

TITLE II —Adult Education and Literacy

<p>Sec. 201 Short Title</p> <p>Title II may be cited as the “Adult Education and Family Literacy Act.”</p>	<p>Sec. 201 Short Title</p> <p>Title II may be cited as the “Adult Education and Family Literacy Act.”</p>
<p>Sec. 202 Purpose</p> <p>The purpose of this title is to create a partnership among the Federal Government, states, and localities to provide, on a voluntary basis, adult education and literacy services, in order to assist adults:</p> <ul style="list-style-type: none"> • to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; • in the completion of a secondary school education; and • who are parents to obtain the necessary educational skills to become the full partners in the educational development of their children. 	<p>Sec. 202 Purpose</p> <p>The purpose of this title is to create a partnership among the Federal Government, states, and localities to provide, on a voluntary basis, adult education and literacy services, in order to:</p> <ul style="list-style-type: none"> • Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; • Assist adults who are parents to obtain the necessary educational skills that will help them to <ul style="list-style-type: none"> ○ Become the full partners in the educational development of their children ○ Leads to sustainable improvements in the economic opportunities for their family; ○ Assist adults in the attaining of a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and • Assist immigrants and other individuals who are English language learners in improving their Mathematics and reading, writing, speaking, and comprehension skills in English; and • Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.
<p>Sec. 203 Definitions</p> <ul style="list-style-type: none"> • Adult Education and Literacy Activities; • Educational Service Agency; • Eligible Agency; • Eligible Provider; • English Literacy Program; • Family Literacy Services; • Governor; • Individual with a Disability; • Individual of Limited English Proficiency; • Institution of Higher Education; • Literacy; • Local Educational Agency; • Outlying Area; • Postsecondary Educational Institution; • Secretary; • State; Workplace Literacy Services 	<p>Sec. 203 Definitions</p> <ul style="list-style-type: none"> • Adult Education and Literacy Activities; • Eligible Agency; • Eligible Individual; • Eligible Provider; • English Language Acquisition; • English Language Learner; • Essential Components of Reading Instruction; • Family Literacy Activities; • Institution of Higher Education; • Integrated Education and Training; • Integrated English Literacy and Civics Education; • Literacy; • Postsecondary Educational Institution; • Secretary; • Workplace Adult Education and Literacy Activities; • Workforce Preparation Activities
<p>Sec. 204 Home Schools</p> <p>Nothing in this section shall be construed to affect home schools, or to compel a parent engaged in home schooling to participate in an English literacy program, family literacy services, or adult education.</p>	<p>Sec. 204 Home Schools</p> <p>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.</p>

