

1.	Awarding Agency Name:	Illinois Community College Board (ICCB)
2.	Agency Contact:	Kang Hee Hong, kanghee.hong@illinois.gov
3.	Announcement Type:	Renewal
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Title:	Integrated English Literacy and Civics Education (IELCE) Renewal
6.	CSFA Number:	684-01-2879
7.	CSFA Popular Name:	Adult Education – IELCE – Federal Funding
8.	CFDA Number(s):	84.002
9.	Grant Period	July 1, 2026 – June 30, 2027
10.	Anticipated Number of Awards:	35
11.	Estimated Total Program Funding:	\$3,000,000
12.	Award Range:	Formula-based
13.	Source of Funding:	Federal Pass-through
14.	Cost Sharing/Matching Requirement:	No
15.	Indirect Costs Allowed Restrictions on Indirect Costs	Yes Federal up to 5% of the total federal award on administrative costs Adherence to EDGAR 2 CFR 200; WIOA Section 233 (b) (a) (2) State:
16.	Posted Date:	March 31, 2026
17.	Closing Date for Applications:	May 15, 2026
18.	Intent to Apply Notice:	No
19.	Technical Assistance:	Technical and accessibility assistance will be provided throughout the grant period to grant recipients A Bidder’s Conference will be held on April 21, 2026 – 10:00 a.m.to 11:30 a.m.

BACKGROUND

This document stipulates the requirements for submitting a Request for Proposal application for federal funding in accordance with CFR § 463.70. Eligible applicants must address the activities and requirements set forth in this document. The Table of Contents will guide you through the document. Additionally, resource materials which provide detailed explanations, examples of multilingual approaches, definitions of key terms, and RFP submission details are available for reference at: <https://www.iccb.org/grant-opportunities/>

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PURPOSE

This Notice of Funding Opportunity (NOFO) is intended to solicit a Request for Proposal from eligible programs (CFR 463.23) that work to achieve the purpose of Section 243, Integrated English Literacy and Civics Education, of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, which is to provide adult education and literacy services to:

- English Language Learners who are adults, including professionals with degrees and credentials in 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.
- 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.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

The Components of an IELCE program include:

- Literacy/English Language Acquisition
- Civics Education
- Workforce Preparation
- Integrated Education and Training / Integrated Career & Academic Preparation System (ICAPS)

Note: This Notice of Funding will provide Federal IELCE funding for the state Fiscal year 2025 through the state fiscal year 2028 and provides funding to carry out the expectations of IELCE – WIOA Section 243. Required deliverables, allowable activities, performance measures, and requirements for submitting a Request for Proposal are described throughout this NOFO. All funding is based on Federal appropriations.

Years 3, and 4 of IELCE funding are contingent on successfully meeting all required programmatic requirements. The criteria will be published in the IELCE Provider’s Guide.

ELIGIBLE APPLICANT INFORMATION

This is a renewal funding opportunity. Eligible applicants are **currently funded Integrated English Literacy and Civics Education (IELCE) programs receiving funding through the Illinois Community College Board (ICCB) Adult Education and Literacy program.**

Only entities that received IELCE funding under the previous funding cycle and are in good standing with ICCB may apply for renewal funding under this Request for Proposal.

Eligible applicants may apply as single entities, lead agencies with subrecipients, or as part of an approved consortium structure consistent with their currently funded IELCE program model.

Consortium Applicants

Eligible applicants may apply as single entities, consortia, or lead agencies with subgrantees. A consortium refers to a collaborative partnership between multiple educational institutions or organizations. Consortium members collaborate to enhance and expand adult education services to eligible and targeted populations through shared resources, expertise, and best practices within the applicant’s designated Area Planning Council.

When applying as a consortium or an entity that subgrants IELCE funds to additional agencies, the following processes must be addressed.

- A lead agency provides subawards to subrecipients to carry out programmatic purposes. The lead agency acts as a pass-through entity.
- The lead agency may not subcontract nor issue a subaward for any portion of this grant without prior approval of the Illinois Community College Board. This is satisfied with the subrecipient being identified in the Grant Narrative, the Uniform Budget, and the Consortium / Subgrantee Signature Page. (2 CFR 25.300)
- The lead agency must notify all consortium partners or subrecipients of the applicable laws and regulations by providing all stakeholders with the IELCE Grant Agreement. The terms of the Agreement apply to all subawards authorized in the agreement (CFR § 200.101(b)(2)).
- The lead agency is the coordinating entity and is responsible for overseeing the implementation of all grant deliverables and ensuring compliance with all fiscal and programmatic regulations, deliverables, and reporting requirements.
- Subrecipients are accountable for executing their assigned tasks within the parameters set by the lead agency and must provide the lead agency with their Unique Entity Identifier.

