



# Section 243 Integrated English Literacy and Civics Education Program Grant Content

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## Demonstrated effectiveness to determine eligibility

### Applicant(s)

Enter the full name of the grant applicant. In the case of a consortium or coalition of agencies, each agency in the consortium/coalition must be entered separately.

### Evidence of demonstrated effectiveness

Each of the entities listed above under Applicant(s) must provide a completed copy of the appropriate Demonstrated Effectiveness Table form. The forms are located on the [Division of Adult Education Grants](#) webpage. Each entity listed above in the Applicant(s) section must download and fill out its own appropriate table. The file must be saved using the following naming convention: “[Applicant Name] Demonstrated Effectiveness”. The grantee (or main grantee in the case of a consortium or coalition of agencies) must upload each of the completed tables below. 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.

Reminder: 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.

## Narrative

### Proposed service area and description of need

1. Identify the proposed service area. (not scored)

**Help button text:** *(Maximum 1000 characters) The answer must identify the local workforce area(s) the applicant proposes to serve. If the applicant is not proposing services for the entire workforce area, it must identify the portion(s) of the local area to be served. Identify the specific sections of the local area, counties, and population centers in which the applicant will locate its services. Note: Applicants must answer this question; however, this question will not be scored.*

2. Describe the need for a Section 243 Integrated English Literacy and Civics Education program in the proposed service area. The answer must provide evidence to support the description of need. Provide data and cite the sources of that data.

**Help button text:** *(Maximum 2500 characters) The answer must include a description of all similar services in the proposed service area and provide evidence that there is demonstrated need for additional English language acquisition programs and civics education programs in the area. The applicant must provide sufficient relevant data **for the proposed service area** to demonstrate the need for an integrated English literacy and civics education program for the population the agency proposes to serve. The data must be up to date. The answer must include, but not be limited to, data about immigration trends; demographics of the English language learners in the area where the program will be provided; educational attainment data for English language learners in the proposed service area, including data on individuals with degrees and credentials in their native countries; and employment and labor market statistics for the proposed service area.*

3. Describe how the activities proposed in this grant will address the need described in question #2.

**Help button text:** *(Maximum 2000 characters) The answer must draw a direct connection between the activities and services proposed in the grant and the need for those services described in the answer to question two above.*

### Agency structure and capacity

1. Describe how the program director responsible for day-to-day oversight of the program will provide leadership that will ensure quality of instruction, accurate data management, sound fiscal accounting, appropriate program improvement and professional development, and adherence to federal and state laws and regulations, and Pennsylvania Department of Education and Division of Adult Education policies and guidelines.

**Help button text:** *(Maximum 2000 characters) In addition to addressing all of the items listed in the question, the answer must also include information on the amount of time the*

*program director has to fulfill these duties as well as evidence of support from the larger agency and/or board of directors to fulfill these duties. Applicants that are a consortium or coalition of agencies must describe how the main grantee will provide coordination and work with subgrantees to address the items listed.*

2. Describe how the applicant will staff the Section 243 Integrated English Literacy and Civics Education program funded under this grant to meet all of the requirements of the grant.

**Help button text:** *(Maximum 4000 characters) The answer must include a description of the organizational structure of the Section 243 Integrated English Literacy and Civics Education program. The answer must also provide evidence of sufficient staff, staff time, and resources to meet all of the requirements of the grant, including intake, orientation, assessment, data collection and entry, instruction including lesson planning and preparation time, professional development and program improvement, student support/case management services, and collaboration with workforce development partners and other support services in the community. The answer must address the minimum qualifications required by the division and by the applicant for staff roles. The program must also address how it will prevent gaps in service due to staff turnover. If local funds/in kind staff time are used to support some of this work, the answer must include that information. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

3. Describe the applicant's staff onboarding and induction process to ensure that all staff are trained to fulfill all of their roles and responsibilities in the Section 243 Integrated English Literacy and Civics Education program.

**Help button text:** *(Maximum 1500 characters) The answer must address staff orientation, onboarding, and induction procedures that ensure that new staff can immediately provide compliant services. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

4. Describe how the applicant will ensure that Section 243 Integrated English Literacy and Civics Education program staff have access to and sufficient time to participate in high-quality job-embedded professional development.

