

Department of Education
CAREER, TECHNICAL, AND ADULT EDUCATION
Fiscal Year 2019 Budget Request
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State tables reflecting final 2017 allocations and 2018 and 2019 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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For carrying out, to the extent not otherwise provided, the Adult Education and Family Literacy Act ("AEFLA"), \$499,561,000, which shall become available on July 1, 2019, and shall remain available through September 30, 2020:¹ *Provided, That, of the amounts made available for AEFLA, \$13,712,000 shall be for national leadership activities under section 242:²*

NOTES

A full-year 2018 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115–56, as amended). The amounts included for 2018 reflect the annualized level provided by the continuing resolution.

No appropriations language is included for programs authorized under the expired Carl D. Perkins Career and Technical Education Act; when new authorizing legislation is enacted, appropriations language for these programs will be proposed.

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>For carrying out, to the extent not otherwise provided, the Adult Education and Family Literacy Act ("AEFLA"), \$499,561,000, which shall become available on July 1, 2019, and shall remain available through September 30, 2020</u>	This language provides funds appropriated on a forward-funded basis for Adult Education programs.
² <u>Provided, That, of the amounts made available for AEFLA, \$13,712,000 shall be for national leadership activities under section 242.</u>	This language provides a specific amount for National Leadership Activities authorized under section 242 of the Adult Education and Family Literacy Act, overriding the statutory set-aside of 2 percent of the Adult Education appropriation (not to exceed \$15 million).

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2017	2018 Annualized CR	2019
Discretionary:			
Appropriation.....	\$1,715,314	0	\$1,637,159
Annualized CR (P.L. 115-56).....	<u>0</u>	<u>\$1,714,373</u>	<u>0</u>
Total, discretionary appropriation	1,715,314	1,714,373	1,637,159
Advance:			
Advance for succeeding fiscal year	-785,628	-791,000	-791,000
Advance from prior year	<u>791,000</u>	<u>785,628</u>	<u>791,000</u>
Total, budget authority	1,720,686	1,709,001	1,637,159

CAREER, TECHNICAL, AND ADULT EDUCATION

Summary of Changes (dollars in thousands)

2018 Annualized CR		\$1,714,373
2019.....		<u>1,637,159</u>
Net change		-77,214

Increases:	2018 Annualized <u>CR base</u>	Change <u>from base</u>
<u>Program:</u>		
Increase funding to reflect the President's Budget request to fund Career and Technical Education State Grants and Adult Education National Leadership Activities at FY 2017 enacted levels. This amount would restore cuts resulting from the 0.6791 percent across-the-board reduction included in the FY 2018 Annualized CR Level.	\$1,128,999	+\$2,311
Increase for Career and Technical Education National Programs to promote the development, enhancement, implementation, or expansion of innovative CTE programs in science, technology, engineering, and mathematics (STEM) fields, including computer science.	7,371	<u>+12,629</u>
Subtotal, increases		+14,940
Decreases:	2018 Annualized <u>CR base</u>	Change <u>from base</u>
<u>Program:</u>		
Decrease funding for Adult Basic and Literacy Education State Grants to provide funding for other Administration priorities.	\$578,003	-\$92,154
Subtotal, decreases		<u>-92,154</u>
Net change		-77,214

CAREER, TECHNICAL, AND ADULT EDUCATION

Authorizing Legislation

(dollars in thousands)

Activity	2018 Authorized	2018 Annualized CR	2019 Authorized	2019 Request
Career and technical education (<i>Carl D. Perkins CTEA</i>):				
State grants (<i>Title I</i>)	0 ¹	\$1,115,380	To be determined ¹	\$1,117,598
National programs (<i>Section 114</i>)	0 ¹	7,371	To be determined ¹	20,000
Adult education (<i>Adult Education and Family Literacy Act (AEFLA)</i>):				
Adult basic and literacy education State grants (<i>AEFLA</i>)	\$649,287 ^{2,3}	578,003	\$664,552 ^{2,3}	485,849
National leadership activities (<i>AEFLA section 242</i>)	(2,3)	13,619	(2,3)	13,712
<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
Occupational and employment information (<i>CTEA section 118</i>)	Indefinite	0	Indefinite	0
Tech prep education State grants (<i>CTEA Title II</i>)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total definite authorization	649,287		664,552	
Total annual appropriation		1,714,373		1,637,159
Portion of request subject to reauthorization				1,137,598

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for fiscal year 2019.

² A total of \$649,287 thousand in fiscal year 2018 and \$664,552 thousand for fiscal year 2019 is authorized for both Adult Basic and Literacy Education State Grants and National Leadership Activities.

³ Section 211(a) of the Adult Education and Family Literacy Act requires that, of the funds appropriated for Adult Education, the Department reserve 2 percent, not to exceed \$15,000 thousand, for National Leadership Activities; and 12 percent of the remaining funds for Integrated English Literacy and Civics Education.

