

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION
Fiscal Year 2015 Request

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<http://www2.ed.gov/about/overview/budget/statetables/index.html#update>.

CAREER, TECHNICAL, AND ADULT EDUCATION

For carrying out, to the extent not otherwise provided, [the Carl D. Perkins Career and Technical Education Act of 2006 and] the Adult Education and Family Literacy Act (“AEFLA”), [\$1,702,686,000 of] \$597,667,000, which [\$911,686,000] shall become available on July 1, [2014] 2015, and shall remain available through September 30, [2015, and of which \$791,000,000 shall become available on October 1, 2014, and shall remain available through September 30, 2015] 2016.¹ *Provided*, That of the amount provided for Adult Education State Grants, \$70,811,000 shall be made available for integrated English literacy and civics education services to immigrants and other limited-English-proficient populations.² *Provided further*, That of the amount reserved for integrated English literacy and civics education, notwithstanding section 211 of the AEFLA, 65 percent shall be allocated to States based on a State's absolute need as determined by calculating each State's share of a 10-year average of the United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence for the 10 most recent years, and 35 percent allocated to States that experienced growth as measured by the average of the 3 most recent years for which United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence are available, except that no State shall be allocated an amount less than \$60,000.³ *Provided further*, That of the amounts made available for AEFLA, [\$13,712,000] \$33,712,000 shall be for national leadership activities under section 243.⁴ (*Department of Education Appropriations Act, 2014.*)

NOTES

No appropriations language is included for programs authorized under the expired Carl D. Perkins Career and Technical Education Act; when new authorizing legislation for the Perkins Act is enacted, a budget request for these programs will be proposed.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...[\$1,702,686,000 of] <u>\$597,667,000</u>, which [\$911,686,000] shall become available on July 1, [2014] <u>2015</u>, and shall remain available through September 30, [2015, and of which \$791,000,000 shall become available on October 1, 2014, and shall remain available through September 30, 2015] <u>2016</u>:...</p>	<p>This language provides for funds to be appropriated on a forward-funded basis for Adult Education programs. The language also makes a portion of the funds appropriated for Career and Technical Education State Grants available on an advance-funded basis.</p>
<p>² <i>Provided</i>, That of the amount provided for Adult Education State Grants, \$70,811,000 shall be made available for integrated English literacy and civics education services to immigrants and other limited-English-proficient populations:...</p>	<p>This language reserves funds from the Adult Education State Grants appropriation for English Literacy and Civics Education State Grants, which are not otherwise authorized under the Adult Education and Family Literacy Act.</p>
<p>³ <i>Provided further</i>, That of the amount reserved for integrated English literacy and civics education, notwithstanding section 211 of the AEFLA, 65 percent shall be allocated to States based on a State's absolute need as determined by calculating each State's share of a 10-year average of the United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence for the 10 most recent years, and 35 percent allocated to States that experienced growth as measured by the average of the 3 most recent years for which United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence are available, except that no State shall be allocated an amount less than \$60,000:...</p>	<p>This language specifies an allocation formula for awarding State grants for English literacy and civics education.</p>
<p>⁴ <i>Provided further</i>, That, of the amounts made available for AEFLA, [\$13,712,000] <u>\$33,712,000</u> shall be for national leadership activities under section 243.</p>	<p>This language provides a specific amount for National Leadership activities authorized under section 243 of the Adult Education and Family Literacy Act, overriding the statutory set-aside of 1.5 percent of the Adult Education appropriation (not to exceed \$8 million).</p>

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Appropriation, Adjustments and Transfers

(dollars in thousands)

Appropriation/Adjustments/Transfers	2013	2014	2015
Discretionary:			
Appropriation.....	\$1,737,154	\$1,702,686	\$1,722,686
Across-the-board reduction (P.L. 113-6)	<u>-3,474</u>	<u>0</u>	<u>0</u>
Total, discretionary appropriation	1,733,680	1,646,533	1,702,686
Sequester (P.L. 112-25).....	<u>-87,147</u>	<u>0</u>	<u>0</u>
Total, adjusted discretionary appropriation.....	1,646,533	1,702,686	1,722,686
Advance:			
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	<u>791,000</u>	<u>791,000</u>	<u>791,000</u>
Total, budget authority	1,646,533	1,702,686	1,722,686

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Summary of Changes
(dollars in thousands)

2014.....	\$1,702,686
2015.....	<u>1,722,686</u>
Net change	+20,000

Increases:	<u>2014 base</u>	<u>Change from base</u>
<u>Program:</u>		
Funding for new Skills Challenge Grants under Adult Education National Leadership Activities to support partnerships that scale up promising and evidence-based models that combine basic skills education with training, and improve alignment of services across sectors and with postsecondary education and training.	<u>0</u>	<u>+\$20,000</u>
Net change		+20,000

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Authorizing Legislation

(dollars in thousands)

Activity	2014 Authorized	2014 Estimate	2015 Authorized	2015 Request
<i>Career and technical education (Carl D. Perkins CTEA):</i>				
State grants (<i>CTEA Title I</i>)	0 ¹	\$1,117,598	0 ¹	\$1,117,598
National programs (<i>CTEA Section 114</i>)	0 ¹	7,421	0 ¹	7,421
<i>Adult education (Adult Education and Family Literacy Act (AEFLA)):</i>				
Adult basic and literacy education State grants (<i>AEFLA and WIA section 503</i>)	0 ^{2,3}	563,955	0 ^{2,3}	563,955
National leadership activities (<i>AEFLA section 243</i>)	0 ^{2,3}	13,712	0 ^{2,3}	33,712
<u>Unfunded authorizations</u>				
Grants to States for workplace and community transition training for incarcerated individuals (<i>HE Amendments of 1998, Title VIII-D</i>)	Indefinite	0	Indefinite	0
National Institute for Literacy (<i>AEFLA section 242</i>)	0	0	0	0
Occupational and employment information (<i>CTEA section 118</i>)	Indefinite	0	Indefinite	0
Tech prep education State grants (<i>CTEA Title II</i>)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total definite authorization		0		0
Total annual appropriation		1,702,686		1,722,686

NOTE: The Administration is proposing to reauthorize the Carl D. Perkins Career and Technical Education Act. FY 2015 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2015.

² Section 211(a) of the Adult Education and Family Literacy Act requires that, of the funds appropriated for Adult Education, the Secretary reserve 1.5 percent, not to exceed \$8 million, for the National Institute for Literacy; 1.5 percent, not to exceed \$8 million, for National Leadership Activities; and 1.72 percent for incentive grants (as authorized under section 503 of the Workforce Investment Act).

