

**Department of Education**  
**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Fiscal Year 2022 Budget Request**

**CONTENTS**

	<u>Page</u>
Appropriations Language.....	N-1
Analysis of Language Provisions and Changes.....	N-2
Appropriation, Adjustments, and Transfers.....	N-3
Summary of Changes .....	N-4
Authorizing Legislation.....	N-5
Appropriations History.....	N-6
Significant Items in FY 2021 Appropriations Reports .....	N-7
Summary of Request .....	N-8
Activities:	
Career and technical education: State grants .....	N-10
Career and technical education: National programs .....	N-15
Adult education: Adult basic and literacy education State grants.....	N-18
Adult education: National leadership activities .....	N-24
State Tables*	

\*State tables reflecting final 2020 allocations and 2021 and 2022 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"), [\$2,030,936,000] \$2,183,936,000, of which [\$1,239,936,000] \$1,392,936,000 shall become available on July 1, [2021] 2022, and shall remain available through September 30, [2022] 2023, and of which \$791,000,000 shall become available on October 1, [2021] 2022, and shall remain available through September 30, [2022] 2023:<sup>1</sup> Provided, That \$100,000,000 shall be for competitive grants for local educational agencies to carry out evidence-based middle and high school career and technical education innovation programs:<sup>2</sup> *Provided further,* That of the amounts made available for AEFLA, [\$13,712,000] \$38,712,000 shall be for national leadership activities under section 242:<sup>3</sup> (*Department of Education Appropriations Act, 2021.*)

### 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.

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<p><sup>1</sup> ... of which [\$1,239,936,000] <del>\$1,392,936,000</del> shall become available on July 1, [2021] <u>2022</u>, and shall remain available through September 30, [2022] <u>2023</u>, and of which \$791,000,000 shall become available on October 1, [2021] <u>2022</u>, and shall remain available through September 30, [2022] <u>2023</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><sup>2</sup> <u>Provided, That \$100,000,000 shall be for competitive grants for local educational agencies to carry out evidence-based middle and high school career and technical education innovation programs:</u></p>	<p>This language provides \$100,000,000 for competitive grants to local education agencies to carry out evidence-based middle and high school career and technical education innovation programs.</p>
<p><sup>3</sup> <u>Provided further,</u> That, of the amounts made available for AEFLA, [\$13,712,000] <del>\$38,712,000</del> shall be for national leadership activities under section 242:</p>	<p>This language overrides the statutory language establishing the distribution of Adult Education funding which otherwise reserves 2 percent of the total appropriation for National Leadership Activities, providing a specific amount for that program.</p>

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Appropriation, Adjustments, and Transfers**  
(dollars in thousands)

Appropriation/Adjustments/Transfers	2020	2021	2022
<b>Discretionary:</b>			
Appropriation .....	\$1,960,686	\$2,030,936	\$2,183,936
<b>Mandatory:</b>			
Proposed under American Jobs Plan .....	0	0	1,100,000
<b>Advance:</b>			
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 .....	1,960,686	2,030,936	3,283,936

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Summary of Changes**  
(dollars in thousands)

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2021 .....	\$2,030,936
2022 Mandatory, proposed (non-add) .....	1,100,000
2022 .....	<u>2,183,936</u>
Net change .....	+153,000

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**Increases:**

	<u>2021 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for <u>Career and Technical Education State Grants</u> to support improvements in career and technical education programs as well as the President’s goal to invest in workforce development and build the capacity of the existing workforce development system.	\$1,334,848	+\$20,000
Increase for <u>Career and Technical Education National Programs</u> for competitive awards for middle and high school CTE innovation projects aimed at advancing equity, and to provide technical assistance and evaluate these projects.	7,421	+108,000
Increase for <u>Adult Education National Leadership Activities</u> to fund scaling up of college bridge programs for low-skilled adults without a high school degree or equivalency.	13,712	<u>+25,000</u>
Subtotal, increases		+153,000

