

Wisconsin Technical College System IELCE SECTION 243 TOOLKIT

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Summary

Integrated English Literacy and Civics Education (IELCE) activities are a main pathway to support immigrants' civic, linguistic, and economic integration in U.S. society. For this reason, IELCE activities aim to assist immigrants and English language learners in their roles as parents, workers, and citizens through integrated civics and English language literacy acquisition instruction and as conveyed in Workforce Innovation and Opportunity Act Sec. 243, IELCE, workforce preparation, and workforce training.

This document IELCE Toolkit outlines the Integrated English Literacy and Civics Education (IELCE) program, a U.S. initiative supporting immigrant integration. The toolkit details IELCE's structure, differentiating between Section 231(b) programs (focused on English and civics) and Section 243 programs (adding workforce training and employment outcomes).

The toolkit provides guidance on program design, reporting requirements, curriculum development, and staff training, emphasizing collaboration between adult education and workforce development providers to effectively serve immigrant English language learners.

IELCE activities vs IELCE programs

IELCE activities under Section 231

Under Section 231(b), state adult education agencies may designate IELCE as a “required local activity” for eligible providers. The goals of Section 231(b) IELCE activities mirror the larger goals of IELCE to promote linguistic, economic, and civic integration for adult ELs, and such programs must include combined instruction in English and civics but not workforce training.

IELCE Section 243

IELCE Sec 243 has a more deliberate focus on workforce and employment outcomes for their participants, in addition to the broader goals laid out for the program in Section 203. This focus on immigrants' economic integration is evident in one of the stated goals for Section 243 IELCE programs, which is to “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.”

Section 243 also requires greater collaboration between adult education and workforce development providers to deliver IELCE programs, mandating that all programs “integrate with the local workforce development system and its functions to carry out the activities of the program.”

Although WIOA states that IELCE should be delivered “in combination” with IET, this requirement does not mean that every participant in IELCE programs must be enrolled in IET. Since the passage of WIOA, OCTAE, the office within the U.S. Department of Education that manages adult education on the federal level, has interpreted Section 243’s language to mean that the IET requirement pertains to the provider rather than to the student. In other words, adult learners in IELCE programs do not have to participate in IET but must have meaningful access to those opportunities.

For example, an IELCE program could offer a CNA IET component as part of an IELCE program but also use Section 243 funding to provide broader English and civics instruction, if interested and eligible students have access to the IET activity and are being prepared to transition to the CNA if they decide.

State requirement

IELCE Section 243 funds can also be used to establish bridges to integrated education and training programs to strengthen skills and terminology necessary to be successful in integrated education and training activities, and to pass any technical skills exams and coursework.

If there is a need in the applicant’s service area, it is strongly recommended that applicants prioritize the needs of Internationally Trained Professionals in their recruitment and design of IELCE Section 243 programs. All subrecipients are required to attend state training on IELCE Section 243 requirements.

Client Reporting

AEFLA and GPR funded IET participation must be reported in WTCS Client Reporting. Any Section 243 learners participating in AEFLA and GPR funded IET should be reported in the appropriate WTCS grant number. In addition, learners served under Section 243 and who are co-enrolled in an IET

must be reported with the appropriate *Service Provided Through Grant Activity Code* to identify IET program participation. For Section 243 learners, programs should use code 38- IELCE IET. Definitions and reporting guidance can be found in the WTCS Client Reporting Manual. Reporting these data will ensure the WTCS can assess participation and outcomes, such as postsecondary transitions, employment, and earnings.

Integrated Education and Training Planning Tool

IELCE Sec 243 providers must submit the IET Planning Tool(s) indicating which IETs will be offered to IELCE students. CBOs who partner with other agencies must indicate those specific programs and agencies on the IET Planning Tool.

In Wisconsin, WIOA Title II funds (including IELCE funds) can be used to support workplace training activities. However, IELCE providers are highly encouraged to seek other funding sources to support these services.

In Wisconsin, IELCE program options include serving students in the following ways:

- Any IET that meets IELCE requirements (see required instructional components).
- An IELCE navigator who engages in activities such as recruiting, enrolling, and providing ongoing wraparound support for ELs in IELCE programs.
- Contextualized English language acquisition classes offered concurrently with workforce training with another partner.

Bridge programming to prepare students for an IET.

It is possible to use Section 243 funding to support bridge programs. Bridge programs allow providers to prepare students interested in IET activities by providing specialized preparation that will increase their success in workforce training programs. Providers can also use bridge programs to create pathways and opportunities for participants to earn credentials and qualifications along the way (stackable credentials). For example, an IELCE-IET program for a Certified Nursing Assistant (CNA) certification might include instruction in English related to anatomy and the medical field, civics content

that explains the U.S. health-care system and cultural expectations of medical care, and training for a CNA certification that is delivered at a pace and English level suitable for EL participants.

Self-Assessment and Program Planning

This section will be used by staff and instructors to review current IELCE programs or to help develop new programs. It is organized by IELCE 243 required components.

Eligible Participants §463.70

The IELCE program must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries.

