



Section 243 Integrated English Literacy and Civics Education Program Grant Competition Information Webinar

Recorded April 2026



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Welcome to the Section 243 Integrated English Literacy and Civics Education Grant Competition information webinar. The contents of this webinar complement, but do not replace, the Request for Grant Application Guidelines, which are posted on the Division of Adult Education Grants webpage. Interested applicants should also carefully read the other resources on the Division of Adult Education Grant Competitions webpage, including the Draft 2026-27 Adult Education and Family Literacy Guidelines, especially Appendix B, and the PDF of the content of the grant application before deciding to submit an application.

Agenda

- General grant information
- Eligible applicants
- Program requirements
- Grant processes
- Resources and tips
- Submitting questions



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This webinar will provide general information on the grant, including eligible applicants and requirements. We will then discuss the grant application, review, and award processes. Finally, we will provide suggested resources, grant tips, and instructions for submitting questions about the grant.

Funding

- Federal Adult Education and Family Literacy Act (AEFLA), Title II, Workforce Innovation and Opportunity Act (WIOA)
 - Section 243
 - Approximately \$2.25 million
- Subject to change
- In PA, funds not limited regionally, but must show need for services



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Section 243 of the Federal Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act, also known as WIOA, provides funds to be awarded through the Pennsylvania Department of Education (PDE) to provide Integrated English Literacy and Civics Education programming. The total federal funding available for awards through this competition is approximately \$2.25 million. This amount is based on the estimated federal grant award for fiscal year 2026 and is subject to change.

Applicants may apply to serve any area of Pennsylvania but must demonstrate need for the proposed Integrated English Literacy and Civics Education Program services in that area.

▶ IELCE program: 34 CFR §463.70

- Education services to adult ELLs
 - Incl. professional with degrees or credentials in their native countries
 - Gain English language competency
 - Skills to be parents, workers, and citizens in USA
- Instruction in
 - Literacy
 - English language acquisition
 - Rights and responsibilities of citizenship and civic participation
- In combination with integrated education and training activity (IET)



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Per Chapter 34 section 463.70 of the code of federal regulations, the Integrated English Literacy and Civics Education program refers to the use of funds provided under section 243 of WIOA for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries. Integrated English literacy and civics education activities enable such individuals 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. It is more than just everyday English and life skills.

Integrated English Literacy and Civics Education activities must include instruction in literacy, in English language acquisition, and on the rights and responsibilities of citizenship and civic participation.

In addition, in a section 243 IELCE program, the Integrated English Literacy and Civics Education activities are delivered in combination with integrated education and training activities. We will discuss the details of these requirements of an IELCE program in later slides.

▶ Regulations: 34 CFR §463.73

- Providers must provide services that
 - Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and
 - Are designed to
 - Prepare ELLs for employment that leads to economic self-sufficiency; and
 - Integrate with local workforce development system and its functions to carry out the activities of the program



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Section 463.73 of the code of federal regulations describes the requirements for providers that receive funding under the Section 243 Integrated English Literacy and Civics Education Program: Providers that are awarded a grant under this competition must provide integrated English literacy and civics education services, which as we discussed on the previous slide, must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. In addition, the services are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions.

The second bullet is important in relation to the prior bullet. The adult education programs provide the academic instruction, workforce preparation activities, and student support services that prepare English language learners for employment. Then, through integration with the local workforce development system and its functions, the students can take advantage of those partners to find and be placed in employment.

▶ Eligible participants

- Minimum 16 years of age
- Not enrolled or required to be enrolled in secondary school
- English language learners
 - May or may not have a high school diploma or its equivalent
 - Incl. professionals with degrees and credentials from their native countries



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Eligible participants in a section 243 Integrated English Literacy and Civics Education program are individuals who are at least 16 years of age; are not enrolled or required to be enrolled in secondary school under state law and; are English language learners.

WIOA regulations state that individuals who meet these criteria, including English language learners who are professionals with degrees and credentials obtained in their native countries, may receive services under section 243.

Eligible applicants

- Organization with demonstrated effectiveness in providing adult education and literacy activities, including
 - Local education agency;
 - Community-based organization or faith-based organization;
 - Volunteer literacy organization;
 - Institution of higher education;
 - Public or private non-profit agency;
 - Library;
 - Public housing authority;
 - Non-profit institution not described above with ability to provide adult education and literacy activities to eligible individuals;
 - Consortium or coalition of the entities described above;
 - Partnership between an employer and an entity described above; and
 - Other organizations not listed above.