³ The GEPA extension expired September 30, 2004; reauthorizing legislation is sought for FY 2015.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2006 (2006 Advance for 2007)	\$215,734	\$1,991,782 (791,000)	\$1,927,016 (791,000)	\$1,992,159 (791,000)
2007 (2007 Advance for 2008)	579,552 (791,000)	N/A ¹	N/A ¹	1,992,170 (791,000)
2008 (2008 Advance for 2009)	1,189,808	2,038,220	1,894,788	1,941,642 (791,000)
2009 (2009 Advance for 2010)	574,590	1,951,611 ²	1,863,162 ²	1,944,348 (791,000)
2010 (2010 Advance for 2011)	2,018,447 (791,000)	2,016,447 (791,000)	2,018,447 ³ (791,000)	1,928,447 (791,000)
2011 (2011 Advance for 2012) Rescission (P.L. 112-74)	1,942,707 (791,000)	1,991,447 ⁴ (791,000)	1,942,541 ³ (791,000)	1,737,451 ⁵ (791,000) (1,495)
2012 (2012 Advance for 2013)	1,683,392 (791,000)	1,738,946 ⁶ (791,000)	1,738,946 ⁶ (791,000)	1,737,154 (791,000)
2013 (2013 Advance for 2014)	1,737,154 (791,000)	1,737,154 ⁷ (791,000)	1,737,154 ⁷ (791,000)	1,646,533 (791,000)
2014 (2014 Advance for 2015)	1,750,154 (791,000)	N/A ⁸	1,737,949 (791,000)	1,702,686 (791,000)
2015 (2015 Advance for 2016)	1,722,686 (791,000)			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate allowances are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

² The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

³ The level for the Senate allowance reflects Committee action only.

⁴ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁶ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁷ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁸ The House allowance is shown as N/A because there was no Subcommittee action.

DEPARTMENT OF EDUCATION FISCAL YEAR 2015 PRESIDENT'S BUDGET

[Click here for accessible version.](#)

(in thousands of dollars)

Account, Program and Activity	Category Code	2013 Appropriation	2014 Appropriation	2015 President's Budget	2015 President's Budget Compared to 2014 Appropriation	
					Amount	Percent
Career, Technical, and Adult Education						
1. Career and technical education (Carl D. Perkins CTE):						
(a) State grants (Title I)						
Annual appropriation	D	273,446	326,598	326,598	0	0.000%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.000%
Subtotal		1,064,446	1,117,598	1,117,598	0	0.000%
(b) National programs (section 114)	D	7,421	7,421	7,421	0	0.000%
Subtotal, Career and technical education		1,071,866	1,125,019	1,125,019	0	0.000%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA and WIA section 503)	D	563,955	563,955	563,955	0	0.000%
(b) National leadership activities (AEFLA section 243)	D	10,712	13,712	33,712	20,000	145.858%
Subtotal, Adult education		574,667	577,667	597,667	20,000	3.462%
Total, Appropriation	D	1,646,533	1,702,686	1,722,686	20,000	1.175%
Total, Budget authority	D	1,646,533	1,702,686	1,722,686	20,000	1.175%
Current		855,533	911,686	931,686	20,000	2.194%
Prior year's advance		791,000	791,000	791,000	0	0.000%

NOTES: D = discretionary program; M = mandatory program; FY= fiscal year

Detail may not add to totals due to rounding.

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Summary of Request

Programs in the Career, Technical, and Adult Education account further the efforts of States and communities to improve their career and technical education programs and their adult education and literacy systems. The objective of the career and technical education programs is to develop the academic, career, and technical skills of youth and adults in high schools, community colleges, and correctional institutions by helping States develop challenging standards; promoting the integration of academic, career, and technical instruction; and supporting State and local program improvements. Adult education programs support local efforts to provide educational services to adults who lack the basic or English literacy skills needed for them to benefit fully from job training, obtain better jobs, complete secondary education, succeed in postsecondary education, and become full participants in their children's education. The request for the Career and Technical Education programs would support implementation under a reauthorized Perkins Act as outlined in the proposal the Department published in April 2012, "Investing in America's Future: A Blueprint for Transforming Career and Technical Education." Adult Education programs would be included in the pending Workforce Investment Act (WIA) reauthorization.

The Administration requests a total of \$1.7 billion for this account. This request includes \$1.1 billion for **Career and Technical Education State Grants** and \$7.4 million for **Career and Technical Education National Programs**. The request also includes \$564.0 million for Adult Education State Grants, and \$33.7 million for **Adult Education National Leadership Activities**.

The request for the **Career and Technical Education (CTE) State Grants** program would support the first year of activity under a reauthorized Carl D. Perkins Career and Technical Education Act that would seek to ensure that all CTE programs become viable and rigorous pathways to postsecondary education and career success. The Administration's reauthorization proposal would increase the alignment between CTE and labor market needs, strengthen collaboration among secondary and postsecondary CTE programs and business and industry, create a better accountability system, and provide competitive funding modeled after the Investing in Innovation (i3) program to promote innovation and reform in CTE. The request for CTE State Grants includes up to \$100 million to fund competitive grants under a CTE innovation fund, including \$10 million for "Pay-for-Success" projects. The proposal would also support the Department's secondary school agenda and the President's 2020 college completion goal.

The request for **Career and Technical Education National Programs** would support implementation of a reauthorized Perkins Act through research, evaluation, data collection, technical assistance, and other national leadership activities aimed at improving the quality and effectiveness of career and technical education.

The request for **Adult Education State Grants** would support the Department's ongoing efforts to assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of a secondary education. The **Adult Education State Grants** request also includes continuation of a set-aside for English Literacy/Civics Education State Grants to support the unmet needs of immigrants learning English. The program helps States

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Summary of Request—continued

and communities provide adult English Learners with expanded access to high-quality English literacy programs linked to civics education.

The request for **Adult Education National Leadership Activities** will continue to support activities intended to increase the literacy and workforce skills of our Nation's native-born adult population, as well as the ongoing need to address the English language acquisition, literacy, and workforce skills gaps of the immigrant population. The requested increase of \$20.0 million will support Skills Challenge Grants to help scale up promising and evidence-based models that combine basic skills education with training and improve alignment of services across sectors and with postsecondary education and training. A portion of the 2015 request will also support the expansion of the Department's reentry education model demonstration initiative. This will help develop evidence of effectiveness in a variety of institutional contexts and build on the Department's recent Promoting Reentry Success through Continuity of Educational Opportunities competition.

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Career and technical education: State grants

(Carl D. Perkins Career and Technical Education Act of 2006, Title I)

(dollars in thousands)

FY 2015 Authorization: Indefinite¹

Budget Authority:

	<u>2014</u>	<u>2015</u>	<u>Change</u>
Annual appropriation	\$326,598	\$326,598	0
Advance for succeeding fiscal year	<u>791,000</u>	<u>791,000</u>	<u>0</u>
Total	1,117,598	1,117,598	0

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2015.

PROGRAM DESCRIPTION

Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), State Grants for Career and Technical Education (CTE) assist States and Outlying Areas in expanding and improving career and technical education in high schools, technical schools, and community colleges. Each State uses program funds to support a variety of career and technical education programs developed in accordance with its State plan.

The Department allocates funds to States, including the District of Columbia, Puerto Rico, and the Virgin Islands, through a formula based on State per-capita income and population in three age cohorts (15-19, 20-24, and 25-65). The formula provides for a minimum State allocation of at least 0.5 percent of the total, and a "hold-harmless" provision in the formula ensures that no State's share of the appropriation is less than its share of the fiscal year 1998 appropriation. A special provision limits the increase a State with an initial allocation of the 0.5 percent minimum may receive, resulting in a number of States that receive an allocation of less than 0.5 percent of the total. If appropriations result in the amount of funds for allocation to States exceeding the amount of funds allocated to States from the fiscal year 2006 appropriation, up to one-third of the additional funds is to be allotted to States with fiscal year 2006 grant awards that were less than the minimum 0.5 percent grant amount and the remainder is to flow to the other States.

