

Department of Education

CAREER, TECHNICAL, AND ADULT EDUCATION

Fiscal Year 2025 Budget Request

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\*State tables reflecting actual fiscal year 2023 allocations and fiscal years 2024 and 2025 estimates are posted on the Department's webpage at:  
<https://www2.ed.gov/about/overview/budget/statetables/index.html>.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Appropriations Language

For carrying out, to the extent not otherwise provided, the Carl D. Perkins Career and Technical Education Act of 2006 ("Perkins Act"), and the Adult Education and Family Literacy Act ("AEFLA"), \$2,268,436,000, of which \$1,477,436,000 shall become available on July 1, 2025, and shall remain available through September 30, 2026, and of which \$791,000,000 shall become available on October 1, 2025, and shall remain available through September 30, 2026:<sup>1</sup> *Provided*, That \$57,000,000 shall be for competitive grants to consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students:<sup>2</sup> *Provided further*, That funds for grants under the preceding proviso may be used to pay stipends to program participants:<sup>3</sup> *Provided further*, That of the amounts made available for AEFLA, \$18,712,000 shall be for national leadership activities under section 242.<sup>4</sup>

#### NOTES

A full-year 2024 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 reflect the annualized level provided by the continuing resolution.

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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><sup>1</sup> ... <u>of which \$1,477,436,000 shall become available on July 1, 2025, and shall remain available through September 30, 2026, and of which \$791,000,000 shall become available on October 1, 2025, and shall remain available through September 30, 2026:...</u></p>	<p>This language provides funds on a forward-funded basis for Career and Technical Education and Adult Education programs, as well as advance funding for Career and Technical Education.</p>
<p><sup>2</sup> ... <u>Provided, That \$57,000,000 shall be for competitive grants to consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students: ...</u></p>	<p>This language specifies the funding level for the Career-Connected High Schools initiative and authorizes competitive grants to consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students.</p>
<p><sup>3</sup> ... <u>Provided further, That funds for grants under the preceding proviso may be used to pay stipends to program participants:</u></p>	<p>This language authorizes the use of funds to support paid, work-based learning activities.</p>
<p><sup>4</sup> ... <u>Provided further, That, of the amounts made available for AEFLA, \$18,712,000 shall be for national leadership activities under section 242.</u></p>	<p>This language overrides the statutory 2 percent cap on the reservation of Adult Education funding for National Leadership Activities.</p>

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2023	2024	2025
<b>Discretionary:</b>			
Appropriation	\$2,191,436	\$2,191,436	\$2,268,436
<b>Advance:</b>			
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	791,000	791,000	791,000
Total, budget authority	2,191,436	2,191,436	2,268,436

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Summary of Changes**  
(dollars in thousands)

2024	\$2,191,436
2025	2,268,436
Net change	+77,000

	2024 base	Change from base
<b>Increases:</b>		
<u>Program:</u>		
Increase for <b>Career and Technical Education State Grants</b> to support improvements in career and technical education programs.	\$1,429,848	+\$40,000
Increase for <b>Career and Technical Education National Programs</b> for competitive awards for a Career-Connected High Schools initiative to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education, to provide technical assistance and evaluate these projects, and to support paid, work-based learning.	32,421	+32,000
Increase for <b>Adult Education National Leadership Activities</b> to support the use of Pell Grants at correctional institutions to provide access to postsecondary offerings as part of adult education programs.	13,712	+5,000
Subtotal, increases		+77,000

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Authorizing Legislation (dollars in thousands)

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
<b>Career and technical education (<i>Carl D. Perkins CTEA</i>)<sup>1</sup>:</b>				
State grants ( <i>Title I</i> )	\$1,318,082	\$1,429,848	\$1,318,082	\$1,469,848
National programs ( <i>Section 114</i> )	8,202	32,421	8,202	64,421
<b>Adult education (<i>Adult Education and Family Literacy Act (AEFLA)</i>)<sup>2,3</sup>:</b>				
Adult basic and literacy education State grants ( <i>AEFLA</i> )	0	715,455	To be determined	715,455
National leadership activities ( <i>AEFLA section 242</i> )	0	13,712	To be determined	18,712
<b><u>Unfunded authorizations</u></b>				
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
<b>Total definite authorization</b>	<b>1,326,284</b>		<b>1,326,284</b>	
<b>Total annual appropriation</b>		<b>2,191,436</b>		<b>2,268,436</b>
Portion of request not authorized				734,167

<sup>1</sup> The GEPA extension applies through September 30, 2025. Reauthorization for fiscal year 2025 is expected through appropriations action.

<sup>2</sup> A total of \$678,640 thousand is authorized for Adult Education in fiscal year 2021 (via the GEPA extension), of which 2 percent (not to exceed \$15,000 thousand), which amounts to \$13,573 thousand, must be reserved to carry out National Leadership Activities.

<sup>3</sup> The GEPA extension applied through September 30, 2021. Reauthorization for fiscal year 2025 is expected through appropriations action.

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Appropriations History**  
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 <sup>1</sup>	\$1,915,686	\$1,700,609	\$1,669,731	\$1,720,686
(2016 Advance for 2017)	(791,000)	(791,000)	(791,000)	(791,000)
2017 <sup>2</sup>	1,808,686	1,720,686	1,720,686	1,715,314
(2017 Advance for 2018)	(791,000)	(791,000)	(791,000)	(785,628)
2018 <sup>3</sup>	1,476,441	1,720,686	1,720,686	1,830,686
(2018 Advance for 2019)	(791,000)	(791,000)	(791,000)	(791,000)
2019 <sup>4</sup>	1,637,159	1,945,265	1,855,686	1,925,686
(2019 Advance for 2020)	(791,000)	(791,000)	(791,000)	(791,000)
2020 <sup>5</sup>	1,842,159	2,003,133	1,935,686	1,960,686
(2020 Advance for 2021)	(791,000)	(791,000)	(791,000)	(791,000)
2021 <sup>6</sup>	2,723,265	1,985,686	2,035,686	2,030,936
(2021 Advance for 2022)	(791,000)	(791,000)	(791,000)	(791,000)
2022 <sup>7</sup>	2,183,936	2,238,981	2,132,848	2,091,436
(2022 Advance for 2023)	(791,000)	(791,000)	(791,000)	(791,000)
2023 <sup>8</sup>	2,308,981	2,214,981	2,246,436	2,191,436
(2023 Advance for 2024)	(791,000)	(791,000)	(791,000)	(791,000)
2024 <sup>9</sup>	2,447,900	2,191,436	2,211,436	2,191,436
(2024 Advance for 2025)	(791,000)	(791,000)	(791,000)	(791,000)
2025	2,268,436			
(2025 Advance for 2026)	(791,000)			