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2021 Authorized	2021 Estimate	2022 Authorized	2022 Request
<b>Career and technical education (<i>Carl D. Perkins CTEA</i>):</b>				
State grants ( <i>Title I</i> ).....	\$1,264,237	\$1,334,848	\$1,281,937	\$1,354,848
National programs ( <i>Section 114</i> ).....	7,867	7,421	7,977	115,421
<b>Adult education (<i>Adult Education and Family Literacy Act (AEFLA)</i>):</b>				
Adult basic and literacy education State grants ( <i>AEFLA</i> ).....	665,067 <sup>1,2</sup>	674,955	To be determined <sup>1,2</sup>	674,955
National leadership activities ( <i>AEFLA section 242</i> ).....	13,573 <sup>1,2</sup>	13,712	To be determined <sup>1,2</sup>	38,712
<b><u>Unfunded authorizations</u></b>				
Grants to States for workplace and community transition training for incarcerated individuals ( <i>HE Amendments of 1998, Title VIII-D</i> ) .....	Indefinite	0	Indefinite	0
<b>Total definite authorization</b> .....	<b>1,950,744</b>		<b>1,289,914</b>	
<b>Total annual appropriation</b> .....		<b>2,030,936</b>		<b>2,183,936</b>
Portion of request not authorized.....				<b>894,022</b>

<sup>1</sup> A total of \$678,640 thousand is authorized for Adult Education in fiscal year 2021 (via the GEPA extension), of which 2 percent (not to exceed \$15,000 thousand), which amounts to \$13,573 thousand, must be reserved to carry out National Leadership Activities.

<sup>2</sup> The GEPA extension applies through September 30, 2021. The Administration is seeking reauthorizing legislation for fiscal year 2022.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013 (2013 Advance for 2014)	1,737,154 (791,000)	1,737,154 <sup>1</sup> (791,000)	1,737,154 <sup>1</sup> (791,000)	1,646,533 (791,000)
2014 (2014 Advance for 2015)	1,750,154 (791,000)	N/A <sup>2</sup>	1,737,949 <sup>3</sup> (791,000)	1,702,686 (791,000)
2015 (2015 Advance for 2016)	1,722,686 (791,000)	N/A <sup>2</sup>	1,720,939 <sup>4</sup> (791,000)	1,707,686 (791,000)
2016 (2016 Advance for 2017)	1,915,686 (791,000)	1,700,609 <sup>5</sup> (791,000)	1,669,731 <sup>5</sup> (791,000)	1,720,686 (791,000)
2017 (2017 Advance for 2018)	1,808,686 (791,000)	1,720,686 <sup>6</sup> (791,000)	1,720,686 <sup>6</sup> (791,000)	1,715,314 <sup>6</sup> (785,628)
2018 (2018 Advance for 2019)	1,476,441 (791,000)	1,720,686 <sup>7</sup> (791,000)	1,720,686 <sup>7</sup> (791,000)	1,830,686 <sup>7</sup> (791,000)
2019 (2019 Advance for 2020)	1,637,159 (791,000)	1,945,265 <sup>8</sup> (791,000)	1,855,686 <sup>8</sup> (791,000)	1,925,686 <sup>8</sup> (791,000)
2020 (2020 Advance for 2021)	1,842,159 (791,000)	2,003,133 (791,000)	1,935,686 <sup>9</sup> (791,000)	1,960,686 <sup>9</sup> (791,000)
2021 (2021 Advance for 2022)	2,723,265 (791,000)	1,985,686 (791,000)	2,035,686 <sup>10</sup> (791,000)	2,030,936 <sup>10</sup> (791,000)
2022 2022 Mandatory, proposed (2022 Advance for 2023)	2,183,936 1,100,000 (791,000)			

<sup>1</sup> 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.

<sup>2</sup> The House allowance is shown as N/A because there was no Subcommittee action.

<sup>3</sup> The level for the Senate allowance reflects Committee action only.

<sup>4</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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).

<sup>8</sup> 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).

<sup>9</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

<sup>10</sup> The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

## **CAREER, TECHNICAL, AND ADULT EDUCATION**

### **Significant Items in FY 2021 Appropriations Reports**

#### **Career and Technical Education National Programs**

House: The Committee recognizes the importance of preparing our students for the 21st century workforce through CTE programs, including entrepreneurship and financial literacy. The Committee directs the Secretary to provide technical assistance and make resources available to help LEAs and IHEs prepare students for employment and attain high-skilled jobs through the implementation of entrepreneurship and financial literacy programs during and after school, including efforts to partner with community organizations. The Committee requests an update on these efforts in the fiscal year 2022 Congressional Budget Justification.

Response: The Department is preparing web-based technical assistance resources on entrepreneurship education and financial literacy programs that will be posted to the Department's website in July.



