

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION

Fiscal Year 2016 Request

CONTENTS

	<u>Page</u>
Appropriations language.....	N-1
Analysis of Language Provisions and Changes	N-1
Appropriation, Adjustments and Transfers	N-3
Summary of Changes	N-4
Authorizing Legislation	N-5
Appropriations History.....	N-6
Summary of Request	N-7
Activities:	
Career and technical education:	
State grants.....	N-10
National programs.....	N-22
Adult education:	
Adult basic and literacy education State grants.....	N-24
National leadership activities	N-33
State Tables*	

*State tables reflecting 2015 allocations and 2016 estimates are posted on the Department's Web page at:
<http://www2.ed.gov/about/overview/budget/statetables/index.html>

CAREER, TECHNICAL, AND ADULT EDUCATION

For carrying out [, to the extent not otherwise provided, the Carl D. Perkins Career and Technical Education Act of 2006 and] the Adult Education and Family Literacy Act ["AEFLA"), \$1,707,686,000] \$588,667,000, [of] which [\$916,686,000] shall become available on July 1, [2015] 2016, and shall remain available through September 30, [2016] 2017 [, and of which \$791,000,000 shall become available on October 1, 2015, and shall remain available through September 30, 2016]:¹ *Provided*, That [of the amount provided for Adult Education State Grants, \$71,439,000 shall be made available for integrated English literacy and civics education services to immigrants and other limited-English-proficient populations: *Provided further*, That of the amount reserved for integrated English literacy and civics education, notwithstanding section 211 of the AEFLA, 65 percent shall be allocated to States based on a State's absolute need as determined by calculating each State's share of a 10-year average of the United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence for the 10 most recent years, and 35 percent allocated to States that experienced growth as measured by the average of the 3 most recent years for which United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence are available, except that no State shall be allocated an amount less than \$60,000:² *Provided further*, That of the amounts made available for AEFLA, \$13,712,000] \$19,712,000 shall be for national leadership activities under section [243] 242.³

(Department of Education Appropriations Act, 2015.)

NOTES

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

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ For carrying out[, to the extent not otherwise provided, the Carl D. Perkins Career and Technical Education Act of 2006 and] the Adult Education and Family Literacy Act [("AEFLA"), \$1,707,686,000] <u>\$588,667,000</u>, [of] which [\$916,686,000] shall become available on July 1, [2015] <u>2016</u>, and shall remain available through September 30, [2016] <u>2017</u> [, and of which \$791,000,000 shall become available on October 1, 2015, and shall remain available through September 30, 2016]:</p>	<p>This language provides for funds appropriated on a forward-funded basis for Adult Education programs. The language also makes a portion of the funds appropriated for Career and Technical Education State Grants available on an advance-funded basis.</p>
<p>² <i>Provided</i>, That [of the amount provided for Adult Education State Grants, \$71,439,000 shall be made available for integrated English literacy and civics education services to immigrants and other limited-English-proficient populations: <i>Provided further</i>, That of the amount reserved for integrated English literacy and civics education, notwithstanding section 211 of the AEFLA, 65 percent shall be allocated to States based on a State's absolute need as determined by calculating each State's share of a 10-year average of the United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence for the 10 most recent years, and 35 percent allocated to States that experienced growth as measured by the average of the 3 most recent years for which United States Citizenship and Immigration Services data for immigrants admitted for legal permanent residence are available, except that no State shall be allocated an amount less than \$60,000:]</p>	<p>This language reserves funds from the Adult Education State Grants appropriation for English Literacy and Civics Education State Grants and specifies an allocation formula for awarding those grants. The reauthorized Adult Education and Family Literacy Act codifies these grants and the formula, thereby making this appropriations language obsolete.</p>
<p>³ [<i>Provided further</i>, That of the amounts made available for AEFLA, \$13,712,000] <u>\$19,712,000</u> shall be for national leadership activities under section [243] <u>242</u>.</p>	<p>This language provides a specific amount for National Leadership Activities authorized under section 242 of the Adult Education and Family Literacy Act, overriding the statutory set-aside of 2 percent of the Adult Education appropriation (not to exceed \$15 million).</p>

CAREER, TECHNICAL, AND ADULT EDUCATION

Analysis of Language Provisions and Changes

Appropriation, Adjustments and Transfers

(dollars in thousands)

Appropriation/Adjustments/Transfers	2014	2015	2016
Discretionary:			
Appropriation	\$1,702,686	\$1,707,686	\$1,915,686
Advance:			
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	<u>791,000</u>	<u>791,000</u>	<u>791,000</u>
Total, budget authority	1,702,686	1,707,686	1,915,686

CAREER, TECHNICAL, AND ADULT EDUCATION

Analysis of Language Provisions and Changes

Summary of Changes

(dollars in thousands)

2015.....	\$1,707,686
2016.....	<u>1,915,686</u>
Net change	+208,000

Increases:	<u>2015 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for Career and Technical Education (CTE) State Grants to make competitive grants for the American Technical Training Fund to support the development, operation and expansion of innovative, evidence-based job training programs in high-demand fields that provide a path to the middle class for low-income individuals.	\$1,117,598	+\$200,000
Increase for Career and Technical Education National Programs to provide technical assistance and evaluation support for projects under the American Technical Training Fund proposal.	7,421	+2,000
Increase for Adult Education National Leadership Activities to support States in their efforts to improve adult education standards and assessments and to carry out data collection activities during the first year of full implementation of the reauthorized Adult Education programs.	<u>13,712</u>	<u>+6,000</u>
Net change		+208,000

