

U.S. Department of Education

**Bridges to Opportunity
Federal Adult Education Programs
For the 21st Century**

Report to the President on Executive Order 13445



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U.S. Department of Education
Office of Vocational and Adult Education

July 2008

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U.S. Department of Education

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July 2008

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THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

July 17, 2008

The President
The White House
Washington, DC 20500

Dear Mr. President:

The Interagency Adult Education Working Group (Working Group), established by *Executive Order 13445—Strengthening Adult Education* on Sept. 27, 2007, is pleased to submit the report *Bridges to Opportunity: Federal Adult Education Programs for the 21st Century*. This report identifies ways to improve federal education programs for American adults who need to improve their basic literacy skills.

Each federal agency involved cooperated extensively in collecting data and information to reach consensus on the report's findings and recommendations. The report identifies 11 adult literacy programs across five agencies and identifies four federal entities that are authorized to conduct and disseminate research on adult education. The report makes six specific recommendations intended to help ensure that: (1) federal programs serving adults will be utilized in a manner that increases the effectiveness, efficiency, and availability of such programs; and (2) literacy skills of adults will be strengthened thereby improving their opportunities for transitions to postsecondary education and employment.

This report reinforces the Administration's emphasis on program accountability and stresses the need for better coordination across federal agencies. The Working Group believes improved program coordination is essential for ensuring that: (1) the return on the federal investment in adult education programs and research is maximized; and (2) adult learners can more readily take advantage of the services offered by the different federally funded programs.

The Working Group wishes to thank you for the opportunity to serve you and our country in this important effort. We believe this report will serve as a useful step in improving federal adult education programs and, in turn, improving literacy skills and opportunities for adults in the United States.

Sincerely,

A handwritten signature in black ink that reads "Margaret Spellings".

Margaret Spellings
Chair

Interagency Adult Education Working Group

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ABBREVIATIONS

ABE	Adult Basic Education
ACF	Administration for Children and Families
AD	Associate Degree
AEFLA	<i>Adult Education and Family Literacy Act</i>
ASE	Adult Secondary Education
BEST	Basic English Skills Test
CAELA	Center for Adult English Language Acquisition
CASAS	Comprehensive Adult Student Assessment Systems
CCCS	Colorado Community College System
CFCIP	John H. Chafee Foster Care Independence Program
CWD	Center for Workforce Development
DOL	U. S. Department of Labor
ECC	Essex Community College
ED	U. S. Department of Education
ESL	English as a second language
ESOL	English speakers of other languages
ETA	Employment and Training Administration
FLEC	Financial Literacy and Education Commission
FPI	Federal Prison Industries
FYSB	Family and Youth Services Bureau

GED	General Educational Development test and credential
GWBRI	Governor’s Workforce Board Rhode Island
HEP	Migrant Education High School Equivalency Program
HHS	Health and Human Services
HUD	U.S. Department of Housing and Urban Development
IES	Institute of Education Sciences
JFF	Jobs for the Future
<i>NCLB</i>	<i>No Child Left Behind Act</i>
Network	National Financial Education Network of State and Local Governments
NIFL	National Institute for Literacy
NIH	National Institutes for Health
MOU	Memorandum of Understanding
OMB	Office of Management and Budget
OVAE	Office of Vocational and Adult Education
PART	Performance Assessment Rating Tool
PTP	Piedmont Triad Partnership
PYD	Positive Youth Development
SHINE	Students Helping in the Naturalization of Elders
STAR	Student Achievement in Reading
SUN	Success UNlimited
TABE	Test of Adult Basic English

- TLP** Transitional Living Program for Homeless Youth
- WIA** *Workforce Investment Act*
- WIRED** Workforce Innovation in Regional Economic Development

It is the policy of the United States to use existing Federal programs that serve adults, including new Americans, to strengthen literacy skills, improve opportunities for postsecondary education and employment, and facilitate participation in American life.

—President George W. Bush
Executive Order 13445

1. Introduction

The federal government invested more than \$5.7 billion¹ during fiscal year (FY) 2007 in programs supporting adult education. Further, President George W. Bush committed the federal government to a comprehensive review of the effectiveness, efficiency, and availability of adult education programs when he signed Executive Order 13445: Strengthening Adult Education (Executive Order) on Sept. 27, 2007.² He thereby ordered the establishment of an Interagency Adult Education Working Group (Working Group),³ charged with identifying and reviewing federal programs focused on improving adults' basic skills and helping them advance to postsecondary education, training, or employment.

Specifically, the Executive Order called for the Working Group to “identify federal programs that: (i) focus primarily on improving the basic education skills of adults; (ii) have the goal of transitioning adults from basic literacy to postsecondary education, training, or employment; or (iii) constitute programs of adult education; ...” The Working Group identified 11 programs⁴ designed to improve adult literacy through adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL) services. Five federal agencies administer these adult education service programs. Each agency (Education, Labor, Health and Human Services, Defense, and Justice) allocates adult education funds and customizes adult education services according to statutory requirements. The adult education service programs⁵ are:

- U.S. Department of Defense—National Guard Youth ChalleNGe Program
- U.S. Department of Education—*Adult Education and Family Literacy Act (AEFLA)* State-Administered Grant Program
- U.S. Department of Education—Migrant Education High School Equivalency Program (HEP)
- U.S. Department of Health and Human Services—John H. Chafee Foster Care Independence Program (CFCIP)
- U.S. Department of Health and Human Services—Transitional Living Program for Homeless Youth (TLP)
- U.S. Department of Justice, Federal Bureau of Prisons—Industries, Education, and Vocational Training Program
- U.S. Department of Labor—Job Corps
- U.S. Department of Labor—*Workforce Investment Act (WIA)* Programs
 - Adult Program
 - Dislocated Worker Program
 - Youth Program
- U.S. Department of Labor—YouthBuild

The Executive Order also charged the Working Group with identifying gaps in the federal investment in research on adult education. The Working Group found the U.S. departments of Education (ED), Health and Human Services (HHS), and Labor (DOL) are authorized to design, conduct, and disseminate high-quality research to support improvements in adult education. The responsibilities for adult education research programs⁶ are located in the following federal entities:

- U.S. Department of Education—Office of Vocational and Adult Education (OVAE)
- U.S. Department of Education—Institute of Education Sciences (IES)
- U.S. Department of Health and Human Services—Administration for Children and Families (ACF)
- U.S. Department of Labor—Employment and Training Administration (ETA)
- National Institute for Literacy (NIFL or Institute)⁷

This report summarizes the discussions and key findings of the Working Group created by the Executive Order. It reviews the status of the federal investment in adult education, discusses ongoing challenges, and offers recommendations for enhancing education and employment opportunities for American adults who need to improve their basic literacy skills.

Background

More than 40 million American adults do not have a high school diploma.⁸ Further, approximately 30 million American adults can perform only the most rudimentary literacy tasks—a figure that has not changed in more than 10 years.⁹ More than 11 million people living in the United States cannot speak English well enough to perform minimal tasks of prose literacy.¹⁰ These adults represent a vast untapped potential for many employers in need of qualified employees. Adult education programs in the United States help unlock this potential by preparing low-literacy adults for productive work and economic self-sufficiency. Recent demographic shifts in the United States indicate that our labor force will grow more slowly between now and 2016.¹¹ An aging workforce, extensive retirements, and a leveling of labor force participation by women mean that employers will have increasing difficulty finding qualified applicants for job vacancies. The need for services that prepare low-skilled adults to succeed in the workforce will become increasingly urgent.

America's economic competitiveness relies increasingly on an educated workforce. Twenty-four of the 30 fastest-growing jobs require postsecondary education or training.¹² Yet 60 percent of Americans have no postsecondary credentials at all, and less than one-third of Americans have bachelor's degrees.¹³ Even among college graduates, the percentage proficient in prose literacy has actually decreased from 40 percent to 31 percent in the past decade.¹⁴ Newly released data indicate that the number of high school graduates will peak this year and then will slowly decline until 2015.¹⁵ This means that employers can no longer meet their future workforce needs by relying solely on young people taking the traditional route through high school and college. Employers will look increasingly to the population

College access is not just about access for high school students. It's about access for adult learners.

—Margaret Spellings
U.S. Secretary of Education

of adults who do not presently have high school diplomas or adequate English language skills. ABE, ASE, and ESL programs can provide essential bridges to further education and training for millions of adults.

These current and impending changes in the American workforce call attention to the strengths and weaknesses of our system of adult education and training. U.S. Secretary of Education Margaret Spellings called on states, educational institutions, and the federal government to work collaboratively to implement the recommendations of *A Test of Leadership: Charting the Future of U.S. Higher Education*, the report of the Commission on the Future of Higher Education, to make postsecondary education more affordable and effective. That report identifies inadequate adult literacy as a barrier to national competitiveness and individual opportunity and urges the development of a federal research agenda for adult literacy.

Our competitiveness as a nation depends on an educated workforce. We must give adults the skills and knowledge they need to succeed in the job market.

—*Elaine Chao*
U.S. Secretary of Labor

Approximately 21 percent of the adult population of the United States has limited literacy skills that impede their full participation in American life.¹⁶ These adults have few opportunities for meaningful employment in industries driving economic growth and prosperity because they lack high school diplomas or their equivalents. The needs are clear—business needs qualified workers, and millions of adults need education and training to succeed in the workforce. The magnitude of these needs demand targeted, coordinated responses from the federal government.

America must ensure that our citizens have access to high quality and affordable educational, learning, and training opportunities throughout their lives. We recommend the development of a national strategy for lifelong learning that helps all citizens understand the importance of preparing for and participating in higher education throughout their lives.

A Test of Leadership: Charting the Future of U.S. Higher Education

2. Interagency Adult Education Working Group Findings

The Working Group found the following based on its review of federal adult education programs:¹⁷

Finding #1: The administration’s emphasis on federal accountability has led to continuing, dramatic improvement over the last eight years in measuring and evaluating program performance.

President George W. Bush has consistently emphasized the federal government’s responsibility to spend taxpayer dollars wisely.¹⁸ The administration’s increased focus on federal accountability has resulted in nine of the 11 federal adult education programs identifying specific outcomes, or performance measures, to quantify and monitor how well programs help participant’s transition to further education and employment. These nine programs represent over 95 percent of federal dollars invested in adult education. The National Guard Youth Challenge Program and the Chafee Foster Care Independence Program (CFCIP) are the only programs that have not yet established performance measures and these programs receive less than 5 percent of the federal dollars invested in adult education.¹⁹ In addition, most of the 11 programs have set performance targets to improve program effectiveness.

The Program Assessment Rating Tool (PART) is the federal government’s tool for formally evaluating the effectiveness of federal programs. A PART review helps identify a program’s strengths and weaknesses and informs funding and management decisions aimed at program improvement. The PART examines all factors affecting and reflecting program performance, including purpose and design; performance measurement, evaluation, and strategic planning; program management; and program results. The PART includes a consistent series of analytical questions that permit comparisons between similar programs and examines program improvement over time.

Answers to the PART’s common-sense questions about a program’s performance and management determine a program’s overall rating. Programs that have not established adequate performance measures, or lack sufficient performance data, receive a rating of *results not demonstrated*. The other ratings are *effective*, *moderately effective*, *adequate*, and *ineffective*. Each program develops a plan for improving its effectiveness after receiving a rating. The PART assessment helps each program identify areas needing improvement at each performance rating level.

We have seen adult education programs improve their performance and outcomes by setting ambitious goals, managing more effectively and efficiently, and achieving results.

—Troy R. Justesen
Assistant Secretary for Vocational and Adult Education
U.S. Department of Education

Ten federal adult education service programs, representing over 98 percent of federal funds invested in adult education, have undergone a PART review.²⁰ Seven of these programs earned *effective* or *adequate* ratings: *AEFLA* State-Administered Grant Program (*effective*); Transitional Living Program for Homeless Youth (*effective*); Industries, Education, and Vocational Training Program (*effective*); Job Corps (*adequate*); *WIA* Dislocated Worker Program (*adequate*); *WIA* Adult Program (*adequate*) and *WIA* Youth Program (*adequate*). The CFCIP and the Migrant Education High School Equivalency Program have not developed performance goals or collected data to evaluate their performances under PART and, therefore received ratings of *results not demonstrated*.²¹ The YouthBuild Program also received a rating of *results not demonstrated*.²²

The effective PART rating for the *AEFLA* State-Administered Grant Program highlighted the following:

- “Recent evaluation findings and project performance data indicate the program has positive effects and has achieved its performance goals for high school completion, postsecondary education or training, and job retention.
- The program recruits, retains, and assists more people from its target population at a lower cost than other job training programs.
- The program developed data quality standards, encouraged states to use common assessment tools, and improved the National Reporting System²³ to collect comparable grantee performance data.”²⁴

Data quality is crucial because it allows for ongoing program improvement and targeted technical assistance. The PART reviews consider the quality of the program’s performance measurement system and the extent to which programs achieve their performance goals. Federal adult education programs work to ensure the collection of high-quality data from their grantees as a result of the administration’s focus on results.

Finding #2: Federal agencies that administer adult education programs work closely with state governments and local programs to improve the quality and availability of data for determining education and employment outcomes.

The administration’s emphasis on federal program accountability means that agency program officials are increasingly called upon to assemble valid and reliable program data to measure the effectiveness of state and local programs. Ten of the 11 federal adult education service programs provide technical assistance to grantees to help improve the quality of performance data.²⁵ Technical assistance takes many forms, including in-person training for individual grantees or groups of grantees; publications or written directives on data definitions and data collection; and Web-based training and resources. The *AEFLA* State-Administered Grant Program, for example, has developed data quality standards to clarify the policies, processes, and materials that states and local programs should have in place to collect valid and reliable data. The program provides resources, training, and technical assistance on the National Reporting System to assist states in meeting the standards. In fact, all 10 programs providing technical assistance provide written guidance on data collection.