<sup>1</sup> The levels for the House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

<sup>2</sup> The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

<sup>3</sup> The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

<sup>4</sup> The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

<sup>5</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

<sup>6</sup> The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>7</sup> The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

<sup>8</sup> The House allowance reflects the regular annual fiscal year 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

<sup>9</sup> The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the annualized continuing resolution level.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Summary of Request

Programs in the Career, Technical, and Adult Education account support State and local efforts 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: (1) promoting the integration of academic, career, and technical instruction, and (2) 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 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 Administration requests a total of \$2.3 billion for this account.

This request provides \$1.5 billion for **Career and Technical Education State Grants**, which includes an increase of \$40.0 million, to continue support for quality improvements in career and technical education programs as well as the President's goal to invest in workforce development and build the capacity of the existing workforce development system.

The \$64.4 million request for **CTE National Programs**, which includes an increase of \$32.0 million, would provide \$57.0 million in fiscal year 2024 for the Career-Connected High Schools initiative, of which \$32.0 million would support new competitive grants to consortia of local educational agencies, institutions of higher education, and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education, and would include paid work-based learning experiences, as well as funds for technical assistance, evaluation, and other ongoing activities.

The \$715.5 million request for **Adult Education State Grants** would support programs that are critical to increasing the number of adults who have the basic literacy and numeracy skills required to participate successfully in workforce education and training programs, including meeting the basic entrance requirements of apprenticeship programs.

The \$18.7 million request for **Adult Education National Leadership Activities** includes a \$5 million increase to support programs at correctional institutions that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program and to provide technical assistance in this area. Funds would also continue to support activities intended to increase the literacy and workforce skills of our Nation's English-speaking adult population, as well as the ongoing need to address the English language acquisition, literacy, and workforce skills gaps of our immigrant population who do not speak English.



## CAREER, TECHNICAL, AND ADULT EDUCATION

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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 2025 Authorization: \$1,318,082<sup>1</sup>

Budget Authority:

	<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
Annual appropriation	\$638,848	\$678,848	+\$40,000
Advance for succeeding fiscal year	791,000	791,000	0
Total	1,429,848	1,469,848	+40,000

### **PROGRAM DESCRIPTION**

Career and Technical Education (CTE) State Grants are authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended, and reauthorized by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) in 2018. The program assists 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 that sets baseline funding at the same amount received by each State in fiscal year 2018. Any additional funds above the fiscal year 2018 level are distributed through a formula based on State per-capita income and population in three age cohorts (15-19, 20-24, and 25-65). The formula also provides for a minimum State allocation of at least 0.5 percent of the total funding available for States, and an additional provision limits the amount of funds that may be distributed to States initially receiving 0.5 percent or less of the funds designated for 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, the statute calls for initial allocations of \$660,000 to Guam, \$350,000 each to American Samoa and the Northern Mariana Islands, and \$160,000 for Palau; any remaining funds are distributed among Guam, American Samoa, and the Northern Mariana Islands based on their share of the set-aside. 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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<sup>1</sup> The GEPA extension applies through September 30, 2025.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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Under the statute:

- Programs must integrate academic and career and technical education; promote student attainment of challenging academic standards along with technical skills; provide strong linkages between secondary and postsecondary education; provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will allow graduates to earn a living wage; and provide work-based learning opportunities and opportunities to gain postsecondary education credit, which may include industry-recognized postsecondary credentials, in high school settings.
- States must set performance targets (“State-determined levels of performance”) for a number of “core indicators” specified in the law.
  - The core indicators **for secondary education programs** focus on high school graduation rates for CTE concentrators, as measured by the 4-year adjusted cohort graduation rate, and, at the State’s discretion, the extended-year adjusted cohort graduation rate, as defined in the Elementary and Secondary Education Act (ESEA); proficiency in challenging academic standards, as measured by the State academic assessments required by Title I of the ESEA; participation in postsecondary education or advanced training, military service, in a service program that receives assistance under Title I of the National and Community Service Act of 1990, volunteer service in the Peace Corps, or employment, in the second quarter after exiting from secondary education; and participation in CTE programs that lead to employment in fields that are traditionally dominated by one gender (non-traditional fields).

In addition, States must choose at least one indicator of CTE program quality from the following: graduation from high school with a recognized postsecondary credential; graduation from high school with postsecondary credits in a relevant CTE program; or graduation from high school having participated in work-based learning. States also have the option of including any other statewide valid and reliable measure of student success in CTE.

CTE concentrators at the secondary level are students who have completed at least two courses in a single career and technical education program or program of study.

- The core indicators **for postsecondary education programs** focus on CTE concentrators who, during the second quarter after completing a postsecondary education program, continue to participate in postsecondary education, or participate in advanced training, military service, in a service program that receives assistance under Title I of the National and Community Service Act of 1990, volunteer service in the Peace Corps, or are placed or retained in employment; CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion; and participation in CTE programs that lead to employment in non-traditional fields.

CTE concentrators at the postsecondary education level are students who have (1) earned at least 12 credits within a career and technical education program or

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### Career and technical education: State grants

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program of study; or (2) completed such a program if the program encompasses fewer than 12 credits or the equivalent.