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Now that we have discussed: the services that grantees must provide with Section 243 funds, the individuals who are eligible for these services, and the need for such services in Pennsylvania, we will discuss who is eligible to receive funds to provide these activities.

As defined in WIOA, an eligible provider, which we are calling an eligible applicant, is an organization that has demonstrated effectiveness in providing adult education and literacy activities. An eligible applicant may include any of the entities listed on this slide, and a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described; a partnership between an employer and any of these entities; as well as other organizations which are not listed.

Eligible applicants: consortium/coalition

- Consortium/coalition of providers
 - Main grantee w/one or more subgrantees
 - Main grantee
 - Fiscal agent and provider
 - Leads coordination of activities
 - Supports subgrantees to ensure compliance
- PDE encouraging applications from consortia
 - Provide IELCE services over a large service area



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For the purposes of the competition in Pennsylvania, a consortium or coalition of agencies is defined as a main grantee with one or more subgrantees. The main grantee will serve as both the fiscal agent for the grant and as a provider of some of the services proposed in the grant application. The main grantee leads the work of the consortium, working with the subgrantees to coordinate activities and ensure that all agencies in the consortium are providing services as proposed and in a compliant manner.

Applicants cannot subcontract with another applicant for a portion of the proposed services. Agencies can only be a main grantee or a subgrantee.

Answers in the Narrative and Agency Information sections of the grant application should reflect the work of the consortium or coalition as a whole rather than treating each entity separately, unless otherwise directed in the help button information.

To ensure broad availability of integrated English literacy and civics education activities across Pennsylvania, PDE encourages agencies with demonstrated effectiveness in providing adult education and literacy services as described in the Establishing Demonstrated Effectiveness section of the RGA to form coalitions or consortia of eligible providers when submitting an application.

Demonstrated effectiveness for this competition

- Data from immediately preceding 2 program years (2023-24 and 2024-25)
 - Number in cohort
 - Number who achieved outcome
 - Resulting percentage
- Tables: Excel documents on competitions webpage
- Complete, save, upload to eGrants



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Under WIOA, eligible providers are organizations that have demonstrated effectiveness in providing adult education and literacy activities. PDE will require applicants for the section 243 Integrated English Literacy and Civics Education Program grant to provide quantitative data for the immediately preceding two program years, specifically 2023-24 and 2024-25. The data provided by the applicant to establish demonstrated effectiveness must include the following:

- The number of individuals in the outcome cohort (in other words, the denominator);
- The number of individuals who achieved the outcomes (in other words, the numerator); and
- The resulting percentage of individuals who achieved the outcome.

The tables that applicants will use to provide data for the purposes of establishing demonstrated effectiveness to qualify as an eligible provider are on the [Division of Adult Education Grants](#) webpage. Applicants must download and complete the appropriate table and then upload the completed document into the *Demonstrated effectiveness to determine eligibility* section in the grant application in eGrants. In the case of a consortium or coalition of agencies, each agency must complete a table on its own, and each table must be uploaded separately.

Demonstrated effectiveness: Threshold

- Established by Division of Adult Education
- In each of the two years
 - At least 30 individuals in ESL levels

PDE has established the following threshold for an applicant to be determined to be an eligible provider for the purposes of this section 243 Integrated English Literacy and Civics Education grant competition:

The threshold is the entity must have had a total number of individuals in ESL levels of at least 30 in each of the two years.

Demonstrated effectiveness: Process

- Division staff review data provided to establish demonstrated effectiveness *before* reviewing and scoring the application
- Meet threshold criteria = eligible applicant
- Eligible applicant = application reviewed and scored

Prior to reviewing and scoring submitted applications, PDE will review the information provided by each applicant, including each agency in a consortium or coalition of agencies, to establish demonstrated effectiveness to determine if that applicant is an eligible provider. Each member of a consortium must establish demonstrated effectiveness. Only applications that are determined to be from eligible providers will be reviewed, scored, and considered for funding. In the case of a consortium or coalition of agencies, all agencies in the consortium or coalition must be determined to be eligible providers. If one agency within a consortium or coalition is not an agency of demonstrated effectiveness and is therefore not an eligible provider, the entire consortium is considered not an eligible provider.