**Help button text:** *(Maximum 1500 characters) The answer must address both required and optional professional development activities and address access to professional development provided through electronic means, such as online professional development or other technologically enhanced professional development. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

5. Describe how the applicant will use a range of technology to enhance the availability and quality of its services and improve program efficiency, and how it will ensure that all staff have the skills necessary to use the technology.

**Help button text:** *(Maximum 3000 characters) The answer must address availability and quality of services and the use of technology to improve program efficiency. The answer must explain the support the program will provide staff so they can use technology to complete these activities. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Program improvement and data**

1. Describe the applicant's data collection, entry, review, and reporting processes and procedures to ensure, per the division's policy, timely and accurate entry of data into the Division of Adult Education's online data reporting system and submission of required reports.

**Help button text:** *(Maximum 2000 characters) A complete answer must address all items listed in the question plus include information on the process and procedures for collecting data on and documenting the achievement of outcome measures for Civics Education programs as defined in the National Reporting System. The answer must address the roles and responsibilities of all program staff members associated with data collection, review, entry, and reporting. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe the applicant's plan to ensure that all students are assessed in compliance with Division of Adult Education assessment policy.

**Help Button text:** *(Maximum 2000 characters) Applicants must refer to Policy D.100 Adult Learner Assessment. The answer must address the standardized assessments the applicant will use and how they were selected, the internal policies and procedures to ensure appropriate training for staff and timely and appropriate administration of assessments, and the use of both in person and remote administration of assessments. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

3. Describe how the applicant will monitor program performance and ensure continuous program improvement.

**Help button text:** *(Maximum 2000 characters) Applicants must refer to the Adult Education and Family Literacy Guidelines Section 500 and 501 for information on division requirements related to program improvement. The answer must provide a clear, detailed explanation of how applicant staff will use data to monitor and evaluate the Section 243 Integrated English Literacy and Civics Education program performance and student outcomes and of how they will use the results to support continuous program improvement. Applicants that are a consortium or coalition of agencies must provide details on how they will work together to monitor program performance and ensure continuous program improvement within the consortium/coalition.*

## **Integrated English Literacy and Civics Education Program Design and Activities**

1. Describe how the applicant will structure the program to provide integrated English literacy and civics education activities that meet the need described in the Description of Need section, lead to substantial learning gains, and support students to achieve their academic, employment, and civic participation goals. Include details about the class levels to be provided, the modalities that will be used, the anticipated intensity and duration of the managed enrollment sessions, and other information that provides a clear picture of the planned program.

**Help button text:** (Maximum 4000 characters) *The answer must provide a clear picture of the overall structure of the proposed integrated English literacy and civics education program and activities as well as how it will address the identified need. Consideration will be given to whether the program structure and planned activities will support student access and learning gains through flexible schedules, intensity of instruction, and a range of modalities, including distance learning options, and class locations, to increase the amount of learning. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition. Do not list specific classes with dates and times. That information will be entered in Program Sites and Class Schedules in the Agency Information section.*

2. Describe how the applicant will ensure that the Section 243 Integrated English Literacy and Civics Education program activities are integrated with the local workforce development system and its functions to meet the purposes of section 243 and how the applicant will meet the roles and responsibilities of a partner in the one-stop center, also known as America's Job Center/PA CareerLink<sup>®</sup>, as delegated by the Pennsylvania Department of Education.

**Help button text:** (Maximum 4000 characters) *The answer must include examples of how the applicant will integrate the Integrated English Literacy and Civics Education program activities with the local workforce development system and its functions to meet the purposes of section 243. The answer must also address participation in the MOU and corresponding operation of the PA CareerLink<sup>®</sup> one-stop system; contributions to infrastructure costs and other costs; and access to Title II adult basic education activities and career services through the one-stop system. Applicants that are a consortium or coalition of agencies must describe how they will work together to ensure capacity. Refer to [Policy G.100 Adult Education and the Workforce Development System](#) for the roles and responsibilities of one-stop partners.*

3. Describe how the overall Section 243 Integrated English Literacy and Civics Education program structure, instruction, and support services will help students develop the workforce and digital literacy skills necessary to succeed in employment.

