

Request for Grant Application Guidelines Federal State Leadership

For services offered with the following funding:

Workforce Innovation and Opportunity Act, Title II, Section 223 (Federal Adult Education and Family Literacy Act)

March 2026



Pennsylvania
Department of Education

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

Forum Building, 607 South Drive

Harrisburg, PA 17120

www.education.pa.gov



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Forum Building, 607 South Drive, Harrisburg, PA 17120
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Introduction

Title II of the Workforce Innovation and Opportunity Act (WIOA) provides funds to be awarded through the Pennsylvania Department of Education (PDE), Bureau of Postsecondary and Higher Education, Division of Adult Education (division) to provide adult education and family literacy services throughout the state. A portion of these funds (up to 12.5 percent of the federal grant award) is to be used to support state leadership activities under section 223 of WIOA. These activities will provide a system of professional development and technical assistance to ensure a high-quality adult education and family literacy system in accordance with the goals described in the Pennsylvania State Plan. Under this Request for Grant Applications, the maximum total amount available for all state leadership grants is \$2.3 million.

General Information

For the purpose of planning, writing, and submitting applications, applicants should use this document in conjunction with information presented in the grant information webinar. Applicants should also review this information in conjunction with the division guidelines and policies and the eGrants application to develop a complete understanding of the intent and requirements of the application process.

Program Purpose

The purpose of funds provided under section 223 of WIOA is to fund the following required adult education and literacy activities to develop or enhance the adult education system of Pennsylvania:

- (A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
- (B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.
- (C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including--
 - (i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;
 - (ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and

- (iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.
- (D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

Additionally, funds may be used for the following permissible activities:

- (A) The support of State or regional networks of literacy resource centers.
- (B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
- (C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.
- (D) Developing content and models for integrated education and training and career pathways.
- (E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).
- (F) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.
- (G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.
- (H) Activities to promote workplace adult education and literacy activities.
- (I) Identifying curriculum frameworks and aligning rigorous content standards that--
 - (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and
 - (ii) take into consideration the following:
 - (I) State adopted academic standards.
 - (II) The current adult skills and literacy assessments used in the State or outlying area.
 - (III) The primary indicators of performance described in section 116.
 - (IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area.
 - (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.
- (J) Developing and piloting of strategies for improving teacher quality and retention.
- (K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid

research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

(L) Outreach to instructors, students, and employers.

(M) Other activities of statewide significance that promote the purpose of this title.

Eligible Applicants

PDE requires applicants for this funding to have documented experience in the delivery of services that are outlined for the individual priorities for which they are applying. Each applicant's experience with proposed activities will be considered when making funding decisions. Successful applicants will be required to submit documentation that verifies experience and education requirements have been met. All successful applicants will have expertise in the following areas:

1. Adult learning;
2. The federally funded adult education and family literacy system;
3. Professional development and training for educators; and
4. Technologically delivered professional development.

Successful applicants must have capacity to implement all proposed activities effective July 1, 2026.

Funding Priorities

For each priority, a maximum level of funding is specified. Applicants may apply for less than the maximum dollar amount. However, agencies are not in competition to provide services at the lowest cost. The goal is to provide the most comprehensive services to ultimately increase the success of students in adult education and family literacy programs through supporting the program improvement and professional development efforts of those programs.

Professional Learning Opportunities

One (1) grant of up to \$735,385 will be awarded to coordinate, develop, and deliver high-quality professional learning opportunities using a range of delivery methods, including technology-based tools, to improve the quality of instruction in and to provide technical assistance to adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(B), 223(a)(1)(C)(i), 223(a)(1)(D), 223(a)(2)(C), 223(a)(2)(I)(i), and 223(a)(2)(I)(ii)(I and II).

Technology

One (1) grant of up to \$596,280 will be awarded to provide instructional design and technology support to other leadership projects to create and revise high quality online and technology-based professional development opportunities and to provide technical assistance in the use of instructional technology to other leadership projects funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA section 223(a)(1)(B).