Other examples of different types of training agencies offer to help grantees improve data quality include the following:

- The Transitional Living Program for Homeless Youth has a technical support hotline that provides real-time guidance on all aspects of data collection.
- Some programs conduct workshops on the meaning and importance of PART measures during grantee conferences.
- The *WLA* Dislocated Worker Program connects grantees with one another to support peer-to-peer training on improving data collection and quality.

The agencies also have quality control procedures for checking the validity and reliability of grantee performance data. Agencies work with grantees up-front to confirm that the grantees have the capacities to collect and report accurate data. Agencies also have final checks to make sure data meet the agency standards. All programs also conduct periodic data reviews or on-site monitoring reviews of grantees' data. Several programs, including the *AEFLA* State-Administered Grant Program, the Transitional Living Program for Homeless Youth, and the *WLA* programs, have built-in data checks and validation procedures in their data collection systems. These real-time data edits ensure that the information used to establish performance goals and measure progress is accurate and reliable.

Finding #3: Federal, state, local, and tribal governments work as partners, sharing the responsibility of providing adult education services.

The federal government works with state, local, and tribal governments to support ABE, ASE, and ESL programs. Many of the federal adult education service programs described here allocate their funds through states to local providers, while others distribute their funds directly to providers through competitive grants. Federal and state sources provide the majority of funds available to local adult education programs. A recent survey of adult education providers found that, on average, 39 percent of program funds come from the federal government, 49 percent from state government, 9 percent from local government, and the remaining 3 percent from other sources such as foundations, corporations, individual donations, or user fees.²⁶ States leverage federal dollars to support adult education services. The *AEFLA* State-Administered Grant Program, for example, awarded over \$500 million in FY 2005 to states. States were required to provide a 25 percent match, but they actually contributed almost \$1.6 billion, or 76 percent of the total dollars, in non-federal funds to the program.

Finding #4: Adult education service programs are serving only a fraction of their target populations.

Adults who would benefit from ABE, ASE, or ESL instruction must first know that such programs are available. Even adults qualifying for services may not be able to find appropriate programs in their own community because the availability of programs varies by location. Many adults learn about federal adult education programs through One-Stop Career Centers; others gain access through outreach by local school districts or community colleges. Each federal adult education program has a target population defined by law. Adult education programs are serving only fractions of their target populations, as the examples in the table below demonstrate:²⁷

Table 1.1. Comparison of Estimated Target Populations With Numbers of Adults Served, by Selected Adult Education Programs

Program Title	Sponsoring Agency	Fiscal Year (FY) Program Year (PY)	Estimated Size of Target Population	Adults Served
<i>AEFLA</i> State-Administered Grant Program	ED	FY 2005	61,000,000	2,455,765
National Guard Youth ChalleNGe Program	DOD	FY 2006	582,000	7,000
Migrant Education High School Equivalency Program	ED	PY 2005	75,000 – 130,000	7,406
<i>WIA</i> : Dislocated Worker Program	DOL	PY 2006	7,600,000	382,000
<i>WIA</i> : Adult Workforce Program	DOL	PY 2006	36,460,000	1,700,000
YouthBuild	DOL		3,650,000 ^a	

^a The YouthBuild target population estimate is based on Employment and Earnings, Bureau of Labor Statistics, U.S. Department of Labor, April 2007, Table A-16, and the Current Population Survey conducted each month from the U.S. Census Bureau. DOL has set an enrollment goal of 3,133 for the first program year. DOL will be able to supply the data in September 2008. The YouthBuild Program was transferred from HUD to DOL in 2006.

Source: Reflects data provided by responding agencies on Federal Adult Education Program Self-Assessment Instrument (see Appendix F).

Finding #5: Adult education programs offering similar services are located in five different federal agencies, making it difficult to oversee their management.

Managing federal adult education service programs across five agencies can be difficult and inefficient. Although many of the programs target different types of adult learners and provide different sets of support services, the lack of common management oversight may result in lost opportunities for collaboration and coordination. Such collaboration, when it has happened, has been fruitful. For example, Job Corps and the National Guard Youth ChalleNGe programs worked collaboratively in Carville, La., in developing a program that combined General Educational Development (GED) preparation, employment training, and life, school and work disciplines. This collaboration has enabled the programs to deliver services in a previously underserved rural area. A “one-problem, one-manager” approach to federal adult education services would support this type of holistic approach to the coordination of services and would ensure the most effective use of federal dollars for adult education as will be discussed more fully in the next chapter on recommendations.

Finding #6: Current adult education research efforts are diffuse and uncoordinated across four federal entities charged with responsibilities in this area.

The federal government has invested approximately \$55 million to support the adult education research programs across ED, HHS, DOL, and NIFL. However, there is no unified federal research agenda for adult education. Each entity appears to invest in research studies addressing its individual programmatic needs without considering holistically what educators and policymakers need to know about adult learning.

One example of effective coordination is in the area of adult reading research. ED, NIFL, and the National Institutes of Health (NIH) developed a Memorandum of Understanding in 2002 and pooled resources, a total of \$18.5 million over five years, that funded six experimental design studies administered by NIH. Results of the studies will be published in peer-reviewed journals. This collaboration demonstrates how multiple federal agencies can leverage funds to invest in high-quality scientific research to advance adult reading instruction.

3. Interagency Adult Education Working Group Recommendations

The above six findings of the Working Group address both the successes and challenges of meeting the educational needs of adult Americans through federal programs. The Working Group makes the following recommendations based on these findings:

Recommendation #1: Strengthen the leadership of the National Institute for Literacy, so that it may exercise its coordination responsibility effectively. As a next step, the feasibility of consolidating programs under a single administrative entity should be explored as a part of the coordination effort.

The federal government's considerable investment in adult education programs warrants a long-term, comprehensive approach to resource allocation. Currently, 11 different adult education programs offering similar services are located in five different federal agencies. A lack of coordination across the federal agencies means that this investment may not be yielding maximum results. The majority of programs serve a small portion of their target populations, although program overlap does not appear to have a negative impact on participants. The programs, however, could benefit from coordination of policies that affect cost, efficiency, accessibility, and outcomes.

The secretary of education, in partnership with states and other federal agencies, should develop a national strategy that would result in better and more flexible learning opportunities, especially for adult learners. The comprehensive plan should include better integration of policy, funding and accountability between postsecondary education, adult education, vocational education, and workforce development and training programs.

A Test of Leadership: Charting the Future of U.S. Higher Education

The Working Group recognizes the statutory responsibility of NIFL, which is administered by an interagency group consisting of representatives from ED, HHS, and DOL to provide national leadership on literacy. The Working Group recommends that the leadership of NIFL be strengthened so that the Institute can exercise its coordination role more effectively. Including all federal agencies administering adult education services in program coordination would enable NIFL to lead more effectively. Improved program coordination would support more efficient delivery of services and thereby help adult learners more readily take advantage of the services offered by different programs. Furthermore, better coordination of the federal investment in adult education research would help ensure that federal dollars support evidence-based approaches to education and employment services.

The Working Group acknowledges that a federal institute that is itself cogoverned by a board and an interagency group probably lacks sufficient legal authority and political weight to coordinate successfully a group of programs administered by Cabinet-level agencies. Therefore, the Working Group proposes that the next step should be to explore the feasibility of bringing these 11 programs together under a single administrative entity.

Recommendation #2: Broaden the common measures used to evaluate the effectiveness of adult education services to include education gains and transitions to further education and training. Consider extending the use of these measures to all federal agencies administering adult education programs.

The administration is committed to a results-oriented government focused on performance. A powerful way of evaluating and improving federal adult education program performance is through the development and use of common measures for programs with similar goals. However, the Working Group found that using present data on adult education programs to compare variables, such as total expenditures per participant, is impossible because no common measurement exists among various federal programs.

The Working Group supports the OMB common measures initiative that includes the use of common metrics for job training and employment outcomes among DOL's *WIA* programs for youth, adults, and dislocated workers and ED's *AEFLA* State-Administered Grant Program. The inclusion of all adult education service programs in the common measures initiative would allow for cross-program comparisons even though there are considerable overlaps among programs in their target populations and eight of the 11 service programs are designed to provide unique services to specific segments of the adult learner population. It would address the need to have available a federal-cost-per participant for each adult education service program and provide a basis by which the public as well as policymakers can judge program effectiveness.

Additionally, using common measures to determine program outcomes would shine a bright light on how the learning needs of all segments of the adult learner population are being addressed.

The Working Group further recommends expanding the common measures to include education gains and transitions to further education and training, while maintaining the current employment measures of entered employment, earnings increase, and job retention. Currently, the measures on education gains and outcomes are optional measures used only by the *AEFLA* Grant Program and the *WIA* Title I Youth Program. Their increased use would provide a more accurate assessment of adult education program effectiveness.

Using common measures will permit comparison of program outcomes, using valid and reliable data. The availability of comparable data about program effectiveness will strengthen federally funded programs offering adult learner services that encourage transition to higher levels of education and employment.

Recommendation #3: Coordinate research efforts across federal agencies on issues related to adult education and employment.

The Working Group recommends that federal agencies with investments in adult education and employment meet annually to discuss current and planned research efforts. An annual meeting would provide agencies with the opportunity to coordinate their efforts and permit them to plan joint research efforts when possible. Findings from completed and ongoing agency research efforts should be presented during the annual meeting and should be used to inform decisions about future program activities.

Additionally, the Working Group recommends convening an expert advisory panel consisting of individuals with research and practical expertise in the area of adult education, which could recommend to agencies subject areas or topics for focused research efforts in adult education and employment.

Increased coordination across federal agencies should increase the impact of federal adult education research dollars because a unified approach to planning and implementing strategies would help ensure studies are complementary and address the span of the most important issues in adult education. Furthermore, regular annual meetings, with the input of an expert advisory panel, would support efforts to leverage federal funds to maximize the results of the research investments.

Recommendation #4: Expand access to adult education services through improved program linkages, broader dissemination, and more flexible learning opportunities.

The Working Group recommends that the federal government improve linkages across federal adult education programs in order to help them offer access to such programs to the largest possible number of adults. For example, agencies could include in their program service guidance, information packets, and on their Web sites information regarding adult education services offered by other agencies that pertain to similar populations of learners. A comprehensive, seamless system of education and employment services would provide adults with easy access to and transition among the wide range of services necessary to serve their multiple and changing needs.

The federal government should promote a unified approach to the dissemination of information on adult education services. Coordinating the dissemination of information on available programs would help many more eligible adults enroll in ABE, ASE, and ESL programs to improve their employment prospects and their contribution to economic growth. One-Stop Centers, for example, could serve as information gateways for all adult education services and thereby increase the visibility for programs.

Flexible learning opportunities can increase the capacity of programs to meet adult education needs. Technology expands the reach of program services through distance learning and computer-based instruction. Workplace learning and alternative class scheduling can make it easier for adults to attend classes and obtain the education needed for success in today's job market.

Recommendation #5: Improve the basic literacy of Americans who benefit from these programs by continuing to link funding to performance.

Federal adult education service programs have made strides in documenting outcomes and improving data quality over the past eight years. Performance measures related to education and employment outcomes validate the impact of programs on adult learners. The PART review provides a systematic way to evaluate program effectiveness and efficiency. Data monitoring and technical assistance ensure that adult education providers have the tools needed to collect accurate, valid, and reliable data for performance reviews.

The heads of federal agencies responsible for adult education programs should continue to consider program outcome data in making funding recommendations. This involves considering the PART review criteria, especially those concerning the establishment of performance measurement systems, the monitoring of program outcomes, and the performance of programs against their measures. The outcomes of local programs also should be considered in funding decisions. Effective programs should be maintained, ineffective programs should be eliminated, and where appropriate, programs should be consolidated in order to reduce duplication and improve services.

The Working Group recommends that the few adult education service programs that have not developed performance measures and goals do so. Federal agencies should continue to: (1) emphasize the importance of data quality and reliability, providing technical assistance and explicit guidance on data definitions to local providers; and (2) promote local providers' understanding of the benefits of good data by showing them how data can help them meet their program goals and better serve their clients. High-quality program data should be a condition of funding.

4. Highlights of Adult Education Initiatives

This section provides information regarding the federal service programs designed to meet the education and workforce training needs of American adults and then describes the federal research programs charged with developing scientifically based evidence on adult education issues.

The Federal Service Programs

U.S. Department of Defense—National Guard Youth ChalleNGe Program

The purpose of the National Guard Youth ChalleNGe Program (ChalleNGe) is to reclaim the lives of at-risk youths by providing them with the values, skills, education, and self-discipline necessary to succeed as adults. Specifically, ChalleNGe seeks to increase the life skills, educational attainment, and employment potential of at-risk youths through a structured intervention model. A FY 2007 federal investment of \$83.1 million supported programs for more than 7,000 youths in 27 states, Puerto Rico, and the District of Columbia.

ChalleNGe is a coeducational program for 16–18-year-old high school dropouts, who also must be drug-free and not in legal trouble. The ChalleNGe model focuses on eight core components that together improve skills and facilitate personal growth (citizenship, academic excellence, life skills, community service, health and hygiene, job skills training, leadership/followership, and physical training).

The program consists of a 22- week quasi-military residential phase, followed by a 12-month post-residential phase. Participants attend daily classes to prepare for a GED or high school diploma and to increase mathematics skills and reading comprehension during the residential phase. All youths are expected to raise their math and reading levels to graduate from the program. Participants are not obligated or expected to join the armed services after completing the ChalleNGe Program, although ChalleNGe has a quasi-military structure.