- At least 85 percent of State Grant funds must be allocated by formula to local educational agencies (LEAs) and postsecondary education institutions, and a State may reserve up to 15 percent of those funds to make grant awards to local educational agencies in rural areas, areas with high percentages or high numbers of career and technical education students, or areas with performance gaps, or to foster innovative and promising CTE programs or promote programs of study and career pathways that are aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.
- States may use up to 10 percent of their allocations to carry out State leadership activities, such as preparing individuals for non-traditional fields in current and emerging professions; programs for special populations; activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations; supporting individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities; recruiting, preparing, or retaining CTE teachers and faculty; and providing technical assistance for subgrantees.
- States may use up to 5 percent of their allocations, or \$250,000 (whichever is greater) for administration.

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 year of appropriation 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:

Fiscal Year	(dollars in thousands)
2020	\$1,282,598
2021	1,334,848
2022	1,379,848
2023	1,429,848
2024 Annualized CR	1,429,848

### **FY 2025 BUDGET REQUEST**

For fiscal year 2025, the Administration requests \$1.5 billion for Career and Technical Education (CTE) State Grants, \$40.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The secondary and postsecondary education CTE programs under the Perkins Act are an important element of educational and workforce development systems. They can introduce students to careers as early as middle school, support attainment of academic and career skills, help students learn about career pathways and attain credentials needed for careers in in-demand, high-wage fields, provide high-quality work-based learning opportunities, assist students in the transition from secondary education to postsecondary

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### Career and technical education: State grants

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education and jobs, and help adults gain new skills and credentials needed to advance in their careers or pursue new career paths.

Continued investment in high quality CTE programs is particularly important as students, workers, and recent graduates prepare for and enter jobs in a changing economy. This is likely to increase demand for CTE from individuals seeking to obtain new skills or credentials in order to pursue job opportunities in different fields. At the same time, career counseling, education, and job training programs will need to ensure they stay current on high skill, high wage, or in-demand occupations, including emerging professions.

The fiscal year 2025 request would continue to support quality improvements in career and technical education programs by aiding State and local efforts to meet statutory requirements to support better alignment of CTE programs with State, regional, and local economic needs, as well as the use of up-to-date information on in-demand industries and occupations in career guidance and counseling and ensuring students attain the skills they need to find high-skill, high-wage, or in-demand jobs where they live. In addition, State and local recipients must include work-based learning (along with competency-based and applied learning opportunities) as an element of CTE programs funded under Perkins V, which can improve student academic achievement and motivation by demonstrating the connection between academic learning and on-the-job skills. The request also reflects the need to prepare American workers for the historic amount of in-demand and high-quality jobs that will help rebuild the American economy by investing in critical sectors like infrastructure, clean energy, advanced manufacturing and biotechnology through the Invest in America agenda.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
State grants	\$1,406,541	\$1,406,541	\$1,445,889
Range of awards to States	\$5,860–141,893	\$5,860–141,893	\$6,057–145,551
Territories allocation	\$1,859	\$1,859	\$1,911
Indian set-aside	\$17,873	\$17,873	\$18,373
Number of grants	38	38	38
Native Hawaiian grants	\$3,575	\$3,575	\$3,675
Number of grants	9	9	9

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, program 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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

The Department began implementing the measures for the reauthorized program (discussed in the program description section) in fiscal year 2020, following the transition year authorized in the statute. Baseline data for the new measures were collected late in calendar year 2021. Data for 2024 will be available in summer of 2024.

**Measure:** The percentage of secondary CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate.

Year	Target	Actual
2022	92%	96%
2023	91	96
2024	93	
2025	95	

**Measure:** The percentage of secondary CTE concentrators meeting the state-established mathematics standards.

Year	Target	Actual
2022	44%	59%
2023	43	54
2024	51	
2025	54	

**Measure:** The percentage of secondary CTE concentrators meeting the state-established reading/language arts standards.

Year	Target	Actual
2022	55%	59%
2023	53	56
2024	56	
2025	56	

**Measure:** The percentage of secondary CTE concentrators meeting the state-established science standards.

Year	Target	Actual
2022	46%	61%
2023	40	56
2024	51	
2025	53	

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### Career and technical education: State grants

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**Measure:** The percentage of secondary CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

Year	Target	Actual
2022	78%	66%
2023	75	69
2024	56	
2025	60	

**Measure:** The percentage of secondary CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Year	Target	Actual
2022	28%	33%
2023	26	33
2024	30	
2025	33	

**Measure:** The percentage of postsecondary CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Year	Target	Actual
2022	70%	79%
2023	69	81
2024	74	
2025	78	

**Measure:** The percentage of postsecondary CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Year	Target	Actual
2022	53%	59%
2023	54	60
2024	56	
2025	58	

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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**Measure:** The percentage of postsecondary CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Year	Target	Actual
2022	18%	21%
2023	17	22
2024	19	—
2025	21	—

**Measure:** Annual cost per secondary student.

Year	Target	Actual
2022	\$106	\$77
2023	171	82
2024	124	—
2025	100	—

**Measure:** Annual cost per postsecondary student.

Year	Target	Actual
2022	\$142	\$542
2023	225	148
2024	384	—
2025	300	—

## CAREER, TECHNICAL, AND ADULT EDUCATION

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### **Career and technical education: National programs**

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

(dollars in thousands)

FY 2025 Authorization: \$8,089<sup>1</sup>

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$32,421	\$ 64,421	+\$32,000

### **PROGRAM DESCRIPTION**

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), includes an authority for National Programs to support research, development, dissemination, evaluation, assessment, capacity building, and technical assistance activities aimed at improving the quality and effectiveness of career and technical education (CTE) programs under the Act.