CAREER, TECHNICAL, AND ADULT EDUCATION

Analysis of Language Provisions and Changes

Authorizing Legislation

(dollars in thousands)

Activity	2015 Authorized	2015 Estimate	2016 Authorized	2016 Request
Career and technical education (<i>Carl D. Perkins CTEA</i>):				
State grants (<i>CTEA Title I</i>)	0 ¹	\$1,117,598	To be determined ¹	\$1,317,598
National programs (<i>CTEA Section 114</i>)	0 ¹	7,421	To be determined ¹	9,421
Adult education (<i>Adult Education and Family Literacy Act (AEFLA)</i>):				
Adult basic and literacy education State grants (<i>AEFLA</i>)	\$577,667 ^{2,3}	568,955	\$622,286 ^{2,3}	568,955
National leadership activities (<i>AEFLA section 242</i>)	(2.3)	13,712	(2.3)	19,712
<u>Unfunded authorizations</u>				
Grants to States for workplace and community transition training for incarcerated individuals (<i>HE Amendments of 1998, Title VIII-D</i>)	Indefinite	0	Indefinite	0
Occupational and employment information (<i>CTEA section 118</i>)	Indefinite	0	Indefinite	0
Tech prep education State grants (<i>CTEA Title II</i>)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total definite authorization	577,667	0	622,286	0
Total annual appropriation		1,707,686		1,915,686

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2016.

² A total of \$577,677 thousand is authorized for both Adult Basic and Literacy Education State Grants and National Leadership Activities in FY 2015 and \$622,286 thousand for FY 2016.

³ Section 211(a) of the Adult Education and Family Literacy Act requires that, of the funds appropriated for Adult Education, the Department reserve 2 percent, not to exceed \$15 million, for National Leadership Activities; and 12 percent of the remaining funds for Integrated English Literacy and Civics Education.

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2007 (2007 Advance for 2008)	\$579,552 (791,000)	N/A ¹	N/A ¹	\$1,992,170 (791,000)
2008 (2008 Advance for 2009)	1,189,808	\$2,038,220	\$1,894,788	1,941,642 (791,000)
2009 (2009 Advance for 2010)	574,590	1,951,611 ²	1,863,162 ²	1,944,348 (791,000)
2010 (2010 Advance for 2011)	2,018,447 (791,000)	2,016,447 (791,000)	2,018,447 ³ (791,000)	1,928,447 (791,000)
2011 (2011 Advance for 2012) Rescission (P.L. 112-74)	1,942,707 (791,000)	1,991,447 ⁴ (791,000)	1,942,541 ³ (791,000)	1,737,451 ⁵ (791,000) -(1,495)
2012 (2012 Advance for 2013)	1,683,392 (791,000)	1,738,946 ⁶ (791,000)	1,738,946 ⁶ (791,000)	1,737,154 (791,000)
2013 (2013 Advance for 2014)	1,737,154 (791,000)	1,737,154 ⁷ (791,000)	1,737,154 ⁷ (791,000)	1,646,533 (791,000)
2014 (2014 Advance for 2015)	1,750,154 (791,000)	N/A ⁸	1,737,949 (791,000)	1,702,686 (791,000)
2015 (2015 Advance for 2016)	1,722,686 (791,000)	N/A ⁸	1,720,939 ⁹ (791,000)	1,707,686 (791,000)
2016 (2016 Advance for 2017)	1,915,686 (791,000)			

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

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

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

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

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

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

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

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

⁹ The level for the Senate allowance reflects Senate Subcommittee action only.

DEPARTMENT OF EDUCATION FISCAL YEAR 2016 PRESIDENT'S BUDGET

[Click here for accessible version.](#)

(in thousands of dollars)

Account, Program and Activity	Category Code	2014 Appropriation	2015 Appropriation	2016 President's Budget	2016 President's Budget Compared to 2015 Appropriation Amount	Percent
Career, Technical, and Adult Education						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	326,598	326,598	526,598	200,000	61.237%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.000%
Subtotal		1,117,598	1,117,598	1,317,598	200,000	17.896%
(b) National programs (section 114)						
Subtotal, Career and technical education	D	7,421	7,421	9,421	2,000	26.951%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)						
(b) National leadership activities (AEFLA section 242)	D	563,955	568,955	568,955	0	0.000%
Subtotal, Adult education	D	13,712	13,712	19,712	6,000	43.757%
Subtotal, Adult education		577,667	582,667	588,667	6,000	1.030%
Total, Appropriation	D	1,702,686	1,707,686	1,915,686	208,000	12.180%
Total, Budget authority	D	1,702,686	1,707,686	1,915,686	208,000	12.180%
Current		911,686	916,686	1,124,686	208,000	22.690%
Prior year's advance		791,000	791,000	791,000	0	0.000%

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

Accounts are shown under the administering office that has primary responsibility for most programs in that account; however, there may be some programs that are administered by another office.

Detail may not add to totals due to rounding.