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2010 (2010 Advance for 2011)	\$2,018,447 (791,000)	\$2,016,447 (791,000)	42,018,447 ¹ (791,000)	\$1,928,447 (791,000)
2011 (2011 Advance for 2012) Rescission (P.L. 112-74)	1,942,707 (791,000)	1,991,447 ² (791,000)	1,942,541 ¹ (791,000)	1,737,451 ³ (791,000) -(1,495)
2012 (2012 Advance for 2013)	1,683,392 (791,000)	1,738,946 ⁴ (791,000)	1,738,946 ⁴ (791,000)	1,737,154 (791,000)
2013 (2013 Advance for 2014)	1,737,154 (791,000)	1,737,154 ⁵ (791,000)	1,737,154 ⁵ (791,000)	1,646,533 (791,000)
2014 (2014 Advance for 2015)	1,750,154 (791,000)	N/A ⁶	1,737,949 (791,000)	1,702,686 (791,000)
2015 (2015 Advance for 2016)	1,722,686 (791,000)	N/A ⁶	1,720,939 ⁷ (791,000)	1,707,686 (791,000)
2016 (2016 Advance for 2017)	1,915,686 (791,000)	1,700,609 ⁸ (791,000) ⁸	1,669,731 ⁸ (791,000) ⁸	1,720,686 (791,000)
2017 (2017 Advance for 2018)	1,808,686 (791,000)	1,720,686 ⁹ (791,000) ⁹	1,720,686 ⁹ (791,000) ⁹	1,715,314 ⁹ (785,628) ⁹
2018 (2018 Advance for 2019)	1,476,441 (791,000)	1,720,686 ¹⁰ (791,000) ¹⁰	1,720,686 ¹⁰ (791,000) ¹⁰	1,714,373 ¹⁰ (791,000) ¹⁰
2019 (2019 Advance for 2020)	1,637,159 (791,000)			

¹ The level for the Senate allowance reflects Committee action only.

² The level for the House allowance reflects the House-passed full-year continuing resolution.

³ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁴ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁵ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁶ The House allowance is shown as N/A because there was no Subcommittee action.

⁷ The level for the Senate allowance reflects Senate Subcommittee action only.

⁸ 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.

⁹ 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.

¹⁰ The levels for the House reflect floor action on an Omnibus appropriation bill; Senate allowances reflect Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the annualized Continuing Resolution level.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2019 PRESIDENT'S BUDGET
(in thousands of dollars)

	Category Code	2017 Appropriation	2018 Annualized CR	2019 President's Budget	2019 President's Budget Compared to 2018 Annualized CR Amount	Percent
Career, Technical, and Adult Education						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	326,598	324,380	326,598	2,218	0.68%
Advance for succeeding fiscal year ¹	D	785,628	791,000	791,000	0	0.00%
Subtotal		1,112,226	1,115,380	1,117,598	2,218	0.20%
(b) National programs (section 114)	D	7,421	7,371	20,000	12,629	171.33%
Subtotal, Career and technical education		1,119,647	1,122,751	1,137,598	14,847	1.32%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)	D	581,955	578,003	485,849	(92,154)	-15.94%
(b) National leadership activities (AEFLA section 242)	D	13,712	13,619	13,712	93	0.68%
Subtotal, Adult education		595,667	591,622	499,561	(92,061)	-15.56%
Total, Appropriation		1,715,314	1,714,373	1,637,159	(77,214)	-4.50%
Total, Budget authority		1,720,686	1,709,001	1,637,159	(71,842)	-4.20%
Current		929,686	923,373	846,159	(77,214)	-8.36%
Prior year's advance ¹		791,000	785,628	791,000	5,372	0.68%

NOTES: D = discretionary program; M = mandatory program
Detail may not add to totals due to rounding.

¹ The Advance for succeeding fiscal year shown in the 2017 Appropriation column and the Prior year's advance shown in the 2018 Annualized CR column reflects the 0.6791 percent across-the-board reduction authorized by P.L. 115-56, the Continuing Appropriations Act, 2018, as amended.

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. A full-year fiscal year 2018 appropriation was not enacted at the time the fiscal year 2019 Budget was prepared; therefore, the Budget assumes the Department is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115–56, as amended). The amounts included for fiscal year 2018 reflect the annualized level provided by the continuing resolution.

The Administration requests a total of \$1.6 billion for this account. This request includes \$1.1 billion for **Career and Technical Education State Grants**, \$20.0 million for **Career and Technical Education National Programs**, \$485.8 million for **Adult Education State Grants**, and \$13.7 million for **Adult Education National Leadership Activities**.

The request for the **Career and Technical Education (CTE) State Grants** program would restore funding for CTE State Grants to the fiscal year 2017 level. The program is subject to reauthorization. The request assumes funding would support a reauthorized program that addresses weaknesses in the current program and incorporates the Administration's proposals for changes to the program in order to ensure that participants, upon exit, are able to work in careers for which there is high demand. The \$20.0 million request for CTE National Programs, which is \$12.6 million over the fiscal year 2018 CR level, would support a competition to promote the development, enhancement, implementation, or expansion of innovative CTE programs in science, technology, engineering, and mathematics (STEM) fields, including computer science.

The \$485.8 million request for **Adult Education State Grants**, a reduction of \$92.2 million or 16 percent, would support State and local efforts to promote adult literacy, employment and self-sufficiency; help parents gain the skills needed to become a full partner in their children's educations; and, assist adults in the completion of a secondary education. The request includes funding for Integrated English Literacy and Civics Education (IELCE) State Grants to support the unmet needs of immigrants learning English. IELCE grants help States and communities provide adult English Learners with expanded access to high-quality English literacy programs linked to civics education.

The request for **Adult Education National Leadership Activities** would continue to support activities intended to increase the literacy and workforce skills of our Nation's native-born adult population, as well as the ongoing need to address the English language acquisition, literacy, and workforce skills gaps of the immigrant population.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

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

(dollars in thousands)

FY 2019 Authorization: Indefinite¹

Budget Authority:

	2018 <u>Annualized CR</u>	2019 <u>Annualized CR</u>	Change from <u>Annualized CR</u>
Annual appropriation	\$324,380	\$326,598	+\$2,218
Advance for succeeding fiscal year	<u>791,000</u>	<u>791,000</u>	<u>0</u>
Total	1,115,380	1,117,598	+\$2,218

¹ The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for FY 2019.