ELIGIBLE SERVICES AND ALLOWABLE ACTIVITIES

Integrated English Literacy and Civics Education (IELCE), authorized under **Section 243 of the Workforce Innovation and Opportunity Act (WIOA)**, provides services to English language learners that enable them to achieve competency in the English language while acquiring the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

IELCE programs must include the following components:

- **Literacy instruction and English language acquisition activities** designed to help English language learners achieve competency in reading, writing, speaking, and comprehension of the English language.
- **Instruction on the rights and responsibilities of citizenship and civic participation**, including understanding civic processes and engagement within the community.
- **Workforce preparation activities** that support the development of skills necessary for employment, career advancement, and participation in the workforce.
- **Integrated education and training (IET)** activities that combine adult education and literacy services with workforce training and workforce preparation activities.

IELCE services must be delivered **concurrently and contextually** with workforce preparation and training activities to prepare English language learners for **unsubsidized employment in in-demand industries and occupations**.

Programs must coordinate IELCE services with **local workforce development systems and employer partners** to ensure alignment with regional workforce needs and career pathway opportunities.

No more than five percent (5%) of the total amount awarded to grantees may be used for administrative and non-instructional purposes. 34 CFR § 463.26 allows:

- An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:
 - Planning;
 - Administration, including carrying out performance accountability requirements;
 - Professional development;

- Providing 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

29 USC 3331. SEC. 241. ADMINISTRATIVE PROVISIONS. (a) SUPPLEMENT NOT SUPPLANT. Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

INDIVIDUAL ELIGIBILITY FOR SERVICES

An eligible individual to receive Integrated English Language and Civics Education services per CFR § 463.75 is an individual:

- Who is an English language learner,
- Who is an English language learner with an advanced degree,
- Who has attained 16 years of age,
- Who is not enrolled or required to be enrolled in a secondary school under State law,
- Who is basic skills deficient,
- Who does not have a secondary school diploma or its recognized equivalent.

GRANT DELIVERABLES

Under this Notice of Funding Opportunity, the ICCB envisions a comprehensive Adult Education Career Pathway Program that will provide an array of instructional and support services designed to help students make smooth transitions within adult education and into postsecondary education/training and employment. The expectation is that applicants will propose services for English Language levels through preparation for sustainable employment, English Language Acquisition and Training, and Civics Education. To accomplish this, a successful applicant proposes the following services and activities:

Required Services

- Provide direct English Language Instruction with a paid and qualified instructor. Instruction may occur via distance education, remote learning, in-person learning, or HyFlex learning models.
 - Include ICCB approved IELCE Competencies in English Language Instruction.
 - Build on the Illinois Adult Education ELA/ESL Standards/Common Core and College Readiness Standards, and the Illinois Career Cluster Framework to ensure students are college and workplace ready.
 - Scale effective strategies, *including the required bridge programs and Integrated Career and Academic Preparation System (ICAPS)* or other approved integrated models that meet the required guidelines for the ICCB.
- Integrate distance learning programming to address barriers to in-class participation and include technology focused instruction to improve learning and the skills necessary for the success of students in adult education, and their transition into postsecondary education and employment. This includes, but is not limited to, digital literacy, specific instructional software, distance education, and the development of other technology skills needed for student success. (Illinois Policy)
- Utilize evidence-based and integrated teaching methodologies that may include multi-lingual approaches that are based on research to improve English Language Acquisition and prepare students for college and career readiness.
- Ensure 100% of adult learners receive the required NRS pre-assessments within the ICCB assessment policy (found in the Adult Education Provider Manual) and ensure post-testing rates meet the expected targets.

