

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION

Fiscal Year 2020 Budget Request

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State tables reflecting final 2018 allocations and 2019 and 2020 estimates are posted on the Department's webpage at: <https://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 ("Perkins Act"), and the Adult Education and Family Literacy Act ("AEFLA"), [~~\$1,925,686,000~~] \$1,842,159,000, of which [~~\$1,134,686,000~~] \$1,051,159,000 shall become available on July 1, [~~2019~~] 2020, and shall remain available through September 30, [~~2020~~] 2021, and of which \$791,000,000 shall become available on October 1, [~~2019~~] 2020, and shall remain available through September 30, [~~2020~~] 2021:¹ Provided, That notwithstanding section 114(e)(1) of the Perkins Act, \$13,000,000 shall be available for innovation and modernization grants under section 114(e) of such Act:² Provided further, That, notwithstanding section 211(a)(1) of the AEFLA, of the amounts made available for the AEFLA, [~~\$13,712,000~~] \$73,712,000 shall be for national leadership activities under section 242:³ Provided further, That of the amounts made available in the preceding proviso, \$60,000,000 shall be for grants to States to support pre-apprenticeship activities that help low-skilled adults meet the entrance requirements of apprenticeship programs:⁴ Provided further, That the Department shall award the grants authorized in the preceding proviso to States by distributing 50 percent of such funds in the same manner as prescribed in section 211(c) of the AEFLA and distributing remaining 50 percent of such funds based on each State's relative share of unemployed persons who are eligible individuals as defined in section 203(4) of the AEFLA.⁵ (*Department of Education Appropriations Act, 2019.*)

NOTES

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...of which [\$1,134,686,000] <u>\$1,051,159,000</u> shall become available on July 1, [2019] <u>2020</u>, and shall remain available through September 30, [2020] <u>2021</u>, and of which \$791,000,000 shall become available on October 1, [2019] <u>2020</u>, and shall remain available through September 30, [2020] <u>2021</u>:</p>	<p>This language provides funds appropriated on a forward-funded basis for Career and Technical Education and Adult Education programs, as well as advance funding for Career and Technical Education.</p>
<p>² <u>Provided, That notwithstanding section 114(e)(1) of the Perkins Act, \$13,000,000 shall be available for innovation and modernization grants under section 114(e) of such Act:</u></p>	<p>This language overrides the statutory language that limits the funds than can be used for innovation and modernization grants and makes \$13 million available for this purpose.</p>
<p>³ <u>Provided further, That, notwithstanding section 211(a)(1) of the AEFLA, of the amounts made available for the AEFLA, [\$13,712,000] \$73,712,000 shall be for national leadership activities under section 242:</u></p>	<p>This language overrides the statutory language establishing the distribution of Adult Education funding which otherwise reserves 12 percent of the total appropriation for National Leadership Activities, providing a specific amount for that program.</p>
<p>⁴ <u>Provided further, That of the amounts made available in the preceding proviso, \$60,000,000 shall be for grants to States to support pre-apprenticeship activities that help low-skilled adults meet the entrance requirements of apprenticeship programs:</u></p>	<p>This language provides funding for State grants supporting pre-apprenticeship programs.</p>
<p>⁵ <u>Provided further, That the Department shall award the grants authorized in the preceding proviso to States by distributing 50 percent of such funds in the same manner as prescribed in section 211(c) of the AEFLA and distributing remaining 50 percent of such funds based on each State's relative share of unemployed persons who are eligible individuals as defined in section 203(4) of the AEFLA.</u></p>	<p>This language establishes the manner in which the funding provided for pre-apprenticeship grants are to be allocated to States.</p>

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2018	2019	2020
Discretionary:			
Appropriation.....	\$1,830,686	\$1,925,686	\$1,842,159
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	1,830,686	1,925,686	1,842,159

CAREER, TECHNICAL, AND ADULT EDUCATION

Summary of Changes
(dollars in thousands)

2019.....		\$1,925,686
2020.....		<u>1,842,159</u>
Net change		-83,527
<hr/>		
Increases:		
	<u>2019 base</u>	<u>Change from base</u>
Program:		
Increase for <u>Career and Technical Education National Programs</u> to provide additional funding for innovation and modernization grants.	\$7,421	+\$12,579
Increase for <u>Adult Education National Leadership Activities</u> to support pre-apprenticeship activities that help low-skilled adults meet the entrance requirements of apprenticeship programs.	13,712	<u>+60,000</u>
Subtotal, increases		+72,579
Decreases:	<u>2019 base</u>	<u>Change from base</u>
Program:		
Decrease funding for <u>Adult Basic and Literacy Education State Grants</u> to provide funding for other Administration priorities.	\$641,955	-\$156,106
Subtotal, decreases		<u>-156,106</u>
Net change		-83,527

