

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

**Fiscal Year 2024 Budget Request**

**CONTENTS**

	<u>Page</u>
Appropriations Language.....	1
Analysis of Language Provisions and Changes.....	2
Appropriation, Adjustments, and Transfers.....	3
Summary of Changes .....	4
Authorizing Legislation.....	5
Appropriations History.....	6
Significant Items in FY 2023 Appropriations Reports .....	7
Summary of Request .....	8
Activities:.....	9
Career and technical education: State grants .....	9
Career and technical education: National programs .....	16
Adult education: Adult basic and literacy education State grants.....	19
Adult education: National leadership activities .....	26
Account Summary Table.....	32
State Tables*	

\*State tables reflecting actual fiscal year 2022 allocations and fiscal years 2023 and 2024 estimates are posted on the Department's webpage at:  
<https://www2.ed.gov/about/overview/budget/statetables/index.html>

## CAREER, TECHNICAL, AND ADULT EDUCATION

### 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"), [~~\$2,191,436,000~~]\$2,447,436,000, of which [~~\$1,400,436,000~~] \$1,656,436,000 shall become available on July 1, [~~2023~~]2024, and shall remain available through September 30, [~~2024~~]2025, and of which \$791,000,000 shall become available on October 1, [~~2023~~]2024, and shall remain available through September 30, [~~2024~~]2025:<sup>1</sup> Provided, That [~~\$25,000,000~~] shall be available for innovation and modernization grants under such section 114(e) of the Perkins Act]\$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:<sup>2</sup> Provided further, That funds for grants under the preceding proviso may be used to pay stipends to program participants:<sup>3</sup> *Provided further*, That of the amounts made available for AEFLA, [~~\$13,712,000~~]\$43,712,000 shall be for national leadership activities under section 242.<sup>4</sup>

(Department of Education Appropriations Act, 2023.)

#### NOTE

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 [<del>\$1,400,436,000</del>]<u>\$1,656,900,000</u> shall become available on July 1, [<del>2023</del>] <u>2024</u>, and shall remain available through September 30, [<del>2024</del>]<u>2025</u>, and of which \$791,000,000 shall become available on October 1, [<del>2023</del>]<u>2024</u>, and shall remain available through September 30, [<del>2024</del>]<u>2025</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><sup>2</sup>... Provided, That [<del>\$25,000,000</del> shall be available for innovation and modernization grants under such section 114(e) of the Perkins Act]<u>\$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><sup>3</sup> ...<u>Provided further, That funds for grants under the preceding proviso may be used to pay stipends to program participants:</u></p>	<p>This language authorizes the use of funds to support paid, work-based learning activities.</p>
<p><sup>4</sup>...<u>Provided further, That, of the amounts made available for AEFLA,</u> [<del>\$13,712,000</del>]<u>\$43,712,000</u> shall be for national leadership activities under section 242.</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	2022	2023	2024
<b>Discretionary:</b>			
Appropriation	\$2,091,436	\$2,191,436	\$2,447,900
<b>Advance:</b>			
Advance for succeeding fiscal year	-791,000	-791,000	-791,000
Advance from prior year	791,000	791,000	791,000
Total, budget authority	2,091,436	2,191,436	2,447,900

**CAREER, TECHNICAL, AND ADULT EDUCATION**

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

2022	\$2,191,436
2023	2,447,900
Net change	+256,464

**Increases:**

	2023 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.	\$1,429,848	+\$43,464
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, to provide technical assistance and evaluate these projects, and to support paid, work-based learning.	32,421	+183,000
Increase for <u>Adult Education National Leadership Activities</u> to support the use of Pell Grants at correctional institutions to provide access to postsecondary offerings as part of adult education programs; scaling up of college bridge programs for adults without a high school degree or equivalency; and for a disconnected youth initiative.	13,712	+30,000
Subtotal, increases		+256,464

