



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

---

This document is being provided for reference only. Section 243 Integrated English Literacy and Civics Education Program grant applications are submitted through eGrants. The content of the application in eGrants is the official application.

## **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 Grant Competitions](#) webpage. Each entity listed above in the Applicant(s) section must download and fill out its own appropriate table. The file should 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

### Description of need

1. Describe the proposed service area and the need for a section 243 Integrated English Literacy and Civics Education program in that 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 2000 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 of the local area to be served. The applicant must provide sufficient relevant data for the proposed service area to demonstrate the need for integrated English literacy and civics education activities in combination with integrated education and training activities in that area. The data must be up to date. The answer should include, but not be limited to, data about immigration trends, including data about the number of individuals in the proposed service area who have lived in the United States for five or more years; 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.*

2. Describe how the applicant determined the need for the integrated education and training activity that it is proposing to offer and why an integrated education and training activity is the preferred delivery method.

**Help button text:** *(Maximum 3000 characters) The answer must include information about the need for such services to English language learners, including those who are professionals with degrees and credentials in their native countries. The answer must explain why an integrated education and training activity is preferable to having students attend adult education classes at the same time they are attending the occupational training. The answer should include information on how the applicant selected the sector(s), including citing information from the local plan and providing evidence that the integrated education and training activity aligns with the skill needs of employers in the service area. Discuss communication with the training provider to establish its commitment to provide the occupational training and all preliminary planning done. Discuss relevant communication with the local workforce board, local employers, other workforce partners, and social service agencies serving the target population.*

3. Describe how the proposed integrated education and training activity is part of a career pathway and has the potential to lead to economic self-sufficiency. Provide evidence that it will help individuals enter or advance within a specific occupation or occupational cluster in the service area, preferably in in-demand industries. Provide evidence that there are appropriate employment opportunities for participants who complete the training.

**Help button text:** *(Maximum 3000 characters) The answer must provide evidence that the integrated education and training activity is part of a career pathways as defined in WIOA sec. 3(7). The answer must identify specific employers the applicant has communicated with regarding related employment opportunities for individuals who complete the integrated education and training activity.*

## **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 should describe how the main grantee will provide coordination and work with subgrantees to address the items listed.*

2. 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 should describe how the main grantee will provide coordination and work with subgrantees to ensure fiscally sound and compliant use of grant funds.*

3. Describe how the applicant will staff the 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 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 program must 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 should include that information. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

4. Describe how the applicant will recruit and hire qualified staff for the Integrated English Literacy and Civics Education program funded under this grant.

**Help button text:** *(Maximum 1500 characters) The answer must address the minimum qualifications required by the division and by the applicant. The answer must also address the qualification of the individuals who will be teaching the occupational training portion of the Integrated Education and Training activity, including details on any required licenses or certification required by governing authorities for that field. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

5. 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 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 should provide details for all agencies in the consortium/coalition.*

6. Describe how the applicant will ensure that 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. The answer must also address the professional development and technical assistance that the applicant will provide to the occupational trainer to work effectively with English language learners. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

7. Describe 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® as delegated by the Pennsylvania Department of Education.

**Help button text:** *(Maximum 2000 characters) The answer must address at a minimum participation in the MOU and corresponding operation of the PA CareerLink 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. Additional information and examples are strongly encouraged. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition, as applicable. Refer to Policy G.100 Adult Education and the Workforce Development System.*

## **Program design**

1. Describe program design and applicant capacity to provide both of the required components (integrated English literacy and civics education activities and at least one integrated education and training activity) of the Section 243 Integrated English Literacy and Civics Education program.

**Help button text:** *(Maximum 4000 characters) The answer must propose a model that ensures provision of all required components in compliance with WIOA regulations and describe applicant capacity to deliver the proposed model. The answer must describe how the applicant will provide high-quality instruction that is of sufficient intensity to lead to student outcomes and must state the planned intensity of the integrated English literacy and civics education activities. The answer must also describe how the applicant will ensure that the 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. Applicants that are a consortium or coalition of agencies should describe how they will work together to ensure capacity.*

2. Describe how the applicant will establish partnerships with other education providers, immigrant and refugee service organizations, and workforce system partners to ensure widespread provision of integrated English literacy and civics education activities throughout the proposed service area.