**Help button text:** (Maximum 3000 characters) *Workforce skills include basic academic skills, critical thinking skills, digital literacy skills, self-management skills, competencies in utilizing resources, using information; working with others; understanding systems; and the*

*skills necessary for successful transition into and completion of postsecondary education or training, or employment; and other employability skills that increase an individual's preparation for the workforce. The answer must address all relevant aspects of the program. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

4. Describe the curriculum and instructional practices to be used in the integrated English literacy and civics education activities, including how the program will integrate the three components: literacy, English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation.

**Help button text:** *(Maximum 4000 characters) The answer must describe how the program will use the College and Career Readiness Standards for Adult Education (CCRS) and the English Language Proficiency Standards (ELPS) to ensure that the classes lead to educational advancement, including how it will use these standards within the context of the topics listed in the Integrated English Literacy and Civics Education (IELCE) Content guide to integrate the three components so that students gain the skills needed to transition to and complete postsecondary education and training programs, gain and advance in employment leading to economic self-sufficiency and exercise the rights and responsibilities of civic participation. The answer must provide evidence that the research-based instructional and educational practices the program uses will support adults in reading, including the essential components of reading instruction; writing; speaking; and English language acquisition; are effective; and are based on best practices derived from the most rigorous research available. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

5. Describe how instructional staff will determine their students' educational needs and plan instruction to meet those needs, including strategies to support participants with learning differences and participants with disabilities.

**Help button text:** *(Maximum 2000 characters) The answer must address a variety of methods for determining student needs. The answer must also explain how programs address the needs of individuals with disabilities, including learning disabilities and differences. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Student Identification and Support**

1. Describe the population the Integrated English Literacy and Civics Education program will serve and how the program will recruit individuals who are appropriate candidates.

**Help button text:** *(Maximum 3000 characters) The answer must address both identification of target populations and recruitment of those individuals. The answer must address partnerships with other agencies that serve this population. Applicants must refer to the local workforce plan(s) for the local area(s) to be served to find out the groups identified by the*

*local board(s) as being target populations for the workforce system. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe the student orientation and goal setting process in the Integrated English Literacy and Civics Education program.

**Help button text:** *(Maximum 3000 characters) The answer must address the requirements of orientation described in the Adult Education and Family Literacy Guidelines Section 301. The answer must also describe how the applicant will help potential students to determine if the program is appropriate for them, including, but not limited to, information on any special requirements such as attendance. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

3. Describe how the applicant will work with students, including students with disabilities, to identify and address barriers to participation in a manner that meets the needs of eligible participants and supports their persistence in the program.

**Help button text:** *(Maximum 2000 characters) The answer must include information on how the program will coordinate with federal, state, and local support services and not duplicate services. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Integrated education and training**

Select the option(s) the program will use to meet the requirement to provide integrated English literacy and civics education in combination with integrated education and training. (Select all that apply)

1. The program will use section 243 funds for an integrated education and training activity exclusively for students who were enrolled in the integrated English literacy and civics education activities under the section 243 grant.
2. The program will 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 integrated English literacy and civics education activities under the section 243 grant and uses other funds to cover the costs for the other students.
3. The program will provide integrated education and training activities with other funds that are open to section 243 integrated English literacy and civics education students.
4. The program will partner with another adult education program that has one or more integrated education and training activities and refer section 243 integrated English literacy and civics education students to those activities.
5. The program will refer students to the integrated education and training activities offered by the Statewide Distance Section 243 Integrated English Literacy and Civics Education program.

1. Describe how the program will ensure that section 243 integrated English literacy and civics education students have access to integrated education and training activity(ies) through the selected option(s).

**Help button text:** *(Maximum 2000 characters) The answer must describe how the program will make students aware of the available integrated education and training activity(ies). It must also outline how the program will help students determine if the available integrated education and training activity(ies) are of interest and appropriate for them. The answer must also address the practices the program will use to evaluate its success in referring students to appropriate integrated education and training activities. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe how the program will use the integrated English literacy and civics education activities to help students develop the reading, writing, speaking, and listening skills necessary to succeed in integrated education and training activity(ies) or similar educational opportunities.