Communications

One (1) grant of up to \$128,500 will be awarded to manage the dissemination of information and resources to provide knowledge to staff of adult education and family literacy programs funded

by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA section 223(a)(1)(D).

Management Information System

One (1) grant of up to \$175,950 will be awarded to provide technical assistance on the use of the adult education data collection system to the division and to adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(D) and 223(a)(1)(C)(iii).

Workforce Development System Liaison

One (1) grant of up to \$280,875 will be awarded to provide technical assistance to align workforce development programming within the adult education system, build capacity to address WIOA, and function effectively as a participatory partner in the Pennsylvania workforce development system to the division, other leadership projects, and adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(A), 223(a)(1)(C)(ii), and 223(a)(1)(D).

Digital Literacy and Distance Education

One (1) grant of up to \$306,410 will be awarded to provide support to adult education and family literacy programs funded by the Division of Adult Education in planning, implementing, and evaluating the distance education portion of their programming and in improving the digital literacy of instructors and students. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(C)(i) and 223(a)(2)(B).

Integrated Education and Training

One (1) grant of up to \$76,600 will be awarded to provide technical assistance in the development of Integrated Education and Training (IET) to adult education programs funded by the Division of Adult Education. The activities funded by this grant support permissible activities described in WIOA sections 223 (a)(2)(D) and 223(a)(2)(H).

Each project may conduct other permissible activities; however, the focus is on the activities listed in each priority above. Each priority has additional requirements, including education and experience requirements for staff. See the appropriate appendix for specific information for each priority. All projects must have a plan for personnel changes that ensures that newly hired staff meet the required level of education and experience as outlined in the proposal.

Grant Terms and Conditions

The grant period will be for a term of one year, July 1, 2026, through June 30, 2027, with the option to renew for up to three additional years. Funding for the renewal years will be negotiated annually and provided through annual contract renewals. PDE reserves the right to shorten or extend the four-year grant cycle as the situation warrants. Each year's renewal option and grant amounts will be based on the following criteria:

1. Contract compliance, including adherence to policy and timely submission of reports;
2. Compliance with fiscal and programmatic policies and guidelines;
3. Amount of the federal and state appropriation; and

4. Results of each project's evaluation, which will include, but not be limited to:
 - a. Meeting outcomes, timelines, and completion dates set with the division at the beginning of each program year;
 - b. Satisfactory implementation of activities required by the division under this grant; and
 - c. Participation in an external evaluation.

Grantees that fail to sufficiently address the above criteria may be terminated prior to the end of the grant cycle.

Grant Application Components

Applicants will submit the Federal State Leadership 099 grant application in eGrants. A document explaining how to create the grant application in eGrants is available on the [Division of Adult Education Grants](#) webpage. The grant content, including all help button text, is also available on the [Division of Adult Education Grants](#) webpage for reference.

The Federal State Leadership 099 grant applications consist of three sections: Narrative, Agency Information, and Budget.

Submissions for this grant should be primarily created by the applicant without the use of Artificial Intelligence (AI). AI may be used to brainstorm or support their submission, but the final product should be mainly created by the applicant. For any work where AI was used, a citation must be included explaining how AI was used. If applicants have any questions about what technology constitutes AI, they should reach out to Division staff at ra-able@pa.gov for clarification with the subject line of "AI Clarification".

Items that were directly copied from an AI generator should be placed in quotation marks and cited appropriately. Applicants will be held accountable for all content they submit, including but not limited to mistakes, inaccuracies, or bias introduced by AI. Applicants are expected to be able to answer questions about any materials they submit.

Applicants who misrepresent their use of AI may be disqualified from grant competition.

Applicants must send questions regarding the Federal State Leadership 099 grant application process to ra-able@pa.gov. Division staff will periodically post responses to submitted questions on the [Division of Adult Education Grant Competitions webpage](#) for all applicants to review.

Narrative

The narrative section provides a description of how the applicant will carry out the specified activities, staff requirements, and methods for evaluation. Each priority has a separate grant application with different questions that are specific to that priority. The narrative is the basis for analysis of the applicant's ability to provide the required services. All questions in the narrative section will be scored. Online contextual help is available for each question in the application narrative by clicking on the Help icons in eGrants.