[Click here for accessible version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
					Amount	Percent
<b>Career, Technical, and Adult Education</b>						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	491,598	543,848	563,848	20,000	3.68%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%
<b>Subtotal</b>		<b>1,282,598</b>	<b>1,334,848</b>	<b>1,354,848</b>	<b>20,000</b>	<b>1.50%</b>
(b) National programs (section 114)	D	7,421	7,421	115,421	108,000	1455.33%
(c) Expanded Career Pathways for Middle and High School Students (proposed legislation)	M	0	0	1,000,000	1,000,000	---
<b>Subtotal, Discretionary</b>	D	<b>1,290,019</b>	<b>1,342,269</b>	<b>1,470,269</b>	<b>128,000</b>	<b>9.54%</b>
<b>Subtotal, Mandatory</b>	M	<b>0</b>	<b>0</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>---</b>
<b>Subtotal, Career and technical education</b>		<b>1,290,019</b>	<b>1,342,269</b>	<b>2,470,269</b>	<b>1,128,000</b>	<b>84.04%</b>
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)	D	656,955	674,955	674,955	0	0.00%
(b) Adult education State grants (proposed legislation)	M	0	0	100,000	100,000	---
(c) National leadership activities (AEFLA section 242)	D	13,712	13,712	38,712	25,000	182.32%
<b>Subtotal, Discretionary</b>	D	<b>670,667</b>	<b>688,667</b>	<b>713,667</b>	<b>25,000</b>	<b>3.63%</b>
<b>Subtotal, Mandatory</b>	M	<b>0</b>	<b>0</b>	<b>100,000</b>	<b>100,000</b>	<b>---</b>
<b>Subtotal, Adult education</b>		<b>670,667</b>	<b>688,667</b>	<b>813,667</b>	<b>125,000</b>	<b>18.15%</b>
<b>Total, Appropriation</b>		<b>1,960,686</b>	<b>2,030,936</b>	<b>3,283,936</b>	<b>1,253,000</b>	<b>61.70%</b>
Discretionary	D	1,960,686	2,030,936	2,183,936	153,000	7.53%
Mandatory	M	0	0	1,100,000	1,100,000	---
Current		1,169,686	1,239,936	2,492,936	1,253,000	101.05%
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.

Note: Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2020 Appropriation column reflect the 5.9 percent reduction that went into effect on October 1, 2019; the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; and the levels shown in the 2022 Appropriation column reflect the 5.7 percent reduction that, under current law, will go into effect on October 1, 2021.

## 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 \$3.2 billion for this account. This request includes \$1.4 billion for **Career and Technical Education State Grants**, \$115.4 million for **Career and Technical Education National Programs**, \$675.0 million for **Adult Education State Grants**, and \$38.7 million for **Adult Education National Leadership Activities**. The request also includes an additional \$1.1 billion in mandatory funding for this account proposed under President Biden's American Jobs Plan (AJP).

The request for the **Career and Technical Education (CTE) State Grants** would provide continued support for quality improvements in career and technical education programs as well as the President's goal to invest in workforce development and build the capacity of the existing workforce development system. The request also includes \$1 billion in new AJP mandatory funds, and a total of \$10 billion over 10 years to expand career pathways for middle and high school students. This mandatory funding would support innovation in CTE programs at the middle and high school level to ensure that more students from low-income backgrounds and students of color who may not otherwise have the opportunity to participate in high-quality CTE pathways can do so, and to build the evidence base for what works and scale those practices.

The \$115.4 million request for **CTE National Programs**, would provide an additional \$100 million for competitive awards for middle and high school CTE innovation projects aimed at advancing equity, building the evidence base for what works in CTE, especially for underserved students, and scaling those effective practices, as well as another \$8 million to provide technical assistance to grantees and fund evaluation activities for these programs.

The \$675.0 million request for **Adult Education State Grants**, the same as the fiscal year 2021 appropriation, recognizes the importance of Adult Education programs in helping to increase the number of adults who have the basic literacy and numeracy skills required to participate successfully in workforce education and training programs, including meeting the basic entrance requirements of apprenticeship programs. The request also provides \$100 million in new AJP mandatory funding for Adult Education State Grants for new activities designed to connect job-seeking adults to employment opportunities by focusing on foundational skills and embedding career services throughout the adult education lifecycle.