**Help button text:** *(Maximum 2000 characters) The answer must describe how the program will determine the reading, writing, speaking, and listening skills students will need to be successful in the available integrated education and training activity(ies) or similar educational opportunities. The answer must also detail how the integrated English literacy and civics education instructors will address reading, writing, speaking, and listening so that students can apply these skills in their integrated education and training activity(ies), and the ways in which the applicant will measure student readiness with these skills. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

3. Describe how the program will ensure that students are able to apply the digital literacy skills developed in the integrated English literacy and civics education activities to the integrated education and training activity(ies).

**Help button text:** *(Maximum 2000 characters) The answer must describe how the program will determine the digital literacy skills students will need to be successful in the available integrated education and training activity(ies). The answer must also detail how the integrated English literacy and civics education instructors will incorporate the relevant digital literacy skills in a meaningful way in the integrated English literacy and civics education activities so that learners can seamlessly apply these skills in their integrated education and training activity(ies), and the ways in which the program will measure student readiness with these skills. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

4. Describe the supports the program will provide to the integrated English literacy and civics education students who enroll in an integrated education and training activity to help them succeed in that activity.

**Help button text:** *(Maximum 2000 characters) The answer must outline how the applicant will coordinate, collaborate, and communicate with the integrated education and training provider to help integrated English literacy and civics education students succeed during the integrated education and training activity, as well as during any period of time between the end of the integrated education and training activity and any occupational exams or employment. The answer must include the roles of staff members who will support students and the steps they will take to do so. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Alignment with workforce**

Applicants must answer the series of four questions for each Local Area in which they propose to provide Section 243 Integrated English Literacy and Civics Education program activities.

The content of this section will also be reviewed for alignment with the local workforce plans by the local board of the area(s) selected. Local boards will be given the opportunity to provide recommendations to improve alignment.

Workforce Area 1: Select the local workforce area in which your program will provide services. (Dropdown list of all local workforce areas: Berks Co.; Bucks Co.; Central; Chester Co.; Delaware Co.; Lackawanna Co.; Lancaster Co.; Lehigh Valley; Luzerne-Schuylkill; Montgomery Co.; North Central; Northern Tier; Northwest; Philadelphia Co.; Pocono Cos.; South Central; Southern Alleghenies; Southwest Corner; Three Rivers; Tri County; West Central; Westmoreland/Fayette)

1. Describe how the Section 243 Integrated English Literacy and Civics Education program proposed in this application aligns with and is responsive to the regional and local needs identified in the local plan especially as the needs relate to the workforce in the area, including the educational and skill levels of that workforce, and the knowledge and skills needed to meet the employment needs of the employers in the area.

**Help button text:** *(Maximum 1500 characters.) Refer to Sections 1.1, 1.2, 1.3, 1.4, and 1.5 of the local workforce plan for this local workforce area. The answer must draw clear and direct connections between the integrated English literacy and civics education activities proposed in this grant and the regional and local needs identified in the local plan.*

2. Describe how the activities proposed in this application align with and support the strategic vision and goals in the local plan.

**Help button text:** *(Maximum 1500 characters) Refer to Section 2.1 of the local workforce plan for this local workforce area. The answer must directly link the activities proposed in*

*this grant application to the strategic vision and specific goals in the local plan. The answer must provide specific examples.*

3. Describe how the activities proposed in this application serve the target populations with barriers to employment that are identified in section 4.8 of the local plan and how the program will support their success in gaining employment.

**Help button text:** *(Maximum 1500 characters) The answer must identify the target populations from the local plan that can benefit from the Section 243 Integrated English Literacy and Civics Education grant activities and explain how the services proposed in this grant application will support those populations. The answer must provide specific examples that directly link proposed activities and services to skills necessary to gain employment.*

4. The local plan describes in several sections how the local board plans to work with entities carrying out WIOA core programs, including Title II adult education providers; other workforce development programs; PA CareerLink® partners; and other education providers to coordinate and align services. Describe how the services proposed in this grant application align with the proposed activities.

**Help button text:** *(Maximum 1500 characters) See Sections 3.2, 3.5, 3.7, 3.9, 4.1, 4.2, 4.3, 4.4, and 4.5 of the local workforce plan for this local workforce area. The answer must include a description of how the applicant will coordinate with such entities for the development of career pathways appropriate for the Section 243 Integrated English Literacy and Civics Education program participants The answer must include information on co-enrollment with Title I programs and activities as appropriate. The answer may also include additional activities not mentioned in the local plan but that your program believes it can provide.*

Workforce Area 2 (if applicable) Select the local workforce area in which your program will provide services. Same dropdown list and same questions.