Agency Information

The applicant information section provides program contact information and assurances. The agency information section is not scored. Online contextual help is available for each question by clicking on the Help icons in eGrants.

Budget

The budget section demonstrates fiscally sound allocation of funds to successfully provide the services and activities described in the narrative section. The budget is not scored. All costs must be reasonable, necessary, allowable, and allocable. Online contextual help is available for each question in the renewal application budget by clicking on the **Help icons** in eGrants. When completing this section, refer to the Adult Education and Family Literacy Guidelines, Section 600 for accounting rules, grant limitations, and information on cost functions and object codes. PDE may require grant recipients to revise the budget before final awards are made.

Application Review

All applications will be reviewed except those disqualified for one or both of the following reasons:

1. The application is incomplete.
2. The application is not completed by the application deadline. Completion will be determined by the time the eGrants system records that the agency completed the application by marking all sections complete and selecting the “Complete” button.

Grant applications will be reviewed and scored by teams of no fewer than three individuals comprised of staff from PDE, other Commonwealth agencies, and/or peer reviewers. Peer reviewers will be non-applicants who have experience in adult education or the provision of professional development. Reviewers will be screened for conflict of interest and will not benefit financially from grant awards.

Reviewers will use an application review guide with rating guidelines to review and score applications. The application review guide will include each grant question that is being scored and the help button content that is available to applicants. All reviewers will be trained prior to reviewing and scoring grants. Depending on the number of applications received, a single team or multiple teams will review and score all applications. Analyses will be done to account for scoring differences among reviewers.

Grant Award Selection and Notification Process

Award Selection

Scored items will be rated on a scale of 0-4. The rating guidelines are:

1. Excellent (E) – 4 points: Specific and comprehensive. Addresses all criteria identified in the Help Button. Complete, detailed, and clearly articulated information as to how criteria are met. Well-conceived and thoroughly developed ideas.
2. Very Good (VG) – 3 points: Well-conceived and well-developed ideas that are clearly articulated but are missing some required criteria/key details.

3. Good (G) – 2 points: General but sufficient detail. Adequate information as to how criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies or weaknesses.
4. Fair (F) – 1 point: Vague and non-specific. Lacks focus and detail. Criteria are minimally met. Some information is provided but requires substantial clarification or reviewer interpretation.
5. Poor (P) – 0 points: Does not address criteria or simply restates the criteria.

Funds will be awarded to the highest scoring applicant for each priority provided the applicant meets the minimum scoring requirement. Minimum scoring requirements are located in the appropriate appendix for each priority. The division will notify each applicant of the outcome of the review process and whether its application will be funded. Successful applications may require revisions or submission of additional information prior to approval.

Appeal Process

If an eligible provider disputes the funding decision, it has a right to appeal the decision to the Pennsylvania Secretary of Education. The appeal will be considered in accordance with the procedural rules set forth under 34 C.F.R. § 76.401(d) and 1 Pa. Code § 35.1 et seq., the General Rules of Administrative Practice and Procedure. A final decision of the Pennsylvania Secretary of Education may be appealed to the U.S. Secretary of Education under 34 C.F.R. § 76.401. The appeal of this decision must be received by the Pennsylvania Secretary of Education within 30 days of the mailing date of this decision at the following address:

Carrie Rowe, Ed.D.
Secretary of Education
Pennsylvania Department of Education
Forum Building, 607 South Drive 3rd Floor
Harrisburg, PA 17120

Grant Requirements

1. Grant applications will be submitted through the eGrants system, which is accessed through [MyPDESuite](#).
2. For access to the eGrants system and the related grant opportunities, prospective applicants should send an email to ra-able@pa.gov with the subject line “State Leadership grant competition.” In the body of the email, prospective applicants should state the agency name and specify which State Leadership grant(s) it plans to apply for. Prior to sending the email, the applicant should search for the agency record in the PDE Education Names and Addresses ([EdNA](#)) database.
 - a. Agencies found in EdNA should include in their email their Administrative Unit Number (AUN) and contact information for the individual at the agency who will create and complete the grant application.
 - b. Agencies not listed in EdNA should indicate in the email that they are not in the state database and provide contact information for the individual who will work with division staff to establish a listing and be assigned an AUN.

