

DEPARTMENT OF EDUCATION
CAREER, TECHNICAL, AND ADULT EDUCATION
FISCAL YEAR 2026 BUDGET REQUEST

CONTENTS

	PAGE
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
Summary of Request.....	8
Activities:	
Career and Technical Education: State Grants.....	9
Career and technical education: National programs	18
Adult Education: Adult Basic and Literacy Education State Grants	22
Adult education: National Leadership Activities	29
Account Summary Table.....	32
State Tables	33

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”), \$1,450,000,000, of which \$659,000,000 shall become available on July 1, 2026, and shall remain available through September 30, 2027, and of which \$791,000,000 shall become available on October 1, 2026, and shall remain available through September 30, 2027.¹ Provided, That up to \$10,152,000 shall be available for innovation and modernization grants under such section 114(e) of the Perkins Act.²

NOTES

This account is operating under the Full-Year Continuing Appropriations and Extensions Act, 2025 (division A of Public Law 119-4).

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
<i>¹ ... of which \$659,000,000 shall become available on July 1, 2026, and shall remain available through September 30, 2027, and of which \$791,000,000 shall become available on October 1, 2026, and shall remain available through September 30, 2027:...</i>	This language provides funds on a forward-funded basis, as well as advance funding, for Career and Technical Education.
<i>² ... Provided, That up to \$10,152,000 shall be available for innovation and modernization grants under such section 114(e) of the Perkins Act:...</i>	This language specifies the funding level for innovation and modernization grants under section 114(e) of the Perkins Act.

CAREER, TECHNICAL, AND ADULT EDUCATION
APPROPRIATION, ADJUSTMENTS, AND TRANSFERS

(dollars in thousands)

Appropriation/Adjustments/Transfers	2024	2025	2026
Discretionary			
Appropriation	\$2,181,436	\$2,181,436	\$1,450,000
Total, discretionary appropriation	\$2,181,436	\$2,181,436	\$1,450,000
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	\$2,181,436	\$2,181,436	\$1,450,000

CAREER, TECHNICAL, AND ADULT EDUCATION

SUMMARY OF CHANGES

(dollars in thousands)

Enacted/Request	Amount
2024 Enacted	\$2,181,436
2026 Request	1,450,000
Net change	-\$731,436

Summary of Changes	2024 base	Change from base
Increases		
Program:		
Decrease for Career and Technical Education National Activities to restore fiscal discipline while giving the Administration flexibility to pursue additional educational priorities in support of the American worker.	\$12,421	-\$2,269
Eliminate funding for Adult Education Basic and Literacy Education State Grants and Adult Education National Leadership Activities to restore fiscal discipline and reduce the Federal role in education.	729,167	-729,167
Net change		-\$731,436

CAREER, TECHNICAL, AND ADULT EDUCATION

AUTHORIZING LEGISLATION

(dollars in thousands)

Activity	2024 Authorized	2024 Actual	2026 Authorized	2026 Request
Career and Technical: (Carl D. Perkins CTEA): ¹				
State grants (VTEA Title I and WIA Section 503)	\$1,318,082	\$1,439,848	To be determined	\$1,439,848
National programs (Section 114)	8,202	12,421	To be determined	10,152
Adult Education (Adult Education and Family Literacy Act (AEFLA)) ^{2 3}				
Adult basic and literacy education State grants (AEFLA)	To be determined	715,455	To be determined	0
National leadership activities (AEFLA section 242)	To be determined	13,712	To be determined	0
Unfunded authorizations				
Grants to States for workplace and community transition training for incarcerated individuals (HE Amendments of 1998, Title VIII-D)	Indefinite	0	Indefinite	0
Total definite authorization	\$1,326,284			
Total annual appropriation		2,181,436		\$1,450,000
Portion of request not authorized	To be determined	729,167		1,450,000

¹ The GEPA extension applies through September 30, 2025.

² 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.

³ The GEPA extension applied through September 30, 2021.

CAREER, TECHNICAL, AND ADULT EDUCATION

APPROPRIATIONS HISTORY

(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2017 ¹	\$1,808,686	\$1,720,686	\$1,720,686	\$1,715,314
2017 Advance for 2018	(791,000)	(791,000)	(791,000)	(785,628)
2018 ²	1,476,441	1,720,686	1,720,686	1,830,686
2018 Advance for 2019	(791,000)	(791,000)	(791,000)	(791,000)
2019 ³	1,637,159	1,945,265	1,855,686	1,925,686
2019 Advance for 2020	(791,000)	(791,000)	(791,000)	(791,000)
2020 ⁴	1,842,159	2,003,133	1,935,686	1,960,686
2020 Advance for 2021	(791,000)	(791,000)	(791,000)	(791,000)
2021 ⁵	2,723,26	1,985,686	2,035,686	2,030,936
2021 Advance for 2022	(791,000)	(791,000)	(791,000)	(791,000)
2022 ⁶	2,183,936	2,238,981	2,132,848	2,091,436
2022 Advance for 2023	(791,000)	(791,000)	(791,000)	(791,000)
2023 ⁷	2,308,981	2,214,981	2,246,436	2,191,436
2023 Advance for 2024	(791,000)	(791,000)	(791,000)	(791,000)
2024 ⁸	2,447,900	2,191,436	2,211,436	2,181,436
2024 Advance for 2025	(791,000)	(791,000)	(791,000)	(791,000)

¹ 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.

