



RFP DOE26008-ABE

**Adult Education Services/ Integrated English Literacy
and Civics Education**

**2026-2027 Subgrant Application
For Fiscal Years 2026-2029**

Deadline for Submission: March 17, 2026 at 2:00 PM (Local Time)

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Adult Education Services/ Integrated English Literacy and Civics Education

2026-2027 Subgrant Application

I. Introduction

The purpose of the Integrated English Literacy and Civics Education (IELCE) proposal is to provide instruction to adult English language learners, including professionals with degrees and credentials in their native country, that enables them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. The IELCE program must be provided in combination with integrated education and training activities.

As part of the IELCE program requirements, each program that receives funding under this grant application must provide instruction designed to “(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 target populations for these services are:

- 16 years of age or older;
- not enrolled or required to be enrolled in a secondary school under State law;
- are basic skills deficient
 - do not possess a secondary school diploma or its recognized equivalent
 - has not achieved an equivalent level of education; or
 - is an English Language learner

II. Eligible Applicants

Any organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

- a local educational agency;
- a community-based organization or faith-based organization;

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- a volunteer literacy organization;
 - an institution of higher education;
 - a public or private nonprofit agency;
 - a library;
 - a public housing authority;
 - a nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
 - a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above;
 - a partnership between an employer and an entity named above

III. Subgrant Awards

A subgrant award is based on a four-year cycle (July 2026 – June 30, 2030). All selected providers are subject to the same funding cycle.

Year 1 – July 1, 2026 to June 30, 2027

Year 2 – July 1, 2027 to June 30, 2028

Year 3 – July 1, 2028 to June 30, 2029

Year 4 - July 1, 2029 to June 30, 2030

All funding requested must be reasonable, allocable and allowable. Proposals must provide strong justification for requested funding. The Delaware Department of Education reserves the right to negotiate subgrant award amount with the sub-grantee. Subsequent annual funding will be based upon activity completion and available funding. There is approximately \$181,322 available for Integrated English Literacy and Civics Education projects.

Funds for this project is authorized through Title II of the Workforce Innovation and Opportunity Act. The funding allocation approved for this project shall be dispersed by the Department to the sub-grantee in the amount equal to that approved by the Department of Education in the annual program plan submitted by the sub-grantee.

The funding requested should anticipate service provision from July 1, 2026 to June 30, 2027. Both state and federal funding should be expended by June 30, 2027.

Administrative costs should not exceed 5% of the entire budget. According to the Workforce Innovation and Opportunity Act, 95% of the federal grant award must be expended planning, administration including carrying out performance accountability requirements; professional development; provision of adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate and carrying out the one-stop partner responsibilities described in 20 CFR§678.420, including contributing to the infrastructure costs of the one-stop delivery system . The remaining amount may be used for local administrative costs. In cases where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit a written request to the State Director of the Adult and

Prison Education Resources Workgroup, to negotiate a higher administrative funding level. See Section 17 of this subgrant application.

The Department of Education requires that programs must provide a minimum of 25% of the requested funding as matching funds.

The term “match” refers to the annual amount of state and local funds that a local program must provide in order to receive federal adult education funds. The matching amounts may not include the state funding for this ABE grant. Examples of allowable matching or cost sharing include:

- Allowable costs incurred by the state or local programs under the grant agreement;
- Value of the third-party in-kind contributions for the period to which the cost-sharing or matching requirements apply;
- Value of donated services provided to a local program by individuals at rates consistent with those ordinarily paid for similar work in the organization or by employees of other organizations; and,
- Value of third party donated supplies and loaned equipment or space.
- Amounts designated as matching funds may not be counted towards other federal grants or projects. The non-federal contribution may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used for adult education and literacy activities that are consistent with the purpose of the act. Tuition and fees collected from students may not go toward meeting federal matching, cost sharing, or maintenance of effort requirements related to this award. Matching funds must comply with OMB, EDGAR, AEFLA and local regulations.

IV. Reporting Requirements

To receive funding, applicants must be able to report progress towards performance targets via the LACES Data System. All data must be input on a weekly basis. The state will formally monitor LACES data on a quarterly basis to ascertain program performance. Informal monitoring will take place continuously over the grant period. The submission date for the final report June 30th.

Financial reports must be completed in compliance with the funding source. Reports for state funding must be completed by June 30 of each funding year. Reports for federal funding must be completed by July 31 of each funding year.

All applicants awarded funding must report award data and executive compensation data as required by the Federal Funding Accountability Act and must supply the Department of Education with a DUNS#.

V. Application Review Process

- 1) Pre-screening for “Demonstrated Effectiveness”
 - a) All applications must be submitted by the deadline.

