

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION
Fiscal Year 2011 Budget Request

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For carrying out, to the extent not otherwise provided, the Carl D. Perkins Career and Technical Education Act of 2006, the Adult Education and Family Literacy Act (“AEFLA”), [subpart 4 of part D of title V of the Elementary and Secondary Act of 1965 (“ESEA”)¹] and title VIII-D of the Higher Education Amendments of 1998, [\$2,016,447,000] \$1,942,707,000, [of which \$4,400,000 shall become available on October 1, 2009, and remain available through September 30, 2011²,] of which [\$1,221,047,000] \$1,151,707,000 shall become available on July 1, [2010] 2011, and shall remain available through September 30, [2011] 2012³, and of which \$791,000,000 shall become available on October 1, [2010] 2011, and shall remain available through September 30, [2011] 2012:⁴ *Provided*, [That in allocating AEFLA State grants, the Secretary of Education shall first distribute up to \$45,907,000 to those States and outlying areas that, due to administrative error, were underpaid for fiscal years 2003 through 2008 in the amounts such States and outlying areas were underpaid: *Provided further*, That the Secretary shall not reduce the allocations for those years to the States and outlying areas that were overpaid through such error, or take other corrective action with respect to those overpayments: *Provided further*, That the additional funds provided to States and outlying areas to correct the administrative error shall not be considered in determining the “hold harmless” amounts under section 211(f) of the AEFLA for fiscal year 2011 or subsequent fiscal years⁵: *Provided further*,] That of the amount provided for Adult Education State Grants, \$75,000,000 shall be made available for integrated English literacy and civics education services to immigrants and other limited English proficient populations⁶: *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 \$60,000⁷: *Provided further*, That of the amounts made available for AEFLA, [\$11,346,000] \$41,346,000 shall be for national leadership activities under section 243⁸ and, of that amount, \$30,000,000 shall be available to the Secretary of Education in cooperation with the Secretary of Labor and, as appropriate, other heads of departments and agencies, to identify and validate innovative strategies for improving program delivery and outcomes for program beneficiaries.⁹ [*Provided further*, That \$88,000,000 shall be available to support the activities authorized under subpart 4 of part D of title V of the ESEA, of which up to 5 percent shall become available October 1, 2009, and shall remain available through September 30, 2011, for evaluation, technical assistance, school networks, peer review of applications, and program outreach activities, and of which not less than 95 percent shall become available on July 1, 2010, and remain available through September 30, 2011, for grants to local educational agencies¹⁰: *Provided further*, That funds made available to local educational agencies under this subpart shall be used only for activities related to establishing smaller learning communities within large high schools or small high schools that provide alternatives for students enrolled in large high schools¹¹:] [*Provided further*, That the Secretary of Education may use amounts available under this heading for the necessary costs of any closeout of the National Institute for Literacy.¹²] (*Department of Education Appropriations Act, 2010.*)

NOTE

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 ... [subpart 4 of part D of title V of the Elementary and Secondary Act of 1965 (“ESEA”)]...</p>	<p>This language provided for funds to be appropriated for the Smaller Learning Communities (SLC) program. The Administration is not requesting funding for the SLC program in fiscal year 2011. Instead, the Administration proposes to consolidate this and certain other programs under a broader Expanding Educational Options program (Innovation and Instructional Teams account) through ESEA reauthorization.</p>
<p>² ... [of which \$4,400,000 shall become available on October 1, 2009, and remain available through September 30, 2011,]...</p>	<p>This language provided for national activities funds for the Smaller Learning Communities program to be appropriated on a 2-year basis. The Administration is not requesting funding for the SLC program in fiscal year 2011.</p>
<p>³ ...of which [\$1,221,047,000] <u>\$1,151,707,000</u> shall become available on July 1, [2010] <u>2011</u>, and shall remain available through September 30, [2011] <u>2012</u>...</p>	<p>This language provides for funds to be appropriated on a forward-funded basis for Career and Technical Education programs, Adult Education programs, and the Incarcerated Individuals program.</p>
<p>⁴ ...and of which \$791,000,000 shall become available on October 1, [2010] <u>2011</u>, and shall remain available through September 30, [2011] <u>2012</u>:</p>	<p>This language provides that a portion of the funds appropriated for Career and Technical Education State grants become available for obligation on an advance-funded basis.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁵ ...[That in allocating AEFLA State grants, the Secretary of Education shall first distribute up to \$45,907,000 to those States and outlying areas that, due to administrative error, were underpaid for fiscal years 2003 through 2008 in the amounts such States and outlying areas were underpaid: <i>Provided further</i>, That the Secretary shall not reduce the allocations for those years to the States and outlying areas that were overpaid through such error, or take other corrective action with respect to those overpayments: <i>Provided further</i>, That the additional funds provided to States and outlying areas to correct the administrative error shall not be considered in determining the “hold harmless” amounts under section 211(f) of the AEFLA for fiscal year 2011 or subsequent fiscal years:...]</p>	<p>This language earmarked a specific amount of Adult Education State grants for a one-time distribution to States that did not receive their full allocations in fiscal years 2003 through 2008 due to an administrative error. It also authorized the Secretary to hold the States harmless that were overpaid during the same time period. The language was needed only for fiscal year 2010.</p>
<p>⁶ <i>Provided</i>, That of the amount provided for Adult Education State Grants, \$75,000,000 shall be made available for integrated English literacy and civics education services to immigrants and other limited English proficient populations:...</p>	<p>This language earmarks funds from the Adult Education State Grants appropriation for English Literacy and Civics Education State Grants.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁷ <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 Immigration and Naturalization Service 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 Immigration and Naturalization Service 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, which are not otherwise authorized under the Adult Education and Family Literacy Act.</p>
<p>⁸ <i>Provided further</i>, That of the amounts made available for the AEFLA, [\$11,346,000] <u>\$41,346,000</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>
<p>⁹ <u>...and, of that amount, \$30,000,000 shall be available to the Secretary of Education in cooperation with the Secretary of Labor and, as appropriate, other heads of departments and agencies, to identify and validate innovative strategies for improving program delivery and outcomes for program beneficiaries.</u></p>	<p>This language provides a specific amount for a Workforce Innovation Fund under section 243 of the Adult Education and Family Literacy Act to support grants for innovative projects to improve the skills and employment outcomes of individuals, particularly those from the most vulnerable populations.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹⁰ [<i>Provided further</i>, That \$88,000,000 shall be available to support the activities authorized under subpart 4 of part D of title V of the ESEA, of which up to 5 percent shall become available October 1, 2009, and shall remain available through September 30, 2011, for evaluation, technical assistance, school networks, peer review of applications, and program outreach activities, and of which not less than 95 percent shall become available on July 1, 2010, and remain available through September 30, 2011, for grants to local educational agencies:...]</p>	<p>This language earmarked part of the Fund for Improvement of Education appropriation for funds for the Smaller Learning Communities program and authorized the Secretary to reserve up to 5 percent of the Smaller Learning Communities funds for peer review and national activities and made these funds available for a 2-year period while the remaining funds for Smaller Learning Communities program grants were forward-funded. The Administration is not requesting separate funding for the SLC program in CTAE for fiscal year 2011, but instead is proposing to consolidate it under Expanding Educational Options in the Innovation and Instructional Teams account.</p>
<p>¹¹ [...<i>Provided further</i>, That funds made available to local educational agencies under this subpart shall be used only for activities related to establishing smaller learning communities within large high schools or small high schools that provide alternatives for students enrolled in large high schools.]</p>	<p>This language specified that Smaller Learning Communities funds be used only for creating smaller learning communities in large high schools or in small high schools that provide students in large high schools with an alternative for their high school education. The Administration is not requesting funding for the SLC program in fiscal year 2011.</p>
<p>¹² [<i>Provided further</i>, That the Secretary of Education may use amounts available under this heading for the necessary costs of any closeout of the National Institute for Literacy.]</p>	<p>This language provided the Secretary with a one-time authority to use funds under the Career, Technical, and Adult Education heading to cover any costs incurred from the termination of the National Institute for Literacy. The Institute did not receive an appropriation in FY 2010 and would not operate in FY 2011.</p>

