

The background of the entire page is a dark, out-of-focus photograph of city lights at night, creating a bokeh effect with various colored light spots. Overlaid on this background are several layers of teal and light blue geometric shapes, primarily triangles and polygons, which are outlined with thin white lines. These shapes are positioned in the upper and lower portions of the page, framing the central text.

U.S. DEPARTMENT OF EDUCATION

# NEW STATE DIRECTORS TRAINING: THE BASICS OF AEFLA GRANTS MANAGEMENT

September 26-28, 2017 | Washington, DC

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U.S. DEPARTMENT OF EDUCATION  
**NEW STATE DIRECTORS TRAINING: THE BASICS OF AEFLA GRANTS MANAGEMENT**  
September 26-28, 2017 | 550 12th Street, SW, Washington, DC



**United States Department of Education  
Office of Career, Technical, and Adult Education**

***Workshop Goals***

- Enhance new state directors' knowledge of program requirements, including key provisions of the *Adult Education and Family Literacy Act (AEFLA)* as well as federal regulations, including Uniform Guidance, applicable to formula grants.
- Provide new state directors with the resources and tools needed to effectively manage day-to-day state-level adult education operations consistent with federal law and regulations.
- Foster networking among new directors in similar circumstances.

***Tuesday,  
September 26***

**Fundamentals of AEFLA and Federal Grants Policy**

7:45 AM – 8:30 AM

**Registration**

8:30 AM – 8:45 AM

**Welcome and Opening Remarks**

8:45 AM – 9:00 AM

**Welcome/Introductions/Objectives of the Meeting**

9:00 AM – 10:00 AM

**The Workforce Innovation and Opportunity Act: Understanding the Basics**  
*Cheryl Keenan, Director, Division of Adult Education and Literacy*  
This session will provide a foundational understanding of the Workforce Innovation and Opportunity Act (WIOA), including its purpose and structure, and critical elements of the Adult Education and Family Literacy Act, title II of WIOA. The presentation will address how the legislation is further supported by regulation, guidance, and other governmental policies.

10:00 AM – 10:15 AM

**Break**

10:15 AM – 11:00 AM	<p><b>Creating and Implementing a Vision: State Plans Under WIOA</b>  <i>Karla Ver Bryck Block, Monitoring and Administration Team Leader</i>  This session will introduce, or provide a refresher for participants on, the requirements of the State Plan required by WIOA. The session will provide information on the required elements of a State Plan, how to use the State Plan to advance your state’s vision under WIOA, and what states may consider in the development of a high-quality State Plan. The session will also provide information about the State Plan modification process and updates to title II elements. Information about accessing and using the State Plan portal will be disseminated.</p>
11:00 AM – 12:00 noon	<p><b>WIOA Partnerships and the American Job Center Network</b>  <i>Cheryl Keenan, Director, Division of Adult Education and Literacy</i>  WIOA creates new opportunities for partnering across multiple programs to better serve job seekers and employers through the American Job Center (AJC) network. This session will provide a basic understanding of the AJC network, as well as how partnerships and services must be addressed in the AJC network, particularly as it relates to AEFLA program requirements.</p>
12:00 noon – 1:15 PM	<b>Lunch</b>
1:15 PM – 2:15 PM	<p><b>Funding Local Programs: Running an AEFLA Competition Under WIOA</b>  <i>Karla Ver Bryck Block, Monitoring and Administration Team Leader</i>  <i>Zina Watkins, Monitoring and Administration Team, Areas IV and V Coordinator</i>  This session will lay the groundwork for states on the provisions and processes for competing and awarding AEFLA funds. The session will cover how the competition for local providers can be designed to address a state’s vision and goals utilizing the competition as a strategic driver. The session will cover drafting a Request for Proposals (RFP), highlighting basic content requirements, as well as reviewing key processes for selecting, preparing, and managing qualified reviewers and tips for handling common administrative functions such as reviewing budgets, conducting risk analyses, and awarding funds.</p>
2:15 PM – 2:30 PM	<b>Break</b>
2:30 PM – 3:30 PM	<p><b>Monitoring Local Providers</b>  <i>Sharon Harrington, Monitoring and Administration Team, Area II Coordinator</i>  This session will provide an overview of the state’s monitoring requirements of local providers found in WIOA and regulations, including requirements for subrecipient monitoring in the Uniform Guidance. The presentation will identify the areas states need to monitor to meet the requirements. Discussion will include different ways to monitor and tools and resources that are available.</p>
3:30 PM – 4:00 PM	<b>Demonstration of the AEFLA Resource Guide</b>
4:00 PM – 4:15 PM	<p><b>Daily Wrap-Up</b>  <i>Karla Ver Bryck Block, Monitoring and Administration Team Leader</i></p>

***Wednesday,  
September 27***

## **Accountability: Quality Data Systems and Fiscal Administration**

8:00 AM – 8:30 AM

### **Registration**

8:30 AM – 8:45 AM

### **Today's Objectives**

8:45 AM – 10:00 AM

### **National Reporting System for Adult Education: Performance Accountability**

*Jay LeMaster, Accountability Team Leader*

This session will provide an overview of the legislative basis for development of an accountability system for adult education and will explain how the Office of Career, Technical, and Adult Education (OCTAE) has implemented these provisions through the National Reporting System (NRS). Participants will receive an overview of the joint and title-specific Workforce Innovation and Opportunity Act primary indicators of performance and reporting data elements. The session will emphasize key points in developing and maintaining a strong accountability system.

10:00 AM – 10:15 AM

### **Break**

10:15 AM – 11:00 AM

### **National Reporting System for Adult Education: Data Quality**

*Alan Tucker, Accountability Team Program Analyst*

This session will provide an overview of the Data Quality Checklist. Participants will complete a self-assessment of the current state of adult education data quality in their states and participate in discussions yielding a deeper understanding of data quality standards and possible areas for attention in the future.

11:00 AM – 12:00 noon

### **Levels of Performance: Purpose and Process**

*Rebecca J. Moak, Monitoring and Administration Team, Area III Coordinator*

*Cheryl L. Keenan, Director, Division of Adult Education and Literacy*

Participants will learn about performance targets and their purpose, and understand the factors used in the negotiation process. The session will also include information about the sanctions provisions in WIOA.

12:00 noon – 1:15 PM

### **Lunch**

1:15 PM – 2:45 PM

### **Understanding the AEFLA State Director's Fiscal Responsibilities**

*Jay LeMaster, Accountability Team Leader*

This session will provide the information every state director needs to maintain state fiscal accountability. The relationship of core legal authorities—WIOA (including AEFLA), EDGAR, and Uniform Guidance—will be used to guide participants through the process of fiscal accountability. Participants will learn what steps to take upon receiving award notice from the federal government, ideal approaches to budgeting and accounting for the state's funds, and how to review and monitor subrecipient grant budgets and expenditures.

2:45 PM – 3:00 PM

### **Break**

3:00 PM - 4:00 PM

**Federal Financial Reporting for AEFLA Grants**

*Josh Behsudi, Accountability Team Program Analyst*

Participants will learn how to accurately report state expenditures using the Federal Financial Report (FFR). Staff will use a sample FFR to explain the FFR form content and describe analytical checks state directors can perform to ensure that their reports are accurate and meet statutory matching and spending requirements. Participants will work in small groups to identify potential compliance concerns.

4:00 PM – 4:15 PM

**Daily Wrap-Up**

*Karla Ver Bryck Block, Monitoring and Administration Team Leader*

***Thursday,  
September 28***

## **Leadership Activities and Expert Peer Advice**

8:30 AM – 8:45 AM

### **Today's Objectives**

8:45 AM – 9:30 AM

### **Section 223 State Leadership: Are You Ready to Lead?**

*Cheryl Keenan, Director, Division of Adult Education and Literacy*

This session will highlight how state leadership funds can support strategic initiatives in the state and include statutory requirements that must be followed in expending funds.

