

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION
Fiscal Year 2012 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language.....	N-1
Analysis of Language Provisions and Changes.....	N-2
Amounts Available for Obligation.....	N-4
Obligations by Object Classification.....	N-5
Summary of Changes.....	N-6
Authorizing Legislation.....	N-7
Appropriations History.....	N-9
Significant Items in FY 2011 Appropriations Reports.....	N-10
Summary of Request.....	N-11
Activities:	
Career and technical education:	
State grants.....	N-14
National programs.....	N-23
Tech prep education State grants.....	N-26
Adult education:	
Adult basic and literacy education State grants.....	N-33
National leadership activities.....	N-42
Grants to States for workplace and community transition training for incarcerated individuals.....	N-47
State Tables.....	N-51

CAREER, TECHNICAL, AND ADULT EDUCATION

For carrying out, to the extent not otherwise provided, the Carl D. Perkins Career and Technical Education Act of 2006, the Adult Education and Family Literacy Act ("AEFLA"), and title VIII-D of the Higher Education Amendments of 1998, \$1,683,392,000, of which \$892,392,000 shall become available on July 1, 2012, and shall remain available through September 30, 2013¹, and of which \$791,000,000 shall become available on October 1, 2012, and shall remain available through September 30, 2013:² *Provided*, That of the amount provided for Adult Education State Grants, 8 percent of such amount shall be made available to the Secretary for the Workforce Innovation Fund, as established by this Act; and \$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, \$23,346,000 shall be for national leadership activities under section 243⁸.

NOTES

A regular 2011 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 111-322, Dec. 22, 2010; 124 Stat 3518) that provides funding through March 4, 2011. The amounts included for fiscal year 2011 in this budget reflect the annualized levels provided by the continuing resolution.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>...of which \$1,683,392,000 shall become available on July 1, 2012, and shall remain available through September 30, 2013...</u>	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.
² <u>...and of which \$791,000,000 shall become available on October 1, 2012, and shall remain available through September 30, 2013:</u>	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.
³ <u>...8 percent of such amount shall be made available to the Secretary for the Workforce Innovation Fund, as established by this Act; and...</u>	This language would make 8 percent of Adult Education State Grants funding available for the Workforce Innovation Fund.
⁴ <u>Provided, 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:...</u>	This language earmarks funds from the Adult Education State Grants appropriation for English Literacy and Civics Education State Grants.
⁵ <u>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 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:...</u>	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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁶ <u>Provided further, That of the amounts made available for the AEFLA, \$23,346,000 shall be for national leadership activities under section 243...</u></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>

CAREER, TECHNICAL, AND ADULT EDUCATION

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

	2010	2011 CR	2012
<hr/>			
Discretionary appropriation:			
Appropriation	\$2,016,447	0	\$1,683,392
Annualized CR (PL 111-322)	<u>0</u>	<u>\$2,016,447</u>	<u>0</u>
Subtotal, appropriation	2,016,447	2,016,447	1,683,392
Comparative transfer to <u>Innovation and Instructional Teams</u> for Smaller Learning Communities	<u>-88,000</u>	<u>-88,000</u>	<u>0</u>
Subtotal, comparable discretionary appropriation	1,928,447	1,928,447	1,683,392
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	<u>791,000</u>	<u>791,000</u>	<u>791,000</u>
Subtotal, comparable budget authority	1,928,447	1,928,447	1,683,392
Unobligated balance, start of year	129,204	105,854	91,365
Unobligated balance expiring	-158	0	0
Unobligated balance, end of year	-105,854	-91,365	-94,099
Comparative transfers:			
Unobligated balance, start of year to <u>Innovation and Instructional Teams</u> for Smaller Learning Communities	-87,999	-74,577	-60,394
Unobligated balance, end of year to <u>Innovation and Instructional Teams</u> for Smaller Learning Communities	<u>74,577</u>	<u>60,394</u>	<u>0</u>
Total, direct obligations	1,938,217	1,904,118	1,620,264

CAREER, TECHNICAL, AND ADULT EDUCATION

Obligations by Object Classification
(\$000s)

	2010	2011 CR	2012
Personnel compensation and benefits	\$1,409	0	0
Travel and transportation of things	30	\$5	\$5
Rental payments to GSA and others	483	0	0
Communications, utilities, and miscellaneous charges	12	0	0
Printing and reproduction	300	0	0
Other contractual services:			
Advisory and assistance services	80	60	60
Other services	1,424	1	1
Peer Review	67	40	50
Purchases of goods and services	43	0	0
Research and development contracts	8,098	3,000	3,000
Operation and maintenance of equipment	<u>738</u>	<u>300</u>	<u>280</u>
Subtotal	10,450	3,401	3,391
Supplies and materials	1	0	0
Grants, subsidies, and contributions	<u>1,925,532</u>	<u>1,900,712</u>	<u>1,616,868</u>
Total, direct obligations.....	1,938,217	1,904,118	1,620,264

CAREER, TECHNICAL, AND ADULT EDUCATION

Summary of Changes
(\$000s)

2011 CR	\$1,928,447
2012	<u>1,683,392</u>
Net change	-245,055

	<u>2011 CR base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for Adult Education State grants to support the Workforce Innovation Fund.	\$628,221	+6,779
Increase funding for the Adult Education National leadership activities program to provide funding for an impact evaluation of “college bridge programs” and the development of a comprehensive technology infrastructure for adult learners and adult educators.	11,346	<u>+12,000</u>
Subtotal, increases		+18,779
Decreases:		
<u>Program:</u>		
Decrease funding for Career and Technical Education (CTE) State grants in order to provide support for other programs that are most aligned with the President’s education reform agenda.	369,911	-160,911
Eliminate funding for the Tech Prep Education State grants program because tech prep activities can be carried out with CTE State grants funds.	102,923	<u>-102,923</u>
Subtotal, decreases		-263,834
Net change		-245,055

CAREER, TECHNICAL, AND ADULT EDUCATION

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

Activity	2011 Authorized	2011 CR Estimate	2012 Authorized	2012 Request
Career and technical education: <i>(Carl D. Perkins CTEA)</i>				
State grants <i>(CTEA Title I)</i>	Indefinite	\$1,160,911	Indefinite	\$1,000,000
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}	635,000
National leadership activities <i>(AEFLA section 243)</i>	0 ^{1,2}	11,346	0 ^{1,2}	23,346
Grants to States for workplace and community transition training for incarcerated individuals <i>(HE 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		1,683,392
Portion of request subject to reauthorization				658,346

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).