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- b) All applications will be reviewed by peer reviewers for demonstrated effectiveness before proceeding to a total application review.
 - i) Programs that meet a “satisfactory” rating will have their entire proposal reviewed for funding.
 - ii) Programs that do not receive a “satisfactory” rating will be notified that their proposal will not be evaluated for funding due to insufficient evidence of demonstrated effectiveness.
 - c) The “Demonstrated Effectiveness” evaluation rubric is contained in Attachment 10 of this application.
- 2) Application review for programs evidencing “demonstrated effectiveness”
- a) All applications must include the required components, as outlined in this document.
 - b) Applications that are late or incomplete will not be reviewed
 - c) Detailed Review
 - i) Eligible applications will be reviewed and scored by peer reviewers using the rubric included in this application.
 - ii) Reviewers will have expertise in adult education service provision, content area; data collection; and the Delaware’s Workforce Development Plan.
 - iii) Funding levels will be impacted by scores attained on this rubric.
 - d) Criteria Weight
 - o All proposals shall be evaluated using the same criteria and scoring process. The following criteria shall be used by the peer evaluators to score applications:

Criteria	Weight
Program Leadership (Alignments; Collaboration; Indicators; Staffing)	30 Points
Experience (Past Effectiveness; Service Areas; Technology)	25 Points
Program Delivery (Serving Populations with Barriers to Employment; Program Quality; Intensity; Support Services)	35 Points
Pricing (Budget, Justification and Enrollment)	20points

Applicants are encouraged to review the evaluation criteria and to provide a response that addresses each of the scored items. Evaluators will not be able to make assumptions about an applicant’s capabilities so the responding applicant should be detailed in their proposal responses.

VI. Prescreening for Demonstrated Effectiveness – Applicants must complete one of the following charts regarding program effectiveness.

- Applicants previously funded under AEFLA / WIOA must submit NRS performance data required under section 116 (performance accountability) to demonstrate past effectiveness using Chart A and the accompanying questions.
- Applicants that were not previously funded under AEFLA / WIOA must submit performance data to demonstrate past effectiveness in serving basic skills deficient eligible individuals using Chart B and the accompanying questions.

Chart A

Performance Attainments	Enrolled Students			Level Completions			Level Completion Percentage		
Measurable Skills Gains	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
FY Total (Col. B – G) and FY Average (Col. H-J)									
Performance Outcomes	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
Attained Secondary Credential/HS Diploma Attainment and Enrolled in Post-secondary Education or Training within one year of exit									
Attained Secondary Credential/HS Diploma Attainment and Employed within one year of exit									
Attained a Post-secondary Credential while enrolled or within one year of exit									

- Describe the source of the data used in the chart, e.g. Name of MIS, self-developed spreadsheet, etc.
- Explain the methods used to arrive at the data, e.g., enrolled students are students attending more than 5 hours or Level Completions are students scoring a certain percentage or score on a specific test.

Chart B

Note: ESL Level descriptors can be found on pages 83-85 of this application.

Performance Attainments	Enrolled Students			Level Completions			Level Completion Percentage		
Measurable Skills Gains	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
FY Total (Col. B – G) and FY Average (Col. H-J)									
Performance Outcomes	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
Attained Secondary Credential/HS Diploma Attainment and Enrolled in Post-secondary Education or Training within one year of exit									
Attained Secondary Credential/HS Diploma Attainment and Employed within one year of exit									
Attained a Post-secondary Credential while enrolled or within one year of exit									

- Describe the source of the data used in the chart, e.g. Name of MIS, self-developed spreadsheet, etc.

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- Explain the methods used to arrive at the data, e.g., enrolled students are students attending more than 5 hours or Level Completions are students scoring a certain percentage or score on a specific test.

VI. Subgrant Application – Applicants must answer all questions.

1. Program Alignment with Delaware’s Workforce Development Plan –

Through the Workforce Innovation and Opportunity Act (WIOA), state agencies work collaboratively to support a workforce development system that addressed the employment and skills needs of current employees, job seekers, and employers.

The goals of the Delaware Workforce Development Board (DWDB) under WIOA are: (1) integrated service delivery across programs; (2) improved efficiency in service delivery; and (3) a workforce that possesses the knowledge and skills needed by Delaware employers. For further clarification, please see the DWDB’s website:

<https://labor.delaware.gov/wib/wioa/>

Describe how your program will support each of the DWDB objectives.

2. Program Alignment with the Workforce Innovation and Opportunity Action Section 243 - Integrated English Literacy and Civics Education Services (IELCE) –

The goals of Section 243 focus on education services provided to English Language Learners who are adults, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. Such services shall include in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and must include workforce training.

The definition for integrated education and training activities is “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational or career advancement”.

