

# Request for Grant Application Guidelines Section 243 Integrated English Literacy and Civics Education Program

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For services offered with the following funding:  
Workforce Innovation and Opportunity Act, Title II, (Federal Adult Education and Family Literacy  
Act) Section 243

*April 2026*



Pennsylvania  
**Department of Education**

**COMMONWEALTH OF PENNSYLVANIA**

**DEPARTMENT OF EDUCATION**

Forum Building, 607 South Drive

Harrisburg, PA 17120

[www.education.pa.gov](http://www.education.pa.gov)



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## **Introduction**

Section 243 of the Federal Adult Education and Family Literacy Act, Title II, 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 Integrated English Literacy and Civics Education programing. The total federal funding available for awards to provide Section 243 Integrated English Literacy and Civics Education programing under this Request for Grant Applications (RGA) is approximately \$2.25 million. This amount is based on the estimated federal grant award for Fiscal Year (FY) 2026 and is subject to change.

## **General Information**

### **Program Purpose**

As stated in WIOA, funds allocated under section 243 are to be used for grants for integrated English literacy and civics education in combination with integrated education and training activities. Each program that receives funding under this application shall be 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.

As defined in 34 CFR 463.33, the integrated English literacy and civics education services provided under this funding opportunity are “education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”

### **Minimum Program Requirements**

Full details regarding all minimum requirements established by PDE for Section 243 Integrated English Literacy and Civics Education Program programs are available in the *Draft PY 2026-27 Adult Education and Family Literacy Guidelines*.

Successful applicants for Section 243 Integrated English Literacy and Civics Education Program grant funds will demonstrate the capacity to provide activities required under section 243. Integrated English Literacy and Civics Education programs funded under section 243 must have the following requirements established by PDE:

1. Year-round, leveled, managed enrollment integrated English literacy and civics education classroom activities and support services, including during the summer. In the context of the section 243 Integrated English Literacy and Civics Education Program, “leveled classes” means that classes include students in no more than two NRS levels

per class. See section 403.2.1 of the *Adult Education and Family Literacy Guidelines* for the definition of managed enrollment. In a consortium or coalition of eligible providers, all agencies in the coalition must provide integrated English literacy and civics education activities and support services.

2. Provide access to at least one integrated education and training activity accessible to English learners annually. Options for how Section 243 Integrated English Literacy and Civics Education Program grantees can provide access to integrated education and training activities are described in section AB1.1.3 of the *Adult Education and Family Literacy Guidelines*. Note: Section 243 Integrated English Literacy and Civics Education Program grantees must provide access to integrated education and training activities. However, students in section 243 Integrated English Literacy and Civics Education programs are **not** required to participate in integrated education and training activities..
3. Program-specific performance targets established through negotiation with the Division of Adult Education, which the program meets in each year of the grant cycle.
4. Support services to help students address barriers to participation.
5. 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.
6. Integration of workforce preparation activities and activities to promote digital literacy and digital resilience into instruction and support services.
7. A program administrator who is a full-time employee of the grantee agency. For providers that are a consortium or coalition of agencies, the program administrator of the main grantee must meet this requirement. If the program administrator is not working 100 percent on division-funded activities, the agency must provide evidence that this individual has sufficient time allocated to these activities to meet all of the requirements of the program administrator position. (Note: The program administrator does not have to be paid from grant funds; however, the person must have sufficient time allocated to activities supported by the grant.)
8. Partnership at a local PA CareerLink® site and fulfillment of all the roles and responsibilities of a one-stop partner as delegated by PDE, including entering into a Memorandum of Understanding (MOU) with the local board, contributing to infrastructure costs of the PA CareerLink® site, providing access to grant services through the PA CareerLink® site, and providing career services to eligible one-stop participants.
9. Integration with the local workforce development system and its functions to place participants in the Integrated English Literacy and Civics Education Program in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

### **Integrated English Literacy and Civics Education Program Planning Documents**

Applicants should use the *Integrated English Literacy and Civics Education Program Checklist*, the *Integrated English Literacy and Civics Education Content Guide*, and the *Integrated Education and Training Planning Tool and Proposal* to guide their grant applications. The documents are posted on the Division of Adult Education [Administrative Documents](#) webpage.