The \$38.7 million request for **Adult Education National Leadership Activities** includes a \$25 million increase over the 2021 appropriation to fund scaling up of college bridge programs for low-skilled adults without a high school degree or equivalency. Funds would also 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.

## CAREER, TECHNICAL, AND ADULT EDUCATION

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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 2022 Authorization: \$1,281,937

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
Annual appropriation	\$543,848	\$563,848	+\$20,000
Advance for succeeding fiscal year	<u>\$791,000</u>	<u>\$791,00</u>	<u>0</u>
Total	\$1,334,848	\$1,354,848	+\$20,000
Mandatory funding under American Jobs Plan	0	1,000,000	+1,000,000

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### 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 21<sup>st</sup> Century Act (Perkins V) in 2018. 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: 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.

The Department allocates funds to States, including the District of Columbia, Puerto Rico, and the Virgin Islands, through a 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 are 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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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set-aside, the statute calls for initial allocations of \$660,000 to Guam, \$350,000 each to 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 education credit, which may include industry-recognized postsecondary credentials, 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 high school graduation rates for CTE concentrators, 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 State 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 postsecondary education 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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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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 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 education level are students who have (1) earned at least 12 credits within a career and technical education program or program of study or (2) completed such a program if the program encompasses fewer than 12 credits or the equivalent.

- At least 85 percent of State Grant funds must be allocated by formula to local educational agencies (LEAs) and postsecondary education institutions, and a State may reserve up to 15 percent of those funds to make grant awards to local educational 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.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017 .....	\$1,112,226
2018 .....	1,192,598
2019 .....	1,262,598
2020 .....	1,282,598
2021 .....	1,334,848

### FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests \$1.35 billion for Career and Technical Education (CTE) State Grants, an increase of \$20 million over the fiscal year 2021 level. The proposed increase for CTE State Grants, along with the proposed \$108 million increase for CTE National Programs, would complement and support the President’s goal to invest in workforce development and build the capacity of the existing workforce development system through the American Jobs Plan. The secondary and postsecondary education CTE programs under the Perkins Act are an important element of both educational and workforce development systems. They can introduce students to careers as early as middle school; support attainment of both academic and career skills; help students learn about career pathways and attain credentials needed for careers; assist students in the transition from secondary education to postsecondary education and jobs; and help adults gain new skills and credentials needed to advance in their careers or pursue new career paths.

Continued investment in high quality CTE programs is particularly important as students, workers, and recent graduates grapple with the effects of the pandemic on jobs and the economy. The pandemic had a disparate effect on occupational sectors<sup>1</sup>, with the highest job losses occurring in the food preparation and related sectors and the leisure and hospitality industry. There will be job seekers who will pursue CTE to obtain new skills or credentials in order to seek job opportunities in different fields. At the same time, career counseling, education, and job training programs will need to ensure they stay current on high skill, high wage, or in-demand occupations, including emerging professions.

The fiscal year 2022 request would continue to support quality improvements in career and technical education programs by aiding State and local efforts to meet statutory requirements to support better alignment of CTE 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 ensuring 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 CTE programs funded under Perkins V, which can improve student academic achievement and motivation by demonstrating the connection between academic learning and on-the-job skills.

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<sup>1</sup> <https://medium.com/georgetown-cew/one-year-of-the-covid-economy-6f2d35d4c027>

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

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The Administration also requests \$1 billion in new mandatory funding for CTE in fiscal year 2022. This request is a part of President Biden's American Jobs Plan for Expanded Career Pathways for Middle and High School Students. This mandatory funding would support innovation in CTE programs at the middle and high school level to ensure that more students from low-income backgrounds and students of color who may not otherwise have the opportunity to participate in high-quality CTE pathways can do so, and to build the evidence base for what works and scale those practices. Grantees would be required to prioritize increased access to high-quality career and technical programs that connect underrepresented students to careers in science, technology, engineering, and mathematics and in in-demand sectors. States would be encouraged to coordinate these activities with those supported under the Perkins Act.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
State grants	\$1,261,692	\$1,313,090	\$1,332,764
Range of awards to States	\$5,136–\$128,798	\$5,393–\$133,555	\$5,491–\$135,434
Territories allocation	\$1,667	\$1,735	\$1,761
Indian set-aside	\$16,032	\$16,686	\$16,936
Number of grants	35	35	35
Native Hawaiian grants	\$3,207	\$3,337	\$3,387
Number of grants	9	9	9

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

The Department began implementing the measures for the reauthorized program (discussed in the program description section) in fiscal year 2020, following the transition year authorized in the statute. Baseline data for the new measures will be collected late in calendar year 2021 and available in summer of 2022.