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**Amounts Available for Obligation
(\$000s)**

	2009	2010	2011
Discretionary appropriation: Appropriation	\$1,944,348	\$2,016,447	\$1,942,707
Subtotal, appropriation	1,944,348	2,016,447	1,942,707
Transfer from <u>College- and Career-Ready Students</u> for Adult Education State Grants	118	0	0
Transfer from <u>Higher Education</u> for Adult Education State Grants	966	0	0
Transfer from <u>Historically Black College and University Capital Financing Program</u> for Adult Education State Grants	65	0	0
Transfer from <u>Innovation and Instructional Teams</u> for Adult Education State Grants	333	0	0
Transfer from <u>Office for Civil Rights</u> for Adult Education State Grants	60	0	0
Transfer from <u>Education Improvement Programs</u> for Adult Education State Grants	54	0	0
Transfer from <u>Student Financial Aid</u> for Adult Education State Grants	45	0	0
Subtotal, adjusted discretionary appropriation	1,945,989	2,016,447	1,942,707
Comparative transfer to <u>Innovation and Instructional Teams</u> for Smaller Learning Communities	-88,000	-88,000	0
Subtotal, comparable discretionary appropriation	1,857,989	1,928,447	1,942,707
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	791,000	791,000	791,000
Subtotal, comparable budget authority	1,857,989	1,928,447	1,942,707
Unobligated balance, start of year	86,088	129,318	116,000
Recovery of prior-year obligations	16,445	0	0
Unobligated balance expiring	-30	0	0

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Amounts Available for Obligation (continued)
(\$000s)

	2009	2010	2011
Unobligated balance, end of year	\$-129,318	\$-116,000	\$-116,000
Comparative transfers:			
Unobligated balance, start of year to <u>Innovation and Instructional Teams</u> for Smaller Learning Communities	-53,778	-88,000	-75,000
Unobligated balance, end of year to <u>Innovation and Instructional Teams</u> for Smaller Learning Communities	<u>88,000</u>	<u>75,000</u>	<u>0</u>
 Total, direct obligations	 1,865,396	 1,928,765	 1,867,707

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Obligations by Object Classification
(\$000s)

	2009	2010	2011
Personnel compensation and benefits	\$1,309	\$1,100	0
Travel and transportation of things	46	40	0
Rental payments to GSA and others	405	410	0
Communications, utilities, and miscellaneous charges	37	35	0
Printing and reproduction	206	200	0
Other contractual services:			
Advisory and assistance services	2,026	10,395	\$8,000
Other services	5,164	11,700	15,000
Peer Review	100	180	120
Purchases of goods and services	103	400	1,000
Research and development contracts	7,440	4,500	12,000
Operation and maintenance of equipment	<u>532</u>	<u>495</u>	<u>0</u>
Subtotal	15,365	27,670	37,704
Supplies and materials	7	5	3
Equipment	1	0	0
Grants, subsidies, and contributions	1,848,020	1,899,305	1,830,000
Interest and dividends	<u>0</u>	<u>0</u>	<u>0</u>
Total, direct obligations.....	1,865,396	1,928,765	1,867,707

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Summary of Changes
(\$000s)

2010	\$1,928,447
2011	<u>1,942,707</u>
Net change	+14,260

	<u>2010 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for Career and Technical Education (CTE) State grants to support continued improvement and upgrading of CTE programs as part of a strategy for improving high school education and preparing high school students to enter the workplace or pursue postsecondary education.	\$1,160,911	+103,089
Increase funding for the Adult Education National leadership activities program to provide funding for a new Workforce Innovation Fund.	\$11,346	<u>+30,000</u>
Subtotal, increases		+133,089
Decreases:		
<u>Program:</u>		
Eliminate funding for the Tech Prep Education State grants program. The CTE State Grants program requires States to develop these types of programs, and to do so within the larger context of CTE programs within the State.	102,923	-102,923
Decrease funding for Adult Education State Grants. The program received a one-time \$45.9 million increase in 2010 to fund States that were overpaid while holding harmless States that were overpaid due to an administrative error.	628,221	<u>-15,906</u>
Subtotal, decreases		-118,829
Net change		+14,260

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**Authorizing Legislation
(\$000s)**

Activity	2010 Authorized	2010 Actual	2011 Authorized	2011 Request
Career and technical education: (<i>Carl D. Perkins CTEA</i>)				
State grants (<i>CTEA Title I</i>)	Indefinite	\$1,160,911	Indefinite	\$1,264,000
National programs (<i>CTEA section 114</i>)	Indefinite	7,860	Indefinite	7,860
Tech prep education State grants (<i>CTEA Title II</i>)	Indefinite	102,923	Indefinite	0
Adult education: (<i>Adult Education and Family Literacy Act (AEFLA)</i>)				
Adult basic and literacy education State grants (<i>AEFLA and WIA section 503</i>)	0 ^{1,2}	628,221	0 ^{1,2}	612,315
National leadership activities (<i>AEFLA section 243</i>)	0 ^{1,2}	11,346	0 ^{1,2}	41,346
Grants to states for workplace and community transition training for incarcerated individuals (<i>HEA Amendments of 1998, VIII-D</i>)	Indefinite	17,186	Indefinite	17,186
<u>Unfunded authorizations</u>				
National Institute for Literacy (<i>AEFLA section 242</i>)	0	0	0	0
Occupational and employment information (<i>CTEA section 118</i>)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total appropriation		1,928,447		1,942,707
Portion of request subject to reauthorization				653,661

¹ 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).

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Authorizing Legislation—continued
(\$000s)

²The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language pending enactment of reauthorizing legislation for FY 2011.

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Appropriations History
(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2002	1,801,660	2,006,060	1,818,060	1,934,060
2002 Advance for 2003	0	(807,000)	(791,000)	(791,000)
2003	1,897,617	1,919,560	1,938,060	1,943,346
2003 Advance for 2004	(791,000)	(791,000)	(791,000)	(791,000)
2004	1,597,532	2,101,430	2,101,430	2,109,172
2004 Advance for 2005	(791,000)	(791,000)	(791,000)	(791,000)
2005	1,602,233	2,025,458	2,102,086	2,010,949
2005 Advance for 2006	(791,000)	(791,000)	(791,000)	(791,000)
2006	215,734	1,991,782	1,927,016	1,992,159
2006 Advance for 2007	0	(791,000)	(791,000)	(791,000)
2007	579,552			1,992,170
2007 Advance for 2008	(791,000)	N/A ¹	N/A ¹	(791,000)
2008	1,189,808	2,038,220	1,894,788	1,941,642
2008 Advance for 2009				(791,000)
2009	574,590	1,951,611 ²	1,863,162 ²	1,944,348
2009 Advance for 2010				(791,000)
2010	2,018,447	2,016,447	2,018,447 ³	2,016,447
2010 Advance for 2011	(791,000)	(791,000)	(791,000)	(791,000)
2011	1,942,707			
2011 Advance for 2012	(791,000)			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts 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.

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Significant Items in FY 2011 Appropriations Reports

National Institute for Literacy

House: Report 111-220. The Committee directs the Department to consult with stakeholders in the field of adult literacy to determine which activities currently supported by NIFL are worthwhile, if any, and to incorporate these activities under the National Leadership activities line, where appropriate.