PROGRAM DESCRIPTION

Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), State Grants for Career and Technical Education (CTE) assist 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 based on State per-capita income and population in three age cohorts (15-19, 20-24, and 25-65). The formula provides for a minimum State allocation of at least 0.5 percent of the total appropriation, and a “hold-harmless” provision in the formula ensures that no State’s share of the appropriation is less than its share of the fiscal year 1998 appropriation. A special provision limits the increase a State with an initial allocation of the 0.5 percent minimum may receive, resulting in a number of States that receive an allocation of less than 0.5 percent of the total. If appropriations result in the amount of funds for allocation to States exceeding the amount of funds allocated to States from the fiscal year 2006 appropriation, up to one-third of the additional funds is to be allotted to States with fiscal year 2006 grant awards that were less than the minimum 0.5 percent grant amount and the remainder is to flow to the other 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, Guam receives \$660,000, American Samoa and the Northern Mariana Islands each receive \$350,000, and Palau receives \$160,000. Any remaining funds are distributed among Guam, American Samoa, and the Northern Mariana Islands in equal shares. Also, 1.25 percent of the total appropriation for State Grants is set aside for grants to federally recognized Indian

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

tribes and tribal organizations, and 0.25 percent is set aside for competitive grants to organizations that primarily serve and represent Hawaiian Natives.

Under the statute:

- Programs must, among other things, integrate academic and career and technical education, promote student attainment of challenging academic and career and technical standards, provide strong linkages between secondary and postsecondary education, and provide professional development for teachers, counselors, and administrators.
- States and local recipients must offer at least one program of study. Programs of study are coherent sequences of non-duplicative CTE courses that progress from the secondary to the postsecondary level, include rigorous and challenging academic content along with career and technical content, and lead to an industry-recognized credential or certificate at the postsecondary level or to an associate or baccalaureate degree.
- The Department and each State must reach agreement on annual levels of performance for a number of “core indicators” specified in the law.
 - The core indicators for secondary education programs focus on student attainment of challenging academic standards, as measured by State-determined levels of achievement on the academic assessments required by Title I of the Elementary and Secondary Education Act (ESEA); high school graduation; student attainment of career and technical skill proficiencies; student attainment of a secondary school diploma or its recognized equivalent, or a proficiency credential in conjunction with a secondary school diploma; student placement in postsecondary education, advanced training, military service, or employment; and student participation in and completion of career and technical education programs that lead to employment in fields that are traditionally dominated by one gender.
 - The core indicators for postsecondary education programs focus on student attainment of challenging career and technical skill proficiencies; student attainment of an industry-recognized credential, certificate, or degree; student retention in postsecondary education or transfer to a baccalaureate degree program; student placement in the military or in apprenticeship programs, or placement or retention in employment; and student participation in and completion of career and technical education programs that lead to employment in fields that are traditionally dominated by one gender.
- At least 85 percent of State Grant funds must be allocated by formula to local educational agencies (LEAs) and postsecondary institutions, and a State may reserve up to 10 percent of those funds to make grant awards to local agencies in rural areas and areas with high percentages or high numbers of career and technical education students.
- States may use up to 10 percent of their allocations to carry out State leadership activities, such as professional development, expanding the use of technology, assessing career and technical education services, furthering the integration of academic and career and technical education in order to improve student achievement, preparing students for employment in fields that are traditionally dominated by one gender, delivering career and technical

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Career and technical education: State grants

education in correctional institutions, and providing services for special populations designated in the statute.

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)
2014	\$1,117,598
2015	1,117,598
2016	1,117,598
2017	1,112,226
2018	1,115,380

FY 2019 BUDGET REQUEST

The Administration requests \$1.1 billion for fiscal year 2019 for Career and Technical Education (CTE) State Grants, an increase of 2.2 million, to restore funding to the fiscal year 2017 level.

In today's rapidly changing economy, it is more important than ever to prepare workers to fill both existing and newly created jobs and to prepare workers for the jobs of the future. The U.S. education system must provide access to an affordable, quality education and training that includes career and vocational tracks. As part of the Administration's commitment to supporting the Nation's workforce, the Budget maintains funding for CTE at the fiscal year 2017 level. This investment recognizes that students should have access to a full menu of postsecondary educational options including certificate programs, community colleges, and apprenticeships. At the secondary and post-secondary levels, CTE prepares students with the skills necessary to succeed in a broad array of careers and provides an alternate pathway to a traditional four-year degree.

The CTE State Grants program, and all the programs under the Carl D. Perkins Act of 2006, are overdue for reauthorization and are in need of reform. The Administration believes that reauthorization of the Perkins Act should address weaknesses in the program to ensure that participants, upon exit, are able to work in careers for which there is high demand.

The 2014 National Assessment of Career and Technical Education (NACTE) found generally mixed or inconclusive results with regards to program outcomes. For example, the report noted that the NACTE-commissioned studies that used quasi-experimental methods to control for student background found that CTE coursetaking had little or no relationship with academic achievement in high school and evidence on the relationship between CTE concentration and high school graduation was inconclusive. In addition, the NACTE found that continuation in the same CTE field from the secondary to the postsecondary level varied widely by field and employment and earnings outcomes for CTE students were mixed.