CAREER, TECHNICAL, AND ADULT EDUCATION

Authorizing Legislation—continued
(\$000s)

²The GEPA extension expired September 30, 2008. The President's FY 2012 budget proposes authorizing this program through appropriations language pending enactment of reauthorizing legislation.

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriations History
(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
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	1,928,447
2010 Advance for 2011	(791,000)	(791,000)	(791,000)	(791,000)
2011	1,942,707	1,991,447 ⁴	1,942,541 ³	1,928,447 ⁵
2011 Advance for 2012	(791,000)	(791,000)	(791,000)	(791,000)
2012	1,683,392			
2012 Advance for 2013	(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.

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

⁵ The level for appropriation reflects the continuing resolution (P.L. 111-322) passed December 22, 2010.

CAREER, TECHNICAL, AND ADULT EDUCATION

Significant Items in FY 2011 Appropriations Reports

Adult Education National Leadership Activities

Senate: Report 111-243. The Committee directs that the Department provide a briefing to the Committee not less than 30 days prior to the release of a solicitation of grant applications for the Workforce Innovation Fund.

Under national leadership activities, 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. The Committee strongly encourages the Department to identify and disseminate successful strategies and best practices that will assist community-based organizations that utilize adult literacy volunteers to support the Department's career pathways initiatives. This further encourages the Department to implement strategies to increase participation by community-based organizations that utilize trained volunteers in State and national training and technical assistance programs. The Committee requests a report on the success of those strategies by April 1, 2012.

Response: Under the terms of the FY 2011 continuing resolution, the Department would not have funding for the Workforce Innovation Fund (WIF). If the final 2011 appropriation includes funding for the WIF, the Department will provide the requested briefing.

The Department currently has a significant investment in helping States and local adult education providers to develop and implement instructional programs that address the needs of adult learners within a variety of career pathway models. The Department will consider how the current investment or new investments could include the identification and dissemination of best practices for using trained volunteers in adult education programs.

DEPARTMENT OF EDUCATION FISCAL YEAR 2012 PRESIDENT'S BUDGET

(in thousands of dollars)					2012 President's Budget Compared to 2011 CR	
Account, Program and Activity	Category Code	2010 Appropriation	2011 CR Annualized	2012 President's Budget	Amount	Percent
Career, Technical, and Adult Education						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	369,911	369,911	209,000	(160,911)	-43.5%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.0%
Subtotal		1,160,911	1,160,911	1,000,000	(160,911)	-13.9%
(b) National programs (section 114)	D	7,860	7,860	7,860	0	0.0%
(c) Tech prep education State grants (Title II)	D	102,923	102,923	0	(102,923)	-100.0%
Subtotal, Career and technical education		1,271,694	1,271,694	1,007,860	(263,834)	-20.7%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA and WIA section 503)	D	628,221	628,221	635,000	6,779	1.1%
(b) National leadership activities (AEFLA section 243)	D	11,346	11,346	23,346	12,000	105.8%
Subtotal, Adult education		639,567	639,567	658,346	18,779	2.9%
3. State grants for workplace and community transition training for incarcerated individuals (HE Amendments of 1998, VIII-D)	D	17,186	17,186	17,186	0	0.0%
Total, Appropriation	D	1,928,447	1,928,447	1,683,392	(245,055)	-12.7%
Total, Budget authority	D	1,928,447	1,928,447	1,683,392	(245,055)	-12.7%
Current ¹		1,137,447	1,137,447	892,392	(245,055)	-21.5%
Prior year's advance		791,000	791,000	791,000	0	0.0%

NOTES: -Category Codes are as follows: D = discretionary program; M = mandatory program.

-The FY 2011 level for appropriated funds is an annualized amount provided under the fourth Continuing Resolution (P.L. 111-322).

¹ Excludes advance appropriations of \$791,000 thousand in fiscal years 2010, under the 2011 CR, and at the 2012 President's Budget level that become available on October 1 of the following fiscal year.

CAREER, TECHNICAL, AND ADULT EDUCATION

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 are authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Adult Education programs would be 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 \$1.683 billion for this account, a \$245.1 million decrease from the 2011 annualized CR level. This request includes \$1.0 billion for **Career and Technical Education State Grants** and \$7.9 million for **Career and Technical Education National Programs**. The request also includes \$635.0 million for **Adult Education State Grants**, \$23.3 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 State Grants** is \$6.8 million over the 2011 CR level and includes an 8 percent set-aside, equivalent to \$50.8 million, for a **Workforce Innovation Fund**, administered with the Office of Special Education and Rehabilitative Services, and in partnership with the Department of Labor, to provide grants for projects that encourage innovation and identify and validate effective strategies for improving the delivery of services and outcomes for all beneficiaries under the programs authorized by WIA, particularly those from the most vulnerable populations. The request for **Adult Education National Leadership Activities** is \$12.0 million over the 2011 CR level. Of the \$12.0 million increase, \$6.0 million would support a new impact evaluation of "college bridge programs" that assist adult learners in transitioning from adult basic education to postsecondary education and training. The remaining \$6.0 million would support the development of a comprehensive technology infrastructure for adult learners and adult educators. The balance of the funds for Adult Education National Leadership Activities would provide continued support to the adult education and literacy field.

The Administration is not requesting funds for **Tech Prep Education State Grants** and, instead, proposes to consolidate the program with the more flexible Career and Technical Education State Grants program.

The request for the **Career and Technical Education State Grants** program is \$160.9 million below the 2011 CR level, consistent with the Administration's goal of maintaining fiscal discipline by placing a priority on funding for programs that are best aligned with the President's education reform agenda. The request reflects the Administration's support for programs that are 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. During FY 2012, in preparation for the Perkins Act reauthorization, the Department plans to build on its progress to date in education reform and the momentum those efforts have created in the career and technical education (CTE) field by

CAREER, TECHNICAL, AND ADULT EDUCATION

promoting reforms in CTE, particularly in the areas of (1) ensuring that all CTE programs become pathways to college and career success; and (2) obtaining and making use of consistent and high-quality program performance information. 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 2011 CR level. 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 2012. The program helps States and communities provide limited English proficient adults with expanded access to high-quality English literacy programs linked to civics education.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

FY 2012 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
Annual appropriation	\$369,911	\$209,000	-\$160,911
Advance for succeeding fiscal year	<u>791,000</u>	<u>791,000</u>	<u>0</u>
Total	1,160,911 ¹	1,000,000	-160,911