- c. Under extraordinary circumstances affecting an agency’s access to the eGrants system, the requirement to submit the grant application via eGrants may be waived. Eligible applicants who believe they have such circumstances should contact the Division of Adult Education at ra-able@pa.gov prior to the application due date to discuss an alternative submission process. Please note that all applications must be received by PDE by the deadline regardless of submission process.
- 3. For the purpose of planning, writing, and submitting applications, this document should be used in conjunction with information available on the [Division of Adult Education Grants](#) webpage. Applicants should also review this information in conjunction with the division guidelines and policies and the eGrants application to develop a complete understanding of the intent and requirements of the application process.
- 4. Applicants must submit questions regarding the Federal State Leadership 099 grant application process to ra-able@pa.gov. Division of Adult Education staff will post responses to submitted questions on the [Division of Adult Education Grants](#) webpage for all applicants to review.
- 5. Application Deadline: Eligible applicants must submit their proposal to PDE in eGrants by 2:00 PM on April 16, 2026. To submit the proposal, applicants must mark all sections complete (evidenced by a check mark next to each section) and then click the complete button. Completion will be determined by the time the eGrants records that the program completed the application by marking all sections complete and clicking the “Complete” button.

Grant Application Timeline

Dates	Activity
March 18, 2026	Grant Application Guidelines Available
March 18, 2026	Grant Applications Available (open)
April 16, 2026, 2:00 PM	Grant Completion Deadline (close)

Award Winners

To complete the grant award process, applicants under consideration for acceptance are required to provide proper signatures to the grant agreement and complete the Funding Accountability and Transparency form in the grant in eGrants.

All contract components are produced by eGrants. Each will be accessed at the [eGrants website](#) and will consist of the following:

1. Grant Agreement Signature Page;
2. Appendix A – Special Program Terms;
3. Appendix B – Grantee’s Program Narrative and Budget; and
4. Appendix C – Payment Terms, Responsibilities and Contact Information

Grant Agreement

1. The Grant Agreement is a binding agreement between PDE and the eligible grant award recipient. The begin and end dates of the project, funding amount, and project number will appear on the Grant Agreement.
2. There must be an electronic signature or a manual signature in blue ink on the Grant Agreement. Stamped signatures are not acceptable.
3. Agencies approved for eSignature can electronically sign the Grant Agreement. The authorized signatory must be in the eGrants system in order to electronically sign contracts.
4. Agencies not approved for eSignature must print the signature page of the Grant Agreement from eGrants, have it signed in blue ink by the authorized representative(s), scan the signed document in color, and email the scanned copy to the Division at ra-able@pa.gov. Division staff will contact awardees for the signed signature page when the grant application content is approved by the Division. Grantees should submit the signature page within five (5) business days of such notification.
5. The authorized singer(s) must be (an) authorized representative(s) of the agency as described below:

Agency	One Authorized Representative	Two Authorized Representatives
School District	Superintendent	
Intermediate Unit	Executive Director	
Career & Technical School	Director	
Charter School	Chief Executive Officer	
University, College or Community College	President	
Public Library	Director	
Community-Based Organizations and Corporations		President or Vice-President AND Secretary or Treasurer

6. Changes to the grant agreement language will require review and approval by PDE, Office of Chief Counsel, the Office of General Counsel, and the Attorney General's office and will cause delays in approving the agreement.
7. Per Management Directive 215.9, amended December 1, 2020, staff of the PDE Division of Adult Education will determine whether the applicant has delinquent tax debt or other conditions as specified in the State Contractor Responsibility Program. Any related issues must be resolved before the grant agreement is reviewed and approved.
8. Applications recommended by Division staff for approval are then reviewed by the Director of the Bureau of Postsecondary and Adult Education, the Bureau of Management Services, PDE Budget Office, the Office of Chief Counsel, and the Comptroller's Office. Upon approval from the Comptroller's Office, the contract is considered fully executed. The fully executed contract with supporting documentation is uploaded to the Treasury website and to the final reporting section of the grant in eGrants. The status of an application can be

verified in the eGrants system. The status will change to “Completed” once the grant is fully executed.