U.S. Department of Education—*AEFLA* State-Administered Grant Program

The *AEFLA* State-Administered Grant Program provides educational opportunities for adults ages 16 and older who are not currently enrolled in school or required to be enrolled under state law and who lack high school credentials, basic skills, or the abilities needed to function effectively in their workplaces or in their daily lives. Specifically, the program's purpose is to assist adults ages 16 and older to:

- Become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- If needed, obtain skills necessary to becoming full partners in the educational development of their children; and
- Complete a secondary school education.

A federal investment of over \$560 million in FY 2008 supports programs for almost 2.5 million adults ages 16 and older through a local provider network of school districts, community colleges, community-based organizations, and volunteer literacy organizations.

These programs provide ABE instruction for adults ages 16 and older functioning at literacy levels below the secondary level; ASE instruction for adults ages 16 and older with literacy skills at approximately the high school level who are seeking to pass the GED test or obtain an adult high school credential; and ESL instruction for adults ages 16 and older lacking proficiency in English and seeking to improve their literacy and competence in English. Local providers also coordinate with One-Stop Career Centers and other job training programs in their communities to support workforce education.

U.S. Department of Education— Migrant Education High School Equivalency Program

The purpose of the Migrant Education High School Equivalency Program is to help migrant and seasonal farm workers (and their children) 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training.

An investment of over \$18.5 million in FY 2008 supports services to almost 7,500 students. Each year, the program awards competitive grants to institutions of higher education and nonprofit organizations to provide secondary education services to these adult workers and their families. These grants provide services that include outreach to eligible individuals; educational and counseling services designed to help students obtain a GED; placement in a university, college, junior college, military service, or job; weekly stipends and residential housing for students; and exposure to educational and cultural activities usually unavailable to migrant or seasonal farm workers.

Education leading to a good job and further education should be affordable and accessible for adults with limited English proficiency. Adult education programs are a bridge from basic skills to postsecondary education.

—*Sara Martinez Tucker*
Under Secretary
U.S. Department of Education

U.S. Department of Health and Human Services—John H. Chafee Foster Care Independence Program

The John H. Chafee Foster Care Independence Program (CFCIP) offers assistance to enable current and former foster care youths achieve self-sufficiency. The program's goal is to help ensure that young people in foster care get the tools they need to make the most of their lives. It provides opportunities for additional education or training, housing assistance, counseling, and other services to more than 200,000 older youths in foster care and youths ages 18–21 who have aged out of the foster care system. Each state seeking funds must submit a plan to assist youths in a wide variety of areas designed to support a successful transition to adulthood. Specific activities and programs include help with education, employment, financial management, housing, emotional issues, and connections to caring adults.

The federal investment of \$140 million in FY 2008 for CFCIP is supplemented by another \$46 million in federal funds for states to use in providing postsecondary education and training vouchers for foster youths likely to experience difficulty transitioning to adulthood after age 18. The program provides both basic education services and bridges to postsecondary education for former foster care youths.

Young people who are homeless or in foster care are among those most at risk in our society. They need support to be successful in school and on the job. Our goal as a nation should be to make sure that every young person becomes a productive adult and responsible citizen.

—*Michael O. Leavitt*
U.S. Secretary of Health and Human Services

U.S. Department of Health and Human Services—Transitional Living Program for Homeless Youth

The Transitional Living Program for Homeless Youth (TLP) is designed to help homeless youth ages 16–21 make a successful transition to self-sufficiency by providing residential services. The program provides services for up to 18 months, with an additional 180 days permitted for those younger than 18 years of age. Program grantees offer stable and safe living accommodations and services to help youths develop the skills necessary for independent living. Accommodations may be host family homes, group homes, maternity group homes, or supervised apartments. TLP also provides youths who are pregnant or have children with training on child development, family budgeting, health and nutrition, and other skills to promote their long-term economic independence and their children’s well-being.

TLP programs provide educational opportunities, such as GED preparation, postsecondary training, or vocational education, and coordinate services with the *McKinney-Vento Act* school district liaison to assure that runaway youths are provided information about the education services available to them. The Family and Youth Services Bureau (FYSB) promotes Positive Youth Development (PYD) as an integrated approach to service delivery within the TLP program. PYD gives youths opportunities to exercise leadership, build basic skills, and become involved in program activities, which enhance their self-confidence and trust, and increase the practical knowledge they will need to become self-sufficient adults. Some PYD strategies include service learning, job preparation, and work shadowing.

A federal investment of approximately \$40 million in FY 2007 supported more than 3,000 youths and was distributed through competitive grants to local providers offering direct or referral services. Grantees offer training in: (1) basic life skills, such as budgeting, housekeeping, food preparation, and parenting; (2) interpersonal skills, such as establishing positive relationships with peers and adults, (3) making decisions and managing stress; (4) educational and workforce skills, such as GED preparation and technical skills; (5) employment skills, such as job search and placement assistance; and (6) health skills such as substance abuse prevention and health care, including mental health care.

U.S. Department of Justice, Federal Bureau of Prisons—Industries, Education, and Vocational Training Program

The Industries, Education, and Vocational Training Program is responsible for education and job training in federal prisons. Each prison has an education department that provides educational services to inmates. Services include occupational training programs, parenting programs, and adult continuing education classes designed to increase inmates' general knowledge in a wide variety of subjects, including reading and mathematics. Programs help inmates improve their English literacy skills, earn GEDs, and obtain job skills. The federal investment in ABE, ASE, and ESL programs in the Federal Bureau of Prisons (Bureau) is part of the overall budget and does not have its own distinct funding stream. Correctional institutions receive funds for educational programs through the regional Bureau offices.

U.S. Department of Labor—Job Corps

Job Corps is the nation's largest primarily residential training program that serves 16–24-year-old economically disadvantaged youths who are U.S. citizens or legal residents and who face barriers to employment. The program operates 122 centers nationwide offering students, at no cost, intensive training in skills needed to become employable and independent. They enroll in Job Corps to earn a high school diploma or GED or learn a trade. They also receive assistance with placement in meaningful jobs or further education.

A federal investment of over \$1.6 billion in FY 2007 helped more than 60,000 students work towards the attainment of high school diplomas or GEDs and the completion of career technical training programs. Job Corps centers also provide youths with: (1) additional support services, including—ESL, life and personal management skills training, job search techniques, and basic information technology instruction; and (2) career transition services that provide placement assistance, career counseling and transition support for up to 12 months following graduation from the program. Job Corps pays participants a monthly allowance, which increases during their time in the program, to encourage retention. A graduate transition payment is also provided to encourage program completion.

U.S. Department of Labor—Workforce Investment Act Programs

Three formula programs authorized under the *Workforce Investment Act of 1998 (WIA)*—*Adult, Dislocated Worker, and Youth*—are designed to provide high-quality employment and training services to eligible adults and youths to help them find and qualify for meaningful employment and to assist employers with finding the needed skilled workers. The *WIA* Adult and Dislocated Worker Programs provide *core*, *intensive*, and *training* services. *Core* services include outreach, job search and placement assistance, and the provision of labor market information. *Intensive* services include comprehensive assessment, development of individual employment plans, counseling, and career planning. *Training* services include occupational training and basic skills education.

Participants in training services use an individual training account to select a program from a qualified training provider. The program may also provide, under certain circumstances, support services such as transportation, childcare, dependent care, housing, and needs-related payments to allow an individual to participate in the program.

Adult Program

Federal funds totaling over \$850 million in FY 2007 enabled the *WIA* Adult Program to provide assistance to more than 1.7 million adults in the 50 states, Puerto Rico, the District of Columbia, and U.S. territories. All adults are eligible for core services. Low-income Americans, particularly those on public assistance, as well as veterans, generally have priority for intensive services and training services. The program allocates funds to states and through states to local Workforce Investment Boards based on a statutory formula and provides services through One-Stop Career Centers.

Youth Program

The \$940 million in FY 2007 allocated to the *WIA* Youth Program provided more than 230,000 low-income, low-skilled young people ages 14–21 with job training and support to achieve academic and employment successes. The program allocates funds to states and through states to local Workforce Investment Boards based on a statutory formula. Youth services can include instruction for the GED or high school diploma and ESL services. Service strategies, developed by workforce training providers, prepare youth for employment and/or postsecondary education opportunities by linking academic and occupational learning. Local communities provide youth activities and services in partnership with the One-Stop Career Centers under the direction of local Workforce Investment Boards.

Dislocated Worker Program

A federal investment of approximately \$1.2 billion in FY 2007 enabled the *WIA* Dislocated Worker Program to assist more than 380,000 workers, including those who had lost their jobs and were unlikely to return to their previous occupation because of layoffs or plant closings; previously self-employed workers who were unemployed as a result of general economic conditions or a natural disaster; and displaced homemakers who were no longer supported by another family member. The program allocates funds to states and through states to local Workforce Investment Boards based on a statutory formula and provides job training and job readiness services through the national network of One-Stop Career Centers.

U.S. Department of Labor—YouthBuild

YouthBuild is an alternative education program for youths significantly behind their peer group in basic skills and in their progress toward a high school diploma or GED attainment. The program primarily provides services to at-risk youths, including out-of-school youths, those aging out of foster care, and those returning to society from a juvenile detention institution. Simultaneously, the program addresses core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development. Approximately 3,000 low-income young people ages 16–24 each year work toward earning their GEDs or high school diplomas, learning job skills and serving their communities by building affordable housing, and transforming their lives for expanded roles in society.

The 2003 *White House Task Force Report for Disadvantaged Youth: A Final Report* recommended that YouthBuild move from the Department of Housing and Urban Development (HUD) to DOL, because the program is “at its core, an employment and training program for disadvantaged youth.” Thus, in an effort to strengthen programs serving the nation’s most disadvantaged youths the administration transferred YouthBuild to DOL in 2006. A federal investment of approximately \$60 million in FY 2008 is distributed through competitive grants. These funds supported ABE instruction and remedial education, ESL programs, and ASE services and activities—including tutoring, study skills training, and dropout prevention activities—to assist youths in attaining secondary school diplomas, GEDs, or other state-recognized equivalents.

The Federal Research Programs

National Institute for Literacy

NIFL, established in Sec. 242 of title II of *WIA*, is a federal institute whose purpose is to provide national leadership regarding literacy issues. As such, it works with other agencies to coordinate literacy services and policy and serves as a national resource on adult education and literacy programs. *WIA* authorizes NIFL to: “(1) engage in basic and applied research on topics not being investigated by other organizations or agencies, although it does not specifically identify research as a purpose of the NIFL; (2) disseminate research on literacy and basic skills instruction, including phonemic awareness, systematic phonics, fluency, and reading comprehension; and (3) coordinate the support of reliable and replicable research and development on literacy and basic skills in families and adults across federal agencies.”

Similarly, the *No Child Left Behind Act (NCLB)* authorizes NIFL to disseminate scientifically based reading research pertaining to adults and to disseminate information about reading programs that contain the essential components of reading instruction as supported by scientifically based reading research. *NCLB* also authorizes the Institute to carry out scientifically based reading research to identify: (1) the most effective ways of improving the literacy skills of adults with reading difficulties; and (2) how family literacy services can best provide parents with the knowledge and skills they need to support their children’s literacy development.

NIFL is administered by a director under the terms of an interagency agreement entered into by the secretary of education with the secretary of labor and the secretary of health and human services. NIFL has provided \$10 million over five years (FY 2003—FY 2008) to help fund adult reading research studies. In general, NIFL invests approximately \$1.7 million per year in the Literacy Information and Communications System (LINCS), a dissemination infrastructure that includes, but is not limited to, research dissemination. NIFL also periodically funds other research activities or research-related activities, but the level of investment varies.

Examples of NIFL-related adult education research projects include:

- “The Longitudinal Study of Adult Learning, Wave 6”—a 10-year study of adult literacy that will result in a report on the relationship between literacy skills acquisition and workforce outcomes;

- “Improving Literacy Instruction for Adults”—a joint project with the Department of Education to investigate appropriate instruction for adults with low literacy levels; and
- “Research on Reading Programs for Low-Literate Adults”—a joint project with the Department of Education on teaching techniques and outcome measures for low-skilled adult readers.

U.S. Department of Education, Office of Vocational and Adult Education

One part of the mission of the Office of Vocational and Adult Education (OVAE) is to assist states in providing programs to help adults develop skills for literacy, employment, and self-sufficiency. OVAE’s research investment of approximately \$550,000 annually, including for FY 2007, helps develop evidence-based practice in basic literacy skills, English language acquisition, high school completion, adult education curricula, and program performance and outcomes.

Examples of OVAE research projects related to adult education include:

- “Transitioning English Language Learners”—a study on how adult education programs assist English language learners to develop the proficiency needed to obtain a high school credential, succeed in postsecondary education, and enter the workforce;
- “Strengthening Adult Reading Instructional Practice”—a review of professional development and technical assistance designed to support evidence-based reading instruction;
- “Evaluation of the Impact of Explicit Literacy Instruction”—an evaluation of the impact of an enhanced ESL curriculum on the English reading, writing, and speaking skills of adult learners; and
- “Effective Practices in Reading Instruction”—a study of the effectiveness of adult literacy interventions for low-literate adults, including instruction in decoding, vocabulary, fluency, and comprehension.