**CAREER, TECHNICAL, AND ADULT EDUCATION**

**Authorizing Legislation**

(dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
<i>Career and technical education (Carl D. Perkins CTEA):</i>				
State grants ( <i>Title I</i> )	\$1,299,884	\$1,429,848	\$1,318,082	\$1,473,312
National programs ( <i>Section 114</i> )	8,089	32,421	8,202	215,421
<i>Adult education (Adult Education and Family Literacy Act (AEFLA)):</i>				
Adult basic and literacy education State grants ( <i>AEFLA</i> )	0 <sup>1,2</sup>	715,455	To be determined <sup>2</sup>	715,455
National leadership activities ( <i>AEFLA section 242</i> )	0 <sup>1,2</sup>	13,712	To be determined <sup>2</sup>	43,712
<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	1,307,973		1,326,284	
Total annual appropriation		2,191,436		2,447,900
Portion of request not authorized				759,167

<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 applied through September 30, 2021. Reauthorization for FY 2024 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
2015 <sup>1</sup> (2015 Advance for 2016)	\$1,722,686 (791,000)	N/A	\$1,720,939 (791,000)	\$1,707,686 (791,000)
2016 <sup>2</sup> (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 <sup>3</sup> (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 <sup>4</sup> (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 <sup>5</sup> (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 <sup>6</sup> (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 <sup>7</sup> (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 <sup>8</sup> (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 <sup>9</sup> (2023 Advance for 2024)	2,308,981 (791,000)	2,214,981 (791,000)	2,246,436 (791,000)	2,191,436 (791,000)
2024 (2024 Advance for 2025)	2,447,900 (791,000)			

<sup>1</sup> 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

<sup>2</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>3</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>4</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>5</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>6</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

<sup>7</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).

<sup>8</sup> The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

<sup>9</sup> The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Significant Items in FY 2023 Appropriations Reports

#### Career and Technical Education State Grants

House: CTE Teacher Shortages.—The Committee is concerned about the growing shortage of qualified public school teachers at all levels of education and the lack of Federal data on CTE teacher shortages. Specifically, the Department’s Teacher Shortage Area database does not account for schools which have ceased to offer a CTE course due to a staffing shortage. Further, the Department does not currently collect data on the characteristics of the CTE teacher workforce including demographic information, salary, years of industry experience, and highest level of educational attainment. In the fiscal year 2024 Congressional Budget Justification, the Committee requests for the Department to identify Federal data that can help Congress and stakeholders better understand CTE teacher shortages. If such data are unavailable, the Committee requests the Department suggest methods for obtaining necessary data prospectively.

Response: While the Department supports a number of data collection activities that include information on teachers, the data available on teacher shortages generally is limited. The Department’s Office of Postsecondary Education’s Teacher Shortage Areas database is a State-level reporting system and does not include district- or school-level data. The National Teacher and Principal Survey (NTPS) collects data on the characteristics of the teacher workforce, including CTE teachers, and including demographic information, salary, and highest level of educational attainment, but not years of industry experience. First Look data from the 2020-2021 survey are available at <https://nces.ed.gov/surveys/ntps/>. The Institute for Education Sciences is currently considering including teacher shortage and pipeline issues in the LEA survey it is carrying out for the National Evaluation of Career and Technical Education. However, this is an evaluation, not a routine data collection like NTPS and data would only be collected periodically.



## 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 \$2.3 billion for this account.

This request provides \$1.5 billion for **Career and Technical Education State Grants**, which includes an increase of \$43.5 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 \$200 million in fiscal year 2024 for the Career-Connected High Schools initiative to 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, and would include paid work-based learning experiences, as well as funds for technical assistance, evaluation, and other ongoing activities.

The \$715.5 million request for **Adult Education State Grants** would support programs that 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 \$43.7 million request for **Adult Education National Leadership Activities** includes a \$30 million increase. The increase would provide \$10 million to support programs at correctional institutions that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program and to provide technical assistance in this area; \$12.5 million to scale up college bridge programs for adults without a high school degree or equivalency; and \$7.5 million for an initiative focused on disconnected youth without a high school diploma. Funds would also continue to support activities intended to increase the literacy and workforce skills of our Nation's English speaking adult population, as well as the ongoing need to address the English language acquisition, literacy, and workforce skills gaps of our immigrant population who do not speak English.