9. After complete review and approval by PDE and the Comptroller’s Office, an approved and fully executed grant agreement will be available in eGrants.

Funding Accountability and Transparency

Grantees must complete the Funding Accountability and Transparency (FAAT) form located in eGrants.

1. Grantee must maintain current registration in the [System for Award Management](#) (SAM) at all times during which they have active federal awards funded pursuant to this agreement. A Unique Entity Identifier (UEI) number is required for registration in SAM.
2. The applicant must complete the FAAT form that is located in eGrants.
3. The following information is required on the FAAT form: (1) UEI number; (2) city, state, and zip code +4 digit extension of the primary location, and (3) compensation of officers is necessary if grantee received more than 80 percent of federal funds in the preceding fiscal year.
4. The Commonwealth will not process a grant until the grantee provides this information.

General Program and Fiscal Requirements

Award winners are subject to all applicable state and federal administrative requirements, cost principles, and audit requirements, which are incorporated into each grant award by reference.

Such requirements include but are not limited to:

1. [Adult Education and Family Literacy Guidelines](#)
2. [All Bureau of Postsecondary and Adult Education, Division of Adult Education policies](#)
3. [PDE Master Standard Terms and Conditions](#)
4. [Education Department General Administrative Regulations \(EDGAR\) 34 Code of Federal Regulation \(CFR\) Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99 as amended on December 19, 2014](#)
5. [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)

Additional Requirements

Successful applicants will be required to submit the following during the award process:

1. Documentation of the project manager’s experience.
2. Job descriptions for staff positions.
3. An equipment purchase and replacement plan.
4. A plan outlining how all required activities will be implemented effective July 1, 2026, to ensure uninterrupted continuity of services

In addition to required fiscal reporting, funded projects will submit quarterly and final narrative reports to and have regular meetings with the division advisor.

Appendix A

Priority 1: Professional Learning Opportunities – To coordinate, develop, and deliver high-quality professional learning opportunities using a range of delivery methods, including technology-based tools to improve the quality of instruction in and to provide technical assistance to adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

1. Provide support to programs in planning, implementing, and evaluating ongoing professional learning that leads to program improvement.
2. Provide support to programs to develop capacity to support long-term job-embedded professional development and the ability to use data to determine professional development needs.
3. Provide support to agency professional development teams and professional learning communities.
4. Provide support to programs in teacher induction and mentoring models.
5. Develop and manage a cadre of program consultants who have ongoing and regular direct contact with program leadership and staff whose primary role is to identify program needs and assist with high-quality, job-embedded professional development focused on classroom implementation.
6. Develop and manage a cadre of coaches and content-specific practitioners who can consult with programs and instructors relative to specific difficulties and requests for assistance.
7. Identify, procure, and manage statewide expertise in core content areas (including, but not limited to, reading, writing, speaking, mathematics, and English language acquisition).
8. Provide support to in-house professional development specialists to become instructional leaders.
9. Provide support to instructors, including volunteer tutors, in acquiring, refining and continuously improving instructional skills, classroom management techniques, lesson planning, and content knowledge to better meet student needs.
10. Provide support to tutor coordinators in management, recruitment, and training of tutors and classroom aides to improve the quality of tutor instructional practices.
11. Provide support to family literacy staff in the four-component model to improve the quality of instruction and integration of components.
12. Collect, analyze, and share data about program professional development efforts.
13. In coordination with the Technology project, identify, review and adapt (if necessary) existing high-quality materials and professional learning opportunities for use with adult educators.
14. In coordination with the Technology project, develop materials and professional learning opportunities using good instructional design principles, which are aligned with program needs in instances where sufficient existing material is not available.
15. Align offerings with the College and Career Readiness Standards for adult education to support lesson and curriculum development.