² 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).

³ 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).

⁴ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁵ 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).

⁶ 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).

⁷ The House allowance reflects the regular annual fiscal year 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).

⁸ The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the Further Consolidated Appropriations Act, 2024 (P.L. 118-47).

CAREER, TECHNICAL, AND ADULT EDUCATION

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2025 ¹	2,268,436	2,191,436	2,211,436	2,181,436
2025 Advance for 2026	(791,000)	(791,000)	(791,000)	(791,000)
2026	1,450,000	—	—	—
2026 Advance for 2027	(791,000)	—	—	—

¹ The levels for the House and Senate allowances reflect Committee action on the regular annual 2025 appropriations bill; the Appropriation reflects enactment of the Full-Year Continuing Appropriations and Extensions Act, 2025 (P.L. 119-4).

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. The request eliminates funding for Adult Education Basic and Literacy Education State Grants and Adult Education National Leadership Activities to restore fiscal discipline and reduce the Federal role in education.

This request provides \$1.45 billion for Career and Technical Education State Grants, level with the fiscal year 2024 appropriation, to support the Administration's policy to optimize and target Federal investments in workforce development to align with our country's reindustrialization needs and equip American workers to fill the growing demand for skilled trades and other occupations.

The \$10.15 million request for CTE National Programs, \$2.27 million less than the fiscal year 2024 appropriation, would support Perkins Innovation and Modernization grants to enhance connections between the education system and registered apprenticeships. Funds would also support evaluation, data collection, and other ongoing activities.

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 2026 Authorization: To be determined¹

BUDGET AUTHORITY

	2024 Appropriation	2026 Request	Change from 2024 to 2026
Annual appropriation	\$648,848	\$648,848	0
Advance for succeeding fiscal year	791,000	791,000	0
Total	\$1,439,848	\$1,439,848	0

PROGRAM DESCRIPTION

Career and Technical Education (CTE) State Grants are authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended, and reauthorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) 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

¹ The GEPA extension applies through September 30, 2025.

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

set aside for competitive grants to organizations that primarily serve and represent Hawaiian Natives.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

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

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

- At least 85 percent of State Grant funds must be allocated by formula to local educational agencies (LEAs) and postsecondary education institutions, and a State may reserve up to 15 percent of those funds to make grant awards to local educational agencies in rural areas, areas with high percentages or high numbers of career and technical education students, or areas with performance gaps, or to foster innovative and promising CTE programs or promote programs of study and career pathways that are aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.
- States may use up to 10 percent of their allocations to carry out State leadership activities, such as preparing individuals for non-traditional fields in current and emerging professions; programs for special populations; activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations; supporting individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities; recruiting, preparing, or retaining CTE teachers and faculty; and providing technical assistance for subgrantees.
- States may use up to 5 percent of their allocations, or \$250,000 (whichever is greater) for administration.

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2021	\$1,334,848
2022	1,379,848
2023	1,429,848
2024	1,439,848
2025	1,439,848

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

FY 2026 BUDGET REQUEST

For fiscal year 2026, the Administration requests \$1.44 billion for Career and Technical Education (CTE) State Grants, level with the fiscal year 2024 appropriation. 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, and assist students in the transition from secondary education to postsecondary education and jobs.

Continued investment in high quality CTE programs is particularly important as students, workers, and recent graduates prepare for and enter jobs in a changing economy. 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 2026 request would support the Administration's policy to optimize and target Federal investments in workforce development to align with our country's reindustrialization needs and equip American workers to fill the growing demand for skilled trades and other occupations, consistent with Executive Order 14278, "Preparing Americans for High-Paying Skilled Trade Jobs of the Future." CTE State grants would 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. The request also reflects the need to prepare American workers for the historic amount of in-demand and high-quality jobs that will help rebuild the American economy by supporting States to enhance connections between the education system and registered apprenticeships, particularly to new industries and occupations, including high-growth and emerging sectors.

The request also seeks to reprioritize CTE State Grants exclusively for districts to support middle and high school students. After years of shuffling Americans through an economically unproductive postsecondary system, the request supports refocusing young Americans on career preparation. Exposing youth to technical careers will allow them to consider the full range of career options and have the skills they need for gainful employment. This request is consistent with the Administration's efforts to send education back to the States, the request supports CTE

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

State Grants for States and local communities. Support for postsecondary institutions would be provided elsewhere, including through Workforce Pell.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2024	2026
State grants	\$1,416,378	\$1,416,378
Range of awards to States	\$5,860–141,893	\$5,909–142,791
Territories allocation	\$1,872	\$1,872
Indian set-aside	\$17,998	\$17,998
Number of grants	38	38
Native Hawaiian grants	\$3,600	\$3,600
Number of grants	9	9

PROGRAM PERFORMANCE INFORMATION

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.