9:30 AM – 10:30 AM

### **State Perspectives Panel**

*Amanda Harrison, Adult Education State Director, Pennsylvania*

*Patricia Tyler, Executive Director, National Adult Education Professional Development Consortium (NAEPDC)*

Experienced state directors will share their perspectives on important lessons learned on their paths to becoming effective state leaders.

10:30 AM – 10:45 AM

### **Break**

10:45 AM – 11:15 AM

### **Section 242 National Leadership Activities: Technical Assistance Opportunities for States**

*Christopher Coro, Deputy Director, Division of Adult Education and Literacy*

This session will help states to understand how OCTAE's investments of AEFLA national leadership funds can assist states in meeting specific WIOA requirements.

11:15 AM – 12:15 PM

### **DAEL's Monitoring Process**

*Sharon Harrington, Monitoring and Administration Team, Area II Coordinator*

This session will provide an overview of OCTAE's state monitoring and technical assistance review process. This session will demonstrate connections between compliance, state policymaking, and the WIOA State Plan. Participants will learn the basic process DAEL uses when monitoring states and what to expect during a monitoring visit.

12:15 PM – 12:30 PM

### **Wrap-Up, Evaluations, and Goodbyes**

*Karla Ver Bryck Block, Monitoring and Administration Team Leader*

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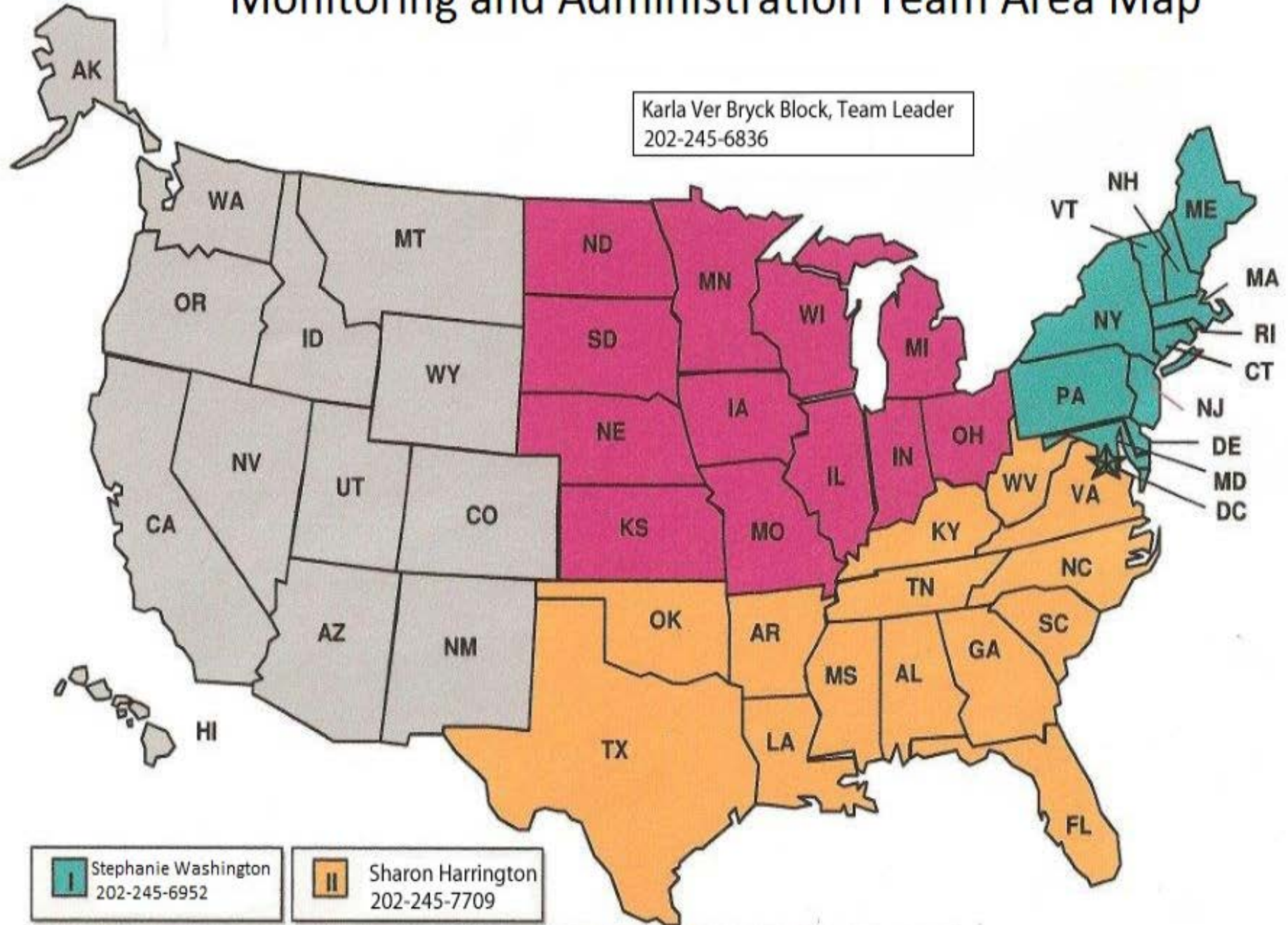
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# U.S. Department of Education, OCTAE, DAEL Monitoring and Administration Team Area Map



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## **DIVISION OF ADULT EDUCATION AND LITERACY (DAEL) COMMUNICATIONS**

### **GovDelivery**

DAEL uses GovDelivery to disseminate program information to State directors through emails and e-newsletters. This forum is also used by State directors to discuss pertinent issues and ask questions about noteworthy practices. New directors are automatically added to GovDelivery and receive a confirmation message from the moderator. The GovDelivery application does not require any software downloads and subscribers control their own accounts. These discussions may contain privileged information that is still under consideration by Office of Career, Technical and Adult Education (OCTAE). State directors should not forward copies of information they obtain from it to third parties.

### **Shop Talks**

Shop Talk is a one-hour webinar/conference call among DAEL staff and State directors that generally occurs at both 9:00 AM and 2:00 PM Eastern on the first Thursday of every other month (even numbered months). This call serves as an information pipeline to State directors by providing updates on DAEL projects and awards, national activities, annual reporting, and meetings. State directors are encouraged to submit topics for the agenda prior to the call. Once all topics are submitted for consideration, the director prepares a memo for the call that is sent out to the directors via the GovDelivery before the call takes place. The memo provides information on the final agenda topics, date and time of the call, and instructions on how to access the webinar/conference call. Directors may designate proxies to participate in the call if they cannot participate themselves. State directors are encouraged to actively participate in the conversations and to bring concerns, issues, or innovative programs to the group for discussion in this forum.

### ***OCTAE Connection***

*OCTAE Connection* is a periodic electronic newsletter on issues and developments in OCTAE, including vocational and adult education, community college, and research items. It is sent to State directors and others via email on Thursdays and contains articles that highlight various areas of interest for State directors such as English language learning, transition to postsecondary institutions, math and science education, as well as other topics that are important in the field. It is written and produced under the guidance of the Assistant Secretary's office and contains clickable resources in the text. State directors can send articles and items of interest to [octae.newsletter@ed.gov](mailto:octae.newsletter@ed.gov) for consideration in future editions of *OCTAE Connection*. You can subscribe for the newsletter by clicking [https://public.govdelivery.com/accounts/USED/subscriber/new?topic\\_id=USED\\_2](https://public.govdelivery.com/accounts/USED/subscriber/new?topic_id=USED_2),

### ***Literacy Information and Communication System (LINCS)***

OCTAE provides an adult educator information website <http://lincs.ed.gov/>. The website provides a Resource Collection of quality evidence-based online resources and access to technical assistance delivered through the LINCS Regional Professional Development Centers. Find contacts and events for your region at [http://lincs.ed.gov/lincs/regionalresources/regional\\_centers.html](http://lincs.ed.gov/lincs/regionalresources/regional_centers.html).