<p>N/A</p>	<p>Sec. 205 Rule of Construction Regarding Postsecondary Transition and Concurrent Enrollment Activities</p> <p>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.</p>
<p>Sec. 206 Authorization of Appropriations</p> <p>There is authorized to be appropriated “such sums as necessary” for FYs 1999-2003</p>	<p>Sec. 206 Authorization of Appropriations</p> <p>Authorization of Appropriations—Title II Programs:</p> <ul style="list-style-type: none"> o FY2015: \$577,667,000 o FY2016: \$622,286,000 o FY2017: \$635,198,000 o FY2018: \$649,287,000 o FY2019: \$664,552,000 o FY2020: \$678,640,000
<p>Subtitle A—Federal Provisions</p>	
<p>Sec. 211 Reservation of Funds; Grants to Eligible Agencies; Allotments</p> <ul style="list-style-type: none"> • Reserve 1.5% up to \$8 million for the National Institute for Literacy. • Reserve 1.5% up to \$8 million for National Leadership Activities • Reserve 1.72% for incentive grants under Sec. 503 <p>DOL must award a grant to each eligible agency having a State plan approved in an amount equal to the sum of the initial allotment and the additional allotment for the eligible agency for the FY.</p> <p>DOL must allot to each eligible agency having a State plan approved:</p> <ul style="list-style-type: none"> • \$100,000 agency serving outlying area • \$250,000 any other eligible agency <p>DOL must allot to each eligible agency that receives an initial allotment 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.</p> <p>Qualifying Adult is:</p> <ul style="list-style-type: none"> • At least 16 but less than 61 years old • Beyond the age of compulsory school attendance under the law • Without a secondary school diploma or its recognized equivalent • Not enrolled in secondary school <p>Hold-Harmless: No agency would receive less than 90% of the allotment received in the preceding FY.</p> <p>Maximum of 5% of grant funds may go to administrative costs.</p>	<p>Sec. 211 Reservation of Funds; Grants to Eligible Agencies; Allotments</p> <p>Reserve 2% for Sec. 242 National leadership activities (maximum \$15 million) and reserve 12% of that amount for Sec. 243 Integrated English literacy and civics education.</p> <p>DOL must award a grant to each eligible agency having a State plan approved in an amount equal to the sum of the initial allotment and the additional allotment for the eligible agency for the FY.</p> <p>DOL must allot to each eligible agency having a State plan approved:</p> <ul style="list-style-type: none"> • \$100,000 agency serving outlying area • \$250,000 any other eligible agency <p>DOL must allot to each eligible agency that receives an initial allotment 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.</p> <p>Qualifying Adult is:</p> <ul style="list-style-type: none"> • At least 16 years of age • Beyond the age of compulsory school attendance under the law • Without a secondary school diploma or its recognized equivalent • Not enrolled in secondary school <p>Hold-Harmless: No agency would receive less than 90% of the allotment received in the preceding FY.</p> <p>Maximum of 5% of grant funds may go to administrative costs.</p>

<p>Reallotment —</p> <p>The portion of any eligible agency's allotment for a FY that DOL determines will not be required for that period shall be available for reallotment to other eligible agencies in proportion to the original allotments to those agencies for that year</p>	<p>Reallotment —</p> <p>The portion of any eligible agency's allotment for a FY that DOL determines will not be required for that period shall be available for reallotment to other eligible agencies in proportion to the original allotments to those agencies for that year.</p>
<p>Sec. 212 Performance Accountability System</p> <p>Core indicators of performance include:</p> <ul style="list-style-type: none"> • Improvements in English acquisition and literacy, numeracy, problem solving, and other literacy skills. • Placement, retention in or completion of postsecondary education, training, unsubsidized employment or career advancement. • Receipt of a secondary school diploma or its recognized equivalent. <p>An eligible agency may identify in the State plan additional indicators for adult education and literacy activities.</p> <p>For each agency submitting a State plan, there shall be performance levels for each of the core indicators for adult education and literacy. These shall, at a minimum:</p> <ul style="list-style-type: none"> • Be expressed in an objective, quantifiable, and measurable form • Show the progress of the eligible agency toward continuously improving in performance. <p>Each agency shall show expected performance for each of the core indicators for the first 3 PYs of the State plan.</p> <p>The agency may identify in the State plan performance levels for each additional indicator, which shall be considered to be agency adjusted performance levels for purposes of this subtitle.</p>	<p>Sec. 212 Performance Accountability System</p> <p>Programs and activities authorized in this title are subject to the performance accountability provisions described in Sec. 116 (i.e. State Performance Accountability Measures, Primary Indicators of Performance and so on).</p> <p>Sec. 116 Performance Accountability System</p> <p><i>(Across Core programs including Youth, Dislocated Worker, Adult, and Wagner-Peyser)</i></p> <ul style="list-style-type: none"> • This is the percentage and number of program participants who are in unsubsidized employment during the 2nd full calendar quarter after exit. • The percentage and number of program participants who are in unsubsidized employment during the 4th full calendar quarter after exit. • The median earnings of participants who are in unsubsidized employment during the 2nd full calendar quarter after exit. • The percentage and number of participants who obtain a recognized postsecondary credential, or a secondary school diploma or equivalent, during participation or within one year after exit. • The percentage of participants who, during a PY, are in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving measurable skill gains toward a credential or employment; and • The indicators of effectiveness in serving employers are established (under IV: Indicators for Services to Employers). <p>Primary Indicators for Eligible Youth</p> <ul style="list-style-type: none"> • Percentage of participants in education, training activities, or unsubsidized employment during the 2nd quarter after program exit. • Percentage of participants in education, training activities, or unsubsidized employment during the 4th quarter after program exit; and • Primary indicators of performance (included in subclauses III through VI). <p>Indicator relating to Credential</p> <ul style="list-style-type: none"> • Participants who receive a recognized postsecondary credential within one year of exit will be included in the percentage counted as meeting the criterion. <p>Indicator relating to Services for Employers</p> <ul style="list-style-type: none"> • Prior to the 2nd full PY of H.R. 803, Secretaries of Labor and Education, and other representatives shall establish primary indicators of performance that show effectiveness of core programs in serving employers. <p>Additional Indicators</p> <ul style="list-style-type: none"> • States may identify in the State Plan additional performance indicators.