## **Specific Requirements for Integrated Education and Training Activities**

Any integrated education and training activities the applicant proposes to support with section 243 funds or other funds from the Division of Adult Education must meet federal regulations for the activity and the additional requirements imposed by the Division of Adult Education as described in section 403.2.1.4 of the *Adult Education and Family Literacy Guidelines*. Under these additional state requirements, programs must work with the state leadership *Integrated Education and Training Technical Assistance Project* when planning for and developing integrated education and training activities. Programs must get integrated education and training activities approved by the division before they can start the classes in the integrated education and training activity. Programs must use the *Integrated Education and Training Planning Tool and Proposal* to submit the plan for the integrated education and training activity. Final approval of the integrated education and training activity will require a signed MOU or other contract with the occupational training provider. The MOU or contract must specify the roles and activities that each party will fulfill and must include a budget for any grant funds to be paid to the training provider.

## **Special State-Imposed Grant Conditions**

All successful applicants under this RGA that also received funding under section 243 of WIOA in the 2023-2026 grant cycle must:

1. Have a fully approved plan to meet the requirement to provide access to an integrated education and training activity by September 1, 2026. Failure to have an approved plan by the deadline will result in suspension of payments until an approved plan is in place. Programs must resubmit integrated education and training activities offered in prior grant cycles for approval in the new grant cycle.
2. Ensure that IELCE students have access to at least one integrated education and training activity by the end of the first program year or they will be determined not to have met the contract obligations, and the grant agreement will be terminated for cause.

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 IELCE students have access to at least one integrated education and training activity by the end of the first program year. Failure to have an approved plan by the deadline will result in suspension of payments until an approved plan is in place. Successful applicants that did not receive funding under section 243 in the 2023-2026 grant cycle and do not have an approved plan in place by the end of the first program year will be placed on probation for the second year of the grant cycle and will not receive second year funds until a plan is in place. Continued failure will result in termination of the grant agreement for cause.

## **Eligible Applicants**

As defined in WIOA, an eligible provider is an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

1. A local education agency;
2. A community-based organization or faith-based organization;
3. A volunteer literacy organization;
4. An institution of higher education;
5. A public or private non-profit agency;
6. A library;
7. A public housing authority;
8. A non-profit institution that is not described in any of the above and has the ability to provide adult education and literacy activities to eligible individuals;
9. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above;
10. A partnership between an employer and an entity described above; and
11. Other organizations not listed above.

For the purposes of the competition in Pennsylvania, a consortium or coalition of agencies will be defined as a main grantee with one or more subgrantees. The main grantee will serve as both the fiscal agent for the grant and a provider of some of the services proposed in the grant application. The main grantee is responsible for ensuring that all activities provided are completed as proposed and is responsible for monitoring and compliance of the subgrantees. 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/coalition rather than treat each entity separately.

### **Establishing Demonstrated Effectiveness**

For the purposes of establishing demonstrated effectiveness to qualify as an eligible provider for section 243 funding, an applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its equivalent, and transition to postsecondary education and training. An applicant that has been previously funded under Title II of WIOA must submit performance data required under section 116 of WIOA. An applicant that has not been previously funded under Title II of WIOA must provide performance data to demonstrate its past effectiveness. Each individual agency in a consortium or coalition of agencies must be an eligible provider by itself (i.e., must be an organization that has demonstrated effectiveness in providing adult education and literacy activities) and must individually provide all of the data required to establish demonstrated effectiveness.

PDE will require applicants to provide quantitative data for the immediately preceding two program years. The data provided by the applicant to establish demonstrated effectiveness must include the following:

1. The number of individuals in the outcome cohort (i.e., the denominator);
2. The number of individuals who achieved the outcomes (i.e., the numerator); and
3. 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 application in eGrants. In the case of a consortium or coalition of agencies, each agency must complete a table with its own data, and each table must be uploaded separately.

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:

- A total number of individuals in ESL levels of at least 30 in each of the two years.

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. 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. Applicants that are not able to establish demonstrated effectiveness under the criteria above 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 submit documentation in support of the information provided to establish demonstrated effectiveness.

## **Eligible Program Participants**

Successful applicants will provide integrated English literacy and civics education activities in combination with integrated education and training activities to individuals who meet eligibility criteria. An eligible individual is defined by WIOA as an individual:

1. Who has attained 16 years of age;
2. Who is not enrolled or required to be enrolled in secondary school under state law and;
3. Who is:
  - a. Basic skills deficient;
  - b. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  - c. Is an English language learner.