**Eligible Agencies Administering the Federal State-Administered  
Adult Education Program  
Program Year 2016-2017**

<b>State</b>	<b>Eligible Agencies</b>			
	State Education Agencies	Community, Technical College or University	Professional, Technical and Adult Education/Workforce	Department of Labor
Alabama		<b>X</b>		
Alaska				<b>X</b>
Arizona	<b>X</b>			
Arkansas			<b>X</b>	
California	<b>X</b>			
Colorado	<b>X</b>			
Connecticut	<b>X</b>			
Delaware	<b>X</b>			
Dist of Columbia	<b>X</b>			
Florida	<b>X</b>			
Georgia		<b>X</b>		
Hawaii	<b>X</b>			
Idaho			<b>X</b>	
Illinois		<b>X</b>		
Indiana			<b>X</b>	
Iowa	<b>X</b>			
Kansas		<b>X</b>		
Kentucky		<b>X</b>		
Louisiana		<b>X</b>		
Maine	<b>X</b>			
Maryland				<b>X</b>
Massachusetts	<b>X</b>			
Michigan			<b>X</b>	
Minnesota	<b>X</b>			
Mississippi		<b>X</b>		
Missouri	<b>X</b>			
Montana	<b>X</b>			
Nebraska	<b>X</b>			
Nevada	<b>X</b>			
New Hampshire	<b>X</b>			
New Jersey				<b>X</b>
New Mexico		<b>X</b>		
New York	<b>X</b>			
North Carolina		<b>X</b>		
North Dakota	<b>X</b>			



**Eligible Agencies Administering the Federal State-Administered  
Adult Education Program  
Program Year 2016-2017**

<b>State</b>	<b>Eligible Agencies</b>			
	State Education Agencies	Community, Technical College or University	Department of Technical and Adult Education/Workforce	Department of Labor
Ohio		<b>X</b>		
Oklahoma	<b>X</b>			
Oregon		<b>X</b>		
Pennsylvania	<b>X</b>			
Rhode Island	<b>X</b>			
South Carolina	<b>X</b>			
South Dakota				<b>X</b>
Tennessee				<b>X</b>
Texas			<b>X</b>	
Utah	<b>X</b>			
Vermont	<b>X</b>			
Virginia	<b>X</b>			
Washington		<b>X</b>		
West Virginia	<b>X</b>			
Wisconsin		<b>X</b>		
Wyoming		<b>X</b>		
American Samoa		<b>X</b>		
Guam		<b>X</b>		
Northern Marianas		<b>X</b>		
Palau	<b>X</b>			
Puerto Rico	<b>X</b>			
Virgin Islands	<b>X</b>			
<b>TOTAL</b>	<b>29</b>	<b>18</b>	<b>5</b>	<b>5</b>



- (i) the enactment of legislation before Congress or any State or local legislature or legislative body; or
  - (ii) any proposed or pending regulation, administrative action, or order issued by the executive branch of any State or local government.
- (2) EXCEPTION.—Paragraph (1) shall not apply to—
  - (A) normal and recognized executive-legislative relationships;
  - (B) the preparation, distribution, or use of the materials described in paragraph (1)(B) in presentation to Congress or any State or local legislature or legislative body; or
  - (C) such preparation, distribution, or use of such materials in presentation to the executive branch of any State or local government.
- (b) SALARY RESTRICTIONS.—
  - (1) IN GENERAL.—No funds provided under this Act shall be used to pay the salary or expenses of any grant or contract recipient, or agent acting for such recipient, related to any activity designed to influence the enactment or issuance of legislation, appropriations, regulations, administrative action, or an Executive order proposed or pending before Congress or any State government, or a State or local legislature or legislative body.
  - (2) EXCEPTION.—Paragraph (1) shall not apply to—
    - (A) normal and recognized executive-legislative relationships; or
    - (B) participation by an agency or officer of a State, local, or tribal government in policymaking and administrative processes within the executive branch of that government.

Adult Education  
and Family  
Literacy Act.

## TITLE II—ADULT EDUCATION AND LITERACY

29 USC 3101  
note.

### SEC. 201. SHORT TITLE.

This title may be cited as the “Adult Education and Family Literacy Act”.

29 USC 3271.

### SEC. 202. PURPOSE.

It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that—
  - (A) are necessary to becoming full partners in the educational development of their children; and
  - (B) lead to sustainable improvements in the economic opportunities for their family;

(3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

(4) assist immigrants and other individuals who are English language learners in—

(A) improving their—

(i) reading, writing, speaking, and comprehension skills in English; and

(ii) mathematics skills; and

(B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

#### SEC. 203. DEFINITIONS.

29 USC 3272.

In this title:

(1) **ADULT EDUCATION.**—The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

(A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

(B) transition to postsecondary education and training; and

(C) obtain employment.

(2) **ADULT EDUCATION AND LITERACY ACTIVITIES.**—The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

(3) **ELIGIBLE AGENCY.**—The term “eligible agency” means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

(4) **ELIGIBLE INDIVIDUAL.**—The term “eligible individual” means an individual—

(A) who has attained 16 years of age;

(B) who is not enrolled or required to be enrolled in secondary school under State law; and

(C) who—

(i) is basic skills deficient;

(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

(iii) is an English language learner.

(5) **ELIGIBLE PROVIDER.**—The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

(A) a local educational agency;

(B) a community-based organization or faith-based organization;

(C) a volunteer literacy organization;

(D) an institution of higher education;

(E) a public or private nonprofit agency;

(F) a library;

(G) a public housing authority;

(H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;

(I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and

(J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

(6) **ENGLISH LANGUAGE ACQUISITION PROGRAM.**—The term “English language acquisition program” means a program of instruction—

(A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

(B) that leads to—

(i)(I) attainment of a secondary school diploma or its recognized equivalent; and

(II) transition to postsecondary education and training; or

(ii) employment.

(7) **ENGLISH LANGUAGE LEARNER.**—The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment where a language other than English is the dominant language.

(8) **ESSENTIAL COMPONENTS OF READING INSTRUCTION.**—The term “essential components of reading instruction” has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

(9) **FAMILY LITERACY ACTIVITIES.**—The term “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

(A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.

(B) Interactive literacy activities between parents or family members and their children.

(C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.

(D) An age-appropriate education to prepare children for success in school and life experiences.

(10) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(11) INTEGRATED EDUCATION AND TRAINING.—The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

(12) INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.—The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

(13) LITERACY.—The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

(14) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term “postsecondary educational institution” means—

(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

(B) a tribally controlled college or university; or

(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(15) SECRETARY.—The term “Secretary” means the Secretary of Education.

(16) WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES.—The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

(17) WORKFORCE PREPARATION ACTIVITIES.—The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

#### SEC. 204. HOME SCHOOLS.

29 USC 3273.

Nothing in this title shall be construed to affect home schools, whether a home school is treated as a home school or a private school under State law, or to compel a parent or family member

engaged in home schooling to participate in adult education and literacy activities.

29 USC 3274.

**SEC. 205. RULE OF CONSTRUCTION REGARDING POSTSECONDARY TRANSITION AND CONCURRENT ENROLLMENT ACTIVITIES.**

Nothing in this title shall be construed to prohibit or discourage the use of funds provided under this title for adult education and literacy activities that help eligible individuals transition to postsecondary education and training or employment, or for concurrent enrollment activities.