The National Programs authority requires the Department to work with the Institute of Education Sciences to (1) collect performance information about, and report on, the condition of CTE and on the effectiveness of CTE programs under the Act; and (2) carry out research and evaluation activities for each year for which funds are appropriated under the Act. The Department must submit to Congress an annual report on the performance of State and local programs on the core indicators of performance under CTE State Grants. In addition, an interim report on program evaluation and research activities is due to Congress 2 years after enactment of Perkins V; a final report is due 4 years after enactment of Perkins V; and biennial updates are due for succeeding years. The Act also requires that the National Center for Education Statistics (NCES) collect and report information on CTE.

Perkins V authorizes Innovation and Modernization grants within CTE National Programs to identify, support, and rigorously evaluate evidence-based and innovative strategies to improve and modernize CTE programs under the Act. The Department may use up to 20 percent of the funds authorized for CTE National Programs to carry out these grants. Eligible applicants include entities eligible to receive funds under CTE State Grants to carry out secondary or postsecondary education CTE programs or consortia that include CTE providers, business or industry representatives, and stakeholders (as defined under Sec. 3(19) of the Act). At least 25 percent of the funds for these grants must be used for awards to serve rural areas, contingent on receipt of enough applications of sufficient quality, and the Department must give priority to applications for projects that will predominantly serve students from low-income backgrounds. Grantees must provide matching funds equal to 50 percent of their grant award (in cash or in-kind) from non-Federal sources.

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<sup>1</sup> The GEPA extension applies through September 30, 2025.



## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: National programs

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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:

Fiscal Year	(dollars in thousands)
2020	\$7,421
2021	7,421
2022	7,421
2023	32,421
2024 Annualized CR	32,421

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$64.4 million for Career and Technical Education (CTE) National Programs, \$32.0 million more than a fiscal year annualized CR based on the fiscal year 2023 appropriation. Funds would support \$31.8 million in new awards and \$25.0 million for 19 continuation awards for grants awarded in a fiscal year 2023 competition. This request reflects the need to prepare American workers for the high-skill, in-demand, and high-wage jobs stemming from the Investing in America agenda, specifically in critical sectors that include infrastructure, clean energy, advanced manufacturing, semiconductors, and biotechnology, among others. In these industries, CTE programs are integral to developing a skilled workforce that can meet the regional workforce and economic needs of communities across the country in an accelerated time frame. In fiscal year 2023, The Department received more than 160 eligible applications from 43 states and the District of Columbia, requesting more than \$850 million to implement comprehensive career-connected learning projects.

The Career-Connected High Schools program leverages the evidence-based Innovation and Modernization Grants authority in the Perkins Act. The program supports career-connected, postsecondary education-aligned high school experiences tied to regional and geographic economic needs. Funds are used to build evidence for integrated strategies and practices that, when taken to scale over time, would strengthen and accelerate career-based pathways and alignment across grades 11-14, reducing barriers between high school, postsecondary education, and employers; and supporting improved postsecondary education attainment, workforce training and career outcomes for all students, especially for underrepresented students and students from low-income backgrounds.<sup>1</sup>

The Career-Connected High Schools program, launched in fiscal year 2023, supports competitive grants to consortia of local educational agencies, institutions of higher education (including community colleges, which are the primary partners in current pathways models),

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<sup>1</sup> Hoffman, N., Vargas, J. et al. (2021), *The Big Blur: An Argument for Erasing the Boundaries Between High School, College, and Careers—and Creating One New System That Works for Everyone*. Boston, MA: Jobs for the Future. Retrieved from: <https://www.jff.org/resources/the-big-blur-an-argument-for-erasing-the-boundaries-between-high-school-college-and-careers-and-creating-one-new-system-that-works-for-everyone/>.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: National programs

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non-profits, and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education. These partnerships are designed to create and align new structures and supports to help high school students, with a focus on underrepresented students, develop and navigate clear pathways to postsecondary education and career preparation,<sup>1</sup> accrue early college credit, pursue in-demand, high-value credentials,<sup>2</sup> and gain direct experience and skills in the workplace that lead to high-quality jobs. Participating students could progress directly from high school to postsecondary education in an accelerated manner, eliminating many admissions and financial barriers that often pose significant obstacles to students of color and students from low-income backgrounds.

This competition would support student progress toward earning career-related credentials and a high school diploma, obtaining college credit through dual enrollment opportunities<sup>3</sup>, and enrolling in registered apprenticeships while supporting the transition from secondary to postsecondary education and high-quality jobs. This initiative would include impact evaluations and build evidence of effectiveness for these activities. A required match of Federal funds would help ensure that projects are sustainable after Federal funding ends.

Approximately \$7.4 million would be used for technical assistance, the creation of communities of practice, and program evaluation related to Career-Connected High Schools. Remaining CTE National Activities funds would support ongoing implementation of CTE State and local programs under the Perkins Act, including supporting implementation of new state plans approved in fiscal year 2024, as well as research and evaluation activities mandated under the statute. Funds would be used to support coordination and facilitation of cross-sector consortiums to develop common metrics, coordinate activities, develop new resources, share and evaluate data, and develop continuous improvement strategies to develop and implement education to workforce pathways for key industries.

The request includes appropriations language reflecting the proposed structure of the Career-Connected High Schools program within the underlying Innovation and Modernization Grants authority, including authorizing the use of funds to pay stipends to program participants to support their retention and completion.

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<sup>1</sup> Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009), Helping students navigate the path to college: What high schools can do: A practice guide (NCEE #2009–4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

<sup>2</sup> For example, the labor force participation rate of high school graduates with a certification or professional license, but no further education, is 35 percent higher than the participation rate of high school graduates who lack one of these credentials, and their median weekly earnings are 17 percent higher. See Cunningham, Eva (2019), "Professional certifications and occupational licenses: evidence from the Current Population Survey," Monthly Labor Review, June 2019, Bureau of Labor Statistics, U.S. Department of Labor. Retrieved from: <https://www.bls.gov/opub/mlr/2019/article/professional-certifications-and-occupational-licenses.htm>.

<sup>3</sup> What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education (2017), *Dual Enrollment Programs: WWC Intervention Report*. Retrieved from: [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_dual\\_enrollment\\_022817.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf).

