

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION

Fiscal Year 2023 Budget Request

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*State tables reflecting final 2021 allocations and 2022 and 2023 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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Appropriations Language

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"), \$2,308,981,000, of which \$1,517,981,000 shall become available on July 1, 2023, and shall remain available through September 30, 2024, and of which \$791,000,000 shall become available on October 1, 2023, and shall remain available through September 30, 2024:¹ Provided, That \$200,000,000 shall be for competitive grants to consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students:² *Provided further*, That of the amounts made available for AEFLA, \$38,712,000 shall be for national leadership activities under section 242:³

NOTES

A full-year 2022 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2022 (Division A of Public Law 117-43, as amended). The amounts included for 2022 reflect the annualized level provided by the continuing resolution.

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

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Analysis of Language Provisions and Changes

| Language Provision | Explanation |
|---|---|
| <p>¹ <u>...of which \$1,517,981,000 shall become available on July 1, 2023, and shall remain available through September 30, 2024, and of which \$791,000,000 shall become available on October 1, 2023, and shall remain available through September 30, 2024:...</u></p> | <p>This language provides funds 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 \$200,000,000 shall be for competitive grants to consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students:...</u></p> | <p>This language specifies the funding level for the Career-Connected High Schools initiative and authorizes competitive grants to consortia of local educational agencies, institutions of higher education, and employers to pilot evidence-based strategies to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students.</p> |
| <p>³ <u>Provided further, That, of the amounts made available for AEFLA, \$38,712,000 shall be for national leadership activities under section 242:</u></p> | <p>This language overrides the statutory 2 percent cap on the reservation of Adult Education funding for National Leadership Activities.</p> |

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriation, Adjustments, and Transfers
(dollars in thousands)

| Appropriation/Adjustments/Transfers | 2021 | 2022 | 2023 |
|-------------------------------------|-------------|-------------|-------------|
| Discretionary: | | | |
| Appropriation | \$2,030,936 | \$2,030,936 | \$2,308,981 |
| Mandatory: | | | |
| Advance: | | | |
| Advance for succeeding fiscal year | -791,000 | -791,000 | -791,000 |
| Advance from prior year | 791,000 | 791,000 | 791,000 |
| Total, budget authority | 2,030,936 | 2,030,936 | 2,308,981 |

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Summary of Changes
(dollars in thousands)

| | |
|------------|-------------|
| 2022 | \$2,030,936 |
| 2023 | 2,308,981 |
| Net change | +278,045 |

Increases:

| | 2022 base | Change from base |
|--|-------------|------------------|
| <u>Program:</u> | | |
| Increase for <u>Career and Technical Education State Grants</u> to support improvements in career and technical education programs. | \$1,334,848 | +\$20,000 |
| Increase for <u>Career and Technical Education National Programs</u> for competitive awards for a Career-Connected High Schools initiative to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education, and to provide technical assistance and evaluate these projects. | 7,421 | +208,000 |
| Increase for <u>Adult Education State Grants</u> to expand program services at the local level to increase the number of adults receiving services under the program. | 674,955 | +25,045 |
| 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 and for a disconnected youth initiative. | 13,712 | +25,000 |
| Subtotal, increases | | +278,045 |

CAREER, TECHNICAL, AND ADULT EDUCATION

Authorizing Legislation
(dollars in thousands)