In addition, the Pacific territories receive 0.13 percent of the total appropriated for State Grants to operate the same kinds of career and technical education programs as the States. Within that set-aside, Guam receives \$660,000, American Samoa and the Northern Mariana Islands each receive \$350,000, and Palau receives \$160,000. Any remaining funds are distributed among Guam, American Samoa, and the Northern Mariana Islands in equal shares. Also, 1.25 percent of the total appropriation for State Grants is set aside for grants to federally recognized Indian tribes and tribal organizations, and 0.25 percent is set aside for competitive grants to organizations that primarily serve and represent Hawaiian Natives.

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Career and technical education: State grants

Under the statute:

- Programs must, among other things, integrate academic and career and technical education, promote student attainment of challenging academic and career and technical standards, provide strong linkages between secondary and postsecondary education, and provide professional development for teachers, counselors, and administrators.
- States and local recipients must offer at least one program of study. Programs of study are coherent sequences of non-duplicative CTE courses that progress from the secondary to the postsecondary level, include rigorous and challenging academic content along with career and technical content, and lead to an industry-recognized credential or certificate at the postsecondary level or to an associate or baccalaureate degree.
- The Secretary and each State must reach agreement on annual levels of performance for a number of “core indicators” specified in the law.
 - The core indicators for secondary education programs focus on student attainment of challenging academic standards, as measured by attainment of the proficient level or above on the statewide assessments required under Title I of the Elementary and Secondary Education Act (ESEA); high school graduation; student attainment of career and technical skill proficiencies; student attainment of a secondary school diploma or its recognized equivalent, or a proficiency credential in conjunction with a secondary school diploma; student placement in postsecondary education, advanced training, military service, or employment; and student participation in and completion of career and technical education programs that lead to employment in fields that are traditionally dominated by one gender.
 - The core indicators for postsecondary education programs focus on student attainment of challenging career and technical skill proficiencies; student attainment of an industry-recognized credential, certificate, or degree; student retention in postsecondary education or transfer to a baccalaureate degree program; student placement in the military or in apprenticeship programs, or placement or retention in employment; and student participation in and completion of career and technical education programs that lead to employment in fields that are traditionally dominated by one gender.
- At least 85 percent of State Grant funds must be allocated by formula to local educational agencies (LEAs) and postsecondary institutions, and a State may reserve up to 10 percent of those funds to make grant awards to local agencies in rural areas and areas with high percentages or high numbers of career and technical education students.
- States may use up to 10 percent of their allocations to carry out State leadership activities, such as professional development, expanding the use of technology, assessing career and technical education services, furthering the integration of academic and career and technical education in order to improve student achievement, preparing students for employment in fields that are traditionally dominated by one gender, delivering career and technical education in correctional institutions, and providing services for special populations.

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Career and technical education: State grants

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which the funds are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$1,160,911
2011	1,122,164
2012	1,123,030
2013	1,064,446
2014	1,117,598

FY 2015 BUDGET REQUEST

For fiscal year 2015, the Administration requests \$1.1 billion for the Career and Technical Education (CTE) State Grants program, the same amount as the 2014 appropriation. The fiscal year 2015 appropriation would support implementation under a reauthorized Carl D. Perkins Career and Technical Education Act consistent with the Department's reauthorization proposal, "Investing in America's Future: A Blueprint for Transforming Career and Technical Education," which was released in April 2012. The proposal would strengthen provisions of the current statute and would provide States, local educational agencies (LEAs), and postsecondary institutions with the support required to help ensure that all students exit their CTE programs well prepared for further education or employment in high-skill and high-demand occupations, including for technical jobs that are currently going unfilled. The reauthorization proposal would also support the President's goals of ensuring that (1) every student graduate from high school college- and career-ready and (2) the United States again lead the world in college completion by 2020.

The blueprint for reauthorization of the Perkins Act proposes statutory reforms to both address the current program's shortcomings and transform it. Under the current Perkins Act, it has been difficult to determine the program's effectiveness and to hold States accountable for performance, in part because States can establish their own performance measures and goals. Furthermore, the current structure of the CTE State Grants program—with funds allocated from States to local secondary and postsecondary recipients separately and by formula—does not promote adequate linkages between secondary schools, postsecondary institutions, and employers to promote effectiveness. The Administration strongly believes, however, that high-quality CTE programs can have a significant, positive impact on student achievement, high school graduation, transition to college, college completion rates, and labor market outcomes. The blueprint proposes the following strategies to achieve that vision:

- Increase alignment between CTE and labor market needs. While the current system lacks requirements for States to work with workforce and economic development agencies, our

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Career and technical education: State grants

reauthorization proposal would require States and local agencies to work with these agencies and other partners to identify in-demand occupations in high-growth industry sectors to ensure that CTE programs are aligned with and provide students with the skills they need to succeed in these occupations.

- Strengthen collaboration among secondary and postsecondary CTE programs and business and industry. In place of separate within-State formula allocations to secondary and postsecondary programs, our proposal would require States to make competitive grants to consortia of secondary and postsecondary institutions, thus strengthening the linkage between secondary and postsecondary education while also directing funds to programs with the strongest and most proven strategies for delivering CTE, including strategies for serving all students. Because employer involvement is also key to ensuring that CTE programs are aligned with workforce needs and give students work-based learning opportunities, consortia would be required to include relevant employers within each career pathway. Finally, each State would be required to obtain matching funds from the private sector through its grantees.
- Create a better accountability system. The current accountability system does not provide valid, reliable, or comparable information about whether CTE programs are accomplishing their goals because States determine how their own performance will be measured. Nor does it create a basis for recognizing and expanding the most successful programs or identifying ineffective programs and taking actions to improve them. The Administration's proposal would move States toward common definitions for performance measures including measures that would hold States accountable for providing students participating in CTE programs with access to postsecondary education and increasing students' attainment of a postsecondary credential, certificate, or degree. In addition, the reauthorized Perkins Act would create financial incentives for good performance as well as consequences for poor performance.
- Promote innovation and reform in CTE. A key to improving the effectiveness and impact of CTE programs is expanding the knowledge base of effective practices by promoting the development, evaluation, and scaling up of innovations in CTE. Building on the Department's successful experience with the Investing in Innovation (i3) program, the reauthorization would support a discretionary fund aimed at promoting innovation and reform in CTE and replicating the success of proven models. An innovation fund dedicated to CTE would be unique because it would allow for projects that focus on the alignment and articulation between secondary and postsecondary education. A particular emphasis of the fund would be to promote employer involvement and linkages to workforce needs as well as projects that focus on both labor market and educational outcomes. Initial investments under a CTE innovation fund might target programs or strategies to (1) provide services that help disconnected youth access career pathways in high-skill, high-wage jobs; (2) expand the capacity of rural and remote communities to provide access to articulated pathways to industry-recognized postsecondary credentials or degrees for in-demand industry sectors and occupations; or (3) use technology to improve service delivery and provide learning experiences to students through the use of virtual simulations of workplace equipment. Funding would also support activities to promote the development and adoption of State-level reforms in CTE and to carry out "pay-for-success" projects.