Response: In 2009, the Department held four meetings with representatives from the field of adult education and literacy to solicit their input about the field's research and development needs and about innovative approaches to educating low-skilled adults. Those meetings have informed the Department's planning for the National Leadership Activities funds in FY 2010 and beyond.

Adult Education State grants

Senate: Report 111-6. The Committee recognizes the importance of the Adult Education and Family Literacy Act programs. To ensure that funding for these programs is benefiting as many students as possible, the Committee requests that the Department evaluate and report on whether the amount of funding for State grants that is allowed to be set aside for State leadership activities and State program administration is appropriate and how these set-asides impact the assistance reaching students. The Committee expects the Department to include the requested information in the fiscal year 2011 budget justification.

Response: The Department is proposing reauthorizing legislation for the Adult Education and Family Literacy Act (AEFLA), which authorizes the Adult Education State grants program. Through this process, the Department is considering changes to the set-aside allowed for State leadership activities under current law, section 223 of AEFLA.

DEPARTMENT OF EDUCATION FISCAL YEAR 2011 PRESIDENT'S REQUEST

(in thousands of dollars)						Change from	
Office, Account, Program and Activity	Category Code	2009 Appropriation	2010 Appropriation	2011 President's Budget	2010 Appropriation Amount	Percent	
Career, Technical, and Adult Education							
1. Career and technical education (Carl D. Perkins CTEA):							
(a) State grants (Title I)							
Annual appropriation		369,911	369,911	473,000	103,089	27.9%	
Advance for succeeding fiscal year		791,000	791,000	791,000	0	0.0%	
Subtotal		1,160,911	1,160,911	1,264,000	103,089	8.9%	
(b) National programs (section 114)							
(c) Tech prep education State grants (Title II)		7,860	7,860	7,860	0	0.0%	
		102,923	102,923	0	(102,923)	-100.0%	
Subtotal, Career and technical education		1,271,694	1,271,694	1,271,860	166	0.0%	
2. Adult education:							
(a) Adult basic and literacy education State grants (AEFLA and WIA section 503)							
(b) National leadership activities (AEFLA section 243)		554,122	628,221	612,315	(15,906)	-2.5%	
(c) National Institute for Literacy (AEFLA section 242)		6,878	11,346	41,346	30,000	264.4%	
		6,468	0	0	0	---	
Subtotal, Adult education		567,468	639,567	653,661	14,094	2.2%	
3. State grants for workplace and community transition training for incarcerated individuals (HE Amendments of 1998, VIII-D)							
		17,186	17,186	17,186	0	0.0%	
Total, Appropriation							
Total, Budget authority		1,856,348	1,928,447	1,942,707	14,260	0.7%	
Current ¹		1,856,348	1,928,447	1,942,707	14,260	0.7%	
Prior year's advance		1,065,348	1,137,447	1,151,707	14,260	1.3%	
Outlays		791,000	791,000	791,000	0	0.0%	
		2,034,000	2,094,000	1,976,000	(118,000)	-5.6%	

NOTE: Category Codes are as follows: D = discretionary program, M = mandatory program.

¹ Excludes an advance appropriations of \$791,000 thousand in fiscal years 2009, 2010 and 2011 that becomes available on October 1 of the following fiscal year.

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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 these programs is to develop the academic, career, and technical skills of students in high schools, community colleges, adult education programs, 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, and become full participants in their children's education. The Career and Technical Education programs were reauthorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Adult Education programs are included in the pending Workforce Investment Act (WIA) reauthorization. The State Grants for Workforce and Community Transition Training for Incarcerated Individuals program was reauthorized in 2008 by the Higher Education Opportunity Act.

The Administration requests a total of \$1.943 billion for this account, a \$14.3 million increase from the 2010 appropriation level. This request includes \$1.264 billion for **Career and Technical Education State Grants** and \$7.9 million for **Career and Technical Education National Programs**. The request also includes \$612.3 million for **Adult Education State Grants**, \$41.3 million for **Adult Education National Leadership Activities**, and \$17.2 million for **Workforce and Community Transition Training for Incarcerated Individuals State Grants**. The request for Adult Education National Leadership Activities is \$30.0 million over the FY 2010 level in order to provide continued support to the adult education and literacy field, and to provide support for select functions previously provided by the National Institute for Literacy, such as support for coordinated research and dissemination efforts in the area of effective strategies for adult education and literacy programs. In addition, the Administration has proposed a new **Workforce Innovation Fund**, to be administered in partnership with the Department of Labor, to provide grants for projects that create strategies for delivering services in a manner designed to improve the basic skills and employment outcomes of individuals, particularly those from the most vulnerable populations. The Fund would support the Administration's goal of identifying and validating effective strategies to improve program delivery and participant outcomes.

The Administration is not requesting funds for **Tech Prep Education State Grants** and instead, proposes to consolidate approximately the current level of Tech Prep funding under the more flexible Career and Technical Education State Grants program. The request reflects the Administration's support for programs designed to provide students with multiple ways to stay in school or return to school in order to complete a high school degree or equivalent that will prepare them for the workforce or for postsecondary education or training.

The requests for the Career and Technical Education National Programs and the Workforce and Community Transition Training for Incarcerated Individuals State Grants are the same as the FY 2010 appropriation level. The request for Adult Education State grants is \$15.9 million less than the FY 2010 level; however, the FY 2010 appropriation included \$45.9 million for a one-time correction to provide additional funds to States that were underpaid during fiscal years 2003 and 2008, because of an administrative error, while holding harmless the States that received overpayments during that same timeframe. Thus, the FY 2011 request provides a \$30.0 million

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increase over the amount allocated to States in FY 2010, net of the correction. The Adult Education request includes continuation of a set-aside for English Literacy/Civics Education State Grants to support the unmet needs of immigrants learning English in FY 2011. The program helps States and communities provide limited English proficient adults with expanded access to high-quality English literacy programs linked to civics education.

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Career and technical education: State grants

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

FY 2011 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2010</u>	<u>2011</u>	<u>Change</u>
Annual appropriation	\$369,911	\$473,000	+\$103,089
Advance for succeeding fiscal year	<u>791,000</u>	<u>791,000</u>	<u>0</u>
Total	1,160,911	1,264,000	+103,089

PROGRAM DESCRIPTION

Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), State Grants for Career and Technical Education 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 FY 2006 appropriation, up to one-third of the additional funds would be allotted to States with FY 2006 grant awards that were less than the minimum 0.5 percent grant amount, and the remainder would 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. The 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.

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,

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provide strong linkages between secondary and postsecondary education, and provide professional development for teachers, counselors, and administrators.

- 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); 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; high school graduation; 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.
- Within States, at least 85 percent of funds are allocated by formula to local educational agencies (LEAs) and postsecondary institutions, except that 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, activities to expand the use of technology, assessing career and technical education services, activities to further 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.

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 were 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.

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Career and Technical Education: State grants

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2006	\$1,182,388
2007	1,181,553
2008	1,160,911
2009	1,160,911
2010	1,160,911

FY 2011 BUDGET REQUEST

For fiscal year 2011, the Administration requests \$1.26 billion for the Career and Technical Education (CTE) State Grants program, an increase of \$103.1 million over the 2010 level. The increase reflects the proposed consolidation of the funding for the Tech Prep State Grants program into the CTE State Grants program. The request would give States the flexibility to use program funds either for tech prep programs or for other activities authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), because due to statutory program changes, there is no compelling rationale for fencing off a portion of the funding for tech prep. The request would support attainment of the President's goal that, regardless of educational path after high school, all Americans be prepared to enroll in at least 1 year of higher education or job training so as to better prepare themselves for a 21st century economy.