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 the career and technical education programs is to develop the academic, career, and technical skills of youth and adults in high schools, community colleges, and correctional institutions by: (1) helping States develop challenging standards, (2) promoting the integration of academic, career, and technical instruction, and (3) supporting State and local program improvements. Adult education programs support local efforts to provide educational services to adults who lack the basic or English literacy skills needed for them to benefit fully from job training, obtain better jobs, complete secondary education, succeed in postsecondary education, and become full participants in their children's education. The request for the Career and Technical Education programs would support program implementation under a reauthorized Perkins Act as outlined in the proposal the Department published in April 2012, "Investing in America's Future: A Blueprint for Transforming Career and Technical Education." Adult Education programs would be funded under the recently reauthorized Adult Education and Family Literacy Act (AEFLA).

The Administration requests a total of \$1.9 billion for this account. This request includes \$1.3 billion for **Career and Technical Education State Grants** and \$9.4 million for **Career and Technical Education National Programs**. The request also includes \$569.0 million for **Adult Education State Grants**, and \$19.7 million for **Adult Education National Leadership Activities**.

The request for the **Career and Technical Education (CTE) State Grants** program would support the first year of activity under a reauthorized Carl D. Perkins Career and Technical Education Act that would seek to ensure that all CTE programs become viable and rigorous pathways to postsecondary education and career success. The Administration's reauthorization proposal would increase the alignment between CTE and labor market needs, strengthen collaboration among secondary and postsecondary CTE programs and business and industry, create a better accountability system, and provide competitive funding modeled after the Investing in Innovation (i3) program to promote innovation and reform in CTE. The request for a \$200 million increase under State Grants would support competitive grants for the American Technical Training Fund to support the development, operation, and expansion of innovative, evidence-based job training programs in high-demand fields that provide a path to the middle class for low-income individuals.

The request for **Career and Technical Education National Programs** would support implementation of a reauthorized Perkins Act through research, evaluation, data collection, technical assistance, and other national leadership activities aimed at improving the quality and effectiveness of career and technical education. The \$2 million increase would provide technical assistance and evaluation support for projects under the American Technical Training Fund proposal included in the request for CTE State Grants.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Summary of Request—continued

reauthorized AEFLA) to support the unmet needs of immigrants learning English. This program helps States and communities provide adult English Learners with expanded access to high-quality English literacy programs linked to civics education.

The request for **Adult Education National Leadership Activities** will continue to support activities intended to increase the literacy and workforce skills of our Nation's native-born adult population, as well as the ongoing need to address the English language acquisition, literacy, and workforce skills gaps of the immigrant population. The requested increase of \$6.0 million will support States in their efforts to improve adult education standards and assessments and to carry out data collection activities during the first year of full implementation of the reauthorized Adult Education programs.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

(dollars in thousands)

FY 2016 Authorization: To be determined¹

Budget Authority:

	<u>2015</u>	<u>2016</u>	<u>Change</u>
Annual appropriation	\$326,598	\$526,598	+\$200,000
Advance for succeeding fiscal year	<u>791,000</u>	<u>791,000</u>	<u>0</u>
Total	1,117,598	1,317,598	+\$200,000

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2016.

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 appropriation, and a "hold-harmless" provision in the formula ensures that no State's share of the appropriation is less than its share of the fiscal year 1998 appropriation. A special provision limits the increase a State with an initial allocation of the 0.5 percent minimum may receive, resulting in a number of States that receive an allocation of less than 0.5 percent of the total. If appropriations result in the amount of funds for allocation to States exceeding the amount of funds allocated to States from the fiscal year 2006 appropriation, up to one-third of the additional funds is to be allotted to States with fiscal year 2006 grant awards that were less than the minimum 0.5 percent grant amount and the remainder is to flow to the other States.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Under the statute:

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

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 are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the year of appropriation and remain available for 12 months, expiring at the same time as the forward-funded portion.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011.....	\$1,122,164
2012.....	1,123,030
2013.....	1,064,446
2014.....	1,117,598
2015.....	1,117,598

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests \$1.3 billion for the Career and Technical Education (CTE) State Grants program under a reauthorized Carl D. Perkins Career and Technical Education Act, an increase of \$200 million over the 2015 appropriation. The request would provide \$1.1 billion for a State formula program and \$200 million for a grant competition for an American Technical Training Fund under a proposed CTE Innovation Fund. The Department's reauthorization proposal, "Investing in America's Future: A Blueprint for Transforming Career and Technical Education," was released in April 2012 and includes changes that would help ensure that all students exit their CTE programs well prepared for further education or employment in high-skill and high-demand occupations, including for technical jobs that are currently going unfilled. The reauthorization proposal would also support reaching the President's goals that: (1) every student graduates from high school college- and career-ready, and (2) the United States again leads the world in college completion by 2020.

The \$200 million request for the American Technical Training Fund would provide competitive grants to support the development, operation, and expansion of innovative, evidence-based job training programs in high-demand fields that provide a path to the middle class for low-income individuals. Projects would emphasize strong employer partnerships, work-based learning opportunities, accelerated training, and flexible scheduling for students to accommodate part-time work. Lead partners would be community colleges, other training institutions, or these entities in partnership with secondary programs, in consortia that must include industry organizations, employers, workforce investment boards, and economic development agencies. Other partners may include nonprofit organizations, academics, and other organizations or individuals with relevant expertise. Programs also would include articulation agreements for credit transfer from the secondary through postsecondary levels, including 4-year institutions of higher education.