Applicants that are not able to establish demonstrated effectiveness under the criteria described earlier are not eligible providers and their applications will not be reviewed, scored, and considered for funding. Any applicants that are determined not to be eligible providers will be notified of that decision.

PDE reserves the right to require successful applicants to provide documentation in support of the information provided to establish demonstrated effectiveness.

Required activities and services

- Section 243 Request for Grant Application Guidelines
- Draft 2026-27 Adult Education and Family Literacy Guidelines
- Division of Adult Education policies

In this next series of slides, we will discuss PDE's requirements for Integrated English Literacy and Civics Education programs funded under section 243. These requirements are listed in the Request for Grant Application Guidelines. Applicants should also refer to the Draft 2026-27 Adult Education and Family Literacy Program Guidelines and Division of Adult Education policies to understand overall requirements for recipients of Division of Adult Education grants.

Requirements for IELCE activities

- Year-round, incl. during summer
- Leveled, managed enrollment classes
 - Leveled=no more that 2 NRS levels
- Components: integrated; delivered concurrently and contextually
- *IELCE Civics Content Guide*

As we discussed on earlier slides, integrated English literacy and civics education services under WIOA must include instruction in literacy, English language acquisition, and the rights and responsibilities of citizenship and civic participation. The document entitled [Spotlight: Civics in the Adult Education Classroom](#), describes instruction in the rights and responsibilities of citizenship and civic participation as “the gaining of knowledge, skills, values, and actions that contribute to a greater sense of belonging and engagement with one’s society as well as the ability to understand, participate, advocate, and make change within one’s community.”

Please note that stand-alone citizenship preparation classes do **not** meet the definition of “instruction in the rights and responsibilities of citizenship and civic participation,” and are not allowed with Section 243 funds.

PDE has established the following state-specific requirements for IELCE activities under a section 243 grant:

- Grantees must provide leveled managed enrollment integrated English literacy and civics education classroom activities and support services year round, including during the summer.
- In the context of the section 243 IELCE program, leveled classes means that classes include students in no more than two National Reporting System educational functioning levels per class.
- The three components of an IELCE activity must be integrated and delivered concurrently and contextually.
- To ensure that the IELCE activities include instruction in the rights and

responsibilities of citizenship and civic participation, PDE requires programs to use the IELCE Civics Content Guide for curriculum development and lesson planning. The civics content of the IELCE activity must fall under one or more of the topic areas in the guide.

- In addition, programs may use competencies in the Transferable Skills and Digital Literacy Skills components of the [PA Foundation Skills](#) framework to inform the civics content of IELCE activities.

Guidance for IELCE activities

- At levels appropriate for student populations
 - May offer different levels during the year
 - Not all levels must be available year round
- ABE for ELLs
 - Must include instruction in rights/responsibilities of citizenship and civic participation
- Sector-specific bridge classes
 - Must include instruction in rights/responsibilities of citizenship and civic participation



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Programs may provide instruction at the NRS levels appropriate for their student populations. Programs may offer different levels during the year based on student need; not all levels need to be available year round. As stated on the prior slide, classes should be leveled to include no more than two NRS levels.

Programs may provide *Adult Basic Education for English Language Learners* classes. Such classes are appropriate for English learners who have reached Exit Criteria for ESL and wish to continue developing competence in reading, writing, speaking, and comprehension of English in order to earn a high school equivalency credential, transition to postsecondary education or training, or improve employment opportunities. *Adult Basic Education for English Language Learners* classes provided with section 243 funds must include instruction in the rights and responsibilities of citizenship and civic participation.

Programs may provide sector-specific bridge classes for English language learners. Such classes help English learners prepare for and succeed in integrated education and training activities or other training opportunities in the related sector. Bridge classes provided with section 243 funds must include instruction in the rights and responsibilities of citizenship and civic participation, especially as they align with the bridge class's occupational sector.

IELCE in combo w/IET

- IELCE programs must provide **access to** at least 1 IET annually
- Program must provide access to IET, but students are not required to participate in the IET

Now let's look at the requirements regarding integrated education and training activities in a section 243 program.

As stated at the beginning of this presentation, programs that receive funds under section 243 must deliver IELCE activities in combination with integrated education and training activities. Per federal WIOA regulations, to meet this requirement, programs must provide IELCE program participants with access to integrated education and training activities.

The Division of Adult Education allows five options for grantees to provide access to integrated education and training activities, which we will discuss on the next slide.