The CTE State Grants program represents a significant Federal investment in secondary education. During school year 2007-08, 63 percent of program funds went to support secondary programs. CTE programs touch almost every high school student; the National Center for Education Statistics (NCES) reported in April 2009 that 97 percent of all public high school graduates in 2005 earned CTE credits. These programs help prepare students for both college and careers, as Perkins IV requires that CTE instruction provide students with both coherent and rigorous content aligned with challenging academic standards and relevant technical skills and knowledge. In addition, the Act requires each State to create at least one "program of study," which is defined as a coherent sequence 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. Each local recipient of State Grants funds must offer at least one program of study.

The CTE State Grants program also provides funding for postsecondary CTE programs to assist institutions of higher education in improving the quality of their CTE offerings, giving students the opportunity to pursue career-oriented training at the postsecondary level. Secondary CTE coursework is not the end of formal career training for many students. According to the NCES report *Career and Technical Education in the United States: 1990 to 2005*, students who take CTE courses in high school are likely to pursue some postsecondary education in their lifetime. While students who had taken the most CTE courses in high school were more likely to go to work directly after high school, 70 percent of 1992 public high school graduates who had earned at least 4 CTE credits in high school had enrolled in postsecondary education by the year 2000. Furthermore, according to the Bureau of Labor Statistics' *Occupational Outlook Handbook*,

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2008-09 edition, an associate's degree or higher is the most significant level of postsecondary education or training needed for 12 of the 20 fastest-growing occupations. These data illustrate the continued need for high-quality, accessible postsecondary career-oriented training.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
State grants	\$1,141,989	\$1,141,989	\$1,243,397
Range of awards to States	\$606-128,360	\$601-127,992	\$654-138,699
Territories allocation	\$1,509	\$1,509	\$1,643
Indian set-aside	\$14,511	\$14,511	\$15,800
Number of grants	30	30	30
Native Hawaiian set-aside	\$2,902	\$2,902	\$3,160
Number of grants	10	10	10

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program 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 FY 2011 and future years, and the resources and efforts invested by those served by this program.

In 2007, the Department adopted new performance measures for the program in order to achieve alignment with the core indicators of performance specified in section 113 of the reauthorized Perkins Act. As part of the transition to the requirements of Perkins IV, the Department immediately implemented the measures that were based on Elementary and Secondary Education Act requirements (CTE student achievement on the statewide assessments of reading/language arts and mathematics that States must administer under ESEA Title I, and CTE students who graduate from high school, as defined under ESEA Title I), and provided States with another year to implement the remaining measures (secondary education measures for technical skill attainment, secondary school completion, placement, and nontraditional participation and completion, and postsecondary education measures for technical skill attainment; attainment of credentials, certificates, or diplomas; student retention or transfer; student placement; and nontraditional participation and completion).

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Career and Technical Education: State grants

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 meeting the State-established reading/language arts standards.		
Year	Target ¹	Actual
2008	61	68
2009	64	
2010	69	
2011	70	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of CTE concentrators meeting the State-established mathematics standards.		
Year	Target ¹	Actual
2008	54	62
2009	57	
2010	63	
2011	64	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of CTE students who graduated in the reporting year.		
Year	Target ¹	Actual
2008	75	91
2009	78	
2010	91	
2011	91	
¹ Performance targets reflect agreements with State agencies.		

Assessment of progress: The data show that the program surpassed the targets for 2008 for the percentage of CTE students meeting State-established standards in reading/language arts and mathematics and the percentage of CTE students graduating from high school. As required in the statute, States measured reading/language arts and mathematics achievement by determining the percentage of CTE students (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. The program-level targets are based on the targets negotiated with individual States under section 113 of Perkins IV.

The percentage of CTE students who graduated from high school was obtained by extracting data on the CTE students who were included in the State's computation of graduation rate as required under Title I of ESEA. This rate was higher than the average graduation rate for all

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Career and Technical Education: State grants

students, however, there is no trend data available to help determine if this number is accurate or if it is an anomaly. Moreover, States are now revising their graduation rate calculations to meet the requirements of the 2008 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. The Department may reset targets for this measure once data for 2009 have been collected and reviewed. Data for 2009 will be available in May 2010.

Measure: The percentage of secondary CTE concentrators attaining technical skills.		
Year	Target ¹	Actual
2009	80	
2010	80	
2011	81	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of secondary CTE concentrators earning a diploma, GED, or proficiency credential in conjunction with a secondary school diploma.		
Year	Target ¹	Actual
2009	84	
2010	84	
2011	85	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of secondary CTE concentrators placed in postsecondary education, advanced training, military service, or employment.		
Year	Target ¹	Actual
2009	86	
2010	86	
2011	87	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of secondary CTE concentrators participating in programs in nontraditional fields.		
Year	Target ¹	Actual
2009	30	
2010	30	
2011	31	
¹ Performance targets reflect agreements with State agencies.		

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Career and Technical Education: State grants

Measure: The percentage of secondary CTE concentrators completing programs leading to nontraditional fields.		
Year	Target¹	Actual
2009	19	
2010	19	
2011	20	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of postsecondary CTE concentrators attaining technical skills.		
Year	Target¹	Actual
2009	68	
2010	68	
2011	69	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of postsecondary CTE concentrators earning an industry-recognized credential, certificate, or degree.		
Year	Target¹	Actual
2009	56	
2010	56	
2011	58	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of postsecondary CTE concentrators retained in postsecondary education or transferring to a baccalaureate degree program.		
Year	Target¹	Actual
2009	58	
2010	58	
2011	60	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of postsecondary CTE concentrators placed in postsecondary education, advanced training, military service, or employment.		
Year	Target¹	Actual
2009	74	
2010	74	
2011	75	
¹ Performance targets reflect agreements with State agencies.		

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

Measure: The percentage of postsecondary CTE concentrators participating in nontraditional programs.		
Year	Target ¹	Actual
2009	20	
2010	20	
2011	21	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of postsecondary CTE concentrators completing nontraditional programs.		
Year	Target ¹	Actual
2009	16	
2010	16	
2011	17	
¹ Performance targets reflect agreements with State agencies.		

Data for 2009 will be available in May 2010. In order to encourage consistency in how States collect data for 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. 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.

Efficiency Measures

The Department has adopted cost per participant as the efficiency measure for this program. This is also the efficiency measure included in the job training common measures adopted by the Department and other agencies. Although the Department is able to calculate this measure at the national and State levels, the validity and reliability of the data used for these calculations are questionable. State definitions of participants vary, limiting the validity of comparisons across States. The following chart shows national-level costs per secondary student and per postsecondary student for fiscal years 2004 through 2007, and cost per secondary student for 2008. Cost data for postsecondary students were not collected for 2008, which was the period of the one-year transition from Perkins III requirements to Perkins IV requirements. Data for fiscal year 2009 will be available in late 2010.

Year	Cost per secondary student	Cost per postsecondary student
2004	\$64	\$79
2005	75	83
2006	77	77
2007	77	86
2008	62	Not collected

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Career and Technical Education: State grants

Other Performance Information

The 2004 National Assessment of Vocational Education (NAVE) found that CTE has positive earnings benefits for high school graduates who go directly to work and for those who enroll in postsecondary education and training. The NAVE report noted that the greatest earnings benefits were for those who pursue significant amounts of postsecondary CTE and attain a degree or credential. The NAVE also concluded that, over the last decade, secondary students who participated in CTE programs increased their academic coursetaking and achievement, in some cases narrowing the gap between them and students who took few or no CTE classes. An interim report on the current National Assessment of Career and Technical Education was due to Congress on January 1, 2010, but is slightly delayed; the final report is due to Congress on July 1, 2011.

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Career and Technical Education: National programs

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

FY 2011 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$7,860	\$7,860	0

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 a national assessment of career and technical education programs operated under the Act. An interim report on the current National Assessment of Career and Technical Education was due to Congress on January 1, 2010, but is slightly delayed; a final report is due to Congress on July 1, 2011.