U.S. Department of Education, Institute of Education Sciences

The mission of the Institute of Education Sciences (IES) is to provide evidence developed through rigorous research to serve as a basis for education policy and practice. IES seeks to improve the quality of education at levels from early childhood through adult education, utilizing its survey and research programs. IES funds its portfolio of research studies on adult education with grants, contracts, and cooperative agreements totaling almost \$13 million.²⁸

IES research programs produce research that is scientifically rigorous and relevant to the needs of educators and policymakers. National survey data and funded research projects seek to: (1) identify how education programs, practices, and policies affect student outcomes; (2) develop new education interventions; (3) evaluate the effectiveness of existing educational programs or practices; (4) evaluate the effectiveness of specific interventions that have been implemented; and (5) develop and validate assessments.

IES is advancing the understanding of teaching, learning, and education systems to improve the quality of education. IES works closely, in its research on adult education, with the ED programs serving adults, such as the *AEFLA* State-Administered Grant Program.

Examples of IES research projects related to adult education include:

- “Improving Adults’ Reading Outcomes with Strategic Tutoring and Content Enhancement Routines”—an evaluation of two adult reading intervention approaches in Job Corps settings;
- “Evaluation of the Impact of Literacy Instruction on Adult ESL Learners”—an evaluation of Thomson-Heinle’s Sam and Pat workbook series on English reading and speaking;
- “Recent Participation in Formal Learning Among Working-Age Adults with Different Levels of Education”—a review of national data on the participation of adults without high school diplomas or GEDs in formal learning activities;
- “Program for International Assessment of Adult Competencies”—an international comparison study of literacy, numeracy, and problem-solving skills of adults ages 16–64; and
- “National Assessment of Adult Literacy”—a nationally representative study of English literacy among American adults ages 16 and older.

U.S. Department of Health and Human Services, Administration for Children and Families

The Administration for Children and Families (ACF) is responsible for federal programs promoting the economic and social well-being of families, children, individuals, and communities. One of ACF’s main goals is to empower families and individuals to increase their own economic independence and productivity. ACF supports research on two adult education service programs—the Transitional Living Program for Homeless Youth and the Chafee Foster Care Independence Program. ACF supports studies on the effectiveness of service delivery and participant outcomes with a research budget of approximately \$2 million in FY 2007 allocated to these two programs.

Examples of ACF research projects related to adult education include:

- “Long-Term Outcomes of Homeless Youth (ages 16–21) in the Transitional Living Program”—a study to determine the effectiveness of program services in developing sustainable independent living, readiness for adulthood, educational commitment, and life skills among participating youth; and
- “Multi-site Evaluation of Foster Youth Programs”—an evaluation of the effects of Chafee-funded program services on such key outcomes as education, employment, and personal development.

U.S. Department of Labor, Employment and Training Administration

The mission of the Employment and Training Administration (ETA) is to contribute to the more efficient functioning of the U.S. labor market by providing high-quality job training, employment service programs, labor market information, and income maintenance services (i.e., unemployment insurance), primarily through state and local workforce development

systems. A research and evaluation budget of approximately \$30 million in FY 2007, supported research, demonstration, and evaluation projects to improve performance and outcomes for adult learners.

Examples of ETA research projects related to adult education include:

- “Evaluation of YouthBuild”—a study to document the YouthBuild model by examining its implementation across sites and identifying program practices that appear to lead to successful outcomes for adult learners;
- “Jobs for the Future, Adult Learner Papers”—reviews of the literature on practices and policies that increase the accessibility, affordability, and accountability of postsecondary education for adult learners; and
- “Limited English Proficiency and Hispanic Workers Initiative Evaluation”—an assessment of the effectiveness of strategies that simultaneously teach English language skills, improve access to employment and training services, and serve the workforce training needs of Hispanic Americans.

5. Program Profiles

Each of the federal agencies participating in the Working Group was invited to submit examples of promising practices related to adult education. Collectively, these programs represent efforts to support key administrative priorities at national, state, and local levels.

Preparing Adults for Postsecondary Success

College Yes	U.S. Department of Education
Colorado Success UNlimited	U.S. Department of Education
Federal Prison Inmate Scholarship Program	U.S. Department of Justice
Inmate Paid Postsecondary Education Program	U.S. Department of Justice
Piedmont Triad Partnership	U.S. Department of Labor

Helping At-Risk Youth

Common Ground Sanctuary	U.S. Department of Health and Human Services
Looking Glass New Roads School	U.S. Department of Health and Human Services
National Guard Youth ChalleNGe	U.S. Department of Defense

Connecting Education and Employment

Monroe 2–Orleans BOCES Center for Workforce Development	U.S. Department of Labor
The netWORKri Restructuring Committee	U.S. Department of Labor

Improving Instruction/Teacher Quality

Center for Adult English Language Acquisition Training Guide	U.S. Department of Education
Student Achievement in Reading	U.S. Department of Education
Student Achievement in Reading at Canton City	U.S. Department of Education
Adult Basic Education and Literacy Education	U.S. Department of Education

Promoting Financial Literacy

MyMoney.gov

National Financial Education Network of State
and Local Governments

U.S. Department of the
Treasury

U.S. Department of the
Treasury

Using Volunteers

Literacy AmeriCorps

Students Helping in Naturalization of Elders

Corporation for National and
Community Service²⁹

Corporation for National and
Community Service

Preparing Adults for Postsecondary Success

**College Yes—
Essex County Community
College Newark, N. J.**

U.S. Department of Education

College Yes (CYes), which was funded under the *AEFLA* national leadership activities grant Ready for College: Adult Education Transitions Program, is assisting four local adult secondary education (ASE) programs in strengthening their efforts to recruit and retain African American and Hispanic out-of-school youths. The goal is to increase the percentage of ASE students who enter and successfully pursue postsecondary education. The ASE programs participating with Essex County Community College (ECC) Adult Learning Center are the Jewish Vocational Services, the FOCUS Hispanic Center for Community Development, La Casa de Don Pedro, and Newark Public Schools. CYes will also partner with several local agencies that have a proven track record of working with 18–24 year olds who have dropped out of high school. These include the Transitional Education and Employment Management Gateway operated by Rutgers University in cooperation with the Newark Public Schools, Communities in Schools, the newly created Youth Employment and Education Service, and Project Re-Connect.

CYes is demonstrating and documenting strategies such as: (1) recruitment of underrepresented groups (i.e., those coming out of the criminal justice system); (2) flexible scheduling; (3) curricular enhancements, including computer-assisted instruction and distance-learning opportunities; (4) educational counseling that includes an online mentoring program; (5) support services, such as transportation and child care; and (6) professional development for project staff, based on the 2004 work of the Center for Positive Behavioral Interventions and Supports. The New Jersey Department of Labor and Workforce Development Office of Adult Education and Literacy provides leadership in planning, developing, and implementing this project.

**Colorado Success UNlimited (SUN)— U.S. Department of Education
Colorado Community College System
Denver, Colo.**

The Colorado Community College System (CCCS) established Colorado Success UNlimited (SUN), which was funded under the *AEFLA* national leadership activities grant Ready for College: Adult Education Transitions Program to promote successful transitions to community college certificate and degree programs for out-of-school youths ages 18–24. CCCS works with eight Colorado community colleges having adult secondary education (ASE) programs to implement several transition strategies. The eight colleges include: Community College of Denver, Pueblo Community College, Northeastern Junior College, Durango Adult Education Center, Lamar Community College, Morgan Community College, Trinidad State Junior College, and Community College of Aurora. These colleges are working closely with the Colorado Department of Education's Adult Education and Family Literacy Program, and collaborating with the Governor's P-20 Education Coordinating Council and the Colorado Department of Labor and Employment.

Each of the eight community colleges is delivering an eight-week intensive transition program, called *College Connection*, that was developed by Denver Community College through its work with Jobs for the Future (JFF) on the *Breaking Through* initiative. Another strategy being implemented with these out-of-school youths ages 18–24 is training in the development of critical thinking skills. Other program activities include: (1) the development and delivery of career exploration modules; (2) the training and deployment of “navigators” who work with ASE students on college transition issues; and (3) professional development for Colorado SUN program staff.

The project aims to: (1) increase the number of out of school youths who obtain high school credentials with academic skills sufficient to transition to postsecondary education; (2) develop an ASE curriculum model for aligning GED preparation classes with the requirements for postsecondary education; and (3) develop an educational counseling model that focuses on helping out-of-school youths ages 18–24 navigate a successful transition to postsecondary education.

**Federal Prison Inmate Scholarship
Program—
Nationwide**

U.S. Department of Justice

Federal Prison Industries (FPI) is a self-sustaining government corporation that awards scholarships for postsecondary study to selected, qualified inmates working in FPI factories. FPI allocates a portion of revenues generated from the sale of its products and services to federal agencies for the FPI scholarship program. Eligible inmates working at prison factories can take postsecondary or occupational training courses with accredited colleges, universities or technical schools.

Federal inmates are not eligible to receive Pell grants to fund postsecondary studies. The FPI scholarship program allows federal inmates the opportunity to take postsecondary or occupational training courses in order to acquire skills, degrees, or certificates that will enhance their post-release employability.

Inmates submit scholarship application forms. A local scholarship committee at the institution reviews application forms and selects award recipients following established procedures. Postsecondary institutions receive the scholarship program funds directly.

The scholarship program uses no appropriated funds. Revenue generated from the sale of FPI products and services funds the program. There is no cost to taxpayers for the program.

**Inmate Paid Postsecondary
Education Program—
Ray Brook, N.Y.**

U.S. Department of Justice

The purpose of the Inmate Paid Postsecondary Education Program is to provide inmates incarcerated at the Ray Brook Federal Correctional Institution opportunities to enroll in postsecondary education programs and receive college credits from the North Country Community College in Saranac Lake, N.Y. The program serves approximately, 50–60 federal inmates housed at the federal correctional institution.

Federal inmates are not eligible to receive Pell Grants to fund postsecondary studies. The Education Department at the Ray Brook Federal Correctional Institution has established a partnership with the local community college to offer an on-site college program. Professors provide instruction to the inmate in the prison setting. Inmate students receive community college credits that are transferable to the State University of New York.

Inmates pay for the costs of tuition and books from personal funds. The program enhances educational program options for inmates, allowing them to pursue a college degree without using federally appropriated funds.

**Piedmont Triad Partnership — U.S. Department of Labor
Greensboro, N.C.**

The Piedmont Triad Partnership (PTP) represents a region of North Carolina that was the traditional home to three of America's great industries—textiles, furniture, and tobacco—which have experienced dramatic decreases in employment during the last decade. DOL invested in the region by providing it with: (1) a High Growth Job Training grant to connect laid-off textile workers to the biotechnology industry, (2) a Community-Based Job Training grant to help develop additional community college programs in the energy and health care fields, and (3) a Workforce Innovations in Regional Economic Development (WIRED) grant, administered by PTP, to integrate the efforts of workforce development, economic development, and education. The grant funds help support the region.

PTP, comprising 12 counties, developed a set of strategies to raise awareness levels among laid-off workers of the need for improved literacy skills, educational attainment, and for enhanced technical and soft skills. The elevation of the two-year or associate degree (AD) as a target for attainment was of particular interest since many desirable jobs in the region were available to AD recipients. The PTP WIRED cluster directors identified jobs in the region requiring AD level degrees, and verified that further education led to less unemployment and improved earning in their specific areas.

The initial phase of PTP's work involved gathering information, developing a strategy for enhancing literacy and lifelong learning opportunities in the region, and engaging and/or identifying additional partners who could implement the strategy. The planning phase engaged employers, economic developers, workforce development professionals, educators, and grassroots service providers who understood the needs of the region. As a result, PTP was able to engage agencies that promote literacy—such as businesses, economic developers, the workforce development system, the public K–12 systems, community colleges and four-year institutions, and the media—in a campaign to promote lifelong learning in the region. PTP also developed a Web site that may be used by anyone in the 12 counties to promote the literacy resources of the partners.

Helping At-Risk Youth

**Common Ground Sanctuary—
Bloomfield Hills, Mich.**

**U.S. Department of Health and Human
Services**

Common Ground Sanctuary is a transitional living program (TLP) in Bloomfield Hills, Mich. Its purpose is to help young adults achieve their educational goals so they can achieve self-sufficiency. The TLP has three components located in various settings: the common Ground Sanctuary Shelter Step Forward program, the Graduated Apartments program, and the Transitional Outreach program.

Approximately 60 clients were served in the TLP from October 2006 through September 2007, according to Common Ground Sanctuary's data. Clients include pregnant women, parents, homeless youths ages 16–21, and youths at risk of homelessness. HUD provides other funding for homeless youths between the ages of 18 and 23.

Program staff provides mentoring, tutoring, and ongoing case-management support. Services are individualized to meet each student's needs. During the time frame given above, the TLP yielded positive outcomes that included: (1) two youths graduating from high school and two youths receiving associate degrees during PY 2007–08; and (2) a former TLP client serving on the organization's board of directors.

**Looking Glass New Roads School—
Eugene, Ore.**

**U.S. Department of Health and Human
Services**

The New Roads School serves youths ages 11–21, who have dropped out of mainstream or alternative schools. The program provides rigorous academics with flexible schedules and attendance policies and locations emphasis on successful learning in an environment that respects students with different academic skills. Students work towards credit recovery or GED preparation based on their interests and recommendations from the schools or districts where their programs are located. The school maintains a minimum enrollment of 30 students and serves approximately 100 students each year.

New Roads School collaborates with local agencies and other community organizations in providing services to recently identified homeless and at-risk youths. On-site services available to students include: case management, shelter, housing assistance, mental health and substance abuse counseling, behavioral support skill-building, sexual assault advocacy, primary medical care, HIV testing and counseling, and reproductive health care.

Eighteen percent of the funding for the school comes from Title I of the *Elementary and Secondary Education Act of 1965*. The school receives 71 percent of its funding from local school districts and 2 percent from *McKinney-Vento Act*. The Oregon Department of Education has recognized New Roads' unique pedagogy and services. Staff presented information related to the school's programs to the National Association for Homeless Children and Youth in fall 2007; Health Care for the Homeless in summer 2006; and the National Transitional Living and Independent Living Program in spring 2006.