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Career and technical education: State grants

A reauthorized CTE State Grants program will help provide better opportunities for students to graduate from high school and exit postsecondary education with the skills to succeed in today's economy. By addressing a persistent skills gap in the employment market, the program will have the potential to strengthen the U.S. economy and its global competitiveness while increasing the employment rate.

A 2011 survey of manufacturing executives by Deloitte and The Manufacturing Institute entitled "Boiling Point? The Skills Gap in U.S. Manufacturing" found that 67 percent of respondents reported a moderate to severe shortage of available qualified workers and 80 percent anticipated that the shortage would grow worse in the next 3 to 5 years for skilled production occupations such as machinists, operators, craft workers, distributors, and technicians. This skills gap is affecting American productivity. Fifty-one percent of respondents said that they have experienced difficulty maintaining production levels consistent with customer demand because of workforce shortages or employee skill deficiencies.

Moreover, the demand for skilled workers is not likely to decrease. More than two-thirds of respondents to the 2011 survey believe that the most important issue for their companies' future business success in the next 3 to 5 years is having a highly skilled, flexible workforce. The Georgetown University Center on Education and the Workforce projects that low-skills jobs will not come back during or after the United States' economic recovery. Rather, as has happened in past economic downturns, new technologies will likely emerge to increase efficiency, and these technologies will require skilled workers to operate them. The reauthorization proposal is designed to help ensure that American workers have these skills.

The Department also expects to propose revisions to the State allocation formula as part of the reauthorization proposal in order to improve and simplify the process for calculating allocations and to ensure that the formula drives funds to States based on current data. For 2015, the Department would use up to \$100 million for the competitive innovation program (including \$10 million for "pay-for-success" projects) and the remainder for the new State formula grant program.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Formula funds:</u>			
State grants	\$1,047,095	\$1,099,382	\$1,001,011
Range of awards to States	\$568-\$113,295	\$567-\$122,944	\$563-\$107,239
Territories allocation	\$1,384	\$1,452	\$1,323
Indian set-aside	\$13,306	\$13,970	\$12,720
Number of grants	30	30	30
Native Hawaiian grant	\$2,661	\$2,794	\$2,544
Number of grants	10	10	10

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Career and technical education: State grants

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Innovation fund:</u>			
Amount for innovation and reform grants	0	0	\$89,000
Number of new awards	0	0	10-20
Range of awards	0	0	\$3,000-\$25,000
Peer review of applications	0	0	\$1,000
Pay-for-Success projects	0	0	\$10,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2015 and future years, as well as the resources and efforts invested by those served by this program.

Goal: Increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.

Objective: *Ensure that secondary and postsecondary CTE concentrators, including special populations, meet rigorous academic standards, attain technical skills, and make successful transitions to further education and employment.*

Measure: The percentage of CTE concentrators scoring at the proficient level or above on State reading/language arts assessments.

Year	Target Percentage	Actual Percentage
2010	69%	75%
2011	70	75
2012	71	75
2013	76	
2014	77	
2015	77	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of CTE concentrators scoring at the proficient level or above on State mathematics assessments.

Year	Target Percentage	Actual Percentage
2010	63%	71%
2011	64	70
2012	65	71
2013	72	
2014	72	
2015	72	

Measure: The percentage of CTE concentrators who graduated in the reporting year.

Year	Target Percentage	Actual Percentage
2010	91%	90%
2011	91	90
2012	91	92
2013	91	
2014	91	
2015	93	

Additional information: The Department has defined a secondary CTE concentrator in non-regulatory guidance as a secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two-credit sequences at the secondary level are recognized by the State and/or its local eligible recipients. However, States have authority under the Perkins statute to set definitions for performance measures, and they generally do so. As required in the statute, States measure reading/language arts and mathematics achievement by determining the percentage of CTE concentrators (of those who took State assessments) who attained a level of proficient or advanced on the assessments administered by the State under Title I of ESEA. Performance targets are averages of the performance targets the Department negotiated with individual State agencies. The source of data is the Consolidated Annual Report that State agencies submit to the Department. Note that many CTE students take the State assessments before they begin their coursework in CTE (i.e., in 9th or 10th grade).

The percentage of CTE concentrators who graduate from high school is obtained by extracting data on the CTE students who were included in the State's computation of the graduation rate as required under ESEA Title I. This rate has been higher than the average graduation rate for all students. However, States have been revising their graduation rate calculations to meet the requirements of the 2008 ESEA Title I regulations. These revisions will likely result in significant changes in the reported rates both for CTE students and for students as a whole. Data for 2013 will be available in May 2014.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of secondary CTE concentrators attaining technical skills.

Year	Target Percentage	Actual Percentage
2010	80%	80%
2011	81	76
2012	82	79
2013	82	
2014	78	
2015	80	

Measure: The percentage of secondary CTE concentrators earning a diploma, a GED, or a proficiency credential in conjunction with a secondary school diploma.

Year	Target Percentage	Actual Percentage
2010	84%	94%
2011	85	95
2012	86	94
2013	94	
2014	94	
2015	95	

Measure: The percentage of secondary CTE concentrators placed in postsecondary education, advanced training, military service, or employment.

Year	Target Percentage	Actual Percentage
2010	86%	81%
2011	87	81
2012	88	84
2013	81	
2014	82	
2015	85	

Measure: The percentage of secondary CTE concentrators participating in programs in nontraditional fields.

Year	Target Percentage	Actual Percentage
2010	30%	35%
2011	31	35
2012	32	37
2013	31	
2014	32	
2015	38	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of secondary CTE concentrators completing programs leading to nontraditional fields.

Year	Target Percentage	Actual Percentage
2010	19%	32%
2011	20	35
2012	21	37
2013	30	
2014	32	
2015	38	

Measure: The percentage of postsecondary CTE concentrators attaining technical skills.

Year	Target Percentage	Actual Percentage
2010	68%	80%
2011	69	82
2012	70	83
2013	82	
2014	83	
2015	84	

Measure: The percentage of postsecondary CTE concentrators earning an industry-recognized credential, certificate, or degree.

Year	Target Percentage	Actual Percentage
2010	56%	53%
2011	58	54
2012	60	53
2013	56	
2014	58	
2015	58	

Measure: The percentage of postsecondary CTE concentrators remaining in postsecondary education or transferring to a baccalaureate program.

Year	Target Percentage	Actual Percentage
2010	58%	72%
2011	60	71
2012	62	70
2013	60	
2014	73	
2015	73	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of postsecondary CTE concentrators placed in military service, employment, or apprenticeships.

Year	Target Percentage	Actual Percentage
2010	74%	74%
2011	75	75
2012	76	73
2013	74	
2014	75	
2015	75	

Measure: The percentage of postsecondary CTE concentrators participating in nontraditional programs.

Year	Target Percentage	Actual Percentage
2010	20%	23%
2011	21	23
2012	22	24
2013	23	
2014	24	
2015	25	

Measure: The percentage of postsecondary CTE concentrators completing nontraditional programs.