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 as follows:

	(\$000s)
2006	\$9,164
2007	10,000
2008	7,860
2009	7,860
2010	7,860

FY 2011 BUDGET REQUEST

For fiscal year 2011, the Administration requests \$7.9 million for Career and Technical Education National Programs, the same amount as the 2010 level. The program funds activities that support implementation of career and technical education (CTE) programs under Perkins IV. Program funds would continue to support States in developing “programs of study” that provide a coherent sequence of courses that link secondary and postsecondary education, provide rigorous and challenging content, and lead to a degree or an industry-recognized

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Career and Technical Education: National programs

credential. This effort provides support to States and consortia of States to develop at least one new program of study and an articulation agreement between local agencies and institutions of higher education that is aligned with the program of study.

In addition, funds for FY 2011 would support a new National Career and Technical Education Research Center, as well as a project to improve the quality of the performance data that States collect and report to the Department. The Department would also fund activities to improve the quality of CTE programs in community colleges.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
National Career and Technical Education			
Research Center	\$4,500	\$4,500	\$4,500
Improving program performance	1,000	1,000	1,000
Promoting rigorous programs of study	1,500	1,500	1,360
Community college leadership	250	250	500
Other program improvement activities	610	610	500

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established the following performance measures for the National Career and Technical Education Research Center: (1) the percentage of scientifically based research studies conducted by the Center that are of high relevance to career and technical education practices as judged by expert panels; (2) the percentage of products (e.g., instructional approaches, methods, programs, models, and strategies) disseminated to practitioners by the Center that are judged by expert panels to be of high quality; (3) the percentage of technical assistance services that are judged by target audiences to be of high usefulness to educational policy or practice; and (4) the percentage of professional development activities offered by the Center that are judged by participants to be of high quality.

The Department will set a baseline for these measures in 2010, based on results achieved by the Center with FY 2008 funds.

The Department had planned to establish baselines for the Center's performance measures using data for 2007, the first year of operation for the current Center. However, the Center received funding for only 9 months of funds in that year, with most of that time devoted to setting up operations. Thus, there were very few products to review from the first year of the Center, and, therefore, there are insufficient data to produce a reliable measure. Data for 2008 will be available in the spring of 2010. At that time, the Department will determine targets for the remaining years of the Center.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

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

FY 2011 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$102,923	0	-\$102,923

PROGRAM DESCRIPTION

The Tech Prep Education program provides grants to States, which in turn provide subgrants to consortia of local educational agencies and postsecondary institutions. The purpose of tech prep is to develop a structural link between secondary and postsecondary institutions that integrates academic and career and technical education and better prepares students to make the transition from high school to college and from college to careers. Each tech prep project is carried out under an articulation agreement between the participants in the consortium and consists of at least 2 years of high school followed by 2 years or more of higher education or apprenticeship. Tech Prep programs are intended to help students to attain a common core of required proficiencies in mathematics, science, reading, writing, communications, and technological skills. The programs are designed to lead to an associate's degree or postsecondary certificate in a technical career field and, where appropriate, link to courses of study at 4-year institutions.

The Department distributes Tech Prep funds to States using the Career and Technical Education State Grants formula. States may target their Tech Prep funds to local programs by awarding funds to local consortia through a competition, or they may subgrant the funds on a formula basis.

Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), tech prep programs are subject to the same accountability measures as the Career and Technical Education State Grants program, in addition to 11 other indicators of performance described in the law. These measures gauge the extent to which tech prep programs continuously improve students' academic and technical skill proficiencies and their placement and retention in further education and employment. In addition, States must require local recipients that have failed to meet their performance targets for 3 consecutive years to resubmit their applications for Tech Prep funds. States also have the option of terminating these subgrants.

Perkins IV includes a provision that allows States to consolidate the Tech Prep funds they receive under the Act with the funds they receive for Career and Technical Education State Grants. States that choose to consolidate Tech Prep funds must distribute these funds in accordance with the requirements of the Career and Technical Education State Grants program and carry out activities authorized under that program. These States are not required to report performance data separately for the funds they receive under the Tech Prep program.

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Career and technical education: Tech prep education State grants

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 as follows:

	(\$000s)
2006	\$104,754
2007	104,753
2008	102,923
2009	102,923
2010	102,923

FY 2011 BUDGET REQUEST

For fiscal year 2011, the Administration requests no funding for the Tech Prep Education State Grants program. Instead, the Administration proposes redirecting the funding for this program into the Career and Technical Education (CTE) State Grants program in order to give States and local entities more flexibility in allocating funds for tech prep and other authorized activities. The purpose of the Tech Prep program is to support development and implementation of programs of non-duplicative, sequential courses of study that incorporate secondary education and postsecondary education with work-based learning experiences. However, the CTE State Grants program also requires States to develop these types of programs, and to do so within the larger context of CTE programs within the State. Thus, it makes sense to consolidate funding for the Tech Prep program into the much larger and more flexible CTE State Grants program.

In addition, the Perkins Act permits States to fold their Tech Prep funding into their State Grants allocation. For school year 2009-2010, 26 States are consolidating a portion, and generally all, of their Tech Prep funds into State Grants. This is evidence that half the States agree that it is unnecessary to continue a separate Tech Prep program. Moreover, any States that prefer to continue their Tech Prep activities would still be able to do so with their Basic Grants funds. This consolidation request would support attainment of the President's goal that, regardless of educational path after high school, all Americans be prepared to enroll in at least 1 year of higher education or job training so as to better prepare themselves for a 21st century economy.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Number of grants	53	53	0
Range of grants	\$55-11,252	\$55-11,252	0
Average award	\$1,942	\$1,942	0

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program 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 the resources and efforts invested by those served by this program.

Under Perkins IV, States must report on the performance of Tech Prep students under the core indicators of performance specified in section 113 of the Act. In 2007, the Department adopted new performance measures for the program in order to achieve alignment with the statutory indicators. As part of the transition to the requirements of Perkins IV, the Department immediately implemented the measures that were based on Elementary and Secondary Education Act (ESEA) requirements (student achievement on the statewide assessments of reading/language arts and mathematics that States must administer under ESEA Title I, and high school graduation, as defined under ESEA Title I), and provided States with another year to implement the remaining measures (secondary education measures for technical skill attainment, secondary school completion, placement, and nontraditional participation and completion, and postsecondary education measures for technical skill attainment; attainment of credentials, certificates, or diplomas; student retention or transfer; student placement; and nontraditional participation and completion).

Note that States that consolidate all of their Tech Prep funds with CTE State Grants under section 202 of the Perkins Act do not run separate Tech Prep programs and are not required to report separate performance data for the program.

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

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

Measure: The percentage of Tech Prep concentrators meeting the State-established reading/language arts standards.		
Year	Target ¹	Actual
2008	63	63
2009	65	
2010	66	
¹ Performance targets reflect agreements with State agencies.		

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

Measure: The percentage of Tech Prep concentrators meeting the State-established mathematics standards.		
Year	Target ¹	Actual
2008	38	58
2009	40	
2010	59	
¹ Performance targets reflect agreements with State agencies.		

Measure: The percentage of Tech Prep students who graduated in the reporting year.		
Year	Target ¹	Actual
2008	75	77
2009	76	
2010	80	
¹ Performance targets reflect agreements with State agencies.		

Assessment of progress: The data show that the program met the 2008 target for the percentage of Tech Prep students meeting State-established standards in reading/language arts and surpassed the 2008 targets for the percentage of Tech Prep students meeting State-established standards in mathematics and the percentage of Tech Prep students graduating from high school. As required in the statute, States measured reading/language arts and mathematics achievement by determining the percentage of Tech Prep students (of those who took State assessments) who attained a level of proficient or advanced on the assessments administered by the State under ESEA Title I. The percentage of Tech Prep students who graduated from high school was obtained by extracting data on the Tech Prep students who were included in the State's computation of graduation rate as required under ESEA Title I.