	<p>State Plan Identification</p> <ul style="list-style-type: none"> • States shall identify expected levels of performance for each program for the first 2 years, as covered in the State Plan. • Labor and Education will reach agreement by the 3rd PY on performance levels for years 3 and 4. • There is a statistical adjustment model to take into account economic conditions that may lead to an adjustment of performance expectations. <p>Reports and Data Validation</p> <ul style="list-style-type: none"> • Contents of local area performance reports and data validation efforts are included. <p>Sanctions for State and Local Areas if Failure to Meet Performance</p> <ul style="list-style-type: none"> • Contents of sanctions for State/Local Areas for failing to achieve results are included. <p>Performance measures. WIOA creates a single set of common measures for adults across all core programs authorized under the bill, including both occupational training and adult education programs, and a similar set of common measures across all youth serving programs authorized under the bill. Adult measures include: unsubsidized employment; median earnings; receipt of a secondary diploma or unrecognized postsecondary credential; measurable skills gains toward a credential or employment; and employer engagement.</p> <p>Data and accountability issues. WIOA’s revised performance system makes all programs accountable for the same core metrics. The bill also adds requirements for performance reporting, expands use of UI wage records across all programs; requires coordination of state and federal evaluation efforts; and establishes a new Workforce Information Advisory Council.</p>
<p>WIA Sec. 221 State Administration</p> <ul style="list-style-type: none"> • State responsible for development, implementation, and monitoring the Unified Plan or Combined State Plan • Consultation with entities related to workforce activities under WIOA • Coordination and no duplication with federal and State education, training, corrections, public housing, and social service programs. 	<p>Sec. 221 State Administration</p> <ul style="list-style-type: none"> • State responsible for development, implementation, and monitoring the Unified Plan or Combined State Plan • Consultation with entities related to workforce activities under WIOA • Coordination and no duplication with federal and State education, training, corrections, public housing, and social service programs.
<p>WIA Sec. 222 State Distribution of Funds; Matching Requirement</p> <ul style="list-style-type: none"> • Eligible agencies shall not use less than 82.5 percent of grant funds under Adult Education and Literacy activities and carry out corrections education and education for institutionalized individuals activities and up to 20% should be used for activities for corrections education and education for institutionalized individuals • Up to 12% may be spent on State leadership activities in Sec. 223 • Up to 5% or \$85,00, whichever is greater, may be spent on administration • An eligible agency receiving federal funds must provide a non-federal contribution either cash or in-kind that are used for Adult and Literacy activities 	<p>Sec. 222 State Administration</p> <ul style="list-style-type: none"> • Eligible agencies shall not use less than 82.5 percent of grant funds under Adult Education and Literacy activities and carry out corrections education and education for institutionalized individuals activities and up to 20% should be used for activities for corrections education and education for institutionalized individuals • Up to 12% may be spent on State leadership activities in Sec. 223 • Up to 5% or \$85,00, whichever is greater, may be spent on administration • An eligible agency receiving federal funds must provide a non-federal contribution either cash or in-kind that are used for Adult and Literacy activities