29 USC 3275.

**SEC. 206. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to carry out this title \$577,667,000 for fiscal year 2015, \$622,286,000 for fiscal year 2016, \$635,198,000 for fiscal year 2017, \$649,287,000 for fiscal year 2018, \$664,552,000 for fiscal year 2019, and \$678,640,000 for fiscal year 2020.

## Subtitle A—Federal Provisions

29 USC 3291.

**SEC. 211. RESERVATION OF FUNDS; GRANTS TO ELIGIBLE AGENCIES; ALLOTMENTS.**

(a) RESERVATION OF FUNDS.—From the sum appropriated under section 206 for a fiscal year, the Secretary—

(1) shall reserve 2 percent to carry out section 242, except that the amount so reserved shall not exceed \$15,000,000; and

(2) shall reserve 12 percent of the amount that remains after reserving funds under paragraph (1) to carry out section 243.

(b) GRANTS TO ELIGIBLE AGENCIES.—

(1) IN GENERAL.—From the sum appropriated under section 206 and not reserved under subsection (a) for a fiscal year, the Secretary shall award a grant to each eligible agency having a unified State plan approved under section 102 or a combined State plan approved under section 103 in an amount equal to the sum of the initial allotment under subsection (c)(1) and the additional allotment under subsection (c)(2) for the eligible agency for the fiscal year, subject to subsections (f) and (g), to enable the eligible agency to carry out the activities assisted under this title.

(2) PURPOSE OF GRANTS.—The Secretary may award a grant under paragraph (1) only if the eligible entity involved agrees to expend the grant for adult education and literacy activities in accordance with the provisions of this title.

(c) ALLOTMENTS.—

(1) INITIAL ALLOTMENTS.—From the sum appropriated under section 206 and not reserved under subsection (a) for a fiscal year, the Secretary shall allot to each eligible agency having a unified State plan approved under section 102 or a combined State plan approved under section 103—

(A) \$100,000, in the case of an eligible agency serving an outlying area; and

(B) \$250,000, in the case of any other eligible agency.

(2) ADDITIONAL ALLOTMENTS.—From the sum appropriated under section 206, not reserved under subsection (a), and not

allotted under paragraph (1), for a fiscal year, the Secretary shall allot to each eligible agency that receives an initial allotment under paragraph (1) an additional amount that bears the same relationship to such sum as the number of qualifying adults in the State or outlying area served by the eligible agency bears to the number of such adults in all States and outlying areas.

(d) **QUALIFYING ADULT.**—For the purpose of subsection (c)(2), the term “qualifying adult” means an adult who—

Definition.

- (1) is at least 16 years of age;
- (2) is beyond the age of compulsory school attendance under the law of the State or outlying area;
- (3) does not have a secondary school diploma or its recognized equivalent; and
- (4) is not enrolled in secondary school.

(e) **SPECIAL RULE.**—

(1) **IN GENERAL.**—From amounts made available under subsection (c) for the Republic of Palau, the Secretary shall award grants to Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, or the Republic of Palau to carry out activities described in this title in accordance with the provisions of this title, as determined by the Secretary.

Territories.

(2) **AWARD BASIS.**—The Secretary shall award grants pursuant to paragraph (1) on a competitive basis and pursuant to the recommendations from the Pacific Region Educational Laboratory in Honolulu, Hawaii.

(3) **TERMINATION OF ELIGIBILITY.**—Notwithstanding any other provision of law, the Republic of Palau shall be eligible to receive a grant under this title except during the period described in section 3(45).

(4) **ADMINISTRATIVE COSTS.**—The Secretary may provide not more than 5 percent of the funds made available for grants under this subsection to pay the administrative costs of the Pacific Region Educational Laboratory regarding activities assisted under this subsection.

(f) **HOLD-HARMLESS PROVISIONS.**—

(1) **IN GENERAL.**—Notwithstanding subsection (c), for fiscal year 2015 and each succeeding fiscal year, no eligible agency shall receive an allotment under this section that is less than 90 percent of the allotment the eligible agency received for the preceding fiscal year under this section.

(2) **RATABLE REDUCTION.**—If for any fiscal year the amount available for allotment under this title is insufficient to satisfy the provisions of paragraph (1) the Secretary shall ratably reduce the payments to all eligible agencies, as necessary.

(g) **REALLOTMENT.**—The portion of any eligible agency’s allotment under this title for a fiscal year that the Secretary determines will not be required for the period such allotment is available for carrying out activities under this title, shall be available for reallocation from time to time, on such dates during such period as the Secretary shall fix, to other eligible agencies in proportion to the original allotments to such agencies under this title for such year.

29 USC 3292.

**SEC. 212. PERFORMANCE ACCOUNTABILITY SYSTEM.**

Programs and activities authorized in this title are subject to the performance accountability provisions described in section 116.

## Subtitle B—State Provisions

29 USC 3301.

**SEC. 221. STATE ADMINISTRATION.**

Each eligible agency shall be responsible for the State or outlying area administration of activities under this title, including—

(1) the development, implementation, and monitoring of the relevant components of the unified State plan in section 102 or the combined State plan in section 103;

(2) consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under this title; and

(3) coordination and nonduplication with other Federal and State education, training, corrections, public housing, and social service programs.

29 USC 3302.

**SEC. 222. STATE DISTRIBUTION OF FUNDS; MATCHING REQUIREMENT.**

(a) **STATE DISTRIBUTION OF FUNDS.**—Each eligible agency receiving a grant under section 211(b) for a fiscal year—

(1) shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 20 percent of such amount shall be available to carry out section 225;

(2) shall use not more than 12.5 percent of the grant funds to carry out State leadership activities under section 223; and

(3) shall use not more than 5 percent of the grant funds, or \$85,000, whichever is greater, for the administrative expenses of the eligible agency.

(b) **MATCHING REQUIREMENT.**—

(1) **IN GENERAL.**—In order to receive a grant from the Secretary under section 211(b) each eligible agency shall provide, for the costs to be incurred by the eligible agency in carrying out the adult education and literacy activities for which the grant is awarded, a non-Federal contribution in an amount that is not less than—

(A) in the case of an eligible agency serving an outlying area, 12 percent of the total amount of funds expended for adult education and literacy activities in the outlying area, except that the Secretary may decrease the amount of funds required under this subparagraph for an eligible agency; and

(B) in the case of an eligible agency serving a State, 25 percent of the total amount of funds expended for adult education and literacy activities in the State.

(2) **NON-FEDERAL CONTRIBUTION.**—An eligible agency's non-Federal contribution required under paragraph (1) may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used for adult education and literacy activities in a manner that is consistent with the purpose of this title.

**SEC. 223. STATE LEADERSHIP ACTIVITIES.**

29 USC 3303.

**(a) ACTIVITIES.—**

(1) **REQUIRED.**—Each eligible agency shall use funds made available under section 222(a)(2) for the following adult education and literacy activities to develop or enhance the adult education system of the State or outlying area:

(A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including—

(i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;

(ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and

(iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

(2) **PERMISSIBLE ACTIVITIES.**—Each eligible agency may use funds made available under section 222(a)(2) for 1 or more of the following adult education and literacy activities:

(A) The support of State or regional networks of literacy resource centers.

(B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

(C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

(D) Developing content and models for integrated education and training and career pathways.



(E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

(F) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

(G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

(H) Activities to promote workplace adult education and literacy activities.

(I) Identifying curriculum frameworks and aligning rigorous content standards that—

(i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and

(ii) take into consideration the following:

(I) State adopted academic standards.

(II) The current adult skills and literacy assessments used in the State or outlying area.

(III) The primary indicators of performance described in section 116.

(IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area.

(V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.