Note that the Department and the States do not negotiate targets on the attainment of Tech Prep students that are separate or distinct from the CTE targets for these indicators; however, States that do not consolidate all of their State Grants and Tech Prep funds are required to report separately on the performance of Tech Prep students. Also, note that States are now revising their graduation rate calculations to meet the requirements of the 2008 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. The Department may reset targets for this measure once data for 2009 have been collected and reviewed. Data for 2009 will be available in May 2010.

Measure: The percentage of secondary Tech Prep concentrators attaining technical skills.		
Year	Target ¹	Actual
2009	80	
2010	80	
¹ Performance targets reflect agreements with State agencies.		

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

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

Year	Target ¹	Actual
2009	84	
2010	84	

¹Performance targets reflect agreements with State agencies.

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

Year	Target ¹	Actual
2009	86	
2010	86	

¹Performance targets reflect agreements with State agencies.

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

Year	Target ¹	Actual
2009	30	
2010	30	

¹Performance targets reflect agreements with State agencies.

Measure: The percentage of secondary Tech Prep concentrators completing programs in nontraditional fields.

Year	Target ¹	Actual
2009	19	
2010	19	

¹Performance targets reflect agreements with State agencies.

Measure: The percentage of postsecondary Tech Prep concentrators attaining technical skills.

Year	Target ¹	Actual
2009	68	
2010	68	

¹Performance targets reflect agreements with State agencies.

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

Year	Target ¹	Actual
2009	56	
2010	56	

¹Performance targets reflect agreements with State agencies.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

Measure: The percentage of postsecondary Tech Prep concentrators retained in postsecondary education or transferring to a baccalaureate degree program.

Year	Target ¹	Actual
2009	58	
2010	58	

¹Performance targets reflect agreements with State agencies.

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

Year	Target ¹	Actual
2009	74	
2010	74	

¹Performance targets reflect agreements with State agencies.

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

Year	Target ¹	Actual
2009	20	
2010	20	

¹Performance targets reflect agreements with State agencies.

Measure: The percentage of postsecondary Tech Prep concentrators completing nontraditional programs.

Year	Target ¹	Actual
2009	16	
2010	16	

¹Performance targets reflect agreements with State agencies.

In order to encourage consistency in how States collect data for performance indicators, the Department published non-regulatory guidance providing suggested measures, measurement approaches, and data definitions for all of the indicators. However, not every State has opted to adopt the Department's suggested measurement approaches, and, as a result, the data that the States currently submit have limited validity. The Department continues to provide technical assistance to States on improving the quality of performance data. Data for 2009 will be available in May 2010.

Efficiency Measures

The Department has reported data on cost per participant for fiscal years 2003 through 2007, which is the efficiency measure for the common job training measures adopted by the Department and other agencies. The Department also calculates the cost per secondary CTE concentrator meeting mathematics standards for this program. However, the validity and usefulness of the data used for these calculations are questionable. State definitions of participants still vary, limiting the validity of comparisons across States, and the Department is unable to track the amount of funds used for secondary tech prep programs. The table below shows national-level costs per Tech Prep participants for fiscal years 2003 through 2007, and

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

the cost per CTE concentrator meeting mathematics standards for 2008. Data for fiscal year 2009 will be available in spring of 2010.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Cost per participant	\$47	\$41	\$43	\$44	\$47

	FY 2008
Cost per vocational concentrator meeting mathematics standards	\$477

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)

FY 2011 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$628,221 ²	\$612,315 ²	-\$15,906

¹ The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language pending enactment of reauthorizing legislation for FY 2011.

² FY 2010 appropriations language provides a \$75 million set-aside for English Literacy and Civics Education grants. The request for FY 2011 would include a \$75 million set-aside for English Literacy and Civics Education grants through reauthorizing language.

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.

Adult Education State Grants

The Department awards formula grants to States and Outlying Areas. The formula provides an initial allotment of \$250,000 for each State and \$100,000 to each Outlying Area. Any additional funds are distributed on the basis of each State's share of qualifying adults. Qualifying adults are defined in AEFLA as individuals aged 16 and older who are without 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 amount. If funding is insufficient to satisfy the hold-harmless provision, each State receives the same proportion of available funding as in the previous year.

States may use up to 12.5 percent of their 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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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 organizations. In distributing funds, States must give equitable access to all types of agencies and institutions that have the ability to provide 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.

The State's 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 can 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, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and attainment of a secondary school diploma or its recognized equivalent.

The Secretary reserves 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 Immigration and Naturalization Service data 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 received EL/Civics formula grants for the first time in 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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2006	\$563,975
2007	563,975
2008	554,122
2009	554,122
2010	628,221

FY 2011 BUDGET REQUEST

The Administration requests \$612.3 million for Adult Education State Grants, \$15.9 million less than the fiscal year 2010 appropriation. The request also includes a \$75 million set-aside for English Literacy/Civics Education State Grants, the same as the fiscal year 2010 level. The fiscal year 2010 appropriation included \$45.9 million for a one-time correction to provide additional funds to States that were underpaid during the FY 2003–FY 2008 timeframe, due to an administrative error, while holding harmless States that were overpaid during that same timeframe. Thus, the FY 2011 request provides a \$30.0 million increase over the amount allocated to States in FY 2010, net of the correction. The request would also fund the first year of the program's operation under a reauthorized Workforce Investment Act (WIA).

There is an ongoing need for adult education services in the U.S. The results of a survey conducted in 2006 by the National Council of State Directors of Adult Education highlight this need. Of the 43 States that responded to the survey, 40 confirmed that they had individuals on waiting lists for adult education services. Within the 43 responding States, 66 percent of the local programs that responded had individuals on such lists. Adult education programs that serve immigrants tend to have the longest waiting lists, and immigration to the United States continues at a rapid pace.

In addition, high school dropouts may seek adult education services to improve their employment prospects. 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 credential or equivalent. In October 2000, nearly 11 percent of students in that age group were not enrolled in high school and had not received a high school diploma or equivalent. In October 2007, status dropouts in the same age group showed a slight decline to 8.7 percent. But a major dropout problem persists for some minority groups. For example, the 2007 rates are higher for Hispanics: 21.4 percent for Hispanics as a whole, and more than 31 percentage points for Hispanics born outside of the United States. Again, rates for these groups indicate some improvement in the last 6 years, but continue to raise serious concerns for the futures of these young adults.

Some students drop out of school for the very reason they need school: because they lack the skills to be successful and graduate on time. Some of these students may be immigrants without the English language skills or formal education background to succeed in a traditional secondary school. According to the summary of findings from the 2003 National Assessment of Adult Literacy (NAAL), certain subgroups of adult learners have shown little or no progress on measures associated with fundamental English language skills. The assessment, which examined prose, document, and quantitative literacy among adult learners, showed that when

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

compared to the 1992 NAAL, black and Asian/Pacific Islander scores increased in both prose and document literacy. During the same period, however, Hispanic learners decreased in competency on both measures. In addition, the overall percentage of adults who scored “proficient” in prose and document literacy on the NAAL declined between 1992 and 2003. Of the adults scoring “Below Basic” in prose literacy, adults with the least amount of schooling (less than or some high school) accounted for the largest percentage of that group; 44 percent of the same group scoring “Below Basic” in prose literacy lived in families with incomes below the poverty line. These data underscore both the need to continue to serve this population and to work to improve the effectiveness of the services provided.