**National Guard Youth ChalleNGe
Program—
Located in 27 states, Puerto Rico, and
the District of Columbia**

U.S. Department of Defense

The National Guard Youth ChalleNGe Program provides high school dropouts with the values, life skills, educational opportunities, and self-discipline skills to become productive members of their communities. The ultimate goal of Youth ChalleNGe is to place all participants (called cadets) in jobs, military service and/or postsecondary education programs. The program consists of a 22-week quasi-military residential phase in which cadets learn the program's eight core components. These include: academic excellence, physical fitness, life coping skills, health and hygiene, responsible citizenship, job skills, service to the community, and leadership/followership. A 12-month community-based mentoring phase follows the residential phase.

The ChalleNGe Program enhances participants' job skills mastery by providing them with exposure to valuable entrepreneurial skills, such as networking and time management. The program also provides classroom lessons on finance and budgeting using actual financial documents and tools, guest speakers, and simulation techniques designed to aid participants' transitions to post-residential life opportunities. The program uses real-world, fact-based methods that shock participants and grab their attention to break through disrespect and apathy.

The 34 federally funded program sites graduate approximately 7,000 participants who have the skills to turn their lives around to become productive citizens. Many of the participants in this program would potentially be pursuing a life of crime, incarcerated, or deceased if this program were not available to them. Federal and state funding sources are used to purchase educational equipment, administer tests, and provide salaries to staff members, including educators and counselors. The program is 60 percent federally funded and 40 percent state funded.

Connecting Education and Employment

**Monroe 2–Orleans Boards of
Cooperative Educational Services
(BOCES) Center for Workforce
Development—
Finger Lakes Region, N.Y.**

U.S. Department of Labor

The Monroe 2–Orleans BOCES Center for Workforce Development (CWD) offers adult literacy courses to meet the needs of adult learners and workers, including ABE, GED, and ESL instruction; job training; and customized training.

CWD is currently partnering with the Rochester Works One-Stop to provide a computerized literacy and skills assessment program (Keytrain) to adult literacy students. Admissions advisors at CWD promote *WIA*, Rochester Works, and Workforce Innovation in Regional Economic Development (WIRED) initiatives. CWD also promotes activities at the local One-Stop.

CWD literacy initiatives include: a computerized English-language-acquisition programs partnership with the local K–12 system; an adult ESOL system linked with the local K–12 system; a partnership with a local health care program to provide vocational ESOL individuals a GED high school continuation program; and a partnership with the New York State United Teachers to assist in implementing a statewide survey on the reasons students drop out of high school.

CWD is a candidate for accreditation from the Council on Occupational Education. This national accreditation process will formally recognize that the CWD’s education programs are of high standards. This recognition will allow students to apply for low interest career education loans at the federal, state, and local levels. CWD is also offering a green careers job-training course. This course is in response to the local awareness of the need for a trained workforce to enter employment in the field of alternative and renewable energy.

**The netWORKri Restructuring
Committee—
Rhode Island**

U.S. Department of Labor

The purpose of Rhode Island’s netWORKri Restructuring Committee was to examine the structure of the state’s One-Stop system. The state’s One-Stop Career Centers provide employment and training services to customers including job search assistance, job placement assistance, access to labor market information, skills assessment, career counseling, and job training. The *WIA*-authorized One-Stop Career Centers have mandatory partner programs that administer education and training services. The state workforce investment board, also known as the Governor’s Workforce Board of Rhode Island (GWBRI), has reorganized the workforce system in order to make the One-Stop Centers the primary deliverer of workforce development programs in the state.

The netWORKri Restructuring Committee conducted an in-depth analysis of Rhode Island's One-Stop Career Center system and made several recommendations that have been implemented or are under review by GWBRI. The committee found that the educational needs of many One-Stop Career Center customers were not previously met because of programming barriers and a lack of resources. As a result of the committee's recommendations, GWBRI combined adult education funds administered by the Rhode Island Department of Education's Office of Adult Education, with *WIA* funds. The state's local Workforce Investment Boards administer the combined funds at the local levels.

Improving Instruction/Teacher Quality

**Center for Adult English Language
Acquisition Guide for Adult ESL
Trainers—
Virginia Adult Learning Resource
Center
Virginia Commonwealth University
Richmond, Va.**

U.S. Department of Education

The *Center for Adult English Language Acquisition (CAELA) Guide for Adult ESL Trainers (Guide)* provides a foundation for the implementation of content standards for all adult ESOL program managers, coordinators, and practitioners in the state of Virginia. State staff received training, technical assistance, coaching and content materials to: (1) assess the professional development needs of ESOL practitioners; (2) create a plan to address those needs; (3) implement and monitor the plan; (4) evaluate the progress; and (5) identify next steps. The project enabled the state to use experts from both the Center for Applied Linguistics (Washington, D.C.) and World Education (Boston, Mass.). The state's desired outcome was to increase the capacities of its ESOL practitioners to teach reading, writing, listening, speaking, and pronunciation to adult English language learners.

Virginia created awareness of its content standards and provided training to almost 500 ESOL practitioners on the implementation of standards-based instruction using the *Guide*. The training provided research-based instructional models for practitioners and activities to help them learn to implement content standards in instruction and assessment using workshop and study circle formats.

The state provided high-quality expertise in identifying critical needs and planning activities to address those practitioner-identified needs by participating in the Virginia CAELA State Capacity Building Initiative.³⁰ The *Guide* provided quality training materials that the state would not have had the financial or human resources to develop in time for the initiative to meet the practitioner-identified needs related to working with adult English language learners.

**Student Achievement in Reading—
Nationwide**

U.S. Department of Education

The purpose of Student Achievement in Reading (STAR) is to train adult basic education (ABE) instructors, program administrators, and professional developers to provide evidence-based reading for intermediate-level adult readers.

During PY 2006–07, intermediate learners comprised 50 percent of the adult basic and secondary education students enrolled in federally funded adult education programs. To date, 325 adult educators located in 10 states have been trained and are implementing the evidence-based reading instruction strategies in the STAR tool kit. OVAE anticipates that an additional 450 additional adult educators will be trained by October 2009.

AEFLA national activities funds were used to create a multimedia, Web-based tool kit to provide adult education teachers, program administrators, and professional developers with strategies and tools needed to understand and implement evidence-based reading instructional strategies. An intensive training program was developed that included: three two-day institutes; structured, interim reflection strategies and practical application activities; and post-training technical assistance. A skilled national cadre of 15 trainers was recruited and trained to deliver STAR training and technical assistance. Using the STAR tool kit, the national trainers provided instruction to adult educators in conducting comprehensive diagnostic reading assessments; analyzing assessment findings to plan instruction that addresses adult learners' individual reading needs and strengths; selecting appropriate instructional materials and methods; delivering instruction; and monitoring students' progress.

Notable outcomes include: (1) a multimedia, Web-based professional development tool kit; (2) increased state capacity to oversee the implementation of evidence-based reading instruction; (3) increased teacher knowledge and skills regarding evidence-based reading instruction; and (4) a quasi-experimental evaluation study currently under way to document the learning gains for students receiving evidence-based reading instruction based on the STAR tool kit. These outcomes have been achieved by efficiently leveraging funding sources to provide evidence-based reading for intermediate-level adult readers.

**Student Achievement in Reading
(STAR) at Canton City Adult
Basic Education and Literacy
Education Program —
Canton, Ohio**

U.S. Department of Education

The purpose of the Canton City Adult Basic Education and Literacy Education program's participation in the Student Achievement in Reading (STAR) project is to train the program administrators and teachers to provide evidence-based reading instruction for intermediate-level adult readers to improve student outcomes. Three teachers and two administrators received STAR training in 2005. Since their training, these teachers have served over 300 intermediate level students using strategies learned in STAR. The training included evidence-based instruction during three two-day institutes in the first year and two booster workshops during the second year. The staff received instruction in: (1) conducting diagnostic assessments in all four reading components;³¹ (2) using these results to plan instruction to meet the needs of intermediate level adult readers; (3) using evidence-based instructional techniques for each of the reading components; (4) implementing these techniques through explicit instruction; and (5) techniques for monitoring student progress in each component.

The STAR training has yielded notable outcomes. Teachers have mastered the teaching of reading using evidence-based instructional techniques. The STAR program also resulted in changes to the structure and policies that govern the implementation of evidence-based reading instruction in the city's adult education program. These strategies also improved and enhanced all teaching techniques and student learning in other subject areas. The city's adult education and literacy program now conducts diagnostic assessment on all the intermediate level readers and plans instruction to meet an individual's specific needs. The Canton City program met the state's performance target for students for the first time, and the retention rate has increased.

Promoting Financial Literacy

MyMoney.gov— Internet

U.S. Department of Treasury

MyMoney.gov is the U.S. government's Web site dedicated to teaching financial literacy to all Americans. The resources on MyMoney.gov provide information to help Americans buy homes, invest in 401(k) programs, or take control of credit card debts. MyMoney.gov is available for English and Spanish language users. The topics currently covered on the Web site include: budgeting and taxes; credit; financial planning; home ownership; kids; paying for education; privacy, fraud and scams; responding to life events; retirement planning; saving and investing; and starting a small business. The Web site had a total of 2,243,679 hits between the timeframe of its inception in October 2004, and April 2008.

The Financial Literacy and Education Commission (FLEC), headed by the Treasury, maintains MyMoney.gov and the 20 government agencies of the FLEC supply the materials that are available on the Web site. The agencies are: the Board of Governors of the Federal Reserve System; the Commodity Futures Trading Commission; the Federal Deposit Insurance Corporation; the Federal Trade Commission; the National Credit Union Administration; the Office of the Comptroller of the Currency; the Office of Thrift Supervision; the Small Business Administration; the Social Security Administration; the U.S. departments of Agriculture, Defense, Education, Health and Human Services, Housing and Urban Development, Labor, Treasury and Veterans Affairs; the U.S. General Services Administration; the U.S. Securities and Exchange Commission; and the U.S. Office of Personnel Management.

National Financial Education Network of State and Local Governments— Nationwide

U.S. Department of Treasury

The National Financial Education Network of State and Local Governments (Network) brings together representatives from different areas and levels of government across the nation to advance financial education efforts. The Network is composed of over 60 members and continues to broaden its membership. To be a member, an entity must either be a state or local government agency, or be a national association or organization that represents state or local government agencies. The Network provides a platform for communication, among members and collaboration on projects and ideas that have positive impacts on financial education at the state and local levels.

The Network held two in-person meetings and four teleconference meetings since its launch in 2007. The Network conducted its second in-person meeting in October 2007 with working group sessions that provided the participants opportunities to discuss and exchange ideas that would collectively advance financial education. The Network created a set of recommendations for the three topics discussed regarding financial literacy that would provide information regarding the basics of cash and credit management so that individuals could make informed decisions about personal and family budgets. The recommendations were distributed to the Network and made available to the public in CD format.

Treasury and the U.S. Office of Personnel Management have developed and supported the Network through contributions of staff time. These contributions have been essential to the successes of the Network.

The Financial Literacy and Education Commission, headed by Treasury, coordinates the Network. The National Association of Government Defined Contribution Administrators, in consultation with the Financial Literacy and Education Commission and the members of the Network, developed the Network's Web site, www.flecnationalnetwork.org. Members of the Network provided the resources on financial literacy for the Web site. The Web site addresses topics such as credit, retirement, financial planning, and savings.

Using Volunteers

**Literacy AmeriCorps—
Greater Pittsburgh Literacy Council
Pittsburgh, Pa.**

**Corporation for National and
Community Service**

Literacy AmeriCorps, managed nationally by the Greater Pittsburgh Literacy Council, provides services in adult literacy, youth literacy, family literacy and early childhood literacy. Literacy AmeriCorps provides services across the nation at six sites: Pittsburgh, Pa.; Seattle, Wash.; Dayton, Ohio; Palm Beach County, Fla.; New Orleans, La.; and San Diego, Calif..

Literacy AmeriCorps provided 1769 literacy volunteers, due to AmeriCorps member participation, during the period from Sept. 19, 2006 to Sept. 30, 2007. During this same time, AmeriCorps members and volunteers provided instruction to 7,363 adult learners in a variety of community settings. Overall 90 percent of the adult learners surveyed in these programs demonstrated an increase in literacy skills; 75 percent of adult learners tested reached target levels on the Test of Adult Basic Education (TABE), the Basic English Skills Test (BEST) Plus, and the Comprehensive Adult Student Assessment Systems (CASAS) tests; and 300 adult learners passed the GED. Prior to Hurricane Katrina, there were 40 adult education providers in the New Orleans area. As of January 2007, only 11 had reopened, but none of these programs were at pre-Hurricane Katrina capacities. At the same time, construction work in the city brought an influx of Hispanic workers and their families to New Orleans. Service providers were not accustomed to working with this population so AmeriCorps members and volunteers have assisted, providing literacy instruction and helping to identify and address learning disabilities. Literacy AmeriCorps was the only new source of federal funds for adult literacy programs in New Orleans since the hurricane.

**Students Helping in the Naturalization
of Elders (SHINE) —
Temple University
Philadelphia, Pa.**

**Corporation for National and
Community Service**

Students Helping in the Naturalization of Elders (SHINE) is a higher education consortium of 18 institutions led by Temple University. SHINE is a national service-learning initiative that promotes lifelong civic engagement by mobilizing college students to help elderly immigrants and refugees learn the English language and civics needed to increase active engagement in their communities and prepare for U.S. citizenship requirements. SHINE students tutor older immigrants in senior centers, churches, temples, and community-based organizations, providing instruction in English, citizenship preparation, and civic education. The goal of the program is to foster civic knowledge, attitudes, and skills across generations. College students gain civic knowledge, attitudes, and skills and deepen their commitment to learning. Seniors who receive tutoring gain English language skills, civic knowledge, and participation skills.