1. Who is eligible to be served in this IELCE program?
2. Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?
3. What demographic or other data were used to determine the target population for this IELCE program?

Staffing and Professional Development

1. What staff are part of your IELCE program (i.e., Career Navigator, adult education instructor, workforce training instructor, etc.)
2. What professional development activities are planned for each of the IELCE staff?
3. What opportunities for networking and sharing among IELCE staff will be made available?
4. How does your IELCE program assess the impact of professional development activities?
5. How familiar are your instructors with civics contextualization and choosing civic topics that are appropriate for the specific IELCE/IET Pathway?

Recruitment and Retention

1. What level of ELLs is the IELCE program designed to serve?
2. How is the IELCE program going to be marketed?

4. What strategies will be utilized to aid student retention?
5. Identify specific strategies to measure the effectiveness of your IELCE program's recruitment and retention plan.

Required Components of Integrated English Language Acquisition and Civics Education (IELCE)

The IELCE program must include instruction in literacy and English language acquisition as described under §463.33.

1. Describe the literacy and English language instruction you plan to offer to meet the needs of the IELCE Program.
2. How is it aligned with the State's content standards for adult education?

Civics Education

The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33.

1. Describe how the rights and responsibilities of citizenship and civic participation instruction are offered in the IELCE program. While WI has not officially adopted specific civics standards yet, providers can refer to [the Illinois Civics Competencies List](#) identify which civics competencies they will integrate in programming.

IET Component of the IELCE Program

Education providers receiving funds through Integrated English Literacy and Civic Education program must provide services that are designed to: 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 program's activities.

1. Which career pathway cluster(s) does your IELCE program target?
2. How does the career pathway(s) fit into the regional priorities as outlined in your Local Workforce Development Board plan?

3. What labor market information was used for the selection of the targeted industry sector?\

- Available jobs
- Desired skills by employers
- Earning potential
- Employment options
- Opportunities for advancement

4. Describe the training opportunities that will be made available to the IELCE participants, including how they are of sufficient intensity, quality, and duration and lead to industry-recognized credentials.

5. How is IELCE delivered in combination with the IET activities for participants?

6. 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?

7. If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?

8. Select the credentials to be awarded to the IELCE participants who have completed the program's IET component: Mark all that apply.

- College/Credit-based credentials
- Industry recognized credentials
- High School Equivalency (GED, HSED)
- Other_

Workforce Preparation §463.36

Please refer to the Teaching Skills that Matter for a list of 21st Century Skills.

Workforce preparation activities include activities, programs, or services to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including competences in:

- Utilizing resources,
- Using information,
- Working with others,
- Understanding system,
- Skills necessary for success
- Transition into and completion of postsecondary education and training!
- Employment and other employability skills that increase an individual/s preparation for the workforce.

1. How does your program incorporate workforce preparation in the IELCE 243 program?
2. What components does your program incorporate?
3. How does your IELCE program measure the work-readiness of students?

Other Considerations

Use the IET Planning Tool to document SSLOs.

1. Describe how the curricula for your IELCE 243 program incorporates English Language Acquisition/Literacy Activities, Civics Education; Workforce Preparation Activities, and Workforce Training/IET are contextualized with a single set of learning objectives and how the activities are organized to function cooperatively.

Resources: Career Pathways and Education for Employment Resources

- [Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development](#)
- [Connecting Refugees to Workforce Development Opportunities: Promising Partnerships and the New Workforce Innovation and Opportunity Act \(WIOA\)](#)
- [Engaging Employers to Support Adult Career Pathways](#)
- [Integrating SNAP E&T into Career Pathway Systems to Boost Outcomes](#)
- [LINCS Online Career Pathway Courses](#)
- [Preparing English Learners for Work and Career Pathways: Companion Learning Resource](#)
- [Preparing Refugees for Employment: The ABC's of Understanding the American Workplace – Resources, Tools, and Programs](#)
- [Recertification/Re-credentialing of Refugee Professionals](#)
- [Supporting Workplace Success for Refugees – How Workforce Agencies Can Collaborate with Refugee Programs \(2014 Webinar Slide deck\)](#)
- [Using the PIAAC Numeracy Framework to Guide Instruction: An Introduction for Adult Educators](#)
- [Using the PIAAC Framework for Problem Solving in Technology-Rich Environments to Guide Instruction: An Introduction for Adult Educators](#)
- [WIOA Wednesday: Competitions for Adult Education Service Providers: Local Board/State Roles](#)
- [WIOA Wed–on Tuesday: CRC Updates Section 188 WIOA Equal Opportunity Regulations \(29 CFR Part 38\)](#)