**Help button text:** *(Maximum 2500 characters) The question is referring only to the integrated English literacy and civics education activities in the program, not to the integrated education and training activity. A priority of this grant is to provide integrated English literacy and civics education activities within the communities where prospective students reside. Applicants that are a consortium or coalition of agencies should describe how all of the agencies in the consortium contribute to provision of services throughout the proposed service area.*

3. Describe how the applicant will structure the Integrated English Literacy and Civics Education program to support students to progress through the program to achieve their academic and citizenship related goals.

**Help button text:** *(Maximum 3000 characters) The answer must address a range of academic and citizenship goals, including earning a high school equivalency credential for students who have that goal and achieving U.S. citizenship for students who have that goal. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

4. Describe how the applicant will structure the Integrated English Literacy and Civics Education program so that students who are interested in the integrated education and training activity can progress through the program and access, participate in, and successfully complete the integrated education and training activity.

**Help button text:** *(Maximum 3000 characters) The answer should include information on how lower level students served with other funding sources will be able to enter the Integrated English Literacy and Civics Education program. Applicants that are a consortium or coalition of agencies should describe how participants in the integrated English literacy and civics education activities at one of the agencies will be able to access an integrated education and training activity provided by another agency in the consortium.*

5. Describe how the overall 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 should address all relevant aspects of the program. Applicants that are a consortium or coalition of agencies should 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 should 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 should 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 should refer to Policy D.100 Adult Learner Assessment. The answer should 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 should 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 should refer to the Adult Education and Family Literacy Guidelines Section 500 and 501 for information on division requirements related to program improvement. The answer should provide a clear, detailed explanation of how applicant staff will use data to monitor and evaluate the 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 should 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 instruction**

1. Describe the curriculum and instructional practices to be used in the integrated English literacy and civics education portion of the program, 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 3000 characters) The answer must describe which levels will be provided and how the program will use the College and Career Readiness Standards for Adult Education (CCRS) and the English Language Proficiency Standards to ensure that the classes lead to educational advancement. The answer must also provide evidence that the research-based instructional and educational practices that support adults in reading, including the essential components of reading instruction; writing; speaking; and English language acquisition are effective and based on best practices derived from the most rigorous research available. The answer should address how these practices support students in understanding the rights and responsibilities of citizenship and civic participation. The answer must also address how instruction will be contextualized 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 citizenship. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe how instructors will be given sufficient time to plan the instructional program and prepare lessons for the integrated English literacy and civics education activities.

**Help button text:** *(Maximum 2000 characters) The answer should address time for the instructors in the integrated English literacy and civics education activities to do both program planning and lesson planning. Describe all co-planning activities. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

3. 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 should provide a description that encompasses all agencies in the consortium/coalition.*

## Integrated education and training instruction

Name the proposed occupational training that will be part of the integrated education and training activity.

1. Describe your integrated education and training program goals.

**Help button text:** *(Maximum 3000 characters) The answer must specify how you worked with your partners to develop a broad set of goals for your integrated education and training program. Provide information about the goals in the following three categories: learner goals for the target population that describe expected successful workforce development outcomes; program goals that support learners and describe the overall desired outcomes of the program; and partner goals that focus on engagement or outcomes important to partners, especially employers.*

2. Describe the integrated education and training activity proposed, including the single set of learning objectives.

**Help button text:** *(Maximum 3000 characters) The answer must specify the single set of learning objectives for the integrated education and training activity and provide details on all three components of the integrated education and training activity (adult education and literacy activities, workforce preparation activities, and occupational training) and how they support the single set of learning objectives. Include information about the proposed classroom instruction model and how the applicant will ensure that students achieve the learning objectives, complete the integrated education and training activity, earn any related credentials, and gain related employment. The information in the answer must clearly show that the integrated education and training activity meets all of the federal requirements to be integrated and for the purpose of educational and career advancement.*

3. Describe the occupational training component of the integrated education and training activity, including the curriculum.

**Help button text:** *(Maximum 3000 characters) The answer must include the name of the entity that will provide the training, including the trainer, if known; any regulatory or legal mandates dictating entrance requirements for participants for the training; and any regulatory or legal mandates dictating how the occupational training must be delivered. The answer must describe how the applicant will support the occupational trainer during the integrated education and training activity to work with English language learners, including any adaptations that may be made to the training. (Maximum 3000 characters)*

4. Describe how instructors will be given sufficient time to plan the instructional program and prepare lessons for the integrated education and training activity.

**Help button text:** *(Maximum 2000 characters) The answer should address time for the instructors in the integrated education and training activities to do program planning and lesson planning. Describe all co-planning activities including time for the adult education*

*instructor and occupational training to work together to plan, both before and during the integrated education and training activity.*

5. Describe how the applicant will track and document student outcomes related to the integrated education and training activity.