Year	Target Percentage	Actual Percentage
2010	20%	23%
2011	17	20
2012	18	21
2013	19	
2014	21	
2015	22	

Additional information: In order to encourage consistency in how States collect data for the performance indicators, the Department published non-regulatory guidance providing suggested measures, measurement approaches, and data definitions for each indicator. However, not every State has opted to adopt the Department's suggested approaches. The Department has defined a postsecondary CTE concentrator in non-regulatory guidance as a postsecondary or adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. While the Department continues to work with States and provide technical assistance on improving the quality of performance data, the data that the States currently submit have limited validity.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

The Perkins Act defines nontraditional fields as occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Performance targets are averages of the performance targets the Department negotiated with individual State agencies. The targets for the percentages of secondary and postsecondary concentrators placed in postsecondary education, advanced training, military service, or employment, and for the percentage of postsecondary CTE concentrators retained in postsecondary education or transferring to a baccalaureate degree program have been adjusted downward due to economic conditions in the States. Data for 2013 will be available in May 2014.

Efficiency measures

The Department has adopted Federal cost per participant as the efficiency measure for secondary participants in the program. This is also the efficiency measure included in the job training common measures adopted by the Department and other Agencies. The efficiency measure for postsecondary students is the Federal cost per postsecondary CTE concentrator placed or retained in employment, placed in military service, or entering apprenticeships after leaving postsecondary education.

Although the Department is able to calculate this measure at the national and State levels, State definitions of participants vary, limiting the validity and reliability of comparisons across States. The Department started calculating the postsecondary cost measure in 2009. Data for fiscal year 2013 will be available in late 2014.

Measure: Federal cost per student.

Year	Cost per secondary student
2009	\$75
2010	\$74
2011	\$80
2012	\$79

Measure: Federal cost per postsecondary CTE concentrator placed or retained in employment, placed in military service, or entering apprenticeships after leaving postsecondary education.

Year	Cost per postsecondary student
2009	\$107
2010	\$107
2011	\$119
2012	\$115

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

(Carl D. Perkins Career and Technical Education Act of 2006, Section 114)

(dollars in thousands)

FY 2015 Authorization: Indefinite¹

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$7,421	\$7,421	0

¹ The GEPA extension expired September 30, 2013. Reauthorizing legislation is sought for FY 2015.

PROGRAM DESCRIPTION

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) includes an authority for National Programs to support research, development, demonstration, dissemination, evaluation, and assessment activities aimed at improving the quality and effectiveness of career and technical education (CTE). Within this authority, Perkins IV specifically calls for the operation of a national center to carry out scientifically based research in career and technical education and for a national assessment of career and technical education programs operated under the Act. The Department used National Programs funds from fiscal years 2005 through 2008 to carry out this national assessment. An interim report on the current National Assessment of Career and Technical Education was sent to Congress in May of 2013. A final report to Congress is forthcoming.

National Programs funds currently support the National Career and Technical Education Research Center and activities to assist States in implementing key provisions of the Perkins Act, such as the requirement that States implement at least one “program of study” that provides a coherent sequence of courses that links secondary and postsecondary education, provides rigorous and challenging content, and leads to a degree or an industry-recognized credential.

This is a forward-funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$7,860
2011	7,844
2012	7,829
2013	7,421
2014	7,421

FY 2015 BUDGET REQUEST

For fiscal year 2015, the Administration requests \$7.4 million for Career and Technical Education National Programs, the same amount as the 2014 appropriation. This funding would support implementation of the reauthorized Perkins Act (as described in the Administration's *Blueprint for Transforming Career and Technical Education*, announced in April 2012) through research, evaluation, data collection, technical assistance, and other national leadership activities aimed at improving the quality and effectiveness of career and technical education.

The reauthorization proposal calls for revising the current National Programs authority to make it a more effective vehicle for funding research and evaluation along with other activities that support implementation of new requirements within the reauthorized program. As one example, a broader research authority would help the Department pursue the research questions that are most relevant and important for the improvement of career and technical education (CTE). Further, the areas that the statute currently designates for evaluation have focused mainly on implementation issues, and a broader evaluation authority would assist the Department in carrying out an evaluation agenda that also examines the effectiveness of CTE programs.

In addition, the Department would use \$500,000 from the 2015 request to strengthen data collection efforts related to career and technical education conducted by the National Center for Education Statistics (NCES). This would ensure continued data collection and expanded reporting through the NCES CTE Statistics program.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
National Career and Technical Education Research Center	\$3,393	\$3,162	\$3,000
Improving program performance	1,304	1,688	1,265
Professional development	300	300	300
CTE statistics	0	500	500
Other program improvement activities	2,424	1,771	2,356

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

(Adult Education and Family Literacy Act and Workforce Investment Act, Section 503)

(dollars in thousands)

FY 2015 Authorization: To be determined^{1, 2}

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$563,955	\$563,955	0

¹ The GEPA extension expired September 30, 2004; reauthorizing legislation is sought for FY 2015.

² The FY 2014 appropriation act included a \$70.8 million set-aside for English Literacy and Civics Education grants through appropriations language. The request for FY 2015 would include the same set-aside.

PROGRAM DESCRIPTION

Under the Adult Education and Family Literacy Act (AEFLA), adult education grants to the States and Outlying Areas support programs that assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of a secondary education. The Department also uses a portion of State grant funds to make formula grants to States for English literacy and civics education.

Adult Education State Grants

The statute requires the Department to make an initial allotment of \$250,000 for each State and \$100,000 to each Outlying Area and to distribute remaining funds on the basis of each State's share of qualifying adults. Qualifying adults are defined in AEFLA as individuals aged 16 and older who lack a high school diploma or the equivalent, who are beyond the age of compulsory education in their States, and who are not currently enrolled in school. AEFLA also includes a "hold-harmless" provision that ensures that each State receives at least 90 percent of its previous year's allocation. If funding is insufficient to satisfy the hold-harmless provision, each State receives the same proportion of available funding as in the previous year.

A State may use up to 12.5 percent of its grant for State leadership activities and an additional 5 percent or \$65,000 (whichever is greater) for State administration. At least 82.5 percent of a State's grant must be used for local awards; of this amount, up to 10 percent may be used to educate incarcerated and other institutionalized individuals. Of the funds provided by the State agency to eligible entities, at least 95 percent must be used for instructional activities.

States make grants to local entities that provide adult basic education, English literacy, adult secondary education, workplace literacy, and family literacy services. Local service providers include local educational agencies, community colleges, and community- and faith-based

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

organizations. In distributing funds, States must give equitable access to all types of eligible agencies and institutions that have the ability to operate adult education programs. States, in awarding funds to local providers, must consider the extent to which these providers offer programs that, among other things, have measurable goals for client outcomes, can demonstrate past effectiveness in improving the literacy skills of adults and families, serve individuals who are most in need of literacy services, are built on a strong foundation of research about effective practices, and coordinate with other available resources in the community.

State leadership funds are used for State activities to improve adult education and literacy services, including professional development to improve the quality of instruction, technology assistance for local providers, and monitoring and evaluating the quality of local programs. States may also use a portion of their State leadership funds for financial incentives to reward local programs for high performance or exemplary program coordination.