Workforce Area 3 (if applicable) Select the local workforce area in which your program will provide services. Same dropdown list and same questions.

## **Past effectiveness**

1. Describe the applicant's success in the immediately preceding two program years in supporting student persistence in the program.

**Help box text:** *(Maximum 1500 characters) Answer must include narrative with quantitative data to support the narrative. It must address the applicant's success in having individuals who complete its intake process achieve participant status (i.e., reach 12 hours of service) and its success in having participants remain in the program long enough to achieve their goals. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

- Describe the applicant’s effectiveness in the immediately preceding two program years in improving the literacy of eligible individuals and meeting the state levels of performance especially with regard to eligible individuals with low levels of literacy and to English language learners. Address past effectiveness in achieving the following outcomes with such learners: improving English language proficiency; transitioning from ESL to ABE; improving reading, writing, and mathematics skills; attaining a high school equivalency credential; transitioning to employment; transitioning to postsecondary education or training; and earning a postsecondary credential through participation in an integrated education and training activity or while co-enrolled in an adult basic education program.

**Help box text:** *(Maximum 4000 characters) The answer must include information that clearly establishes past effectiveness with English language learners related to all of the listed outcomes. Information may be qualitative and quantitative. The information provided must include the total numbers as well as percentages to make clear the full extent of the past effectiveness. In the case of a consortium or coalition of agencies, the answer must address the past effectiveness of each agency separately.*

## Budget Narrative

Describe how the funds requested will support the purpose of the section 243 grant. The description must provide clear evidence that the proposed expenditures are reasonable and necessary to meet the requirements of the program.

**Help button text:** *(Maximum 3000 characters) The answer must draw connections between the expenditures and the purpose and goals of the activities proposed in the grant narrative and agency information sections. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## Agency information

### Staff

List all staff that will work on activities of the section 243 Integrated English Literacy and Civics Education grant, including all administrative, direct services, and support staff, by position title, roles, employment status, and percentage of total time on the section 243 IELCE grant. If the occupational trainer will be paid in part or in full with section 243 funds, include the trainer. Include volunteers, classroom aides and tutors, if applicable. Provide evidence that staff members are highly qualified by listing the minimum qualifications for each position.

Position Name in agency	Roles covered by the position	Status at agency (dropdown list: full-time, part-time, volunteer)	% of time on Sec. 243 IELCE grant activities	Minimum qualifications required for this position (max. 175 characters)
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**Help button text:** *The information provided here must align with the information in the salary sections of the budget.*

1. *Position title: Title on the agency's position description.*
2. *Roles: The entry for a position must include **all roles** that the person in the position fulfills for the program. In most programs, most positions fulfill multiple roles. All of those roles must be listed in the second column. Do not list each role in a separate entry. Grantees must address all of the required roles listed in the Adult Education and Family Literacy Program Guidelines.*
3. *Status at Agency: Select the status that reflects the status of the position at the agency not in the sec. 243 IELCE program specifically. It is possible for a person to be full time at the agency but work only part time on sec. 243 IELCE program activities. Select the status at the agency.*
4. *% of total time on sec. 243 IELCE grant: The percentage of each employee's overall time spent working on activities for the sec. 243 IELCE grant activities. For example, the program administrator may be a full time employee at ABC Literacy Center but only spends 10% of their time working on the sec. 243 IELCE activities. On the other hand, a part-time teacher working 8 hours per week may spend 100 percent of their time on sec. 243 IELCE activities.*
5. *Minimum qualifications: Include only what the agency requires to hire a person for that position. Do not list the qualifications of the person currently holding the position. For example, if the agency requires clerical staff to have at least a high school diploma or equivalent, that is the information to include, even if the person currently doing clerical work has a bachelor's degree. Do not describe the duties of the position.*

## **Program sites and class schedule**

### **Class locations**

Enter the name, street address, room number if applicable, city, and county of each site at which classes with some in-person instruction are located. For fully remote classes with no in-person option, enter Fully Remote in the Class Site column and Remote in the address column. Select the appropriate county. Click the "Add" button after each entry to continue to add locations. Once all locations have been entered, click "Save" before starting the Class Schedule section to populate the drop down menu for the first column in that section.