(J) Developing and piloting of strategies for improving teacher quality and retention.

(K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

(L) Outreach to instructors, students, and employers.

(M) Other activities of statewide significance that promote the purpose of this title.

(b) COLLABORATION.—In carrying out this section, eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a).

(c) STATE-IMPOSED REQUIREMENTS.—Whenever a State or outlying area implements any rule or policy relating to the administration or operation of a program authorized under this title that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on a State or

outlying area interpretation of a Federal statute, regulation, or guideline), the State or outlying area shall identify, to eligible providers, the rule or policy as being imposed by the State or outlying area.

**SEC. 224. STATE PLAN.**

29 USC 3304.

Each State desiring to receive funds under this title for any fiscal year shall submit and have approved a unified State plan in accordance with section 102 or a combined State plan in accordance with section 103.

**SEC. 225. PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS.**

29 USC 3305.

(a) **PROGRAM AUTHORIZED.**—From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education and education for other institutionalized individuals.

(b) **USES OF FUNDS.**—The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—

- (1) adult education and literacy activities;
- (2) special education, as determined by the eligible agency;
- (3) secondary school credit;
- (4) integrated education and training;
- (5) career pathways;
- (6) concurrent enrollment;
- (7) peer tutoring; and
- (8) transition to re-entry initiatives and other postrelease services with the goal of reducing recidivism.

(c) **PRIORITY.**—Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

(d) **REPORT.**—In addition to any report required under section 116, each eligible agency that receives assistance provided under this section shall annually prepare and submit to the Secretary a report on the progress, as described in section 116, of the eligible agency with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served.

(e) **DEFINITIONS.**—In this section:

(1) **CORRECTIONAL INSTITUTION.**—The term “correctional institution” means any—

- (A) prison;
- (B) jail;
- (C) reformatory;
- (D) work farm;
- (E) detention center; or
- (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

(2) **CRIMINAL OFFENDER.**—The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

## Subtitle C—Local Provisions

29 USC 3321.

### SEC. 231. GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDERS.

(a) GRANTS AND CONTRACTS.—From grant funds made available under section 222(a)(1), each eligible agency shall award multiyear grants or contracts, on a competitive basis, to eligible providers within the State or outlying area to enable the eligible providers to develop, implement, and improve adult education and literacy activities within the State.

(b) REQUIRED LOCAL ACTIVITIES.—The eligible agency shall require that each eligible provider receiving a grant or contract under subsection (a) use the grant or contract to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently.

(c) DIRECT AND EQUITABLE ACCESS; SAME PROCESS.—Each eligible agency receiving funds under this title shall ensure that—

(1) all eligible providers have direct and equitable access to apply and compete for grants or contracts under this section; and

(2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying area.

(d) SPECIAL RULE.—Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of section 203(4), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

(e) CONSIDERATIONS.—In awarding grants or contracts under this section, the eligible agency shall consider—

(1) the degree to which the eligible provider would be responsive to—

(A) regional needs as identified in the local plan under section 108; and

(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—

(i) who have low levels of literacy skills; or

(ii) who are English language learners;

(2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

(3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

(4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the

strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

(5) whether the eligible provider's program—

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

(B) uses instructional practices that include the essential components of reading instruction;

(6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

(7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

(8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

(9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

(10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

(11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

(13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

29 USC 3322.

**SEC. 232. LOCAL APPLICATION.**

Each eligible provider desiring a grant or contract from an eligible agency shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including—

(1) a description of how funds awarded under this title will be spent consistent with the requirements of this title;

(2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;

(3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;

(4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;

(5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;

(6) a description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and

(7) information that addresses the considerations described under section 231(e), as applicable.

29 USC 3323.

**SEC. 233. LOCAL ADMINISTRATIVE COST LIMITS.**

(a) IN GENERAL.—Subject to subsection (b), of the amount that is made available under this title to an eligible provider—

(1) not less than 95 percent shall be expended for carrying out adult education and literacy activities; and

(2) the remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in paragraphs (3) and (5) of section 232.

(b) SPECIAL RULE.—In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for noninstructional purposes.

## Subtitle D—General Provisions

29 USC 3331.

**SEC. 241. ADMINISTRATIVE PROVISIONS.**

(a) SUPPLEMENT NOT SUPPLANT.—Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

(b) MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—

(A) DETERMINATION.—An eligible agency may receive funds under this title for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate

expenditures of such eligible agency for activities under this title, in the second preceding fiscal year, were not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities in the third preceding fiscal year.

(B) PROPORTIONATE REDUCTION.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—

(i) shall determine the percentage decreases in such effort or in such expenditures; and Determination.

(ii) shall decrease the payment made under this title for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

(2) COMPUTATION.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

(3) DECREASE IN FEDERAL SUPPORT.—If the amount made available for adult education and literacy activities under this title for a fiscal year is less than the amount made available for adult education and literacy activities under this title for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

(4) WAIVER.—The Secretary may waive the requirements of this subsection for not more than 1 fiscal year, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

#### SEC. 242. NATIONAL LEADERSHIP ACTIVITIES.

29 USC 3332.

(a) IN GENERAL.—The Secretary shall establish and carry out a program of national leadership activities to enhance the quality and outcomes of adult education and literacy activities and programs nationwide.

(b) REQUIRED ACTIVITIES.—The national leadership activities described in subsection (a) shall include technical assistance, including—

(1) assistance to help States meet the requirements of section 116;

(2) upon request by a State, assistance provided to eligible providers in using performance accountability measures based on indicators described in section 116, and data systems for the improvement of adult education and literacy activities;

(3) carrying out rigorous research and evaluation on effective adult education and literacy activities, as well as estimating the number of adults functioning at the lowest levels of literacy proficiency, which shall be coordinated across relevant Federal agencies, including the Institute of Education Sciences; and

(4) carrying out an independent evaluation at least once every 4 years of the programs and activities under this title, taking into consideration the evaluation subjects referred to in section 169(a)(2).

(c) ALLOWABLE ACTIVITIES.—The national leadership activities described in subsection (a) may include the following:

(1) Technical assistance, including—

(A) assistance related to professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, based on scientifically valid research where available;

(B) assistance in distance education and promoting and improving the use of technology in the classroom, including instruction in English language acquisition for English language learners;

(C) assistance in the development and dissemination of proven models for addressing the digital literacy needs of adults, including older adults; and

(D) supporting efforts aimed at strengthening programs at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this title.

(2) Funding national leadership activities either directly or through grants, contracts, or cooperative agreements awarded on a competitive basis to or with postsecondary educational institutions, institutions of higher education, public or private organizations or agencies (including public libraries), or consortia of such institutions, organizations, or agencies, which may include—

(A) developing, improving, and identifying the most successful methods and techniques for addressing the education needs of adults, including instructional practices using the essential components of reading instruction based on the work of the National Institute of Child Health and Human Development;

(B) supporting national, regional, or local networks of private nonprofit organizations, public libraries, or institutions of higher education to strengthen the ability of such networks' members to meet the performance requirements described in section 116 of eligible providers;

(C) increasing the effectiveness, and improving the quality, of adult education and literacy activities, which may include—

(i) carrying out rigorous research;

(ii) carrying out demonstration programs;

(iii) accelerating learning outcomes for eligible individuals with the lowest literacy levels;

(iv) developing and promoting career pathways for eligible individuals;

(v) promoting concurrent enrollment programs in adult education and credit bearing postsecondary coursework;

(vi) developing high-quality professional development activities for eligible providers; and

(vii) developing, replicating, and disseminating information on best practices and innovative programs, such as—

(I) the identification of effective strategies for working with adults with learning disabilities and with adults who are English language learners;

(II) integrated education and training programs;

(III) workplace adult education and literacy activities; and

(IV) postsecondary education and training transition programs;