To promote continuous program improvement, the Secretary and each State must reach agreement on annual performance targets for a number of core indicators in the areas of literacy skill improvement, placement in postsecondary education or training, entry into and retention in unsubsidized employment, and attainment of a secondary school diploma or its recognized equivalent.

The statute requires the Secretary to reserve 1.72 percent of the total Adult Education appropriation to award incentive grants to States that exceed the agreed-upon performance levels for the AEFLA and other employment programs. Funds are transferred to the Secretary of Labor and are awarded along with funds reserved from the other programs.

English Literacy and Civics Education (EL/Civics) State Grants

The Department also awards formula grants to States for English literacy and civics education from funds set aside from the Adult Education appropriation. Using data from the Department of Homeland Security's Office of Immigration Statistics on the number of legal immigrants, the Department allocates 65 percent of funds based on each State's share of a 10-year average of immigrants admitted for legal permanent residence. The remaining 35 percent is allocated to States that have experienced recent growth in immigration, as measured by the average of the number of immigrants in the 3 most recent years. No State receives an award of less than \$60,000. States have received EL/Civics formula grants each year since fiscal year 2000.

This is a forward-funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$628,221
2011	596,120
2012	594,993
2013	563,955

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

(dollars in thousands)

2014 563,955

FY 2015 BUDGET REQUEST

The Administration requests \$564.0 million for Adult Education State Grants in fiscal year 2015, the same as the 2014 level. The request includes a \$70.8 million set-aside for English Literacy/Civics Education State Grants, also the same as the 2014 level.

There is a persistent need for adult education services in the U.S. Findings from a supplemental study of the National Assessment of Adult Literacy (NAAL), “Basic Reading Skills and the Literacy of America’s Least Literate Adults,” published in 2009, found that of the adults who scored “Below Basic” in prose literacy on the NAAL, 55 percent (the largest share) were those with the least amount of schooling (less than a high school degree) and 44 percent lived in families with incomes below the poverty line. State enrollment data for the Adult Education State Grants program also indicate approximately 1.7 million adults were enrolled in adult education during the 2012-2013 program year, with approximately 88 percent in adult basic education programs or English literacy programs and only 12 percent in adult secondary education programs.

Another group with a strong need for adult education services is high school dropouts. Some of these students may be immigrants without the English language skills or formal education background to succeed in a traditional secondary school. The Census Bureau reports a “status dropout rate,” which represents the proportion of young people, ages 16 through 24, who are out of school and who have not earned a high school diploma or equivalent. In October 2000, nearly 11 percent of individuals in that age group were not enrolled in high school and had not received a high school diploma or equivalent. In October 2010, the status dropout rate for the same age group had declined to less than 8 percent, but higher rates persist for some minority groups. For example, the 2010 dropout rates were 16.3 percent for Hispanics as a whole, and almost 31 percent for Hispanics born outside of the United States. While there are indications that this rate has improved in recent years, these data underscore the need both to continue to serve this population and to work to improve the effectiveness of the services provided.

Further, there has been an evolution of the requisite levels of educational attainment for jobs that pay wages sufficient to support a family. A 2012 report released by Georgetown University’s Center on Education and the Workforce, “Career and Technical Education: Five Ways that Pay,” predicts that by 2020, 65 percent of jobs will require some postsecondary education and training. In 1973, only about 25 percent of jobs required applicants to have more than a high school education; by 2007, that percentage had risen to about 60 percent.

The Department has made significant improvements in program management and in the quality of participant data, and has strong evidence that Adult Education State Grants is an effective program. Data collected through the program’s National Reporting System demonstrate that the program has achieved consistent improvements on measures of student performance and other program goals, such as job attainment and retention. Also, the Department has increased the availability of research-based instructional materials for adult education teachers, and all States use standardized assessments to measure student-learning gains.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Still, the needs of adult learners have shifted since the Workforce Investment Act (WIA) was enacted in 1998, and additional opportunities are needed for adult learners to reenter the education system and exit prepared for college or a high-demand 21st-century career that pays a middle-class wage. The forthcoming reauthorization of the Adult Education and Family Literacy Act (AEFLA), Title II of the WIA, provides the Administration and Congress with the opportunity to better align the Adult Education program with Federal job training programs and the postsecondary education system, helping to meet the President's goal of all program graduates being college- and career-ready and the United States again becoming first in the world in college completion by 2020. The Administration believes that AEFLA reauthorization should streamline service delivery, ensure the engagement of workforce and adult education providers with employers within regions and workforce sectors, strengthen accountability requirements, and promote innovation while replicating best practices. Specifically, the Administration believes any reform of the current program should:

- Improve the coordination and integration of WIA programs administered by the Departments of Labor and Education and work toward implementing a shared accountability system that covers job training and adult education programs.
- Require the development of rigorous content standards and aligned assessments for adult education programs that reflect accepted standards for college- and career-readiness.
- Enhance the current accountability system and provide the Department with the authority to hold States accountable for making progress.
- Assess the quality of the adult education teaching workforce and support actions to improve that quality by setting higher standards for individuals teaching in adult education.
- Enhance the development and implementation of career pathways programs.
- Encourage States to invest in educational services to individuals who have been incarcerated or have recently left correctional institutions.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Adult basic and literacy State grants	\$483,260	\$483,208	\$482,865
Range of awards to States	\$719-\$71,231	\$742-\$71,979	\$742-\$71,926 ¹
Number of participants (estimated)	1,708,105	1,708,105	1,708,105
English literacy and civics education State grants	\$70,811	\$70,811	\$70,811
Range of awards to States	\$60-\$14,718	\$60-\$14,718	\$60-\$14,718 ¹
Number of participants (estimated)	232,448	232,448	232,448

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Incentive grants (maximum)	\$9,884	\$9,936	\$10,279

¹ Grant estimates for 2015 assume formulae under current law.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2015 and future years, as well as the resources and efforts invested by those served by this program.

The Adult Education and Family Literacy Act identifies three core indicators that must be used to assess State performance. These are: (1) demonstrated improvements in skill levels in reading, writing, and speaking English; numeracy and problem-solving; English language acquisition; and other literacy skills; (2) placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and (3) receipt of a secondary school diploma or a recognized equivalent. The statute requires that the Department report annually to Congress on State performance. The Department's most recent report, released in May 2013, provided State data on the performance of all adult education students on each of the indicators for school year 2010-2011. The next report will be available in summer 2014. In addition to the statutory indicators, the Department is collecting data for two other measures, described below. The Department is reviewing the existing measures and targets and will consider making revisions, as appropriate.

Goal: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.

Objective: *Provide adult learners with opportunities to acquire basic foundation skills (including English language acquisition), complete secondary education, and transition to further education and training and to work.*

Measure: The percentage of adults in Adult Basic Education programs who acquire the level of basic skills needed to complete the level of instruction in which they enrolled.

Year	Target	Actual
2010	48%	40%
2011	50	42
2012	52	43
2013	54	
2014	56	
2015	58	

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Measure: The percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they enrolled.