The Department would encourage applications from regional or content-area consortia of community colleges, training programs, and secondary schools. The Department would make tiered awards, with smaller grants for initial start-up of programs and larger grants for expansion of existing models, particularly those with evidence of effectiveness, which could include past

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

performance on graduation rates, job placement rates, and wages earned by graduates. The initial award period would be 3 years, with up to 2 additional years of funding available depending on project performance and effectiveness. Grantees would be required to conduct independent evaluations of their programs, to build evidence of what works in CTE and in short-term or accelerated training programs. The request for Career and Technical Education National Programs also includes \$2 million to provide technical assistance and evaluation support to grantees under this competition. This initiative would be jointly administered by ED and the Department of Labor.

Findings from the Final Report to Congress on the National Assessment of Career and Technical Education (NACTE), published in September 2014, show that CTE plays an important role in both secondary and postsecondary students' educational experiences. The majority of high school students participate in CTE, but the intensity of their experience in CTE programs varies. While CTE programs are widely available to students and many students take at least one CTE course during high school, only about one-fifth of students had earned at least three high school credits in the same CTE field. Participation in postsecondary CTE programs and attainment of postsecondary CTE credentials matters. Postsecondary students who earned a CTE certificate or associate's degree were more likely to be employed than those who did not earn a subbaccalaureate credential, and students who earned an undergraduate certificate or associate's degree had higher earnings than high school graduates with no postsecondary education. However, the current distribution of Federal CTE funds does not reflect these findings on the important role of postsecondary education in CTE. On average, States distribute 60 percent of Perkins funds to secondary CTE programs and 40 percent to postsecondary programs.

The blueprint for reauthorization of the Perkins Act proposes statutory reforms to both address the current program's shortcomings and transform it. As the NACTE points out, it has been difficult to determine the program's effectiveness and to hold States accountable for performance under the current Perkins Act, in part because States can establish their own definitions, performance measures, and goals. Furthermore, the current structure of the CTE State Grants program—with funds allocated from States to local secondary and postsecondary recipients separately and by formula—lacks the adequate linkages between secondary schools, postsecondary institutions, and employers that is necessary to promote effectiveness. The blueprint proposes strategies based on evidence that high-quality CTE programs can have a significant, positive impact on student achievement, high school graduation, transition to college, college completion rates, and labor market outcomes. Our proposal seeks to:

- Strengthen collaboration among secondary and postsecondary CTE programs and business and industry. Under our reauthorization proposal, in place of separate within-State formula allocations to secondary and postsecondary programs, States would make competitive grants to consortia of secondary and postsecondary institutions, thus strengthening the linkage between secondary and postsecondary education while also directing funds to programs with the strongest and most proven strategies for delivering CTE, including strategies for serving all students. Because employer involvement is also key to ensuring that CTE programs are aligned with workforce needs and give students work-based learning opportunities, consortia would be required to include relevant employers within each career

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

pathway. Finally, each State would be required to obtain matching funds from the private sector through its grantees.

- Create a better accountability system. The current accountability system does not provide valid, reliable, or comparable information about whether CTE programs are accomplishing their goals because States determine how their own performance will be measured. Nor does it create a basis for recognizing and expanding the most successful programs or identifying ineffective programs and taking action to improve them. The Administration's proposal would move States toward common definitions for performance measures including measures that would hold States accountable for providing students participating in CTE programs with access to postsecondary education and increasing students' attainment of a postsecondary credential, certificate, or degree. In addition, the reauthorized Perkins Act would create financial incentives for good performance as well as consequences for poor performance.
- Increase alignment between CTE and labor market needs. Our reauthorization proposal would require States and local agencies to work with workforce and economic development agencies and other partners to identify in-demand occupations in high-growth industry sectors to ensure that CTE programs are aligned with and provide students with the skills they need to succeed in these occupations.
- Promote innovation and reform in CTE. A key to improving the effectiveness and impact of CTE programs is expanding the knowledge base of effective practices by promoting the development, evaluation, and scaling up of innovations in CTE. Building on the Department's successful experience with the Investing in Innovation (i3) program, the reauthorization would support a discretionary fund aimed at promoting innovation and reform in CTE and replicating the success of proven models. The request would fund a competition under this authority for an American Technical Training Fund. An innovation fund dedicated to CTE would be unique because it would allow for projects that focus on the alignment and articulation between secondary and postsecondary education. A particular emphasis of the fund would be to promote employer involvement and linkages to workforce needs in CTE programs under the Perkins Act as well as projects that focus on both labor market and educational outcomes. By providing incentives to partnerships between CTE programs and business and industry, this competitive fund would generate critical innovations that can help students acquire technical skills and obtain credentials or degrees that prepare them for high-wage, high-skill employment. Future funding could also support activities to promote the development and adoption of State-level reforms in CTE and to carry out "pay-for-success" projects.

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

A 2011 survey of manufacturing executives by Deloitte and The Manufacturing Institute, entitled "Boiling Point? The Skills Gap in U.S. Manufacturing," found that 67 percent of respondents

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

reported a moderate to severe shortage of available qualified workers and 80 percent anticipated that the shortage would grow worse in the next 3 to 5 years for skilled production occupations such as machinists, operators, craft workers, distributors, and technicians. This skills gap is affecting American productivity. Fifty-one percent of respondents said that they had experienced difficulty maintaining production levels consistent with customer demand because of workforce shortages or employee skill deficiencies.