(D) providing for the conduct of an independent evaluation and assessment of adult education and literacy activities through grants and contracts awarded on a competitive basis, which shall include descriptions of—

(i) the effect of performance accountability measures and other measures of accountability on the delivery of adult education and literacy activities;

(ii) the extent to which the adult education and literacy activities increase the literacy skills of eligible individuals, lead to involvement in education and training, enhance the employment and earnings of such participants, and, if applicable, lead to other positive outcomes, such as success in re-entry and reductions in recidivism in the case of prison-based adult education and literacy activities;

(iii) the extent to which the provision of support services to eligible individuals enrolled in adult education and literacy activities increase the rate of enrollment in, and successful completion of, such programs; and

(iv) the extent to which different types of providers measurably improve the skills of eligible individuals in adult education and literacy activities;

(E) collecting data, such as data regarding the improvement of both local and State data systems, through technical assistance and development of model performance data collection systems;

(F) determining how participation in adult education and literacy activities prepares eligible individuals for entry into postsecondary education and employment and, in the case of programs carried out in correctional institutions, has an effect on recidivism; and

(G) other activities designed to enhance the quality of adult education and literacy activities nationwide.

**SEC. 243. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.** 29 USC 3333.

(a) **IN GENERAL.**—From funds made available under section 211(a)(2) for each fiscal year, the Secretary shall award grants to States, from allotments under subsection (b), for integrated Grants.



English literacy and civics education, in combination with integrated education and training activities.

(b) ALLOTMENT.—

(1) IN GENERAL.—Subject to paragraph (2), from amounts made available under section 211(a)(2) for a fiscal year, the Secretary shall allocate—

(A) 65 percent to the States on the basis of a State's need for integrated English literacy and civics education, as determined by calculating each State's share of a 10-year average of the data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence for the 10 most recent years; and

(B) 35 percent to the States on the basis of whether the State experienced growth, as measured by the average of the 3 most recent years for which the data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence are available.

(2) MINIMUM.—No State shall receive an allotment under paragraph (1) in an amount that is less than \$60,000.

(c) GOAL.—Each program that receives funding under this section shall be designed to—

(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

(2) integrate with the local workforce development system and its functions to carry out the activities of the program.

(d) REPORT.—The Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate and make available to the public, a report on the activities carried out under this section.

### **TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT**

#### **SEC. 301. EMPLOYMENT SERVICE OFFICES.**

Section 1 of the Wagner-Peyser Act (29 U.S.C. 49) is amended by inserting “service” before “offices”.

#### **SEC. 302. DEFINITIONS.**

Section 2 of the Wagner-Peyser Act (29 U.S.C. 49a) is amended—

(1) by striking paragraph (1) and inserting the following:

“(1) the terms ‘chief elected official’, ‘institution of higher education’, ‘one-stop center’, ‘one-stop partner’, ‘training services’, ‘workforce development activity’, and ‘workplace learning advisor’, have the meaning given the terms in section 3 of the Workforce Innovation and Opportunity Act;”;

(2) in paragraph (2)—

(A) by striking “investment board” each place it appears and inserting “development board”; and

# ADULT EDUCATION BASIC GRANT PROGRAM ADMINISTERED BY THE DIVISION OF ADULT EDUCATION AND LITERACY

## Purpose

- The Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act, is the Department's major program that supports and promotes services for adults who are educationally disadvantaged.
- The National Programs account provides funding for research, evaluation studies, and demonstration programs in the field of adult education and literacy.

Under the Adult Education and Family Literacy Act, the program of Basic Grants to States is the major source of Federal support for basic skills programs. The purpose of the program is to provide educational opportunities below the postsecondary level for adults over the age of 16,

- who are not currently enrolled in school,
- who lack a high school diploma or
- who lack the basic skills to function effectively in the workplace and in their daily lives.

Instructional services are offered in three program areas: ABE – basic skills instruction below the high school level; ASE – high school level instruction; and EL – English language instruction.

## 2017 Appropriations (rounded)

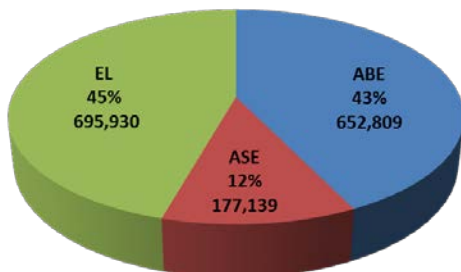
**\$ 595,667,000**

Adult Education State-Administered Basic Grants  
National Leadership Activities

\$ 581,955,000\*  
\$ 13,712,000

\* Includes \$512,033,909 for Basic State Grants; \$69,834,600 for Integrated English Literacy and Civics Education; and \$86,491 for PREL Grants.

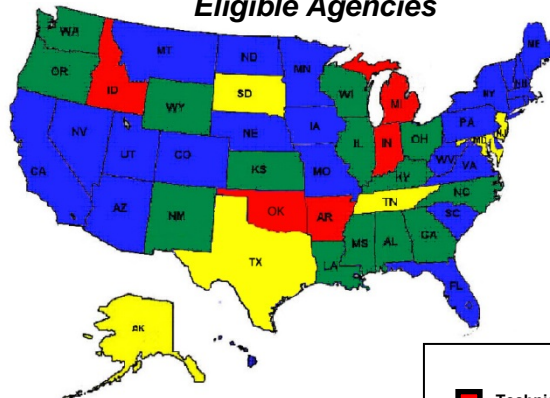
## PY 2015 - 2016 Enrollment



## FY 2014 Federal and Non-Federal Expenditures

<b>Federal</b>	<b>\$554,120,376</b>
<b>Non-Federal</b>	<b>\$1,316,296,403</b>
<b>Total</b>	<b>\$1,870,416,779</b>

## State-Administered Adult Education Program Eligible Agencies



### State Eligible Agency Types

<span style="color: red;">■</span> Technical and Adult Education Workforce	05
<span style="color: yellow;">■</span> Department of Labor	06
<span style="color: green;">■</span> Community, Technical College or University	17*
<span style="color: blue;">■</span> State Education Agency	29**

\*Includes American Samoa, Guam, Northern Marianas College

\*\*Includes District of Columbia, Palau, Puerto Rico, Virgin Islands

## State Grant Administration Resources

Adult Education & Literacy

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[DAEL Home \(/about/offices/list/ovae/pi/AdultEd/index.html\)](/about/offices/list/ovae/pi/AdultEd/index.html) |  
[Facts and Figures \(/about/offices/list/ovae/pi/AdultEd/facts-figures.html\)](/about/offices/list/ovae/pi/AdultEd/facts-figures.html) |  
[Laws and Guidance \(/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html\)](/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html) |  
[State Grant Administration \(/about/offices/list/ovae/pi/AdultEd/st-grant-admin-rescrs.html\)](/about/offices/list/ovae/pi/AdultEd/st-grant-admin-rescrs.html) |  
[Federal Initiatives \(/about/offices/list/ovae/pi/AdultEd/national-activities.html\)](/about/offices/list/ovae/pi/AdultEd/national-activities.html) |  
[Correctional Education \(/about/offices/list/ovae/pi/AdultEd/correctional-education.html\)](/about/offices/list/ovae/pi/AdultEd/correctional-education.html)

Welcome to the Division of Adult Education and Literacy's (DAEL) State Grant Administration web page. This site serves as a one-stop source of critical information pertaining to the U.S. Department of Education's adult education and basic formula grants to states. This program provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and integrated English literacy and civics education programs. Participation in these programs is limited to adults and out-of-school youths age 16 and older.