Before we move on to the options, I want to stress that successful applicants will not be required to provide access to an IET on the first day of the grant cycle. PDE will provide the timeline for providing access to IETs after discussing the options for providing that access.

Also, as a reminder, the requirement for access to an IET is for the grantee, not for the students in the program. So, the grantee must provide access to an IET activity, but students in the IELCE program are not required to participate in the IET.

Options to provide access to IET

- Use section 243 funds for IET exclusively for students enrolled in section 243 IELCE
- Use a combination of section 243 funds and other funds to support IET(s)
 - Section 243 funds cover costs for students enrolled in section 243 IELCE activities
 - Other funds to cover costs for other students
- Provide IETs with other funds that are open to section 243 IELCE students



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The Division of Adult Education allows five options for grantees to provide IELCE program participants with access to integrated education and training activities

The following three options on this slide are for grantees that already offer integrated education and training activities or would like to do so.

1. The program may use section 243 funds for an integrated education and training activity exclusively for students who were enrolled in the IELCE activities under the section 243 grant.
2. The program may use a combination of section 243 funds and other funds to support integrated education and training activities. In this case, the program uses section 243 funds to cover the costs for students who were enrolled in the IELCE activities under the section 243 grant and uses other funds to cover the costs for the other students.
3. The program may provide integrated education and training activities with other funds that are open to section 243 IELCE students.

Specific requirements for integrated education and training activities funded with Division of Adult Education funds are in the Adult Education and Family Literacy Guidelines.

Options to provide access to IET (cont.)

- Partner with other adult education programs that have IETs and refer section 243 IELCE students to those IETs
- Refer students to IETs offered by the Statewide Distance Section 243 IELCE program



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The options on this slide are designed for agencies that are not yet ready to provide their own IETs but have a need for IELCE activities in their communities. However, programs that choose to provide IETs may also use these as additional options for their IELCE students.

1. The program may partner with other adult education programs that have integrated education and training activities and refer section 243 IELCE students to those activities.
2. The program may refer students to the integrated education and training activities offered by the Statewide Distance Section 243 IELCE program.

The Statewide Distance Section 243 Integrated English Literacy and Civics Education Program is a new project. The Division of Adult Education will be releasing information about this project soon.

Plan for providing access to IET

- Currently funded Section 243 programs
 - Plan *approved* by September 1, 2026
 - Provide access to at least one IET by end of first program year
- Programs not funded under Section 243 in 2023-26 grant cycle
 - Plan *approved* by January 1, 2027
 - Provide access to at least one IET by end of first program year



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As stated earlier, grantees do not have to provide access to an IET on the first day of the grant cycle. Successful applicants will have time to develop their plans to provide access and will then submit their plans to the Division of Adult Education.

Successful applicants that have funding under section 243 of WIOA in the current grant cycle must have a fully approved plan to meet the requirement to provide access to an integrated education and training activity by September 1, 2026, and must ensure that their IELCE students have access to at least one IET by the end of the first program year.

Successful applicants that did not receive funding under section 243 in the 2023-2026 grant cycle must have a plan to meet the requirement to provide access to an integrated education and training activity submitted to and approved by the division no later than January 1, 2027, and must ensure that their IELCE students have access to at least one IET by the end of the first program year.

During the course of the grant, programs may reassess which option for IET access best fits their need. In other words, a program may apply for this grant with one option for IET access in mind, but upon receiving the grant realize that a different option would work better for their student population. This change is allowed during the grant cycle.

Other required activities and services

- Program-specific performance targets
- Barrier support services
- Transition support services
- Workforce preparation and digital literacy activities integrated into instruction and services
- Program administrator who is a full-time employee of the agency
- Partner in local PA CareerLink® site; fulfill roles and responsibilities
- Integration with local workforce system as pipeline to employment for participants



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We have reviewed the requirements for section 243 programs around the IELCE activities and the IET activities. We will now review the other requirements of the programs. These requirements are covered in more detail in the Draft 2026-27 Adult Education and Family Literacy Guidelines, Appendix B. The guidelines are posted on the Division of Adult Education Grants webpage. Programs must have:

- Program-specific performance targets established through negotiation with the Division of Adult Education, which the program meets in each year of the grant cycle.
- Support services to help students address barriers to participation.
- Transition support services, including educational and career counseling, to help students identify education and career goals, develop employability skills, and successfully participate in and complete postsecondary education/training and gain employment.
- Integration of workforce preparation activities and activities to promote digital literacy and digital resilience into instruction and support services.
- A program administrator who is a full-time employee of the grantee agency.
- Partnership at a local PA CareerLink® site and fulfillment of all the roles and responsibilities of a one-stop partner as delegated by PDE.
- Integration with the local workforce development system and its functions to help participants gain employment in occupations that lead to economic self-sufficiency.