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Career and technical education: National programs**

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2023	2024	2025
Research and evaluation	\$1,356	\$718	\$740
Performance data collection and reporting	\$838	\$832	\$835
Other program improvement activities	\$5,227	\$4,169	\$4,125
Innovation grants for Career-Connected High Schools:			
Funding for new awards	\$24,250	0	\$31,780
Number of new awards	19	0	25
Range of new awards	\$1,100-4,425	0	\$1,100-4,425
Funding for continuation awards	0	\$25,000	\$24,970
Number of continuation awards	0	19	19
Peer review of new award applications	\$250	0	\$250
Evaluation and technical assistance	\$500	\$1,702	\$1,721

**PROGRAM PERFORMANCE INFORMATION**

In addition to the independent evaluation required by Career-Connected High Schools grantees, the Department developed the following performance measures for the Career-Connected High Schools program: The number and percentage of students who graduated from high schools served by the proposed project who, prior to or upon graduation—

(1) Earned, through their successful participation in dual or concurrent enrollment programs in academic or CTE subject areas—

(i) any postsecondary credits; and, separately,

(ii) 12 or more postsecondary credits that are part of a program of study that culminates with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program.

(2) Completed 40 or more hours of work-based learning for which they received wages or academic credit, or both.

(3) Attained an industry-recognized credential that is in-demand in the local, regional, or State labor market and associated with one or more jobs with median earnings that exceed the median earnings of a high school graduate.

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### **Career and technical education: National programs**

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(4) Met, in each year of high school, with a school counselor, college adviser, career coach, or other appropriately trained adult for education and career counseling during which they reviewed and updated a personalized postsecondary educational and career plan.

**CAREER, TECHNICAL, AND ADULT EDUCATION**

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**Adult education: Adult basic and literacy education State grants**

(Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2025 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$715,455	\$715,455	0

**PROGRAM DESCRIPTION**

Adult Education State Grants, authorized by the Adult Education and Family Literacy Act (AEFLA), support programs that help adults become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, obtain a secondary school diploma, and transition to postsecondary education and training. The program also helps individuals who are English language learners improve their English proficiency and assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children. As reauthorized in 2014 by the Workforce Innovation and Opportunity Act (WIOA), AEFLA promotes the integration of adult education with occupational education and training, including through the development of career pathways systems that enable adults to learn new skills, obtain higher paying jobs, and build careers in high-growth, high-demand occupations. The Adult Education State Grants program is closely aligned with Department of Labor (DOL) workforce development, job-training, and employment programs, including through provisions requiring common performance measures, the integration of AEFLA activities in unified or combined State plans, and partnering through WIOA’s one-stop delivery system.

The statute requires the Secretary to allocate 88 percent of funds appropriated for AEFLA State grants to Adult Education Basic State Grants and the remaining 12 percent to Integrated English Literacy and Civics Education State Grants.

**Adult Education Basic State Grants**

From the amount reserved for Adult Education State Grants, the Department makes an initial allotment of \$250,000 to each State and \$100,000 to each Outlying Area and allocates remaining funds on the basis of each State’s share of qualifying adults. Qualifying adults are defined 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. The statute includes a “hold-harmless” provision ensuring that each State receives at

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for fiscal year 2025 is expected through appropriations action.

## **CAREER, TECHNICAL, AND ADULT EDUCATION**

### **Adult education: Adult basic and literacy education State grants**

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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 \$85,000 (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 20 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 subgrants to eligible entities that provide adult education and literacy activities, including adult education, literacy, workplace adult education, family literacy English language acquisition, integrated English literacy and civics education, workplace preparation, and integrated education and training. Eligible providers may be any organizations of demonstrated effectiveness and include local educational agencies (LEAs), community colleges, libraries, and community- and faith-based organizations. In distributing funds, States must give equitable access to all types of eligible entities, taking into account the extent to which such entities meet a variety of criteria including: responsiveness to the regional needs identified in the local workforce plan, the ability to serve individuals in the community identified in that workforce plan, past effectiveness in improving the literacy skills of adults and families, programs built on a strong foundation of research about effective practices, and coordination with other available resources in the community.

State leadership funds must be used to align adult education to the State Unified Plan required by WIOA; establish and operate high-quality professional development to improve instruction; provide technical assistance to eligible providers; and monitor and evaluate the quality and improvement of adult education services in the State. Funds may also be used for a variety of other activities to improve adult education and literacy services.

The common performance accountability system created by WIOA includes six primary indicators of performance that focus on employment outcomes and earnings; educational attainment, including obtaining credentials required for employment; and the effectiveness of programs in serving employers.

### **Integrated English Literacy and Civics Education State Grants (IELCE)**

The IELCE program supports services designed to help adult English language learners, including professionals with degrees and credentials in their native countries, 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.

Using data from the Department of Homeland Security's Office of Immigration Statistics, 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 number of immigrants in the three most recent years. No State receives an award of less than \$60,000.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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Adult Education State Grants 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:

Fiscal Year	(dollars in thousands)
2020	\$656,955
2021	674,955
2022	690,455
2023	715,455
2024 Annualized CR	715,455

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$715.5 million for Adult Education State Grants, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request reflects the continued need for Federal investment in adult education programs as data<sup>1</sup> suggests that the United States is losing ground to many of its economic competitors in terms of the employment-related skills of working-age adults. The request would also support the Administration's efforts to prepare American workers for high-quality jobs created by the Investing in America agenda that includes critical sectors like infrastructure, clean energy, advanced manufacturing, semiconductors, and biotechnology.