16. Align offerings with Foundation Skills Framework to support the inclusion of workforce preparation skills in lesson and curriculum development.
17. Align offerings with International Society for Technology in Education (ISTE) standards to support the inclusion of digital literacy in lesson and curriculum development.
18. Identify and share quality resources with the field of adult education.
19. Develop new opportunities for instructors and administrators to collaborate and learn together regionally and across programs.
20. Provide project-related support to division-led projects as directed by professional development system (PDS) coordinator.

The project will be led by a manager who:

1. Has an advanced degree in adult education or related field.
2. Has documented experience in academic level data analysis and evaluation.
3. Has experience and expertise in instructional design.
4. Has experience in project management.

The consultants must:

1. Have experience in the field of adult education and family literacy as professional development consultants or coaches or have comparable experience in another educational setting.
2. Have experience in developing continuing program improvement and professional development goals using data.

Other individuals working on this project must:

1. Have experience in the field of adult education.
2. Have formal academic training in the content area in which they are providing expertise.

Scoring Summary Professional Learning Opportunities

Section	Maximum Points
WIOA Statement	4
Experience	8
Staffing	8
Methods	12
Delivery of Consulting and Coaching	12
Support for Program Staff in their Roles	24
Coordination	4
Evaluation	12
Total Score:	84

Minimum acceptable score = 59/84

Appendix B

Priority 2: Technology – To provide instructional design and technology support to other leadership projects to create and revise high quality online and technology-based professional development opportunities and to provide technical assistance in the use of instructional technology to other leadership projects funded by the Division of Adult Education.

The project funded under this priority will:

1. In coordination with other leadership projects, review and adapt existing high-quality professional learning opportunities for use with adult educators.
2. In coordination with other leadership projects, develop learning opportunities using good instructional design principles in instances where sufficient material is not available.
3. Provide instructional design support to all leadership projects.
4. Manage and coordinate the online learning platform that houses the statewide courses.
5. Provide technical support to users for online courses.
6. Provide technology technical assistance to leadership projects.
7. Develop and implement a system for the cyclical revision of courses.
8. In coordination with Workforce Development System Liaison project, create cross-training modules.
9. Provide project-related support to division-led projects as directed by PDS coordinator.

The project will be led by a manager who:

1. Has a degree or certificate in instructional design or technology.
2. Has experience in leading the work of instructional design.
3. Has experience in project management.

Individuals working on this project must:

1. Have experience in developing online learning opportunities.
2. Have experience in instructional design.
3. Have experience with content delivery and e-learning software.

Scoring Summary Technology

Section	Maximum Points
WIOA Statement	4
Experience	12
Staffing	8
Delivery	4
Coordination with System	8
Evaluation	8
Total Score:	44

Minimum acceptable score = 31/44

Appendix C

Priority 3: Communications – To manage the dissemination of information and resources to provide knowledge to staff of adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

1. Manage the Pennsylvania Adult Education Resources website and ensure that it meets all PDE requirements.
2. Manage the lesson sharing site within Pennsylvania Adult Education Resources website.
3. Maintain an online searchable database of adult education and family literacy programs and professional learning opportunities.
4. Identify and publicize relevant news and resources from state and national sources.
5. Send professional development system communications to the field of adult education and family literacy using email marketing technology.
6. Create and disseminate monthly e-newsletter.
7. Maintain the Constant Contact database.
8. Provide graphic design technical assistance to the professional development system.
9. Provide proofreading support to the professional development system.
10. Work with the other leadership projects to create polished publications and resources.
11. Maintain contracts for webinar, conference call, survey, email marketing, and other technology services for use by the division and its state leadership projects.
12. Provide webinar support to the division and other leadership projects including closed-captioning and accessibility.