| Activity | 2022 Authorized | 2022 Estimate | 2023 Authorized | 2023 Request |
|--|--------------------|------------------|-------------------------------|-----------------|
| <i>Career and technical education (Carl D. Perkins CTEA):</i> | | | | |
| State grants (<i>Title I</i>) | \$1,281,937 | \$1,334,848 | \$1,299,884 | \$1,354,848 |
| National programs (<i>Section 114</i>) | 7,977 | 7,421 | 8,087 | 215,421 |
| <i>Adult education (Adult Education and Family Literacy Act (AEFLA)):</i> | | | | |
| Adult basic and literacy education State grants (<i>AEFLA</i>) | 0 ^{1,2} | 674,955 | To be determined ² | 700,000 |
| National leadership activities (<i>AEFLA section 242</i>) | 0 ^{1,2} | 13,712 | To be determined ² | 38,712 |
| <u>Unfunded authorizations</u> | | | | |
| Grants to States for workplace and community transition training for incarcerated individuals (<i>HE Amendments of 1998, Title VIII-D</i>) | Indefinite | 0 | Indefinite | 0 |
| Total definite authorization | 1,289,914 | | 1,307,971 | |
| Total annual appropriation | | 2,030,936 | | 2,308,981 |
| Portion of request not authorized | | | | 738,712 |

¹ 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.

² The GEPA extension applied through September 30, 2021. Reauthorization for FY 2023 is expected through appropriations action.

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriations History (dollars in thousands)

| Year | Budget Estimate to Congress | House Allowance | Senate Allowance | Appropriation |
|--|--------------------------------|--------------------------|--------------------------|--------------------------|
| 2014 ¹ (2014 Advance for 2015) | \$1,750,154 (791,000) | N/A | \$1,737,949 (791,000) | \$1,702,686 (791,000) |
| 2015 ² (2015 Advance for 2016) | 1,722,686 (791,000) | N/A | 1,720,939 (791,000) | 1,707,686 (791,000) |
| 2016 ³ (2016 Advance for 2017) | 1,915,686 (791,000) | \$1,700,609 (791,000) | 1,669,731 (791,000) | 1,720,686 (791,000) |
| 2017 ⁴ (2017 Advance for 2018) | 1,808,686 (791,000) | 1,720,686 (791,000) | 1,720,686 (791,000) | 1,715,314 (785,628) |
| 2018 ⁵ (2018 Advance for 2019) | 1,476,441 (791,000) | 1,720,686 (791,000) | 1,720,686 (791,000) | 1,830,686 (791,000) |
| 2019 ⁶ (2019 Advance for 2020) | 1,637,159 (791,000) | 1,945,265 (791,000) | 1,855,686 (791,000) | 1,925,686 (791,000) |
| 2020 ⁷ (2020 Advance for 2021) | 1,842,159 (791,000) | 2,003,133 (791,000) | 1,935,686 (791,000) | 1,960,686 (791,000) |
| 2021 ⁸ (2021 Advance for 2022) | 2,723,265 (791,000) | 1,985,686 (791,000) | 2,035,686 (791,000) | 2,030,936 (791,000) |
| 2022 (2022 Advance for 2023) | 2,183,936 (791,000) | 2,238,981 (791,000) | 2,132,848 (791,000) | 2,091,436 (791,000) |
| 2023 (2023 Advance for 2024) | 2,308,981 (791,000) | | | |

¹ The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only

² The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only

³ 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.

⁴ 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.

⁵ 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).

⁶ 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).

⁷ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁸ 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).

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Significant Items in FY 2022 Appropriations Reports

Career and Technical Education National Programs

Senate: The Committee directs the Department to work with the Departments of Defense, Labor, and Commerce to develop a pilot project to increase the quality of, and participation in, career and technical education programs related to the skills needed for new submarine construction. The Committee requests a briefing on the status of this effort within 60 days of enactment

Response: The Department believes that with the enactment of the fiscal year 2022 final appropriations act on March 15, 2022, there is insufficient time to develop a multi-agency pilot project for fiscal year 2022.

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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 \$2.3 billion for this account.

This request provides \$1.4 billion for **Career and Technical Education State Grants**, which includes an increase of \$20 million, to continue 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 \$215.4 million request for **CTE National Programs** would provide an additional \$208 million for a Career-Connected High Schools initiative which would support competitive grants to consortia of local educational agencies, institutions of higher education, and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education, as well as funds for technical assistance, evaluation, and other ongoing activities.