## 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 2024 Authorization: \$1,318,082

Budget Authority:

	<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
Annual appropriation	\$638,848	\$682,312	+\$43,464
Advance for succeeding fiscal year	\$791,000	\$791,000	
Total	\$1,429,848	\$1,473,312	+43,464

---

### 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.

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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### 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)
2019	\$1,262,598
2020	1,282,598
2021	1,334,848
2022	1,379,848
2023	1,429,848

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$1.5 billion for Career and Technical Education (CTE) State Grants, \$43.5 million more than the fiscal year 2023 appropriation. The secondary and postsecondary education CTE programs under the Perkins Act are an important element of educational and workforce development systems. They can introduce students to careers as early as middle school, support attainment of academic and career skills, help students learn about career pathways and attain credentials needed for careers in in-demand, high-wage fields, provide high-quality work-based learning opportunities, assist students in the transition

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

---

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 has disproportionately impacted women and communities of color,<sup>1</sup> and has had a disparate effect on occupational sectors,<sup>2</sup> 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 2024 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	2022	2023	2024
State grants	\$1,357,536	\$1,406,541	\$1,473,312
Range of awards to States	\$5,614–137,373	\$5,860–141,487	\$6,074–145,867
Territories allocation	\$1,794	\$1,859	\$1,915
Indian set-aside	\$17,248	\$17,873	\$18,416
Number of grants	38	38	38
Native Hawaiian grants	\$3,450	\$3,575	\$3,683
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

---

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

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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

---

the statute. Baseline data for the new measures were collected late in calendar year 2021. Data for 2023 will be available in summer of 2023.

**Measure:** The percentage of secondary CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate.

Year	Target	Actual
2022	92%	96%
2023	91	
2024	93	

**Measure:** The percentage of secondary CTE concentrators meeting the state-established mathematics standards.

Year	Target	Actual
2022	44%	59%
2023	43	
2024	51	

**Measure:** The percentage of secondary CTE concentrators meeting the state-established reading/language arts standards.

Year	Target	Actual
2022	55%	59%
2023	53	
2024	56	

**Measure:** The percentage of secondary CTE concentrators meeting the state-established science standards.

Year	Target	Actual
2022	46%	61%
2023	40	
2024	51	

**Measure:** The percentage of secondary CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

Year	Target	Actual
2022	78%	66%
2023	75	
2024	78	

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

---

**Measure:** The percentage of secondary CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Year	Target	Actual
2022	28%	33%
2023	26	
2024	30	

**Measure:** The percentage of postsecondary CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Year	Target	Actual
2022	70%	79%
2023	69	
2024	74	

**Measure:** The percentage of postsecondary CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Year	Target	Actual
2022	53%	59%
2023	54	
2024	56	

**Measure:** The percentage of postsecondary CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Year	Target	Actual
2022	18%	21%
2023	17	
2024	19	

**Measure:** Annual cost per secondary student.

Year	Target	Actual
2022	\$106	\$77
2023	\$171	
2024	\$124	

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: State grants

---

**Measure:** Annual cost per postsecondary student.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2022</b>	\$142	\$542
<b>2023</b>	\$225	
<b>2024</b>	\$384	



## CAREER, TECHNICAL, AND ADULT EDUCATION

---

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

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

(dollars in thousands)

FY 2024 Authorization: \$8,089

Budget Authority:

	<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
	\$32,421	\$215,421	+\$183,000

---

### **PROGRAM DESCRIPTION**

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

---

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	7,421
2023	32,421

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$215.4 million for Career and Technical Education (CTE) National Programs, \$183 million more than the fiscal year 2023 appropriation, to pay continuation costs for awards anticipated to be made in fiscal year 2023 and run a new competition. The Career-Connected High Schools program leverages 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 tied to regional and geographic economic needs. Funds would build evidence for strategies and practices that, when taken to scale over time, would strengthen career-based pathways across grades 11-14, erasing current boundaries and barriers between high school and postsecondary education and employers, and supporting dramatically improved postsecondary education attainment, workforce training and career outcomes for all students, but especially for students of color and students from low-income backgrounds.