Individuals working on this project must:

1. Have experience in web design.
2. Have knowledge of website software to maintain the existing PA Adult Ed Resources website.
3. Have experience in e-publication.
4. Have experience in graphic design.

Scoring Summary Communications

Section	Maximum Points
WIOA Statement	4
Experience	16
Staffing	8
Delivery	8
Evaluation	8
Total Score:	44

Minimum acceptable score = 31/44

Appendix D

Priority 4: Management Information System – To provide technical assistance to the division and to adult education and family literacy programs funded by the Division of Adult Education on the use of the adult education data collection system and the use of data for program improvement, monitoring, and evaluation.

The project funded under this priority will:

1. Provide technical assistance to programs for data collection and data entry.
2. Maintain and update existing tools to assist with program data collection and analysis and create additional tools as required.
3. Support data analysis for program improvement, monitoring, and evaluation.
4. Assist the division in the use of data for program monitoring and evaluation.
5. Maintain and update the eData manual and glossary.
6. Develop and recommend changes and additions to the data collection system to address changes to federal reporting requirements and division policies and guidance.
7. Coordinate with commonwealth IT staff or contractor staff who manage the data collection system to ensure complete and accurate data collection.

The project will be led by a manager who:

1. Has an advanced degree in a data or technology related field.
2. Has experience in providing technical assistance.
3. Has experience in database management.
4. Has experience in data analysis.

Individuals working on this project must:

1. Have experience in providing technical assistance.
2. Have experience in database management.
3. Have experience in data analysis.

Scoring Summary Management Information System

Section	Maximum Points
WIOA Statement	4
Experience	16
Staffing	8
Technical Assistance and Support	12
Coordination with System	4
Evaluation	12
Total Score:	56

Minimum acceptable score = 40/56

Appendix E

Priority 5: Workforce – To provide technical assistance to align workforce development programming within the adult education system, build capacity to address WIOA, and function effectively as a participatory partner in the Pennsylvania workforce development system to the division, other leadership projects, and adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

1. Provide support to adult education and family literacy programs pertaining to integration and alignment of services to support their efforts in working collaboratively with workforce development partners and in meeting their obligations as a one-stop partner.
2. Provide support to adult education coalitions to assist in local and regional planning.
3. Work with partners to ensure that adult education is included in career pathways and pre-apprenticeship development.
4. Provide support to programs in partner relationship development.
5. Provide leadership to programs for statewide initiatives related to workforce development as described in Title II of WIOA.
6. Work to integrate adult education and family literacy activities with workforce initiatives conducted by partners, both mandated and optional.
7. Participate in local workforce partner meetings to inform representatives from these partners and the public about adult learning and literacy.
8. Provide support to programs in examining local plans and how to organize services to support the plan.
9. Provide support to programs to ensure that staff are knowledgeable about local WIOA partners to help increase referrals and co-enrollment.
10. Provide support to the division in aligning its workforce development programming through ongoing technical assistance; communication and collaborative strategic planning to build capacity to address WIOA, particularly Title II performance goals; and to function effectively as a partner in Pennsylvania's workforce development system.
11. Support the division in meeting requirements of being a PA CareerLink® partner.
12. In coordination with the division, identify opportunities to expand efforts in building relationships and linkages with key stakeholders in the commonwealth's workforce development system.
13. Join and support the division chief as a representative for the division in cross-departmental (e.g. Workforce Development Board) meetings and projects, as appropriate.
14. Provide information, resources, and technical assistance to the division chief to support efforts in working collaboratively with WIOA partners.
15. In coordination with the Technology project, develop professional learning opportunities using good instructional design principles, which are aligned with program needs in instances where sufficient existing material is not available.
16. In coordination with the Technology project, create cross-training modules.

17. Provide regular updates to the division on the status of local program activities with partners and make recommendations for related technical assistance and guidance.
18. Provide support to programs in developing and training paid and volunteer student support specialists.
19. Provide support to programs and student support specialists in shared case management with partners.
20. Provide support to student support specialists in providing barrier and career navigation support including career readiness, transition to postsecondary education, re-entry, persistence, workforce preparation, and career goal setting using labor market data and sector information.