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

The Department expects to propose revisions to the State allocation formula as part of the reauthorization proposal in order to improve and simplify the process for calculating allocations and to ensure that the formula drives funds to States based on current data.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Formula funds:</u>			
State grants	\$1,099,382	\$1,099,382	\$1,099,382
Range of awards to States	\$567-\$122,944	\$567-\$122,944	\$567-\$122,944
Territories allocation	\$1,452	\$1,452	\$1,452
Indian set-aside	\$13,970	\$13,970	\$13,970
Number of grants	31	31	31
Native Hawaiian grant	\$2,794	\$2,794	\$2,794
Number of grants	7	7	7
<u>American technical training fund:</u>			
Amount for innovation and reform grants	0	0	\$198,000
Number of new awards	0	0	20-60
Number of training sites	0	0	40-100
Range of awards	0	0	\$3,000-\$15,000
Peer review of applications	0	0	\$2,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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 2016 and future years, as well as the resources and efforts invested by those served by this program.

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

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

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

Year	Target Percentage	Actual Percentage
2011	70%	75%
2012	71	75
2013	76	77
2014	77	
2015	77	
2016	77	

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

Year	Target Percentage	Actual Percentage
2011	64%	70%
2012	65	71
2013	72	72
2014	72	
2015	72	
2016	72	

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

Year	Target Percentage	Actual Percentage
2011	91%	90%
2012	91	92
2013	91	93
2014	91	
2015	93	
2016	93	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

The percentage of CTE concentrators who graduate from high school is obtained by extracting data on the CTE students who were included in the State's computation of the graduation rate as required under ESEA Title I. This rate has been higher than the average graduation rate for all students. Data for 2014 will be available in May 2015.

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

Year	Target Percentage	Actual Percentage
2011	81%	76%
2012	82	79
2013	82	82
2014	78	
2015	80	
2016	80	

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

Year	Target Percentage	Actual Percentage
2011	85%	95%
2012	86	94
2013	94	94
2014	94	
2015	95	
2016	95	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2011	87%	81%
2012	88	84
2013	81	83
2014	82	
2015	85	
2016	85	

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

Year	Target Percentage	Actual Percentage
2011	31%	35%
2012	32	37
2013	31	37
2014	32	
2015	38	
2016	38	

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

Year	Target Percentage	Actual Percentage
2011	20%	35%
2012	21	37
2013	30	38
2014	32	
2015	38	
2016	38	

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

Year	Target Percentage	Actual Percentage
2011	69%	82%
2012	70	83
2013	82	81
2014	83	
2015	84	
2016	84	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2011	58%	54%
2012	60	53
2013	56	50
2014	58	
2015	58	
2016	58	

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

Year	Target Percentage	Actual Percentage
2011	60%	71%
2012	62	70
2013	60	69
2014	73	
2015	73	
2016	73	

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

Year	Target Percentage	Actual Percentage
2011	75%	75%
2012	76	73
2013	74	74
2014	75	
2015	75	
2016	75	

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

Year	Target Percentage	Actual Percentage
2011	21%	23%
2012	22	24
2013	23	24
2014	24	
2015	25	
2016	25	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2011	17%	20%
2012	18	21
2013	19	21
2014	21	
2015	22	
2016	22	

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

The Perkins Act defines nontraditional fields as occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Performance targets are averages of the performance targets the Department negotiated with individual State agencies. Data for 2014 will be available in May 2015.

Efficiency measures

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

Although the Department is able to calculate this measure at the national and State levels, State definitions of participants vary, limiting the validity and reliability of comparisons across States. The Department started calculating the postsecondary cost measure in 2009. Data for fiscal year 2014 will be available in late 2015.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: Federal cost per student.

Year	Cost per secondary student
2009	\$75
2010	74
2011	80
2012	79
2013	76

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

Year	Cost per postsecondary student
2009	\$107
2010	107
2011	119
2012	115
2013	114

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

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

(dollars in thousands)

FY 2016 Authorization: To be determined¹

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$7,421	\$9,421	\$2,000

¹ The GEPA extension expired September 30, 2013. Reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) includes an authority for National Programs to support research, development, demonstration, dissemination, evaluation, and assessment activities aimed at improving the quality and effectiveness of career and technical education (CTE). Within this authority, Perkins IV specifically calls for the operation of a national center to carry out scientifically based research in career and technical education and for a national assessment of career and technical education programs operated under the Act. The Department used National Programs funds from fiscal years 2005 through 2008 to carry out this national assessment and submitted a final report on the National Assessment of Career and Technical Education to Congress in September 2014.

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

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

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	\$7,844
2012	7,829
2013	7,421
2014	7,421
2015	7,421

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests \$9.4 million for Career and Technical Education National Programs, a \$2.0 million increase over the 2015 appropriation. This funding would support implementation of the reauthorized Perkins Act (described in the Administration's "Blueprint for Transforming Career and Technical Education," announced in April 2012) through research, evaluation, data collection, technical assistance, and other national leadership activities aimed at improving the quality and effectiveness of career and technical education.