- Utilize data from the state Management Information System to improve instruction and services to ensure performance accountability
- Develop a career pathways system with multiple entry points for all adult learners, including One-Stop and American Job Center locations.
- Establish partnerships with core and/or required partners to ensure enhanced student support services to smooth transitions to education/training and employment.
- Collaborate with core and required partners, as well as other stakeholders identified in the annual Area Planning Council plans, to ensure all approved APC plan deliverables are met. (Illinois Policy)
- Implement contextualized Career Pathways and Industry-focused curricula that are aligned with industries and occupations using labor market information targeted at the state and regional levels while responding to the needs of local employers.
- Multilingual instruction is allowable to supplement, not supplant, English Language Instruction. Note examples of Multilingual instruction included in the Resource Materials found here: <https://www.iccb.org/grant-opportunities/>

BRIDGE AND ICAPS PROGRAMMING

A key strategy to address the needs of adult learners and meet performance accountability indicators of WIOA, are Bridge and ICAPS (Integrated Career and Academic Preparation System) programming (CFR §463.35) which are required offerings for all IELCE funded programs. (Illinois Policy). This strategic decision is grounded in the understanding that these programs play a crucial role in enhancing participants' academic, career readiness, and credential attainment. To ensure accountability and assess the effectiveness of these initiatives, all programs must offer, with enrolled eligible adult learners, Bridge and ICAPS programming throughout the academic year. (Illinois Policy)

PERFORMANCE

Federal law requires that states demonstrate continuous improvement in the achievement of the outcomes negotiated. (CFR §463.35) Applicants will be required to meet and/or exceed all targets as set by the ICCB, according to Federal National Reporting Systems (NRS) guidelines. These indicators of performance are listed below. Eligible applicants funded will be required to use data to improve program service and delivery.

The ICCB will determine professional development and program needs for programs failing to meet the guidelines determined by the ICCB. All Programmatic Watch and Probation guidelines are outlined in the Adult Education Provider Manual. The following primary indicators of performance are required under the Workforce Innovation and Opportunities Act (WIOA) and CFR §463.170. The negotiated targets shown are for Fiscal Year 2026.

Performance Measure	Target
Employment (Second Quarter After Exit): Percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.	31.5%
Employment (Fourth Quarter After Exit): Percentage of program participants who are in unsubsidized employment during the fourth quarter after exiting from the program.	34.5%

Median Earnings (Second Quarter After Exit): Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.	\$6,150.00
Credential Attainment: Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program; providing they obtain or retain employment or enter postsecondary education.	32.0%
Measurable Skill Gains: Percentage of program participants who, during a program year, are in an education or training program that leads who are achieving measurable skill gains toward such a credential or employment.	41.5%

PROGRAM CONSIDERATIONS

Programs funded through this renewal period must continue to operate in compliance with the 14 Considerations under 34 CFR § 463.22, as approved during the competitive award cycle, and continue to assist students in achieving literacy skills while implementing career pathway frameworks that lead to postsecondary education and training and/or employment.

1. The eligible applicant has documented the need to serve individuals in the community who are most in need of adult education and literacy services and those who are in need of career pathway services, including individuals who have low literacy skills or who are English language learners (i.e., literacy statistics, regional and local needs as identified under the Unified State Plan, area plans, etc.).
2. The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities.
3. The applicant demonstrates past effectiveness in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance.
4. The applicant’s proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners.
5. The applicant demonstrates the use of instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, are built on a strong foundation of research and effective educational practice, and includes the essential components of reading.
6. The applicant demonstrates effectiveness in providing instruction in reading, writing, speaking, mathematics and English language acquisition and is based on best practices, scientific valid research and the state standards.
7. The applicant proposes activities program that effectively employ advances in technology including the use of computers as a part of instruction including distance education to increase the quality of learning which leads to improved performance.
8. The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to postsecondary education and training, advance in employment and exercise the rights and responsibilities of citizenship.
9. The applicant proposes activities that are delivered by well-trained instructors, counselors, support staff and administrators who meet state guidelines, and have access to high quality professional development.

10. The applicant's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions/ institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community based organizations, nonprofit organizations and intermediaries, for the development of career pathways.
11. The applicant offers flexible schedules and supportive services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
12. The applicant maintains a high-quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures
13. The local communities to be served by the applicant have a demonstrated need for additional English literacy programs and civic education programs.
14. The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations. (Illinois Specific Consideration)

GENERAL EDUCATION PROVISIONS ACT (GEPA) NOTICE TO ALL APPLICANTS

Programs funded through this renewal period must continue to comply with Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. § 1228a).