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Career and technical education: State grants

To address these findings and support this expanded workforce agenda, the Administration proposes that reauthorization of the Perkins Act include the following changes:

- Direct the majority of funds for CTE State Grants to high schools to promote high-quality CTE programs that are aligned to locally-in-demand fields and incorporate strategies that allow students to work and learn at the same time, such as apprenticeship and work-based learning. This would ensure that students either graduate from high school with the skills, and to the extent possible, credentials, to pursue well-paying employment upon graduation, or on a pathway to earn a credential for such employment.
- Authorize activities to promote and expand apprenticeships. This would bring the Perkins Act into alignment with the President's June 15, 2017, executive order aimed at expanding apprenticeship programs in the United States. Apprenticeships provide paid, relevant workplace experiences along with instruction, and enable individuals to attain the skills needed to attain good jobs while getting paid. However, only a limited number of formal apprenticeships are open to current high school students. Several States, including Colorado, Georgia and North Carolina, have already made efforts to expand high school apprenticeships and allowing CTE State Grant funds to support apprenticeships will assist other States that wish to expand apprenticeship have the resources to do so. There is room to expand apprenticeships nationwide; according to the Department of Labor's Employment and Training Administration, there are over 505,000 apprentices currently obtaining the skills they need to succeed while earning the wages they need to build financial security, and 49,000 participants graduated from the apprenticeship system in fiscal year 2016. By contract, there were approximately 3 million CTE concentrators in secondary programs.
- Promote higher quality in CTE programs in high schools by limiting CTE offerings to science, technology, engineering, and math (STEM) fields and other high-demand fields. In an environment of limited Federal funding for domestic programs, Federal CTE funds should target education and training for jobs in high-demand occupations that pay middle-class wages. Some of these occupations will require post-secondary education or training and CTE funds should create pathways this training. But others will not, and CTE funds also should be directed towards programs prepare students to enter these jobs directly from high school. In particular, there is growing employer demand for workers with skills in STEM occupations, especially computer science. The Bureau of Labor Statistics projects that STEM occupations will grow faster over 10 years than the average for all occupations.
- Promote the use of evidence-based research in design and implementation of CTE programs. Federal funds should only support effective programs.
- Allow States to use program funds to support regional activities across districts and in partnership with local businesses and other stakeholders. A regional, cross-stakeholder approach can greatly benefit the alignment of programs and workforce needs, but the emphasis on current law is for States to work with subgrantees.
- Change distribution of funds within States to target funds more heavily towards disadvantaged students, and increase the minimum secondary subgrant award from \$15,000 to \$50,000. Under current law, of the funds designated by States for secondary

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Career and technical education: State grants

programs, 30 percent are to be distributed based on the share of school-aged (ages 5-17) children, and 70 percent on the share of poor school-aged children. The NACTE found that, in 2009–10, high-poverty school districts received larger allocations per secondary student than did lower-poverty districts, but the highest-poverty districts received smaller allocations per poor school-age child than did lower-poverty school districts. In addition, subgrant funds are currently spread too thinly, and often are insufficient to offer high-quality CTE programs. Eligible subgrantees would still have the option of forming consortia with other entities in order to receive a minimum award, and under the proposal discussed under the previous bullet, States would be able to support regional consortia.

The Administration looks forward to working with Congress on completing reauthorization of the Perkins Act.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
State grants	\$1,094,097	\$1,097,199	\$1,099,381
Range of awards to States	\$4,215–\$113,605	\$4,215–\$114,092	\$4,215–\$114,432
Territories allocation	\$1,446	\$1,450	\$1,453
Indian set-aside	\$13,909	\$13,942	\$13,970
Number of grants	30	30	30
Native Hawaiian grant	\$2,781	\$2,789	\$2,794
Number of grants	7	7	7

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years, and those requested in fiscal year 2019 and future years, as well as the resources and efforts invested by those served by this program.

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

Objective: *Ensure that secondary and postsecondary CTE concentrators, including special populations, meet rigorous academic standards, attain technical skills, and make successful transitions to further education and employment.*

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Career and technical education: State grants

Measure: The percentage of CTE concentrators scoring at the proficient level or above on State reading/language arts assessments.

Year	Target Percentage	Actual Percentage
2014	77%	77.8%
2015	77	72.6
2016	77	70.9
2017	78	
2018	78	
2019	75	

Measure: The percentage of CTE concentrators scoring at the proficient level or above on State mathematics assessments.

Year	Target Percentage	Actual Percentage
2014	72%	70.8%
2015	72	65.2
2016	72	64.8
2017	72	
2018	72	
2019	68	

Measure: The percentage of CTE concentrators who graduated in the reporting year.

Year	Target Percentage	Actual Percentage
2014	91%	92.7%
2015	93	93.4
2016	93	93.8
2017	93	
2018	94	
2019	94	

Additional information: The Department has defined a secondary CTE concentrator in non-regulatory guidance as a secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two-credit sequences at the secondary level are recognized by the State and/or its local eligible recipients. However, States have authority under the Perkins statute to set definitions for performance measures, and they generally do so. As required in the statute, States measure reading/language arts and mathematics achievement by determining the percentage of CTE concentrators who took State assessments and who attained a level of proficient or advanced on those assessments. Performance targets are averages of the performance targets the Department negotiated with individual State agencies. The source of data is the Consolidated Annual Report that State agencies submit to the Department. Note that many CTE students take the State assessments before they begin their coursework in CTE (i.e., in 9th or 10th grade).

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Career and technical education: State grants

The percentage of CTE concentrators who graduate from high school is based on the share of CTE concentrators who were included in the State's computation of the graduation rate as required by the ESEA. In recent years, this rate has been higher than the average graduation rate for all students. NACTE analyses indicate that the higher graduation rate for CTE concentrators is likely due to some states calculating the graduation rate for CTE concentrators as the percentage of 12th-grade concentrators who graduated in the same year, rather than as the percentage of beginning high school students who earned a diploma in the standard number of years. Part of the reason for this challenge may be that the definition of CTE concentrator, by its nature, implies a student who has reached 11th or 12th grade. Data for 2017 will be available in May 2018.

Measure: The percentage of secondary CTE concentrators attaining technical skills.

