



Fact Sheet: Department of Education (ED) and Department of Labor (DOL) Elementary and Secondary Education Partnership

What is the nature of the partnership? ED and DOL are establishing this partnership to improve elementary and secondary education in the United States by streamlining education and workforce efforts. Together, the two agencies will utilize available statutory authorities to empower parents and states, promote innovation, and deliver process improvements in pursuit of better outcomes for students in elementary and secondary education. The agencies are establishing a partnership that streamlines agency administration of elementary and secondary education programs and connects ED education programs with DOL workforce programs to better align the nation's education and workforce systems.

Why is this partnership being launched? This partnership is consistent with [Executive Order No. 14242](#) to “return authority over education to the States and local communities, while ensuring the effective and uninterrupted delivery of services, programs, and benefits on which Americans rely.” It will also provide a better coordinated Federal education and workforce system, in line with [Executive Order No. 14278](#).

The latest Nation's Report Card shows that we are failing American students. Nearly 7 out of 10 4th and 8th grade students are not proficient in reading, and the results are similar for math. At a critical juncture when students are about to graduate and enter the workforce, military, or higher education, nearly half of America's high school seniors are testing at below basic levels in math and reading. Keeping K-12 programs, postsecondary programs, and workforce programs closely connected helps ensure students build the foundational skills they need early on, setting them up to graduate and pursue rewarding careers.

With high dropout rates, low literacy levels, and poor labor force participation rates, the current education system, despite vast federal investment, is not meeting the needs of Americans. By aligning learning pathways and resources, we're laying the groundwork for a stronger, more prepared generation that is ready to meet the demands of a changing economy and be productive members of a free society.

Co-administering K-12 programs with DOL will create a cohesive, unified strategy for talent development to build the workforce for the Golden Age of America. This structure will help states reduce slippage points in transitions between educational stages, boost literacy



and numeracy skills, enhance career exploration, and ensure better alignment between education outcomes and workforce needs.

Under what authorities will this partnership be launched? The ED-DOL partnership follows a commonly utilized Interagency Agreement (IAA) framework, set forth under the Economy Act at 31 U.S.C. § 1535. ED has broad authority to enter into contracts with other agencies for such agencies to provide services to ED. Under this partnership, DOL will provide grant administration services to ED in managing and overseeing these programs.

What will each agency do as part of this partnership? DOL will take a growing role in administering select elementary and secondary education programs funded under the Elementary and Secondary Education Act, as amended. These enumerated programs are currently managed by ED's Office of Elementary and Secondary Education (OESE).

With proper oversight by ED, DOL will manage competitions, provide technical assistance, and integrate ED's programs with the suite of employment and training programs DOL already administers. ED will maintain all statutory responsibilities and will continue its oversight of these programs.

What programs are included in this partnership? The Elementary and Secondary Education programs impacted include:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B: Improving Academic Achievement of the Disadvantaged—State Assessment Grants
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk
- Title II, Part A: Supporting Effective Instruction State Grants
- Title III, Part A: English Language Acquisition State Grants
- Title IV, Part A, Student Support and Academic Enrichment (SSAE)
- Title IV, Part B 21st Century Community Learning Centers
- Title V Small, Rural School Achievement and Rural and Low-Income School Programs
- Impact Aid
- Education for Homeless Children and Youths



- Republic of Palau Grant
- Consolidated Grants to the Insular Areas

The following competitive grant programs are included:

- Comprehensive Literacy State Development
- Innovative Approaches to Literacy
- Supporting Effective Educator Development
- Charter Schools Program
- Assistance for Arts Education
- Washington D.C. Scholarships for Opportunity and Results (SOAR) Act
- Teacher and School Leader Incentive
- Teacher Quality Partnership Grant
- American History and Civics
- Magnet Schools Assistance Program

Is there precedent for such partnerships? IAAs are a tool commonly used by government agencies to share services, collaborate, and ensure efficient service delivery. Agencies frequently rely upon these agreements, so much so that the government has standardized forms to facilitate agencies' use of them. IAAs have been used by both large and small agencies in Democrat and Republican administrations alike. IAAs serve many purposes, and they are often used for administering grant programs.

For example, in 2022, the Biden Administration's Department of Justice, Federal Bureau of Prisons signed an IAA designating the Department of Labor (DOL) to administer grants under the First Step Act. More recently, ED and DOL successfully implemented an [IAA](#) to streamline the adult education and family literacy programs funded under Title II of the Workforce Innovation and Opportunity Act (WIOA) and career and technical education (CTE) programs funded by Perkins V. As of January 2026, ED's Office of Career, Technical, and Adult Education (OCTAE) has processed nearly 1,627 payment requests totaling \$575 million from 51 unique States and territories and has onboarded all grantees to DOL's GrantSolutions (GS) and Payment Management System (PMS). In summary, ED has entered into IAAs with other Federal agencies for many years when doing so has been in the best interest of the U.S. government — for example, when such agreements are cost-effective or provide enhanced or more efficient program support.



Likewise, the Economy Act has been used by Federal agencies in the past to enter into contracts with other agencies to perform services. These contracts are commonly used to implement IAAs through a contract for services. ED will continue to perform all statutorily required duties and responsibilities.

How will this agreement impact states? States will continue receiving all title formula funds — including those that support low-income students, teachers, academic enrichment, and after-school programs. States will now receive these funds from DOL.

ED and DOL experts will collaborate to identify efficiencies and opportunities to improve the programs in service of improving education outcomes for our nation's students and developing a stronger workforce.

By streamlining efforts to improve educational outcomes while increasing employment and postsecondary attainment rates, this partnership will empower states to use federal investments to foster a more competitive and prosperous workforce.

Will this agreement change program eligibility for agencies, entities, and institutions?

There is no anticipated adverse impact on eligible agencies, entities, and institutions, as ED is enabling DOL to implement and execute the grant programs. All programs will continue to be administered in accordance with the applicable statutory requirements.

Who should State agency staff contact if they have questions or need technical assistance?

States and grantees should not expect to experience programmatic disruptions due to the partnership. States and grantees should continue to remain in contact with their respective OESE and DOL programmatic staff. Announcements on any additional process-related transitions will be made available through known channels of communication via OESE and DOL programmatic staff.