### **Help box text:**

1. *Enter the name of the building in the Class Site column and the street address, room number (if applicable), and city in the Address column. Select the appropriate county from the dropdown.*
2. *For Fully remote classes, enter Fully Remote in Class Site column and Remote in address. Select an appropriate county.*
3. *Click on the "Add" button after saving each entry to continue to add locations. Continue this sequence until all locations have been entered. Click "Save " when complete to create the dropdown menu for the first column in the class schedule.*

Class Site	Address	County

## Class schedule

Before completing the Class Schedule, click the "Save " button at the bottom of the screen to populate the Class Site drop down menu.

### Help button text:

*All IELCE and IET classes must be managed enrollment.*

1. *If the same class will be offered multiple times during the program year, list the class once and include the number of weeks per session and the number of sessions per year in the Class Days and Times column.*
2. *Only list IET(s) that will be paid in part or in full with Section 243 IELCE grant funds.*
3. *Class location: The content of the dropdown is populated from the information entered in the Class Locations section.*
4. *Class Name: This should be the name the grantee will give to the class.*
5. *Type of activity Select IELCE or IET.*
  - a. *Adult Basic Education for English Learners (ABE for ELLs) and Bridge classes are IELCE activities.*
6. *Delivery Method:*
  - a. *Blended classes combine live real-time class sessions (remote or in-person) with online, asynchronous coursework. Students are required to attend real-time class sessions, typically once a week, and complete the remainder of their coursework online. In this delivery method, all students must complete the online asynchronous coursework, which is fully aligned with the classroom content and activities.*
  - b. *Hyflex classes are real-time classes in which some students attend in person and some students attend remotely during the same class session. Students can attend either the in-person or remote session and have a similar learning experience.*
  - c. *Hybrid classes are those that have regularly scheduled in person class sessions combined with regularly scheduled real-time remote class.*
  - d. *Fully remote are classes that have no in-person option.*
  - e. *Fully in-person are classes that have no remote option.*
7. *Class level*
  - a. *For IELCE class type, select the ESL level(s), ABE for ELLs, or Bridge Class.*
  - b. *For IET class type, select IET.*
8. *Do not enter supplemental distance learning activities in the Class Schedule.*

Class Location	Class Name	Type of Activity	Delivery Method	Class Level	Start date	End date	# Hours per Week	Class Days and Times; # and length of sessions
		IELCE IET	Blended Fully in person Fully remote Hybrid Hyflex	ESL level 1/2 ESL level 2/3 ESL level 3/4 ESL level 4/5 ESL level 5/6 ESL level 6 ABE for ELLs Bridge class IET				

## Agency activity summary

1. Enter a number or dollar amount in each open cell.

	Total Planned Enrollment	# IET participants (subset)	Requested Amount
ABE Institutional			
ABE Community Based			
Totals			
Requested Amount			
Cost Per Student IELCE activity only			
Cost Per Student IET only			

**Help button text:** *The table will automatically calculate the amounts in the Totals row and in the Cost Per Student row. 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/provided by other agencies. Requested amounts must reflect the amounts the agency proposes to use to provide the related services. The requested amounts must adhere to the floors and ceilings explained in the Adult Education and Family Literacy Guidelines.*

2. Provide a detailed explanation for the numbers entered in the Agency Activity Summary table. (Maximum 2000 characters)

**Help button text:** *The answer must explain the proposed enrollment in the "Total Planned Enrollment" column and the "# IET participants (subset)" column. Explain the proposed dollar amounts requested for each of the activities.*

## Subgrantee Activity Summary

If applicable, enter all subgrantees that are to provide instructional services. If the subgrantees are entering their own data, you must enter the administrative unit number (AUN).

Subgrantee Name	AUN	Total Planned Enrollment	Subgrant Amount

## Counties Served

List each county in which the agency will provide services and the anticipated amount of funds to be expended.

County Served	Amount

## Program Contact Information

Enter all information for the program contact. Select the type of agency from dropdown list.