Year	Target Percentage	Actual Percentage
2014	78%	82.3%
2015	80	80.0
2016	80	76.1
2017	81	
2018	81	
2019	81	

Measure: The percentage of secondary CTE concentrators earning a diploma, a GED, or a proficiency credential in conjunction with a secondary school diploma.

Year	Target Percentage	Actual Percentage
2014	94%	94.5%
2015	95	95.3
2016	95	95.8
2017	95	
2018	96	
2019	95	

Measure: The percentage of secondary CTE concentrators placed in postsecondary education, advanced training, military service, or employment.

Year	Target Percentage	Actual Percentage
2014	82%	83.4%
2015	85	83.8
2016	85	84.0
2017	85	
2018	85	
2019	85	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of secondary CTE concentrators participating in programs in nontraditional fields.

Year	Target Percentage	Actual Percentage
2014	32%	36.3%
2015	38	37.0
2016	38	38.0
2017	38	
2018	38	
2019	38	

Measure: The percentage of secondary CTE concentrators completing programs leading to nontraditional fields.

Year	Target Percentage	Actual Percentage
2014	32%	34.5%
2015	38	35.3
2016	38	35.3
2017	38	
2018	38	
2019	38	

Measure: The percentage of postsecondary CTE concentrators attaining technical skills.

Year	Target Percentage	Actual Percentage
2014	83%	79.7%
2015	84	79.9
2016	84	80.2
2017	81	
2018	81	
2019	81	

Measure: The percentage of postsecondary CTE concentrators earning an industry-recognized credential, certificate, or degree.

Year	Target Percentage	Actual Percentage
2014	58%	53.0%
2015	58	54.6
2016	58	54.9
2017	54	
2018	55	
2019	55	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of postsecondary CTE concentrators retained in postsecondary education or transferring to a baccalaureate degree program.

Year	Target Percentage	Actual Percentage
2014	73%	67.8%
2015	73	69.4
2016	73	69.2
2017	69	
2018	70	
2019	70	

Measure: The percentage of postsecondary CTE concentrators placed in military service, employment, or apprenticeships.

Year	Target Percentage	Actual Percentage
2014	75%	72.1%
2015	75	73.2
2016	75	75.2
2017	73	
2018	74	
2019	74	

Measure: The percentage of postsecondary CTE concentrators participating in nontraditional programs.

Year	Target Percentage	Actual Percentage
2014	24%	23.9%
2015	25	23.6
2016	25	23.7
2017	24	
2018	24	
2019	24	

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: The percentage of postsecondary CTE concentrators completing nontraditional programs.

Year	Target Percentage	Actual Percentage
2014	21%	20.3%
2015	22	21.1
2016	22	20.9
2017	21	
2018	22	
2019	22	

Additional information: Performance targets are based on the performance targets the Department negotiates with each State. In order to encourage consistency in how States define outcomes and concentrators, the Department published non-regulatory guidance providing suggested measures, measurement approaches, and data definitions for each indicator. However, not every State has opted to adopt the Department's suggested approaches, limiting the comparability and validity of State-reported postsecondary performance data.

The Perkins Act defines nontraditional fields as occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Performance targets are averages of the performance targets the Department negotiated with individual State agencies. Data for 2017 will be available in May 2018.

Efficiency Measures

The Department has adopted Federal cost per participant as the efficiency measure for secondary participants in the program. This is also the efficiency measure included in the job training common measures adopted by the Department and other Agencies. The efficiency measure for postsecondary students is the Federal cost per postsecondary CTE concentrator placed or retained in employment, placed in military service, or entering apprenticeships after leaving postsecondary education.

Although the Department is able to calculate this measure at the national and State levels, State definitions of participants vary, limiting the validity and reliability of comparisons across States. Data for fiscal year 2017 will be available in late 2018.

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: State grants

Measure: Federal cost per student.

Year	Cost per secondary student
2011	\$80
2012	79
2013	76
2014	77
2015	80
2016	72

Measure: Federal cost per postsecondary CTE concentrator placed or retained in employment, placed in military service, or entering apprenticeships after leaving postsecondary education.

Year	Cost per postsecondary student
2011	\$119
2012	115
2013	114
2014	126
2015	127
2016	128

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 2019 Authorization: Indefinite¹

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$7,371	\$20,000	+\$12,629

¹ The GEPA extension expired September 30, 2013. Reauthorizing legislation is sought for FY 2018.

PROGRAM DESCRIPTION

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) includes an authority for National Programs to support research, development, demonstration, dissemination, evaluation, and assessment activities aimed at improving the quality and effectiveness of career and technical education (CTE). Perkins IV also requires the Department to fund a national center to carry out scientifically based research in career and technical education and a national assessment of career and technical education programs operated under the Act. The Department used National Programs funds from fiscal years 2005 through 2008 to carry out this national assessment and submitted a final report on the National Assessment of Career and Technical Education to Congress in September 2014.

National Programs funds currently support the National Career and Technical Education Research Center and activities to assist States in implementing key provisions of the Perkins Act, such as the requirement that States implement at least one “program of study” that provides a coherent sequence of courses that links secondary and postsecondary education, provides rigorous and challenging content, and leads to a degree or an industry-recognized credential.

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)
2014	\$7,421
2015	7,421
2016	7,421
2017	7,421
2018	7,371

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests \$20 million for Career and Technical Education (CTE) National Programs, \$12.6 million over the fiscal year 2018 annualized Continuing Resolution level. Consistent with the Presidential Memorandum on STEM education, this funding in addition to the \$180 million requested for Education Innovation and Research provides a path forward to direct at least \$200 million to STEM education. Supporting STEM education is imperative to better equip America's young people with the relevant knowledge and skills that would enable them to secure high-paying, stable jobs throughout their careers. As the role of technology grows in driving the American economy, many jobs will increasingly require skills in STEM.