The \$700 million request for **Adult Education State Grants** provides an increase of approximately \$25 million to help expand program services at the local level and increase the number of adults receiving services under the program. Adult Education programs are critical to increasing 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 \$38.7 million request for **Adult Education National Leadership Activities** includes a \$25 million increase to fund scaling up of college bridge programs for low-skilled adults without a high school degree or equivalency and for an initiative for disconnected youth. 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

Career and technical education: State grants

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

(dollars in thousands)

FY 2023 Authorization: \$1,299,884

Budget Authority:

| | 2022 Estimate | 2023 Request | Change |
|------------------------------------|---------------|--------------|-----------|
| Annual appropriation | \$543,848 | \$563,848 | +\$20,000 |
| Advance for succeeding fiscal year | \$791,000 | \$791,000 | |
| Total | \$1,334,848 | \$1,354,848 | +20,000 |

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) 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.

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 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.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Under the statute:

- Programs must 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, in high school settings.
- 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 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

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Career and technical education: State grants

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.

Funding levels for the past 5 fiscal years were:

| Fiscal Year | (dollars in thousands) |
|---------------|------------------------|
| 2018 | \$1,192,598 |
| 2019 | 1,262,598 |
| 2020 | 1,282,598 |
| 2021 | 1,334,848 |
| 2022 Estimate | 1,334,848 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$1.35 billion for Career and Technical Education (CTE) State Grants, \$20 million more than a fiscal year 2022 annualized CR level based on the fiscal year 2021 appropriation. 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, provide work-based learning opportunities, assist students in the transition from secondary education to postsecondary education and jobs,

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Career and technical education: State grants

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 has disproportionately impacted women and communities of color¹, and has had a disparate effect on occupational sectors,² with the highest job losses occurring in the food preparation and related sectors and the leisure and hospitality industry. This is likely to increase demand for CTE from individuals seeking to obtain new skills or credentials in order to pursue 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 2023 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 opportunities) 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.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures | 2021 | 2022 | 2023 |
|---------------------------|-----------------|-----------------|-----------------|
| State grants | \$1,313,090 | \$1,332,764 | \$1,362,275 |
| Range of awards to States | \$5,393–133,555 | \$5,491–135,434 | \$5,639–138,251 |
| Territories allocation | 1,735 | 1,761 | 1,800 |
| Indian set-aside | 16,686 | 16,936 | 17,311 |
| Number of grants | 38 | 38 | 38 |
| Native Hawaiian grants | \$3,337 | \$3,387 | \$3,462 |
| 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

¹ <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diverse-employees-are-struggling-the-most-during-covid-19-heres-how-companies-can-respond>.

² <https://medium.com/georgetown-cew/one-year-of-the-covid-economy-6f2d35d4c027>.

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Career and technical education: State grants

the statute. Baseline data for the new measures were collected late in calendar year 2021 and will be available in summer of 2022.

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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 2023 Authorization: \$8,089

Budget Authority:

| | <u>2022 Estimate</u> | <u>2023 Request</u> | <u>Change</u> |
|--|----------------------|---------------------|---------------|
| | \$7,421 | \$215,421 | +\$208,000 |

PROGRAM DESCRIPTION

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the 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 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.

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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) |
|---------------|------------------------|
| 2018 | \$7,421 |
| 2019 | 7,421 |
| 2020 | 7,421 |
| 2021 | 7,421 |
| 2022 Estimate | 7,421 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$215.4 million for Career and Technical Education (CTE) National Programs, \$208 million more than a fiscal year 2022 annualized CR level based on the fiscal year 2021 appropriation. The proposed increase would leverage the evidence-based Innovation and Modernization Grants authority in the Perkins Act to demonstrate the value and effectiveness of career-connected, postsecondary education-aligned high school experiences across a geographically and demographically diverse range of communities. Funds would build evidence for strategies and practices that, when taken to scale over time, would serve as catalysts for transformational systems change across grades 11-14, ultimately erasing current boundaries and barriers between high school and postsecondary education and supporting dramatically improved postsecondary and career outcomes for all students, but especially for students of color and students from low-income backgrounds.

