program Directors, Performance Accountability Staff, Assessment and Retention Personnel, Educational Coordinators and Advisors may be listed in the non-instructional line item.

For example: 1 FT Program Director @ 50 per hour x 40 hours x 52 weeks
@ 50 per hour x 2080 hours

1 FT Coordinator @ 30 per hour x 40 hours x 52 weeks
@ 30 per hour x 2080 hours

Title II, AEFLA

Budget Instructions

Retirement Line Item

Full-Time Employee's Retirement

- 1. The 2024-25 State employee retirement rate is 24.04%.
- 2. Community-B Organizations and other agencies non-state agencies can make edits in the percentage column.

C. Full-Time Employees' Retirement

Description		Percent	Amount
Category Total			

Title II, AEFLA

Budget Instructions

Social Security and Hospitalization

All Employees’ Social Security

- 1. Fixed rate of 7.65% for state employees
- 2. Applicants can edit cells as needed for specific positions and circumstances

D. All Employees’ Social Security

Description		Percent	Amount
Category Total			

Full-Time Employees’ Hospitalization Monthly Coverage

- 1. The 2024-25 hospitalization rate for state employees is \$8095 for state employees.
- 2. Applicants can edit cells as needed for specific positions and circumstances.

E. Full-Time Employees' Hospitalization Monthly Coverage

Description	Total # of Months	Rate Per Month	Amount
Category Total			

Title II, AEFLA Budget Instructions Career Services, Supplies, and Materials Section

Career Services

- Allowable expenses include recruiting, advising, assessments.

F. Career Services (If you enter *salary values* here, do not forget to enter data for retirement, hospitalization, and social security above.)

Description	Cost / Hourly Rate	# of Hours	Amount
Category Total			

Educational Supplies and Materials

- This may include expenses such as: Burlington English, Essential Education, instructional supplies, textbooks, calculators, and laptops (less than 10,000 each unit).

G. Educational Supplies and Materials

Description	Cost Per Unit	# Units	Amount
Category Total			

Title II, AEFLA Budget Instructions Equipment and Contractual Services

Equipment

- Must be pre-approved if the total unit cost is \$10,000 or more.
 - Printers, Classroom Projectors, Smart Boards, and Laboratory Equipment

H. Equipment (If \$5,000 or more, it must be pre-approved)

Description	Cost Per Unit	# Units	Amount
Category Total			

Contractual Services

- Curriculum Writer or Grant Writer

I. Contractual Services

Description	Salary / Cost Per	# of Positions	Amount
Category Total			

Title II, AEFLA Budget Instructions Staff Travel

Staff Travel

- Conferences such as COABE, NCCC System Conference, CCLI, and the CCR Convocation may be included in this line item. Additionally, charges such as mileage, airfare, meals, and lodging should be included.

J. Staff Travel

Description	Cost Per Unit	# Units	Amount
Category Total			

Overview of Application Submission

Application Submission Requirements

Moodle® grant submission portal:

Open your web browser and go to Moodle® login page

<https://learn.cord.org/login/index.php>

Title II, AEFLA

Moodle Username and Password

Log In

When the login screen appears, you'll see fields for the USERNAME and PASSWORD

Obtain Username and Password

1. Previously funded providers will use their current USERNAME and PASSWORD
2. If you don't already have a username and password, you need to request them by emailing bbrown@nccommunitycolleges.edu with the subject "New Applicant Portal Access."

Contact for Moodle:

Brandy Brown, Monitoring and Reporting Specialist

bbrown@nccommunitycolleges.edu

Resources:

[Step by Step Instructions for application download and completed application upload.](#)

[Informational Video](#)



Application Submission Requirements

Key Considerations

- All directions are found on the Moodle® site. Written directions are included in the application package.
- Applicants may submit only one application per institution or per consortium.
- Eligible applicants cannot apply as part of a consortium and as an individual applicant.
- An individual applicant may only apply as a part of one consortium.