- Identify any eligibility criteria your program will require for English Language Learners entering your project. Be sure to include any educational level requirements for participation.*
- Identify the specific occupation or occupational clusters that will be the focus of your project and justify the choice(s) of occupation with data from the Delaware Workforce Development Plan. The areas identified must target in-demand occupations.*

The goal of this funding is to combine vocational training funded through other federal and/or state funded program with Title II Adult Education and Family

Literacy Act funding to provide English Language Learners with specific vocational skills expanding their opportunities for sustainable family wages within the Delaware job market.

- b. *Identify who will provide the occupational training area(s) identified above and how that program is funded, e.g. Hopewell CNA Training Program funded through the Department of Labor. (To review a listing of DOL training providers, please see: joblink.delaware.gov and click on Training/Education.)*

3. **Ability to Serve Populations with Barriers to Employment, including eligible individuals with disabilities and learning disabilities** – WIOA emphasizes the need to serve eligible populations with barriers including: displaced homemakers, low income individuals, Indians, Alaska Natives, Native Hawaiians, Individuals with disabilities, older individuals, ex-offenders, homeless individuals, youth aged out of foster care, English Language learners, migrant and season farmworkers, TANF recipients with 2 years eligibility left, single parents and long term unemployed.

- a. *Describe how your program has served adults with barriers to employment in the past?*
- b. *Describe how your program will serve eligible individuals with disabilities, including those with learning disabilities.*
- c. *Describe how your program will ensure equitable access to and participation in the services included in this proposal for populations with barriers, including gender, race, national origin, color, disability, or age.*

4. **Service Provision Areas** – Services need to be delivered in areas where learners have a designated need and in locations accessible by students.

- a. *Describe the geographic area your proposal will service. Provide data that justifies the need for an Integrated English Language and Civics Education Program in the proposed area.*
- b. *Describe how your program will ensure equitable access to and participation in the services included in this proposal for populations with barriers, including gender, race, national origin, color, disability or age.*

5. **Past Effectiveness** - Programs must possess an ability to improve language skills of eligible participants.

- a) *Describe your program's experience in working with English Language learners. Data regarding credential attainment rate; measurable skills gain rate; effectiveness in service employers; median earnings; employment rate; total number of individuals served; and program of study completed should be included.*
- b) *Please provide an organizational chart.*

6. **Collaboration with One Stop and Community Partners** - Programs must work collaboratively with other One Stop and community partners to provide services to

eligible participants. For more on One Stop Partners, see [Programs - Delaware JobLink](#)

- a. Describe how your program will align activities and services with the other WIOA One-Stop and community partner services.
- b. Include any Memorandums of Agreements applicable to this project

7. **Program Quality** - Programs must provide quality instruction based on the most rigorous research while also ensuring sufficient hours of instruction to achieve learning gains. For more information, see: https://lincs.ed.gov/professional-development/resource-collection/search-resources?keys=&field_rcis_topic_areas_value%5B%5D=Adult+English+Language+Learners

- a. Describe how your program will provide instruction in English Language acquisition through contextualized instruction based on the vocational skills training being provided.
- b. Describe how instruction in the vocational skills area will be provided.
- c. Describe how your project will provide instruction on civic participation, rights and responsibilities of citizens, pathways to citizenship. Please include the curriculum that will be used to deliver the instruction.
- d. Describe how your project will integrate self-management skills such as utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition to employment and/or further education and training into your instruction.
- e. Describe how your program will assist in placement of English Language Learners in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- f. What industry-recognized certifications will be available, if any.

8. **Intensity of Services** – The IELCE program is a unique combination of academic and vocational instruction that provides English Language learners with additional workforce skills to enhance their employment opportunities within the Delaware workforce.

- a. How many hours of academic instruction and how many hours of specific skills instruction, not including supplemental support, will your program offer over the course of the fiscal year?
- b. How many sessions will your program offer over the course of the fiscal year?
- c. Please complete the following class schedule chart indicating locations where instruction will take place.

Location	Days/Hours of Academic Instruction	Days/Hours of Specific Skills Instruction
Ex. Poughkeepsie HS	Tues/Wed – 6:00pm – 8:00pm Saturday - 9:00am – 11:00am	Tues/Wed - 4:00pm – 6:00pm

- 9) **Program Capacity to Use Technology** – Programs must be able to effectively use technology, support services and varied delivery systems, including distance learning, to increase the amount and learning that leads to student progress. Programs must also provide students with digital learning skills that will enable them to access and progress within this digital economy. For more information, see: [Promoting-Digital-Literacy-for-Adult-Learners-A-Resource-Guide-April-2022.pdf](#)

Explain how your program will use technology and varied instructional delivery processes to increase student participation, resulting in improved performance. Include the digital literacy skills that will be taught, and the distance learning options that will be available.