Recipients shall maintain policies and practices that ensure equitable access to, and participation in, federally funded programs and shall address barriers to participation based on gender, race, ethnicity, national origin, disability, age, language, economic status, or other factors.

If there are substantive changes to program design or service delivery during the renewal period, recipients must describe updated steps taken to address barriers to equitable access.

For further details, refer to OMB Control Number 1894-0005 and the official GEPA guidance: <https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31subchapII-part2-sec1228a.htm>

STATE OF ILLINOIS UNIFIED PLAN

Under the federal Workforce Innovation and Opportunity Act (WIOA), the State of Illinois is required to submit a Unified Plan that is a partnership of core partners, including Title I and III, through the Department of Labor, and Title II and IV through the Department of Education. The Illinois Community College Board (ICCB) supports the vision and state goals in the State of Illinois Unified State Plan Draft and is seeking eligible adult education providers that will fulfill the requirements of the WIOA as outlined in the State Unified Plan, which includes Title II: Adult Education. Information on the Unified State Plan can be found here: [WIOA Resources WIOA 2024 - 2028 Workforce Development Strategic Plan \(illinoisworknet.com\)](http://illinoisworknet.com)

BUDGET AND FINANCE

WIOA requires the Secretary of Education to reserve 12 percent of the AEFLA appropriation available for grants to carry out the IELCE program under Section 243. Federal funds may be used to serve eligible participants in the target population as described in the ICCB Adult Education Provider Manual. It is

expected that providers will use a variety of resources to provide Integrated English Language and Civics Education instructional and support services.

Per Section 243 of WIOA

- Not less than 95 percent shall be expended for carrying out adult education and literacy activities
- The remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in paragraphs (3) and (5) of section 232.

Funding each year is contingent upon the availability of funds, demonstrated effectiveness in serving the target population, and the ability to meet the grant requirements. Existing instructional and/or support activities may not be duplicated pursuant to Section 241(a) of WIOA in reference to supplement, not supplant services.

The **estimated** funding availability for FY2027 is indicated below. Funds are subject to change pending federal appropriations.

Funding Source	Estimated Funding Available for FY2027
Federal Integrated English Literacy and Civics Education	\$3,000,000

The funding formula for the IELCE grant is a combination of a base allocation, student enrollment (3-year average) + attendance hours (3-year average).

- Base allocation is calculated by a percentage of the total allocation divided equally among all funded providers.
- Student enrollment is a cost per student times the program’s 3-year average.
- Attendance hours is a cost per attendance hours times program’s 3-year average.

DIRECT STUDENT SUPPORT: RECLASSIFICATION IN GRANT EXCLUSIVE LINE ITEM

Beginning in FY2027, for ICCB grants that permit student support as an allowable expenditure, direct student support should be categorized in the Grant Exclusive tab of the Uniform Budget. Direct student support is when a student directly (ex. tuition assistance) or indirectly (ex. childcare, transportation, examination fee assistance) receives grant funds. **Restrictions on direct student support set by federal, state, or grant specific rules or statutes supersede this guidance.** Exclusive Line Items are not included in the indirect base.

Note that tangible items that the institution maintains control or ownership of (lending libraries, loaner laptops, etc.) should remain in the applicable tab, and not in the Grant Exclusive tab.

Student Support Subsidies, paid directly to or on behalf of participants are limited to the following:

- Transportation subsidies (gas cards, public transit passes, etc)
- Childcare subsidies

No other forms of direct student support (e.g., tuition assistance, fees, or other subsidies) are allowable under this grant.

If you have any questions regarding Student Support Subsidies, please refer to ICCB’s Guidance for Student Support Subsidies or submit a question through the general application question process and the answer will be posted in the FAQ.

RESOURCES

The following resources are referenced throughout the Notice of Funding Opportunity and have been organized here for your convenience.