¹ Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

PROGRAM DESCRIPTION

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

The Department allocates funds to States, including the District of Columbia, Puerto Rico, and the Virgin Islands, through a formula based on State per-capita income and population in three age cohorts (15-19, 20-24, and 25-65). The formula provides for a minimum State allocation of at least 0.5 percent of the total, and a "hold-harmless" provision in the formula ensures that no State's share of the appropriation is less than its share of the fiscal year 1998 appropriation. A special provision limits the increase a State with an initial allocation of the 0.5 percent minimum may receive, resulting in a number of States that receive an allocation of less than 0.5 percent of the total. If appropriations result in the amount of funds for allocation to States exceeding the amount of funds allocated to States from the 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. Any remaining funds are distributed among Guam, American Samoa, and the Northern Mariana Islands in equal shares. Also, 1.25 percent of the total appropriation for State Grants is set aside for grants to federally

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

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, provide strong linkages between secondary and postsecondary education, and provide professional development for teachers, counselors, and administrators.
- States and local recipients must offer at least one program of study. Programs of study are coherent sequences of non-duplicative CTE courses that progress from the secondary to the postsecondary level, include rigorous and challenging academic content along with career and technical content, and lead to an industry-recognized credential or certificate at the postsecondary level or to an associate or baccalaureate degree.
- The Secretary and each State must reach agreement on annual levels of performance for a number of “core indicators” specified in the law.
 - The core indicators for secondary education programs focus on student attainment of challenging academic standards, as measured by attainment of the proficient level or above on the statewide assessments required under Title I of the Elementary and Secondary Education Act (ESEA); high school graduation; student attainment of career and technical skill proficiencies; student attainment of a secondary school diploma or its recognized equivalent, or a proficiency credential in conjunction with a secondary school diploma; student placement in postsecondary education, advanced training, military service, or employment; and student participation in and completion of career and technical education programs that lead to employment in fields that are traditionally dominated by one gender.
 - The core indicators for postsecondary education programs focus on student attainment of challenging career and technical skill proficiencies; student attainment of an industry-recognized credential, certificate, or degree; student retention in postsecondary education or transfer to a baccalaureate degree program; student placement in the military or in apprenticeship programs, or placement or retention in employment; and student participation in and completion of career and technical education programs that lead to employment in fields that are traditionally dominated by one gender.
- 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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which the funds 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.

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

	(\$000s)
2007	\$1,181,553
2008	1,160,911
2009	1,160,911
2010	1,160,911
2011 CR	1,160,911

FY 2012 BUDGET REQUEST

For fiscal year 2012, the Administration requests \$1 billion for the CTE State Grants program, a decrease of \$161 million from the 2011 annualized CR. While the Administration believes that CTE programs can help students graduate from high school college- and career-ready, the decrease is necessary because the current fiscal environment requires tough decisions about which programs to fund and at what level. In order to maintain fiscal discipline, the Administration has placed a priority on funding for programs that are the most aligned with the President's education reform agenda or that show evidence of strong performance. It has been difficult to determine whether the program is effective because under the current Perkins Act, States can set their own performance measures and goals, which raises questions about the validity of the data reported to the Department. Thus, it has been difficult to hold States accountable for improving performance. The Administration plans to work with Congress during the upcoming reauthorization of the Perkins Act to strengthen the program and improve its alignment with the education reform efforts at the core of the Elementary and Secondary Education Act (ESEA), as proposed to be reauthorized, in order to strengthen the accountability provisions of the statute and to make it a strong vehicle for supporting the President's goal to lead the world in college completion by 2020 and the Department's secondary school agenda.

The Department plans to build upon its progress to date in the area of educational reform and on the momentum those efforts have created in the CTE field – both secondary and postsecondary – by promoting reforms in CTE during 2012 in order to lay the foundation for reauthorization. A rigorous, transformed career and technical education system for youth and adults can be critical to our Nation's competitiveness and economic success and to the prosperity of our citizens. During 2012, the Department will conduct activities to reinforce State and local efforts to develop and fully implement CTE, focusing on college and career pathways that are designed to develop the skills students need to enter and succeed in high-demand, high-wage occupations and that lead to postsecondary completion, increased employment, and improved earnings. The Department will also seek to build on lessons learned from existing CTE programs that have demonstrated success in improving outcomes for students.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

Our goal for reauthorization is to ensure that all CTE programs become viable and rigorous pathways to postsecondary and career success. College and career pathways create opportunities to integrate college preparatory, career, and technical instruction in order to provide multiple pathways to the same destination: achievement of both success in college and an upwardly mobile career. These pathways must align academic and technical coursework with challenging postsecondary expectations, industry needs, and certifications, and be designed and implemented in close collaboration with employers in order to respond to the changing needs of the global economy.

Equally important to our FY 2012 efforts and our emerging priorities for reauthorization is the ability to obtain valid program performance information. Being able to obtain accurate and consistent information on participation, performance, completion, and transition is an essential element in assessing program accomplishments, student progress, and transitions on a State-to-State basis as well as on a national scale, and for identifying needed improvements in programs and policies. Currently, the Perkins Act provides no mechanism to require common definitions for all accountability measures, limiting the Department's ability to enforce performance measurement standards across States. As the Department frames its FY 2012 priorities in preparation for the reauthorization of the Perkins Act, it will explore ways to help move States toward common definitions for performance measures. Further, as little is known about how local grant recipients spend program funds, the Department will explore ways, in conjunction with States, to collect improved performance and spending data from local entities, providing a more accurate picture of how Federal funds are spent on CTE activities.

At \$1 billion, the Federal Government would continue to make a substantial investment in CTE programs, which touch almost every high school student. These programs help prepare students for both college and careers, as the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires that CTE instruction provide students with coherent and rigorous content aligned with challenging academic standards and with relevant technical skills and knowledge. In addition, the requirement that States create at least one "program of study" puts high school students on the path to attaining postsecondary education or training leading to a credential in a career area.

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 immediately afterward or later on. While the students who had taken the most CTE courses in high school were more likely than other students 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, 2010-11 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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
State grants	\$1,141,989	\$1,141,989	\$983,700
Range of awards to States	\$600-127,992	\$600-127,992	\$553-105,384
Territories allocation	\$1,509	\$1,509	\$1,300
Indian set-aside	\$14,511	\$14,511	\$12,500
Number of grants	30	30	30
Native Hawaiian set-aside	\$2,902	\$2,902	\$2,500
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 2012 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 ESEA requirements (CTE student achievement on the statewide assessments of reading/language arts and mathematics that States must administer under ESEA Title I, and the graduation rate for high school CTE students), 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).

