

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION

Fiscal Year 2018 Budget Request

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¹ State tables reflecting final 2016 allocations and 2017 and 2018 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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For carrying out, to the extent not otherwise provided, the Adult Education and Family Literacy Act ("AEFLA"), \$499,535,000, which shall become available on July 1, 2018, and shall remain available through September 30, 2019:¹ *Provided, That, of the amount made available for AEFLA, \$13,686,000 shall be for national leadership activities under section 242:²*

NOTES

A full-year 2017 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

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, appropriations language for these programs will be proposed.

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>For carrying out, to the extent not otherwise provided, the Adult Education and Family Literacy Act ("AEFLA"), \$499,535,000, which shall become available on July 1, 2018, and shall remain available through September 30, 2019</u>	This language provides funds appropriated on a forward-funded basis for Adult Education programs.
² <u>Provided, That, of the amount made available for AEFLA, \$13,686,000 shall be for national leadership activities under section 242.</u>	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).

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2016	2017 Annualized CR	2018
Discretionary:			
Appropriation.....	\$1,720,686	\$1,717,415	\$1,476,441
Advance:			
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	<u>791,000</u>	<u>789,496</u>	<u>791,000</u>
Total, budget authority	1,720,686	1,715,911	1,476,411

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Summary of Changes
(dollars in thousands)

2017 Annualized CR	\$1,717,415
2018.....	<u>1,476,411</u>
Net change	-240,974

Increases:	2017 Annualized <u>CR base</u>	Change <u>from base</u>
<u>Program:</u>		
Increase for Career and Technical Education National Programs to support a competition to promote innovation and reform in CTE.	7,407	<u>+20,000</u>
Subtotal, increases		+20,000

Decreases:	2017 Annualized <u>CR base</u>	Change <u>from base</u>
<u>Program:</u>		
Decrease funding for Career and Technical Education State Grants to support the President's goal of increasing support for national security and public safety without adding to the Federal budget deficit.	\$1,115,473	-\$165,974
Decrease funding for Adult Basic and Literacy Education State Grants to provide funding for other Administration priorities.	580,849	-95,000
Subtotal, decreases		<u>-260,974</u>
Net change		-240,974

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Authorizing Legislation
(dollars in thousands)

Activity	2017 Authorized	2017 Annualized CR	2018 Authorized	2018 Request
<i>Career and technical education (Carl D. Perkins CTEA):</i>				
State grants (CTEA Title I)	0 ¹	\$1,115,473	To be determined ¹	\$949,499
National programs (CTEA Section 114)	0 ¹	7,407	To be determined ¹	27,407
<i>Adult education (Adult Education and Family Literacy Act (AEFLA)):</i>				
Adult basic and literacy education State grants (AEFLA)	\$635,198 ^{2,3}	580,849	\$649,287 ^{2,3}	485,849
National leadership activities (AEFLA section 242)	(2,3)	13,686	(2,3)	13,686
<u>Unfunded authorizations</u>				
Grants to States for workplace and community transition training for incarcerated individuals (HE Amendments of 1998, Title VIII-D)	Indefinite	0	Indefinite	0
Occupational and employment information (CTEA section 118)	Indefinite	0	Indefinite	0
Tech prep education State grants (CTEA Title II)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total definite authorization	635,198		649,287	
Total annual appropriation		1,717,415		1,808,686

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2018.

² A total of \$635,198 thousand is authorized for both Adult Basic and Literacy Education State Grants and National Leadership Activities in FY 2017 and \$649,287 thousand for FY 2018.

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 \$15,000 thousand, for National Leadership Activities; and 12 percent of the remaining funds for Integrated English Literacy and Civics Education (IELCE).