Sec. 223 State Leadership Activities

Each eligible agency shall use funds made available under section 222(a)(2) for one or more of the following adult education and literacy activities:

- The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to required local activities including
 - Instruction incorporating phonemic awareness;
 - Systematic Phonics;
 - Fluency;
 - Reading Comprehension; and
 - Instruction provided by volunteers or by personnel of a state or outlying area.
- The provision of technical assistance to eligible providers of adult education and literacy activities.
- The provision of technology assistance, including staff training, to eligible providers to enable them to improve the quality of such activities.
- The support of state or regional networks of literacy resource centers.
- The monitoring, evaluation, and quality of adult education and literacy activities.
- Incentives for performance awards and program coordination and integration.
- Developing and disseminating curricula, including phonemic awareness, systematic phonics, fluency, and reading comprehension.
- Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment and success in adult education and literacy activities.
- Integration of literacy instruction and occupational skill training, and promoting linkages with employers.
- Other activities of statewide significance that promote the purpose of this title.

Sec. 223 State Leadership Activities

Required Activities –

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

- 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 universal or combined State plan, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy services.
- The establishment or operation of high quality professional development programs to improve required local activity instruction incorporating components of reading instruction relating 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.
- Technical assistance to eligible providers of adult education and literacy activities, including:
 - The development of instructional and programmatic practices based on scientifically valid research and appropriate to reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;
 - The role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and
 - Assistance in the use of technology, including for staff training and eligible providers.
- The monitoring and evaluation of the quality of adult education and literacy activities including information about models and proven or promising State practices.

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:

- The support of State or regional networks of literacy resource centers.
- The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
- Developing curricula incorporating the essential components of reading instruction as it relates to adults.
- Developing content and models for integrated education and training and career pathways.
- Assistance to eligible providers in developing and implementing programs that help with meeting the State performance level requirements.
- 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.
- Integration of literacy and English language instruction with occupational skill training, including linkages with employers.
- Activities to promote workplace adult education and literacy activities.
 - Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, English language acquisition; and take into consideration the following:
 - ✓ State adopted academic standards;
 - ✓ Current adult skills and literacy assessments used in the State or outlying area;
 - ✓ Primary performance indicators as described in section 116;