**Help Button:** *The program contact is the person responsible for day-to-day oversight of the adult basic education program. This person will be on the Division of Adult Education's program contact list and will receive email notifications from the division. It must not be a grants administrator or other high level management.*

Title

Name: (First, Middle Initial, Last)

Address

City

State

Zip Code:

Telephone:

Email Address:

Type of Agency: (Drop down box with: Community-based organization; Community, Technical or Junior College; Correctional Institution; Faith Based Organization; Four Year College or University; Library; Local Education Agency; Other Agency; Other Institution (Non-Correctional); Other Institution of Higher Education)

This individual is a full time employee at the agency.  
(Yes, No)

## Compliance and Assurances

1. Describe the applicant's financial management system and internal controls to ensure fiscally sound and compliant use of grant funds.

**Help button text:** *(Maximum 2500 characters) The answer must address both the overall financial management system and internal controls as well as the adult education program administrator's roles and responsibilities in the process. Applicants that are a consortium or coalition of agencies must describe how the main grantee will provide coordination and work with subgrantees to ensure fiscally sound and compliant use of grant funds.*

2. Describe the steps the applicant will take to ensure equitable access to, and participation in, this grant-funded program.

**Help button text:** *(Maximum 1000 characters) The answer must address equitable access to and participation in the proposed services. See information on GEPA at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

Select Yes or No for each of the statements. If not planning to use section 243 funds to support and integrated education and training activity in whole or in part, select NA for those statements.

1. The grantee will expend funds awarded under this grant only in a manner consistent with the supplement not supplant provision in section 241(a).  
Yes/No
2. The grantee will abide by federal and state regulations that govern these grant funds.  
Yes/No
3. The grantee has read and reviewed the most current versions of Division of Adult Education policies and guidelines and will abide by them.  
Yes/No
4. The Section 243 Integrated English Literacy and Civics Education program provided under this grant will ensure that participants have access to at least one integrated education and training activity annually.  
Yes/No
5. The Section 243 Integrated English Literacy and Civics Education program provided under this grant will (1) 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 (2) integrate with the local workforce development system and its functions to carry out the activities of the program.  
Yes/No
6. The grantee will not use any funds received through the Division of Adult Education as local matching funds for this grant.  
Yes/No
7. The grantee will not use any other federal funds as local matching funds for this grant.  
Yes/No
8. The grantee has cited all instances of artificial intelligence (AI) usage in its application.  
Yes/No

Applicants that plan to use section 243 grant funds to support in whole or in part an integrated education and training activity.

1. The occupational training included as part of the program will be provided by qualified providers.  
Yes/No/NA
2. The grantee will ensure the occupational trainer has the knowledge and skills to work with English language learners.  
Yes/No/NA

## Budget

### Salary

Function	Object	Role	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment		HSD/HSE			
2122	102	Childcare/babysitting		Associate degree			
2160	103	Clerical		Bachelor's degree			
2200	105	Data entry		Master's degree			
2270	110	Data review/quality		Doctorate degree			
2300	116	Digital Literacy Specialist		Other			
2600	190	Employee opt out					
2900		Fiscal administration					
		General grant administration					
		Human resources					
		IELCE lesson planning/prep					
		IELCE program planning					
		IET lesson planning/prep					
		IET program planning					
		IHPDS					
		Instruction					
		Intake/orientation					
		Other					
		Paid classroom aide					
		Program coordination					
		Program director					
		Staff professional development					
		Student recruitment					
		Student support					

**Salary Help Button:** Refer to the *Adult Education and Family Literacy Guidelines Section 606, 607, and 608* for definitions of the function and object codes. Enter information for this part of

*the application one name at a time. Select a cost function and object code from the dropdown menus; use the appropriate object code for the employee's position. select a role to specify the work being done; For example, OC 105 Administrative Support Personnel can be "Clerical" in some function codes and "Data entry" in FC 2900. type in the name; choose the degree from the dropdown menu; enter the number of hours; and enter the hourly rate for each staff member. The amount paid will be automatically calculated. Click on the "add" button to add that person to the list. Repeat this sequence until all staff has been entered.*

**Note:** Individual staff members may be entered on the list more than one time if they fulfill multiple roles.

**Note:** The total hours entered for each staff member (all grants combined) cannot exceed 2080 hours unless previously approved by the division.