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2009 (2009 Advance for 2010)	\$574,590	\$1,951,611 ¹ (791,000)	\$1,863,162 ¹ (791,000)	\$1,944,348 (791,000)
2010 (2010 Advance for 2011)	2,018,447 (791,000)	2,016,447 (791,000)	2,018,447 ² (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 ³ (791,000)	1,942,541 ² (791,000)	1,737,451 ⁴ (791,000) -(1,495)
2012 (2012 Advance for 2013)	1,683,392 (791,000)	1,738,946 ⁵ (791,000)	1,738,946 ⁵ (791,000)	1,737,154 (791,000)
2013 (2013 Advance for 2014)	1,737,154 (791,000)	1,737,154 ⁶ (791,000)	1,737,154 ⁶ (791,000)	1,646,533 (791,000)
2014 (2014 Advance for 2015)	1,750,154 (791,000)	N/A ⁷	1,737,949 (791,000)	1,702,686 (791,000)
2015 (2015 Advance for 2016)	1,722,686 (791,000)	N/A ⁷	1,720,939 ⁸ (791,000)	1,707,686 (791,000)
2016 (2016 Advance for 2017)	1,915,686 (791,000)	1,700,609 ⁹ (791,000) ⁹	1,669,731 ⁹ (791,000) ⁹	1,720,686 (791,000)
2017 (2017 Advance for 2018)	1,808,686 (791,000)	1,720,686 ¹⁰ (791,000) ¹⁰	1,720,686 ¹⁰ (791,000) ¹⁰	1,720,686 ¹⁰ (791,000) ¹⁰
2018 (2018 Advance for 2019)	1,476,441 (791,000)			

¹ 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.

² The level for the Senate allowance reflects Committee action only.

³ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁴ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁵ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁶ 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.

⁷ The House allowance is shown as N/A because there was no Subcommittee action.

⁸ The level for the Senate allowance reflects Senate Subcommittee action only.

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Appropriations History—continued

⁹ The levels for the House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

¹⁰ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

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Significant Items in FY 2017 Appropriations Reports

Reports on Performance Partnership Pilots

Senate: The Committee directs the administration to continue to provide annual reports providing the following information: detailed summary of all involved pilot programs, overview of how pilots were selected, summary of findings from the various pilots, and recommendations for Congress on how to apply any best practices learned more broadly.

Response: The Department plans to issue an annual report in late spring 2017 and will continue to provide annual reports to the Committees.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2018 PRESIDENT'S BUDGET □
(in thousands of dollars)

Account, Program and Activity	Category Code	2016 Appropriation	2017 Annualized CR	2017 Appropriation	2018 President's Budget	2018 President's Budget Compared to 2017 Annualized CR Amount	2018 President's Budget Compared to 2017 Annualized CR Percent	2018 President's Budget Compared to 2017 Appropriation Amount	2018 President's Budget Compared to 2017 Appropriation 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	324,473	326,598	158,499	(165,974)	-51.15%	(168,099)	-51.47%
Advance for succeeding fiscal year ¹	D	791,000	791,000	791,000	791,000	0	0.00%	0	0.00%
Subtotal		1,117,598	1,115,473	1,117,598	949,499	(165,974)	-14.88%	(168,099)	-15.04%
(b) National programs (section 114)	D	7,421	7,407	7,421	27,407	20,000	270.02%	19,986	269.32%
Subtotal, Career and technical education		1,125,019	1,122,880	1,125,019	976,906	(145,974)	-13.00%	(148,113)	-13.17%
2. Adult education:									
(a) Adult basic and literacy education State grants (AEFLA)	D	581,955	580,849	581,955	485,849	(95,000)	-16.36%	(96,106)	-16.51%
(b) National leadership activities (AEFLA section 242)	D	13,712	13,686	13,712	13,686	0	0.00%	(26)	-0.19%
Subtotal, Adult education		595,667	594,535	595,667	499,535	(95,000)	-15.98%	(96,132)	-16.14%
Total, Appropriation		1,720,686	1,717,415	1,720,686	1,476,441	(240,974)	-14.03%	(244,245)	-14.19%
Total, Budget authority		1,720,686	1,715,911	1,720,686	1,476,441	(239,470)	-13.96%	(244,245)	-14.19%
Current		929,686	926,415	929,686	685,441	(240,974)	-26.01%	(244,245)	-26.27%
Prior year's advance ¹		791,000	789,496	791,000	791,000	1,504	0.19%	0	0.00%

NOTES: D = discretionary program; M = mandatory program
Detail may not add to totals due to rounding.

¹ The Advance for succeeding fiscal year shown in the 2016 Appropriation column and the Prior year's advance shown in the 2017 Appropriation column reflect the final 2016 appropriation level. The Prior year's advance shown in the 2017 Annualized CR column reflects the 0.1901 percent across-the-board reduction applied to the 2016 Advance for succeeding fiscal year that was part of the 2017 Annualized CR that expired April 28, 2017.