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

The Department would reserve \$2.0 million from the requested to provide technical assistance and evaluation support for projects under the \$200 million American Technical Training Fund proposal described under the request for CTE State Grants. This competition would fund innovative, evidence-based short-term training programs that provide a path to the middle class for low-income individuals by helping them attain credentials that lead to a living wage and are articulated to a postsecondary degree or additional credentials. In addition, the Department would use \$500,000 from the 2016 request to strengthen data collection efforts related to career and technical education conducted by the National Center for Education Statistics (NCES). This would ensure continued data collection and expanded reporting through the NCES CTE Statistics program.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
National Career and Technical Education Research Center	0	\$1,500	\$2,000
Improving program performance	1,266	1,266	1,750
Professional development	300	300	0
CTE statistics	850	750	500
Technical Assistance and Evaluation Support for Innovation Fund Projects	0	0	2,000
Other program improvement activities	5,005	3,605	3,171

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants (Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2016 Authorization: \$622,286¹

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$568,955	\$568,955	0

¹ A total of \$622,286 thousand is authorized for both Adult Basic and Literacy Education State Grants and National Leadership Activities.

PROGRAM DESCRIPTION

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

In July 2014, the President signed into law the Workforce Innovation and Opportunity Act (WIOA), which reauthorized AEFLA. The reauthorization promotes the integration of adult education with occupational education and training and with the development of career pathways systems, explicitly authorizes the use of program funds for integrated education and training and workforce preparation activities, emphasizes that adult education providers should assist participants in transitioning to postsecondary education, encourages States to align their content standards for adult education with State-established academic standards for elementary and secondary education, codifies the Integrated English Literacy and Civics Education program, eliminates Incentive Grants, increases the cap on State spending on correctional education, requires that State performance levels be adjusted using an "objective statistical model" to reflect differences in State economic conditions, and aligns Adult Education State Grants more closely with the Department of Labor (DOL) programs, including through provisions requiring common performance measures and inclusion of adult education activities in unified State workforce development plans.

Adult Education State Grants

The statute requires the Department to make an initial allotment of \$250,000 for each State and \$100,000 to each Outlying Area and to distribute remaining funds on the basis of each State's share of qualifying adults. Qualifying adults are defined in AEFLA as individuals aged 16 and older who lack a high school diploma or the equivalent, who are beyond the age of compulsory

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

education in their States, and who are not currently enrolled in school. AEFLA also includes a “hold-harmless” provision that ensures that each State receives at least 90 percent of its previous year’s allocation. If funding is insufficient to satisfy the hold-harmless provision, each State receives the same proportion of available funding as in the previous year.

A State may use up to 12.5 percent of its grant for State leadership activities and an additional 5 percent or \$85,000 (whichever is greater) for State administration. At least 82.5 percent of a State’s grant must be used for local awards; of this amount, up to 20 percent may be used to educate incarcerated and other institutionalized individuals. Of the funds provided by the State agency to eligible entities, at least 95 percent must be used for instructional activities.

States make subgrants to 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, libraries, and community- and faith-based organizations. In distributing funds, States must give equitable access to all types of eligible entities that have the ability to operate adult education programs, taking into account the extent to which such programs have measurable goals for client outcomes, can demonstrate past effectiveness in improving the literacy skills of adults and families, serve individuals who are most in need of literacy services, are built on a strong foundation of research about effective practices, and coordinate with other available resources in the community.

State leadership funds are used for 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.

AEFLA shares a common performance accountability system with the workforce programs under WIOA that are administered by DOL, including six primary indicators of performance: (1) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; (2) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program; (3) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; (4) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program; (5) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and (6) an indicator to be determined by the Secretaries of Labor and Education by 2016 that will measure the effectiveness of programs in serving employers.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

English Literacy and Civics Education State Grants

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

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

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	\$596,120
2012	594,993
2013	563,955
2014	563,955
2015	568,955

FY 2016 BUDGET REQUEST

The Administration requests \$569.0 million for Adult Education State Grants in fiscal year 2016, the same as the 2015 level. The fiscal year 2016 funds will be used for the first year of full implementation of the reauthorized program. This request will help meet the President's goal of closing the opportunity and achievement gap so that every American has access to education, training, and pathways into the middle class.

There is a persistent need for adult education services in the U.S. Data from the Organisation for Economic Co-operation and Development's (OECD) Program for the International Assessment of Adult Competencies (PIAAC) indicate that, in 2012, mean proficiency scores in both literacy and numeracy among U.S. individuals ages 16-65 were significantly below the average of the OECD countries participating in the survey. This lower performance in the United States also applies to the subgroup of individuals ages 16-25. Eighteen percent of adults in the U.S. score at the lowest two of six levels in literacy and 30 percent score at the lowest two of six levels in numeracy, compared to an international average of 15 percent for literacy and 19 percent for numeracy.

Findings from a supplemental study of the National Assessment of Adult Literacy (NAAL), "Basic Reading Skills and the Literacy of America's Least Literate Adults," published in 2009, found that of the adults who scored "Below Basic" in prose literacy on the NAAL, 55 percent were those with the least amount of schooling (less than a high school degree) and 44 percent lived in

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

families with incomes below the poverty line. State enrollment data for the Adult Education State Grants program also indicate approximately 1.7 million adults were enrolled in adult education during the 2012-2013 program year, with approximately 88 percent in adult basic education programs or English literacy programs and only 12 percent in adult secondary education programs.