Program enrollment has bounced back after the pandemic, with an increase from 899,000 individuals in program year 2021-2022 to 1.1 million individuals in program year 2022-2023, showing there remains significant need for programs that help individuals acquire basic foundational skills (including English language acquisition), complete secondary education, and transition to further education and training. According to the first reports<sup>2</sup> of the Institute for Education Sciences' (IES) evaluation of the program (released in March of 2023), over one-third of local providers who were surveyed reported having waiting lists for entry into adult education programs. Estimates from the Program for the International Assessment of Adult Competencies (PIAAC) from 2012-2017 indicate that in the United States there are 43 million working-age adults (ages 16–65) with low literacy skills and 63 million working-age adults with low numeracy skills.<sup>3</sup> PIAAC data over that period of time also show that 23 to 30 percent of such adults wanted to participate in learning activities during the previous year but could not do so. Assuming that only 25 percent of working-age adults with low literacy and low numeracy skills in the United States are interested in participating in adult education programs, there are up to 16 million adults seeking services from programs that currently serve under 1 million individuals.

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<sup>1</sup> Organization for Economic Co-operation and Development (OECD) Skills Surveys

<sup>2</sup> Available at <https://ies.ed.gov/ncee/pubs/2023001/>. The 2023 reports document key findings from the early implementation of the program as of school year 2018-2019, the first year when grantees and subgrantees were expected to fully operate under WIOA's rules.

<sup>3</sup> <https://nces.ed.gov/surveys/piaac/faq.asp#6001>

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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Moreover, PIAAC results indicate that the average skills of American adults lag behind many other member countries of the Organization for Economic Co-operation and Development (OECD). While U.S. adults scored slightly higher in literacy than the PIAAC international average across participating countries, they scored lower in both numeracy and digital problem solving (which includes the ability to solve problems by accessing and making use of information through computers and computer networks). Additionally, the United States lags substantially behind in all three domains when compared to high-performing countries, such as Japan and Finland. In literacy, 50 percent of U.S. adults performed at Level 3 or above compared to 72 percent in Japan and 63 percent in Finland; in numeracy, 39 percent of U.S. adults performed at Level 3 or above compared to 63 percent in Japan and 58 percent in Finland; finally, in digital problem solving, 36 percent of U.S. adults performed at Level 2 or above compared to 56 percent in Japan and 51 percent in Finland.<sup>1</sup>

The 2023 IES reports also show that Federal funding is critical for adult education programs. According to local providers, Federal funding constituted approximately 28 percent of the funding supporting adult education programs in the country. Furthermore, program funds were particularly critical to sustaining local providers' capacity to offer integrated education and training (IET) programs, with 25.2 percent of local providers indicating that almost all funding for IET came from this program's funds.

Critically, IET programs provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce employment opportunities in high-demand industries and are emphasized under WIOA. In contrast, other key Federal programs appeared to provide very little support for IET. Seventy-six percent of respondents indicated that no Federal funding for workforce development under Titles I and III of WIOA were used to support IET, 93.9 percent of respondents indicated the same for Federal vocational rehabilitation funds under WIOA Title IV, and 89.5 percent of respondents indicated the same for Perkins career and technical education funding for adult and postsecondary education, suggesting that (at least in 2018-2019), the burden of supporting IET for adult learners with Federal funds fell on the adult education program. IET programs have been shown to be successful at helping adults with low basic skills attain postsecondary credits and accelerate credential attainment<sup>2</sup> and can lead to positive impacts on earnings.

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<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012–15.

<sup>2</sup> Anderson, T., Kuehn, D., Eyster, L., Barnow, B., and Lerman, R. (2017). New Evidence on Integrated Career Pathways. Urban Institute. Available at [https://www.urban.org/sites/default/files/publication/91436/ao\\_final\\_impacts.pdf](https://www.urban.org/sites/default/files/publication/91436/ao_final_impacts.pdf).



## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Adult basic and literacy State grants	\$629,600	\$629,600	\$629,600
Range of awards to States	\$940–100,427	\$881–100,802	\$881–100,802
Integrated English literacy and civics education State grants	\$85,855	\$85,855	\$85,855
Range of awards to States	\$60–16,343	\$60–16,199	\$60–16,199
Number of participants in Adult basic and literacy and English literacy and civics education	1,120,779	1,120,779	1,120,779

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, program 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 Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

**Goal: To support adult education systems that result in increased adult learner achievement 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 participants during the program year who are enrolled in adult basic education programs and are achieving measurable skill gains toward a credential or employment.

Year	Target	Actual
<b>2020</b>	47.0%	35.9%
<b>2021</b>	47.0	36.8
<b>2022</b>	42.0	42.4
<b>2023</b>	42.0	44.1
<b>2024</b>	44.0	
<b>2025</b>	45.0	

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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**Measure:** The percentage of participants during the program year who are enrolled in English literacy programs and are achieving measurable skill gains toward a credential or employment.

Year	Target	Actual
2020	46.5%	36.1%
2021	46.5	31.8
2022	42.0	39.4
2023	42.0	42.2
2024	44.0	
2025	44.5	

**Additional information:** Data available for reporting in 2023 covers outcomes from July 1, 2022 through June 30, 2023. In 2023 States reported near universal resumption of in-person instruction and return to normal operations of other adult education services post-pandemic. This had a positive effect on States' ability to obtain and match test scores used to measure educational functioning level gain, which is the primary measurable skill gain type used by the adult education program. Data for 2024 will be available in late 2024.

**Measure:** The percentage of participants who attained a secondary school diploma or its recognized equivalent and who are employed or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.