34 CFR 463.75 states that individuals who meet the above definition for eligible individual under WIOA who are “English language learners, including professionals with degrees and credentials obtained in their native countries” are eligible section 243 Integrated English Literacy and Civics Education program participants.

## Funding Priorities

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:

1. 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.
2. Evidence of the applicant's organizational capacity to meet all programmatic, reporting, and administrative requirements of the grant.
3. High-quality instruction that is based on best practices, the *College and Career Readiness Standards for Adult Education*, and the *English Proficiency Standards*.
4. High-quality instruction that is of sufficient intensity to lead to student outcomes.
5. 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.
6. 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.
7. An excellent description of need and how the proposed Section 243 Integrated English Literacy and Civics Education Program will address the need.

## Federal WIOA Title II Requirements

WIOA Title II establishes requirements for the grant competition process, including items that must be addressed in the grant applications and items that PDE must take into consideration when awarding grants. In addition, section 427 of the General Education Provisions Act requires applicants to describe the steps they will take to ensure equitable access to, and participation in, the grant-funded program. This RGA and the questions in the grant narrative are designed to ensure that all necessary information is included. The Division of Adult Education strongly encourages applicants to refer to *Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the WIOA) — Final Rule §463.20 and §463.22* when completing the grant application.

## Grant Terms and Conditions

### Multi-Year Contracts

Successful grant applications will be approved for a three-year grant cycle. Grant funds for the second and third years 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.

### **Program Funding Requests**

Within the ranges in the table below, 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. For applicants that are a consortium or coalition of agencies, each agency in the consortium/coalition may request amounts within the ranges in the table below.

PDE requires grantees 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.

<b>Grant amount range</b>	<b>Contracted enrollment range</b>
Up to \$80,000	25-40
\$80,001-\$110,000	41-55
\$110,001-\$150,000	51-75
\$150,001-\$200,000	76-100
\$200,001-\$250,000	101-125
\$250,001-\$300,000	126-150
\$300,001-\$350,000	151-175
\$350,001-\$400,000	176+

### **Grant Application Components**

The Section 243 Integrated English Literacy and Civics Education Program grant application consists of three sections: Narrative, Agency Information, and Budget. A document explaining

how to create the grant application in eGrants will be posted on the [Division of Adult Education Grants](#) webpage.

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 the 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](mailto:ra-able@pa.gov) for clarification with the subject line of "AI Clarification".

Items that were directly copied from an AI generator must 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 award.

### **Narrative**

The narrative addresses the seven required items and 13 considerations required by WIOA, plus PDE requirements and how the applicant will use the grant funds to support the proposed activities. The narrative is the basis for analysis of the applicant's ability to provide the required activities and services. All questions are scored. Online contextual help is available for each question in the application narrative by clicking on the **Help icons** in eGrants.

### **Agency Information**

The Agency Information section provides detailed information regarding staff qualifications, program sites and schedule, proposed contracted enrollment and participation, assurances, fiscal capacity, section 427 of GEPA, and program contact information. Items in this section are not scored. Online contextual help is available by clicking on the **Help icons** in eGrants.

### **Budget**

The budget demonstrates fiscally sound allocation of funds to successfully provide services. Applicants should ensure that their budget proposal accurately and fully supports the proposed work and activities in the grant. The budget sections are not scored. Online contextual help is available by clicking on the **Help icons** in eGrants.

When completing the budget, refer to the *Adult Education and Family Literacy Guidelines* Section 600 for fiscal guidance and information on grant limitations, cost functions and object codes, and local match. Applicants should also refer to the *Adult Education and Family Literacy Guidelines* Appendix E for guidance on administrative costs and the process to negotiate administrative costs greater than 5 percent, as allowed by WIOA. PDE, Division of Adult Education will conduct negotiations regarding administrative costs with successful applicants during the grant contract approval process.

## Application Review

All Section 243 Integrated English Literacy and Civics Education Program applications will be reviewed except those disqualified for one or more of the following reasons:

1. Entity submitting the application does not meet the definition of Eligible Applicant.
2. Application is incomplete.
3. Application is 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.