<p>State Imposed Requirements —</p> <p>Whenever a State or outlying area implements any rule or policy relating to the administration or operation of a program that has the effect of imposing a requirement that is not imposed under Federal law, that authority shall identify the rule or policy as being State or outlying area imposed.</p>	<ul style="list-style-type: none"> ✓ Standards and academic requirements for enrollment in non-remedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area; ✓ The content of occupational and industry skill standards widely used by business and industry in the State or outlying area, where appropriate <ul style="list-style-type: none"> • Developing and piloting of strategies to improve teacher quality and retention. • The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners. • Outreach to instructors, students, and employers. • Other activities of Statewide significance that promote the purpose of this title. <p>Collaboration —</p> <p>Eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the required activities.</p> <p>State Imposed Requirements —</p> <p>Whenever a State or outlying area implements any rule or policy relating to the administration or operation of a program that has the effect of imposing a requirement that is not imposed under Federal law that authority shall identify the rule or policy as being State or outlying area imposed.</p>
<p>WIA Sec. 231 Grants and Contracts for Eligible Providers</p> <ul style="list-style-type: none"> • Award multi-year competitive grants or contracts to eligible providers to develop, implement, and improve adult education and literacy activities • Required to use grant and contract funds to establish or operate one or more of the following programs: adult education and literacy, family literacy services, English literacy. • Ensure equitable and direct access to apply and compete for grants and contracts. Considerations: establish measureable goals for participant outcomes, past effectiveness, commitment to serve individuals in more need of literacy services, instructional practices, well trained staff, connections with community resources, activities provide real life contexts. 	<p>Sec 231 Grants and Contracts for Eligible Providers</p> <ul style="list-style-type: none"> • Award multi-year competitive grants or contracts to eligible providers to develop, implement, and improve adult education and literacy activities • Ensure equitable and direct access to apply and compete for grants and contracts. Considerations: regional needs, serve individuals in the community identified as in need of adult education and literacy activities, serve individuals with disabilities, past effectiveness and performance, alignment of proposed activities and the local plan, learning tools
<p>WIA Sec. 232 Local Application</p> <p>Grant and Contracts submitted must include a description of:</p> <ul style="list-style-type: none"> • how the funds will be spent • cooperative arrangements with partners for the delivery of adult education and literacy activities 	<p>Sec. 232 Local Application</p> <p>Grant and Contracts submitted must include a description of:</p> <ul style="list-style-type: none"> • how the funds will be spent • cooperative arrangements with partners for the delivery of adult education and literacy activities • how services align with the local plan • how the provider will meet performance and fulfil one-stop partner responsibilities
<p>WIA Sec. 233 Local Administrative Cost Limits</p> <ul style="list-style-type: none"> • 95% is allocated for adult education and literacy activities • 5% is allocated for planning, administration, professional development 	<p>Sec. 233 Local Administrative Cost Limits</p> <ul style="list-style-type: none"> • 95% is allocated for adult education and literacy activities • 5% is allocated for planning, administration, professional development
<p>Sec. 224 State Plan</p> <p>5-Year Plans –</p> <p>An eligible agency desiring a grant under this subtitle for any FY must have a 5-year</p>	<p>Sec. 224 State Plan</p> <p>Each state desiring to receive funds under Title II for any FY must have a DOL-approved unified State plan in accordance with Sec. 102 or a combined State plan in accordance with Sec. 103.</p>

plan. The agency may submit the State plan as part of a comprehensive plan or application for Federal education assistance.

The State plan shall include a description of:

- An objective assessment made of the needs of individuals for adult education and literacy activities, including individuals most in need or hardest to serve;
- The adult education and literacy activities that will be carried out with the funds;
- How it will carry out the performance measures described in section 212;
- The performance measures described in Sec. 212 and how they will ensure the improvement of adult education and literacy activities;
- An assurance that the eligible agency will award at least one grant to a provider offering flexible schedules and necessary support services (such as child care and transportation);
- An assurance that the funds will not be expended for any purpose other than activities under this subtitle;
- How the eligible agency will fund local activities in accordance with the considerations described in section 231(e);
- An assurance that the eligible agency will expend the funds only in a manner consistent with fiscal requirements in section 241;
- The process to be used for public participation and comment on the State plan;
- How the eligible agency will develop program strategies for:
 - Low-income students;
 - Individuals with disabilities;
 - Single parents and displaced homemakers; and
 - Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.
- How adult education and literacy activities will be integrated with other adult education, employment, and training activities served by the eligible agency;
- The steps the eligible agency will take to ensure direct and equitable access

Sec. 225 Programs for Corrections Education and other Institutionalized Individuals

- From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals.
- The funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:
 - Basic education;
 - Special education programs as determined by the eligible agency;
 - English literacy programs; and
 - Secondary school credit programs.