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Summary of Request

Programs in Career, Technical, and Adult Education support State and local efforts to improve their career and technical education programs and their adult education and literacy systems. The objective of the career and technical education programs is to develop the academic, career, and technical skills of youth and adults in high schools, community colleges, and correctional institutions by: (1) promoting the integration of academic, career, and technical instruction, and (2) supporting State and local program improvements. Adult education programs support local efforts to provide educational services to adults who lack the basic or English literacy skills needed to benefit fully from job training, obtain better jobs, complete secondary education, succeed in postsecondary education, and become full participants in their children's education. A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget assumes the Department is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114–254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution. The Department of Education Appropriations Act, 2017, provided \$1.7 billion, the same as the 2016 level for programs in this account.

The Administration requests a total of \$1.5 billion for this account. This request includes \$949.4 million for **Career and Technical Education State Grants**, \$27.4 million for **Career and Technical Education National Programs**, \$486.0 million for **Adult Education State Grants**, and \$13.7 million for **Adult Education National Leadership Activities**.

The request for the **Career and Technical Education (CTE) State Grants** program, while a reduction of \$166 million, or 15 percent, from the fiscal year 2017 annualized Continuing Resolution level (CR level), would provide significant resources to support CTE programs while also maintaining the fiscal discipline necessary to support the President's goal of increasing support for national security and public safety without adding to the Federal budget deficit. CTE is an important component of the President's job creation agenda, as employers who develop or expand operations in the United States will require qualified workers to fill those new jobs. The request includes a \$20 million increase for **Career and Technical Education National Programs** to promote the development, enhancement, implementation, or expansion of innovative CTE programs in science, technology, and mathematics (STEM) and engineering fields.

The \$486 million request for **Adult Education State Grants**, a reduction of \$95 million or 16 percent, would support State and local efforts to promote adult literacy, employment and self-sufficiency; help parents gain the skills needed to become a full partner in their children's educations; and, assist adults in the completion of a secondary education. The request includes funding for Integrated English Literacy and Civics Education State Grants 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** would 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.

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Career and technical education: State grants
(Carl D. Perkins Career and Technical Education Act of 2006, Title I)

(dollars in thousands)

FY 2018 Authorization: Indefinite¹

Budget Authority:

	<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
Annual appropriation	\$324,473	326,598	\$158,499	-\$167,478
Advance for succeeding fiscal year	<u>791,000</u>	<u>791,000</u>	<u>791,000</u>	<u>+1,504</u>
Total	1,115,473	1,117,598	949,499	-165,974

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2018.

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

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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 State-determined levels of achievement on the academic assessments required by 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

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Career and technical education: State grants

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.

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$1,064,446
2014	1,117,598
2015	1,117,598
2016	1,117,598
2017	1,117,598

FY 2018 BUDGET REQUEST

For fiscal year 2018, the Administration requests \$949.5 million for the Career and Technical Education (CTE) State Grants program, a decrease of approximately \$166 million from fiscal year 2017 annualized Continuing Resolution level (CR level). The Department of Education Appropriations Act, 2017, provided \$1.1 billion for this program. The request would provide significant resources to support CTE programs while also maintaining the fiscal discipline necessary to support the President's goal of increasing support for national security and public safety without adding to the Federal budget deficit.

CTE is an important component of the President's job creation agenda, as employers who develop or expand operations in the United States will require qualified workers to fill those new jobs. However, business executives and others have reported a gap between the skills prospective employees have and the skills they should have. For example, the skills gap was discussed during the President's February 23, 2017 meeting with manufacturing executives, and has been highlighted in a series of surveys sponsored by The Manufacturing Institute over many years. According to the most recent report, "The Skills Gap in U.S. Manufacturing: 2015 and Beyond," 2 million of out of the nearly 3.5 million jobs that manufacturing executives said would need to be filled over the next decade will go unfilled due to the skills gap.² This skills gap is also affecting American productivity. Eighty-two percent of survey respondents indicated that they believe the skills gap will impact their ability to meet customer demand, and 78 percent

² The Manufacturing Institute. 2015. The Skills Gap in U.S. Manufacturing: 2015 and Beyond. Washington, DC: The Manufacturing Institute.