The applicant may provide narrative information to clarify the salary expenses if desired. (Text box – 750 characters maximum)

### **Benefits**

Function	Object	Description	Amount
1691	210		
2122	220		
2160	230		
2200	231		
2270	250		
2300	260		
2600			
2900			

**Benefits Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. All benefits charged to the grant must be prorated across function codes in the same proportions as the associated staff salaries. Select a cost function and object code from the dropdown menus; add a description of the benefit; and the total amount. Click on the "add" button after each entry. Repeat this sequence until all benefits have been entered.

**Note:** Total FICA costs must not exceed Federal rate totals.

The applicant may provide narrative information to clarify expenses if desired. (Text box – 750 characters maximum)

### **Contracted Services**

Function	Object	Name	Description	Amount
1691	320			
2122	330			
2160	340			
2200	350			

2270	360			
2300	390			
2600				
2900				

**Contracted Services Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for contracted professional and technical services. Select a cost function and object code from the dropdown menus; OC 330 may only be allocated to FC 2300. OC 350 may only be allocated to FC 2600. PA CareerLink infrastructure costs must be allocated to FC2300/OC390. Enter the name of the contractor. The information in the Name column must be the name of the entity or person with whom the program is contracting. General descriptions are not acceptable. Enter a brief description of the services contracted for and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all contracted services have been entered.

The applicant may provide narrative information to clarify expenses if desired. (Text box – 750 characters maximum)

### Building-Related

Function	Object	Description	Amount
2300	410		
2600	420		
	430		
	441		
	490		
	520		

**Building-Related Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for building-related expenses. Select a cost function and object code from the dropdown menus; enter a brief description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all building-related expenses have been entered.

The applicant may provide narrative information to clarify expenses if desired. (Text box – 750 characters maximum)

### Leased Equipment

Function	Object	Description	Amount
1691	442		
2122	448		
2160	449		
2200			
2270			
2300			

2900			
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**Leased Equipment Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for leased equipment. Select a cost function and object code from the dropdown menus; enter a brief description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all leased equipment items have been entered.

The applicant may provide narrative information to clarify expenses if desired. (Text box – 750 characters maximum)

### Purchased Equipment

Function	Object	Description	Unit Cost	Number of units	Amount	Location	Job title for computers
1691	790						
2122							
2160							
2200							
2270							
2300							
2900							

**Purchased Equipment Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for purchased equipment. Select a cost function and object code from the dropdown menus; enter a brief description of the item, the cost per unit, the number of units, the location where the equipment will be housed/used, and the job title of the person who will have primary use (for computers). You do not need to enter an amount: this field will update automatically. Click on the "add" button after each entry. Repeat this sequence until all purchased equipment has been entered.

The applicants must provide an explanation/justification for any equipment to be purchased. (Text box – 750 characters maximum)

### Program-Related

Function	Object	Description	Amount
1691	530		
2122	540		
2160	550		
2200	580		
2270	610		
2300	640		
2600	650		
2900	810		

**Program-Related Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for other program-related expenses. Select a cost function and object code from the dropdown menus; enter a description of the expense. The description must clearly and specifically describe the purpose of the expenditure. Do not simply restate the object code title and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all program-related expenses have been entered.

The applicant may provide narrative information to clarify expenses if desired. (Text box – 750 characters maximum)

**Restricted Indirect Costs**

Function	Object	Amount
5000	900	

**Restricted Indirect Costs Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Exclude the total in the Purchased Equipment section and the amount of subgrants above \$25,000 per subgrantee when calculating the restricted indirect costs.

**Local Match**

Function	Object	Description	Local Match In-Kind	Local Match Cash	Amount
LM	101				
	102				
	103				
	105				
	106				
	110				
	116				
	190				
	210				
	220				
	230				
	231				
	250				
	260				
	320				
	330				
	340				
	350				
	360				
	390				
	410				
	420				
	430				

	441				
	442				
	448				
	449				
	490				
	520				
	530				
	540				
	550				
	580				
	610				
	640				
	650				
	790				
	810				
	891				

**Local Match Help Button:** *Select the LM function code; select an object code from the dropdown menu; enter a description of the item; enter the local match in-kind and/or local match cash that corresponds with the object code you selected. The amount column will automatically calculate, no need to enter an amount in that column. Click on the "add" button after each entry. Repeat this sequence until all Local Match is entered.*