CAREER, TECHNICAL, AND ADULT EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2019 Authorized	2019 Estimate	2020 Authorized	2020 Request
<i>Career and technical education (Carl D. Perkins CTEA):</i>				
State grants (Title I).....	\$1,229,569	\$1,262,598	\$1,246,782	\$1,262,598
National programs (Section 114).....	7,651	7,421	7,758	20,000
<i>Adult education (Adult Education and Family Literacy Act (AEFLA)):</i>				
Adult basic and literacy education State grants (AEFLA).....	651,261 ¹	641,955	665,640 ¹	485,849
National leadership activities (AEFLA section 242).....	13,291 ¹	13,712	13,573 ¹	73,712
<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
Total definite authorization	1,901,772		1,933,753	
Total annual appropriation		1,925,686		1,842,159
Portion of request not authorized				60,000

¹ A total of \$664,552 thousand in fiscal year 2019 and \$678,640 thousand in fiscal year 2020 is authorized for Adult Education, of which 2 percent, not to exceed \$15,000 thousand, must be reserved to carry out National Leadership Activities.

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2011	\$1,942,707	\$1,991,447 ¹	\$1,942,541 ²	\$1,737,451 ³
(2011 Advance for 2012)	(791,000)	(791,000)	(791,000)	(791,000)
Rescission (P.L. 112-74)				-(1,495)
2012	1,683,392	1,738,946 ⁴	1,738,946 ⁴	1,737,154
(2012 Advance for 2013)	(791,000)	(791,000)	(791,000)	(791,000)
2013	1,737,154	1,737,154 ⁵	1,737,154 ⁵	1,646,533
(2013 Advance for 2014)	(791,000)	(791,000)	(791,000)	(791,000)
2014	1,750,154	N/A ⁶	1,737,949 ¹	1,702,686
(2014 Advance for 2015)	(791,000)		(791,000)	(791,000)
2015	1,722,686	N/A ⁶	1,720,939 ⁷	1,707,686
(2015 Advance for 2016)	(791,000)		(791,000)	(791,000)
2016	1,915,686	1,700,609 ⁸	1,669,731 ⁸	1,720,686
(2016 Advance for 2017)	(791,000)	(791,000)	(791,000)	(791,000)
2017	1,808,686	1,720,686 ⁹	1,720,686 ⁹	1,715,314 ⁹
(2017 Advance for 2018)	(791,000)	(791,000)	(791,000)	(785,628)
2018	1,476,441	1,720,686 ¹⁰	1,720,686 ¹⁰	1,830,686 ¹⁰
(2018 Advance for 2019)	(791,000)	(791,000)	(791,000)	(791,000)
2019	1,637,159	1,945,265 ¹¹	1,855,686 ¹¹	1,925,686 ¹¹
(2019 Advance for 2020)	(791,000)	(791,000)	(791,000)	(791,000)
2020	1,842,159			
(2020 Advance for 2021)	(791,000)			

¹ The level for the House allowance reflects the House-passed full-year continuing resolution.

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

³ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁴ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁵ 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.

⁶ The House allowance is shown as N/A because there was no Subcommittee action.

⁷ The level for the Senate allowance reflects Senate Subcommittee action only.

⁸ 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.

⁹ 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.

¹⁰ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

¹¹ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

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DEPARTMENT OF EDUCATION FISCAL YEAR 2020 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2018 Appropriation	2019 Appropriation	2020 President's Budget	2020 President's Budget Compared to 2019 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	401,598	471,598	471,598	0	0.00%	
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%	
Subtotal		1,192,598	1,262,598	1,262,598	0	0.00%	
(b) National programs (section 114)							
	D	7,421	7,421	20,000	12,579	169.51%	
Subtotal, Career and technical education		1,200,019	1,270,019	1,282,598	12,579	0.99%	
2. Adult education:							
(a) Adult basic and literacy education State grants (AEFLA)	D	616,955	641,955	485,849	(156,106)	-24.32%	
(b) National leadership activities (AEFLA section 242)	D	13,712	13,712	73,712	60,000	437.57%	
Subtotal, Adult education		630,667	655,667	559,561	(96,106)	-14.66%	
Total, Appropriation		1,830,686	1,925,686	1,842,159	(83,527)	-4.34%	
Total, Budget authority		1,830,686	1,925,686	1,842,159	(83,527)	-4.34%	
Current		1,039,686	1,134,686	1,051,159	(83,527)	-7.36%	
Prior year's advance		791,000	791,000	791,000	0	0.00%	