The Career-Connected High Schools program, anticipated for launch in fiscal year 2023, 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), non-profits, 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, with a focus on underserved students, develop and navigate clear pathways to postsecondary education and career preparation, accrue college credit, pursue in-demand, high-value credentials, and gain direct experience and skills in the workplace that lead to high-quality jobs. Participating students could progress directly from high school to postsecondary education, eliminating many admissions and financial barriers that often pose significant obstacles to students of color and students from low-income backgrounds.

For a fiscal year 2024 competition, an additional competitive priority would focus on paid work-based learning and funds under this priority could be used to support stipends for program participants. This priority would encourage grantees to build out or expand work-based learning experiences including internships, apprenticeships, and would focus on re-engaging students who are currently disconnected from the education system. This competition would support

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Career and technical education: National programs

---

student progress toward earning career-related credentials, college credit through dual enrollment opportunities, a high school diploma, and supporting their transition from secondary to postsecondary education and high-quality jobs. This initiative would include impact evaluations and build evidence of effectiveness for these activities. 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.

The request includes appropriations language reflecting the proposed structure of the Career-Connected High Schools program within the underlying Innovation and Modernization Grants authority.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Research and evaluation	\$2,072	\$2,151	\$2,000
Performance data collection and reporting	\$824	838	832
Other program improvement activities	4,525	4,182	3,500
Innovation grants for Career-Connected High Schools:			
Funding for new awards	0	\$25,000	\$166,339
Number of new awards	0	8	27
Range of new awards	0	\$2,000-4,000	\$4,000-8,000
Funding for continuation awards	0	0	\$25,000
Number of continuation awards	0	0	8
Peer review of new award applications	0	\$250	\$1,750
Evaluation and technical assistance	0	0	\$16,000

### PROGRAM PERFORMANCE INFORMATION

The Department anticipates developing GPRA performance measures for the Career-Connected High Schools 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**

---

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

(Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$715,455	\$715,455	0

**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.

---

<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

## **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)
2019	\$641,955
2020	656,955
2021	674,955
2022	690,455
2023	715,455

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$715.5 million for Adult Education State Grants, level with the fiscal year 2023 appropriation. The request reflects the continued need for Federal investment in adult education programs due not only to demand, but also 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.

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.<sup>1</sup> Although program enrollment decreased from 1.1 million individuals in 2019-20 to 725,000 in 2020-21 due to the effect of the COVID-19 pandemic, there remains significant need for programs that help individuals acquire basic foundation skills (including English language acquisition), complete secondary education, and transition to further education and training. 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.<sup>2</sup> 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

---

<sup>1</sup> 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](https://ies.ed.gov/ncee/projects/evaluation/pathways_wioa.asp)

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

## CAREER, TECHNICAL, AND ADULT EDUCATION

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

---

25 percent of working-age adults with low literacy and low numeracy skills in the United States are interested in participating in adult education programs, there are up to 16 million adults seeking services from programs that currently serve under 1 million individuals.