Grant applications will be reviewed and scored by teams of at least three individuals comprised of staff from PDE, other Commonwealth agencies, and/or peer reviewers. Peer reviewers will be non-applicants who have experience in related activities. Reviewers will be screened for conflicts 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 the teams.

To ensure compliance with WIOA statute 107(d)(11)(B)(i) and WIOA regulations [§463.21](#), after receiving the grant applications through eGrants, PDE will submit all applications for funds under Title II of WIOA to the appropriate local workforce boards for review for consistency with the local plans. PDE will take the results of the review and any recommendations to promote alignment into consideration when making grant awards.

## Grant Award Selection and Notification Process

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

- 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.
- Very Good (VG) – 3 points: Well-conceived and well-developed ideas that are clearly articulated but are missing some required criteria/key details.
- 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.
- 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.
- Poor (P) – 0 points: Does not address criteria or simply restates the criteria.

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

Scores will be totaled for each of the following sections of the grant: Proposed Service Area and Description of Need, Agency Structure and Capacity, Program Improvement and Data, Integrated English Literacy and Civics Education Program Design and Activities, Student Identification and Support, Integrated Education and Training, Alignment with Workforce, Past Effectiveness, and Budget Narrative. Each section will be weighted to reflect the priority of that section in the application. Applications will be ranked using the weighted scoring and funded from highest scoring to lowest scoring based on the following criteria:

1. A minimum unweighted score of 80 and
2. 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.

## **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 3<sup>rd</sup> 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](mailto:ra-able@pa.gov) with the subject line "Section 243 IELCE grant competition." In the body of the email, prospective applicants should state the agency name and its plans to apply for the Section 243 Integrated English Literacy and Civics

Education Program grant. 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 agency administrator 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](mailto: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 Section 243 Integrated English Literacy and Civics Education Program grant application process to [ra-able@pa.gov](mailto: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 **May 18, 2026**, 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 system records that the program completed the application by marking all sections complete and clicking the “Complete” button.

## Grant Timeline

Dates	Activity
April 20, 2026	Grant Application Guidelines and Related Information Available
April 20, 2026	Section 243 Integrated English Literacy and Civics Education Program Grant Application Available (open)
May 18, 2026, 2:00PM	Section 243 Integrated English Literacy and Civics Education Program Grant Completion and Submission 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.

Contract components are produced by eGrants and consist of the following:

1. Grant Agreement Signature Page;
2. Appendix A – Special Program Terms;
3. Appendix B – Grantee’s Program Narrative(s) and Budget(s); 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 beginning and ending date 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](mailto: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 signer(s) must be (an) authorized representative(s) of the agency as described below:

<b>Agency</b>	<b>One Authorized Representative</b>	<b>Two Authorized Representatives</b>
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	

Agency	One Authorized Representative	Two Authorized Representatives
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.

### **Agency-Specific Sec. 243 IELCE Program Targets**

The Division of Adult Education will work with successful applicants during the grant approval process to establish agency-specific outcome targets for the Section 243 Integrated English

Literacy and Civics Education Program grant, which will be used to track program success and included as a criterium for funding for the second and third years of the grant.

## 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](#)

## Appendix

### Scoring Summary

Section	Maximum Points	Weighting
Proposed service area and description of need	8	6%
Agency structure and capacity	20	15%
Program improvement and data	12	9%
Integrated English literacy and civics education program design and activities	20	25%
Student identification and support	12	9%
Integrated education and training	16	20%
Alignment with workforce	16	8%
Past effectiveness	8	6%
Budget narrative	4	2%
Total	116	100%

Minimum acceptable score = 80/116

## **Adult Education and Family Literacy Guidelines Appendix B Section 243 Integrated English Literacy and Civics Education Program**

The content of the Adult Education and Family Literacy Guidelines, Appendix B Section 243 Integrated English Literacy and Civics Education Program is provided here for reference for applicants. The content is subject to change as part of the annual review and updating of the full Guidelines.

The information in this section is specific to grantees receiving adult education funds to provide Integrated English Literacy and Civics Education (IELCE) programs (061 grants). For the purposes of this section, “IELCE program” refers to the overall program funded by the grant. For grantees that are a consortium or coalition (hereafter “consortium”) of agencies, the IELCE program refers to the overall consortium, not to the individual agencies within the consortium. The agencies within the consortium must work together to coordinate services to meet the requirements of this section. This appendix is to be used in conjunction with the *Adult Education and Family Literacy Guidelines* issued by the Division of Adult Education.