PERFORMANCE MEASURES

The Department began implementing the measures for the reauthorized program (discussed in the program description section) in fiscal year 2020, following the transition year authorized in the statute. Baseline data for the new measures were collected late in calendar year 2021. Data for 2024 became available in the summer of 2024. Data for 2025 will be available in the summer of 2025. Consistent with the request to reprioritize CTE State Grants at the secondary level, the request seeks to phase out the postsecondary performance measures in 2026.

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

Goal: Increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.

Objective: Career and Technical Education State grants.

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	96
2024	93	97
2025	95	—
2026	TBD	—

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

Year	Target	Actual
2022	44%	59%
2023	43	54
2024	51	46
2025	52	—
2026	TBD	—

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

Year	Target	Actual
2022	55%	59%
2023	53	56
2024	56	60
2025	56	—
2026	TBD	—

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

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

Year	Target	Actual
2022	46%	61%
2023	40	56
2024	51	53
2025	53	—
2026	TBD	—

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	69
2024	56	76
2025	62	—
2026	TBD	—

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	33
2024	30	25
2025	31	—
2026	TBD	—

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

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	81
2024	74	81
2025	78	—

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	59
2024	56	61
2025	58	—

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	22
2024	19	22
2025	20	—

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: STATE GRANTS

Measure: Annual cost per secondary student.

Year	Target	Actual
2022	\$106	\$77
2023	171	82
2024	124	86
2025	103	—
2026	TBD	—

Measure: Annual cost per postsecondary student.

Year	Target	Actual
2022	\$142	\$542
2023	225	148
2024	384	153
2025	266	—

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 2026 Authorization: To be determined¹

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
\$12,421	\$10,152	-\$2,269

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.

¹ The GEPA extension applies through September 30, 2025.

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: NATIONAL PROGRAMS

Grantees must provide matching funds equal to 50 percent of their grant award (in cash or in-kind) from non-Federal sources.

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 five fiscal years were:

Fiscal Year	(dollars in thousands)
2021	\$7,421
2022	7,421
2023	32,421
2024	12,421
2025	12,421

FY 2026 BUDGET REQUEST

For fiscal year 2026, the Administration requests \$10.15 million for Career and Technical Education (CTE) National Programs, \$2.27 million less than the fiscal year 2024 appropriation. Funds would support Perkins Innovation and Modernization grants to enhance connections between the K–12 education system and Registered Apprenticeships. This request reflects the Administration’s policy to reprioritize support for youth to explore technical careers and optimize Federal investments in workforce development to align with our country’s reindustrialization needs and equip American workers to pursue skilled trades and other occupations. The request also supports the directive in the President’s Executive Order (E.O.) 14278, “Preparing Americans for High-Paying Skilled Trade Jobs of the Future” to “further protect and strengthen Registered Apprenticeships and build on their successes to seize new opportunities and unlock the limitless potential of the American worker.” Grants would support unifying the K–12 and public workforce system, States’ career and technical education systems, and the Registered Apprenticeship system to meet the need for competency- and skill-based education and training.

Remaining CTE National Activities funds would support ongoing implementation of CTE State and local programs under the Perkins Act and research and evaluation activities mandated under the statute.

The request includes appropriations language overriding the funding limitation in the Innovation and Modernization Grants authority.

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: NATIONAL PROGRAMS

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2024	2026
Research and evaluation	\$718	\$756
Performance data collection and reporting	\$731	\$731
Annual CTE challenges	\$551	0
Other program improvement activities	\$895	0
Innovation and Modernization grants:		
Funding for Innovation grants for Registered Apprenticeships	0	6,649
Number of Innovation grants for Registered Apprenticeships awards	0	5–10
Funding for Innovation grants for Career-Connected High Schools	\$6,100	0
Number of Innovation grants for Career-Connected High Schools	19	0
Peer review of new award applications	0	\$250
Evaluation and technical assistance	\$3,426	\$1,766

PROGRAM PERFORMANCE INFORMATION

In addition to the independent evaluation required by Career-Connected High Schools grantees, the Department developed the following performance measures for the Career-Connected High Schools program: The number and percentage of students who graduated from high schools served by the proposed project who, prior to or upon graduation:

CAREER, TECHNICAL, AND ADULT EDUCATION

CAREER AND TECHNICAL EDUCATION: NATIONAL PROGRAMS

- Earned, through their successful participation in dual or concurrent enrollment programs in academic or CTE subject areas:
 - any postsecondary credits; and, separately,
 - 12 or more postsecondary credits that are part of a program of study that culminates with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program.
- Completed 40 or more hours of work-based learning for which they received wages or academic credit, or both.
- Attained an industry-recognized credential that is in-demand in the local, regional, or State labor market and associated with one or more jobs with median earnings that exceed the median earnings of a high school graduate.
- Met, in each year of high school, with a school counselor, college adviser, career coach, or other appropriately trained adult for education and career counseling during which they reviewed and updated a personalized postsecondary educational and career plan.