Moreover, data suggest 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 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>

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Adult basic and literacy State grants	\$607,600	\$629,600	\$629,600
Range of awards to States	\$762–95,091	\$901–100,427	\$901–100,427
Integrated English literacy and civics education State grants	\$82,855	\$85,855	\$85,855
Range of awards to States	\$60–15,827	\$60–16,343	\$60–16,343
Number of participants in Adult basic and literacy and English literacy and civics education	725,000	730,000	730,000

### 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.

---

<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

---

**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
2019	46.5%	44.8%
2020	47.0	35.9
2021	47.0	36.8
2022	42.0	42.4
2023	42.0	
2024	44.0	

**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
2019	46.0%	45.2%
2020	46.5	36.1
2021	46.5	31.8
2022	42.0	39.4
2023	42.0	
2024	44.0	

**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	22.5
2023	27.0	
2024	28.0	



## CAREER, TECHNICAL, AND ADULT EDUCATION

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

---

**Additional information:** Grantee performance reported for educational measures in 2022 reflects the gradual reopening of adult education classrooms and the resumption of in-person instruction. These factors had a positive impact on state assessment procedures during the 2021-22 program year. States were able to improve the number of paired test scores used to measure educational functioning level gain, which is the primary measurable skill gain type used by the adult education program. However, there are areas where the effects of the pandemic or pandemic-related policies continue to create an environment that may not be conducive to pre- and post-testing activities. For example, some local programs still require strict adherence to certain pandemic induced procedures, inhibiting in-person testing for large groups of students, which is a significant departure from what was possible prior to the pandemic. Other effects of the pandemic have yielded adult education program staffing shortages, specifically with regard to teacher recruitment and retention.

In addition, grantees have experienced an increase in burden because 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	35.0
2023	30.0	
2024	33.0	

**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	30.8
2023	30.0	
2024		

**Additional information:** Performance reported for the unsubsidized employment measures in 2022 reflects the gradual improvement of employment outcomes for adult education program participants in the follow-up period that was measured from January 2021 to December 2021, a time when overall employment opportunities were generally increasing. Note that individuals not seeking employment or postsecondary education or training (e.g., retirees) are included in the

## CAREER, TECHNICAL, AND ADULT EDUCATION

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

---

denominator for these measures. The Department expects the data matching, quality, and reliability for these measures to improve in the future. Data for 2023 for the measures above are expected in early 2024.

#### Efficiency Measures

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

Year	Target	Actual
2019	\$900	\$883
2020	950	1,043
2021	950	1,576
2022	950	
2023	2,700	
2024	2,700	

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

Year	Target	Actual
2019	\$6,200	\$6,367
2020	6,000	7,143
2021	6,000	9,646
2022	6,000	
2023	10,500	
2024	10,500	

**Additional information:** Actual data for 2020 have been revised to include updated data submitted by States under the Tydings waiver provision of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). 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 2022 for the two measures above are expected in early 2024.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$13,712	\$43,712	+\$30,000

### 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:

<u>Fiscal Year</u>	<u>(dollars in thousands)</u>
2019	\$13,712
2020	13,712
2021	13,712
2022	13,712
2023	13,712

<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

---

#### **FY 2024 BUDGET REQUEST**

For fiscal year 2024, the Administration requests \$43.7 million for Adult Education National Leadership Activities, \$30 million more than the fiscal year 2023 appropriation. The substantial increase would provide \$10 million to support adults in correctional institutions to access to postsecondary offerings as part of adult education programs; \$7.5 million for an initiative focused on disconnected youth without a high school diploma; \$12.5 million for a College Bridge Initiative.

#### **Transition to Postsecondary Education for Individuals who are Incarcerated**

The request would provide \$10 million to support the implementation of high-quality programs at correctional institutions that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program. This could include Pell eligible education programs that include credit-bearing postsecondary coursework, integrated education and training, advising, and programs that provide supported transition into postsecondary education. The full reinstatement of Pell Grants for incarcerated individuals will begin on July 1, 2023. For over 26 years, individuals who were incarcerated could not access Pell grants to help fund postsecondary education coursework. In 2015, the Department set up an experimental site program that allowed select State and federal prisons to off the program. Through experimental sites, over 9,000 students earned either an associate's degree, bachelor's degree, certificate or diploma.