The \$200 million Career-Connected High Schools initiative would support competitive grants to consortia of local educational agencies, institutions of higher education (including community colleges, which are the primary partners in current pathways models), and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education. These partnerships would create new structures and supports to help high school students develop and navigate clear pathways to postsecondary education and career preparation, accrue college credit, pursue industry-recognized, in-demand credentials, and gain direct experience in the workplace. Participating students would progress directly from high school to postsecondary education, largely eliminating current admissions and financial barriers that often pose as significant obstacles to students of color and students from low-income backgrounds.

Key activities would include dual enrollment in postsecondary education-level core content and career-connected coursework; work-based learning opportunities connected to programs of study; attainment of in-demand, career-related credentials; high-quality counseling and career-navigation supports; and educator recruitment and professional development to support effective integration of academic and career-connected content and instruction across grades 11-14.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

The Department would make an estimated 32 5-year awards averaging \$6 million to partnerships that include one or more high-need local educational agencies, a postsecondary institution, and employers or employer associations. The new program would give competitive priority to minority-serving institutions, Tribal colleges and universities, and rural applicants. A required match of Federal funds would help ensure that projects are sustainable after Federal funding ends.

Approximately \$16 million would be used for technical assistance, the creation of communities of practice, and program evaluation related to Career-Connected High Schools. Remaining CTE National Activities funds would support ongoing implementation of CTE State and local programs under the Perkins Act, as well as research and evaluation activities mandated under the statute.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures | 2021 | 2022 | 2023 |
|--|---------|---------|---------------|
| Research and evaluation | \$2,023 | \$540 | \$2,000 |
| Performance data collection and reporting | \$1,069 | \$824 | \$838 |
| Other program improvement activities | \$4,329 | \$6,057 | \$2,583 |
| Innovation grants for Career-Connected High Schools: | | | |
| Funding for new awards | 0 | 0 | \$192,000 |
| Number of new awards | 0 | 0 | 32 |
| Range of new awards | 0 | 0 | \$4,000-8,000 |
| Peer review of new award applications | 0 | 0 | \$2,000 |
| Evaluation and technical assistance | 0 | 0 | \$16,000 |

PROGRAM PERFORMANCE INFORMATION

The Department anticipates developing GPRA performance measures for the proposed Career-Connected High Schools program. Possible measures would be drawn from the “core indicators” specified in the statute for the CTE State Grants program.

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Adult education: Adult basic and literacy education State grants

(Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

| | 2022 Estimate | 2023 Request | Change |
|--|---------------|--------------|-----------|
| | \$674,955 | \$700,000 | +\$25,045 |

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), 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 AEFLA activities in unified or combined State plans, and partnering through WIOA's one-stop delivery system.

The statute requires the Secretary to allocate 88 percent of funds appropriated for AEFLA State grants to Adult Education Basic State Grants and the remaining 12 percent to Integrated English Literacy and Civics Education State Grants.

¹ The GEPA extension expired September 30, 2021; authorization for FY 2023 is expected through appropriations language.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Adult Education Basic State Grants

From the amount reserved for Adult Education State Grants, the Department makes an initial allotment of \$250,000 to each State and \$100,000 to each Outlying Area, and allocates 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 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 IELCE program supports services designed to help adult English language learners, including professionals with degrees and credentials in their native countries, achieve

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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, 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.

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) |
|---------------|------------------------|
| 2018 | \$616,955 |
| 2019 | 641,955 |
| 2020 | 656,955 |
| 2021 | 674,955 |
| 2022 Estimate | 674,955 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$700 million for Adult Education State Grants, \$25 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The proposed increase would help expand program services at the local level to increase the number of adults receiving services under the program.