Awards are made to state eligible agencies that under state law are solely responsible for administering or supervising statewide policy for adult education and literacy, including such entities as SEAs, postsecondary agencies, or workforce agencies. The Department provides grants to these state eligible agencies, which, in turn, fund local projects. The following types of entities are eligible to apply to state eligible agencies for funds: local education agencies (LEAs); community-based organizations (CBOs), faith-based organizations (FBOs); volunteer literacy organizations; institutions of higher education (IHEs); public or private nonprofit agencies; libraries; public housing authorities; other nonprofit institutions that have the ability to provide literacy services to adults and families; consortia of the agencies, organizations, institutions, libraries or authorities previously described or a partnership between an employer and an agency previously described.

- [Annual State Plan Extension Guidance \(/about/offices/list/ovae/pi/AdultEd/annual-extension-guidance.html\)](/about/offices/list/ovae/pi/AdultEd/annual-extension-guidance.html)
  - [Accountability and Reporting \(/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html\)](/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html)
  - [Policy and Allocations \(/about/offices/list/ovae/pi/AdultEd/policy-allocations.html\)](/about/offices/list/ovae/pi/AdultEd/policy-allocations.html)
  - [DAEL Monitoring \(/about/offices/list/ovae/pi/AdultEd/dael-monitoring.html\)](/about/offices/list/ovae/pi/AdultEd/dael-monitoring.html)
  - [State Director Training Opportunities \(/about/offices/list/ovae/pi/AdultEd/state-director-training.html\)](/about/offices/list/ovae/pi/AdultEd/state-director-training.html)
  - [Eligible State Agencies and State Directors of Adult Education \(http://wdcrobcolp01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_cd=DAE\)](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=DAE)
  - [Division of Adult Education and Literacy Staff Directory \(/about/offices/list/ovae/pi/AdultEd/daelstaff.html\)](/about/offices/list/ovae/pi/AdultEd/daelstaff.html)
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## NRS ANNUAL REPORTING (CONTINUED)

<i>Report Due Date</i>	<i>October 2017</i>	<i>October 2018</i>	<i>October 2019</i>	<i>October 2020</i>
Number Served (Reportable Individual)	-----	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Number Exited (Reportable Individual)	-----	4/01/17 to 3/31/18	4/01/18 to 3/31/19	4/01/19 to 3/31/20
Funds Expended	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Number Served (Participant)	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Number Exited (Participant)	7/01/16 to 3/31/17	4/01/17 to 3/31/18	4/01/18 to 3/31/19	4/01/19 to 3/31/20
Employment Rate Second Quarter After Exit	-----	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19
Employment Rate Fourth Quarter After Exit	-----	7/01/16 to 12/31/16	1/01/17 to 12/31/17	1/01/18 to 12/31/18
Median Earning Second Quarter After Exit	-----	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19
Credential Attainment Rate	-----	7/01/16 to 12/31/16	1/01/17 to 12/31/17	1/01/18 to 12/31/18
Measurable Skill Gains	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Effectiveness in Serving Employers	-----	7/01/16 to 6/30/17	7/01/17 to 6/30/18	4/01/18 to 3/31/19



**Data Reported This Year**

# Sample Planning and Reporting Timeline

2017 - 2018		
November 2017	December 2017	January 2018
	<ul style="list-style-type: none"> <li>• Reports Due Fiscal PY 2016 Narrative Report PY 2018 Assessment Policy</li> <li>• Shop Talk</li> </ul>	
February 2018	March 2018	April 2018
<ul style="list-style-type: none"> <li>• Shop Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Negotiations with OCTAE for 2018- 2019 targets and 2019-2020 targets</li> <li>• <i>State Plan Revision for 2018-2020 due*</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shop Talk</li> </ul>
May 2018	June 2018	July 2018
	<ul style="list-style-type: none"> <li>• Shop Talk</li> </ul>	<ul style="list-style-type: none"> <li>• OCTAE Awards Grants</li> <li>• State Plan modifications for 2018-2020 take effect</li> </ul>
August 2018	September 2018	October 2018
<ul style="list-style-type: none"> <li>• Shop Talk</li> </ul>		<ul style="list-style-type: none"> <li>• Statistical Tables due</li> <li>• Data Quality Checklist due</li> <li>• Shop Talk</li> </ul>

*Denoted with an asterisk (\*) date to be determined.*

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## Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations

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Title 34, Code of Federal Regulations (CFR), Parts 75-79, 81 to 86 and 97-99 EDGAR is currently in transition. For awards made prior to 12/26/2014, EDGAR Parts 74 and 80 still apply. For awards made on or after 12/26/2014, 2 CFR Part 200, which includes the substance formerly in parts 74 and 80, applies.

For more information on the transition to 2 CFR Part 200, see the [Uniform Guidance Technical Assistance for Grantees](#)

You can view current versions of the EDGAR Parts of Title 34 at the [e-CFR website](#), a regularly updated, unofficial, non-legal edition of the CFR, created in a partnership between the Office of the Federal Register and the Government Printing Office. The e-CFR links for most of EDGAR are given below. Parts 74 and 80 are only found on the Government Printing Office site for annual CFRs.

### **2 CFR As amended through December 19, 2014**

[PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS](#)

[PART 180—OMB GUIDELINES TO AGENCIES ON GOVERNMENTWIDE DEBARMENT AND SUSPENSION \(NONPROCUREMENT\) \(current version\)](#)

[PART 3474—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS \(current version\)](#)

[PART 3485—NONPROCUREMENT DEBARMENT AND SUSPENSION \(current version\)](#)

### **34 CFR EDGAR, as amended on December 19, 2014:**

[Part 75—DIRECT GRANT PROGRAMS \(current version\)](#)

[Part 76—STATE-ADMINISTERED PROGRAMS \(current version\)](#)

[Part 77—DEFINITIONS THAT APPLY TO DEPARTMENT REGULATIONS \(current version\)](#)

[Part 79—INTERGOVERNMENTAL REVIEW OF DEPARTMENT OF EDUCATION PROGRAMS AND ACTIVITIES \(current version\)](#)

[Part 81—GENERAL EDUCATION PROVISIONS ACT ENFORCEMENT \(current version\)](#)

[Part 82—NEW RESTRICTIONS ON LOBBYING \(current version\)](#)

[Part 84—GOVERNMENTWIDE REQUIREMENTS FOR DRUG-FREE WORKPLACE \(FINANCIAL ASSISTANCE\) \(current version\)](#)

[Part 86—DRUG AND ALCOHOL ABUSE PREVENTION \(current version\)](#)

[Part 97—PROTECTION OF HUMAN SUBJECTS \(current version\)](#)

[Part 98—STUDENT RIGHTS IN RESEARCH, EXPERIMENTAL PROGRAMS, AND TESTING \(current version\)](#)

[Part 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY \(current version\)](#)

[TITLE 34, AS AMENDED ON DECEMBER 19, 2014 \(Search here to find current versions of program regulations by part number\)](#)

**Title 34 of the CFR Prior to Adoption of 2 CFR part 200:**

[Former Part 74—ADMINISTRATION OF GRANTS AND AGREEMENTS WITH INSTITUTIONS OF HIGHER EDUCATION, HOSPITALS, AND OTHER NON-PROFIT ORGANIZATIONS \(July 1, 2014 version\)](#)

[Former Part 75—DIRECT GRANT PROGRAMS \(July 1, 2014 version\)](#)

[Former Part 76—STATE-ADMINISTERED PROGRAMS \(July 1, 2014 version\)](#)

[Former Part 77—DEFINITIONS THAT APPLY TO DEPARTMENT REGULATIONS \(July 1, 2014 version\)](#)


[Former Part 80—UNIFORM ADMINISTRATIVE REQUIREMENTS FOR GRANTS AND COOPERATIVE AGREEMENTS TO STATE AND LOCAL GOVERNMENTS \(July 1, 2014 version\)](#)

ALL OTHER PARTS OF EDGAR WERE NOT AFFECTED BY THE ADOPTION OF 2 CFR PART 200 so the links above to parts 79, 81, 82, 84, 86, 97, 98, and 99 still work for these parts

## How to view all parts of codified Title 34 of the Code of Federal Regulations

You can view all parts of the officially codified Title 34 as they existed in a certain year at the Government Printing Office's Federal Digital Systems website [CFR Annual Editions](#). In the CFR update schedule, Title 34 is revised annually as of July 1.