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Career and technical education: State grants

indicated that they expect the skills gap to negatively affect their ability to implement new technologies and increase productivity. Moreover, the demand for skilled workers is not likely to decrease. The report points out that, with manufacturing becoming increasingly technical, there is increasing demand for more skilled workers. The trend of increased demand for higher-skilled workers exists in many other sectors of the economy as well, expanding the need for high quality CTE.

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.³ 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 earned at least three high school credits in the same CTE field (thus meeting the definition of "CTE concentrators"). In addition, the report indicated that postsecondary students who earned a CTE certificate or associate's degree were more likely to be employed than those who did not earn a sub-baccalaureate credential, and students who earned an undergraduate certificate or associate's degree had higher earnings than high school graduates with no postsecondary education.

The request continues to provide significant flexible formula grant funds that support State and local efforts to implement high quality CTE programs, such as programs of study that incorporate coherent sequences of non-duplicative CTE courses that progress from the secondary to the postsecondary level, dual enrollment programs, and career pathways, that help students attain the credentials or certificates they need to gain employment in high-skill and high-demand occupations. Further, the Department plans to reform and improve this program in the upcoming Perkins reauthorization.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>
<u>Formula funds:</u>			
State grants	\$1,097,092	\$1,097,901	\$934,022
Range of awards to States	\$4,215–\$118,114	\$4,215–\$114,432	\$3,898–\$100,062
Territories allocation	\$1,451	\$1,451	\$1,234
Indian set-aside	\$13,951	\$13,951	\$11,869
Number of grants	30	30	30
Native Hawaiian grant	\$2,790	\$2,790	\$2,374
Number of grants	7	7	7

³ U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. 2014. *National Assessment of Career and Technical Education: Final Report to Congress*. Washington, DC: U.S. Department of Education.

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Career and technical 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 results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2018 and future years, and 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
2013	76%	77.1%
2014	77	77.8
2015	77	72.6
2016	77	
2017	78	
2018	78	

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

Year	Target Percentage	Actual Percentage
2013	72%	71.9%
2014	72	70.8
2015	72	65.2
2016	72	
2017	72	
2018	72	

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Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2013	91%	92.5%
2014	91	92.7
2015	93	93.4
2016	93	
2017	93	
2018	94	

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 who took State assessments and who attained a level of proficient or advanced on those assessments. 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 based on the share of CTE concentrators who were included in the State's computation of the graduation rate as required by the ESEA. In recent years, this rate has been higher than the average graduation rate for all students. NACTE analyses indicate that the higher graduation rate for CTE concentrators is likely due to some states calculating the graduation rate for CTE concentrators as the percentage of 12th-grade concentrators who graduated in the same year, rather than as the percentage of beginning high school students who earned a diploma in the standard number of years. Part of the reason for this challenge may be that the definition of CTE concentrator, by its nature, implies a student who has reached 11th or 12th grade. Data for 2016 will be available in May 2017.

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

Year	Target Percentage	Actual Percentage
2013	82%	81.7%
2014	78	82.3
2015	80	80.0
2016	80	
2017	81	
2018	81	

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Career and technical education: State grants

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
2013	94%	94.0%
2014	94	94.5
2015	95	95.3
2016	95	
2017	95	
2018	96	

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

Year	Target Percentage	Actual Percentage
2013	81%	82.5%
2014	82	83.4
2015	85	83.8
2016	85	
2017	85	
2018	85	

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

Year	Target Percentage	Actual Percentage
2013	31%	36.8%
2014	32	36.3
2015	38	37.0
2016	38	
2017	38	
2018	38	

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

Year	Target Percentage	Actual Percentage
2013	30%	38.0%
2014	32	34.5
2015	38	35.3
2016	38	
2017	38	
2018	38	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2013	82%	80.7%
2014	83	79.7
2015	84	79.9
2016	84	
2017	81	
2018	81	

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

Year	Target Percentage	Actual Percentage
2013	56%	50.0%
2014	58	53.0
2015	58	54.0
2016	58	
2017	54	
2018	55	

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

Year	Target Percentage	Actual Percentage
2013	60%	68.6%
2014	73	67.8
2015	73	69.4
2016	73	
2017	69	
2018	70	

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

Year	Target Percentage	Actual Percentage
2013	74%	74.1%
2014	75	72.1
2015	75	73.2
2016	75	
2017	73	
2018	74	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2013	23%	24.3%
2014	24	23.9
2015	25	23.6
2016	25	
2017	24	
2018	24	

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

Year	Target Percentage	Actual Percentage
2013	19%	20.5%
2014	21	20.3
2015	22	21.1
2016	22	
2017	21	
2018	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 define outcomes and concentrators, 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, limiting the comparability and validity of State-reported postsecondary performance data.