## CAREER, TECHNICAL, AND ADULT EDUCATION

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### **Career and technical education: National programs**

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

(dollars in thousands)

FY 2022 Authorization: \$7,977

Budget Authority:

<u>2021 Appropriation</u>	<u>2022 Request</u>	<u>Change from 2021 to 2022</u>
\$7,421	\$115,421	+\$108,000

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### **PROGRAM DESCRIPTION**

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> 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 National Programs authority 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 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 education 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 backgrounds. 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

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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)
2017.....	\$7,421
2018.....	7,421
2019.....	7,421
2020.....	7,421
2021.....	7,421

### FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests \$115.4 million for Career and Technical Education (CTE) National Programs, \$108 million more than the fiscal year 2021 appropriation. The proposed increase for CTE National Programs is part of a comprehensive effort to expand support for workforce development that includes a \$20 million increase for CTE State Grants and \$10 billion over 10 years in mandatory funding under the American Jobs Plan to expand career pathways for middle and high school students.

This proposed increase would support an innovation grants initiative focused on youth work-based learning and industry credential attainment, as well as related evaluation and technical assistance activities.

The proposal would make \$100 million in competitive awards for middle and high school CTE innovation projects aimed at advancing equity, building the evidence base for what works in CTE, especially for underserved students, and scaling those effective practices. Grantees would be local educational agencies (LEAs) and receive funding for 3-year projects. The Department would give priority for funding to high-poverty LEAs and LEAs serving a high percentage of students of color or a high percentage of students from low-income backgrounds. The Department would also give priority to projects that propose to provide high-quality work-based learning, such as paid internships and innovative approaches to high-quality remote work-based learning, to underserved students; or programs which help underserved students earn industry credentials that lead to in-demand careers with family-sustaining wages. Grantees would be required to propose strategies that meet evidence requirements under the Elementary and Secondary Education Act for tier 3 (promising evidence) or tier 4 (demonstrate a rationale). Grantees would be required to spend no less than 5 percent of their grant awards on evaluating their projects.

The requested increase would also provide \$8 million to conduct evaluation on the proposed new grants and to provide technical assistance to grantees on evaluating their projects and building evidence. While work-based learning and industry-recognized credentials have been core components of CTE programming for years, there is a need for a stronger and more comprehensive research base to rigorously document the evidence for effective practices in these areas. The remainder of National Programs funds would support ongoing implementation

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: National programs

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of CTE State and local programs under Perkins V, as well as research and evaluation activities mandated under the statute.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Research and evaluation	\$1,776	\$1,821	\$1,821
Performance data collection and reporting	1,500	1,000	1,000
Other program improvement activities	4,145	4,600	4,600
Innovation and modernization grants:			
Funding for new awards	0	0	0
Funding for continuation awards	1,484	1,484	1,484
Number of continuation awards	9	9	9
Range of continuation awards	\$70-217	\$70-217	\$70-217
Innovation grants for middle and high school CTE:			
Funding for new awards	0	0	99,000
Number of new awards	0	0	10-15
Range of new awards	0	0	\$6,000-10,500
Peer review of new award applications	0	0	1,000
Evaluation and technical assistance			8,000

### PROGRAM PERFORMANCE INFORMATION

The Department anticipates developing GPRA performances measures for the proposed Innovation and Modernization Grants program. Possible measures would be drawn from the “core indicators” specified in the statute for the CTE State Grants program.

## CAREER, TECHNICAL, AND ADULT EDUCATION

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### **Adult education: Adult basic and literacy education State grants**

(Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

	<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
Annual appropriation	\$674,955	\$674,955	0
Mandatory funding under American Jobs Plan	0	100,000	+\$100,000

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<sup>1</sup> The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

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### **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.