The Department anticipates developing performance measures for the proposed apprenticeship 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 2026 Authorization: To be determined¹

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
\$715,455	0	-\$715,455

PROGRAM DESCRIPTION

Adult Education State Grants, authorized by the Adult Education and Family Literacy Act (AEFLA), support programs that (1) 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; and (2) assist immigrants and other individuals who are English language learners in improving their skills in English and mathematics skills and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

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.

From the amount reserved for Adult Education Basic 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.

¹ The GEPA extension expired September 30, 2021.

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: ADULT BASIC AND LITERACY EDUCATION STATE GRANTS

The Department allocates 65 percent of funds for Integrated English Literacy and Civics Education 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.

Funding levels for the past five fiscal years were:

Fiscal Year	(dollars in thousands)
2021	\$674,955
2022	690,455
2023	715,455
2024	715,455
2025	To be determined

FY 2026 BUDGET REQUEST

The Administration does not request funding for Adult Education State Grants for fiscal year 2026. Elimination of this program is part of the Administration’s overall effort to restore fiscal discipline and reduce the Federal role in education, consistent with Executive Order 14242, “Improving Education Outcomes by Empowering Parents, States, and Communities.”

States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government. The President’s Budget redirects resources to programs that more directly prepare students for meaningful careers, such as Career and Technical Education State Grants.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2024	2026
Adult basic and literacy State grants (ABL)	\$629,600	0
Range of awards to States	881–100,802	0
Integrated English literacy and civics education State grants	85,855	0
Range of awards to States	60–16,199	0

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: ADULT BASIC AND LITERACY EDUCATION STATE GRANTS

PROGRAM PERFORMANCE INFORMATION

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.

PERFORMANCE MEASURES

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
2021	47.0%	36.8%
2022	42.0	42.4
2023	42.0	44.1
2024	44.0	50.5
2025	45.0	—

Additional information: Data available for reporting in 2024 covers outcomes from July 1, 2023 through June 30, 2024. The significant increase in performance reported for 2024 reflects a change in methodology for calculating outcomes for this indicator announced in June 2024 through joint Department of Education and Department of Labor guidance. The changes to the methodology allow States to track and report a fuller array of measurable skill gain types, including a new option to count the passing of a high school equivalency subtest under this indicator.

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: ADULT BASIC AND LITERACY EDUCATION STATE GRANTS

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

Year	Target	Actual
2021	46.5%	31.8%
2022	42.0	39.4
2023	42.0	42.2
2024	44.0	44.4
2025	44.5	—

Additional information: Data available for reporting in 2024 covers outcomes from July 1, 2023 through June 30, 2024. The modest increase in performance reported for 2024 reflects a change in methodology for calculating outcomes for this indicator announced in June 2024 through joint Department of Education and Department of Labor guidance. The changes to the methodology allow States to track and report a fuller array of measurable skill gain types, including a new option to count the passing of a high school equivalency subtest. However, unlike the adult basic education program, measurable skill gain achievement through paired pre- and post-test scores remains the dominant method for performance measurement for the ESL program. It is also important to note that the passing of a high school equivalency subtest is not as common with ESL students as it is with adult basic education students.

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
2021	28.0%	27.0%
2022	25.0	22.5
2023	27.0	24.9
2024	28.0	26.0
2025	27.0	—

Additional information: Data available for reporting in 2024 covers outcomes for participants who exited a program from January through December of 2022 and attained a credential as well as attained employment or participated in education or training between January and December of 2023. Note that the reporting burden for this measure is considerable as this measure requires conducting 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 have limited experience conducting these data matches. Often, procedures for data matching are not possible during the time frame required for reporting. The Department has provided extensive technical assistance to State staff, who have diligently worked to develop innovative supplementary approaches to address the challenges associated

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: ADULT BASIC AND LITERACY EDUCATION STATE GRANTS

with following up individuals who have exited programs. For example, State adult education staff have developed tailored automated methods to contact individual participants who have exited the program.

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

Year	Target	Actual
2021	29.0%	29.3%
2022	20.0	35.0
2023	30.0	35.8
2024	33.0	33.2
2025	34.0	—

Additional information: Data available for reporting in 2024 covers outcomes for participants who exited a program from July through December of 2021 and were employed between January and December of 2023. Note that individuals not seeking employment or postsecondary education or training (e.g., retirees) are included in the denominator for these measures.

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

Year	Target	Actual
2021	27.5%	28.6%
2022	20.0	30.8
2023	30.0	37.9
2024	33.0	35.7
2025	34.0	—

Additional information: Data available for reporting in 2024 covers outcomes for participants who exited a program from January 2022 through December 2022 and were employed between January and December of 2023. Note that individuals not seeking employment or postsecondary education or training (e.g., retirees) are included in the denominator for these measures.