Sec. 225 Programs for Corrections Education and other Institutionalized Individuals

- From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals.
- The funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:
 - Adult education and literacy activities;
 - Special education programs as determined by the eligible agency;
 - Integrated education and training;
 - Career pathways;
 - Concurrent enrollment;
 - Peer tutoring;
 - Secondary school credit programs; and
 - Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

<ul style="list-style-type: none"> • Eligible agencies using assistance provided under this section shall give priority to serving individuals who are likely to leave the correctional institution with 5 years of participation in the program. • The definition of a “criminal offender” is any individual who is charged with or convicted of any criminal offense. <p>The term “correctional institution” means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehab center, or any other similar institution designed for the confinement or rehab of criminal offenders.</p>	<ul style="list-style-type: none"> • Eligible agencies using assistance provided under this section shall give priority to serving individuals who are likely to leave the correctional institution with 5 years of participation in the program. • The definition of a “criminal offender” is any individual who is charged with or convicted of any criminal offense. • The term “correctional institution” means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehab center, or any other similar institution designed for the confinement or rehab of criminal offenders. <p>In addition to any report required under Sec. 116, each eligible agency shall annually prepare and submit a report on the progress of the programs and activities, including the relative rate of recidivism for the criminal offenders served.</p>
<p>SEC. 241 Administrative Provisions</p> <ul style="list-style-type: none"> • Funds for adult education and literacy activities must supplement and not supplant other public funds expended for adult education and literacy. • An agency may receive funds if DOL finds that the fiscal effort per student or the aggregate expenditures of the agency for adult education and literacy, in the 2nd preceding FY, was at least 90% of the fiscal effort per student or the aggregate expenditures of the eligible agency for adult education and literacy, in the 3rd preceding FY. • There may be a proportionate reduction for any FY with respect to which DOL determines that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding PY were less than the expenditures for the second preceding PY. • Capital expenditures and special one-time project costs are not counted in computing the fiscal effort and aggregate expenditures. <p>WAIVER.—DOL may waive these requirements for 1 FY only, if 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.</p>	<p>Sec. 241 Administrative Provisions</p> <ul style="list-style-type: none"> • Funds for adult education and literacy activities must supplement and not supplant other public funds expended for adult education and literacy. • An eligible agency may receive funds under this title for any FY that DOL finds was at least 90% of the fiscal effort per student. • If DOL determines an eligible agency’s effort is lacking, there can be a reduction in expenditures. <p>WAIVER.—DOL may waive these requirements for 1 FY only, if 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.</p>
<p>SEC. 242 National Institute for Literacy</p> <p>The purpose of this section is to establish a National Institute for Literacy that—</p> <ol style="list-style-type: none"> (1) provides national leadership regarding literacy; (2) coordinates literacy services and policy; and (3) serves as a national resource for adult education and literacy programs by— <ul style="list-style-type: none"> • providing the best and most current information available, including the work of the National Institute of Child Health and Human Development in the area of phonemic awareness, systematic phonics, fluency, and reading comprehension, to all recipients of Federal assistance that focuses on reading, and supporting the creation of new ways to offer services of proven effectiveness. • In order to provide leadership for the improvement and expansion of the system for delivery of literacy services, the Institute is authorized to establish a national electronic data base of information that disseminates information to the broadest possible audience within the literacy and basic skills field, and that includes— <ul style="list-style-type: none"> ✓ effective practices in the provision of literacy and basic skills instruction, including instruction in phonemic awareness, systematic phonics, fluency, and 	<p>Sec. 243 Integrated English Literacy and Civics Education</p> <p>DOL shall award grants to States for English literacy and civics education.</p> <ul style="list-style-type: none"> • 65% allotment to State’s on basis of need, as determined by calculating each State’s share of a 10-year average of the data from the Office of Immigration Statistics for those legal immigrants admitted in the last 10 years • 35% to the States based on those who experienced the most growth, measured on the last 3 years • No State shall receive less than \$60,000 <p>Programs will be designed to prepare adult English language learners for unsubsidized employment in-demand industries and occupations that lead to economic self-sufficiency and integrate the local workforce development system to carry out the program.</p> <p>DOL shall prepare and submit a report on these activities to Congress.</p>