## **CAREER, TECHNICAL, AND ADULT EDUCATION**

### **Adult education: Adult basic and literacy education State grants**

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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 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 three most recent years. No State receives an award of less than \$60,000.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017.....	\$581,955
2018.....	616,955
2019.....	641,955
2020.....	656,955
2021.....	674,955

### FY 2022 BUDGET REQUEST

The Administration requests \$675 million for Adult Education State Grants for fiscal year 2022, the same as the fiscal year 2021 appropriation. The request reflects the continued 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 2012–2014 results of the Programme for the International Assessment of Adult Competencies (PIAAC) indicated that the average cognitive skills of American adults lag behind many other member countries of the Organization for Economic Co-operation and Development (OECD). While U.S. adults scored slightly higher in literacy than the PIAAC international average across participating countries, they scored lower in both numeracy and digital problem solving. Additionally, the United States lags substantially behind in all three domains when compared to high-performing countries, such as Japan and Finland. In literacy, 50 percent of U.S. adults performed at Level 3 or above compared to 72 percent in Japan and 63 percent in Finland; in numeracy, 39 percent of U.S. adults performed at Level 3 or above compared to 63 percent in Japan and 58 percent in Finland; finally, in digital problem solving, 36 percent of U.S. adults performed at Level 2 or above compared to 56 percent in Japan and 51 percent in Finland.<sup>1</sup>

The Administration also requests \$100 million in new mandatory funding in fiscal year 2022 for Adult Education State Grants. This request is part of President Biden’s American Jobs Plan. This funding would connect job-seeking adults to employment opportunities by focusing on foundational skills and embedding career services throughout the adult education lifecycle.

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<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012–15.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Adult basic and literacy State grants	\$578,120	\$593,960	\$593,960
Range of awards to States	\$846–\$87,940	\$761–\$92,912	\$761–\$92,912
Integrated English literacy and civics education State grants	\$77,035	\$80,995	\$80,995
Range of awards to States	\$60–\$15,141	\$60–\$15,465	\$60–\$15,465
Number of participants in Adult basic and literacy and English literacy and civics education	1,100,210	1,000,000	1,000,000

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Adult Education State Grants for possible revision in future years to ensure alignment with Administration policy.

**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	44.8
2020	47.0	35.9
2021	47.0	
2022	42.0	

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: Adult basic and literacy education State grants

**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	45.2
2020	46.5	36.1
2021	46.5	
2022	42.0	

**Additional information:** The lack of improvement in recent years for the measures above is likely due, in part, to the implementation of higher adult education standards and strong economic conditions (which decreases the enrollment of individuals more likely to succeed in adult education programs). Performance data reported for 2020 reflect the disruption in State assessment procedures, caused by the COVID-19 pandemic, to obtain the paired test scores used to measure educational functioning level gain, which is the primary measurable skill gain type used by the adult education program.

**Measure:** The percentage of participants who attained 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.

Year	Target	Actual
2019		25.6%
2020	27.0%	26.1
2021	28.0	
2022	25	

**Measure:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

Year	Target	Actual
2019		27.7%
2020	28.5%	30.2
2021	29.0	
2022	20.0	

**Measure:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

Year	Target	Actual
2019		26.1%
2020	27.0%	27.9
2021	27.5	
2022	20.0	

**Additional information:** The poor performance on the three measures above may be due, in part, to data issues. For example, data matching for employment and postsecondary attendance

## CAREER, TECHNICAL, AND ADULT EDUCATION

### **Adult education: Adult basic and literacy education State grants**

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is difficult and costly, and many States are new to conducting these data matches. Additionally, individuals not seeking employment or postsecondary education or training (e.g., retirees) are included in the denominator for these measures. (The Department expects the data matching, quality, and reliability for these measures to increase in the future.) The 2022 targets reflect the aggregate of performance levels negotiated with the States per section 116 of WIOA, which have taken into consideration expectations regarding the negative impacts of the COVID-19 pandemic on adult education outcomes. Data for 2021 for the measures above are expected in early 2022.

#### **Efficiency Measures**

**Measure:** The annual federal cost per measurable skill gain (MSG) achieved by adult education participants.

Year	Target	Actual
<b>2018</b>		\$855
<b>2019</b>	\$900	883
<b>2020</b>	950	
<b>2021</b>	950	
<b>2022</b>	950	

**Measure:** The annual federal cost per secondary school diploma or its recognized equivalent attained by adult education participants.