Another group with a strong need for adult education services is high school dropouts. Some of these students may be immigrants without the English language skills or formal education background to succeed in a traditional secondary school. The Census Bureau reports a “status dropout rate,” which represents the proportion of young people, ages 16 through 24, who are out of school and who have not earned a high school diploma or equivalent. In 2000, this dropout rate was 11 percent. While the dropout rate for the same age group had declined to 7 percent by 2013, higher rates persist for some minority groups. For example, the 2013 dropout rate was 12 percent for Hispanics. These data underscore the need both to continue to serve at-risk populations and to work to improve the effectiveness of the services provided to these populations.

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

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

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Adult basic and literacy State grants	\$483,208	\$497,516	\$500,680
Range of awards to States	\$742-\$71,979	\$757-\$74,164	\$761-\$74,647
Number of participants (estimated)	1,708,105	1,708,105	1,708,105
English literacy and civics education			
State grants	\$70,811	\$71,439	\$68,275
Range of awards to States	\$60-\$14,718	\$60-\$14,849	\$60-\$14,188
Number of participants (estimated)	232,448	232,448	232,448
Incentive grants	\$9,936	0	0

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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 2016 and future years, as well as the resources and efforts invested by those served by this program.

The Department will review its performance measures due to the recent reauthorization of the program under WIOA. In the meantime, because funds are available to grantees for 27 months, the Department will continue to report on the existing measures based on the previous authorization.

Under the authorization in effect at the time of the fiscal year 2014 awards, AEFLA identified 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. These indicators are reflected in the first four measures below. The previous statute also required that the Department report annually to Congress on State performance. The Department's most recent report, released in May 2013, provided State data on the performance of all adult education students on each of the indicators for school year 2010-2011. The next report will be available in spring 2015.

In addition to the indicators, the Department is collecting data for two other measures on obtaining and retaining employment. These are described below.

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
2011	50%	42%
2012	52	43
2013	54	43
2014	56	
2015	58	
2016	60	

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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

Year	Target	Actual
2011	48%	44%
2012	50	45
2013	52	46
2014	54	
2015	56	
2016	58	

Additional information: The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” Educational gain is demonstrated by Department-approved standardized tests. The Department expects to receive 2014 data in summer 2015.

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

Year	Target	Actual
2011	56%	60%
2012	57	61
2013	58	73
2014	59	
2015	60	
2016	61	

Additional information: In 2011, the Department clarified the definition for this measure and the other outcome-based measures below, and began collecting information using this more specific definition in 2013. This more precise definition of this measure is: the percentage of adults who took all GED tests, or who were enrolled in adult high school at the high Adult Secondary Education level, or who were enrolled in the assessment phase of the External Diploma Program who obtain certification of attaining passing scores on GED tests, or who obtain a high school diploma or State-recognized equivalent documenting satisfactory completion of secondary studies (high school or adult high school diploma). The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” High school diplomas issued are certified by local educational agencies or the State educational agency, and General Educational Development (GED) credentials are confirmed through a data match with the State’s GED administrative database. The Department expects to receive 2014 data in summer 2015.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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

Year	Target	Actual
2011	45%	56%
2012	47	58
2013	49	29
2014	51	
2015	53	
2016	55	

Additional information: The precise definition for this measure is: the percentage of adults who passed the GED tests or earned a secondary credential while enrolled in adult education, or who had a secondary credential at entry, or who were enrolled in a class specifically designed for transitioning to postsecondary education who enroll in a postsecondary educational program, occupational skills training program, or an apprenticeship training program. The decrease in 2013 in the percentage of adults meeting a goal of enrolling in a postsecondary education or training program is largely due to the change in the way the measure is applied, which now captures a broader segment of individuals receiving services under the program. The absolute number of adults meeting the standard increased in 2013. The change in the application of this measure will lead to greater comparability and consistency across States. Data for this measure should stabilize in the next couple years. States report annually on these common job training measures. The Department expects to receive 2014 data in summer 2015.

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

Year	Target	Actual
2011	43%	48%
2012	43	48
2013	44	46
2014	45	
2015	46	
2016	47	

Additional information: The precise definition for this measure is: the percentage of adults who were unemployed and in the labor force at entry who obtain a job by the end of the first quarter after the program exit quarter. The Department expects to receive 2014 data in summer 2015.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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

Year	Target	Actual
2011	70%	62%
2012	70	66
2013	70	56
2014	70	
2015	70	
2016	70	

Additional information: The precise definition for this measure is: the percentage of adults who were unemployed and in the labor force at entry who were employed in the first quarter after exit quarter, as well as adults who were employed at entry, who are employed in the third quarter after the program exit quarter. The Department expects to receive 2014 data in summer 2015.

Efficiency Measures

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

Measure: The annual Federal cost per participant.

Year	Target	Actual
2011	\$215	\$275
2012	215	
2013	250	
2014	250	
2015	250	
2016	250	

Additional information: This measure reflects the average annual Federal cost per participant for Adult Education programs. Data do not include State and local resources, which account for a large proportion of Adult Education funds. Because funds are available for 27 months, States reported fiscal year 2011 costs in spring 2014. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department adjusted the targets for future years.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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

Year	Target	Actual
2011	\$407	\$553
2012	407	
2013	512	
2014	512	
2015	512	
2016	512	

Additional information: This measure examines the annual Federal cost for Adult Education students who advance to at least the next higher educational level or who attain a high school diploma or GED certificate. Because funds are available for 27 months, States will report fiscal year 2012 costs by summer 2015. Given the increase in the cost of providing services to adult learners over the past 10 years, the Department adjusted the targets for future years. However, as improved assessment and scientifically based curricula are implemented in more Adult Education programs, the cost per learning gain or high school diploma/GED attainment may decrease.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2016 Authorization: \$622,286¹

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$13,712	\$19,712	+\$6,000

¹ A total of \$622,286 thousand is authorized for both National Leadership Activities and Adult Basic and Literacy Education State Grants.