The FAFSA Simplification Act removed the restrictions that previously existing and will allow every correctional facility across the country to expand access to postsecondary education for individuals who are incarcerated. Postsecondary education has been shown to reduce recidivism by 48 percent, increasing public safety and reducing incarceration costs. It has also been shown to increase employment and earnings for formerly incarcerated people.<sup>1</sup>

The request would support two activities to promote the development and implementation of correctional programs that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program. The first activity would consist of \$7 million to make awards to consortia of (1) State departments of corrections or correctional facilities; and (2) state agencies of higher education or institutions of higher education to establish partnerships and build up the institutional capacity and knowledge of states and localities to establish and support these programs. Funds could be used to support direct services to students, particularly support services. An additional \$3 million would support a Correctional and Reentry Education Technical Assistance Center (TAC) to provide technical assistance to stakeholders delivering education, particularly adult education programs, for justice system-involved populations. This TAC would work across the Department of Education, in collaboration with other federal agencies, and would provide assistance in the areas of implementing best practices, data collection, evaluation, and implementation. The TAC would also be available to help institutions seeking to use Pell Grant funds to provide programs for incarcerated individuals.

---

<sup>1</sup> Patrick Oakford et al., "Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison" (Vera Institute of Justice, January 2019).

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

---

#### 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.<sup>1</sup> 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. Students who are disconnected are more likely to have not completed high school, have low socioeconomic status, have a disability, be living apart from their parents (including encountering the foster care system), and not have health insurance compared to 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 2021<sup>2</sup>) have limited opportunities for disconnected youth to pursue further education or attain employment. Given the characteristics of the youth who are disconnected 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 \$7.5 million in competitive grants to five States for projects to reduce equity gaps for youth who are disconnected without a high school diploma and are often underserved in WIOA youth programs. The initiative would give priority to projects proposing to help youth who are disconnected 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 provides \$12.5 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 learners' odds of educational success at the postsecondary level. Grant funds would be used to 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

---

<sup>1</sup> 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>

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

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

---

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 2024 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 efforts to advance integrated education and training (IET) that allow participants to participate improve basic literacy and numeracy skills as well as 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

### Adult education: National leadership activities

---

#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2022	2023	2024
Evaluating Adult Education and Literacy Activities	\$2,496	\$4,084	\$3,500
Literacy Information and Communications System	3,847	3,937	4,274
National Reporting System	1,554	1,563	1,563
Innovation initiatives	3,224	2,428	2,105
Other technical assistance, logistical support, and evaluation	2,5912	1,700	2,270
Pell Grant Initiative	0	0	10,000
Number of awards	0	0	20-35
Range of awards	0	0	\$200-\$500
Technical Assistance Center	0	0	\$3,000
Disconnected Youth Initiative	0	0	7,500
Number of awards	0	0	5
Average award	0	0	\$2,000
College Bridge Initiative	0	0	12,500
Number of awards	0	0	10
Average award	0	0	\$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.*

## CAREER, TECHNICAL, AND ADULT EDUCATION

### Adult education: National leadership activities

---

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2019</b>	90%	84%
<b>2020</b>	90	95
<b>2021</b>	90	96
<b>2022</b>	95	93
<b>2023</b>	96	
<b>2024</b>	96	

**Additional information:** In 2022, 53 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 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.



## Account Summary Table

[Click here for the online version](#)

### DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget Request	FY 2024 President's Budget Request Compared to FY 2023 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	588,848	638,848	682,312	43,464	6.80%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%
Subtotal		1,379,848	1,429,848	1,473,312	43,464	3.04%
(b) National programs (section 114)						
Subtotal, Discretionary	D	0	1,462,269	1,688,733	226,464	15.49%
Subtotal, Career and technical education		1,387,269	1,462,269	1,688,733	226,464	15.49%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)						
National leadership activities (AEFLA section 242)	D	13,712	13,712	43,712	30,000	218.79%
Subtotal, Adult education		704,167	729,167	759,167	30,000	4.11%
<b>Total, Appropriation</b>						
Current		1,300,436	1,400,436	1,656,900	256,464	18.31%
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.