CAREER, TECHNICAL, AND ADULT EDUCATION

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	Actual
2008	61	68
2009	64	67
2010	69	
2011	70	
2012	71	

Measure: The percentage of CTE concentrators meeting the State-established mathematics standards.		
Year	Target	Actual
2008	54	62
2009	57	64
2010	63	
2011	64	
2012	65	

Measure: The percentage of CTE students who graduated in the reporting year.		
Year	Target	Actual
2008	75	91
2009	78	90
2010	91	
2011	91	
2012	91	

Additional information: As required in the statute, States measure 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 source of data is the Consolidated Annual Report that State agencies submit to the Department.

The percentage of CTE students who graduate from high school is obtained by extracting data on the CTE students who were included in the State's computation of the graduation rate as required under Title I of ESEA. This rate has been higher than the average graduation rate for all students, but there are no trend data available to help determine if this number is accurate. Moreover, States have been revising their graduation rate calculations to meet the requirements

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

of the 2008 ESEA Title I regulations. These revisions will likely result in significant changes in the reported rates both for CTE students and for students as a whole. Data for 2010 will be available in May 2011.

Measure: The percentage of secondary CTE concentrators attaining technical skills.		
Year	Target	Actual
2009	80	77
2010	80	
2011	81	
2012	82	

Measure: The percentage of secondary CTE concentrators earning a diploma, GED, or proficiency credential in conjunction with a secondary school diploma.		
Year	Target	Actual
2009	84	84
2010	84	
2011	85	
2012	86	

Measure: The percentage of secondary CTE concentrators placed in postsecondary education, advanced training, military service, or employment.		
Year	Target	Actual
2009	86	84
2010	86	
2011	87	
2012	88	

Measure: The percentage of secondary CTE concentrators participating in programs in nontraditional fields.		
Year	Target	Actual
2009	30	30
2010	30	
2011	31	
2012	32	

Measure: The percentage of secondary CTE concentrators completing programs leading to nontraditional fields.		
Year	Target	Actual
2009	19	30
2010	19	
2011	20	
2012	21	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

Measure: The percentage of postsecondary CTE concentrators attaining technical skills.		
Year	Target	Actual
2009	68	81
2010	68	
2011	69	
2012	70	

Measure: The percentage of postsecondary CTE concentrators earning an industry-recognized credential, certificate, or degree.		
Year	Target	Actual
2009	56	53
2010	56	
2011	58	
2012	60	

Measure: The percentage of postsecondary CTE concentrators retained in postsecondary education or transferring to a baccalaureate degree program.		
Year	Target	Actual
2009	58	67
2010	58	
2011	60	
2012	62	

Measure: The percentage of postsecondary CTE concentrators placed in postsecondary education, advanced training, military service, or employment.		
Year	Target	Actual
2009	74	77
2010	74	
2011	75	
2012	76	

Measure: The percentage of postsecondary CTE concentrators participating in nontraditional programs.		
Year	Target	Actual
2009	20	21
2010	20	
2011	21	
2012	22	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: State grants

Measure: The percentage of postsecondary CTE concentrators completing nontraditional programs.		
Year	Target	Actual
2009	16	20
2010	16	
2011	17	
2012	18	

Additional information: 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. Data for 2010 will be available in May 2011.

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 2005 through 2009. Cost data for postsecondary students were not collected for 2008, which was the period of the 1-year transition from Perkins III requirements to Perkins IV requirements. Data for fiscal year 2010 will be available in late 2011.

Year	Cost per secondary student	Cost per postsecondary student
2005	75	83
2006	77	77
2007	77	86
2008	62	Not collected
2009	75	77

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: National programs

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

FY 2012 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$7,860 ¹	\$7,860	0

¹ Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

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, and a final report is due to Congress on July 1, 2011.

The Department generally uses National Programs funds to support the National Career and Technical Education Research Center and for activities to assist States in implementing key provisions of the Perkins Act, such as the requirement that States implement at least one “program of study” that provides a coherent sequence of courses that links secondary and postsecondary education, provides rigorous and challenging content, and leads to a degree or an industry-recognized credential. Fiscal year 2005-2008 funds were also used to conduct the national assessment of CTE programs.

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)
2007	\$10,000
2008	7,860
2009	7,860
2010	7,860
2011 CR	7,860

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: National programs

FY 2012 BUDGET REQUEST

For fiscal year 2012, the Administration requests \$7.9 million for Career and Technical Education National Programs, the same amount as the 2010 and 2011 CR levels. A portion of FY 2012 funds would support continuation grants to States for developing “programs of study.” Each grantee (either a State or a consortium of States) is developing at least one new program of study that incorporates 10 components developed by the Department in partnership with a number of professional and educational organizations. The 10 components support the implementation of rigorous and effective programs of study, and they address such areas as accountability, professional development, and legislation and policies.

In addition, funds for FY 2012 would support the second year of 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 better align CTE activities with college- and career-readiness standards.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
National Career and Technical Education			
Research Center	\$4,500	\$4,500	\$4,500
Improving program performance	1,250	1,250	1,000
Promoting rigorous programs of study	1,500	1,500	1,500
Aligning CTE with college- and career-readiness standards	200	250	250
Other program improvement activities	410	360	610

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 2012 and future years, and the resources and efforts invested by those served by this program.

Goal: Increase access to and improve programs at the high school and community and technical college levels that raise academic achievement, strengthen workforce preparation, and promote economic development and lifelong learning.

Objective: *The use of rigorous research findings to inform program direction and improve State and local practices through the identification of research-based education practices and communicating what works to practitioners, parents, and policy-makers, will increase.*

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and Technical Education: National programs

Measure: The percentage of scientifically based research studies conducted by the National Research Center for Career and Technical Education that are of high relevance to career and technical education practices as determined by expert panels.

Year	Target	Actual
2009	Baseline	67
2010	67	
2011	69	
2012	70	

Measure: The percentage of products (e.g., instructional approaches, methods, and programs, models, and strategies) disseminated to practitioners by the Center that were judged by expert panels to be of high quality.

Year	Target	Actual
2009	Baseline	84
2010	92	
2011	94	
2012	95	

Measure: The percentage of technical assistance services provided by the Center that are judged to be of high usefulness to educational policy or practice by target audiences.