The project will be led by a manager who:

1. Has an advanced degree in adult education or related field.
2. Has experience in workforce development.
3. Has knowledge and experience working with the Pennsylvania Workforce Development System.

Individuals working on this project must have experience in workforce development.

Scoring Summary Workforce Development System Liaison

Section	Maximum Points
WIOA Statement	4
Experience	12
Staffing	8
Delivery	20
Work with Partners	16
Support to the Division	4
Coordination with System	4
Evaluation	12
Total Score:	80

Minimum acceptable score = 56/80

Appendix F

Priority 6: Digital Literacy and Distance Education – To provide support to programs in planning, implementing, and evaluating the distance education portion of their programming and in improving the digital literacy of instructors and students.

The project funded under this priority will:

1. Provide support to program staff in providing distance education and remote learning opportunities, including guidance on developing criteria and processes for choosing appropriate products to use and improved instructional practices for remote learning.
2. Identify, review, and recommend quality distance education curricula and resources to the division for inclusion in or removal from the list of division-approved curricula and resources.
3. Provide technical assistance to the division on the development of distance education and technology planning policy.
4. Provide support to instructors and programs in developing teacher-created distance resources.
5. Identify and share other quality distance education resources with the field of adult education.
6. In coordination with the Technology project, develop distance learning and digital literacy professional learning opportunities using good instructional design principles, which are aligned with program needs in instances where sufficient existing material is not available.
7. Develop and maintain technology coaches that work with programs to increase their capacity to use technology.
8. Provide support to instructors to improve their competency in the use of instructional technology.
9. Provide support to program staff to increase their digital literacy.
10. Provide support to program staff around the use of Artificial Intelligence (AI) in adult education programs.
11. Provide support to key program staff to become agency technology navigators and digital literacy experts.
12. Provide technical assistance to programs to develop a technology plan.
13. Provide centralized technology support for students and instructors.
14. Provide project-related support to division-led projects as directed by PDS coordinator.

The project will be led by a manager who:

1. Has an advanced degree in adult education or related field.
2. Has experience in adult education as a program administrator.
3. Has expertise in distance education and digital literacy.

Other individuals working on this project must:

1. Have experience in the field of adult education.

2. Have experience in distance education or digital literacy.

Scoring Summary Digital Literacy and Distance Education

Section	Maximum Points
WIOA Statement	4
Experience	8
Staffing	8
Methods	4
Delivery – Digital Literacy	20
Delivery – Distance Learning	12
Support to the division	12
Evaluation	12
Total Score:	80

Minimum acceptable score = 56/80

Appendix G

Priority 7: Integrated Education and Training (IET) – To provide technical assistance to programs in developing IETs.

The project funded under this priority will:

1. In coordination with the Technology and Professional Learning Opportunities projects, develop and deliver a professional learning opportunity for programs.
2. In coordination with Digital Literacy and Distance Education Technical Assistance project, provide technical assistance to programs in developing IETs that can be completed at a distance or as a cross-state cohort.
3. Provide technical assistance about integrated and team-teaching models for IET.
4. In coordination with the Professional Learning Opportunities project, provide an introduction to working with English language learners for IET training partners.
5. Assist programs in developing activities to ensure recruitment of appropriate participants for IETs, including internationally trained professionals and skilled workers.
6. Provide project-related support to division-led projects as directed by PDS coordinator.
7. Research IET activities throughout the United States and make recommendations to the division on related policy and guidance.

The project will be led by a manager who:

1. Has an advanced degree in adult education or related field.
2. Has experience providing technical assistance and professional development to develop IETs.
3. Has experience developing tools to assist with developing IETs.

Other individuals working on this project must:

1. Have experience developing IETs.
2. Have experience with integrated content instruction.

Scoring Summary Integrated Education and Training

Section	Maximum Points
WIOA Statement	4
Experience	8
Staffing	8
Delivery	8
Support	8
Evaluation	8
Total Score:	44

Minimum acceptable score = 31/44