Deadline to submit **11:59 PM** on **March 17, 2025**. Late submissions will **NOT** be accepted.

Overview of Review Process Specific Dates

Timeline

Activity	Date
RFP Release Date	January 13, 2025
Bidder's Conference (In-person at NCCCS)	January 27, 2025
Questions and Answer Period	January 21, 2025- February 4, 2025
Frequently Asked Questions Published	January 24, 2025 January 31, 2025 February 7, 2025
Grant applications due to NCCCS-CCR	March 17, 2025
Demonstrated Effectiveness Screening and Application Completion Review	April 4, 2025
Applications and evaluation rubric sent to LWDB	April 7, 2025
Deadline for LWDBs to return rubrics to NCCCS-CCR	April 21, 2025
Evaluation of Applications	April 28 - May 26, 2025
Grant Award Effective Date	July 1, 2025

Local Workforce Development Board Review Process

Title II, AEFLA LWDB Scoring Review Process

The adult education application will be reviewed by the Local Workforce Development Boards (LWDB) in which the adult education provider serves students.

1. The LWDB will review the adult education application(s).
2. Ascertain the extent to which the application addresses the adult education and literacy needs identified in the LWDB plans.
3. Evaluations will be provided by the LWDB, indicating whether or not the applicant addresses the adult education and literacy needs identified in the LWDB's plan.
4. The evaluation provided by the LWDB will be included as part of the overall review process.
5. Completed applications will be sent to the respective Local Workforce Development Boards by authorized state office staff members.
6. Applicants should NOT submit their individual responses to their Local Workforce Development Boards.

Scoring Process

231 AEFLA, 225 Corrections, and 243 IELCE

Title II, AEFLA

231 AEFLA Scoring Review Process

A maximum of **52** points may be earned on the 231 AEFLA application. A minimum of **36** points must be earned for the application to be funded.

Each application will be read by a team of individuals who are professionals in 231 AEFLA education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them.

Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 231 AEFLA application.

Reviewers will not provide written comments about the application responses. The scores arrived through this process are considered **final** and may not be appealed.

Title II, AEFLA

225 Corrections Scoring Review Process

A maximum of **72** points may be earned on the 225 Corrections and Other Institutionalized Individuals supplemental questions. A minimum of **50** points must be earned for the application to be funded.

Each application 13 Considerations and supplemental will be read by a team of individuals who are professionals in 225 Corrections Education and literacy from outside the state of North Carolina.

These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal.

Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 225 Corrections Education application.

Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered **final** and may not be appealed.

Title II, AEFLA

243 IELCE Scoring Review Process

A maximum of **72** points may be earned on the 243 Integrated English Literacy and Civics Education supplemental questions. A minimum of **50** points must be earned for the application to be funded.

Each application will be read by a team of individuals who are professionals in 243 IELCE and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them.

Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 243 IELCE application.

Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered **final** and may not be appealed.

Title II, AEFLA Appeals Process

The scores determined through this process are deemed final and definitive.

Once calculated, these scores are conclusive and cannot be subject to any appeal, review, or revision.

Title II, AEFLA Compliance Requirements

If an applicant is successful, they must fulfill certain requirements to maintain continued funding:

- Submit all required reports;
- Monitored to ensure performance accountability
- Monitored to ensure fiscal compliance; and
- Required to abide by all Federal and State Assurances and Terms of the Grant.



Inquiries about the proposal

Title II, AEFLA Questions and Answers

Question period : January 21, 2025 - February 4, 2025

All application inquiries must be in writing and emailed to
WIOATitleIIQuestions@nccommunitycolleges.edu.

Place in the subject line "(231, 225, 243) Application Question."

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

- January 21, 2025

Post Date

- January 24, 2025

Inquiry Date

- January 27, 2025

Post Date

- January 31, 2025

Inquiry Date

- February 3, 2025

Post Date

- 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.

Questions?

Thank You!