Temple University, with support from Learn and Serve America, developed resources, including the well-documented SHINE program model, preservice training curriculum and evaluation tools, and materials for faculty to support the integration of SHINE into

academic courses. In addition, the MetLife Foundation Health Literacy Initiative funded: (1) a best practices guide for incorporating SHINE service-learning into pre-service training for the health professions, (2) 45 ESL health literacy lesson plans at two proficiency levels, and (3) a research publication entitled *Patient Listening*, focusing on the health communication challenges of older immigrants.

Since 2003, approximately 6000 college students across the country have provided 115,000 hours of service to 27,000 older immigrants through more than 900 academic courses. Eighty-eight percent of immigrants receiving assistance from SHINE students pass the naturalization test on the first attempt and become U.S. citizens—almost double the national pass rate of first-time U.S. citizen applicants over the age of 65.

APPENDIXES

Federal Register
Vol. 72, No. 190
Tuesday, October 2, 2007

Presidential Documents

Title 3—
The President

Executive Order 13445 of September 27, 2007 Strengthening Adult Education

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. It is the policy of the United States to use existing Federal programs that serve adults, including new Americans, to strengthen literacy skills, improve opportunities for postsecondary education and employment, and facilitate participation in American life.

Sec. 2. Definitions. As used in this order:

- (a) “agency” means an executive agency as defined in section 105 of title 5, United States Code, other than the Government Accountability Office; and
- (b) “adult education” means teaching or instruction below the postsecondary level, for individuals who are 16 years of age or older, designed to provide:
 - (i) mastery of basic education skills needed to function effectively in society;
 - (ii) a secondary school diploma or its equivalent; or
 - (iii) the ability to speak, read, or write the English language.

Sec. 3. Establishment of Interagency Adult Education Working Group. The Secretary of Education shall establish within the Department of Education for administrative purposes only, an Interagency Adult Education Working Group (Working Group), consistent with this order.

Sec. 4. Membership and Operation of the Working Group.

- (a) The Working Group shall consist exclusively of:
 - (i) the Secretary of Education, who shall serve as Chair;
 - (ii) the Secretary of the Treasury, the Attorney General, and the Secretaries of the Interior, Labor, Health and Human Services, Housing and Urban Development, and Veterans Affairs; and
 - (iii) other officers or full-time or permanent part-time employees of the United States, as determined by the Chair, with the concurrence of the head of the agency concerned.
- (b) The Chair, or the Chair’s designee under subsection (c) of this section, in implementing section 5 of this order, shall convene and preside at the meetings of the Working Group, determine its agenda, direct its work, and establish and direct subgroups of the Working Group, as appropriate to deal with particular subject matters, that shall consist exclusively of members of the Working Group or their designees under subsection (c) of this section.
- (c) A member of the Working Group may designate, to perform the Working Group or Working Group subgroup functions of the member, any person who is a part of the member’s agency and who is either an officer of the United States appointed by the President or a member of the Senior Executive Service.

Sec. 5. Functions of the Working Group. Consistent with the policy set forth in section 1 of this order, the Working Group shall:

- (a) identify Federal programs that:

- (i) focus primarily on improving the basic education skills of adults;
- (ii) have the goal of transitioning adults from basic literacy to postsecondary education, training, or employment; or
- (iii) constitute programs of adult education;

(b) as appropriate, review the programs identified under subsection (a) of this section and submit to the heads of the agencies administering those programs recommendations to:

- (i) promote the transition of adults from such programs to postsecondary education, training, or employment;
- (ii) increase the effectiveness, efficiency, and availability of such programs;
- (iii) minimize unnecessary duplication among such programs;
- (iv) measure and evaluate the performance of such programs; and
- (v) undertake and disseminate the results of research related to such programs;

(c) identify gaps in the research about effective ways to teach adult education for postsecondary readiness, recommend areas for further research to improve adult education programs and services, and identify promising practices in disseminating valid existing and future research findings; and

(d) obtain information and advice as appropriate, in a manner that seeks individual advice and does not involve collective judgment or consensus advice or deliberation, concerning adult education from:

- (i) State, local, territorial, and tribal officials; and
- (ii) representatives of entities or other individuals;

(e) at the request of the head of an agency, unless the Chair declines the request, promptly review and provide advice on a proposed action by that agency relating to adult education; and

(f) report to the President, through the Assistant to the President for Domestic Policy, on its work, and on the implementation of any recommendations arising from its work, at such times and in such formats as the Chair may specify, with the first such report to be submitted no later than 9 months after the date of this order.

Sec. 6. Administration of the Working Group. (a) To the extent permitted by law, the Department of Education shall provide the funding and administrative support the Working Group needs, as determined by the Chair, to implement this order.

(b) The heads of agencies shall provide, as appropriate, such assistance and information as the Chair may request to implement this order.

Sec. 7. General Provisions. (a) Nothing in this order shall be construed to impair or otherwise affect:

- (i) authority granted by law to an agency or the head thereof; or
- (ii) functions of the Director of the Office of Management and Budget relating to budget, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity, by any party against the United States, its agencies or entities, its officers, employees, or agents, or any other person.

A handwritten signature in black ink, appearing to read "George W. Bush". The signature is written in a cursive style with a large, sweeping initial "G".

THE WHITE HOUSE,
September 27, 2007.

[FR Doc. 07-4890
Filed 10-1-07; 8:45 am]
Billing code 3195-01-P

Appendix B: Interagency Adult Education Working Group Members*

Margaret Spellings

Secretary, U. S. Department of Education; Chair of the Interagency Adult Education Working Group

Troy R. Justesen

Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education; Chair Designee of the Interagency Adult Education Working Group

Spike Bighorn

Chief of Staff, Bureau of Indian Education, U.S. Department of the Interior

Amy Cohen

Director, Learn and Serve America, Corporation for National and Community Service

Tom Dowd

Administrator, Office of Policy Development and Research, U.S. Department of Labor

Ernie Gonzales

Director, Youth Outreach Programs, Office of the Assistant Secretary of Defense for Reserve Affairs, U.S. Department of Defense

Stephen Hollingshead

Senior Advisor to the Secretary, U.S. Department of Housing and Urban Development

Joy W. Hunter

Veterans Health Administration, Chief Learning Officer/Dean, U.S. Department of Veterans Affairs

Dan A. Iannicola

Deputy Assistant Secretary, U.S. Department of the Treasury

Paul M. Laird

Assistant Director of Industries, Education, and Vocational Training, Federal Bureau of Prisons, U.S. Department of Justice

Anne B. Pope

Federal Co-Chair, Appalachian Regional Commission

Rick A. Ruth

Director, Bureau of Education and Cultural Affairs, U.S. Department of State

* The names on the list of the Interagency Adult Education Working Groups Members in Appendix B of this document are the official members of the Interagency Adult Education Working Group under Executive Order 13445.

Daniel C. Schneider

Acting Assistant Secretary, U.S. Department of Health and Human Services

Scott Schools

Associate Deputy Attorney General, U.S. Department of Justice

Jennifer Sullivan

Policy Advisor, U.S. Department of Commerce

Appendix C: Agency Staff Representatives to the Interagency Working Group**

Elizabeth R. Albro

Associate Commissioner, NCER, Institute of Education Sciences, U.S. Department of Education

Spike Bighorn

Chief of Staff, Bureau of Indian Education, U.S. Department of the Interior

Kevin Brumback

Policy Analyst, Office of Policy Development and Research, U.S. Department of Labor

Lekesha Campbell

Policy Analyst, Office of Policy Development and Research, U.S. Department of Labor

Susan Chabot

Education Administrator, Federal Bureau of Prisons, U.S. Department of Justice

Amy Cohen

Director, Learn and Serve America, Corporation for National and Community Service

Sheree Cramer

Executive Assistant, U.S. Department of Veterans Affairs

Martin Dannenfelser

Senior Advisor to the Assistant Secretary, U.S. Department of Health and Human Services

David De Soto

Education Program Specialist, Office of Migrant Education, Office of Elementary and Secondary Education, U.S. Department of Education

Ernie Gonzales

Director, Youth Outreach Programs, Office of the Assistant Secretary of Defense for Reserve Affairs, U.S. Department of Defense

Charles A. Daniels

Senior Deputy Assistant Director, Industries, Education and Vocational Training, U.S. Department of Justice

Cheryl Keenan

Director, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education

** The names on the list of the Agency Staff Representatives to the Working Group in Appendix C of this document denote the individuals assigned by each head to provide assistance and information needed to implement Sec. 6(b) of the Executive Order 13445.

Dale King

Director, Policy, Research, and Evaluation Staff, Office of Vocational and Adult Education,
U.S. Department of Education

Thomas Kurek

Program Coordinator, Officer of Financial Education, U.S. Department of the Treasury

Lynn Reddy

Deputy Director, National Institute for Literacy

Rick A. Ruth

Director, Bureau of Education and Cultural Affairs, U.S. Department of State

Jeffrey H. Schwartz

Education Program Manager, Appalachian Regional Commission

Jennifer Sullivan

Policy Advisor, U.S. Department of Commerce

Dennis Teti

Senior Advisor, Office of Policy Development and Research, U.S. Department of Housing
and Urban Development Commerce

Appendix D: Matrix of Federal Adult Education Programs

The following table provides information on the 11 basic federal adult education programs identified by the Interagency Adult Education Working Group established under Executive Order 13445.

TABLE D.1. – Matrix of Federal Adult Education Programs, by Program Characteristics

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Defense							
National Youth Guard ChalleNGe (12.404)	Department of Defense/Office of Athletics and Youth Development	ChalleNGe is a National Guard civilian youth opportunities program that provides military-based training, including supervised work experience in community service and conservation projects, to civilian at-risk youths ages 16 through 18 years. The 22-week program includes core components, such as: citizenship, academic excellence (General Education Development (GED) certificate/high school diploma attainment), life-coping skills, community service, health and hygiene, job skills training, leadership, and physical training. Each of the participants successfully completing the program, and enrolling in vocational training, college, or returning to high school, is awarded a stipend with a maximum ceiling of \$2,200. The 22-week program is followed by a 12-month post-residential program.	The eligible grantees are states that submit applications to operate a Youth ChalleNGe Program. The funds are dispersed to the state property fiscal officers in the National Guard Bureau who disseminate the funds to the programs in the state.	The eligible beneficiaries must meet the following criteria: unemployed, physically and mentally capable, ages 16–18 years, drug-free high-school dropout/expellee, citizen or legal resident of the United States and resident of the state in which the program is operated, not currently on parole or probation, not serving a sentence or awaiting sentencing, not under indictment or charged and not convicted of a felony or capital offense.	\$83.1 M FY 2007	Participants attend daily classes to prepare for the GED, high school diploma, or increased reading and math comprehension. Evaluation of the residential phase is measured using the Test for Adult Basic Education (TABE) assessment.	John Permaul (703) 607-2664 John.Permaul@ngb.af.mil http://www.ngycp.org/aboutus.php

NOTE: Programs were identified by the Interagency Adult Education Working Group as directed by President George W. Bush under the Executive Order 13445.

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Education							
Adult Education State Grant Program (84.002) <i>Adult Education and Family Literacy Act (AEFLA)</i>	Department of Education Office of Vocational and Adult Education	The Adult Education State Grant Program provides educational opportunities for adults ages 16 and older who are not currently enrolled in school or required to be enrolled under State law and who lack a high school credential, basic skills, or the ability to function effectively in the workplace or in their daily lives. This program funds local programs providing adult education and literacy services, including workplace literacy, family literacy, and English literacy and civics education	The eligible grantees are designated state agencies (usually Education of Labor) that receive formula grants. Grants to states are distributed via competition to eligible local providers such as: local educational agencies (LEAs), public or private nonprofit agencies, community-based organizations, institutions of higher education, volunteer literacy organizations, libraries, and public housing authorities.	The eligible beneficiaries are individuals who: (1) are at least 16 years of age; (2) are not enrolled or required to be enrolled in secondary school; (3) lack sufficient mastery of basic educational skills, do not have a high school diploma or its equivalent, or are unable to speak, read, or write the	\$564 M FY 2008	The eligible activities include GED preparation, ESL instruction, adult secondary education programs, workplace literacy services, family literacy services, and English literacy and civics education	Cheryl Keenan (202) 245-7810 Cheryl.Keenan@ed.gov http://www.ed.gov/fund/grant/find/AdultEd/f-ogrant.html
Migrant Education High School Equivalency Program (HEP) (84.141)	Department of Education Office of Elementary and Secondary Education	The Migrant Education High School Equivalency Program is designed to assist seasonal and migrant farmworkers to obtain the equivalent of a secondary school diploma and subsequently to gain employment or be placed in an institution of higher education or other postsecondary education or	The eligible grantees are institutions of higher education or private nonprofit agencies in cooperation with institutions of higher education.	To participate, a person or his or her parent must have spent a minimum of 74 days during the past 24 months as a migrant or seasonal farmworker, not have earned a high school diploma, not be enrolled in an elementary or secondary school, and be at least 16 years of age, or beyond the age of compulsory school attendance in the person's state of	\$18.5 M FY 2008	Funds may be used to recruit and provide academic and support services (including counseling, health services, stipends, and placement) to migrant and seasonal farmworkers for the purposes of obtaining the equivalent of a secondary school diploma and subsequently gaining employment, or enrolling in an institution of higher education or other postsecondary education or training	David De Soto (202) 260-8103 David.DeSoto@ed.gov http://www.ed.gov/programs/hep/contacts.html