- [Workplace Instruction and Workforce Preparation for Adult Immigrants](#)
- [Building Career Pathways System for Education, Training, and Employment](#)
- [Career Pathways Toolkit](#)
- [Career Pathways Checklist](#)
- [English Language Proficiency Standards for Adult Education](#)
- [Integrating Digital Literacy into English Language Instruction](#)
- [Meeting the Language Needs of Today's English Language Learner](#)
- [Promoting Learner Engagement When Working with Adult English Language Learners](#)
- [Realizing Opportunities for English Language Learners \(ELLs\) Through State Academic Content Standards Webinar](#)
- [Older Adolescent and Young Adult English Learners: A Study of Demographics, Policies and Programs](#)
- [Open Educational Resources \(OER\) for English Language Instruction](#)
- [Illinois Civic Competencies List](#)
- [Adult Citizenship Education Sample Curriculum for a Low Beginning ESL Level Course](#)
- [Citizenship through Naturalization](#)
- [Civics and Citizenship Resources for Teachers](#)
- [Expanding ESL, Civics, and Citizenship Education in Your Community – A Start-Up Guide](#)
- [Guide to the Adult Citizenship Education Content Standards and Foundation Skills: A Framework for Developing a Comprehensive Curriculum](#)

- [The Professional Development Guide for Adult Citizenship Educators](#)
- [Android phone users](#)
- [iPhone phone users](#)
- [Tip sheet: Using the Professional Development Guide for Adult Citizenship Educators \(tip sheet\)](#)
- [Tip sheet: Basic Strategies for Teaching Reading Skills for the Naturalization Interview and Test](#)
- [Tip sheet: Basic Strategies for Teaching Writing Skills for the Naturalization Interview and Test](#)
- [Tip sheet: Essential Ways to Enhance Learning for Older Students in the Adult Citizenship Education Classroom](#)
- [Tip sheet: Providing Citizenship Education in the Workplace](#)
- [Tip sheet: Managing Student Levels in a Multi-Level Classroom](#)
- [English Language Learner University \(ELL-U\) Professional Development Plan](#)

Frequently Asked Questions (FAQ)

1. Can students enroll in a bridge program and other and never enroll in an IET?

Yes. IELCE requirements are program requirements, not participant requirements. Enrollment in an IET remains a key student goal.

2. What are the participant requirements?

IELCE programs are for Adult Education ELL students or language learners who have transitioned to ABE services. Students self-report as ELL; this is not tied to their placement on federal tables. In other words, a student in an ABE class can be ELL and qualify for IELCE programming.

3. What if an IELCE IET classroom has both ELL and native speakers?

Prorate funds so that ELL students are proportionally supported by IELCE funds.

4. How do we determine who is an English Language Learner?

The student can self-report that they are an English Language Learner. There may also be students who transition in from ELA classes.

5. What are examples of documentation that someone is an ELL?

It can be a local form/questionnaire,

6. Can we include career exploration as part of the IELCE program?

You can include exploration of the available IET and workforce training options at your institution or a partner institution, and that can include exploratory content specific to those careers.

7. How contextualized does the bridge program need to be?

A bridge program prepares students for IET or workforce training programs. Some programs might have a specific connection to one IET program, like offering a class that prepares students for a healthcare IET. Others might take a more general approach and prepare students to be successful in a range of IET programs offered as part of your IELCE program. In this case, students would complete the same assignments but contextualized to their chosen area of study.

8. How can CBOs offer bridge programming?

CBOs can align their bridge programming to IET programs through a partnership with a college or an employer.

9. How do we report to IELCE students in Client Reporting?

AEFLA and GPR funded IET participation must be reported in WTCS Client Reporting. Any Section 243 learners participating in AEFLA and GPR funded IET should be reported in the appropriate WTCS grant number. In addition, learners served under Section 243 and who are co-enrolled in an IET must be reported with the appropriate *Service Provided Through Grant Activity Code* to identify IET program participation. For Section 243 learners, programs should use code 38- IELCE IET. Definitions and reporting guidance can be found in the WTCS Client Reporting Manual. Reporting these data will ensure the WTCS can assess participation and outcomes, such as postsecondary transitions, employment, and earnings.

10. Can IELCE funds pay for student tuition?

Yes! Direct students payments are prohibited but the grant can pay instructor time (cost of

instruction).

11. Is it required to have a separate course for students under Section 243?

No! While some programs have separate classes for IELCE 243 and Section 231, it's also possible to have **both 231 and 243 students in the same class**. Students should be counted under **231 or 243 based on the services they receive**, not just the activities in class.

12. What Makes a Student 243-Funded?

Section 243 eligibility is tied to the **IELCE program model**, which requires:

- **Integration of English literacy, civics education, AND workforce preparation/training**
- **A connection to a career pathway**, often through partnerships with workforce or training providers, or co-enrollment in workforce training
- In some cases, the IELCE program itself may include an **Integrated Education and Training (IET)** component, which combines language instruction with occupational training—this can make tracking and reporting easier because all students who are in that particular IET can be counted under 243.

Important Distinction

Section 231 students can absolutely participate in workforce-related activities as part of general ESL instruction. They can also participate in integrated civics instruction. However, this does **not** automatically make them 243-funded unless:

- They are enrolled in an IELCE program.
- The program is using 243 funds to support their instruction.

Activities alone don't determine funding. The program structure, funding source, and reporting requirements do. You can overlap with instructional strategies, but you must keep the funding streams and reporting separate.