▶ Grant application process

- Submission via eGrants
- See RGA Grant Requirements section for details on access to eGrants
- Timeline
 - Grants open April 20, 2026
 - Deadline: May 18, 2026, 2:00 PM



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Grant applications will be submitted through PDE's eGrants system. The Grant Requirements section of the RGA provides details on obtaining access to the Section 243 Integrated English Literacy and Civics Education Program grant application in eGrants. In the meantime, to allow applicants to review the content of the grant application, we have posted a PDF of the grant content to the Division of Adult Education Grant Competitions webpage. Please note that the grant content document is for reference only, as the application will be submitted through eGrants.

The Section 243 Integrated English Literacy and Civics Education Program grant application will open on Monday, April 20, 2026. The grant application deadline is May 18, 2026, at 2:00 PM. At that point, the eGrants system will close the grant.

▶ Grant application process (2)

- To submit application
 - Mark all sections complete
 - Click Complete button
- System records time Complete button is clicked
- Status will be Submitted for Peer Review



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To submit the application, complete these steps.

First, mark all sections in the grant application complete by clicking the Mark Complete button at the bottom of each section.

Then click the Complete button.

The eGrants system records the exact time that the applicant clicks the Complete button. Once the grant has been successfully completed, the status will be Submitted for Peer Review.

Funding requests

- Grant amount and contracted enrollment ranges in RGA
- Higher cost per student for greater intensity of instruction

The division has established grant amount ranges with corresponding contracted enrollment ranges. They are provided in the Request for Grant Application Guidelines.

Within those ranges, applicants should apply for the amount necessary to meet the grant requirements, provide the proposed services to the number of students they can serve based on need and interest in the service area, and meet Pennsylvania's expected level of performance for WIOA outcome measures. This may include the costs associated with the development and implementation of integrated education and training activities, if the applicant proposes to support integrated education and training activities with section 243 funds. Within each range, PDE will consider higher costs per student for applicants providing greater intensity of instruction in a larger service area.

PDE requires programs to provide a 20 percent match, and applicants should consider that requirement when determining funding requests. PDE reserves the right to adjust the actual grant award amount and contracted enrollment of successful applicants during the grant contract approval process to be appropriate for the proposed activities.

Priorities

- IELCE activities at a variety of sites in community
- Organizational capacity
- Intensity of instruction
- Align with local workforce area
- Student support services
- Need

In awarding funds, PDE will prioritize funding through the review and rating process to grant applications from eligible providers with past effectiveness in providing high quality services that improve the English language skills of eligible participants and help those participants to earn high school equivalency credentials, gain and retain employment, and/or transition to postsecondary education/training. PDE will prioritize funding for those applications that demonstrate a thorough and detailed plan for a Section 243 Integrated English Literacy and Civics Education Program aligned with local needs that meets all the minimum requirements and provides:

- Integrated English literacy and civics education activities at a variety of sites throughout the service area, with an emphasis on sites based in the areas where prospective students reside.
- Evidence of the applicant's organizational capacity to meet all programmatic, reporting, and administrative requirements of the grant.
- High-quality instruction based on best practices, the *College and Career Readiness Standards for Adult Education*, and the *English Language Proficiency Standards* and that is of sufficient intensity to lead to student outcomes.
- Services that align with the strategies and goals of the local workforce area as defined in the local plan and with the activities and services of the PA CareerLink® site partners.
- High-quality student support services that help students to persist and succeed in adult basic education services and meet their personal, educational, and career goals.
- An excellent description of need and how the proposed Section 243 Integrated English Literacy and Civics Education Program will address the need.

Application review process

- Disqualification prior to review
 - Not an eligible applicant
 - Application is incomplete
 - Application not completed by deadline
- Review teams of at least three people
 - Scoring rubric; summary of scoring in RGA
- Local workforce board review
 - PDE provides grants to the local boards



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After the submission deadline, grants will be reviewed and scored. All Section 243 IELCE Program grant applications will be reviewed except those disqualified for one or more of the following reasons:

- The entity submitting the application does not meet the definition of Eligible Applicant
- The application is incomplete.
- The application was not completed by the application deadline. Completion will be determined by the time the eGrants system records that the program completed the application by marking all sections complete and clicking the “Complete” button.