NOTES: D = discretionary program; M = mandatory program
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 support State and local efforts to improve their career and technical education programs and their adult education and literacy systems. The objective of the career and technical education programs is to develop the academic, career, and technical skills of youth and adults in high schools, community colleges, and correctional institutions by: (1) promoting the integration of academic, career, and technical instruction, and (2) supporting State and local program improvements. Adult education programs support local efforts to provide educational services to adults who lack the basic or English literacy skills needed to benefit fully from job training, obtain better jobs, complete secondary education, succeed in postsecondary education, and become full participants in their children's education.

The Administration requests a total of \$1.8 billion for this account. This request includes \$1.3 billion for **Career and Technical Education State Grants**, \$20.0 million for **Career and Technical Education National Programs**, \$485.8 million for **Adult Education State Grants**, and \$73.7 million for **Adult Education National Leadership Activities**.

The request for the **Career and Technical Education (CTE) State Grants** program would support the President's workforce development agenda and fund the first year of full implementation of the Perkins Act, as amended and reauthorized by the Strengthening Career and Technical Education for the 21st Century Act. The \$20.0 million request for **CTE National Programs**, which is \$12.6 million over the fiscal year 2019 appropriation, would support activities to improve the quality and effectiveness of CTE programs across States, and provides approximately \$13 million to for grants under the newly authorized Innovation and Modernization authority focusing on science, technology, engineering, and mathematics (STEM) fields, including computer science.

The \$485.8 million request for **Adult Education State Grants**, a reduction of \$156.1 million, or 24 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 (IELCE) State Grants to support the unmet needs of immigrants learning English. IELCE grants help States and communities provide adult English Learners with expanded access to high-quality English literacy programs linked to civics education.

The \$73.7 million request for **Adult Education National Leadership Activities** includes a \$60.0 million increase to support pre-apprenticeship activities that help low-skilled adults meet the entrance requirements of apprenticeship 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 2020 Authorization: \$1,246,782

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
Annual appropriation	\$471,598	\$471,598	0
Advance for succeeding fiscal year	<u>\$791,00</u>	<u>\$791,00</u>	<u>0</u>
Total	\$1,262,598	\$1,262,598	0

PROGRAM DESCRIPTION

Career and Technical Education (CTE) State Grants are authorized under the Carl D. Perkins Career and Technical Education Act of 2006 as amended and reauthorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The program assists States and Outlying Areas in expanding and improving career and technical education in high schools, technical schools, and community colleges. Each State uses program funds to support a variety of career and technical education programs developed in accordance with its State plan.

Perkins V made several changes to the CTE State Grants program, including more closely aligning the program with the Workforce Innovation and Opportunity Act (WIOA), which was reauthorized in 2014, and the Elementary and Secondary Education Act, reauthorized in 2015; incorporating new performance indicators; no longer requiring States to negotiate performance targets with the Department; defining which students must be included in the accountability system; revising the allocation formula; expanding the list of special populations who must be served under the program and whose performance must be disaggregated by grantees; and allowing State leadership activities funds to be used to support pay for success initiatives.

Starting in fiscal year 2019 the Department will allocate funds to States, including the District of Columbia, Puerto Rico, and the Virgin Islands, through a new formula that sets baseline funding at the same amount received by each State in fiscal year 2018. Any additional funds above the fiscal year 2018 level will be distributed through a formula based on State per-capita income and population in three age cohorts (15-19, 20-24, and 25-65). The formula also provides for a minimum State allocation of at least 0.5 percent of the total funding available for States, and an additional provision limits the amount of funds that may be distributed to States initially receiving 0.5 percent or less of the funds designated for States.

In addition, the Pacific territories receive 0.13 percent of the total appropriated for State Grants to operate the same kinds of career and technical education programs as the States. Within that set-aside, the statute calls for initial allocations of \$660,000 to Guam, \$350,000 each to

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Career and technical education: State grants

American Samoa and the Northern Mariana Islands, and \$160,000 for Palau; any remaining funds are distributed among Guam, American Samoa, and the Northern Mariana Islands based on their share of the set-aside. Also, 1.25 percent of the total appropriation for State Grants is set aside for grants to federally recognized Indian tribes and tribal organizations, and 0.25 percent is set aside for competitive grants to organizations that primarily serve and represent Hawaiian Natives.