Year	Target	Actual
2009	Baseline	100
2010	88	
2011	89	
2012	90	

Measure: The percentage of professional development activities offered by the Center that are judged to be of high quality by participants.

Year	Target	Actual
2009	Baseline	100
2010	87	
2011	88	
2012	89	

Additional information: The Department set a baseline for these measures in calendar year 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 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 insufficient data to produce a reliable measure. The Center yielded only one technical assistance product and one professional development product with FY 2008 funds, and the actual data reported for the respective measures are based on those two products. Thus, the baseline data may not be a true representation of the measure. Data for 2010 will be available in the spring of 2011.

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 2012 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$102,923 ¹	0	-\$102,923

¹ Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

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 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 a 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

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

accordance with the requirements of the Career and Technical Education State Grants program and to 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.

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)
2007	\$104,753
2008	102,923
2009	102,923
2010	102,923
2011 CR	102,923

FY 2012 BUDGET REQUEST

For fiscal year 2012, the Administration requests no funding for the Tech Prep Education State Grants program. Instead, the Administration proposes consolidating the funding for this program into Career and Technical Education (CTE) State Grants 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. 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 Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) permits States to fold their Tech Prep funding into their State Grants allocation. For school year 2010-2011, 28 States consolidated at least 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 complete at least one year of higher education or job training so as to better prepare themselves for a 21st century economy.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</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 performance 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	Actual
2008	63	63
2009	65	71
2010	66	
2011	69	

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	Actual
2008	38	58
2009	40	69
2010	59	
2011	60	

Measure: The percentage of Tech Prep students who graduated in the reporting year.		
Year	Target	Actual
2008	75	77
2009	76	89
2010	80	
2011	81	

Additional information: 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. Performance targets reflect agreements with State agencies. The source of data is the Consolidated Annual Report that State agencies submit to the Department.

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, States have been 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. Data for 2010 will be available in May 2011.

Measure: The percentage of secondary Tech Prep concentrators attaining technical skills.		
Year	Target	Actual
2009	80	73
2010	80	
2011	81	

Measure: The percentage of secondary Tech Prep concentrators earning a diploma, GED, or proficiency credential in conjunction with a secondary school diploma.		
Year	Target	Actual
2009	84	89
2010	84	
2011	85	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

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

Year	Target	Actual
2009	86	81
2010	86	
2011	87	

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

Year	Target	Actual
2009	30	27
2010	30	
2011	31	

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

Year	Target	Actual
2009	19	27
2010	19	
2011	20	

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

Year	Target	Actual
2009	68	80
2010	68	
2011	69	

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

Year	Target	Actual
2009	56	54
2010	56	
2011	57	

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

Year	Target	Actual
2009	58	70
2010	58	
2011	59	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

Measure: The percentage of postsecondary Tech Prep concentrators placed in postsecondary education, advanced training, military service, or employment.		
Year	Target	Actual
2009	74	77
2010	74	
2011	75	

Measure: The percentage of postsecondary Tech Prep concentrators participating in nontraditional programs.		
Year	Target ¹	Actual
2009	20	23
2010	20	
2011	21	

Measure: The percentage of postsecondary Tech Prep concentrators completing nontraditional programs.		
Year	Target	Actual
2009	16	21
2010	16	
2011	17	

Additional information: In order to encourage consistency in how States collect data for the performance indicators, the Department published non-regulatory guidance providing suggested measures, measurement approaches, and data definitions for all of the indicators. However, not every State has adopted 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 2010 will be available in May 2011.

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, as a second measure, the cost per secondary CTE concentrator meeting State mathematics standards. Under new procedures established in 2010, this measure is now calculated by estimating the amount of program funds being used to serve high school tech prep students who take mathematics State assessments and dividing that amount by the number of students who score as proficient or above proficient in the assessment. This calculation takes into account the fact that under ESEA, States are not required to assess students in every high school grade. However, the validity and usefulness of the data used for these calculations remain questionable because State definitions of participants still vary, limiting the validity of comparisons across States. Also, the Department does not collect data on the amount of funds used for secondary tech prep programs. The table below shows national-level costs per Tech Prep participant for fiscal years 2003 through 2007, and the cost per CTE concentrator meeting mathematics standards for 2009 using the new method. Data for fiscal year 2010 will be available later in 2011.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: Tech prep education State grants

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

	FY 2009
Cost per secondary CTE concentrator meeting mathematics standards	\$62.75

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 2012 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$628,221 ^{2,3}	\$635,000 ³	\$6,779

¹ The GEPA extension expired September 30, 2008. The President's FY 2012 budget proposes authorizing this program through appropriations language pending enactment of reauthorizing legislation for FY 2012.

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

³ FY 2010 appropriations language, continued under the 2011 CR, provided a \$75 million set-aside for English Literacy and Civics Education grants. The request for FY 2012 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 the 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 eligible agencies and institutions that have the ability to operate adult education programs. States, in awarding funds to local providers, must consider the extent to which these providers offer programs that, among other things, have measurable goals for client outcomes, can demonstrate past effectiveness in improving the literacy skills of adults and families, serve individuals who are most in need of literacy services, are built on a strong foundation of research about effective practices, and coordinate with other available resources in the community.

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 may also use a portion of their State leadership funds for financial incentives to reward local programs for high performance or exemplary program coordination.

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

The 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 have received EL/Civics formula grants each year since fiscal year 2000.

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

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)
2007	\$563,975
2008	554,122
2009	554,122
2010	628,221
2011 CR	628,221

FY 2012 BUDGET REQUEST

The Administration requests \$635.0 million for Adult Education State Grants, which is \$6.8 million over the FY 2011 CR level. The request includes a \$75 million set-aside for English Literacy/Civics Education State Grants, the same as the FY 2010 and FY 2011 CR level, as well as an 8 percent set-aside for the proposed Workforce Innovation Fund. The request would fund the first year of the program's operation under a reauthorized Workforce Investment Act (WIA).