Year	Target	Actual
2010	46%	44%
2011	48	44
2012	50	45
2013	52	
2014	54	
2015	56	

Additional information: The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” Educational gain is demonstrated by Department-approved standardized tests. The Department expects to receive 2013 data in summer 2014.

Measure: The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent.

Year	Target	Actual
2010	55%	52%
2011	56	60
2012	57	61
2013	58	
2014	59	
2015	60	

Additional information: The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” High school diplomas issued are certified by local educational agencies or the State educational agency, and General Educational Development (GED) credentials are confirmed through a data match with the State’s GED administrative database. The Department expects to receive 2013 data in summer 2014.

Measure: The percentage of adults with a goal to enter postsecondary education or training who enroll in a postsecondary education or training program.

Year	Target	Actual
2010	43%	60%
2011	45	56
2012	47	58
2013	49	
2014		
2015		

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Measure: The percentage of adults with an employment goal who obtain a job by the end of the first quarter after their program exit quarter.

Year	Target	Actual
2010	42%	48%
2011	43	48
2012	43	48
2013	44	
2014		
2015		

Measure: The percentage of adults who retain employment in the third quarter after exit.

Year	Target	Actual
2010	68%	59%
2011	70	62
2012	70	66
2013	70	
2014		
2015		

Additional information: States report annually these common job training measures. The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” The Department is reviewing additional performance data received in fall 2013 and will use those data to set targets.

The Department proposed changes to the definitions for several of these measures in 2011, and began collecting information on the following revised measures in 2013: (1) the percentage of adults who took all GED tests, or who were enrolled in adult high school at the high Adult Secondary Education level, or who were enrolled in the assessment phase of the External Diploma Program who obtain certification of attaining passing scores on GED tests, or who obtain a high school diploma or State-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma); (2) the percentage of adults who passed the GED tests or earned a secondary credential while enrolled in adult education, or who had a secondary credential at entry, or who were enrolled in a class specifically designed for transitioning to postsecondary education who enroll in a postsecondary educational, occupational skills training program or an apprenticeship training program; (3) the percentage of adults who were unemployed and in the labor force at entry who obtain a job by the end of the first quarter after the program exit quarter; and (4) the percentage of adults who were unemployed and in the labor force at entry who were employed in the first quarter after exit quarter, as well as adults who were employed at entry, who are employed in the third quarter after the program exit quarter.

Efficiency Measures

The Department developed two efficiency measures for the Adult Education State Grants program. The first measure, annual cost per participant, was established under the Federal Government’s common performance measures initiative for job training programs, and the

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Department has collected sufficient data to report this measure through the National Reporting System. The second measure, cost per student learning gain, captures the average Federal cost for a student to advance to at least the next educational level in an Adult Education program or to earn a high school diploma or GED credential.

Measure: The annual Federal cost per participant.

Year	Target	Actual
2010	\$215	\$278
2011	215	
2012	215	
2013	250	
2014		
2015		

Additional information: This measure reflects the average annual Federal cost per participant for Adult Education programs. Data do not include State and local resources, which account for a large proportion of Adult Education funds. Because funds are available for 27 months, States reported fiscal year 2010 costs in spring 2013. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department has adjusted the targets for future years. The Department is reviewing additional performance data received in fall 2013 and will use those data to set targets.

Measure: The annual Federal cost per student learning gain or high school diploma/GED attainment.

Year	Target	Actual
2010	\$407	\$572
2011	407	
2012	407	
2013	512	
2014	512	
2015		

Additional information: This measure examines the annual Federal cost for Adult Education students who advance to at least the next higher educational level or who attain a high school diploma or GED certificate. Because funds are available for 27 months, States will report fiscal year 2011 costs by summer 2014. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department has adjusted the targets for future years. However, as improved assessment and scientifically based curricula are implemented in more Adult Education programs, the cost per learning gain or high school diploma/GED attainment may decrease. The Department is reviewing additional performance data received in fall 2013 and will use those data to set targets.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

(Adult Education and Family Literacy Act, section 243)

(dollars in thousands)

FY 2015 Authorization: To be determined¹

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$13,712	\$33,712	+\$20,000

¹ The GEPA extension expired September 30, 2004; reauthorizing legislation is sought for FY 2015.

PROGRAM DESCRIPTION

Adult Education national leadership and evaluation activities, as authorized under the Adult Education and Family Literacy Act (AEFLA), address major policy priorities in adult education, including program improvement, accountability, professional development, and increasing access to learning opportunities for adults. Under this authority, the Department supports applied research, development, dissemination, evaluation, and program improvement activities to assist States in their efforts to improve the quality of adult education programs. Examples of these activities include: evaluations of the effectiveness of adult education programs, training institutes, national and international adult literacy surveys, and technical assistance on using technology to improve instruction.

This is a forward-funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$11,346
2011	11,323
2012	11,302
2013	10,712
2014	13,712

FY 2015 BUDGET REQUEST

For fiscal year 2015, the Administration requests \$33.7 million for National Leadership Activities. The Department would use the \$20.0 million increase from the 2014 level for a new Skills Challenge Grants initiative.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

The overall request for National Leadership Activities would continue support for activities designed to upgrade the skills and effectiveness of adult educators in teaching English language content and skills to adult learners, with particular emphasis on adults working to complete a high school diploma or equivalent, adults learning English, and adults with learning disabilities. Funds also would be used to help States implement the Adult Education State Grant program's uniform data collection and accountability system, including assistance on using data for program improvement. Other investments include activities to support the implementation of consistent State-level college- and career-ready standards for adult education programs, as well as assistance to those States in need of support to create career pathways.

With the elimination in 2010 of the National Institute for Literacy (NIFL), the Department has taken over a few of NIFL's priority activities and consolidated them, as appropriate, with Adult Education National Leadership Activities. The Department recognizes the need for a strong, centralized effort to improve research, dissemination, and technical assistance for adult education and literacy programs. Activities include:

- The *Literacy Information and Communications System*, which includes a resource collection, regional professional development centers, and the development of a technology infrastructure to support the collection, maintenance, and dissemination of resources previously undertaken by NIFL.
- *Technical Assistance for States Developing Career Pathways Systems* provides technical assistance to a number of States to help them scale up career pathways in adult education through support of State and local efforts involving industry, education, and workforce and economic development systems.
- *Implementing College- and Career-Ready Standards in Adult Education* supports State and local adult educators' efforts to develop, adopt, and implement rigorous college- and career-ready standards that can both strengthen pathways to postsecondary education and promote work readiness.
- *Promoting Teacher Effectiveness in Adult Education* will create model teacher performance standards and a teacher induction model as well as a toolkit of resources to support implementation of the standards. Other investments to improve the quality of the adult education teaching force, including the Student Achievement in Reading, Teaching Excellence in Adult Literacy, and Learning to Achieve projects, help adult educators to improve their ability to better serve adults with learning disabilities in both educational and workplace settings.