Under the statute:

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

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

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

- The core indicators for postsecondary education programs focus on CTE concentrators who, during the second quarter after completing a post-secondary program, continue to participate in postsecondary education, or participate in advanced training, military service, in a service program that receives assistance under title I of the National and Community Service Act of 1990, volunteer service in the Peace Corps, or are placed or retained in employment; CTE concentrators who receive a recognized postsecondary

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Career and technical education: State grants

credential during participation in or within 1 year of program completion; and participation in CTE programs that lead to employment in non-traditional fields.

CTE concentrators at the postsecondary level are students who have earned at least 12 credits within a career and technical education program or program of study or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$1,117,598
2016	1,117,598
2017	1,112,226
2018	1,192,598
2019	1,262,598

FY 2020 BUDGET REQUEST

The Administration requests \$1.3 billion for Career and Technical Education (CTE) State Grants for fiscal year 2020, the same amount as the fiscal year 2019 appropriation. The request supports the President's workforce development agenda and would fund the first year of full

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

implementation of the Perkins Act as amended and reauthorized by the Strengthening Career and Technical Education for the 21st Century Act.

In 2013, 80.7 percent of high school graduates earned at least one CTE credit.¹ High quality CTE programs can provide students with critical knowledge they need to choose careers along with the skills they need to pursue them.

The fiscal year 2020 request will support State and local efforts to meet new requirements to support better alignment of career and technical education programs with State, regional, and local economic needs, as well as the use of up-to-date information on in-demand industries and occupations in career guidance and counseling and will help ensure students attain the skills they need to find high-skill, high-wage, or in-demand jobs where they live. In addition, State and local recipients must include work-based learning (along with competency-based and applied learning) as an element of career and technical education programs funded under Perkins V, which can improve student motivation to work hard in school by demonstrating the connection between academic learning and on-the-job skills. This requirement aligns with the President's goal of expanding the use of apprenticeships, a type of work-based learning, particularly for high school students. Apprenticeships and other work-based learning experiences are critical to the Department's efforts to promote multiple pathways both to postsecondary education opportunities and challenging, rewarding careers.

The request will also support implementation of strengthened accountability requirements by ensuring that States use comparable definitions of CTE concentrators in measuring program performance. This change will help stakeholders better assess program outcomes—something that has been difficult because previous authorizations of the program have allowed States to determine which students would be included in accountability systems and how.

The 2020 Budget also includes a legislative proposal to double the American Competitiveness and Workforce Improvement Act fee for the H-1B visa program (to \$3,000 per worker for large employers and \$1,500 for small employers) to prepare American workers for jobs that are currently being filled by foreign workers, especially in Science, Technology, Engineering and Math (STEM) fields. Under the proposal, the prescribed allocations for Department of Labor job training grants (50 percent) and foreign labor certifications (5 percent) would remain the same. The National Science Foundation's allocation for the Innovative Technology Experiences for Students and Teachers program (10 percent) would remain the same, while its allocation for STEM scholarships would decrease from 30 percent to 15 percent, a level that would nonetheless maintain absolute funding levels under current estimates. The proposal would initiate a new 15 percent allocation for the Department of Education's CTE State Grants. The remaining 5 percent would be maintained for Department of Homeland Security processing costs. This proposal would, therefore, increase the amount of funds available for CTE State Grants which will, in turn, support additional CTE programs that both help prepare America's students for a broad range of careers with family-supporting wages and meet the workforce needs of their communities.

¹ <https://nces.ed.gov/surveys/ctes/tables/h176.asp>

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Career and technical education: State grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
State grants	\$1,173,159	\$1,242,018	\$1,242,018
Range of awards to States	\$4,693–\$120,196	\$5,037–\$127,059	\$5,037–\$127,059
Territories allocation	\$1,550	\$1,641	\$1,641
Indian set-aside	\$14,907	\$15,782	\$15,782
Number of grants	30	30	30
Native Hawaiian grants	\$2,982	\$3,157	\$3,157
Number of grants	7	7	7

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 fiscal year 2020 and future years, as well as the resources and efforts invested by those served by this program.

For fiscal year 2020, the Department will be revising the performance measures to reflect implementation of the reauthorized Perkins Act; consequently, no targets are provided for the current measures for fiscal year 2020.

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.*

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Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2015	77%	72.6%
2016	77	70.9
2017	78	67.4
2018	78	
2019	75	

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

Year	Target Percentage	Actual Percentage
2015	72%	65.2%
2016	72	64.8
2017	72	56.0
2018	72	
2019	68	

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

Year	Target Percentage	Actual Percentage
2015	93%	93.4%
2016	93	93.8
2017	93	93.9
2018	94	
2019	94	

Additional information: 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 definitions of CTE concentrators are not comparable across States, and that many CTE students take the State assessments before they begin their coursework in CTE (i.e., in 9th or 10th grade).