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
2021	\$950	\$1,576
2022	950	2,594
2023	2,700	1,783
2024	2,700	—
2025	2,900	—

Additional information: Data available for reporting for 2023 covers financial reporting and outcomes associated with the fiscal year 2021 appropriation (which had an obligation period of July 1, 2021, to September 30, 2023). The decreased cost reported for this measure in 2023 also reflects an increase in participant enrollment as a result of technical assistance by the Department, State recruitment efforts, and a post-pandemic return to classroom instruction. The cost reported for this measure in 2022 was revised to reflect the additional new measurable skill gain types allowed under the change in methodology for calculating outcomes in the June 2024 guidance which now allows States to track and report a fuller array of measurable skill gain types. Although States report increased access to integrated education and training programs that prepare graduates for high-quality jobs in high-demand career fields, those programs 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 Department re-set targets for 2023 to reflect the expectation for States to continue to increase their use of such models, and the 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.

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

Year	Target	Actual
2021	\$6,000	\$9,646
2022	6,000	10,815
2023	10,500	9,131
2024	10,500	—
2025	10,700	—

Additional information: Data available for reporting for 2023 covers financial reporting and outcomes associated with the fiscal year 2021 appropriation (which had an obligation period of July 1, 2021, to September 30, 2023). The decreased cost reported for this measure in 2023 also

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: ADULT BASIC AND LITERACY EDUCATION STATE GRANTS

reflects an increase in participant enrollment as a result of technical assistance by the Department, State recruitment efforts, and a post-pandemic return to classroom instruction. Note that States have reported that high school equivalency preparation programs are increasingly resource intensive and costly.

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: NATIONAL LEADERSHIP ACTIVITIES

(Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2026 Authorization: To be determined¹

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
\$13,712	0	-\$13,712

PROGRAM DESCRIPTION

Adult Education National Leadership Activities address policy priorities in adult education, including program accountability and improvement, 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.

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)
2021	\$13,712
2022	13,712
2023	13,712
2024	13,712
2025	To be determined

¹ The GEPA extension expired September 30, 2021.

CAREER, TECHNICAL, AND ADULT EDUCATION

ADULT EDUCATION: NATIONAL LEADERSHIP ACTIVITIES

FY 2026 BUDGET REQUEST

The Administration does not request funding for Adult Education National Leadership Activities for fiscal year 2026. Elimination of this program is part of the Administration’s overall effort to restore fiscal discipline and reduce the Federal role in education, consistent with Executive Order 14242, “Improving Education Outcomes by Empowering Parents, States, and Communities.” States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government. As discussed in the Congressional Justification for the Adult Basic and Literacy Education State Grants, the President’s Budget redirects resources to programs that more directly prepare students for meaningful careers, such as Career and Technical Education State Grants.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2024	2026
Literacy Information and Communications System	\$3,390	0
National Reporting System	696	0
Integrated Education and Training	1,250	0
Other technical assistance, logistical support, and evaluation	1,722	0

PROGRAM PERFORMANCE INFORMATION

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.

PERFORMANCE MEASURES

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.*

¹ Amounts for 2024 are as of May 7, 2025.

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).

Year	Target	Actual
2021	90%	96%
2022	95	95
2023	96	91
2024	96	93
2025	95	—

Additional information: In 2024, 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, and the need to update or replace data systems, the Department has determined that a target of 100 percent is not appropriate but maintains an ambitious target.

CAREER, TECHNICAL, AND ADULT EDUCATION

ACCOUNT SUMMARY TABLE¹

DEPARTMENT OF EDUCATION FISCAL YEAR 2026 PRESIDENT'S BUDGET
(in thousands of dollars)

FY 2026 President's Budget (in thousands of dollars) for the Department of Education	Cat Code	2024 Final Appropriation	2026 Request	2026 Request Compared to 2024 Final Appropriation Amount	2026 Request Compared to 2024 Final Appropriation 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	648,848	648,848	0	0.00%
Advance for succeeding fiscal year	D	791,000	791,000	0	0.00%
Subtotal, State grants (Title I)	D	1,439,848	1,439,848	0	0.00%
(b) National programs (section 114)					
Subtotal, Career and technical education (Carl D. Perkins CTEA)	D	1,452,269	1,450,000	(2,269)	-0.16%
2. Adult education					
(a) Adult basic and literacy education State grants (AEFLA)					
Subtotal, Adult education	D	715,455	0	(715,455)	-100.00%
(b) National leadership activities (AEFLA section 242)					
Subtotal, Adult education	D	13,712	0	(13,712)	-100.00%
Subtotal, Adult education	D	729,167	0	(729,167)	-100.00%
Total Appropriation, Career, Technical, and Adult Education	D	2,181,436	1,450,000	(731,436)	-33.53%
Current	D	1,390,436	659,000	(731,436)	-52.60%
Prior year's advance	D	791,000	791,000	0	0.00%
NOTES:					
1) D = discretionary program; M = mandatory program					
2) Detail may not add to totals due to rounding.					