Year	Target	Actual
2020	27.0%	26.1%
2021	28.0	27.0
2022	25.0	22.5
2023	27.0	24.9
2024	28.0	
2025	27.0	

**Additional information:** Data available for reporting in 2023 covers outcomes for participants who exited a program from January through December of 2021 and attained a credential as well as attained employment or participated in education or training between January and December of 2022. Note that although program services and in-person instruction have resumed, the effects of the pandemic were still disrupting high school equivalency testing during 2021, thus affecting the possible number of high school equivalency attainers for this measure. In addition, grantees are still grappling with the reporting burden as this measure requires conducting data matches among employment, high school equivalency attainment, and postsecondary records. Data matching for employment and postsecondary attendance is difficult and costly, and many States have limited experience conducting these data matches. Often, procedures for data matching are not possible during the time frame required for reporting. The Department expects the data matching, quality, and reliability for these measures to improve in the future as the Department continues to provide technical assistance and States gain experience addressing technical issues pertaining to data matching. Data for 2024 will be available in late 2024.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### **Adult education: Adult basic and literacy education State grants**

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**Measure:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

Year	Target	Actual
<b>2020</b>	28.5%	30.2%
<b>2021</b>	29.0	29.3
<b>2022</b>	20.0	35.0
<b>2023</b>	30.0	35.8
<b>2024</b>	33.0	
<b>2025</b>	34.0	

**Additional information:** Data available for reporting in 2023 covers outcomes for participants who exited a program from July through December of 2021 and were employed between January and December of 2022. Performance reported for the unsubsidized employment measures in 2023 reflects the gradual improvement and stabilization of employment outcomes for adult education program participants in the 2022 follow-up, a time when overall employment opportunities for program participants were generally increasing. Note that individuals not seeking employment or postsecondary education or training (e.g., retirees) are included in the denominator for these measures. The Department expects the data matching, quality, and reliability for these measures to improve in the future as the Department continues to provide technical assistance and States gain experience addressing technical issues pertaining to data matching. Data for 2024 will be available in late 2024.

**Measure:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

Year	Target	Actual
<b>2020</b>	27.0%	27.9%
<b>2021</b>	27.5	28.6
<b>2022</b>	20.0	30.8
<b>2023</b>	30.0	37.9
<b>2024</b>	33.0	
<b>2025</b>	34.0	

**Additional information:** Data available for reporting in 2023 covers outcomes for participants who exited a program from January 2021 through December 2021 and were employed between January and December of 2022. Performance reported for the unsubsidized employment measures in 2023 reflects the gradual improvement and stabilization of employment outcomes for adult education program participants in the 2022 follow-up period, a time when overall employment opportunities for program participants were generally increasing. Note that individuals not seeking employment or postsecondary education or training (e.g., retirees) are included in the denominator for these measures. The Department expects the data matching, quality, and reliability for these measures to improve in the future as the Department continues to provide technical assistance and States gain experience addressing technical issues pertaining to data matching. Data for 2024 will be available in late 2024.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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#### Efficiency Measures

**Measure:** The annual federal cost per measurable skill gain (MSG) achieved by adult education participants.

Year	Target	Actual
2020	\$950	\$1,043
2021	950	1,576
2022	950	2,712
2023	2,700	
2024	2,700	
2025	2,900	

**Measure:** The annual federal cost per secondary school diploma or its recognized equivalent attained by adult education participants.

Year	Target	Actual
2020	\$6,000	\$7,143
2021	6,000	9,646
2022	6,000	10,815
2023	10,500	
2024	10,500	
2025	10,700	

**Additional information:** Data available for reporting for 2022 covers financial reporting and outcomes associated with the fiscal year 2020 appropriation (which had an obligation period of July 1, 2020, to September 30, 2022). Increases in actual costs reflect State reports of increased access to IET models, which WIOA promotes, although they generally have substantially higher costs (e.g., equipment, additional training for providers, coordination with employers, simultaneous teaching, and supportive services) than the typical adult education program. As noted, the cost data being reported for 2022 is based on data from program year 2020, when the pandemic was still disrupting program participation, which means there were fewer participants in the denominator and increased cost per participant. The Department re-set targets for 2023 to reflect the expectation for States to continue to increase their use of such models, and the targets were also informed by the program costs reported in a small number of studies of adult education interventions that were found to be effective in improving learner outcomes. Data for 2023 for the two measures above are expected in late 2024.

## CAREER, TECHNICAL, AND ADULT EDUCATION

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### **Adult education: National leadership activities**

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2025 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$13,712	\$18,712	+\$5,000

### **PROGRAM DESCRIPTION**

Adult Education National Leadership Activities address major policy priorities in adult education, including program accountability and improvement, professional development, and increasing access to learning opportunities for adults. The Department uses program funds to support 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 training institutes, training on research-based reading and math instruction, national and international adult literacy surveys, and technical assistance on using technology to improve instruction.

In addition, the Department is required to carry out certain national leadership activities, including assistance to States in meeting the requirements of the performance accountability provisions in the Workforce Innovation and Opportunity Act (WIOA), assistance to local providers of adult education services upon request from one or more States, and carrying out research on effective adult education and literacy services.

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 for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

<u>Fiscal Year</u>	<u>(dollars in thousands)</u>
2020	\$13,712
2021	13,712
2022	13,712
2023	13,712
2024 Annualized CR	13,712

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for fiscal year 2025 is expected through appropriations action.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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#### **FY 2025 BUDGET REQUEST**

For fiscal year 2025, the Administration requests \$18.7 million for Adult Education National Leadership Activities, \$5 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The increase would support access to high-value postsecondary education offerings as part of adult education programs for individuals in correctional institutions.

#### **Transition to Postsecondary Education for Individuals who are Incarcerated**

The request would provide \$5 million to support the implementation of high-quality programs at correctional institutions that use Pell Grant funds to provide access to postsecondary educational offerings as part of an adult education program for people who are incarcerated. This could include Pell-eligible education programs that include credit-bearing postsecondary coursework, integrated education and training, advising, and programs that provide supported transition into postsecondary education.

Postsecondary education has been shown to reduce recidivism by 48 percent, increasing public safety and reducing incarceration costs. It has also been shown to increase employment and earnings for formerly incarcerated people.<sup>1</sup> In July 2023, the FAFSA Simplification Act reinstated Pell Grants for individuals who are incarcerated, allowing every correctional facility across the country to expand access to postsecondary education. For over 26 years, individuals who were incarcerated could not access Pell grants to help fund postsecondary education coursework. In 2015, the Department set up experimental sites in select State and federal prisons to offer these programs with Pell funds. Through experimental sites, over 9,000 students earned an associate's degree, bachelor's degree, certificate, or diploma.