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Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2015	80%	80.0%
2016	80	76.1
2017	81	81.2
2018	81	
2019	81	

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
2015	95%	95.3%
2016	95	95.8
2017	95	95.9
2018	96	
2019	95	

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

Year	Target Percentage	Actual Percentage
2015	85%	83.8%
2016	85	84.0
2017	85	83.2
2018	85	
2019	85	

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

Year	Target Percentage	Actual Percentage
2015	38%	37.0%
2016	38	38.0
2017	38	37.2
2018	38	
2019		

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2015	38%	35.3%
2016	38	35.3
2017	38	33.6
2018	38	
2019	38	

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

Year	Target Percentage	Actual Percentage
2015	84%	79.9%
2016	84	80.2
2017	81	80.9
2018	81	
2019	81	

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

Year	Target Percentage	Actual Percentage
2015	58%	54.6%
2016	58	54.9
2017	54	57.5
2018	55	
2019	55	

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

Year	Target Percentage	Actual Percentage
2015	73%	69.4%
2016	73	69.2
2017	69	69.8
2018	70	
2019	70	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

Year	Target Percentage	Actual Percentage
2015	75%	73.2%
2016	75	75.2
2017	73	77.1
2018	74	
2019	74	

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

Year	Target Percentage	Actual Percentage
2015	25%	23.6%
2016	25	23.7
2017	24	23.4
2018	24	
2019	24	

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

Year	Target Percentage	Actual Percentage
2015	22%	21.1%
2016	22	20.9
2017	21	20.0
2018	22	
2019	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 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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Efficiency Measures

The Department adopted Federal cost per participant as the efficiency measure for secondary participants in the program. This is also the efficiency measure included in common measures for job training programs 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 these measures at the national and State levels, State definitions of participants vary, limiting the validity and reliability of comparisons across States.

Measure: Federal cost per student.

Year	Cost per secondary student
2015	\$80
2016	72
2017	71

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
2015	\$127
2016	128
2017	120

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 2020 Authorization: \$7,758

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$7,421	\$20,000	+\$12,579

PROGRAM DESCRIPTION

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

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

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$7,421
2016	7,421
2017	7,421
2018	7,421
2019	7,421

FY 2020 BUDGET REQUEST

The Administration requests \$20 million for Career and Technical Education (CTE) National Programs for fiscal year 2020, an increase of \$12.6 million from the fiscal year 2019 appropriation, intended to support an expanded Innovation and Modernization grants program focusing on science, technology, engineering, and mathematics (STEM) fields, including computer science. The Administration believes the newly authorized Innovation and Modernization authority holds great promise for expanding the limited evidence base for effective CTE programs that can both expand individual opportunity and support the Nation's economic growth and competitiveness, but that currently authorized funding levels are simply insufficient to make good on this promise.

At the authorized level, funding available for Innovation and Modernization grants is approximately \$1.5 million, too little to support more than 1-2 awards at the level required for both effective implementation of innovative projects and the rigorous evaluations needed to assess outcomes. For this reason, the request includes appropriations language to override the authorized funding level and provide more substantial funding, \$13 million, for these grants that will allow the program to accomplish its intended purpose.

The proposed increase also reflects the President's commitment to improving STEM education and expanding apprenticeships as a demonstrated pathway to middle class jobs in a constantly changing economy. Targeting resources to support STEM education, including computer science and coding, is imperative to better equip America's young people with the relevant knowledge and skills that would enable them to secure high-paying stable jobs throughout their careers. As the role of technology grows in driving the American economy, many jobs will increasingly require skills in STEM; consequently, there is growing employer demand for workers with these skills, especially in the field of computer science. The Bureau of Labor Statistics (BLS) projects that STEM occupations will grow faster over 10 years than the average for all occupations. In particular, the BLS Occupational Outlook Handbook notes that employment in computer and information technology occupations is projected to grow 13 percent from 2016 to 2026, adding over 500,000 new jobs over that period. The median annual wage for such jobs was \$84,580 in May 2017, compared to a median of \$37,690 for all

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

occupations.¹ Moreover, wages in STEM occupations are higher than the median for all occupations, and STEM jobs pay more at all levels of education compared with other occupations.² 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.³

The remainder of National Programs funds would support ongoing implementation of the reauthorized Perkins V, as well as research and evaluation activities mandated under the statute.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Research and evaluation	\$3,000	\$3,500	\$3,500
National reporting system	1,213	1,158	1,200
Other program improvement activities	3,208	2,763	2,300
Innovation and modernization grants:			
Funding for new awards	0	0	\$12,870
Number of new awards	0	0	13-17
Range of new awards	0	0	\$675-1,000
Peer review of new award applications	0	0	\$130

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Technology, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/home.htm> (visited February 7, 2019).