### **AB1 Requirements for Integrated English Literacy and Civics Education Programs**

#### **AB1.1 Program Requirements**

Section 243 IELCE funds must provide integrated English literacy and civics education services. As defined in 34 CFR 463.33, integrated English literacy and civics education services are “education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. The integrated English literacy and civics education services must be delivered in combination with integrated education and training activities. Also required are instruction and services 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. (Reference Title II, WIOA, section 243) [Note: 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.]

Individuals who are eligible participants as defined in WIOA and in section 203.1 of these guidelines and who are also English language learners, including professionals with degrees and credentials obtained in their native countries, are eligible to receive services provided with Section 243 IELCE funds. PDE believes this includes individuals who test out of the NRS ESL levels but are assessed at ABE levels and have goals that align with the purpose of section 243.

PDE requires all IELCE programs to have the following:

1. Year-round, leveled, managed enrollment IELCE classroom activities and support services, 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 consecutive NRS levels per class. See [section 403.2.1](#) for the definition of managed enrollment. In a consortium, all agencies in the consortium must provide integrated English literacy and civics education activities and support services.
2. Provide access to at least one integrated education and training activity accessible to English learners annually. Options for how section 243 programs can provide access to integrated education and training activities are described in section AB1.1.3 below. Note: Section 243 IELCE programs must provide access to integrated education and training activities. However, students in section 243 IELCE programs are **not** required to participate in integrated education and training activities.
3. Program-specific performance targets established through negotiation with the Division of Adult Education, which the program meets in each year of the grant cycle. For a consortium, the performance targets apply to the consortium as a whole. The main grantee is encouraged to negotiate targets with the individual agencies in the consortium to ensure that the whole meets the targets.
4. Support services to help students address barriers to participation.
5. 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.
6. Integration of workforce preparation activities and activities to promote digital literacy and digital resilience into instruction and support services.
7. A program administrator who is a full-time employee of the grantee agency. For providers that are a consortium, the program administrator of the main grantee must meet this requirement. If the program administrator is not working 100 percent on division-funded activities, the agency must provide evidence that this individual has sufficient time allocated to these activities to meet all requirements of the program administrator position. (Note: The program administrator does not have to be paid from grant funds; however, the person must have sufficient time allocated to activities supported by the grant.)
8. Partnership at a local PA CareerLink<sup>®</sup> site and fulfillment of all the roles and responsibilities of a one-stop partner as delegated by PDE, including entering into a Memorandum of Understanding (MOU) with the local board, contributing to infrastructure costs of the PA CareerLink<sup>®</sup> site, providing access to grant services through the PA CareerLink<sup>®</sup> site, and providing career services to eligible one-stop participants. In a consortium, the agencies may distribute the roles and responsibilities they deem appropriate.
9. Integration with the local workforce development system and its functions to place participants in the IELCE Program in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

### **AB1.1.2 Specific Guidance for the Integrated English Literacy and Civics Education Activity**

As defined in federal statute and regulations, IELCE services must include instruction in English literacy, English language acquisition, and the rights and responsibilities of citizenship and civic participation. 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. In addition, PDE has established the following state-specific guidance for IELCE activities under a section 243 IELCE program:

1. The three components of an IELCE activity must be integrated and delivered concurrently and contextually.
2. 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 in AB 1.1, classes should be leveled to include no more than two NRS levels.
3. 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.
4. 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.
5. The division recommends that agencies have a section 243 IELCE program-specific attendance policy that supports the development of self-management skills necessary to succeed in the integrated education and training activity and employment.

### **AB1.1.3 Specific Guidance for Integrated Education and Training Activity**

The integrated education and training activity must meet federal regulations and the additional requirements imposed by the Division of Adult Education (see [section 403.2.1.4](#) of these guidelines).

As stated in 34 CFR § 463.75, to meet the requirement under section 243 that IELCE programs provide IELCE services in combination with integrated education and training activities, programs must provide IELCE program participants with access to integrated education and training activities. 34 CFR § 463.75 cites two ways that programs can provide access:

1. Co-enroll participants in integrated education and training provided from sources other than section 243 or
2. Use funds provided under section 243 to support integrated education and training activities.