Review teams of at least 3 people will review and score grant applications using a scoring rubric. A summary of the scoring is in the Request for Grant Application Guidelines.

In addition, local workforce boards will review the applications to provide services in the local area for consistency with the local plan. The Division of Adult Education will provide the appropriate applications and review tools to each of the local boards after grants are submitted to the division via eGrants. Applicants should not give their applications to the local boards directly for review.

PDE will take the results of the review by local boards and any related recommendations to improve alignment into consideration when making grant awards.

Award selection process

- Ranked highest to lowest by weighted score
 - Awards to highest scoring until all funds are awarded or no more applications received
- Unweighted score < 80 will not be awarded funds



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The maximum possible score on the Section 243 Integrated English Literacy and Civics Education Program grant is 116.

Scores will be totaled for each narrative section of the grant. Each section will be weighted to reflect the priority of that section in the application. The weighting of the sections is in the Request for Grant Application Guidelines.

Applications will be ranked using the weighted scoring and funded from highest scoring to lowest scoring based on the following criteria:

- A minimum unweighted score of 80 and
- Availability of funds.

Applications with an unweighted score of less than 80 will not be funded regardless of availability of funds. The Division of Adult Education will notify each applicant of the outcome of the review process and whether its application will be funded.

Applications that are selected for award as a result of the application review and scoring process may require revisions or submission of additional information during the contract review and approval process.

Grant terms and conditions

- Three-year grant contract with annual notifications of funding contingent on availability of funds
 - Annual submission of applicant information and budget
- Renewal option based on
 - Contract compliance
 - Evidence of progress in meeting negotiated targets
 - Evidence of program improvement
 - Fiscal and programmatic compliance
 - Amount of appropriation



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Successful grant applications will be approved for a three-year grant cycle. Grant funds for the second and third years will be awarded through a notification of funding contingent on the availability of funds. Each year's renewal option, grant conditions, and grant amounts will be based on the following criteria:

1. Contract compliance, including success in meeting contracted enrollment and providing the contracted services;
2. Evidence of sufficient progress in meeting the agency-specific targets negotiated with PDE;
3. Evidence of continuous program improvement;
4. Compliance with fiscal and programmatic policies and guidelines; and
5. The amount of the appropriation.

Programs that fail to sufficiently address the above criteria or any additional conditions imposed on individual grants may be terminated prior to the end of the grant cycle.

Resources

- www.education.pa.gov>Programs and Services>Instruction>Adult Basic and Family Literacy Education>Adult Basic and Family Literacy Education Grants
- *Request for Grant Application Guidelines Section 243 Integrated English Literacy and Civics Education Program*
- *Draft PY 2026-27 Adult Education and Family Literacy Guidelines*
- Division of Adult Education policies



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The Division of Adult Education has provided many resources to applicants. Links to the resources are on the Division of Adult Education Grants webpage, which can be accessed by going to PDE's website at www.education.pa.gov. Select Programs and Services, then Instruction, then, Adult Basic and Family Literacy Education to get to the division's home page. From the home page, click on Adult Basic and Family Literacy Education Grants.

Applicants should review the resources both before and during the grant writing process.

The resources include the Request for Grant Application Guidelines, the Draft 2026-27 Adult Education and Family Literacy Guidelines, and relevant division policies.

▶ Additional resources

- Pennsylvania WIOA Combined State Plan
- Regional and local workforce plans
- Memoranda of Understanding for the one-stop/PA CareerLink partners



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We also provide links to the Pennsylvania WIOA Combined State Plan and the regional and local workforce plans.

We do not have links to the MOUs for the local PA CareerLinks in the local areas. We recommend that applicants check the local board's website or contact the local board for copies of the MOUs.