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 2016 will be available in May 2017.

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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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. Data for fiscal year 2016 will be available in late 2017.

Measure: Federal cost per student.

Year	Cost per secondary student
2010	\$74
2011	80
2012	79
2013	76
2014	77
2015	80

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
2010	\$107
2011	119
2012	115
2013	114
2014	126
2015	127

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 2018 Authorization: Indefinite¹

Budget Authority:

	<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
	\$7,407	\$7,421	\$27,407	+\$20,000

¹ The GEPA extension expired September 30, 2013. Reauthorizing legislation is sought for FY 2017.

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). Perkins IV also requires the Department to fund 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. 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:

Fiscal Year	(dollars in thousands)
2013	\$7,421
2014	7,421
2015	7,421
2016	7,421
2017	7,421

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

FY 2018 BUDGET REQUEST

For fiscal year 2018, the Administration requests \$27.4 million for Career and Technical Education National Programs, a \$20 million increase over the fiscal year 2017 annualized Continuing Resolution level (CR level). The Department of Education Appropriations Act, 2017, provided \$7.4 million for this program. The increase would support a competition to promote innovation and reform in CTE, while remaining funds would continue to support more effective State and local implementation of CTE programs under the Act.

The \$20 million increase would be used to fund a competition to promote the development, enhancement, implementation, or expansion of innovative CTE programs in science, technology, engineering, and mathematics (STEM) fields. Because STEM careers require strong technical skills that are critical for driving innovation in today's economy, there is growing employer demand for workers with these skills. The Bureau of Labor Statistics projects that STEM occupations will grow faster over 10 years than the average for all occupations. Wages in STEM occupations are also higher than the median for all occupations, and they pay more at all levels of education compared with other occupations.⁴ For example, adults in STEM occupations who have a high school diploma or less earn approximately \$500,000 more in lifetime earnings than adults in other occupations with the same level of education.⁵

In order to ensure that programs are aligned and articulated between the secondary and postsecondary levels, grantees would be limited to consortia of secondary and postsecondary recipients of CTE State Grant formula funds. Although both types of entities receive funding under the formula program, funding for each type of recipient is distributed through separate streams. Limiting eligibility to consortia would provide significant incentives for both types of entities to work together. In addition, grantees under the new competition would be required to work with employers and local workforce agencies to ensure that the CTE programs they develop are aligned with regional workforce and labor market needs. Grantees would also be required to track and rigorously evaluate program outcomes.

In addition, funds for fiscal year 2018 would support a new research center for CTE, technical assistance to States, and data collection efforts, along with other activities to improve the quality of CTE programs.

⁴ Vilorio, D. 2014. "STEM 101: Intro to Tomorrow's Jobs." Occupational Outlook Quarterly, Spring. Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics.

⁵ Carnivale, A., N. Smith, and M. Melton. 2011. STEM. Washington, DC: Georgetown University, Center on Education and the Workforce.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
CTE research center	0	\$2,500	\$2,500
National reporting system	\$1,173	1,189	1,214
Professional development	500	500	500
Other program improvement activities	3,732	1,201	1,175
Innovation competition:			
Funding for new awards	0	0	19,800
Number of new awards	0	0	5
Average award amount	0	0	3,960
Peer review of applications	0	0	200

CAREER, TECHNICAL, AND ADULT EDUCATION

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

(dollars in thousands)

FY 2018 Authorization: \$649,287¹

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$580,849	\$581,955	\$485,849	-\$95,000

¹ A total of \$649,287 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 help adults become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, obtain a secondary school diploma, and transition to postsecondary education and training. The program also helps individuals who are English language learners improve their English proficiency and assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children. The Workforce Innovation and Opportunity Act (WIOA), which reauthorized AEFLA in 2014, 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, and encourages States to align their content standards for adult education with State-established academic standards for elementary and secondary education. The law also codified the Integrated English Literacy and Civics Education program (IELCE), eliminated Incentive Grants, increased the cap on State spending on correctional education, and required that State performance levels be adjusted using an "objective statistical model" to reflect differences in State economic conditions. WIOA also aligns Adult Education State Grants more closely with Department of Labor (DOL) workforce development, job-training, and employment programs, including through provisions requiring common performance measures and inclusion of AEFLA in unified or combined State plans and as a required partner in the one-stop delivery system.