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.

In July 2014, the President signed into law the Workforce Innovation and Opportunity Act (WIOA), which reauthorized AEFLA. WIOA requires the Secretary to carry out certain national leadership activities, including assistance to States in meeting the requirements of the performance accountability provisions of WIOA, assistance to local providers of adult education services upon request from one or more States, and carrying out research and evaluation on effective adult education and literacy services.

This is a forward-funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	\$11,323
2012	11,302
2013	10,712
2014	13,712
2015	13,712

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests \$19.7 million for National Leadership Activities, an increase of \$6.0 million increase over the 2015 level, that would be used to support States in their efforts to improve adult education standards and assessments and to carry out data collection activities during the first year of full implementation of the reauthorized AEFLA. The request for National Leadership Activities would also continue support for activities designed to enhance the quality and outcomes of adult education and literacy programs. Currently, National Leadership Activities include:

- The *Literacy Information and Communications System (LINCS)*, which includes a resource collection of instructional and professional development materials, regional professional development centers, and the development of a technology infrastructure to support the collection, maintenance, and dissemination of adult education resources.
- *Improving Reentry Education*, which supports the expansion of the Department's reentry education model demonstration initiative. This will help develop evidence of effectiveness in a variety of institutional contexts and build on lessons learned from the Department's Promoting Reentry Success through Continuity of Educational Opportunities grants.
- *Implementing College- and Career-Ready Standards in Adult Education*, which supports State and local adult educators' efforts to develop, adopt, and implement rigorous college- and career-ready standards, including those for English Learners, that can both strengthen pathways to postsecondary education and promote work readiness.
- The *National Reporting System (NRS)*, which specifies the methodologies by which local providers and States are to collect and report data on the outcome, participation, and student descriptive measures for the Adult Education programs; serves as the repository for these data; and provides resources to increase the knowledge of State staff and the capacity of State data systems. This will help to ensure that local providers and States collect and report high-quality data and become skilled in using this information in program management and decisionmaking.
- *Support for English Language Learning*, which includes the compilation and updating of professional development resources, partnering with States to provide training and technical assistance, and supporting master teacher groups to create, rate, review, and disseminate resources for adult English Learners.
- *Support for Immigrant Education*, which includes technical assistance to identify, implement, document, and plan for the sustainability of effective models for immigrant integration that focus on improving access to English language programs and supporting immigrants on the path to citizenship.
- *Technical Assistance for States Developing Career Pathways Systems*, which provides technical assistance to a number of States to help them scale up career pathways in adult education through support of State and local efforts involving industry, education, and workforce and economic development systems.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

- *Technical assistance for Performance Partnership Pilots*, which will support State, local, and tribal governments in implementing better coordinated and more cost-effective services to improve outcomes for disconnected youth, including meeting education or employment goals.

Support for WIOA Implementation

The Department would use \$5.0 million of the requested increase to help States meet the WIOA requirement for alignment of existing adult education content standards with the standards they have established under Title I of the Elementary and Secondary Education Act. The Department would use the remaining \$1.0 million to provide technical assistance to States in their collection of new data elements and integration of data systems, and in meeting new reporting requirements related to the law's performance accountability provisions.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
National dissemination system (LINCS)	\$3,550	\$3,350	\$3,350
Improving reentry education	3,000	1,300	1,300
Implementing standards-based education	1,459	1,500	1,500
National Reporting System	1,160	1,500	1,500
Support for English language learning and immigrant education	1,132	1,000	1,000
Technical assistance for career pathways	805	800	800
Technical assistance for performance partnership pilots	450	250	250
Support for alignment of State standards	0	0	5,000
Data collection	0	0	1,000
Other technical assistance, logistical support, and evaluation	2,156	4,012	4,012

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 2016 and future years, as well as the resources and efforts invested by those served by this program.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

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

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

Year	Target	Actual
2011	100%	92%
2012	100	87
2013	100	81
2014	100	
2015	100	
2016	100	

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

Other Performance Information

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

The Department's Institute of Education Sciences funded a competition in fiscal year 2011 for its first national research and development center on cognition and adult literacy, which began work in September 2012. The primary goals of this center, the Center for the Study of Adult Literacy, are to: (1) build the understanding of the underlying cognitive and motivational processes that contribute to or impede struggling adult readers' development, (2) examine the adequacy of measurement instruments and assessments for the population, and (3) develop and evaluate a multi-component reading intervention for this population. The Center hosts a Web site, <http://csal.gsu.edu/>, with information and resources for researchers, practitioners, policymakers, and other stakeholders interested in adult education and adult literacy. The Center is currently testing adult literacy students on existing measures (of both reading skills and motivation) in order to assess both the skills of the student population and the quality of the tests. The Center

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

has developed a series of online tutorials that can supplement the regular instruction that adult literacy students receive and is developing, among other tools, a series of other tutorials and a series of lessons for more advanced adult literacy students. The Center also conducts national webinars on its activities and provides training opportunities for current and future education researchers through venues such as workshops at national conferences and through doctoral and postdoctoral training opportunities.