**Help button text:** *(Maximum 2000 characters) The answer should provide a clear, detailed explanation of how the program will document student outcomes, including completion of the integrated education and training activity, postsecondary credential attainment, and employment in a job related to the integrated education and training activity.*

## **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 should address partnerships with other agencies that serve this population. Applicants should 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 should 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 should address the requirements of orientation described in the Adult Education and Family Literacy Guidelines Section 301. The answer should 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 should provide a description that encompasses all agencies in the consortium/coalition.*

3. Describe how the applicant will work with students 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. Provide evidence that the applicant sought support services through partnerships before investing grant funds for such services. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

4. 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 should provide a description that encompasses all agencies in the consortium/coalition.*

## Digital literacy and technology

1. Describe how the applicant will support students in the program to develop digital literacy skills.

**Help button text:** *(Maximum 3000 characters) Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe how the applicant will use a range of technology to enhance the availability and quality of its services, improve student outcomes and performance, and improve program efficiency.

**Help button text:** *(Maximum 3000 characters) The answer should address the use of technology for instruction, for the provision of other services to students, and the use of technology to improve program efficiency. If the program is supplementing classroom instruction with distance learning, include that information here. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

3. Describe how the applicant will ensure that all staff have the skills necessary to use technology.

**Help button text:** *(Maximum 1000 characters) The applicant must explain the support it will provide to all staff so that they can use technology to complete the activities described in the answers to #1 and #2. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

## Alignment with workforce

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 analysis of local need for the integrated English literacy and civics education activity and the proposed integrated education and training activity in the Description of Need section aligns with and is responsive to the analysis of the following in the local workforce plan for the local area selected: 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, and 1.4 of the local workforce plan for this local workforce area. The answer must draw clear and direct connections between the information in the Description of Need section of this grant and the analysis in the local workforce plan. The answer must include information from the analysis in the local plan. It must address all of the items listed in the question.*

2. Describe how the activities proposed in this application align with and support the strategic vision and goals for preparing an educated and skilled workforce, as described 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 should 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 4.13 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 IELCE 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. Describe how the activities proposed in this application support and align with the key career pathways identified in the local plan.

**Help button text:** *(Maximum 1500 characters) The answer must include information on how the program will coordinate with other local partners to assist in the development of career pathways and ensure on-ramps for students in the Integrated English Literacy and Civics Education program. When addressing coordination with partners, include WIOA core programs as well as other workforce, education, training, and social service partners. See sections 2.3, 3.3, 4.3, and 4.6 of the local plan.*

5. 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 2.2, 3.2, 3.3, 4.2, 4.3, 4.10, and 4.12 of the local workforce plan for this local workforce area. The answer may 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.*

6. Describe how the local workforce board was consulted in preparation for this grant application.

**Help button text:** *(Maximum 1500 characters) The answer should include information about planning meetings.*

**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 should include narrative with data to support the narrative. It should 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 should provide a description that encompasses all agencies in the consortium/coalition.*

2. 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 should 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 should 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 should provide clear evidence that the proposed expenditures are reasonable and necessary to meet the requirements of the programs, including achieving the performance targets the agency proposed in *IELCE and IET Outcome Targets*.

**Help button text:** *(Maximum 3000 characters) The answer should 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

### IELCE and IET Outcome Targets

Propose enrollment and target outcomes for 2023-24 for each of the following categories:

- Enrollment in the Integrated English Literacy and Civics Education (IELCE) Program
- Number of IELCE program participants who have an educational functioning level (EFL) gain based on pre-/posttesting
- Number of IELCE program participants who earn a high school equivalency (HSE) credential while in the program or within six months after exit.
- Enrollment in the integrated education and training (IET) activity
- Number of IET participants who complete the IET, including attaining any related credential necessary for employment
- Number of IET completers who are employed in a job related to the IET within six months of completion of the IET.