¹ An accessible version of the Account Summary Table is available at <https://www.ed.gov/media/document/fy-2026-career-technical-and-adult-education-account-summary-table-110122.pdf>.

CAREER, TECHNICAL, AND ADULT EDUCATION

STATE TABLES¹

Career and Technical Education State Grants

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	24,467,077	24,496,950	24,496,950	29,873	0.1%
Alaska	5,909,176	5,909,176	5,909,176	0	0.0%
Arizona	34,315,878	34,395,271	34,395,271	79,393	0.2%
Arkansas	14,890,270	14,880,597	14,880,597	(9,673)	(0.2%)
California	142,399,754	142,790,738	142,790,738	390,984	0.3%
Colorado	21,384,540	21,315,945	21,315,945	(68,595)	(0.3%)
Connecticut	12,345,131	12,253,226	12,253,226	(91,905)	(0.7%)
Delaware	6,330,763	6,330,763	6,330,763	0	0.0%
District of Columbia	5,909,176	5,909,176	5,909,176	0	0.0%
Florida	82,836,151	83,150,534	83,150,534	314,383	0.4%
Georgia	51,645,188	51,811,137	51,811,137	165,949	0.3%
Hawaii	7,020,601	7,020,601	7,020,601	0	0.0%
Idaho	8,848,679	8,870,726	8,870,726	22,047	0.2%
Illinois	50,832,482	50,885,916	50,885,916	(46,546)	(0.3%)
Indiana	32,438,160	32,407,563	32,407,563	(30,597)	(0.1%)
Iowa	14,538,454	14,511,468	14,511,468	(26,986)	(0.2%)
Kansas	13,093,764	13,046,614	13,046,614	(47,150)	(0.4%)
Kentucky	22,025,635	22,018,247	22,018,247	(7,388)	0.0%
Louisiana	24,794,540	24,727,888	24,727,888	(66,652)	(0.3%)
Maine	7,020,601	7,020,601	7,020,601	0	0.0%
Maryland	20,813,669	20,797,732	20,797,732	(15,937)	(0.1%)
Massachusetts	23,420,490	23,338,413	23,338,413	(82,077)	(0.4%)
Michigan	46,769,090	46,700,179	46,700,179	(68,911)	(0.1%)
Minnesota	21,458,646	21,451,543	21,451,543	(7,103)	0.0%
Mississippi	15,959,667	15,955,910	15,955,910	(3,757)	0.0%
Missouri	28,348,557	28,275,820	28,275,820	(72,737)	(0.3%)
Montana	6,791,592	6,791,592	6,791,592	0	0.0%
Nebraska	8,293,425	8,255,688	8,255,688	(37,737)	(0.5%)
Nevada	12,840,457	12,835,498	12,835,498	(4,959)	0.0%
New Hampshire	7,020,601	7,020,601	7,020,601	0	0.0%
New Jersey	29,104,700	29,084,452	29,084,452	(20,248)	(0.1%)
New Mexico	10,518,061	10,495,447	10,495,447	(22,614)	(0.2%)
New York	64,862,646	64,414,903	64,414,903	(447,743)	(0.7%)
North Carolina	48,738,955	48,786,957	48,786,957	48,002	0.1%
North Dakota	5,909,176	5,909,176	5,909,176	0	0.0%
Ohio	52,715,100	52,712,214	52,712,214	(2,886)	0.0%
Oklahoma	18,440,955	18,455,629	18,455,629	14,674	0.1%
Oregon	17,431,195	17,346,406	17,346,406	(84,789)	(0.5%)
Pennsylvania	50,961,948	50,873,154	50,873,154	(88,794)	(0.2%)
Rhode Island	7,020,601	7,020,601	7,020,601	0	0.0%
South Carolina	24,492,503	24,605,180	24,605,180	112,677	0.5%
South Dakota	6,020,921	6,020,921	6,020,921	0	0.0%
Tennessee	30,742,575	30,803,943	30,803,943	61,368	0.2%
Texas	128,845,199	129,154,108	129,154,108	308,909	0.2%
Utah	17,368,376	17,367,831	17,367,831	(745)	0.0%
Vermont	5,909,176	5,909,176	5,909,176	0	0.0%
Virginia	32,538,731	32,464,074	32,464,074	(74,657)	(0.2%)
Washington	25,980,973	26,026,060	26,026,060	45,087	0.2%
West Virginia	9,849,074	9,829,311	9,829,311	(19,763)	(0.2%)
Wisconsin	25,484,917	25,514,925	25,514,925	30,008	0.1%
Wyoming	5,909,176	5,909,176	5,909,176	0	0.0%
American Samoa	431,007	431,007	431,007	0	0.0%
Guam	812,756	812,756	812,756	0	0.0%
Northern Mariana Islands	431,007	431,007	431,007	0	0.0%
Puerto Rico	20,987,713	20,935,290	20,935,290	(52,423)	(0.2%)
Virgin Islands	1,783,633	1,783,633	1,783,633	0	0.0%
Freely Associated States	197,032	197,032	197,032	0	0.0%
Indian set-aside	17,998,100	17,998,100	17,998,100	0	0.0%
Other	3,599,620	3,599,620	3,599,620	0	0.0%
Total	1,439,848,000	1,439,848,000	1,439,848,000	0	0.0%

NOTES:

1) State allocations for fiscal years 2025 and 2026 programs are preliminary estimates based on currently available data. Allocations

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.