² 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.

³ Carnivale, A., N. Smith, and M. Melton. 2011. *STEM*. Washington, DC: Georgetown University, Center on Education and the Workforce.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

(Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2020 Authorization: \$665,067¹

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$641,955	\$485,849	-\$156,106

¹ A total of \$678,640 thousand is authorized for Adult Education, of which 2 percent, not to exceed \$15,000 thousand, must be reserved to carry out National Leadership Activities.

PROGRAM DESCRIPTION

Adult Education State Grants, authorized by the Adult Education and Family Literacy Act (AEFLA), support programs that help adults become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, obtain a secondary school diploma, and transition to postsecondary education and training. The program also helps individuals who are English language learners improve their English proficiency and assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children. As reauthorized in 2014 by the Workforce Innovation and Opportunity Act (WIOA), the AEFLA promotes the integration of adult education with occupational education and training, including through the development of career pathways systems that enable adults to learn new skills, obtain higher paying jobs, and build careers in high-growth, high-demand occupations. The Adult Education State Grants program is closely aligned with Department of Labor (DOL) workforce development, job-training, and employment programs, including through provisions requiring common performance measures, the integration of the AEFLA activities in unified or combined State plans, and partnering through WIOA's 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 as individuals aged 16 and older who lack a high school diploma or the equivalent, who are beyond the age of compulsory education in their States, and who are not currently enrolled in school. The statute includes a "hold-harmless" provision ensuring that each State receives at 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

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

State's grant must be used for local awards; of this amount, up to 20 percent may be used to educate incarcerated and other institutionalized individuals. Of the funds provided by the State agency to eligible entities, at least 95 percent must be used for instructional activities.

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

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

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

Integrated English Literacy and Civics Education State Grants (IELCE)

The statute requires that 12 percent of the program funds be used to support grants to States for the IELCE program, which provides services designed to help adult English language learners, including professionals with degrees and credentials in their native countries, achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Using data from the Department of Homeland Security's Office of Immigration Statistics 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.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$568,955
2016	581,955
2017	581,955
2018	616,955
2019	641,955

FY 2020 BUDGET REQUEST

The Administration requests \$485.8 million for Adult Education State Grants for fiscal year 2020, a decrease of \$156.1 million from the fiscal year 2019 appropriation. 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. In addition, the effectiveness of the program as implemented following the WIOA reauthorization remains unclear pending the collection of data on new performance measures as well as the outcome of an ongoing evaluation.

The request recognizes, however, that there continues to be a need for Federal investment in adult education programs, in part because of data suggesting that the United States is losing ground to many of its economic competitors as measured by the employment-related skills of working-age adults. The 2013 International Survey of Adult Skills (ISAS) indicated that the average performance in literacy and numeracy of American adults was significantly lower than the international average. Additionally, the U.S. has a higher percentage of working-age adults with low literacy skills than seven other industrialized nations.¹ In numeracy, the 2015 ISAS found that only 34 percent of adults in the United States scored in its top three levels of numeracy, whereas the average among all countries of the Organisation for Economic Co-operation and Development was 43 percent.²

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Adult basic and literacy State grants	\$542,920	\$564,920	\$427,547
Range of awards to States	\$791–\$85,330	\$820–\$87,940	\$678–\$66,094
Integrated English literacy and civics education State grants	\$74,035	\$77,035	\$58,302
Range of awards to States	\$60–\$14,683	\$60–\$15,098	\$60–\$11,415

¹ OECD (2013), Time for the U.S. to Reskill?: What the Survey of Adult Skills Says, OECD Skills Studies, OECD Publishing.

² OECD (2015), Survey of Adult Skills, Programme for the International Assessment of Adult Competencies.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of participants in Adult basic and literacy and English literacy and civics education	1,430,000	1,460,000	1,270,000

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 fiscal year 2020 and future years, as well as the resources and efforts invested by those served by this program.

The Department revised the performance measures for Adult Education State Grants to meet the requirements of WIOA. The new performance accountability system became effective on July 1, 2016.

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 participants during the program year who are enrolled in adult basic education programs and are achieving measurable skill gains toward a credential or employment.