The request would support two activities to promote the development and implementation of correctional programs that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program. The first activity would consist of \$4.5 million to make awards to consortia of (1) State departments of corrections or correctional facilities; and (2) state agencies of higher education or institutions of higher education to establish partnerships and build up the institutional capacity and knowledge of states and localities to establish and support the development and success of high-quality programs that lead to good paying jobs. Funds could be used for direct services to students, particularly support services that enhance successful student transitions to postsecondary education. An additional \$500,000 would support a second activity, a Correctional and Reentry Education Technical Assistance Center (TAC) to provide technical assistance to stakeholders delivering education, particularly adult education programs, for justice system-involved populations. This TAC would work with programs in the Department of Education, in collaboration with other federal agencies including the Federal Bureau of Prisons, and would provide assistance in the areas of implementing best practices, data collection, oversight, evaluation, continuous improvement, and implementation. The TAC would also be available to provide assistance to institutions and state prison systems

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<sup>1</sup> Patrick Oakford et al., "Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison" (Vera Institute of Justice, January 2019).

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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seeking to use Pell Grant funds to develop and establish high-quality programs, particularly those that lead to in-demand, good paying jobs for people who are incarcerated.

### Ongoing Investments

Other activities supported through the fiscal year 2025 request include the following:

- *Evaluating Adult Education and Literacy Activities*, which supports (1) rigorous research and evaluation on effective adult education and literacy practices in addition to (2) a statutorily required independent evaluation of the Adult Education and Family Literacy Act (AEFLA) programs at least every 4 years to assess opportunities to improve services and outcomes for adult education program participants. In addition, the Institute of Education Sciences (IES) has been examining the shift in policies and practices since the enactment of WIOA and the challenges that States and local providers face in administering the program. A separate component of the evaluation is examining whether particular adult education strategies are effective in improving learner outcomes. The Department published the first set of reports from these evaluation efforts, which examined early implementation of the Workforce Innovation and Opportunity Act at the local level in 2018-19, in March of 2023.<sup>1</sup>
- The *Literacy Information and Communications System*, which includes an online resource collection of instructional and professional development materials; a professional development center to assist States with training and technical assistance services intended to meet statutory requirements; and the technology infrastructure needed to support the collection, maintenance, and dissemination of adult education resources.
- The *National Reporting System*, which receives, stores, and generates reports on the outcomes, participation, and student descriptive data for AEFLA programs submitted by States. It also specifies methodologies for collecting and reporting the data and includes technical assistance resources to increase the knowledge of State staff and improve State data systems. Investments in this area will help to ensure that local providers and States collect and report high quality data and become skilled in using this information in program management and decision-making.
- *Integrated Education and Training (IET)*, which includes efforts that allow participants to improve basic literacy and numeracy skills as well as workforce skills at the same time and in the same context. The Department seeks to help State, local, and correctional education programs expand the availability of IET.

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<sup>1</sup> Available at [https://ies.ed.gov/ncee/projects/evaluation/pathways\\_wioa.asp](https://ies.ed.gov/ncee/projects/evaluation/pathways_wioa.asp).

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2023	2024	2025
Evaluating Adult Education and Literacy Activities	\$667	\$300	\$1,755
Literacy Information and Communications System	\$3,937	\$4,274	\$4,350
National Reporting System	\$1,563	\$1,600	\$1,600
Integrated Education and Training	\$3,761	\$3,640	\$3,583
Other technical assistance, logistical support, and evaluation	\$3,784	\$3,898	\$2,424
Pell Grant Initiative			
Consortia awards	0	0	\$4,500
Number of awards	0	0	18
Average award	0	0	\$250
Correctional and Reentry Education Technical Assistance Center	0	0	\$500

#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

This section presents selected program performance information, including, for example, program 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 Federal resources provided for the program as well as the resources and efforts invested by those served by the 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.*



## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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

Year	Target	Actual
2020	90%	95%
2021	90	96
2022	95	95
2023	96	91
2024	96	
2025	95	

**Additional information:** In 2023, 52 of 57 grantees (the 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, Palau, and the U.S. Virgin Islands) submitted high-quality learner assessment data. The actual for 2022 has been revised due to a determination that an additional grantee met requirements for this measure after these data were published (making it 54 of 57 grantees meeting the measure in 2022). 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 adult learner assessment data. States periodically upgrade or replace their data systems in order to address any identified data quality issues. Due to the variety of factors involved in collecting, analyzing, and reporting data, and the need to update or replace data systems, the Department has determined that a target of 100 percent is not appropriate but maintains an ambitious target.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2025 PRESIDENT'S BUDGET  
(in thousands of dollars)

	Cat Code	2023 Appropriation	2024 Annualized CR	2025 Request	FY 2025 Request Compared to FY 2024 Annualized CR: Amount	FY 2025 Request Compared to FY 2024 Annualized CR: Percent
<b>Career, Technical, and Adult Education</b>						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	638,848	638,848	678,848	40,000	6.26%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%
Subtotal		1,429,848	1,429,848	1,469,848	40,000	2.80%
(b) National programs (section 114)						
Subtotal, Discretionary	D	32,421	32,421	64,421	32,000	98.70%
Subtotal, Discretionary	D	1,462,269	1,462,269	1,534,269	72,000	4.92%
Subtotal, Career and technical education		1,462,269	1,462,269	1,534,269	72,000	4.92%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)	D	715,455	715,455	715,455	0	0.00%
(b) National leadership activities (AEFLA section 242)	D	13,712	13,712	18,712	5,000	36.46%
Subtotal, Adult education		729,167	729,167	734,167	5,000	0.69%
<b>Total, Appropriation</b>		<b>2,191,436</b>	<b>2,191,436</b>	<b>2,268,436</b>	<b>77,000</b>	<b>3.51%</b>
Current		1,400,436	1,400,436	1,477,436	77,000	5.50%
Prior year's advance		791,000	791,000	791,000	0	0.00%
NOTES:						
1) D = discretionary program; M = mandatory programs						
2) Detail may not add to totals due to rounding.						