 Print

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Last Modified: 02/11/2015

# Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

## Technical Assistance for ED Grantees

NEW! Updates to the Uniform Guidance:

- Federal Register notice 80 FR 67261, Published on November 2, 2015. (<https://www.federalregister.gov/articles/2015/11/02/2015-27766/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards-direct>) The Department of Education adopts the final regulations found in 2 CFR Part 200 (Uniform Guidance), except for 2 CFR 102(a) and 200.207(a). The Department also makes two changes to EDGAR Part 75 to (1) correct a citation in § 75.135(b) and (2) add § 75.263, which addresses the waiver for approval of pre-award costs.
- Federal Register notice 80 FR 54407, Published on September 10, 2015 (<http://www.gpo.gov/fdsys/pkg/FR-2015-09-10/pdf/2015-22074.pdf>). The Council on Financial Assistance Reform (COFAR) made technical corrections to the Uniform Guidance, including a grace period of two fiscal years for non-Federal entities to implement changes to their procurement policies and procedures to align with the Uniform Guidance procurement standards.
- Federal Register notice 80 FR 43301, Published on July 22, 2015 (<http://www.gpo.gov/fdsys/pkg/FR-2015-07-22/pdf/2015-17753.pdf>). Guidance for Reporting and Use of Information Concerning Recipient Integrity and Performance, which will be implemented on January 1, 2016. Additional information from ED is forthcoming.

The Uniform Guidance (2 CFR § 200 ([http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl))) streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. It was published in the Federal Register (79 Fed. Reg. 75871 (<http://www.gpo.gov/fdsys/pkg/FR-2014-12-19/pdf/2014-28697.pdf>)) on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014. Please note the new regulations do not affect grant funds awarded prior to December 26, 2014, unless funds made available under those grants are carried forward into a new Federal fiscal year or a continuation grant.

This page is dedicated to assisting grantees with the implementation of the Uniform Guidance, including through ED-specific training and resources as well as training material produced by OMB.

If you have questions about ED's implementation and training efforts related to the Uniform Guidance, please email them to [UniformGrantGuidanceImplementation@ed.gov](mailto:UniformGrantGuidanceImplementation@ed.gov) (<mailto:UniformGrantGuidanceImplementation@ed.gov>).

### Regulations and Laws

- Uniform Guidance (2 CFR § 200) ([http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl))
- ED's Adoption of and Exceptions to the Uniform Guidance (</policy/fund/guid/uniform-guidance/exceptions-uniform-guidance.pdf>) (PDF, 138KB)
- Education Department General Administrative Regulations (EDGAR) (<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>)
- Program Laws and Guidance (</policy/landing.jhtml>)

### OMB-Developed Training Resources

- OMB FAQs (<https://cfo.gov/wp-content/uploads/2015/09/9.9.15-Frequently-Asked-Questions.pdf>) UPDATED SEPTEMBER 2015
- Council on Financial Assistance Reform—Crosswalks & Other Resources (<https://cfo.gov/cofar/>)

### Contacts for More Information

- Your Education Program Contact (see Block 3 of your Grant Award Notification)
- Program Office Contacts (<http://www2.ed.gov/programs/landing.jhtml?src=apply-page>)
- Other ED Contacts (</about/contacts/gen/index.html>)

### ED-Developed Training and Resources

- ED FAQs about the Uniform Guidance (</policy/fund/guid/uniform-guidance/edfaqs1216.pdf>) (PDF, 726KB) UPDATED DECEMBER 2016
- Overview Resources (</policy/fund/guid/uniform-guidance/overview-resources.html>)
- Topical Resources
  - Audit Requirements (</policy/fund/guid/uniform-guidance/auditrequirements.pptx>) (MS PowerPoint, 564KB)
  - Cost Principles (</policy/fund/guid/uniform-guidance/cost-principles.html>)
  - Indirect Costs (</policy/fund/guid/uniform-guidance/indirect-costs.html>)
  - Internal Controls (</policy/fund/guid/uniform-guidance/internal-controls.html>)
  - Procurement (</policy/fund/guid/uniform-guidance/procurement.html>)



- Risk and Subaward Management  
(/policy/fund/guid/uniform-guidance/risk-subaward-management.html)
- Additional Administrative and Financial Guidance for Grantees  
(/policy/fund/guid/gposbul/gposbul.html)  
(/policy/fund/guid/gposbul/gposbul.html)

## ED-Specific Crosswalks

### EDGAR

- Crosswalk between 34 CFR Part 74 and 2 CFR Part 200  
(crosswalk3474.pdf) (PDF, 922KB)
- Crosswalk between 34 CFR Part 80 and 2 CFR Part 200  
(crosswalk34.pdf) (PDF, 1MB)

### OMB-CIRCULARS

- Educational Institutions: Crosswalk between 2 CFR Part 220 (OMB Circular A-21) and 2 CFR Part 200  
(crosswalkedinstitutions.doc) (MS Word, 836KB)
- States, Local, and Indian Tribal Governments: Crosswalk between 2 CFR Part 225 (OMB Circular A-87) and 2 CFR Part 200  
(crosswalkindian.doc) (MS Word, 701KB)
- Non-Profit Organizations: Crosswalk between 2 CFR Part 230 (OMB Circular A-122) and 2 CFR Part 200  
(crosswalknonprofit.doc) (MS Word, 768KB)

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# From Circulars to the Uniform Guidance

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<b>Grants made <u>prior to</u> 12/26/2014</b>	<b>Grants made <u>on or after</u> 12/26/2014</b>
Circulars A-89, A-102, A-110	Uniform Guidance Subparts B, C and D
Circulars A-21, A-87, A-122	Uniform Guidance Subpart E
Circulars A-133, A-50	Uniform Guidance Subpart F
EDGAR Parts 75 to 99	EDGAR Parts 75-79 and 81-99
EDGAR Parts 74 and 80	Become part of the Uniform Guidance

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Grants Management Circulars

Some of the documents on this page were created as PDFs  
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Which Circular do I Follow?

- Cost Principles
  - A-21, Educational Institutions (05/10/2004) HTML or PDF (109 pages, 263 kb), Relocated to 2 CFR, Part 220 (30 pages, 384 kb)
  - A-87, State and Local Governments (05/10/2004) HTML or PDF (87 pages, 199 kb), Relocated to 2 CFR, Part 225 (18 pages, 382 kb)
  - A-122, Non-Profit Organizations (05/10/2004) HTML or PDF (95 pages, 220 kb), Relocated to 2 CFR, Part 230 (17 pages, 235 kb)
  - How are cognizant agencies determined for indirect costs?
  - Where is the updated OMB list?
- Administrative Requirements
  - Refer to awarding agency's codification(s) of A-110 and A-102 for information on how to comply with these requirements under specific assistance agreements.
  - A-102, State and Local Governments (10/07/1994, amended 08/29/1997) A-110, Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations (11/19/1993, amended 09/30/1999, Relocated to 2 CFR, Part 215 (32 pages, 243 kb))
  - Where is the A-102 Common Rule?

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[http://www.whitehouse.gov/omb/grants\\_circulars](http://www.whitehouse.gov/omb/grants_circulars)