There is a persistent need for adult education services in the U.S. Findings from the 2003 National Assessment of Adult Literacy (NAAL) showed that the overall percentage of adults who scored "proficient" in prose and document literacy on the NAAL declined between 1992 and 2003. Approximately 30 million American adults, or 14 percent of the adult population, have difficulty reading. These adults may struggle to read because they are non-literate in English or because they lack some of the required skills to read and comprehend connected text. In addition, approximately 22 percent of the adult population have limited quantitative skills and can use their knowledge only to complete simple quantitative operations. Further, a supplemental study of the NAAL, *Basic Reading Skills and the Literacy of America's Least Literate Adults*, found that of the adults who scored "Below Basic" in prose literacy on the NAAL, the largest percentage were those with the least amount of schooling (less than a high school degree); 44 percent of the same group lived in families with incomes below the poverty line. State enrollment data for the Adult Education State Grants program indicate that the greatest need for services is among the adults with the lowest skill levels, including those needing to learn English. Approximately 2.4 million adults were enrolled in adult education during the 2008-2009 program year and, of those, approximately 86 percent were enrolled in adult basic education programs or English literacy programs; only 14 percent were in adult secondary education programs.

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. 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 were 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 future. These

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

data underscore both the need to continue to serve this population and to work to improve the effectiveness of the services provided.

Further, the economic downturn has highlighted the evolution of the requisite levels of educational attainment for jobs that pay wages sufficient to support a family. A recent report released by Georgetown University's Center on Education and the Workforce, *Help Wanted: Projections of Job and Education Requirements Through 2018*, predicts that approximately 63 percent of the 46.8 million job openings created by 2018 will require workers with at least some college education. In 1973, 25 million jobs, or 28 percent of the 91 million jobs held, required applicants to have at least some college education; by 2007, that number had risen to 91 million jobs, or 59 percent of the 154 million jobs held.

The Department has significant evidence that Adult Education is an effective program and has made significant improvements in program management and in the quality of participant data. 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.

Still, the needs of adult learners have shifted since the Workforce Investment Act (WIA) 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 AEFLA, Title II of WIA, provides the Administration and Congress with the opportunity to better align the Adult Education program with Federal job training programs and the postsecondary education system, helping to meet the goal of all program graduates being college- and career-ready and the President's 2020 goal of becoming the top Nation in college graduation and completion.

With the goal of improving the basic skills and employment outcomes of individuals, particularly those from the most vulnerable populations, the proposed Workforce Innovation Fund (WIF) would provide competitive grants for innovative projects that propose systemic reforms for improving participant outcomes. In fiscal year 2012, the Department would reserve 8 percent of the Adult Education State Grants appropriation to carry out activities under the WIF. The WIF would also receive funds from the Rehabilitation Services and Disability Research account and the Department of Labor's formula job-training programs. Projects funded through the WIF could, among other things, support a multi-agency productivity initiative designed to use "pay-for-performance" models to drive better results and greater cost-efficiency from Federal investments. For example, "social impact bonds" are a mechanism through which private investors provide the capital to finance services and the Government compensates investors and service providers only after they achieve results. The goal is to incentivize service providers to achieve better results in a most cost-effective manner while transferring the risk of failure from the taxpayer to the investors. Under this proposal, appropriated funds not needed for repayment of the bonds would be used to supplement the appropriation for existing, high-priority Department programs. The Departments of Labor (DOL) and Education (ED), in consultation with other Federal agencies as appropriate, will collaborate to award funds through

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

the WIF, encouraging State and local agencies to eliminate fragmentation, and working together to build and share evidence of what works. The WIF would support the Administration's goal of identifying and validating innovative, effective strategies to improve service delivery and outcomes for the program's target audience. Funds will support projects and priorities that address the needs of the populations currently served by the Adult Education and Vocational Rehabilitation programs. DOL and ED will work together to develop practices that address those needs (such as a priority for projects that offer out-of-school adults the opportunity to complete "career pathways" programs that provide a range of secondary and postsecondary options and enable participants to enter a specific occupational sector or field with an industry-recognized degree or credential). To measure results, DOL and ED will develop performance measures in such areas as improvement in literacy skills and attainment of degrees and other educational credentials.

The Department developed an AEFLA reauthorization proposal earlier this year and continues to work with the Department of Labor, OMB, the Domestic Policy Council, and Congress towards a reauthorization of WIA that streamlines service delivery, ensures the engagement of workforce and adult education providers with employers within regions and workforce sectors, strengthens accountability requirements, and promotes innovation while replicating best practices. Specifically our adult education proposal would:

- Improve the coordination and integration of WIA programs administered by the Departments of Labor and Education by requiring a comprehensive needs assessment of adult job seekers without a high school diploma and a shared accountability system covering job training programs and adult education programs.
- Require each State to develop rigorous content standards and aligned assessments for their adult education programs that reflect accepted standards for college- and career-readiness and require the State, in making subgrants or entering into contracts with eligible providers, to consider the provider's ability to implement programs aligned with these standards.
- Enhance the current accountability system by requiring the Secretary to establish indicators and levels of performance that emphasize educational outcomes and workforce-readiness skills, and providing the Secretary with the authority to hold States accountable for making progress against these indicators.
- Require States to assess the quality of the adult education teaching workforce in their States and to take actions to improve that quality by setting higher standards for individuals (including volunteers) teaching in adult education programs and working with colleges and institutions to improve the quality of preparation of adult educators.
- Codify in the authorization the existing English Literacy and Civics program, which is currently authorized under annual appropriations language.
- Include the development and implementation of career pathways programs as a required State-level activity and an authorized use of funds at the State and local levels, and require States to develop applicable performance indicators. National Leadership Activities would also include a new provision to allow the Secretary to make competitive grants to eligible agencies to develop or enhance career pathways programs in the States.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
Adult basic and literacy State grants	\$543,010 ¹	\$542,220	\$497,876
Range of awards to States	\$239-74,944	\$252-76,775 ²	\$239-70,357 ²
Number of participants (estmated)	2,500,000	2,587,000	2,458,000
English literacy and civics education			
State grants	\$75,000	\$75,000	\$75,000
Range of awards to States	\$60-17,325	\$60-17,267 ²	\$60-17,267 ²
Number of participants (estmated)	254,561	254,561	254,561
Incentive grants (maximum)	\$10,211	\$11,001	\$11,324
Workforce Innovation Fund	0	0	\$50,800

¹ The FY 2010 appropriation included \$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.

² Grant estimates for 2011 and 2012 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 2012 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 2009 report provided 2006–07 State data on the performance of all adult education students on each of the indicators. The 2010 report will be available spring 2011. In addition to the statutory indicators, the Department is collecting data for two other measures.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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
2007	42	38
2008	44	39
2009	46	40
2010	48	
2011	50	
2012	52	

Additional information: States report data annually against the core indicators required under the statute. The most recent State-reported student outcomes are from the 2008-09 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
2007	40	39
2008	42	39
2009	44	41
2010	46	
2011	48	
2012	50	

Additional information: States report data annually against the core indicators required under the statute. The most recent State-reported student outcomes are from the 2008-09 school year.