- Adult Education Area Planning Council Census/Index of Need Data
<https://www.iccb.org/divisions/research-and-analytics/snapshots-and-insights/#district-census-data>
- Adult Education and Literacy Provider Manual
<https://www.iccb.org/wp-content/pdfs/grants/FY26%20AEFLA%20and%20IELCE%20Provider%20Manual%20Final%20.pdf>
- Allowable Activities as defined by WIOA in Section 203(2)
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-ielce-report-to-congress-final-508.pdf>
- Bridge and ICAPS Resources <https://www.icapsillinois.com/>
- IELCE Toolkit https://excellenceinadulthood.org/file/699/IL_IELCE_Tool_Kit%20Updated.pdf
- IELCE Civics Competencies
<https://excellenceinadulthood.org/file/605/IL%20IELCE%20Civics%20Competencies.pdf>
- Evaluation Resources <https://ilworkforceacademy.com/evaluation-toolkit/>
- Section 10-22.20 of the School Code (105 ILCS 5/10-22.20)
<http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=1032&ChapterID=17>
- Title II, Adult Education and Literacy, of the Workforce Innovation and Opportunity Act of 2014
<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- Illinois Adult Education and English Language Content Standards.
<https://excellenceinadulthood.org/resources/iccb-statewide-contextualized-curricula>
- Illinois Adult Education and Literacy Act (Public Act 91-830; 105 ILCS 405
http://www.ilga.gov/legislation/publicacts/pubact91/acts/91-0830https://ilga.gov/legislation/ILCS/details?ActID=1032&ActName=Adult+Education+Act.&ChapterAct=105+ILCS+405%2F&Chapter=&ChapterID=17&MajorTopic=&SeqEnd=1400000&SeqStart=1000000&utm_source=chatgpt.com.html
- Illinois Career Pathway Dictionary <https://pathwaysdictionary.org/>
- Illinois Community College Board Workforce Education Strategic Plan
<https://www2.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>
- Illinois Unified State Plan [WIOA Resources WIOA 2020 - 2024 Workforce Development Strategic Plan \(illinoisworknet.com\)](https://www2.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf)
- Professional Development Resources: <https://excellenceinadulthood.org/resources/ielce-resources>
- Resource Materials, including Multilingual Approach, Area Planning Council and Local Workforce Board Map, and Adult Education Services and Budget Planning. <https://www.iccb.org/grant-opportunities/>

AWARD ADMINISTRATION, MONITORING, AND DATA INFORMATION

Renewal funding is contingent upon satisfactory program performance, compliance with federal requirements, and submission of all required renewal documentation.

A Notice of State Award (NOSA) will be issued to IELCE funded programs that successfully completed all renewal requirements.

All funded programs will be reviewed either on-site or by desk review to ensure compliance with federal, state, and ICCB policies, regulations, and procedures. Each applicant must complete a risk assessment through the State of Illinois Grant Accountability and Transparency Act (GATA) portal. This assessment will determine the risk condition as outlined in GATA. The GATA requirements are posted at <https://www.illinois.gov/sites/gata/Pages/default.aspx>.

Programs are expected to meet all performance targets as established by the ICCB. Programs will be closely monitored in order to assist struggling programs to improve National Reporting System performance at both the program and state levels.

When examining program performance, it is expected that, at a minimum, programs will meet the state targets for level completion rates for Education Functioning Levels. The ICCB will specifically look at the number of NRS reportable students and, of that number, the overall percentage of students obtaining a level gain as determined by post-testing conducted within test publisher guidelines.

Each funded provider will be expected to meet all performance outcomes and activities performed under this grant. The State Management and Information System Data will be used by all Illinois Adult Education and Literacy providers through the duration of this grant cycle. Student data is to be entered in the State MIS on a monthly basis and used to complete the required reporting outlined in the Adult Education Provider Manual.

All funded programs will submit all required reports as indicated in the ICCB AEL Provider Manual.

STATEWIDE INFORMATIONAL MEETINGS

An informational meeting will be held via web conferencing. **Registration for the webinar is not required.** It is **not** mandatory that an eligible program attend an informational meeting, but it is highly encouraged. The informational meetings will begin and end promptly at the times designated below. An opportunity for questions will be provided.

In the case of unexpected problems, visit the ICCB website for cancellations and/or rescheduled sessions.

April 21st, 2026 10:00am-11:30am Bidder's Conference

Join Zoom Meeting

<https://illinois.webex.com/illinois/j.php?MTID=m146c369d5618d1e2c44f304cf36ae491>

Meeting ID: 2864 016 3926

Passcode: yjFVPu5Nf23

Phone Audio: 312-535-8110

APPLICATION DIRECTIONS AND GENERAL INFORMATION

Application Deadline: Friday, May 15th, 2026, at 5:00 PM CST.