The request would fund a competition to promote the development, enhancement, implementation, or expansion of innovative CTE programs in science, technology, engineering, and mathematics (STEM) fields, including computer science. Because STEM careers require strong technical skills that are critical for driving innovation and the improved productivity that raises wages and living standards in today's economy, there is growing employer demand for workers with these skills, especially related to computer science. The Bureau of Labor Statistics projects that STEM occupations will grow faster over 10 years than the average for all occupations. Wages in STEM occupations are also higher than the median for all occupations, and they pay more at all levels of education compared with other occupations.¹ For example, adults in STEM occupations who have a high school diploma or less earn approximately \$500,000 more in lifetime earnings than adults in other occupations with the same level of education.² In particular, the BLS Occupational Outlook Handbook³ notes that employment in computer and information technology occupations is projected to grow 13 percent from 2016 to 2026, adding over 500,000 new jobs over that period. The median annual wage for such jobs was \$82,860 in May 2016, compared to a median of \$37,040 for all occupations.

In order to ensure that programs are aligned and articulated between the secondary and postsecondary levels, grantees would be limited to consortia of secondary and postsecondary recipients of CTE State Grant formula funds. Although both types of entities receive funding under the formula program, funding for each type of recipient is distributed through separate streams. Limiting eligibility to consortia would provide significant incentives for both types of entities to work together to create articulated curricula and training programs. In addition, grantees under the new competition would be required to work with employers and local workforce agencies to ensure that the CTE programs they develop are aligned with regional workforce and labor market needs. Grantees would also be required to track and rigorously evaluate program outcomes.

¹ Vilorio, D. 2014. "STEM 101: Intro to Tomorrow's Jobs." Occupational Outlook Quarterly, Spring. Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics.

² Carnivale, A., N. Smith, and M. Melton. 2011. STEM. Washington, DC: Georgetown University, Center on Education and the Workforce.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Agricultural Workers, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/home.htm> (visited January 19, 2018).

CAREER, TECHNICAL, AND ADULT EDUCATION

Career and technical education: National programs

Under the Administration's reauthorization proposal, CTE National Programs would continue to support development and demonstration activities, technical assistance, research, and evaluation activities.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
CTE research center	\$2,500	\$2,500	0
National reporting system	1,189	1,213	0
Professional development	450	450	0
Other program improvement activities	3,282	3,208	0
STEM competition:			
Funding for new awards	0	0	\$19,800
Number of new awards	0	0	5
Average award amount	0	0	\$3,960
Peer review of new award applications	0	0	\$200

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants
(Adult Education and Family Literacy Act)

(dollars in thousands)

FY 2019 Authorization: \$664,552¹

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$578,003	\$485,849	-\$92,154

¹ A total of \$664,552 thousand is authorized for Adult Education, of which 2 percent, not to exceed \$15,000 thousand, shall be reserved to carry out National Leadership Activities; and 12 percent of the remaining funds shall be reserved for Integrated English Literacy and Civics Education

PROGRAM DESCRIPTION

Under the Adult Education and Family Literacy Act (AEFLA), adult education grants to the States and Outlying Areas 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 by the Workforce Innovation and Opportunity Act (WIOA), the AEFLA promotes the integration of adult education with occupational education and training and with the development of career pathways systems and integrated education and training and workforce preparation activities. Adult Education State Grants is closely aligned with Department of Labor (DOL) workforce development, job-training, and employment programs, including through provisions requiring common performance measures and inclusion of activities under AEFLA in unified or combined State plans and as a required partner in the one-stop delivery system.

Adult Education Basic State Grants

The statute requires the Department to make an initial allotment of \$250,000 to each State and \$100,000 to each Outlying Area, and to distribute remaining funds on the basis of each State's share of qualifying adults. Qualifying adults are defined as individuals aged 16 and older who lack a high school diploma or the equivalent, who are beyond the age of compulsory education in their States, and who are not currently enrolled in school. The statute includes a "hold-harmless" provision ensuring that each State receives at least 90 percent of its previous year's allocation. If funding is insufficient to satisfy the hold-harmless provision, each State receives the same proportion of available funding as in the previous year.

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

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

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 are 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, to establish and operate high-quality professional development to improve instruction, to provide technical assistance to eligible providers, and to 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 shared with the other core workforce programs under WIOA that are administered by DOL and the Department, including six primary indicators of performance: (1) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; (2) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program; (3) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; (4) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program, if such participants have also obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year of exit; (5) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and (6) an indicator to measure the effectiveness of programs in serving employers.

Integrated English Literacy and Civics Education State Grants (IELCE)

The statute requires that 12 percent of the program funds be used to support grants to States for the IELCE program. The program provides education to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables those adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These services include instruction in literacy and English

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Using data from the Department of Homeland Security's Office of Immigration Statistics on the number of legal immigrants, the Department allocates 65 percent of funds based on each State's share of a 10-year average of immigrants admitted for legal permanent residence. The remaining 35 percent is allocated to States that have experienced recent growth in immigration, as measured by the average number of immigrants in the 3 most recent years. No State receives an award of less than \$60,000.