Adult Education Basic State Grants

The statute requires the Department to make an initial allotment of \$250,000 to each State and \$100,000 to each Outlying Area, and to distribute remaining funds on the basis of each State's share of qualifying adults. Qualifying adults are defined in AEFLA as individuals aged 16 and older who lack a high school diploma or the equivalent, who are beyond the age of compulsory education in their States, and who are not currently enrolled in school. AEFLA also includes a

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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

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

AEFLA shares a common performance accountability system with the core workforce programs under WIOA that are administered by DOL and the Department, 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, if such participants have also obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year of exit; (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 measure the effectiveness of programs in serving employers.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Integrated English Literacy and Civics Education State Grants

The Department also awards grants to States for a separately authorized IELCE program. 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.

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$563,955
2014	563,955
2015	568,955
2016	581,955
2017	581,955

FY 2018 BUDGET REQUEST

The Administration requests \$485.8 million for Adult Education State Grants for fiscal year 2018, \$95.0 million below the fiscal year 2017 annualized Continuing Resolution level. The Department of Education Appropriations Act, 2017, provided \$582.0 million for this program. The request would provide significant resources to support adult education while also maintaining the fiscal discipline necessary to support the President's goal of increasing support for national security and public safety without adding to the Federal budget deficit. While the Department's Adult Education State Grants program has performed relatively well on its performance measures, there has not been a rigorous evaluation of the program recently. WIOA requires the Department to carry out an independent evaluation of its adult education program at least once every four years, and the Department is currently in the process of awarding the evaluation contract. Furthermore, States and providers across the country are still working to implement changes in adult education requirements made by WIOA. The Administration's request reflects a marginal scaling back of the adult education program, with future decisions regarding the program being informed by the evaluation and by performance data based on the full implementation of WIOA.

At the same time, the Department is working to address these challenges through ongoing WIOA implementation, and there continues to be a need for Federal investment in adult education programs, in part because the United States is increasingly losing ground in employment-related skills to many of its economic competitors. Released in 2013, the International Survey of Adult Skills (ISAS) indicates that the average performance in literacy and

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

numeracy of American adults was significantly lower than the international average. The U.S. has a higher percentage of working-age adults with low literacy skills than seven other industrialized nations. In numeracy, the share of working age adults in the U.S. with weak numeracy skills surpasses that of 10 other industrialized nations.⁶ Based on ISAS data, Hoover Institution economist Eric Hanushek and co-authors found that, across 22 nations, an increase in numeracy skills roughly equivalent to advancing one out of the 5 ISAS proficiency levels is associated with an average increase in hourly wages of 18 percent. The analysis also found that the wage impact of skills varies significantly across countries, with the wage premium for skills being the highest in the U.S., where advancing approximately one level in numeracy was associated with a 28 percent average increase in hourly wages.⁷ Finally, an analysis of data from the Longitudinal Study of Adult Learning found that participating in adult education for 100 or more hours was associated with an average annual income increase of \$6,635 (in 2007 dollars).⁸ These data show that, in addition to national economic competitiveness, improving adult literacy and numeracy can have a significant positive impact on the prosperity and well-being of individuals and their families.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Appropriation</u>	<u>2018</u>
Adult basic and literacy State grants	\$512,120	\$512,120	\$427,547
Range of awards to States	\$771–\$78,282	\$827–\$79,809	\$690–\$66,626
English literacy and civics education State grants	\$69,835	\$69,835	\$58,302
Range of awards to States	\$60–\$13,960	\$60–\$14,000	\$60–\$11,680
Number of participants (estimated)	1,598,756	1,598,756	1,425,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested

⁶ OECD (2013), Time for the U.S. to Reskill?: What the Survey of Adult Skills Says, OECD Skills Studies, OECD Publishing.