**Help button text:** *Enter proposed targets in the Proposed PY 2023-2024 Target column. Leave the Final Negotiated PY 2023-24 Target column blank. All targets must be ambitious and align with the funding requested. Applicants requesting grant amounts resulting in a higher cost per student should have more ambitious targets. Successful applicants will negotiate with PDE to establish the official targets, which the grantees will be expected to meet. The grantee's success in meeting its annual targets will be a consideration for the next year's funding and conditions.*

	Proposed PY 2023-24 Target	Final Negotiated PY 2023-24 Target
Enrollment in the IELCE Program		
# of IELCE program participants who have an EFL gain based on pre-/posttesting		
# of IELCE program participants who earn a HSE credential while in the program or w/in 6 months after exit.		
Enrollment in the IET activity		
# of IET participants who complete the IET, incl. attaining related credential necessary for employment		
# of IET completers employed in a job related to the IET w/in 6 months of completion of IET		

## 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 061 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. IELCE 061 grant activities	Minimum qualifications required for this position (maximum 175 characters)
-------------------------	-------------------------------	---	--	--

**Help button text:** *The information provided here should align with the information in the salary sections of the budgets.*

- *Position title: Title on the agency's position description.*
- *Roles: The entry for a position should 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 should 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.*
- *Status at Agency: Select the status that reflects the status of the position at the agency not in the sec. 243 IELCE 061 program specifically. It is possible for a person to be full time at the agency but work only part time on sec. 243 IELCE 061 program activities. Select the status at the agency.*
- *% of total time on sec. 243 IELCE 061 grant: The percentage of each employee's overall time spent working on activities for the sec. 243 IELCE 061 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 061 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 061 activities.*
- *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. Each class must be entered separately. If the program is offering a class more than once during the program year, each instance must be entered on a separate line.*

*Class location: The content of the dropdown is populated from the information entered in the Class Sites section.*

*Type of activity Select IELCE or IET.*

*Delivery Method:*

- *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.*
- *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.*
- *Hybrid classes are those that have regularly scheduled in person class sessions combined with regularly scheduled real-time remote class.*
- *Fully remote are classes that have no in-person option.*
- *Fully in-person are classes that have no remote option.*

*Class level: For IELCE class type, select the level(s). For IET class type, select IET.*

*Do not enter supplemental distance learning activities in the Class Schedule.*

Class Site	Type of Activity	Delivery Method	Class Level	Start date	End date	# Hours per Week	Total Hours	Class Days and Times
	IELCE	Blended	ESL level 1/2					

Class Site	Type of Activity	Delivery Method	Class Level	Start date	End date	# Hours per Week	Total Hours	Class Days and Times
	IET	Fully in person Fully remote Hybrid Hyflex	ESL level 2/3 ESL level 3/4 ESL level 4/5 ESL level 5/6 ESL level 6 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 numbers in the Total Planned Enrollment column must align with the activities the agency proposes to provide and must match the contracted enrollment proposed for PY 2023-24 in the IELCE and IET Outcome Targets section. The number of students in the IET column is a subset of the number in the ABE rows in the Total Planned Enrollment column and must match the proposed IET participants for PY 2023-24 in the IELCE and IET Outcome Targets section. Requested amounts should 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 should not be a grants administrator or other high level management.*

Title

Name: (First, Middle, Last)

Address: (street)

(city)

(state)

Zip Code: (zip code box)

Telephone: (telephone number box)

Email Address: (email box)

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)

## Assurances

- The applicant will expend funds awarded under this grant only in a manner consistent with the supplement not supplant provision in section 241(a).
- The applicant will abide by federal and state regulations that govern these grant funds.
- The applicant has read and reviewed the most current versions of Division of Adult Education policies and guidelines and will abide by them.

- The Integrated English Literacy and Civics Education program provided under this grant will include at least one integrated education and training activity that meets all requirements under federal regulations and division policy and guidance.
- The 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.
- The occupational training included as part of the program will be provided by qualified providers.
- The applicant will not use any funds received through the Division of Adult Education as local matching funds for this grant.
- The applicant will not use any other federal funds as local matching funds for this grant.

## Budget

### Salary

Function	Object	Role	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment		HSD/HSE			
2122	102	Childcare/babysitting		Associates Degree			
2160	103	Clerical		Bachelors Degree			
2200	105	Data entry		Masters Degree			
2270	110	Data review/quality		Doctorate degree			
2300	116	Employee opt out		Other			
2600	190	Fiscal administration					
2900		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					
		Professional development					
		Program coordination					
		Program director					
		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. (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. (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. (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. (750 characters maximum)

### Leased Equipment

Function	Object	Description	Amount
1691	442		
2122	448		
2160	449		
2200			
2270			
2300			
2900			

**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. (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. (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. (750 characters maximum)

### Restricted Indirect Costs

Function	Object	Amount
5000	900	

**Restricted Indirect Cost Help Button text:** 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.*