The Department has significant evidence that Adult Education is an effective program and has made significant improvements in program management and participant data quality. The Department has dramatically improved the quality and breadth of data collected through the program’s National Reporting System. The data 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 are now using standardized assessments to measure student-learning gains.

The needs of adult learners have shifted since the Act was last authorized in 1998, and additional opportunities are needed for adult learners to re-enter the education system and exit prepared for college or a high-demand, 21st century career. The reauthorization of the Adult Education and Family Literacy Act (AEFLA), Title II of WIA, provides the Department with the opportunity to better align the Adult Education program with Federal job training programs and the postsecondary education system. The Department is working in collaboration with Congress towards a reauthorization of the Workforce Investment Act that streamlines service delivery, ensures the engagement of workforce and adult education providers with employers within regions and sectors, strengthens accountability requirements, and promotes innovation while replicating best practices.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Adult basic and literacy State grants	\$478,195 ¹	\$531,664 ²	\$515,242
Range of awards to States	\$764-66,054	\$766-74,054 ³	\$797-73,568 ³
Total participants (estimated)	2,537,662	2,843,648	2,755,813
English literacy and civics education			
State grants	\$67,896	\$75,000	\$75,000
Range of awards to States	\$60-15,748	\$60-17,267 ³	\$60-17,267 ³
Number of students served (estimated)	230,450	254,561	254,561
Incentive grants (maximum)	\$9,761	\$10,211	\$10,727
Range of awards	\$800-2,500	\$815-2,555	\$811-2,560

¹ Grants made in 2009 included funds appropriated under the Department of Education Appropriations Act, 2009, and funds transferred from other Department programs, as authorized by section 804 of the Supplemental Appropriations Act, 2009 (P.L. 111-32).

² The FY 2010 appropriation includes \$45,906 thousand to fund States that were underpaid during the FY 2003–FY 2008 period and hold harmless those States overpaid during that same timeframe.

³ Grant estimates for 2010 and 2011 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 results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2011 and future years, and 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 2008 report provided 2005–06 State data on the performance of all adult education students on each of the indicators. The 2009 report, providing 2006–07 data, will be available spring 2010.

In addition to the statutory indicators, the Department is collecting data for two other measures: (1) the percentage of adults with a goal to enter postsecondary education or training who enroll

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

in a postsecondary education or training program; and (2) the percentage of adults with an employment goal who obtain a job by the end of the first quarter after their program exit quarter.

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
2006	39	39
2007	42	38
2008	44	39
2009	46	
2010	48	
2011	50	

Assessment of progress: States report data annually against the core indicators required under the statute. The most recent State-reported student outcomes are from the 2007–2008 school year.

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
2006	38	37
2007	40	39
2008	42	39
2009	44	
2010	46	
2011	48	

Assessment of progress: States report data annually against the core indicators required under the statute. Targets for 2006–11 were adjusted to reflect realistic, yet ambitious, goals for this measure, as previous targets proved to be unrealistic. The most recent State-reported student outcomes are from the 2007–08 school year. Performance has improved slightly over the last several years, but the program is not yet reaching the GPRA targets.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Measure: The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent.		
Year	Target	Actual
2006	46	49
2007	52	59
2008	53	62
2009	54	
2010	55	
2011	56	

Assessment of progress: States report data annually against the core indicators required under the statute. The most recent State-reported student outcomes are for the 2007–08 school year. For the past 4 years, the program has exceeded its GPRA targets. The Department is considering adjusting future years’ targets so that they reflect ambitious performance goals based on recent State data.

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
2006	33	35
2007	37	55
2008	39	55
2009	41	
2010	43	
2011	45	

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
2006	40	48
2007	41	61
2008	41	61
2009	42	
2010	42	
2011	43	

Measure: The percentage of adults who retained employment in the third quarter after exit.		
Year	Target	Actual
2006		64
2007	66	73
2008	66	69
2009	66	
2010	68	
2011	70	

Assessment of progress: States report annually on three of the job training common measures. States have consistently exceeded the targets for two of these measures. The third

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

measure was added in 2006, and States have exceeded the targets for this measure for the last 2 years. The Department is considering adjusting future years' targets for these measures.

Efficiency Measures

The Department has developed two efficiency measures for the Adult Education State Grants program. These are: (1) annual cost per participant, and (2) cost per student learning gain. The first measure was established under the Federal Government's common performance measures initiative for job training programs, and the Department has collected sufficient data to report this measure through the National Reporting System. The second measure captures the average Federal cost for a student to advance to at least the next higher educational level in an Adult Education program or to earn a high school diploma or General Educational Development (GED) credential.

Measure: The annual Federal cost per participant.		
Year	Target	Actual
2006	\$215	\$236
2007	215	
2008	215	
2009	215	
2010	215	
2011	215	

Assessment of progress: 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 will report FY 2007 costs in early 2010. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department will consider adjusting the targets.

Measure: The annual Federal cost per student learning gain or high school diploma/GED attainment.		
Year	Target	Actual
2006	\$451	\$539
2007	428	
2008	407	
2009	407	
2010	407	
2011	407	

Assessment of progress: 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. As improved assessment and scientifically based curricula are implemented in more Adult Education programs, the cost per learning gain or high school/GED attainment may decrease. Because funds are available for 27 months, States will report FY 2007 costs in early 2010. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department will consider adjusting the targets.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities
 (Adult Education and Family Literacy Act, section 243)

FY 2011 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

	<u>2010</u>	<u>2011</u>	<u>Change</u>
	\$11,346	\$41,346	+\$30,000

¹ The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language pending enactment of reauthorizing legislation for FY 2011.

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 as follows:

	(\$000s)
2006	\$9,005
2007	9,005
2008	6,878
2009	6,878
2010	11,346

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

FY 2011 BUDGET REQUEST

For fiscal year 2011, the Administration requests \$41.3 million for National Leadership Activities, an increase of \$30.0 million over the 2010 appropriation. The request would fund the first year of the program's operation under a reauthorized Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act (WIA).

The 2011 request would support the continuation and initiation of activities intended 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 General Educational Development (GED) credential and adults with learning disabilities. The \$30.0 million increase would support the Administration's proposal for a Workforce Innovation Fund to further the Administration's goal of developing innovative programs, identifying effective practices, and disseminating those practices to local and State leaders most directly responsible for the implementation of adult education and job training programs. Funds would also be used to continue to support States in implementing the Adult Education State Grant program's uniform data collection and accountability system, including assistance on using data for program improvement.

To support activities to increase the literacy and workforce skills of our Nation's native-born adult population, as well as the growing need to meet the English language acquisition, literacy, and workforce skills gaps of the immigrant population, the fiscal year 2011 request for Adult Education National Leadership Activities would include a Workforce Innovation Fund. This major new initiative would be administered in partnership with the Department of Labor and would provide competitive grants for projects that propose strategies for delivering services in a manner designed to improve the basic skills and employment outcomes of individuals, particularly those from the most vulnerable populations. Under a new Partnership for Workforce Innovation, the Departments of Labor and Education would coordinate their innovation grants to encourage State and local agencies to eliminate fragmentation and work together to build and share evidence of what works. The Fund would be proposed under a reauthorized WIA and supports the Administration's goal of identifying and validating effective strategies to improve program delivery and outcomes for the program's target audience.

In addition, with the elimination of the National Institute for Literacy (NIFL), the Department is taking over NIFL's priority activities and consolidating them, as appropriate, with Adult Education National Leadership Activities. The Department recognizes the necessity for a strong, centralized effort to improve research, dissemination, and technical assistance for adult education and literacy programs. Some activities to address current priorities may include:

- *A National Adult English Language Learning Professional Development Network* that would build on the previous Adult English Language Education Technical Assistance Network. The new Network would identify, enhance, or develop resources to support teacher development and upgrade the quality of English language instruction for adult learners.
- *Designing Instruction for Career Pathways*, a new activity that would assist State and local education providers in developing and delivering "bridge" classes that help low-

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

skilled adults progress on a career path and transition to postsecondary education. Future years' investments might lead to the establishment of an Adult Workforce Transition Initiative that would make competitive grants to partnerships of local adult education providers and community colleges for the development or enhancement of promising workforce transition models.