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)
2014	\$563,955
2015	568,955
2016	581,955
2017	581,955
2018	578,003

FY 2019 BUDGET REQUEST

The Administration requests \$485.8 million for Adult Education State Grants for fiscal year 2019, a decrease of \$92.2 million, or 16 percent, from the 2018 annualized Continuing Resolution level. The request would provide significant resources to support adult education while also maintaining the fiscal discipline necessary to support the President's goal of increasing support for national security and public safety without adding to the Federal budget deficit. While the Department's Adult Education State Grants program has performed adequately on its performance measures, there has not been a rigorous evaluation of the program recently. The statute requires the Department to carry out an independent evaluation of its adult education program at least once every 4 years; the Department only recently awarded the evaluation contract. Furthermore, States and providers across the country are still working to implement changes in adult education requirements made by WIOA. For these reasons, the effectiveness of the program remains unclear. The Administration's request reflects a marginal scaling back of the adult education program, with future decisions regarding the program being informed by the evaluation and by performance data based on the full implementation of WIOA.

At the same time, there continues to be a need for Federal investment in adult education programs, in part because the United States is increasingly losing ground in employment-related skills to many of its economic competitors. The 2013 International Survey of Adult Skills (ISAS) indicated that the average performance in literacy and numeracy of American adults was significantly lower than the international average. Additionally, the U.S. has a higher percentage of working-age adults with low literacy skills than seven other industrialized nations. In numeracy, the share of working age adults in the U.S. with weak numeracy skills surpasses that

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Adult education: Adult basic and literacy education State grants

of 10 other industrialized nations.¹ Finally, an analysis of data from the Longitudinal Study of Adult Learning found that participating in adult education for 100 or more hours was associated with an average annual income increase of \$6,635 (in 2007 dollars).² These data show that, in addition to national economic competitiveness, improving adult literacy and numeracy can have a significant positive impact on the prosperity and well-being of individuals and their families.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Adult basic and literacy State grants	\$512,120	\$508,643	\$427,547
Range of awards to States	\$827–\$79,809	\$823–\$79,258	\$692–\$66,619
English literacy and civics education			
State grants	\$69,835	\$69,360	\$58,302
Range of awards to States	\$60–\$14,000	\$60–\$13,904	\$60–\$11,680
Number of participants	1,526,000	1,520,000	1,400,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2019 and future years, as well as the resources and efforts invested by those served by this program.

As prescribed in the performance accountability provisions of WIOA, the Department has revised the performance measures for Adult Education State Grants. The new performance accountability system became effective on July 1, 2016. Baseline data and targets for these measures will be phased into Congressional budget justifications beginning with the fiscal year 2020 President's Budget.

The Department has continued to report on the existing measures for grants made prior to enactment of WIOA. These State-level performance indicators include: (1) demonstrated improvements in skill levels in reading, writing, and speaking English; numeracy and problem-solving; and English language acquisition; (2) placement in, retention in, or completion of

¹ OECD (2013), Time for the U.S. to Reskill?: What the Survey of Adult Skills Says, OECD Skills Studies, OECD Publishing.

² U.S. Department of Education, Office of Career, Technical, and Adult Education, The Impact of ABS Program Participation on Long-Term Economic Outcomes, Washington, DC, 2014.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

postsecondary education, training, unsubsidized employment, or career advancement; and (3) receipt of a secondary school diploma or a recognized equivalent. These indicators are reflected in the first four measures below. The Department will not report on these measures beyond the 2017 data year.

Goal: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.

Objective: Provide adult learners with opportunities to acquire basic foundation skills (including English language acquisition), complete secondary education, and transition to further education and training and to work.

Measure: The percentage of adults in Adult Basic Education programs who acquire the level of basic skills needed to complete the level of instruction in which they enrolled.

Year	Target	Actual
2014	44%	42%
2015	45	41
2016	46	41
2017	46	44

Measure: The percentage of adults enrolled in English literacy programs who acquire the level of English language skills needed to complete the levels of instruction in which they enrolled.

Year	Target	Actual
2014	47%	46%
2015	48	45
2016	49	46
2017	49	44

Additional information: The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” Educational gain is demonstrated by Department-approved standardized tests. As of 2017, figures reflect slightly modified measures per performance accountability requirements under WIOA. Specifically, for 2017, the two measures reflect: “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” and “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.” The Department will use the 2017 figures above as baseline data to set targets. These will be reported along with 2018 data in the fiscal year 2020 President’s Budget.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Measure: The percentage of adults who earn a high school diploma or recognized equivalent.

Year	Target	Actual
2014	64%	73%
2015	68	66
2016	73	75
2017	75	72

Additional information: The Department has developed a data-quality review process for States based on its “Standards for Evaluating Program Performance Data.” High school diplomas issued are certified by LEAs or the State educational agency, and HSE credentials are confirmed through a data match with the State’s administrative database. Reflecting the shared performance accountability system under WIOA, this measure will be replaced by “the percentage of program participants who obtain 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.” The Department will report baseline data and targets in the fiscal year 2021 President’s Budget.

Measure: The percentage of adults who enroll in a postsecondary education or training program.

Year	Target	Actual
2014	32%	30%
2015	35	28
2016	38	29

Additional information: This measure will no longer be a standalone measure under WIOA’s performance accountability measures. Rather, a modified version will be one of the ways in which grantees can meet the measurable skill gains measure mentioned above.

Measure: The percentage of adults who obtain a job by the end of the first quarter after their program exit quarter.

Year	Target	Actual
2014	47%	41%
2015	42	45
2016	43	44

Additional information: The precise definition for this measure is: the percentage of adults who were unemployed and in the labor force at entry who obtain a job by the end of the first quarter after the program exit quarter.

CAREER, TECHNICAL, AND ADULT EDUCATION

Adult education: Adult basic and literacy education State grants

Measure: The percentage of adults who retain employment in the third quarter after exit.