⁷ Hanushek, E., Schwerdt, G. et al. (2013) Returns to Skills around the World: Evidence from PIAAC. National Bureau of Economic Research Working Paper 19762.

⁸ U.S. Department of Education, Office of Career, Technical, and Adult Education, The Impact of ABS Program Participation on Long-Term Economic Outcomes, Washington, DC, 2014.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

in fiscal year 2018 and future years, and the resources and efforts invested by those served by this program.

As prescribed in the performance accountability provisions of WIOA, the Department has revised the performance measures for Adult Education State Grants. The new performance accountability system became effective on July 1, 2016, with baselines and targets for the measures being established in 2019 and 2020. Baseline data and targets for these measures will be phased into Congressional budget justifications beginning with the fiscal year 2021 President's Budget.

The Department has continued to report on the existing measures for grants made prior to enactment of WIOA. These State-level performance indicators include: (1) demonstrated improvements in skill levels in reading, writing, and speaking English; numeracy and problem-solving; and English language acquisition; (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.

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
2013	54%	43%
2014	44	42
2015	45	41
2016	46	41

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
2013	52%	46%
2014	47	46
2015	48	45
2016	49	46

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 two measures above will be replaced by "the percentage of program participants who, during a program year, are in an

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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;" the Department will report baseline data and targets in the fiscal year 2021 President's Budget.

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

Year	Target	Actual
2013	58%	71%
2014	64	73
2015	68	66
2016	73	75

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. 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 LEAs or the State educational agency, and HSE credentials are confirmed through a data match with the State's administrative database. Reflecting the shared performance accountability system under WIOA, this measure will be replaced by "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;" the Department will report baseline data and targets in the fiscal year 2022 President's Budget.

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

Year	Target	Actual
2013	49%	29%
2014	32	30
2015	35	28
2016	38	29

Additional information: The lowering of the targets starting in 2014 is due to a change in the definition of the measure, which now captures a broader segment of individuals receiving services under the program. This measure will no longer be a standalone measure under WIOA's performance accountability measures. Rather, a modified version will be one of the ways in which grantees can meet the measurable skill gains measure mentioned above.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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

Year	Target	Actual
2013	44%	47%
2014	47	41
2015	42	45
2016	43	44

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.

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

Year	Target	Actual
2013	70%	56%
2014	57	61
2015	62	64
2016	63	69

Additional information: The precise definition for this measure is “the percentage of adults who were employed in the first quarter after exit quarter who are employed in the third quarter after the program exit quarter.” As required by WIOA, the Department will begin to collect data on “the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program” and “the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.” The Department will report baseline data and targets in the fiscal year 2021 and fiscal year 2022 President’s Budgets, respectively.

Two additional outcome measures under WIOA are “the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program” and a measure evaluating effectiveness in serving employers. The Department will report baseline data and targets in the fiscal year 2021 and fiscal year 2022 President’s Budget, respectively.

Efficiency Measures

Prior to the passage of WIOA, the Department had two efficiency measures for the Adult Education State Grants program.

Measure: The annual Federal cost per participant.

Year	Target	Actual
2013	\$290	\$298
2014	280	310

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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, there is a substantial data lag for this measure and the measure below. The Department is reporting on this measure and the one below under the previous authorization of the program only through 2014, as it is the last fiscal year for which funds were appropriated under the previous authorization of the program.

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

Year	Target	Actual
2013	\$580	\$594
2014	570	684

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 HSE certificate. The two measures above will be replaced by “the annual federal cost per measurable skill gain” and “the annual federal cost per secondary school credential.” The Department will report baseline data and targets in the fiscal year 2021 and fiscal year 2022 President’s Budget, respectively.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2018 Authorization: \$649,287¹

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$13,686	\$13,712	\$13,686	0

¹ A total of \$649,287 thousand is authorized for both National Leadership Activities and Adult Basic and Literacy Education State Grants.

PROGRAM DESCRIPTION

Adult Education National Leadership 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 training institutes, training on research-based reading and math instruction, national and international adult literacy surveys, and technical assistance on using technology to improve instruction.