Promoting Reentry Success

Up to \$3 million of 2014 and 2015 funds will support the expansion of the Department's reentry education model demonstration initiative. This will help develop evidence of effectiveness in a variety of institutional contexts and build on lessons learned from the Department's recent Promoting Reentry Success through Continuity of Educational Opportunities (PRSCEO) competition, which funded three projects in 2013 with funds transferred from the Department of Justice under an interagency agreement. The 2013 PRSCEO competition was designed to

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demonstrate the positive impact of implementing a reentry education model. The competition put a priority on funding applicants that proposed to focus on (1) supporting successful transition of individuals in correctional institutions to the community by strengthening and aligning educational services provided in those settings, especially for low-skilled adults; (2) establishing a strong program infrastructure to support and improve education services in correctional institutions; (3) ensuring education is well-integrated into the corrections system by making it a critical component of the intake and pre-release processes that closely link with support and employment services; and (4) encouraging individuals in the corrections system to identify and achieve education and career goals, recognizing that their education path is not linear or uniform. This framework aligns with the model described in “A Reentry Education Model: Supporting Education and Career Advancement for Low-Skill Individuals in Corrections,” published by the Department in August 2012.¹

Skills Challenge Grants

The \$20.0 million increase requested for 2015 would support new competitive Skills Challenge Grants to support partnerships—among States, adult education providers, institutions of higher education, and private organizations, including industry representatives with identified regional or local workforce needs—that build an evidence base in support of adult education practices and programs, including efforts to test, demonstrate, and refine innovative models for transforming our adult education system. These partnerships would scale up promising and evidence-based models that combine basic skills education with training and improve alignment of services across sectors and with postsecondary education and training, so that participants have access to high-quality programs that equip them with the skills necessary to find jobs in high-demand fields or transition into credit-bearing postsecondary education and training. Grantees would also build evidence of effective practices through rigorous evaluations.

A growing body of research already provides an evidence base for guiding adult education program improvements. For example, a recent study of adults returning to college found that a more job-driven GED bridge program that combined education and training for GED and health care content, and connected adult learners to the available support services, resulted in greater rates of course completion, GED credential attainment, and college enrollment.² Similarly, a report published in 2012 by the National Academies of Science, “Improving Adult Literacy Instruction: Options for Practice and Research,” reviewed factors that may affect literacy development in adulthood and the implications for strengthening literacy instruction. Several promising models also indicate that digital literacy tools, for example, can lead to improvements in the learning and instruction of basic skills and could be scaled up.

Several States are leading the way in this area by building partnerships to create new career pathways and devoting significant non-Federal resources to their adult education programs.

¹ This publication is available online at: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>.

² Martin & Broadus, “Enhancing GED Instruction to Prepare Students for College and Careers,” 2013 (available at <http://www.mdrc.org/publication/enhancing-ged-instruction-prepare-students-college-and-careers>).

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The Department of Education can do more to accelerate and learn from this work through a new Skills Challenge Grant competition.

In a time of intense global economic competition and increasing income inequality, this request will help low-skilled individuals gain the education and credentials they need to participate fully in the economy. The results of the Organisation for Economic Co-operation and Development's Program for the International Assessment of Adult Competencies (PIAAC) released in fall 2013 highlight the importance of strong foundational skills in literacy, numeracy, and problem-solving to global competitiveness and family self-sufficiency. They also offer an opportunity to learn from other developed nations about which policy supports are effective in disrupting the vicious cycle of low skills and socioeconomic stagnation. On the PIAAC literacy scale for adults ages 16 to 65, average scores in 12 countries were higher than the U.S. average score, in 5 countries they were lower, and in 5 countries they were not significantly different.

The Department will competitively award two to five 3-year grants, ranging from \$4 million to \$10 million. The Department will establish goals and performance indicators to assess the impact of the Skills Challenge Grants. Each grantee will be required to report annually on key measures concerning access and educational outcomes.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
National dissemination system (LINCS)	\$4,223	\$4,200	\$4,200
Adult English language learning			
professional development network	400	500	500
Support for career pathways	842	805	800
Support for standards-based education	876	960	960
Investments to improve teacher effectiveness	1,400	1,400	1,400
Additional technical assistance	2,971	2,847	2,852
<i>Promoting Reentry Success through Continuity of Educational Opportunities</i>			
Amount for new awards	\$924	\$3,000	\$3,000
Range of awards	272-360	300-600	300-600
<i>Skills Challenge Grants</i>			
Amount for new awards	0	0	\$20,000
Range of awards	0	0	4,000-10,000

NOTE: 2013 includes \$924 thousand transferred from the Department of Justice (DOJ) to the Department of Education for Promoting Reentry Success through Continuity of Educational Opportunities. These funds were appropriated to DOJ for activities authorized under the Second Chance Act of 2007.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2015 and future years, as well as the resources and efforts invested by those served by this program.

Goal: To support research, evaluation, information dissemination, and other activities to help States improve adult education and literacy programs.

Objective: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.

Measure: The percentage of States submitting high-quality learner assessment data through the National Reporting System (NRS).

Year	Target	Actual
2010	100%	92%
2011	100	92
2012	100	
2013	100	
2014	100	
2015	100	

Additional information: Through National Leadership Activities, the Department offers technical assistance and guidance designed to help all States, including DC, Puerto Rico, and the Outlying Areas, meet high standards for the collection and reporting of these data. The program office has developed a data-quality review process for States based on the Department's "Standards for Evaluating Program Performance Data." This process leads to a determination of whether each State has submitted high-quality learner assessment data. Data for 2012 are expected in summer 2014.

Other Performance Information

Beginning in 2008, the Department, in collaboration with the National Institute of Child Health and Human Development, supported a study of adult and adolescent literacy instruction through the National Academies of Science. The resulting 2012 report, "Improving Adult Literacy Instruction: Options for Practice and Research," explores in depth the factors that affect literacy development in adolescence and adulthood and examines the implications for strengthening literacy instruction for those populations. The report covers such topics as technologies that can assist with multiple aspects of teaching, assessment, and accommodations for learning; use of evidence-based practices and professional development; improving learner persistence through the use of educational technologies, social service support, and incentives; and, improved coordination of program improvement, evaluation, and research.

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The Department is continuing discussions, both internally and with other Agencies, on the development of an adult education research agenda that would enhance systemic capacity at the Federal, State, and local levels so as to expand the body of knowledge available for the adult education and literacy field. Findings in a 2008 report by an interagency panel that addressed Executive Order 13445, "Strengthening Adult Education," along with a 2009 U.S. Government Accountability Office study on ESL students, focused on the importance of a coordinated research function across all Federal Agencies in order to maximize scarce resources.

The Department's Institute of Education Sciences held a competition in fiscal year 2011 for its first national research and development center on cognition and adult literacy, which began work on September 1, 2012. The primary goals of that center, named the Center for the Study of Adult Literacy, are to: (1) build the understanding of the underlying cognitive and motivational processes that contribute to or impede struggling adult readers' development, (2) examine the adequacy of measurement instruments and assessments for the population, and (3) develop and evaluate a multi-component reading intervention for this population. The Center hosts a Web site, <http://csal.gsu.edu/>, with information and resources for researchers, practitioners, policymakers, and other stakeholders interested in adult education and adult literacy. The Center also conducts national webinars on its activities and provides training opportunities for current and future education researchers through venues such as workshops at national conferences and through doctoral and postdoctoral training opportunities.

State tables