Year	Target	Actual
2017		44.0%
2018	45.0%	46.2
2019	46.5	
2020	47.0	

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

Year	Target	Actual
2017		44.0%
2018	45.0%	45.5
2019	46.0	
2020	46.5	

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Additional information: The two measures above reflect performance accountability requirements under WIOA. The Department will have 2019 data in January 2020.

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

Year	Target	Actual
2015	68%	66%
2016	73	75
2017	75	72

Additional information: The Department 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 high school equivalency (HSE) credentials are confirmed through a data match with the State’s administrative database. Under WIOA, this measure will be replaced by “the percentage of program participants who obtain a secondary school diploma or its recognized equivalent and who are employed or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.” The Department will report baseline data and targets in the fiscal year 2021 President’s Budget.

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

Year	Target	Actual
2015	35%	28%
2016	38	29

Additional information: This measure will no longer be a stand-alone measure under WIOA’s performance accountability measures. Rather, a modified version is one of the ways in which grantees can meet the measurable skill gains measures mentioned above.

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

Year	Target	Actual
2015	42%	45%
2016	43	44

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

Year	Target	Actual
2015	62%	64%
2016	63	69

Additional information: As required by WIOA, the two measures above will be replaced by 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

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Department will report baseline data and targets in the fiscal year 2021 and fiscal year 2022 President's Budgets, respectively.

Efficiency Measures

Prior to the passage of WIOA, the Department had two efficiency measures for the Adult Education State Grants program: (1) the annual Federal cost per participant and (2) the annual Federal cost per student learning gain or high school diploma/HSE attainment. These measures will be replaced by "the annual Federal cost per measurable skill gain" and "the annual Federal cost per secondary school diploma." Data for these measures will be reported beginning with the fiscal year 2021 President's Budget.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2020 Authorization: \$13,573¹

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$13,712	\$73,712	+\$60,000

¹ A total of \$678,640 thousand is authorized for Adult Education, of which 2 percent, not to exceed \$15,000 thousand, must be reserved to carry out National Leadership Activities.

PROGRAM DESCRIPTION

Adult Education National Leadership Activities address major policy priorities in adult education, including program improvement, accountability, professional development, and increasing access to learning opportunities for adults. The Department uses program funds to support applied research, development, dissemination, evaluation, and program improvement activities to assist States in their efforts to improve the quality of adult education programs. Examples of these activities include training institutes, training on research-based reading and math instruction, national and international adult literacy surveys, and technical assistance on using technology to improve instruction.

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$13,712
2016	13,712
2017	13,712
2018	13,712
2019	13,712

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

FY 2020 BUDGET REQUEST

The Administration requests \$73.7 million for Adult Education National Leadership Activities for fiscal year 2020, an increase of \$60.0 million from the fiscal year 2019 appropriation. The request includes appropriations language that overrides the authorized fiscal year 2020 funding level for this program and that would provide authority for a new pre-apprenticeship grants initiative. The request also supports ongoing activities designed to enhance the quality and outcomes of adult education and literacy programs.

Fast-Track Pre-Apprenticeships for Low-Skilled Adults

The \$60 million increase proposed for fiscal year 2020 would support State efforts to create pre-apprenticeship programs that increase the number of adults who are able to meet the basic entrance requirements of apprenticeship programs. The proposal is responsive to section 6 of the President's Executive Order 13801, "Expanding Apprenticeships in America," which directs the Secretaries of Education, Labor, and Defense to promote pre-apprenticeships. American companies often cannot find skilled workers necessary to fill job openings, and an increasing number of employers are creating apprenticeships to give workers customized training to meet their specific needs. Unfortunately, millions of low-skilled adults do not have the basic skills needed to enter or complete many apprenticeship programs for middle-skill jobs that pay good wages. In 2014, about one-quarter of unemployed adults ages 16 to 65 had not completed high school or its equivalent, and another one-half had only a high school credential. The Program for the International Assessment of Adult Competencies survey and assessment administered by the National Center for Education Statistics in 2012 and 2014 found that 42 percent of unemployed adults in the U.S. had numeracy skills at or below the lowest proficiency level and could only carry out basic one-step math processes involving counting, sorting, performing arithmetic operations, and understanding simple percents.¹ They could not, for example, understand and use Ohm's Law to determine electrical current or understand the trigonometric tables and calculators used by machine tool technicians.² Consequently a substantial proportion of unemployed adults are unprepared to participate in these expanded training opportunities for jobs in emerging fields that pay family-sustaining wages.