- Continued support for standards-based education through the development of teacher training materials across content areas and the dissemination of teacher training materials for standards-based education reform.
- Pursuit of an adult research agenda to enhance systemic capacity at the Federal, State, and local levels to expand the body of knowledge available for the adult education and literacy field. Findings from both an interagency panel that addressed Executive Order 13445, "Strengthening Adult Education," and a General Accountability Office's study on ESL students stated the importance of a coordinated research function across all Federal agencies in order to maximize scarce resources. The Institute of Education Sciences plans to hold a competition for a research and development center that will focus on adult literacy with funds from the FY 2010 appropriation. Also, FY 2011 Adult Education funds would support the expansion of a national dissemination system to support teacher quality. Both activities would replace functions previously undertaken by NIFL.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Adult English language learning			
professional development network	\$700	\$700	\$700
Designing instruction for career pathways	1,500	1,000	1,000
National dissemination system	0	3,000	3,000
Research in adult education	0	1,400	3,500
Support for standards-based education	1,300	600	0
Workforce innovation fund	0	0	30,000
Additional technical assistance	3,378	4,646	3,146

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 FY 2011 and future years, and the resources and efforts invested by those served by this program.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

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 under the National Reporting System (NRS).		
Year	Target	Actual
2006	100	80
2007	100	85
2008	100	88
2009	100	
2010	100	
2011	100	

Assessment of progress: The targets have not been met for this measure, although the percentage of States reporting high-quality data has increased significantly, from 65 percent in 2003, to 80 percent in 2005 and 2006, 85 percent in 2007, and 88 percent in 2008. The target for 2006 and beyond is that 100 percent of States will provide consistent, high-quality assessment data regarding adult learners. Through National Leadership Activities, the Department offers technical assistance and guidance designed to help all States 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 determinations of whether each State has submitted high-quality learner assessment data.

CAREER, TECHNICAL, AND ADULT EDUCATION

Grants to States for workplace and community transition training for incarcerated individuals

(Higher Education Amendments of 1998, Title VIII, Part D)

FY 2011 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$17,186	\$17,186	0

PROGRAM DESCRIPTION

Under this program, the Department makes grants to State correctional agencies to assist and encourage incarcerated individuals in acquiring postsecondary education, counseling, and vocational training.

Program participants are provided opportunities to pursue postsecondary education certificates or associate or bachelor's degrees. Following their release from prison, they may also receive employment counseling and other related services for up to 2 years to help ensure their successful reintegration into society.

Individuals are eligible to participate if they have obtained a secondary school diploma or its recognized equivalent, are 35 years of age or younger, are incarcerated in a State prison (which may be a pre-release facility), are eligible for parole or release within 7 years, and have not been convicted of a criminal offense against a victim who is a minor, a sexually violent offense, or murder. Services may be provided to participants for up to 7 years, of which up to 2 years may be devoted to study in a graduate education degree program or to coursework to prepare individuals to take college-level courses. (The 2008 reauthorization extended the maximum age for participants from 25 to 35, and the maximum time an individual is eligible to participate prior to release from 5 to 7 years, although it also added some new restrictions on the types of offenses for which participating individuals can have been incarcerated.)

On an annual basis, grantees may provide for each eligible student up to \$3,000 for tuition, books, and materials, and up to \$300 for related services such as career development, substance abuse counseling, parenting skills training, and health education.

The Department distributes funds to States under a formula based on the number of eligible students in each State. In order to receive a grant, a State correctional agency must demonstrate how it will integrate the proposed program with existing State correctional programs, such as adult education, vocational training, and graduate education degree programs that serve incarcerated individuals, as well as State industry programs.

State correctional agencies receiving grants must provide annual evaluation reports to the Secretary. These reports must include measures of program completion, student academic and

CAREER, TECHNICAL, AND ADULT EDUCATION

Grants to States for workplace and community transition training for incarcerated individuals

vocational skill attainment, success in job placement and retention, and recidivism, using data elements and definitions prescribed by the Secretary.

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 as follows:

	(\$000s)
2006	\$22,770
2007	22,770
2008	22,372
2009	17,186
2010	17,186

FY 2011 BUDGET REQUEST

The Administration requests funding of \$17.186 million, the same as the 2010 level, to help State correctional agencies assist and encourage eligible incarcerated individuals to acquire postsecondary education, counseling, and vocational training. In 2009, nearly 570,000 individuals in State correctional facilities were eligible to participate in this program.

The Department has some evidence that the program is producing positive outcomes. Performance measure data on the academic gains of participating students are promising. States report that an increasing percentage of participants are obtaining degrees and certificates through training funded by this program, for example, through occupational training programs.

Annual grantee reports also provide anecdotal evidence indicating that States are using program funds for innovative and effective activities. Some States have reported increased student academic and vocational skill attainment, success in job placement and retention, and reduced recidivism.

- Arizona's program won a 2008 "Innovations in American Government Award," from the Ash Institute of Democratic Governance and Innovation at Harvard's Kennedy School of Government. With 515 participants in 2008, the program has expanded to seven prisons and become an integral part of the State's Department of Corrections' Transition Program.
- Kansas's Youth Offenders program adopted a standardized curriculum from the National Center for Construction Education and Research that is now in use in secondary and postsecondary education across the State. Program completers in Kansas are entered into a national registry accessible by employers seeking to verify participants' skills training.
- The recidivism rate among completers of Louisiana's program, 6.8 percent, is substantially lower than the recidivism rate of 22.4 percent among non-participants in the State. In 2008, the program had 581 participants in 11 correctional institutions.

CAREER, TECHNICAL, AND ADULT EDUCATION

Grants to States for workplace and community transition training for incarcerated individuals

- Iowa has documented employment for 102 of the 155 program participants who have been released, and has a waiting list for individuals who want to participate in the program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Range of awards	\$23-2,046	\$23-2,046	\$23-2,046
Average State award	\$344	\$344	\$344
Number of awards	50	50	50

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 FY 2011 and future years, and the resources and efforts invested by those served by this program.

Goal: Contribute to the reduction of recidivism by providing incarcerated individuals with educational services.

Objective: *Improve the vocational and academic achievement of students served through State Grants for Incarcerated Individuals.*

Measure: The percentage of students in the facility participating in the program completing a postsecondary education certificate, associate of arts, or bachelor's degree during the program year.		
Year	Target	Actual
2006	23.5	38.5
2007	25.5	41.7
2008	26.5	51.3
2009	27.5	
2010	28.5	
2011	29.5	

Assessment of progress: In 2006, approximately 39 percent of students in the program's participating facilities completed a postsecondary education certificate, associate of arts, or bachelor's degree, exceeding the target of 25.5 percent. In 2007, nearly 42 percent of participants completed a postsecondary certificate, associate of arts, or bachelor's degree,

CAREER, TECHNICAL, AND ADULT EDUCATION

Grants to States for workplace and community transition training for incarcerated individuals

exceeding the target of 26.5 percent. In 2008, 51.3 percent of participants completed a certificate or degree, exceeding the target for that year.

The higher than expected completion rates among program participants may be at least partially explained by grantees increasingly offering shorter-term occupational training programs. Program completion rates have not changed as much for individuals in BA and AA degree programs. Data on 2009 performance will be available in the summer of 2010.

The HEA reauthorization changed eligibility requirements for this program. Once data for 2010 have been collected and reviewed, the Department may reset targets for this measure.