¹ An accessible version of the State Tables is available at <https://www.ed.gov/about/ed-overview/annual-performance-reports/budget/budget-tables/fiscal-year-2024-fy-2026-presidents-budget-state-tables-us-department-of-education>.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult Basic and Literacy Education State Grants

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	10,108,266	*	0	(10,108,266)	(100.0%)
Alaska	1,114,418	*	0	(1,114,418)	(100.0%)
Arizona	14,579,354	*	0	(14,579,354)	(100.0%)
Arkansas	5,979,468	*	0	(5,979,468)	(100.0%)
California	100,802,144	*	0	(100,802,144)	(100.0%)
Colorado	7,754,307	*	0	(7,754,307)	(100.0%)
Connecticut	5,759,550	*	0	(5,759,550)	(100.0%)
Delaware	1,787,907	*	0	(1,787,907)	(100.0%)
District of Columbia	995,697	*	0	(995,697)	(100.0%)
Florida	41,517,147	*	0	(41,517,147)	(100.0%)
Georgia	20,196,266	*	0	(20,196,266)	(100.0%)
Hawaii	2,061,250	*	0	(2,061,250)	(100.0%)
Idaho	3,058,452	*	0	(3,058,452)	(100.0%)
Illinois	21,374,014	*	0	(21,374,014)	(100.0%)
Indiana	12,007,487	*	0	(12,007,487)	(100.0%)
Iowa	3,971,824	*	0	(3,971,824)	(100.0%)
Kansas	4,305,722	*	0	(4,305,722)	(100.0%)
Kentucky	9,025,224	*	0	(9,025,224)	(100.0%)
Louisiana	10,229,693	*	0	(10,229,693)	(100.0%)
Maine	1,670,481	*	0	(1,670,481)	(100.0%)
Maryland	9,510,228	*	0	(9,510,228)	(100.0%)
Massachusetts	11,057,580	*	0	(11,057,580)	(100.0%)
Michigan	14,996,608	*	0	(14,996,608)	(100.0%)
Minnesota	6,361,843	*	0	(6,361,843)	(100.0%)
Mississippi	6,619,479	*	0	(6,619,479)	(100.0%)
Missouri	9,435,148	*	0	(9,435,148)	(100.0%)
Montana	1,540,303	*	0	(1,540,303)	(100.0%)
Nebraska	2,631,620	*	0	(2,631,620)	(100.0%)
Nevada	7,306,548	*	0	(7,306,548)	(100.0%)
New Hampshire	1,735,511	*	0	(1,735,511)	(100.0%)
New Jersey	15,257,909	*	0	(15,257,909)	(100.0%)
New Mexico	4,759,038	*	0	(4,759,038)	(100.0%)
New York	42,138,122	*	0	(42,138,122)	(100.0%)
North Carolina	18,636,144	*	0	(18,636,144)	(100.0%)
North Dakota	1,073,035	*	0	(1,073,035)	(100.0%)
Ohio	17,585,637	*	0	(17,585,637)	(100.0%)
Oklahoma	7,362,710	*	0	(7,362,710)	(100.0%)
Oregon	6,888,111	*	0	(6,888,111)	(100.0%)
Pennsylvania	18,645,367	*	0	(18,645,367)	(100.0%)
Rhode Island	2,093,976	*	0	(2,093,976)	(100.0%)
South Carolina	9,341,387	*	0	(9,341,387)	(100.0%)
South Dakota	1,340,248	*	0	(1,340,248)	(100.0%)
Tennessee	12,013,162	*	0	(12,013,162)	(100.0%)
Texas	68,977,899	*	0	(68,977,899)	(100.0%)
Utah	4,090,651	*	0	(4,090,651)	(100.0%)
Vermont	880,665	*	0	(880,665)	(100.0%)
Virginia	12,967,799	*	0	(12,967,799)	(100.0%)
Washington	11,403,065	*	0	(11,403,065)	(100.0%)
West Virginia	3,758,408	*	0	(3,758,408)	(100.0%)
Wisconsin	7,190,085	*	0	(7,190,085)	(100.0%)
Wyoming	974,663	*	0	(974,663)	(100.0%)
American Samoa	223,555	*	0	(223,555)	(100.0%)
Guam	601,436	*	0	(601,436)	(100.0%)
Northern Mariana Islands	246,965	*	0	(246,965)	(100.0%)
Puerto Rico	10,942,419	*	0	(10,942,419)	(100.0%)
Virgin Islands	654,406	*	0	(654,406)	(100.0%)
Freely Associated States	6,461	*	0	(6,461)	(100.0%)
Indian set-aside	0	*	0	0	—
Other	93,539	*	0	(93,539)	(100.0%)
Total	629,600,400	*	0	(629,600,400)	(100.0%)

NOTES:

1) *The Department is currently finalizing funding decisions for FY2025 and remains committed to meeting its statutory responsibilities

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.