New data intended to assess the feasibility of future random assignment studies suggest that just over one-third of all local providers have waiting lists for entry into adult education programs.¹ At the current funding level, the program helps approximately 1.1 million individuals acquire basic foundation skills (including English language acquisition), complete secondary education, and transition to further education and training and to work. However, estimates from the Program for the International Assessment of Adult Competencies (PIAAC) from 2012-2017 indicate that in the United States there are 43 million working-age adults (ages 16–65) with low literacy skills and 63 million working-age adults with low numeracy skills.² PIAAC data over that period of time also show that 23 to 30 percent of such adults wanted to participate in learning activities during the previous year but could not do so. Assuming that only 25 percent of working-age adults with low literacy and low numeracy skills in the United States are interested

¹ This data comes from a survey of all providers about how they were implementing Title II in 2019. More information about this study and its forthcoming reports can be found at https://ies.ed.gov/ncee/projects/evaluation/pathways_wioa.asp

² <https://nces.ed.gov/surveys/piaac/faq.asp#6001>

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

in participating in adult education programs, there are up to 16 million adults seeking services from programs that currently serve just over 1 million individuals.

Moreover, 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. This evidence strongly supports the need for increased Federal investment in adult education programs. For example, PIAAC results indicate that the average skills of American adults lags 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.¹

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures | 2021 | 2022 | 2023 |
|--|--------------|--------------|--------------|
| Adult basic and literacy State grants | \$593,960 | \$593,960 | \$616,000 |
| Range of awards to States | \$761–92,912 | \$761–92,912 | \$770–96,431 |
| Integrated English literacy and civics education State grants | \$80,995 | \$80,995 | \$84,000 |
| Range of awards to States | \$60–15,465 | \$60–15,471 | \$60–16,047 |
| Number of participants in Adult basic and literacy and English literacy and civics education | 1,100,210 | 1,100,210 | 1,125,000 |

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program 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 Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

¹ 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

Goal: To support adult education systems that result in increased adult learner achievement 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 |
|------|--------|--------|
| 2018 | 45.0% | 46.2% |
| 2019 | 46.5 | 44.8 |
| 2020 | 47.0 | 35.9 |
| 2021 | 47.0 | 36.8 |
| 2022 | 42.0 | |
| 2023 | 42.0 | |

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 |
|------|--------|--------|
| 2018 | 45.0% | 45.5% |
| 2019 | 46.0 | 45.2 |
| 2020 | 46.5 | 36.1 |
| 2021 | 46.5 | 31.8 |
| 2022 | 42.0 | |
| 2023 | 42.0 | |

Additional information: Performance data reported for 2020 and 2021 reflect the continued disruptive effects of the COVID-19 pandemic on States' ability 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. The Department adjusted targets for 2022 based on trends in actual performance.

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 | 27.0 |
| 2022 | 25.0 | |
| 2023 | 27.0 | |

Additional information: Performance data reported for 2020 and 2021 reflect the continued disruptive effects of the COVID-19 pandemic on high school equivalency testing. In addition,

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Adult education: Adult basic and literacy education State grants

grantees have experienced an increase in burden because under WIOA this measure requires conducting more data matches among employment, high school equivalency attainment, and postsecondary records. Data matching for employment and postsecondary attendance is difficult and costly, and many States are new to conducting these data matches. Often procedures for data matching are not possible during the time frame required for reporting. The Department expects the data matching, quality, and reliability for these measures to improve in the future.

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 | 29.3 |
| 2022 | 20.0 | |
| 2023 | 30.0 | |

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 | 28.6 |
| 2022 | 20.0 | |
| 2023 | 30.0 | |

Additional information: Performance reported for this measure in 2021 reflects the higher, pandemic-related rates of unemployment that disproportionately affect adult education program participants, as well as increased data collection and matching challenges during the pandemic. 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 improve in the future. Data for 2022 for the measures above are expected in early 2023.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Efficiency Measures

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | | \$855 |
| 2019 | \$900 | 883 |
| 2020 | 950 | 1,012 |
| 2021 | 950 | |
| 2022 | 950 | |
| 2023 | 2,700 | |