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Health and Human Services							
Chafee Foster Care Independence Program (93.674 and 93.599 - Employment and Training Vouchers)	Department of Health and Human Services/ Administration of Children and Families	The Chafee Foster Care Independence Program provides funding to assist states and localities in establishing and carrying out programs designed to assist foster youths likely to remain in foster care until 18 years of age and youths who have left foster care because they attained 18 years of age but have not yet attained 21 years of age, to make the transition from foster care to self-sufficiency.	Eligible grantees are state governments, including the 50 states, the District of Columbia and Puerto Rico.	Eligible beneficiaries are children and youths “who are likely to remain in foster care” and former foster care recipients up to age 21.	\$186 M FY 2008 (\$140 M for Base Chafee; \$46 M for Education and Training Vouchers (ETV))	Grants may be used to assist youths to make the transition to self-sufficiency; receive education, training and related services; prepare for and obtain employment; prepare for and enter postsecondary training and educational institutions; provide personal and emotional support to youths through mentors and the promotion of interactions with dedicated adults; provide financial, housing, counseling, employment, education, other appropriate support and services to current and former foster care recipients up to the age of 21; and to make available vouchers for education and training, including postsecondary training and education to youths who have aged out of foster care.	Pamela Johnson (202) 205-8086 pjohnson@acf.hhs.gov http://www.acf.hhs.gov/programs/cb/

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Health and Human Services (continued)							
Transitional Living Program for Homeless Youth (TLP)	Department of Health and Human Services/ Administration of Children and Families	The Transitional Living Program (TLP) for Homeless Youth provides funding to assist states, localities and other eligible entities to establish and operate transitional living projects for homeless youths who are not part of the law enforcement and foster care systems, including pregnant and parenting youths. This program is structured to help older homeless youth achieve self-sufficiency and avoid long-term dependency on social services.	States, localities, private entities, faith- and community-based organizations, and coordinated networks of such entities are eligible to apply. Federally recognized Indian organizations are also eligible to apply for grants as private, nonprofit agencies.	Homeless youths ages 16–21.	\$40 M FY 2007	TLP programs are not direct education service providers except in limited sites (some may operate charter schools or vocational programs), however, all provide opportunities and experiences to promote life management, financial skills, job training classes, community service, civic learning, etc.	Stan Chappell (202) 401-8496 schappell@acf.hhs.gov http://www.acf.hhs.gov/programs/fysb/content/youthdivision/programs/tlpfactsheet.htm

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Justice							
Industries, Education, and Vocational Training Program (no CFDA number)	Department of Justice/Bureau of Prisons	<p>The Industries, Education, and Vocational Training Division (IE&VT) is responsible for education and vocational training programs within the Federal Bureau of Prisons (Bureau). Each federal prison has its own department that provides educational services to federal inmates. The Division manages literacy (GED and ESL), occupational training, parenting, wellness, adult continuing education, and leisure-time programs. Educational services are offered and funded as part of the Bureau's funding stream.</p> <p>Federal Prison Industries, Inc. (FPI) is a wholly-owned government corporation within DOJ whose mission is to employ and provide skills training to federal inmates. FPI does this by emulating a real work environment to enhance their opportunities for employment upon release.</p>	<p>Funding for education services is part of the overall budget given to the Bureau of Prisons. Funding is disseminated regionally, regions allocate to correctional institutions, and wardens allocate funds to the U.S. Department of Education. Funding is not provided to external grantees.</p> <p>FPI is self-funding as a wholly-owned government corporation. It does not receive appropriated funds for its operations and all of its operating expenses (such as staff salaries) are paid for out of the revenues generated from sales of its products and services.</p>	<p>The eligible beneficiaries are inmates.</p> <p>FPI beneficiaries include all eligible inmates at Bureau of Prisons locations with FPI operations, typically low, medium, and high security institutions housing male offenders and all security level facilities housing female inmates.</p>	<p>Adult education is funded by the Bureau, but it is not an explicit program with a funding stream. The funding amount is part of the overall budget given to the Bureau.</p>	<p>The Bureau offers a variety of programs for inmates to acquire literacy and marketable skills, to assist in obtaining employment after release from prison. All institutions offer literacy, ESL, adult continuing education, parenting, leisure-time, and wellness programs.</p> <p>All FPI job assignments would qualify for eligibility within the context of this program to enhance job readiness skills and the opportunity for successful reintegration through obtaining post release employment.</p>	<p>Susan Chabot (202) 305-3802 SChabot@bop.gov http://www.bop.gov/about/co/ind_ed_train.jsp</p>

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Labor							
Job Corps (currently reinstating CFDA number)	Department of Labor/Office of the Secretary	<p>Job Corps assists economically disadvantaged youths aged 16 through 24 who need and can benefit from intensive education and training services become more employable, responsible, and productive citizens. The program operates nationally via 122 centers in a primarily residential setting at no cost to the students. Furthermore, students receive monthly stipends while enrolled in the program, and graduates receive a one-time transition payment based upon their programmatic accomplishments.</p> <p>Job Corps also conducts outreach activities, and provides outreach and admissions counselors nationwide to assist in recruiting and enrolling youths who can benefit from the program. Students who enroll in the program receive career and academic instruction and a variety of support services to ultimately assist in job or continuing education placement and long-term job retention.</p>	Job Corps centers are operated for the Department of Labor by private companies through competitive contracting processes, and by other federal agencies through interagency agreements. Applicants are identified and screened for eligibility by organizations contracted by the Department of Labor.	The eligible beneficiaries are United States citizens or legal residents who meet legal requirements and are ready, willing and able to participate fully in an educational environment.	\$1,604 M FY 2007	Following enrollment, students receive an array of services at centers that include academic and career technical training, basic information technology instruction, and life skills and personal management guidance. Training is provided towards the attainment of a GED or a high school diploma, and ESL instruction is provided at a large number of centers nationwide. Eligible students who leave the program are provided with placement assistance, while graduates also receive an additional 12 months of career transition support.	Esther Johnson (202) 693-3165 johnson.esther@dol.gov http://jobcorps.dol.gov/

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Labor (continued)							
Title I- Adult Workforce Investment Act Program (17.258)	Department of Labor/ Employment and Training Administration	The Workforce Investment Act (WIA) Title I funding provides workforce activities that increase the employment, retention and earnings of participants, and increase occupational skill attainment by the participants. Most services are provided through the One-Stop Career Centers. The three types of services include: core, intensive, and training services.	The eligible grantee applicants are the 50 states, Puerto Rico, the District of Columbia and the outlying areas and their departments that administer workforce training programs (usually state department of labor). The state agency then allocates funds to local Workforce Investment Boards via formula, who issue requests for proposals (RFPs) to fund eligible providers through a competitive process.	All adults over age 18 years are the eligible beneficiaries. Priority for the intensive and training levels of services are given to recipients of public assistance and other low-income individuals where funds are limited.	\$864 M FY 2007	WIA specifies that most services for adults will be provided through One-Stop Career Centers that offer core, intensive, and training levels of services. Core services include outreach, job search, placement assistance, and labor market information. Intensive services include comprehensive assessments, development of individual employment plans, counseling and career planning. Training services include occupational training and basic skills training.	Christine D. K. Ollis (202) 693-3937 ollis.christine@dol.gov http://www.doleta.gov

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Labor (continued)							
Title I- Youth Workforce Investment Act Program (17.259)	Department of Labor/ Employment and Training Administration	The WIA Title I Youth Program provides assistance to eligible youths in achieving careers and academic and employment success. The program ensures ongoing mentoring and opportunities for training, and continued supportive services. Currently, 30 percent of a local area's WIA Title I Youth program allotment must be spent on out-of-school youth activities, such as tutoring and instruction leading to secondary school completion.	The eligible applicants are the 50 states, Puerto Rico, the District of Columbia and the outlying areas and their departments that administer workforce training programs (usually the state department of labor). Funds are allotted based on a statutory formula. The state agency then allocates funds to local Workforce Investment Boards according to the formula.	The eligible beneficiaries include individuals, ages 14–21 years with an income below the poverty line, or whose family income is below the poverty line or 70 percent of the lower living standard income. An individual must also meet one of the following criteria: deficient in basic literacy skills, a school dropout, homeless, runaway, foster child, pregnant, or a parent, an offender, or requires additional assistance to complete his or her education and hold employment.	\$940 M FY 2007	The Act authorizes funding for youth employment and training activities that provide: eligible youth assistance in achieving careers and academic and employment success; mentoring opportunities; training; continued supportive services; incentives for recognition and achievement; and opportunities for leadership, development, decision making, citizenship, and community service. The eligible grant activities provide services to youths that may include instruction assistance in ESL literacy and in courses required for a secondary school diploma.	Greg Weltz (202) 693-3527 weltz.greg@dol.gov http://www.doleta.gov/youth_services/

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Labor (continued)							
Title I- Dislocated Workers Workforce Investment Act Program (17.260)	Department of Labor/ Employment and Training Administration	The WIA Title I Dislocated Workers Program funds workforce investment activities that increase the employment, retention and earnings of participants, and increase occupational skill attainment by the participants. Most services are provided through the One-Stop Career Centers. The three types of services include core, intensive and training services.	The eligible applicants are the 50 states, Puerto Rico, the District of Columbia and the outlying areas and their departments that administer workforce training programs (usually the state department of labor). Funds are allotted based on a statutory formula. The state agency then allocates funds to local Workforce Investment Boards via formula, who issue requests for RFPs to fund eligible providers through a statewide competitive process.	The eligible beneficiaries are individuals eligible for assistance, including workers who: lost their jobs because of dislocation as a result of plant closings or mass layoffs; were formerly self-employed individuals; and are displaced homemakers. The National Emergency Grant Program with identical eligibility also includes certain military personnel and defense employees. Services are targeted for individuals affected by mass layoffs, natural disasters, and federal government actions.	\$1,200 M FY 2007	WIA specifies that most services for adults be provided through One-Stop Career Centers, which offer core, intensive, and training levels of services. Core services include outreach, job search and placement assistance, and labor market information. Intensive services include comprehensive assessments, development of individual employment plans and counseling and career planning. Customers unable to locate employment through intensive services may receive training services linked to job opportunities that include occupational training and basic skills training. Participants use individual training accounts to select appropriate training programs from qualified training providers, which promotes customer choice and involvement in career decisions.	Christine D. K. Ollis (202) 693-3937 ollis.christine@dol.gov http://www.doleta.gov

TABLE D.1. Matrix of Federal Adult Education Programs, by Program Characteristics (continued)

Program/ CFDA Number	Agency/ Office	Program Description	Eligible Grantees	Eligible Beneficiaries	Level (in millions)	Eligible Activities	Program Contact and URL
Department of Labor (continued)							
YouthBuild (17.274)	Department of Labor/ Employment and Training Administration	Grant funds will be used to provide disadvantaged youths with: the education and employment skills necessary to achieve economic self sufficiency in occupations in high demand and postsecondary education and training opportunities; opportunities for meaningful work and service to their communities; and opportunities to develop employment and leadership skills and a commitment to community development among youths in low-income communities. As part of their programming, YouthBuild grantees will tap the energies and talents of disadvantaged youths to increase the supply of permanent affordable housing for homeless individuals and low-income families and to assist youths to develop the leadership, learning, and high-demand occupational skills needed to succeed in today's global economy.	Eligible applicants are public or private non-profit agencies or organizations (or a consortium of such agencies or organizations), including: community-based organizations; faith-based organizations; entities carrying out activities under this WIA, such as a local workforce investment board or One-Stop Career Center; community action agencies; state or local housing development agencies; an Indian tribe or other agencies primarily serving Indians; community development corporations; state or local youth service conservation corps; or other relevant public or private non-profit entities that provide education or employment training and can meet the required elements of the grant.	An eligible beneficiary is an individual who is (1) between the ages of 16 and 24 on the date of enrollment; and (2) a member of a disadvantaged youth population such as a member of a low-income family, a youth in foster care (including youths aging out of foster care), a youth offender, a youth who is an individual with a disability, a child of an incarcerated parent, or a migrant youth; and (3) a school dropout.	\$60 M FY 2008	Eligible activities are: (1) education and workforce—basic skills instruction, remedial education, English language instruction, secondary education instruction, tutoring, study skills training, designed to promote the attainment of a secondary school diploma or General Education Development (GED) credential; (2) counseling services; (3) youth development activities; (4) supportive services for individuals to participate in the program; (5) supportive services to assist individuals, not to exceed 12 months after program completion, in obtaining or retaining employment, or applying for and transitioning to postsecondary education; and job search; (6) participation supervision and training in the rehabilitation and construction of residential and transitional housing for homeless and low-income families (7) participant supervision and training in the rehabilitation or construction of public facilities; (8) payment of a portion of the administrative costs of the grantee; (9) mentoring; (10) provision of wages, stipends, or benefits to participants in the program; (11) ongoing training and technical assistance for YouthBuild staff; (12) follow-up services; (13) equipment and/or supplies related to YouthBuild activities.	Gregg Weltz (202) 693-3527 weltz.greg@dol.gov http://www.doleta.gov/youth_services/

Appendix E: Data Collection Methodology

The Interagency Adult Education Working Group (Working Group) met on November 14, 2007 to discuss their plan to respond to Executive Order 13445 (Executive Order). The Executive Order directed the Working Group to, among other things:

- Identify federal programs that focus primarily on improving the basic education skills of adults, have the goal of transitioning adults from basic literacy to postsecondary education or employment, or constitute programs of adult education;
- Submit recommendations to the heads of agencies administering such programs to increase the effectiveness, efficiency, and availability of such programs, minimize duplication, measure and evaluate performance, and undertake and disseminate results of research related to these programs;
- Obtain information and advice as appropriate from State, local, territorial, and tribal officials, and representatives of entities or other individuals;
- Promptly review and provide advice on a proposed action by that agency relating to adult education, at the request of an agency head.