The Department would award the proposed pre-apprenticeship funding by formula to States, with 50 percent of the funds allocated under the existing Adult Education State Grants statutory formula and 50 percent allocated on the basis of unemployment data. Programs would be

1 Rampey, B.D., Finnegan, R., Goodman, M., Mohadjer, L., Krenzke, T., Hogan, J., and Provasnik, S. (2016). Skills of U.S. Unemployed, Young, and Older Adults in Sharper Focus: Results From the Program for the International Assessment of Adult Competencies (PIAAC) 2012/2014: First Look (NCES 2016-039). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

2 Charles A. Dana Center and Ivy Tech Community College of Indiana (2013). What Students Need to Know: Mathematics Concept Inventories for Community College Workforce Education Programs. Austin, TX: Charles A. Dana Center. Retrieved from: https://dcmathpathways.org/sites/default/files/resources/2016-12/What%20Students%20Need%20to%20Know_Mathematics%20Concept%20Inventories%20for%20Community%20College%20Workforce%20Education%20Programs.pdf

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

designed in collaboration with employers and apprenticeship program sponsors, and States would be required to submit a plan that describes how they intend to use the funds, along with letters of support from one or more employers or apprenticeship program sponsors. As under the Adult Education and Family Literacy Act (AEFLA), States would award funds competitively among eligible providers to implement accelerated pre-apprenticeship basic skills programs that prepare individuals to meet the entry requirements of new and existing apprenticeship programs in the State. These customized programs would equip participants with the numeracy and literacy skills required to succeed in particular fields or occupations. State labor market demand (consistent with the State WIOA plan) and the availability of apprenticeship opportunities within the State would determine the industry sectors that the partnerships would target. States would be encouraged to give priority to partnerships that propose to use technology-based strategies such as adaptive learning to provide personalized learning experiences. Rather than creating a new stand-alone program, these grants would make use of existing infrastructure within States, including coordination with State and local workforce boards, to target State and local economic and workforce priorities.

Other activities supported through the fiscal year 2020 request include the following:

- *Evaluating Adult Education and Literacy Activities*, which supports rigorous research and evaluation on effective adult education and literacy activities in addition to an independent evaluation of AEFLA programs at least every 4 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 outcomes, participation, and student descriptive data for AEFLA programs submitted by States. It also specifies methodologies for collecting and reporting the data and includes technical assistance resources to increase the knowledge of State staff and 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 decision-making.
- *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.
- *Innovation Initiatives*, which includes activities such as integrated education and training efforts, a career pathways innovation challenge, modernization of the Adult Numeracy Initiative to align with current State standards, technology-based student coaching strategies to increase student persistence, and a recognition and dissemination initiative for innovative adult education programs.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Evaluating Adult Education and Literacy Activities	0	\$6,589	\$3,500
Literacy Information and Communications System	\$1,856	2,176	2,500
National Reporting System	1,522	1,600	1,600
Evidence-based Reading Instruction	860	600	600
Innovation Initiatives	7,948	735	2,838
Other technical assistance, logistical support, and evaluation	1,526	2,012	2,674
Pre-Apprenticeship grants	0	0	60,000

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 fiscal year 2020 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.

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
2015	100%	89%
2016	100	91
2017	100	91
2018	100	86
2019	90	
2020	90	

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 2018, 49 of 57 “States” (the 50 States, the District of Columbia, Puerto

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

Rico, American Samoa, Guam, the Northern Mariana Islands, Palau, and the U.S. Virgin Islands) submitted high-quality learner assessment data. Due to the variety of factors involved in collecting, analyzing, and reporting data, the Department has determined that a target of 100 percent is inappropriate and has adjusted the target to 90 percent.

Other 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 (IES) 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 (CSAL), 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 900 adult literacy students on a battery of assessments to help determine this population’s underlying skill profiles and has worked with approximately 500 adult education students for the pilot and supplemental studies and an additional 340 postsecondary students for a supplemental study.

The Center also 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. In addition, the Center supports an online reading repository that contains links to free texts, organized by reading level and content.¹

Since its launch, the student portal that connects to the reading repository has been accessed over 17,000 times, the research portal over 2,200 times, and the teacher portal over 3,700 times. Since the beginning of CSAL, the researchers have 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

¹ <http://csal.gsu.edu/content/library-resources>

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activities and findings and possibilities for further coordination. CSAL is currently in a no-cost extension to complete ongoing supplemental studies, analyze results from the primary and pilot studies, and disseminate findings to researcher, practitioner, policymaker, and other stakeholder communities. CSAL will end in late 2019 but adult literacy research remains allowable under IES's Education Research Grants.