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

| Year | Target | Actual |
|------|---------|---------|
| 2018 | | \$6,242 |
| 2019 | \$6,200 | 6,367 |
| 2020 | 6,000 | 6,927 |
| 2021 | 6,000 | |
| 2022 | 6,000 | |
| 2023 | 10,500 | |

Additional information: The Department re-set targets for 2023. Targets are higher to reflect the expectation for States to continue to increase their use of integrated education and training (IET) models, which generally have substantially higher costs (e.g., equipment, additional training for providers, coordination with employers, simultaneous teaching, and supportive services) than the typical adult education program. The new targets were also informed by the program costs reported in a small number of studies of adult education interventions that were found to be effective in improving learner outcomes. Data for 2021 for the two measures above are expected in early 2023.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: National leadership activities

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

| | 2022 Estimate | 2023 Request | Change |
|--|------------------|-----------------|-----------|
| | \$13,712 | \$38,712 | +\$25,000 |

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) |
|---------------|------------------------|
| 2018 | \$13,712 |
| 2019 | 13,712 |
| 2020 | 13,712 |
| 2021 | 13,712 |
| 2022 Estimate | 13,712 |

¹ The GEPA extension expired September 30, 2021; authorization for FY 2023 is expected through appropriations action.

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FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$38.7 million for Adult Education National Leadership Activities, \$25 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The substantial increase would support a new \$10 million initiative focused on disconnected youth without a high school diploma and provide \$15 million for a College Bridge Initiative.

Disconnected Youth Initiative

The term disconnected youth is generally defined as young people ages 16 to 24 who are neither employed nor enrolled in school. Data from 2019 (the latest available) indicate that there are approximately 4.1 million disconnected youth in the U.S., representing approximately 10.7 percent of the country's youth population.¹ There are racial and ethnic disparities in the population of disconnected youth, with rates ranging from 9.2 percent among white youth to 12.8 percent for Hispanic youth, 17.4 percent for Black youth, and 23.4 percent for Native American youth. Furthermore, disconnected youth are more likely to have dropped out of high school, be poor, have a disability, be institutionalized, be living apart from their parents (including encountering the foster care system), and not have health insurance than their connected counterparts. School closings during the COVID-19 pandemic and continuing high unemployment rates among the youth population (9.6 percent among 16- to 19-year-old individuals and 9.1 percent among 20- to 24-year-old individuals in July of 2021²) despite overall decreases in unemployment rates have limited opportunities for disconnected youth to pursue further education or attain employment. Given the characteristics of the disconnected youth population and the added disruptions caused by the pandemic, reconnecting these youth to career-based educational pathways and work opportunities is a priority that will require focused, tailored interventions and substantial support services.

The request would invest \$10 million in competitive grants to 5 States for projects to reduce equity gaps for disconnected youth without a high school diploma who are often underserved in WIOA youth programs. The initiative would give priority to projects proposing to help disconnected youth attain a secondary school diploma and to projects proposing partnerships with public or private entities that would result in employment or transitions into postsecondary education for participants by the end of the project period.

College Bridge Initiative

The request also would provide \$15 million to support competitive grants to 10 States to implement college bridge initiatives for out-of-school youth. College bridge programs provide services such as college counseling, mentoring, assistance with college applications and enrollment, and coaching during the initial months of college enrollment to help students transition into and succeed in postsecondary education. This activity would help States expand and demonstrate the effectiveness of college bridge opportunities that increase low-skilled learners' odds of educational success at the postsecondary level. Grant funds would be used to

¹ Lewis, Kristen. A Decade Undone: 2021 Update. New York: Measure of America, Social Science Research Council, 2021. <https://ssrc-static.s3.amazonaws.com/moa/ADecadeUndone2021Update.pdf>

² <https://www.bls.gov/web/empsit/cpseea10.htm>, last modified August 6, 2001.

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plan, pilot, implement, and scale evidence-based college bridge models that serve out-of-school youth or adapt existing college bridge models to serve out-of-school youth; to provide technical assistance and professional development to support replication of the models; to provide research and evaluation of key interventions; and to support and strengthen the skills of college bridge program personnel through 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 to scale up effective college bridge models.