▶ Tips for grants: general

- Read the RGA, Draft 2026-27 Adult Education and Family Literacy Guidelines, grant content document
- Help buttons
 - Lists maximum characters
 - Lists required information
- Answer the question
 - Avoid extra information
 - Clear and concise
 - Do not assume the reviewers know your program



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Agencies that are considering applying for a Section 243 Integrated English Literacy and Civics Education Program grant should read the Request for Grant Application Guidelines, the Draft 2026-27 Adult Education and Family Literacy Guidelines, and the Section 243 Integrated English Literacy and Civics Education Program Grant Content document before starting the grant application. The grant content document includes all the questions and the content of the help buttons. The help buttons list the maximum characters and information that must be addressed in the answer. Note that the maximum characters includes spaces and punctuation. When you are entering answers into eGrants, the system will initially allow you to save an answer that is too long. You will get a message that some fields are incomplete or incorrect. You will need to revise the answer. You will not be able to mark the section complete if any of the answers exceed the maximum allowable characters.

When composing the responses for each item in the grant application, make sure the answers address all information that is being requested. Avoid including information that is not relevant to the item. For example, if a question asks you to describe how the program will do something, do not describe what the program has done in the past. You are proposing future activities. Make sure the responses are clear and concise, and do not assume that the reviewers know your program. Reviewers should not have to search the answer for the necessary information or try to interpret agency-specific terminology.

Tips for grants: formatting

- eGrants does not allow for any formatting
 - Text answers will be written as single long paragraphs
 - No bulleted or numbered lists
 - Cannot create paragraphs
- If applicant writes grant answers in a Word document (or Pages), make sure it is plain text before pasting into eGrants
- Save often



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Unfortunately, eGrants does not allow for any formatting, bulleted or numbered lists or paragraphs. The system also has problems recognizing special characters.

Most applicants write the content of their grant applications in a Word or Pages document and then copy and paste the information into eGrants. This is recommended to prevent loss of work due to unexpected issues with the eGrants system. If you do this, make sure the text is plain text without any formatting before copying and pasting. This will prevent issues such as apostrophes showing up as question marks and other format conversion issues.

Save often. There is a Save button at the bottom of each section. eGrants logs users out after 20 minutes of inactivity. However, it also sometimes logs users out earlier, so it is important to save regularly.

▶ Tips for grants: demonstrated effectiveness

- Two items in Demonstrated Effectiveness
 - Applicants
 - Enter full name of the applicant
 - Each agency in consortium/coalition entered separately
 - Evidence of Demonstrated Effectiveness
 - Upload completed demonstrate effectiveness tables
 - Each agency in a consortium has own table
 - [Applicant Name] Demonstrated Effectiveness.



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The first section in the grant is Demonstrated effectiveness to determine eligibility. This section is vital to the application because this is the section in which applicants upload the evidence to show that they are eligible providers under WIOA.

Under Applicants, enter the full name of the grant applicant. In the case of a consortium or coalition of agencies, each agency must be entered separately.

Each entity listed in the Applicant(s) section must download and fill out its own appropriate demonstrated effectiveness table. Save the table as an Excel document, using the naming convention: "[Applicant Name] Demonstrated Effectiveness". Each of the completed tables must be uploaded into the grant. To upload the files, click on the "Upload File" button. Find the desired file on your computer and select it. Uploaded files will appear in the table under the Upload File button.

Tips for grants: narrative

- Alignment with workforce
 - Questions listed 3 times
 - All applicants must complete first section
 - Additional workforce sections are available for applicants proposing to provide services in two or three workforce areas

There is a section in the narrative called Alignment with the Workforce with four questions relating proposed activities to the local workforce plan. The four questions are listed three times. This is to allow applicants who wish to provide services in multiple local workforce areas to address each area individually. So, all applicants must complete the questions for workforce area 1. Only applicants applying to serve additional local areas have to complete the questions under workforce area sections 2 and 3.

The maximum total score in the Alignment with Workforce section is 16 points regardless of how many workforce areas are addressed.

Tips for grants: agency information

- Agency Activity Summary
 - Total Planned Enrollment = IELCE participants
 - Number of IET participants is a subset of total planned enrollment
- Counties served total must match budget total



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The information in the agency activity summary should reflect the activities that the agency proposes to provide.

The number in the Total Planned Enrollment column is the number of students the agency plans to enroll in the Section 243 IELCE program annually.

The number of students in the IET column is the subset of the students in the Total Planned Enrollment column who will enroll in an IET paid in whole or in part with funds from this grant. Do not include students who will enroll in IETs paid with other funds and/or provided by other agencies.

You must enter an overall requested amount. Enter an IET requested amount if your agency proposed to fund IETs in whole or in part with funds from this grant. Based on these figures, the table will calculate your proposed cost per student for each activity separately. Doublecheck these numbers for reasonableness to make sure you have entered your requested amounts correctly. The total amount in this section should match the budget total.