Applications received after the deadline will not be considered.

All materials needed for the application are on the State of Illinois' grants application site at <https://il.amplifund.com/Public/Opportunities/Details/1aa08bb8-03e7-4562-bc16-ab660b87ae37>

Please go to <https://www.iccb.org/grant-opportunities/> to access resources that will guide you through the Amplifund process.

Applications not received via Amplifund will not be considered.

Amplifund Support:

- Email: contact@amplifund.com
- Phone (216) 377-5500

Renewal Requirements

All required information and attachments must be submitted in Amplifund as part of the renewal requirements.

Required renewal materials include:

- a. Uniform Grant Application: This is a form in Amplifund.
- b. Programmatic Risk Assessment: Programs must submit a Programmatic Risk Assessment. (Found in Amplifund)
- c. Uniform Budget: The template is provided in Amplifund. Download the template and upload the budget.
 - The Chief Executive Officer or authorized signature must sign the Certificate worksheet within the Uniform Budget.
- d. Grant Narrative: Complete the Grant Narrative section within Amplifund, addressing the following:
 - Participant identification and eligibility
 - Integrated delivery of IELCE instruction
 - Career pathway and training connection
- e. Scope of Work: Complete the Scope of Work (Work Plan) section within Amplifund, addressing the following:
 - Projected enrollment and target population
 - Required IELCE Components (ELA, Civics Ed, Workforce Prep, ICAPS/IET)
 - ICAPS/Career Pathway Implementation
 - Bridge Programming
 - Performance and continuous improvement
- f. FFATA: In the WIOA Opportunity, all applicants must submit the FFATA.

GENERAL INFORMATION

The grant period is July 1, 2026, to June 30, 2027.

1. Complete the pre-qualification under the Grant Accountability and Transparency Act portal. <https://grants.illinois.gov/portal/>
2. Complete the FY26 Internal Control Questionnaire (ICQ), also known as the financial risk assessment, on the GATA portal for grantees.
3. Submit all required documents and complete all required portions of the application process outlined in this NOFO.
4. Meet all deadlines and other elements as specified.
5. Meet all eligibility requirements.

All grantees are subject to Risk-Based Monitoring as determined by Internal Control Questionnaire responses. In addition to a fiscal audit, this includes a programmatic review of compliance files and supporting documentation for courses, service sites, and data security protocols.

APPLICATION REVIEW AND EVALUATION

In reviewing and scoring applications, the Illinois Community College Board (ICCB) will evaluate the extent to which proposed services demonstrate effective regional coordination through the AREA Planning Council (APC), alignment with regional workforce needs and career pathways, use of data to inform continuous improvement, and strategies that support student retention, persistence, and transitions to postsecondary education, training, or employment. These factors reflect Illinois priorities and are considered in conjunction with the Federal considerations outlined in 34 CFR 463.22.

AWARD INFORMATION

1. An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of requirements.
2. Preliminary grant allocations may be published by the awarding agency prior to final award determination. During this time, programs may be required to complete post-allocation budget revisions.
3. A Notice of State Award (NOSA) will be issued to grant awardees upon finalization of the award in the grant management system.

TERMS OF THE GRANT

1. Programs may be asked to clarify or revise certain aspects of their proposals. Awardees will ensure that they possess legal authority to enter into a grant agreement with the ICCB and, by doing so, will certify that they are in compliance with applicable State and Federal rules and regulations as stipulated in the grant agreement. False assurances or certifications will cause the grant to be voided.
2. Programs will submit requests for payment on a reimbursement basis according to the instructions in the grant agreement. Payments may be stopped or reduced if the funded provider fails to meet the conditions of the grant as listed in the grant agreement, Federal law, State law, and ICCB policy and procedures.
3. All state and federal funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705), the Grant Accountability and Transparency Act (30 ILCS 708), and applicable federal regulations (2 CFR 200). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.
4. These funds may not be used to support HSE Testing Administration or to pay for test taker testing fees. This is not an allowable cost.
5. Funded programs are subject to the provisions of Section 511 of P.L. 101-166 (the Stevens Amendment) due to the use of federal funds for the programs. All announcements and other materials publicizing the programs must include within the content a statement as to the amount and proportion of Federal funding involved.
6. Funded providers may enter into a sub-grantee agreement with another eligible entity, which is not already funded, to provide additional services to support the adult education population served. However, all program responsibilities are retained by the funded program to ensure

compliance with the terms and conditions of the grant. All sub-grantees must be listed on the Proposed Sub grantee's Attachment, comply with the terms of the grant agreements, and all information required on the Proposed Sub grantee's Attachment must be filled out completely. The ICCB reserves the right to review and approve all sub-grantee agreements.