10. **High Quality Adult Education Staff** – All staff that provides instruction in the programs funded under this grant must be aware of evidence-based research and best practices in the field of Adult Education. All employed instructors must be certified in accordance with DDOE regulations. For more information, please see:

Licensing and Certification

<http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>

Adult Education Permit

[ugadultbasicedpermit.pdf](#)

Adult Education Professional Development

[LINCS | Adult Education and Literacy | U.S. Department of Education](#)

- a. *Please complete the following chart including all staff assigned to this program by category:*

Category	Number	Qualifications for position
Teachers: Full Time		
Teachers: Part Time		
Para instructional aides		
Administration: (Program Mangers, etc.)		
Clerical Support		

- b. *Describe your program’s professional development process that will ensure that staff is providing quality instruction and include some PD opportunities your program will offer in the chart below. Add additional lines as needed.*

Topic	For Whom	Timeframe for presentation if selected for funding

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11. **Support Services** - Many times, adult learners to be successful have need for support services in addition to the academic/workforce skills training provided by programs, such as daycare, transportation, mentoring, etc.

Explain how your program will assist learners with these types of services to support their progress through your program. Be sure to include any innovative practices such as navigators, case managers, etc.

12. **Projections for the Adult Education Performance Indicators-** An explanation of these performance outcomes can be found in Chapter 2 NRS Measure Definitions
Please see: [NRS Technical Assistance Guide | National Reporting System](#)

a. Complete the following charts regarding the measurable skills gains indicators for the Student Categories your program will serve.

Category	FY 27 Tentative Performance Targets	Your Program's FY 27 Commitment
ESL Level 1	61% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 2	72% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 3	76% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 4	67% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 5	67% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 6	68% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire basic skills needed to complete this educational functioning level.

b. Core Outcome Indicators (complete all core outcomes targets)

Category	FY 19 Tentative Performance Targets	Your program's FY 19 Performance Targets
Employment (Second Quarter after Exit)	47.5% of participants will be employed	___% of participants will be employed
Employment (Fourth Quarter after Exit)	47.5% of participants will be employed	___% of participants will be employed
Credential Attainment	56.5% of participants will attain a credential	___% of participants will attain a credential
Median Earnings (Second Quarter after Exit)	\$6,250 will be the median earning	_____ will be the median earning for participants
Effectiveness in Serving Employers	52% of employers will be satisfied with services provided by Title II funded programs	___% of employers will be satisfied with services provided by your program

13. **Enrollment Projection**

How many students will your program enroll (provide 12 hours of instruction or more) in FY 27?

14. **Financial Risk Assessment**

c. Please respond to the following as appropriate to your program. This information will not be scored. It is for informational purposes only.

Local education agencies do not have to complete this financial risk assessment since the Department of Education conducts one on each LEA. The Department will share the results of the risk assessment with the grant's selection panel.

All other applicants please complete the following Financial Risk Assessment.

Question	Yes	No	N/A
Has the organization's business office staff changed within the last year?			
Does the organization use a paper based or an electronic financial record keeping system?			
Has the organization switched to a new computer account system lately?			
Does the organization have experience with previous federal and/or state grants?			
Does the organization perform an annual audit?			

15. **Administrative Costs Calculation Sheet** -This information will not be scored, it is for informational purposes only.

d. *Please complete the following to calculate the proposal's administrative cost rate.*

Planning Costs	_____
Administrative Costs, including carrying out performance accountability requirements	_____
Professional Development	_____
Providing adult education and literacy services in Alignment with workforce plans, including promoting Co-enrollment in programs and activities under Title I, as appropriate	_____
Carrying out the one-stop partner responsibilities described in 20 CFR §678.420, including contributing to the infrastructure costs of the one-stop delivery system	_____
TOTAL	_____
divide the TOTAL amount from above	
By the total requested in the proposal	
to determine the Percentage of Administrative Cost	_____ %

Note: The administrative cost percentage cannot exceed 5% of the total grant unless a waiver has been requested and include a copy of your Indirect Cost Rate Agreement as applicable.

16. **Budget and Justification** -Be sure to label the budget page with “Adult Education Services/Integrated Literacy and Civics Education (IELCE)

- a) *Complete the attached DDOE budget forms detailing costs for the operation of your center. Be sure to identify instructional or administrative costs after item on the budget sheet. Indirect costs are allowable expenses and may be charged as defined by 2 CFR § 200.331(a)(4).*
- b) *Develop a Budget Narrative that explains how your budget request aligns with the requirements of this RFP and supports the purposes of this application.*