In Pennsylvania, the division is allowing the following options to meet the requirement to provide IELCE program participants with access to integrated education and training activities:

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.
4. 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.
5. The program may refer students to the integrated education and training activities offered by the Statewide Distance Section 243 IELCE program.

Regardless of how a program meets the requirement to provide access to an integrated education and training activity for IELCE participants, the program must ensure that students have access to at least one such activity annually.

In addition to the general requirements established for integrated education and training activities in [section 403.1.4](#) of these guidelines, the following guidance applies to integrated education and training activities supported in whole or in part with section 243 funds:

1. To support successful transition to and completion of the integrated education and training activity, programs should assess IELCE students' speaking, listening, reading, and writing skills prior to enrolling students in the integrated education and training activity. Programs may use a combination of standardized, formal, and informal assessments for this purpose.
2. Grantees must support the person doing the occupational training to develop and maintain the knowledge and skills necessary to successfully work with English language learners.

#### **AB1.1.4 Annual and Ongoing Program Reporting**

1. Agencies that receive section 243 IELCE grants will submit a final report to the division that contains optional outcome measures for civics education programs and quantitative and qualitative data related to learner outcomes.
2. Agencies must meet the program-specific targets established during the grant award approval process.

3. Agencies must have a system for tracking and reporting completion of occupational training and attainment of related credentials.

## **AB2 Civics Content**

IELCE activities must include instruction in the rights and responsibilities of citizenship and civic participation. As described in the document [Spotlight: Civics in the Adult Education Classroom](#), instruction in the rights and responsibilities of citizenship and civic participation promotes “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.” 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 following topic areas:

1. The Democratic Process
2. Community Resources
3. The US School System
4. Housing
5. Employment
6. Health and Wellness
7. Consumer Economics
8. US History/Geography

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.

## **AB3 Setting and Documenting Outcome Measures for Civics Education Programs**

### **AB3.1 Definitions**

The [Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act](#) defines each measure as follows:

1. Achieved citizenship skills: Participant attains the skills needed to pass the U.S. citizenship exam.
2. Voter Registration: Participant registers to vote or votes for the first time anytime during the program year.
3. Involvement in community activities: Participant increases involvement in the following community activities:
  - a. Attending or organizing meetings of neighborhood, community, or political organizations;
  - b. Volunteering to work for such organizations;
  - c. Contributing to the support of such organizations; and/or
  - d. Volunteering to work on community improvement activities.

PDE further defines this outcome as activities that occur outside of regular classroom hours, although these activities may be facilitated by the teacher as a group activity. This measure **does not** include demonstrating life skills.

### **AB3.2 Goal Setting Criteria**

1. Achieve citizenship skills: Must be set for all learners in a section 243 IELCE class.
2. Register to vote: Should be set for all learners who, at time of enrollment, are not registered to vote and have this as their goal.
3. Vote for the first time: Should be set for all learners who, at time of enrollment, have never voted and have this as their goal.
4. Involvement in community activities: Should be set for all learners in a section 243 IELCE class who have this as their goal.

### **AB3.3 Reporting**

1. Achieve citizenship skills: Total number of enrolled learners who obtain skills to pass the citizenship exam.
2. Register to vote: Total number of enrolled learners who have this as a goal who register to vote.
3. Vote for the first time: Total number of enrolled learners who have this as a goal who vote for the first time.
4. Involvement in community activities: Total number of enrolled learners who have this as a goal who increase community involvement in any measure under AB3.1 3 above.

### **AB3.4 State Required Documentation**

1. Achieve citizenship skills:
  - a. Learner passes the citizenship exam OR
  - b. There is documentation in the form of an end-of-course assessment or any independently completed assignment in the student file in which the student shows independent knowledge of a minimum of three items from the following list:
    - U.S. history and/or geography
    - U.S. governmental structure and function
    - Naturalization process
    - Rights and responsibilities of citizenship
    - U.S. workplace culture and basics of employment laws
    - U.S. legal system
2. Register to vote: Learner shows the instructor his/her voter registration card, and the instructor documents this in the student file.
3. Vote for the first time: Learner self-report, documented by the instructor in the student file.
4. Involvement in community activities: Learner self-report. Activity must be documented in the student file.