U.S. Department of Education staff developed a draft list of programs meeting the Executive Order definition for Working Group review and approval. The Working Group determined that 11 federal adult education service programs met the definition in the Executive Order (see Appendix A). The Working Group also approved two self-assessment instruments—one for service programs and one for research programs (see Appendices F and G). The Working Group agreed to complete the self-assessments with respect to the programs in each agency.

Staff from the U.S. Department of Education collected the self-assessment instruments from each identified program and synthesized the results in a series of matrices. The Working Group reviewed the data to determine its findings and recommendations.

Appendix F: Federal Adult Education Program Self-Assessment Instrument

Please provide the information below for your adult education program for the most recent program or fiscal year when data are available and indicate this period below (e.g., July 1, 2005–June 30, 2006).

To select an option in check boxes, double click on the box and select “checked” in the dialog box that appears. For text fields and tables, simply click on the box and type.

Name:

Title:

Office Address:

Email Address:

Phone: (v)

(f)

Agency:

Program or fiscal year for which data provided:

1. List the title and goals of your adult education program and identify the source of the goals (e.g., statute, regulation, policy).

Program Title/Name:

Goals	Sources

2. How long has the program been in existence?

Years

3. Describe the core education services provided by the adult education program funds. (Check all that apply)

- Basic literacy skills
- English language acquisition
- High school completion/GED preparation
- Civics education
- Other

4. How and to whom are funds distributed by the Federal agency?

a. How funds are distributed:

(check all that apply)

- State formula grants
- Discretionary grants
- Contracts
- Cooperative agreements
- Other

If other, please describe

b. What entities receive funds directly from the Federal agency?

(check all that apply)

- Governor
- Specified State agency, institution or entity
- Local service provider
- Other

If other, please describe:

5. Are educational services (selected in question #3) provided in every State and outlying area?

Yes No

If no, list the States where the educational services are provided:

List of States:

6. List the number of educational service providers that provide direct educational services to eligible participants.

Number of educational service providers funded under the most recent funding cycle

Information not available

7. Are there any restrictions on the number of successive or total years a grantee can receive funding?

Yes No

If yes, how many years?

8. Estimate the range and average dollar amount of the grant, contract or cooperative agreements issued by the Federal agency?

Range: (smallest amount to largest amount)

Average amount:

9. Are there any requirements or mechanisms for sustaining the program beyond federal funding?

Yes No

If yes, please describe:

10. Define the target population and estimate its size.

Definition:

Estimated size of the target population:

Source of estimate: (e.g., census, TANF, immigration data, etc.)

11. How many adults were served in the last program year (or reporting period) for which you have data?

Enrollment:

Program Year:

12. Is transition to postsecondary education, other training, or employment an explicitly stated or mandated goal in authorizing legislation or policy?

Postsecondary education	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other training	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Employment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Retained employment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Average earnings	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If yes to any of the above, identify the transition area, and provide legislative language and the corresponding citation.

Transition Area	Legislative Language	Citation
Postsecondary education		
Other training		
Employment		
Retained employment		
Average earnings		

13. Is transition to postsecondary education, other training, or employment an explicitly stated or mandated goal in authorizing legislation or policy?

- Postsecondary education Yes No
Other training Yes No
Employment Yes No
Retained employment Yes No
Average earnings Yes No

If yes to any of the above, provide a definition of each measure.

Postsecondary education

Definition:

Other Training

Definition:

Employment

Definition:

Retain Employment

Definition:

Average Earnings

Definition:

14. Provide the latest data available for each measure, total number of adults to which the measure applies, and the total number of adults achieving the transition outcome.

Transition Measure	Total number of adults to which the measure is applicable	Total number of adults achieving transition outcome
Postsecondary education		
Other training		
Employment		
Retained employment		
Average earnings		

15. Do the entities (identified in question 3) receiving funds from the Federal agency have performance targets for any of these measures?

- Postsecondary education Yes No
- Other training Yes No
- Employment Yes No
- Retained employment Yes No
- Average earnings Yes No

16. Is funding to the education service providers tied to performance on any of these measures?

- Postsecondary education Yes, for core funding
 Yes, for incentive funds
 No
- Other training Yes, for core funding
 Yes, for incentive funds
 No
- Employment Yes, for core funding
 Yes, for incentive funds
 No
- Retain Employment Yes, for core funding
 Yes, for incentive funds
 No

- Average Earnings Yes, for core funding
 Yes, for incentive funds
 No

17. Does the program have performance measures for basic educational outcomes?

- Literacy skills Yes No
 English language skills Yes No
 Secondary credential/GED Yes No

If yes to any of the above, provide a definition of each measure.

Literacy skills

Definition:

English language skills

Definition:

Secondary credential/GED

Definition:

18. Provide the latest data available for each measure, including total number of adults to which the measure applies, and the total number adults achieving the educational outcomes.

Basic Education Measure	Total number of adults to which the measure is applicable	Total number of adults achieving the educational outcome
Literacy skills		
English language skills		
Secondary credential/GED		

19. Do the entities (identified in question 3) receiving funds directly from the federal agency have performance targets for any of these measures?

- Literacy skills Yes No
English language Yes No
Secondary credential/ Yes No

20. Is funding to education service providers tied to performance on any of these mea-

- Literacy skills Yes, for core funding
 Yes, for incentive funds
 No
- English language Yes, for core funding
 Yes, for incentive funds
 No
- Secondary credential/
GED Yes, for core funding
 Yes, for incentive funds
 No

21. What technical assistance is provided by the federal agency to help them collect or improve the quality of performance data? (Indicate all that apply)

- Live training
 Individual technical assistance
 Publications, written directives of information
 Online training and/or resources
 Other (describe below)
 None of the above
 If 'Other' please describe

22. What quality control is in place to ensure the validity and reliability of performance data collected and reported?

- Written guidance on data collection procedures
 Periodic review of data by funding agency
 Onsite monitoring or reviews of grantees' data
 Other (describe below)
 None of the above
 If 'Other' please describe

23. Does the program provide a report to Congress or to another oversight agency?

- Yes No

If yes, provide a copy of the most recent report or citation or web link of its location.

Citation or web link:

24. Have any independent evaluations of program performance been reported within the last three years?

Yes No

If yes, provide a copy of the most recent report or citation or web link of its location.

Citation or web link:

25. Does the Federal agency conduct internal evaluations of program effectiveness?

Yes No

If yes, provide a copy of the most recent report or citation or web link of its location.

Citation or web link:.

26. Is the program designed so that it is not redundant or duplicative of any other Federal, State, local or private effort?

If yes, describe the program.

Description:

27. Has the program undergone a Program Assessment Rating Tool (PART) review by the Office of Management and Budget (OMB)?

Yes No

If yes, what rating did the program receive

- Ineffective
- Results not demonstrated
- Adequate
- Moderately effective
- Effective

If appropriate, what are the objectives set for program improvement under the PART?

Description:

28. Does the authorizing legislation for the adult education program include authorization to carryout research and dissemination activities?

Yes No

Appendix G: Adult Education Self-Assessment Instrument for Research Projects

Executive Order (EO) 13445

Adult Education Self-Assessment Instrument for Research Projects

Please provide research program information for Part I (Background Information) and Part II (Research Activities Related to the EO) for the **most recent fiscal year**. For the purpose of this assessment, research is defined as “a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.” Completed assessments should be returned by Feb 18, 2008 to Sue Liu, sue.liu@ed.gov. Please contact Sue Liu if you have questions.

Name:

Title:

Office Address:

Email Address:

Phone: (v)

(f)

Agency:

Program or fiscal year for which data provided:

I. Background information

2. What is your funding source (provide statute citation)?

3. Amount Funded:

4. What amount of the total program allotment goes towards grants or contracts devoted to research?

5. Fiscal year this information is based on:

6. How are the funds distributed? Check all that apply:
- Discretionary Grants
 - Contracts
 - Cooperative Agreements
 - Other, please describe
7. What type of entities receives the research funding distributed by your agency?
Check all that apply:
- Universities
 - University consortiums
 - Independent researchers
 - Non-for-profits
 - Contractors
 - Other, please describe
8. Indicate the adult education related research your program has undertaken and/or has plans to undertake. Check all that apply:
- Basic literacy skills
 - English language acquisition
 - High school completion/GED preparation
 - Civics education
 - Access to educational instruction
 - Program curriculum
 - Performance data
 - Other, please describe:
9. What is the range (smallest to largest) of the grants or contracts devoted to research your program funds?
10. Average amount of grants or contracts:
11. Who is your intended audience? Check all that apply:
- Program administrators of adult education programs
 - Educators
 - Policymakers
 - Government
 - Researchers
 - General Public
 - Other, please describe:
12. Describe your dissemination efforts of research results and findings:

13. Do you have a research plan?

- Yes, please attach a copy of your plan with this assessment
- No

II. Research activities related to the EO

To assist the Working Group in developing research recommendations relevant to the purpose of the EO, please identify your research* completed in the past three years and/or are currently underway relevant to adult education as defined in the EO and add information requested in the following columns.

Title of Research Study	Purpose	Type(s) of Research **	Status ***	Duration	Total Cost of Study	Funding Source	Deliverables

*For the purpose of this assessment, research is defined as “a systematic, investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.” (Department of Health and Human Services definition, 45 CFR 46.102(d)).

**Indicate research type(s) using the most appropriate descriptors: Quantitative=Quan, Qualitative=Qual, D=Descriptive, S=Survey, CS=Case Study, C=Correlation, Q=Quasi-experimental, E=Experimental, EV=Evaluation, R=Randomized Controlled Sample, M=Mixed methods design, SDA=Secondary Data Analysis. If the research falls outside these categories, please indicate research type.

***Indicate the status of the research study: I=In Process, C=Complete.

Notes

¹ This total figure was calculated by adding the 2007 appropriations for the 11 service programs identified in this report.

² See Appendix A for the Executive Order in its entirety.

³ See Appendix B for the list of the Interagency Adult Education Working Group members.

⁴ Some programs have only certain activities that fit this definition.

⁵ Detailed program descriptions are included later in the report.

⁶ See the Federal Research Programs section in Chapter 4 of this report.

⁷ NIFL is established in Sec. 242 of title II of *WLA* to provide national leadership regarding literacy. NIFL is administered under the terms of an interagency agreement entered into by the Secretary of Education with the Secretary of Labor and the Secretary of Health and Human Services.

⁸ Lasater and Elliott, 2005.

⁹ Ibid.

¹⁰ Educational Testing Service, 2007.

¹¹ DOL, Bureau of Labor Statistics, 2007.

¹² Ibid.

¹³ ED, Office of Vocational and Adult Education, 2007; ED, National Center for Education Statistics, 2006.

¹⁴ Commission on the Future of Higher Education, 2006.

¹⁵ Western Interstate Commission for Higher Education, March 2008.

¹⁶ Lasater and Elliott, 2005.

¹⁷ See Appendix E for Data Collection Methodology and Appendixes F and G for Instruments Used.

¹⁸ Executive Order 13450—Improving Government Program Performance.

¹⁹ On Feb. 28, 2008, the Administration for Children and Families published a final rule to implement a new data collection and reporting system for the CFCIP. The new data collection system, known as the National Youth in Transition Database (NYTD), will become operational in FY 2011 and will then allow for the collection and reporting of performance measures for CFCIP.

²⁰ Only the National Guard Youth Challenge and the Department of Labor's YouthBuild programs, which represent less than 2 percent of federal dollars invested in adult education, have not had PART reviews.

²¹ Since the PART review of 2003, the CFCIP has developed program measures and has instructed all grantees to report performance data that correspond to performance goals beginning with the 2006–07 project year. Since its PART review of 2004, the Department revised the performance measures for the Migrant Education High School Equivalency Program (HEP) and since the 2006–07 project year has: (1) required grantees to uniformly collect and report performance data on a new annual performance report instrument, and (2) provided technical assistance and instruction to all grantees regarding the data to be collected.

²² The YouthBuild Program received a PART rating under HUD, but has not received a PART rating since being transferred to the Department of Labor in September 2006.

²³ The National Reporting System is the federal reporting system under *AEFLA* whereby states annually report program and learner outcomes based on common definitions.

²⁴ OMB, n.d.

²⁵ The CFCIP has recently begun to provide technical assistance to states to support implementation of the new National Youth in Transition Database (NYTD) and will be providing ongoing technical assistance to states to assist states to submit quality data once NYTD becomes operational in FY 2011.

²⁶ Tamassia, 2007.

²⁷ The table only includes programs for which both the estimated size of the target population and the number of adults served last year were available. See Appendix E for data collection methodology.

²⁸ Some IES research funding comes from other offices within ED, including OVAE.

²⁹ *National and Community Service Act of 1990* created a new independent federal agency, the Corporation on National and Community Service. The corporation was created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation.

³⁰ The Center for Adult English Language Acquisition (CAELA) was funded by the Division of Adult Education and Literacy (DAEL), Office of Adult and Vocational Education, U.S. Department of Education to improve the capacity of states to provide technical assistance to professional developers and teachers of adult English language learners. A major activity that supports this goal is capacity-building workshops conducted by CAELA staff for state teams of ESL professionals.

³¹ Included instruction in the areas of: (1) alphabets; (2) fluency; (3) vocabulary; and (4) comprehension.

References

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