Ongoing Investments

Other activities supported through the fiscal year 2023 request include the following:

- *Evaluating Adult Education and Literacy Activities*, which supports rigorous research and evaluation on effective adult education and literacy practices 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 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 (IET), allowing participants to participate improve basic literacy and numeracy skills, and workforce skills at the same time and in the same context. The Department seeks to help State, local, and correctional education programs expand the availability of IET.

CAREER, TECHNICAL, AND ADULT EDUCATION

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures | 2021 | 2022 | 2023 |
|--|---------|---------|---------|
| Evaluating Adult Education and Literacy Activities | \$2,500 | \$1,640 | \$3,500 |
| Literacy Information and Communications System | 3,350 | 3,466 | 3,740 |
| National Reporting System | 1,491 | 1,554 | 1,563 |
| Innovation initiatives | 4,318 | 4,100 | 3,000 |
| Other technical assistance, logistical support, and evaluation | 2,053 | 2,965 | 1,909 |
| Disconnected Youth Initiative | 0 | 0 | 10,000 |
| Number of awards | | | 5 |
| Average award | | | 2,000 |
| College Bridge Initiative | 0 | 0 | 15,000 |
| Number of awards | | | 10 |
| Average award | | | 1,500 |

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program 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 Federal resources provided for the program as well as the resources and efforts invested by those served by the 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 grantees submitting high-quality learner assessment data through the National Reporting System (NRS).

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 100% | 86% |
| 2019 | 90 | 84 |
| 2020 | 90 | 95 |
| 2021 | 90 | |
| 2022 | 95 | |
| 2023 | 96 | |

Additional information: In 2021, 55 of 57 grantees (the 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, Palau, and the U.S. Virgin

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Islands) submitted high-quality learner assessment data. The program office has developed a data-quality review process for States based on the Department's "Standards for Evaluating Program Performance Data." This process leads to a determination of whether each State has submitted high quality adult learner assessment data. States periodically upgrade or replace their data systems in order to address any identified data quality issues. 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.

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Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET
(in thousands of dollars)

| | Cat Code | 2021 Appropriation | 2022 Estimate | 2023 Request | 2023 Request Compared to 2022 Estimate | | |
|---|----------|--------------------|---------------|--------------|--|---------|--|
| | | | | | Amount | Percent | |
| <i>Career, Technical, and Adult Education</i> | | | | | | | |
| 1. Career and technical education (Carl D. Perkins CTEA): | | | | | | | |
| (a) State grants (Title I) | | | | | | | |
| Annual appropriation | D | 543,848 | 543,848 | 563,848 | 20,000 | 3.68% | |
| Advance for succeeding fiscal year | D | 791,000 | 791,000 | 791,000 | 0 | 0.00% | |
| Subtotal | | 1,334,848 | 1,334,848 | 1,354,848 | 20,000 | 1.50% | |
| (b) National programs (section 114) | | | | | | | |
| Subtotal, Career and technical education | | 1,342,269 | 1,342,269 | 1,570,269 | 228,000 | 16.99% | |
| 2. Adult education: | | | | | | | |
| (a) Adult basic and literacy education State grants (AEFLA) | | | | | | | |
| National leadership activities (AEFLA section 242) | D | 13,712 | 13,712 | 38,712 | 25,000 | 182.32% | |
| Subtotal, Adult education | | 688,667 | 688,667 | 738,712 | 50,045 | 7.27% | |
| Total, Appropriation | | | | | | | |
| Current | | 1,239,936 | 1,239,936 | 1,517,981 | 278,045 | 22.42% | |
| Prior year's advance | | 791,000 | 791,000 | 791,000 | 0 | 0.00% | |
| NOTES: | | | | | | | |
| 1) D = discretionary program; M = mandatory programs | | | | | | | |
| 2) Detail may not add to totals due to rounding. | | | | | | | |