In addition, the Workforce Innovation and Opportunity Act (WIOA), which reauthorized AEFLA in 2014, requires the Department 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:

Fiscal Year	(dollars in thousands)
2013	\$10,712
2014	13,712
2015	13,712
2016	13,712
2017	13,712

FY 2018 BUDGET REQUEST

For fiscal year 2018, the Administration requests \$13.7 million for Adult Education National Leadership Activities, the same as the fiscal year 2017 annualized Continuing Resolution level. The Department of Education Appropriations Act, 2017, provided \$13.7 million for this program. The request includes appropriations language that overrides the funding level provided in WIOA, which is established as 2 percent of the amount appropriated for AEFLA, or \$9,990,700. Funds would continue to support State efforts to implement the provisions of AEFLA. The request would also continue support for activities designed to enhance the quality and outcomes of adult education and literacy programs. Currently, these activities include:

- *Adult Education Research and Evaluation Network*, which enables the Department to carry out rigorous research and evaluation on effective adult education and literacy activities in addition to an independent evaluation of the programs and activities under AEFLA at least every four years in order to improve services and outcomes for adult education program participants.
- The *Literacy Information and Communications System*, which includes an online resource collection of instructional and professional development materials; a professional development center to assist States with training and technical assistance services intended to meet statutory requirements; and the technology infrastructure needed to support the collection, maintenance, and dissemination of adult education resources.
- The *National Reporting System*, which receives, stores, and generates reports on the outcome, participation, and student descriptive data for AEFLA programs submitted by States. It also specifies the methodologies by which local providers and States are to collect and report the data on and has resources that provide technical assistance to increase the knowledge of State staff and the capacity of State data systems. Investments in this area will help to ensure that local providers and States collect and report high quality data and become skilled in using this information in program management and decisionmaking.
- *Evidence-based Reading Instruction*, which assists States in meeting their statutory requirement to establish or operate high quality professional development programs focused on the essential components of reading instruction for adults.
- *Career Pathways for English Language Learners*, which assists States and eligible providers in carrying out English Literacy and Civics Education activities, including instruction in literacy, English language acquisition, and the rights and responsibilities of citizenship and civic participation; services in combination with integrated education and

training; preparation and placement of participants in unsubsidized employment that leads to economic self-sufficiency; and program services integrated with local workforce development systems.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
Adult Education Research and Evaluation Network	\$3,481	\$3,500	\$3,500
Literacy Information and Communications System	2,529	2,500	2,500
National Reporting System	1,521	1,500	1,500
Evidence-based Reading Instruction	600	600	600
Career Pathways for English Language Learners	739	850	850
Other technical assistance, logistical support, and evaluation	4,842	4,736	4,736

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2018 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 through the National Reporting System (NRS).

Year	Target	Actual
2013	100%	91%
2014	100	91
2015	100	89
2016	100	89
2017	100	
2018	100	

Additional information: The program office has developed a data-quality review process for States based on the Department’s “Standards for Evaluating Program Performance Data.” This process leads to a determination of whether each State has submitted high quality adult learner assessment data. In 2016, 51 of 57 “States” (the 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, Palau, and the U.S. Virgin Islands) submitted high-quality learner assessment data.

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 Sciences. 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 enhanced 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. Since 2012, CSAL has tested approximately 600 adult literacy students on a full battery of assessments to help determine this population’s underlying skill profiles and has worked with approximately 150 additional students on the pilot and supplemental studies. The Center has developed materials to help teach fundamental reading skills (e.g., fluency and comprehension) and has tested its feasibility in several programs. These materials contain 30 lessons on reading comprehension, 31 lessons on more basic skills (e.g., sounding out words), and 35 interactive computer-based lessons. The Center has also created an online reading repository that

contains links to free texts, organized by reading level and content.⁹ Since its launch, the student portal that connects to the reading repository has been accessed over 9,000 times, the research portal over 1,100 times, and the teacher portal over 2,000 times. In its 2014 annual performance report, CSAL reported that it had collaborated with over 30 education organizations (e.g., school boards, education community-based organizations). The researchers of CSAL have met with staff from the Departments of Education and Labor to discuss research activities and findings and possibilities for further coordination.

In 2016, the Department awarded a contract to assist with the planning of the independent evaluation required under section 242 of WIOA. Based on the findings and recommendations resulting from the initial contract, the Department plans to award an evaluation contract in summer 2017 and shortly thereafter determine a timeline for report releases.

⁹ <http://csal.gsu.edu/content/library-resources>