Measure: The percentage of adults with a high school completion goal who earn a high school diploma or recognized equivalent.		
Year	Target	Actual
2007	52	59
2008	53	62
2009	54	64
2010	55	
2011	56	
2012	57	

Additional information: States report data annually against the core indicators required under the statute. The most recent State-reported student outcomes are for the 2008-09 school year. For the past 5 years, the program has exceeded the targets. Following the reauthorization of

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

WIA, the Department may adjust 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
2007	37	55
2008	39	55
2009	41	59
2010	43	
2011	45	
2012	47	

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
2007	41	61
2008	41	61
2009	42	55
2010	42	
2011	43	
2012	43	

Measure: The percentage of adults who retained employment in the third quarter after exit.		
Year	Target	Actual
2007	66	73
2008	66	69
2009	66	65
2010	68	
2011	70	
2012	70	

Additional information: States report annually on three of the common job training common measures. States have consistently exceeded the targets for two of these measures. The third measure was added in 2006, and States have exceeded or almost met the targets for this measure for the last 3 years. The recent increase in adults entering postsecondary education and training as well as the decrease in adults obtaining and retaining employment may be related to the economic downturn.

Efficiency Measures

The Department has developed two efficiency measures for the Adult Education State Grants program. The first measure, annual cost per participant, was established under the Federal Government's common performance measures initiative for job training programs, and the Department has collected sufficient data to report this measure through the National Reporting System. The second measure, cost per student learning gain, captures the average Federal cost for a student to advance to at least the next higher educational level in an Adult Education

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

program or to earn a high school diploma or General Educational Development (GED) credential.

Measure: The annual Federal cost per participant.		
Year	Target	Actual
2007	215	231
2008	215	
2009	215	
2010	215	
2011	215	
2012	215	

Additional information: This measure reflects the average annual Federal cost per participant for Adult Education programs. Data do not include State and local resources, which account for a large proportion of Adult Education funds. Because funds are available for 27 months, States will report FY 2008 costs by January 2011. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department will consider adjusting the targets following the reauthorization of WIA.

Measure: The annual Federal cost per student learning gain or high school diploma/GED attainment.		
Year	Target	Actual
2007	428	518
2008	407	
2009	407	
2010	407	
2011	407	
2012	407	

Additional information: This measure examines the annual Federal cost for Adult Education students who advance to at least the next higher educational level or who attain a high school diploma or GED certificate. 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 2008 costs by February 2011. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department will consider adjusting the targets following the reauthorization of WIA.

CAREER, TECHNICAL, AND ADULT EDUCATION

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

FY 2012 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$11,346 ²	\$23,346	+\$12,000

¹ The GEPA extension expired September 30, 2008. The President's FY 2012 budget proposes authorizing this program through appropriations language pending enactment of reauthorizing legislation for FY 2012.

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

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)
2007	\$9,005
2008	6,878
2009	6,878
2010	11,346
2011 CR	11,346

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

FY 2012 BUDGET REQUEST

For fiscal year 2012, the Administration requests \$23.3 million for National Leadership Activities, \$12 million over the FY 2011 CR level. The increase would provide \$6 million for a new impact evaluation of “college bridge programs” for adult learners and \$6 million for the development of a comprehensive technology infrastructure for the adult education field. The request would also fund the first year of the program’s operation under a reauthorized Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

College bridge programs assist adult learners in the transition from adult basic education to postsecondary education, and are increasingly offered by adult education providers. With FY 2012 funds, the Institute of Education Sciences (IES) would initiate a 5-year impact evaluation that tests the effectiveness of one or more bridge programs in adult education settings. Using a random assignment methodology, the study would address the following issues: (1) the impact of college bridge programs for new General Educational Development (GED) recipients (and potentially other adult learners) on college enrollment and persistence, academic performance, and short-term employment and earnings, and (2) the implementation of the programs related to their impact. An evaluation of similar strategies in Job Corps centers would be conducted by the Department of Labor.

The development of a comprehensive technology infrastructure would be designed to provide adult education students and educators with access to learning anytime and anywhere, increase the digital literacy of low-skilled adults, and identify new and emerging technologies that can be harnessed to improve the literacy and numeracy levels of adults. A core component of this effort would be a focus on the development and use of open educational resources that provide innovative and creative literacy, language, and numeracy learning opportunities for adult learners (including out-of-school youth), and that accelerate the development in adult education of new and emerging open-technology-based learning tools. In addition, this effort would support the development and use of open educational resources that increase the effectiveness of adult education teachers and leaders and improve access to rigorous, high-quality preservice and in-service learning opportunities and performance supports. By building on current efforts and drawing on partnerships with the private sector and the philanthropic community, the initiative would help overcome State and local capacity constraints and quality concerns using an approach that addresses scale and sustainability by design. It would address the problem of unmet need in States and the availability and mobility concerns affecting the participation of low-skilled adults in education programs.

The 2012 request would also support activities designed to upgrade the skills and effectiveness of adult educators in teaching English language content and skills to adult learners, with particular emphasis on adults working to complete a GED credential, adults learning English, and adults with learning disabilities. 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 by providing assistance on using data for program improvement. New investments would include activities to support the development of consistent State-level college- and career-ready standards for adult education programs.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

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

- The *Literacy Information and Communications System* (LINCS), which served as NIFL's primary vehicle for collecting and disseminating resources to the adult literacy field. The Department has continued support for LINCS, which includes a resource collection, regional professional development centers, and the development of a technology infrastructure to support the collection, maintenance, and dissemination of resources previously undertaken by NIFL.
- A *National Adult English Language Learning Professional Development Network*, also known as English Language Learning University (ELLU), to help States address the challenges of improving the adult English language instructional workforce. The capacity of States to support teacher quality in adult English language learning varies considerably. ELLU identifies, enhances, and develops resources that support teacher development and, in so doing, upgrades the quality of English language instruction for adult learners. ELLU coordinates closely with LINCS to ensure the efficient dissemination of materials.
- *Designing Instruction for Career Pathways*, to assist State and local adult education providers in developing and delivering sector-specific "bridge" or integrated education and training (IET) classes that help low-skilled adults progress on a career pathway and transition to postsecondary education. In addition to developing and disseminating a range of "how to" professional development materials in the area of IET, the project is also assembling a collection of extant course materials and making them available for adaptation or use nationally. The project supports implementation of these career pathways courses by establishing and nurturing an extensive, nationwide community of practice that uses social networking information technologies.
- Expansion on prior investments in standards-based educational reform in adult education by supporting State and local adult educators' efforts to develop or adopt and implement rigorous college- and career-ready standards that can both strengthen pathways to postsecondary education and promote work-readiness. This activity will support the development of processes for validating rigorous college- and career-ready standards for use in adult education and will continue to provide professional development that helps teachers use content standards to guide instruction and assessment.
- Investments to improve the quality of the adult education teaching force include the *Student Achievement in Reading* (STAR), *Teaching Excellence in Adult Literacy* (TEAL), and *Learning to Achieve* (L2A) projects. STAR continues to help adult educators expand their capacity to provide high-quality, evidence-based reading instruction. TEAL is helping adult educators to better understand how to apply such evidence-based strategies as explicit strategy instruction, differentiated instruction, and self-regulated learning for writing instruction. L2A is helping adult educators to improve their ability to better serve adults with

