



Building Opportunities through Integrated English Literacy and Civics Education (IELCE)

Background

English language learners are a substantial portion of adults served in U.S. adult education programs, representing 44% of students in [Program Year 2014-2015](#). The population is diverse in ethnicity, education, language learning needs, and age. The Workforce Innovation and Opportunity Act (WIOA, Pub. L. 113-128, July 2014) encourages new opportunities for innovation and collaboration, particularly for those with barriers to employment, to increase: access to employment, education, training, and support services; and, to services needed to succeed in the labor market.

Under WIOA Title II Section 243, State agencies may fund local providers to offer Integrated English Literacy and Civics Education (IELCE) programs. IELCE is defined in the law as: “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable 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 instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.” Section 243 adds the requirement that such services be offered in combination with integrated education and training activities.

Overview

The primary goal of this project is to provide technical assistance (TA) to States in implementing the new requirements, under Section 243 of WIOA, for the IELCE program. OCTAE, through a contract with the Manhattan Strategy Group, will design and deliver TA that assists States and eligible local providers—to understand and implement the IELCE activities, and programs in accordance with the legislation and final regulations in WIOA. TA will help States and local providers implement programs consistent with WIOA’s expanded focus on career pathways; integrated education and training; and, placement in unsubsidized employment (in in-demand industries and occupations) that lead to economic self-sufficiency. The project period is June 2016 to June 2019.

Project Milestones

- Design and deliver training to State adult education staff and local providers.
- Provide training to State staff, to create a national IELCE Collaborative.
- Gather and develop training and technical assistance tools and resources.
- Document examples of promising practices that are meeting IELCE requirements.
- Disseminate lessons learned.

Outcomes and Products

- Produce IELCE-focused technical assistance tools and resources.
- Provide in-person and virtual training to support IELCE regulation compliance.
- Create a national IELCE Collaborative.
- Produce case studies and in-depth profiles of promising practices.
- Produce a final report that summarizes training and promising examples.

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