Year	Target	Actual
2014	57%	61%
2015	62	64
2016	63	69

Additional information: The precise definition for this measure is “the percentage of adults who were employed in the first quarter after exit quarter who are employed in the third quarter after the program exit quarter.” As required by WIOA, the Department will begin to collect data on “the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program” and “the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.” The Department will report baseline data and targets in the fiscal year 2021 and fiscal year 2022 President’s Budgets, respectively.

Efficiency Measures

Prior to the passage of WIOA, the Department had two efficiency measures for the Adult Education State Grants program: (1) the annual Federal cost per participant and (2) the annual Federal cost per student learning gain or high school diploma/HSE attainment. These measures will be replaced by “the annual federal cost per measurable skill gain” and “the annual federal cost per secondary school diploma.” Data for these measures will be phased into Congressional budget justifications beginning with the fiscal year 2021 President’s Budget.

Adult education: National leadership activities (Adult Education and Family Literacy Act, Section 242)

(dollars in thousands)

FY 2019 Authorization: \$664,552¹

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$13,619	\$13,712	+\$93

¹ A total of \$664,552 thousand is authorized for Adult Education, of which 2 percent shall be reserved to carry out National Leadership Activities.

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 supports 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, assistance to local providers of adult education services upon request from one or more States, and carrying out research and evaluation 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)
2014	\$13,712
2015	13,712
2016	13,712
2017	13,712
2018	13,619

FY 2019 BUDGET REQUEST

The Administration requests \$13.7 million for Adult Education National Leadership Activities for fiscal year 2019, an increase of \$0.1 million from the 2018 annualized Continuing Resolution

level, to restore funding to the fiscal year 2017 level. The request includes appropriations language that overrides the authorized funding level, which is established as 2 percent of the amount appropriated for AEFLA, or \$10.0 million based on the request level. Funds would continue to support State efforts to implement the provisions of AEFLA. The request would also continue support for activities designed to enhance the quality and outcomes of adult education and literacy programs. Currently, these activities include:

- *Evaluating Adult Education and Literacy Activities*, which enables the Department to carry out rigorous research and evaluation on effective adult education and literacy activities in addition to an independent evaluation of the programs and activities under AEFLA at least every 4 years in order to improve services and outcomes for adult education program participants.
- 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 outcome, 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 decisionmaking.
- *Evidence-based Reading Instruction*, which assists States in meeting their statutory requirement to establish or operate high quality professional development programs focused on the essential components of reading instruction for adults.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Evaluating Adult Education and Literacy Activities	\$3,500	\$3,500	\$3,500
Literacy Information and Communications System	2,753	2,656	2,656
National Reporting System	1,534	1,523	1,523
Evidence-based Reading Instruction	1,059	860	860
Other technical assistance, logistical support, and evaluation	\$4,866	\$5,080	\$5,173

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in fiscal year 2019 and future years, as well as the resources and efforts invested by those served by this program.

Goal: To support research, evaluation, information dissemination, and other activities to help States improve adult education and literacy programs.

Objective: *To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.*

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

Year	Target	Actual
2014	100%	91%
2015	100	89
2016	100	89
2017	100	
2018	100	
2019	100	

Additional information: The program office has developed a data-quality review process for States based on the Department's "Standards for Evaluating Program Performance Data." This process leads to a determination of whether each State has submitted high quality adult learner assessment data. In 2016, 51 of 57 "States" (the 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, Palau, and the U.S. Virgin Islands) submitted high-quality learner assessment data.

Other Performance Information

Beginning in 2008, the Department, in collaboration with the National Institute of Child Health and Human Development of the National Institutes of Health, supported a study of adult and adolescent literacy instruction through the National Academies of Sciences. The resulting 2012 report, "Improving Adult Literacy Instruction: Options for Practice and Research," explores in depth the factors that affect literacy development in adolescence and adulthood and examines the implications for strengthening literacy instruction for those populations. The report covers such topics as: technologies that can assist with multiple aspects of teaching, assessment, and accommodations for learning; use of evidence-based practices and professional development; improving learner persistence through the use of educational technologies; social service support and incentives; and enhanced coordination of program improvement, evaluation, and research.

The Department's Institute of Education Sciences funded a competition in fiscal year 2011 for its first national research and development center on cognition and adult literacy, which began work in September 2012. The primary goals of this center, the Center for the Study of Adult Literacy (CSAL), are to: (1) build the understanding of the underlying cognitive and motivational processes that contribute to or impede struggling adult readers' development, (2) examine the adequacy of measurement instruments and assessments for the population, and (3) develop and evaluate a multi-component reading intervention for this population.

Since 2012, CSAL has tested approximately 900 adult literacy students on a battery of assessments to help determine this population's underlying skill profiles and has worked with approximately 470 adult education students for the pilot and supplemental studies and an additional 340 postsecondary students for a supplemental study.

The Center has developed materials to help teach fundamental reading skills (e.g., fluency and comprehension) and has tested its feasibility in several programs. These materials contain 30 lessons on reading comprehension, 31 lessons on more basic skills (e.g., sounding out words), and 35 interactive computer-based lessons. The Center has also created an online reading repository that contains links to free texts, organized by reading level and content.¹⁶

Since its launch, the student portal that connects to the reading repository has been accessed over 13,000 times, the research portal over 1,700 times, and the teacher portal over 3,000 times. Since the beginning of CSAL, the researchers have collaborated with over 30 education organizations (e.g., school boards, education community-based organizations). The researchers of CSAL have met with staff from the Departments of Education and Labor to discuss research activities and findings and possibilities for further coordination. CSAL is currently in a no-cost extension to complete ongoing supplemental studies, analyze results from the primary and pilot studies, and disseminate findings to researcher, practitioner, policymaker, and other stakeholder communities.

¹⁶ <http://csal.gsu.edu/content/library-resources>