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

learning disabilities in both educational and workplace settings. Each of these projects, like ELLU, coordinates with LINCS in order to optimize dissemination of materials.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
Evaluation of college bridge programs	0	0	\$6,000
Technology infrastructure	0	0	6,000
National dissemination system (LINCS)	\$3,276	\$3,225	3,225
Adult English language learning			
professional development network	609	609	500
Designing instruction for career pathways	1,004	1,004	800
Support for standards-based education	1,100	900	2,100
Investments to improve teacher quality	2,244	1,671	1,400
Additional technical assistance	3,113	3,937	3,321

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 2012 and future years, and the resources and efforts invested by those served by this program.

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

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

Measure: The percentage of States submitting high-quality learner assessment data under the National Reporting System (NRS).		
Year	Target	Actual
2007	100	85
2008	100	88
2009	100	88
2010	100	
2011	100	
2012	100	

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

Additional information: The targets have not been met for this measure, although almost 90 percent of the States now report high-quality data. 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 a determination of whether each State has submitted high-quality learner assessment data.

Other Performance Information

Funds from fiscal years 2003, 2004, and 2006 appropriations for the National Leadership Activities program supported a rigorous evaluation by IES of the impact of enhanced English as a Second Language (ESL) curriculum on the English reading, writing, and speaking skills of adult ESL students. The study tested a specific intervention (the basal reader, *Sam and Pat*) for improving the literacy skills of low-literate adult ESL students. The study found that students in the experimental *Sam and Pat* group made gains in reading and English language skills, but found no statistically significant impacts of the intervention compared to the control group. The final report, "The Impact of a Reading Intervention for Low-Literate Adult ESL Learners" was completed in December 2010 and is available on the IES Web site.

The Department will continue discussions on the development of an adult education research agenda that would enhance systemic capacity at the Federal, State, and local levels so as to expand the body of knowledge available for the adult education and literacy field. Findings from an interagency panel that addressed Executive Order 13445, "Strengthening Adult Education," and a U.S. Government Accountability Office study on ESL students focused on the importance of a coordinated research function across all Federal agencies in order to maximize scarce resources. IES held a competition in fall 2010 for a National Research and Development Center on Cognition and Adult Literacy. This center will gather evidence on the cognitive processes that underlie adult acquisition of literacy and/or numeracy and use the evidence to develop and test instructional approaches for adult learners. IES expects the new center to be operational in July 2011.

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 2012 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$17,186 ¹	\$17,186	0

¹ Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

PROGRAM DESCRIPTION

Under this program, the Department makes grants to State correctional education 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.

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 education 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)
2007	\$22,770
2008	22,372
2009	17,186
2010	17,186
2011 CR	17,186

FY 2012 BUDGET REQUEST

The Administration requests \$17.186 million, the same as the 2011 CR level, to help State correctional agencies assist and encourage eligible incarcerated individuals to acquire postsecondary education, counseling, and vocational training. In 2010, nearly 224,000 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, such as 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. The program expanded to seven prisons and become an integral part of the State's Department of Corrections' transition program.
- California reported that the recidivism rate for program participants in 2009 was 15 percent, compared to 65 percent for the overall prison population.
- Idaho reported increasing its vocational program offerings under this program in 2009. In addition, one construction project with Habitat for Humanity earned Leadership in Energy and Environmental Design (LEED) certification from the U.S. Green Building Council, recognizing the project's environmentally friendly building practices.

CAREER, TECHNICAL, AND ADULT EDUCATION

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

- In 2009, New Mexico implemented a distance learning program in cooperation with Eastern New Mexico University (Roswell) that allowed students to participate in computer-based distance learning in a closed intranet environment. Students were able to access a wide range of courses and programs based on individual needs and interests. In addition, students were able to participate in onsite post-secondary vocational programs, including courses on network cabling, Web design, automotive mechanics, and computer hardware and software services. Over 180 students were enrolled during 2009.
- Texas reported that, in 2009, program participants earned 262 Associate of Arts degrees, 65 Associate of Science degrees, 52 Associate of Applied Science degrees, 45 Associate of General Studies degrees, 3 Bachelor of Business Administration degrees, and 1 Bachelor of Science degree. In addition, 2,754 participants earned vocational certificates, in subjects ranging from Advanced Baking to Welding. Also in 2009, 5,283 program participants were released from incarceration and found employment. Texas tracked their earnings through the Texas Workforce Commission and reported that those participants earned a total of nearly \$106.3 million in 2009.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
Range of awards	\$25-2,113	\$25-2,113	\$25-2,113
Average State award	\$351	\$351	\$351
Number of awards	49	49	49

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 2012 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.*

CAREER, TECHNICAL, AND ADULT EDUCATION

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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
2007	25.5	41.7
2008	26.5	51.3
2009	27.5	26.3
2010	28.5	
2011	29.5	
2012	30.5	

Additional information: The higher than expected completion rates among program participants in 2007 and 2008 may be 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.

In 2009, the significant decline from the previous 2 years in the percentage of participants completing a certificate or degree may have been caused, in part, by the funding decrease from \$22.372 million in 2008 to \$17.186 million in 2009. A number of States reported that because they were able to purchase fewer academic credits or hours, the time individuals needed to complete these programs increased and the proportion of participating students completing the programs fell.

The Higher Education Act reauthorization in 2008 changed eligibility requirements for this program. Once data for 2010 have been collected and reviewed in fall 2011, the Department may reset targets for this measure.