The total in the Counties Served section must also match the budget total.

Tips for grants: budgets

- Review the sections 600-609 of the *Adult Education and Family Literacy Guidelines* before completing the budgets
- Budget guide at end of guidelines shows allowable and unallowable FC/OC combinations
- Grant requires 20 percent local match



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Before completing the budgets, review sections 600-609 of the Adult Education and Family Literacy Guidelines. This covers allowable uses of funds, how to allocate allowable costs to the budget, and other fiscal requirements. Please note that in some cases, the Division of Adult Education uses the function and object codes differently than the Division of Federal Programs. Applicants must refer to our guidelines when completing the budgets.

There is a budget guide at the end of the guidelines, which shows allowable and unallowable function code/object code combinations. Applicants should refer to the budget guide while completing the budget sections in eGrants. The eGrants system will allow you to save unallowable function code/object code combinations while you are working on the grant. However, the system will prevent you from marking a section complete with unallowable function code/object code combinations, and you must mark all sections in the grant complete in order to submit it for peer review.

This grant requires a 20 percent local match.

Tips for grants: FC 2200 and FC 2270

- FC 2200 in-house professional development specialist time
- FC 2270 Staff Professional Development
 - Staff participation in job-related professional development
 - Time and corresponding benefits
 - Supervisor time overseeing staff PD
 - Cost of registration and travel to conferences



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Title II of WIOA includes professional development as an administrative activity. In order to document program expenditures in support of staff professional development separately from expenditures for other activities, the division uses function codes 2200 and 2270.

Function Code 2200 is for expenditures related to the in-house professional development specialist's work.

Function Code 2270 is for expenditures related to staff participation in job-related professional development to this function code. Allowable expenditures include staff time participating in professional development, supervisor time overseeing professional development activities, and the cost of registration and travel to conferences.

Tips for grants: FC 2300

- FC 2300
 - Enter expected costs, including PA CareerLink® infrastructure costs and shared personnel costs
 - Required under 2300
 - Planning
 - Costs of contracted professional development
 - Costs associated with working with workforce system partners
 - Waivers to the 5 percent cap will be addressed when successful applications are processed



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WIOA has specific requirements regarding administrative costs of federally-funded adult basic education funding. The Division of Adult Education uses function code 2300 for these administrative costs.

Under WIOA, administrative costs are capped at 5 percent of the grant amount. The following costs are considered administrative costs, which means they must be charged to Function Code 2300:

- Planning costs, including the costs associated with planning and coordination with workforce system partners;
- The PA CareerLink infrastructure costs paid from the grant; and
- Costs of contracted professional development.

The cost of contracted professional development refers to funds paid to the larger agency to cover the cost of mandated agency professional development or training and the fees paid to outside professional development providers. It does not refer to adult education staff time participating in professional development activities, which, as we discussed in the previous slide, should be allocated to FC 2270. It also does not refer to the work of the in-house professional development specialist, which is allocated to 2200.

Any restricted indirect costs charged to the grant are also considered administrative costs and are included in the 5 percent cap.

WIOA allows the division to agree to, through negotiations with the local program, a higher amount when the 5 percent cap is too restrictive to allow for adequate planning and administration. Applicants that believe that they have a strong case for a waiver to the 5 percent cap should budget the expected administrative costs. The division will consider the request to negotiate when successful applications are being processed. Please note that priority for waivers will be given to allow successful applicants to meet the requirements to contribute to PA CareerLink infrastructure costs. Please refer to the Draft 2026-27 Adult Education and Family Literacy Guidelines, Appendix E for more information on how we handle negotiations for the federal 5 percent cap.

Questions

- Submit questions to ra-able@pa.gov
- Subject line: Sec. 243 Integrated English Literacy and Civics Education
- Division staff will post responses on FAQ section of grants webpage
- Do not send questions to division staff directly



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This concludes the Integrated English Literacy and Civics Education Program grant application webinar. If you have any questions at any time during the application process, submit them to ra-able@pa.gov. Emails should include "Section 243 Integrated English Literacy and Civics Education Program" in the subject line. Division of Adult Education staff will periodically post responses to submitted questions on the Division of Adult Education Grants webpage for all applicants to review. Do not send questions directly to division staff.

Contact/Mission

For more information on the Section 243 Integrated English Literacy and Civics Education Program grant competition, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.



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