GENERAL ASSURANCE FOR TERMS OF THE GRANT

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA), the Americans with Disabilities Act, and the Workforce Innovation and Opportunity Act (WIOA).
2. The Illinois Community College Board (ICCB) may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantees in the conduct of activities performed under the grant. However, failures of ICCB to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in Super Circular 2CFR Part 200 – Uniform Administrative Requirements and as applicable to State law and regulation.
4. Grantee shall adhere to ICCB reporting requirements, including the submission of quarterly, mid-year, and annual financial and programmatic reports.
5. Entities expending \$750,000 or more federal funds need to have an annual financial and compliance audit in accordance with 1 CFR 200.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by the ICCB and its representatives.
7. Budget records may be required to be submitted monthly, semi-annually and annually.
8. Grantee must receive prior written approval and an executed amendment from the ICCB before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
9. Grantee must receive prior written approval from the ICCB for any budgetary realignments meeting the modification criteria in the grant agreement. Grantee must support the request with reason for change. Budget alignments must be submitted at least 60 days prior to the end of the grant period.
10. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, ICCB may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay ICCB for any funds that have been determined to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due to the grantee.
11. Grantee shall not charge any fees to ABE or ESL Beginning or Intermediate learners for instructional services. However, a program may charge a nominal fee up to a \$3.00 fee per student, per unit of instruction. An accounting of all fees collected must be maintained for each fiscal year. Additionally, an accounting of how the collected fees were used to provide services to ASE students must also be maintained. The fees collected during a fiscal year must be spent during that same fiscal year in alignment with the grant objectives. All records dealing with a fee charge are subject to monitoring and audit.

12. All program income is governed by 2CFR 200 and shall be documented and reported annually to the ICCB. All program interest and income generated shall only be expended on allowable adult education services per the grant agreement during the fiscal year it is generated. These fees and monies may not be used as a portion of the required local match nor to supplant local support.
13. Local matching funds must be accounted for in program records and used only for costs allowable under the Adult Education and Literacy Act (AEFLA)
14. Any proposed sub-grantee under this grant award shall be included in the original proposal's appendices. Failure to comply with this provision could result in denial of reimbursement for such non-approved sub-grantee services.
15. Fund use shall be limited to adult instructional services and shall not be used for individuals enrolled in Pre-K-12 services or activities. Grantees must ensure that all students under the age of 18 have been officially withdrawn from school.
16. Classes supported with grant funding shall begin and end within the grant award period.
17. The program must support the performance goals of the state by establishing appropriate program goals and outcomes. Valid accurate data from learner records must be entered into the Data and Information System, Illinois database as prescribed in the AEL Provider manual and reviewed on a regular basis by all staff members to ensure the program staff is cognizant of the program's efforts to meet outcome goals.
18. Reviews of State MIS reports and self-evaluation must be conducted throughout the fiscal year to ensure that program is continuously monitoring its effectiveness and efficiency.
19. Grantee shall certify that they prohibit and covenant that they will continue to prohibit discrimination and certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender identification, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bon fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.
20. Grantee specifically agrees to comply fully with the non-discrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act; the Americans with Disabilities Act of 1990 (42 USC 12101 et seq); the Nontraditional Employment for Women Act of 1991; Title VI of the Civil Rights Act of 1964 as amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1967, as amended; Title IX of the Education Amendments of 1972, as amended; and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR part 37 and 38.C.
21. Reports or other documents produced as a whole or in part with grant funds shall bear no copyright notice or indicate that the grantee and ICCB are joint owners of the copyright.
22. Grantee shall give due credit to the ICCB and the Department of Education on all marketing materials developed or produced under the scope of this award.
23. Grantee shall provide a minimum of 30 days' written notice from the CEO to the Executive Director of ICCB if the organization decides to cease providing services under this grant.

CONTACT

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