Year	Target	Actual
<b>2018</b>		\$6,242
<b>2019</b>	\$6,200	6,367
<b>2020</b>	6,000	
<b>2021</b>	6,000	
<b>2022</b>	6,000	

**Additional information:** The Department expects the annual federal cost per successful outcome measures to increase in 2020, due to the COVID-19 pandemic and as States continue to increase their use of integrated education and training (IET), which generally has substantially higher costs (e.g., equipment, coordination with employers) than the typical adult education program. Data for 2020 for the two measures above are expected in early 2022.



**CAREER, TECHNICAL, AND ADULT EDUCATION**

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**Adult education: National leadership activities**

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$13,712	\$38,712	+\$25,000

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<sup>1</sup> The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

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**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)
2017.....	\$13,712
2018.....	13,712
2019.....	13,712
2020.....	13,712
2021.....	13,712

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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#### **FY 2022 BUDGET REQUEST**

The Administration requests \$38.7 million for Adult Education National Leadership Activities for fiscal year 2022, a \$25 million increase over the fiscal year 2021 enacted level. The substantial increase would support a new initiative to expand college bridge programs in addition to supporting ongoing investments in evaluation and national reporting.

#### **College Bridge Initiative**

The requested increase would scale up college bridge programs for low-skilled adults without a high school degree or equivalency. The Adult Education and Family Literacy Act (AEFLA) provides one of the largest Federal investments in education and training for adults without a high school degree and can play a critical role in the ongoing economic recovery. A study conducted by the Department's Institute of Education Sciences (IES) that made a systematic review of adult education studies found that the research on bridge classes provides emerging evidence of effectiveness on educational progress.<sup>13</sup> Research by MDRC found effectiveness in college bridge programs for low-skilled adults that are hosted by a community college that combine a contextualized, career-focused high school equivalency (HSE) curriculum and college and career transition services. In two evaluations, MDRC found that, compared to traditional HSE programs, this model increased the likelihood of earning a HSE credential and in enrolling in postsecondary education after completing the program.<sup>14,15</sup>

This \$25 million grant initiative would support competitive grants to 10 States, helping them expand and demonstrate the effectiveness of college bridge program opportunities that support low-skilled learners' chances of educational success. Grant funds would be used to plan, pilot, implement, and scale evidence-based college bridge models; to provide technical assistance and professional development to support replication of the model; to provide research and evaluation of key interventions; and to support and strengthen the skills of college bridge program personnel with professional development. States would be required to provide a 10 percent match of the grant award from their State leadership activities set-aside under Adult Basic and Literacy Education State Grants and could leverage their formula grant funds as a catalyst for large-scale innovation and modernization.

#### **Ongoing Investments**

Other activities supported through the fiscal year 2022 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 a statutorily required independent evaluation of AEFLA programs at least every 4 years to improve services and outcomes for adult education program participants. IES is examining the shift in policies and practices since the enactment of WIOA and the challenges that States and

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<sup>13</sup> <https://ies.ed.gov/ncee/pubs/2021007/pdf/2021007.pdf>

<sup>14</sup> [https://www.mdrc.org/sites/default/files/Enhancing\\_GED\\_Instruction\\_brief.pdf](https://www.mdrc.org/sites/default/files/Enhancing_GED_Instruction_brief.pdf)

<sup>15</sup> [https://www.mdrc.org/sites/default/files/SliCC\\_Final\\_Report.pdf](https://www.mdrc.org/sites/default/files/SliCC_Final_Report.pdf)

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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local providers face in administering the program. A separate component of the evaluation is examining whether particular adult education strategies are effective in improving learner outcomes.

- 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.
- *Innovation Initiatives*, which includes activities such as efforts to advance integrated education and training and to increase digital literacy and use in adult education.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Evaluating Adult Education and Literacy Activities	\$2,573	\$3,500	\$3,500
Literacy Information and Communications System	1,675	2,750	2,502
National Reporting System	1,491	1,600	1,600
Innovation initiatives	2,188	2,000	2,635
Other technical assistance, logistical support, and evaluation	5,785	3,862	2,825
College Bridge initiative	0	0	25,000

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Adult Education National Leadership Activities for possible revision in future years to ensure alignment with Administration policy.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

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**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
2017	100%	91%
2018	100	86
2019	90	84
2020	90	95
2021	90	
2022	95	

**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 2020, 54 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. Due to the variety of factors involved in collecting, analyzing, and reporting data, the Department has determined that a target of 100 percent is not appropriate but maintains an ambitious target.