CAREER, TECHNICAL, AND ADULT EDUCATION

English Literacy and Civics Education State Grants (Excluded from Adult Basic and Literacy Education State Grants)

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	323,112	*	0	(323,112)	(100.0%)
Alaska	99,601	*	0	(99,601)	(100.0%)
Arizona	1,501,363	*	0	(1,501,363)	(100.0%)
Arkansas	262,402	*	0	(262,402)	(100.0%)
California	16,198,728	*	0	(16,198,728)	(100.0%)
Colorado	1,059,810	*	0	(1,059,810)	(100.0%)
Connecticut	944,423	*	0	(944,423)	(100.0%)
Delaware	182,395	*	0	(182,395)	(100.0%)
District of Columbia	224,035	*	0	(224,035)	(100.0%)
Florida	9,427,900	*	0	(9,427,900)	(100.0%)
Georgia	2,186,593	*	0	(2,186,593)	(100.0%)
Hawaii	367,971	*	0	(367,971)	(100.0%)
Idaho	196,685	*	0	(196,685)	(100.0%)
Illinois	3,107,125	*	0	(3,107,125)	(100.0%)
Indiana	751,907	*	0	(751,907)	(100.0%)
Iowa	414,019	*	0	(414,019)	(100.0%)
Kansas	420,911	*	0	(420,911)	(100.0%)
Kentucky	521,712	*	0	(521,712)	(100.0%)
Louisiana	378,632	*	0	(378,632)	(100.0%)
Maine	116,085	*	0	(116,085)	(100.0%)
Maryland	1,985,658	*	0	(1,985,658)	(100.0%)
Massachusetts	2,643,267	*	0	(2,643,267)	(100.0%)
Michigan	1,540,249	*	0	(1,540,249)	(100.0%)
Minnesota	1,087,417	*	0	(1,087,417)	(100.0%)
Mississippi	138,044	*	0	(138,044)	(100.0%)
Missouri	594,654	*	0	(594,654)	(100.0%)
Montana	60,000	*	0	(60,000)	(100.0%)
Nebraska	368,321	*	0	(368,321)	(100.0%)
Nevada	846,592	*	0	(846,592)	(100.0%)
New Hampshire	179,154	*	0	(179,154)	(100.0%)
New Jersey	4,265,892	*	0	(4,265,892)	(100.0%)
New Mexico	312,434	*	0	(312,434)	(100.0%)
New York	10,215,674	*	0	(10,215,674)	(100.0%)
North Carolina	1,671,946	*	0	(1,671,946)	(100.0%)
North Dakota	114,953	*	0	(114,953)	(100.0%)
Ohio	1,401,162	*	0	(1,401,162)	(100.0%)
Oklahoma	405,346	*	0	(405,346)	(100.0%)
Oregon	706,830	*	0	(706,830)	(100.0%)
Pennsylvania	2,137,361	*	0	(2,137,361)	(100.0%)
Rhode Island	288,714	*	0	(288,714)	(100.0%)
South Carolina	433,043	*	0	(433,043)	(100.0%)
South Dakota	66,101	*	0	(66,101)	(100.0%)
Tennessee	805,861	*	0	(805,861)	(100.0%)
Texas	8,747,443	*	0	(8,747,443)	(100.0%)
Utah	555,445	*	0	(555,445)	(100.0%)
Vermont	60,000	*	0	(60,000)	(100.0%)
Virginia	2,299,872	*	0	(2,299,872)	(100.0%)
Washington	2,341,074	*	0	(2,341,074)	(100.0%)
West Virginia	64,149	*	0	(64,149)	(100.0%)
Wisconsin	543,167	*	0	(543,167)	(100.0%)
Wyoming	60,000	*	0	(60,000)	(100.0%)
American Samoa	0	*	0	0	—
Guam	0	*	0	0	—
Northern Mariana Islands	0	*	0	0	—
Puerto Rico	209,368	*	0	(209,368)	(100.0%)
Virgin Islands	0	*	0	0	—
Freely Associated States	0	*	0	0	—
Indian set-aside	0	*	0	0	—
Other	0	*	0	0	—
Total	85,854,600	*	0	0	—

NOTES:

- 1) *The Department is currently finalizing funding decisions for FY2025 and remains committed to meeting its statutory responsibilities
- 2) — means Not Available
- 3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.