

## Integrated English Language and Civics Education (IELCE) Checklist as a Program Funded Under Section 243 Subpart G

An IELCE program must meet the definition and requirements set forth in [WIOA law](#) and the final [regulations](#) as published by the Department of Education on August 19, 2016 in the Federal Register. This review form may be used for the development or review of an IELCE program as set forth in Subpart G of the regulations.

**Note: This review form is designed specifically for the IELCE Program described in Subpart G.**

IELCE provides education 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. Such services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. The funds provided under section 243 of the Act must be used in combination with integrated education and training.

**Instructions:** Answer the Review Questions for each section.

<p><b>A. Eligible Participants §463.70</b></p> <p>The IELCE program must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries.</p>	<p><b>Review Questions:</b></p> <p>A1. Describe the eligible individuals to be served in this IELCE program?</p> <p>A2. Are specific population subgroups targeted? If so, why?</p> <p>A3. Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?</p> <p>A4. How were eligible individuals recruited?</p> <p>A5. What demographic or other data were used to determine the target population for this IELCE program?</p> <p>Note – Potential demographic data resources may include:</p> <ul style="list-style-type: none"> <li>• <a href="#">U.S. Census American Factfinder Tool</a> (For languages spoken at home with</li> </ul>
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	<p>self-reporting English language proficiency)</p> <ul style="list-style-type: none"> <li>• <a href="#">Migration Policy Institute’s (MPI) State Immigration Data Profiles</a> (For entire universe of limited English proficient individuals, including those in the labor force)</li> <li>• <a href="#">U.S. Department of Education’s Adult Education NRS</a> (Individuals at all ESL educational functioning levels that have achieved measurable skills gains [Tables 3 &amp; 4 but other tables as well])</li> <li>• Other state, regional or local population data bases</li> </ul>
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<p><b>B. English Language Acquisition and Civics §463.70</b></p> <ol style="list-style-type: none"> <li>1. The IELCE program must include instruction in IELCE and must include instruction in literacy and English language acquisition as described under §463.33.</li> <li>2. The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33.</li> </ol>	<p><b>Review Questions:</b></p> <p>B1. Describe the literacy and English language instruction?</p> <p>B2. How is it aligned with the State’s content standards for adult education?</p> <p>B3. Describe the rights and responsibilities of citizenship and civic participation instruction- how is it offered in the IELCE program?</p>
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<p><b>C. IET Component of an IELCE Program<sup>1</sup></b></p> <p>1. <b>IELCE in Combination with IET</b> - §463.74 specifies that an eligible provider that receives funds through the IELCE program may meet the requirement to use funds for integrated English literacy and civics education <i>in combination with</i> integrated education and training activities by:</p> <p>a. Co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243; or</p> <p>b. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.</p>	<p><b>Review Questions:</b></p> <p>C1. How is IELCE delivered <b>in combination</b> with the IET activities for participants?</p> <p>C2. If participants are co-enrolled in an IET program provided from sources other than WIOA Section 243 funding, describe how IELCE participants access and participate in the IET program?</p> <p>C3. If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?</p>
<p><b>D. IELCE Funding and Program Delivery Strategy</b></p>	<p>D1. Which funding sources are being used to implement the IELCE program (e.g., AEFLA 243 or 231, Title 1, TANF, ETC.)?</p>

<sup>1</sup>For reviewing the IET required content of an IELCE program, use the *Integrated Education and Training Compliance Review Form*.

	<p>D2. If multiple funding sources are being use, which funding source is applied to which component/activity?</p> <p>D3. Who is doing what? That is, for each major component of the IELCE program, describe what person (job title) from which agency/institution is administering or implementing that specific component.</p> <p>D4. What is the program strategy for supporting program participants and ensuring learner retention? For example, what partnerships exist and what and personal and program support services are in place to support learners?</p> <p>D5. How was data used to shape program design?</p> <p>Note – Potential data resources that may impact program design may include:</p> <ul style="list-style-type: none"> <li>• <a href="#">U.S. Department of Labor’s Career Pathways Toolkit</a> (Comprehensive list of data sources for analyzing in-demand occupations and industries)</li> <li>• <a href="#">Bureau of Labor Statistics Occupational Employment Statistics</a> (Employment by occupation and industry at national, state, and some metropolitan areas)</li> <li>• <a href="#">Bureau of Labor Statistics Current Employment Statistics</a> (Employment projections by industry for states and some metropolitan areas)</li> <li>• <a href="#">U.S. Department of Labor’s Occupational Information Network- O*NET</a> (Find occupations within industry and those with a bright future)</li> <li>• Other state, regional or local LMI or occupational data bases</li> </ul>
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<b>E. Eligible Provider Requirements §463.73</b>	<b>Review Questions:</b>
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<p>Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that are designed to:</p> <ol style="list-style-type: none"><li>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</li><li>2. Integrate with the local workforce development system and its functions to carry out the activities of the program.</li></ol>	<p>E1. What is the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?</p> <p>E2. How does this IELCE program integrate with the local workforce development system to carry out the activities of the program?</p>
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