- reading comprehension, and the integration of literacy and basic skills instruction with occupational skills training;
- ✓ public and private literacy and basic skills programs, and Federal, State, and local policies, affecting provision of literacy services at the national, State, and local levels;
 - ✓ opportunities for technical assistance, meetings, conferences, and other opportunities that lead to the improvement of literacy and basic skills services;
 - ✓ a communication network for literacy programs, providers, social service agencies, and students;
 - ✓ to coordinate support for the provision of literacy and basic skills services across Federal agencies and at the State and local levels;
 - ✓ to coordinate the support of reliable and replicable research and development on literacy and basic skills in families and adults across Federal agencies, especially with the Office of Educational Research and Improvement in the DOE, and to carry out basic and applied research and development on topics that are not being investigated by other organizations or agencies, such as the special literacy needs of individuals with learning disabilities;
 - ✓ to collect and disseminate information on methods, including phonemic awareness, systematic phonics, fluency, and reading comprehension;
 - ✓ to provide policy and technical assistance to Federal, State, and local entities for the improvement of policy and programs relating to literacy;
 - ✓ to fund a network of State or regional adult literacy resource centers to assist State and local public and private nonprofit efforts to improve literacy by—
 - (i) encouraging the coordination of literacy services;
 - (ii) enhancing capacity of State and local organizations to provide literacy services; and
 - (iii) serving as a link between the Institute and adult education and literacy providers to share information, data, research, expertise etc.;
 - ✓ to coordinate and share information with national organizations and associations that are interested in literacy and workforce investment activities;
 - ✓ to advise Congress and Federal departments and agencies regarding the development of policy with respect to literacy and basic skills; and
 - ✓ to undertake other activities that lead to the improvement of the nation's literacy delivery system and that complement other such efforts being undertaken by public and private agencies and organizations.
- The Institute shall submit a report biennially to Congress which shall include—
 - (1) a description of the Institute's operations, activities, financial condition, and accomplishments in the field of literacy;
 - (2) a description of how plans for the operation of the Institute for the succeeding 2 FYs will facilitate achievement of the goals of the Institute and the goals of the literacy programs within the DOE, the DOL, and the Department of Health and Human Services
 - (3) any additional minority, or dissenting views submitted by Board members.

Sec. 243 National Leadership Activities

DOL shall establish a program of national leadership activities to enhance the quality of adult education and literacy programs nationwide. Such activities may include:

Technical assistance—

- assistance provided to providers in developing and using performance measures for the improvement of adult education and literacy;
- assistance related to professional development, and assistance for the purposes of developing, improving, identifying, and disseminating best practices for adult education and literacy
- assistance in distance learning and improving use of technology in the classroom.

Funding other national leadership activities, such as—

- developing, improving, and identifying the most successful methods and techniques for addressing the education needs of adults, including instructional practices using phonemic awareness, systematic phonics, fluency, and reading comprehension;
- increasing the effectiveness of, and improving the quality of adult education and literacy activities, including family literacy services;
- carrying out research, such as estimating the number of adults functioning at the lowest levels of literacy proficiency;
- carrying out demonstration programs; developing and replicating model and innovative programs; and disseminating best practices information;
- providing for the conduct of an independent evaluation and assessment of adult education and literacy activities through studies and analyses conducted independently through grants and contracts awarded on a competitive basis, which evaluation and assessment shall include descriptions of—
 - ✓ the effect of performance measures and other measures of accountability on the delivery of adult education and literacy activities;
 - ✓ the extent to which the adult education and literacy activities, including family literacy services, increase the literacy skills of adults, lead the participants in such activities to involvement in further education and training, enhance the employment and earnings of such participants, and, if applicable, lead to other positive outcomes, such as reductions in recidivism;
 - ✓ the extent to which the provision of support services to adults enrolled in adult education and family literacy programs increase the rate of enrollment in, and successful completion of, such programs;
 - ✓ the extent to which eligible agencies have distributed funds under Sec. 231 to meet the needs of adults through community-based organizations;
 - ✓ supporting efforts aimed at capacity building at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle;
 - ✓ 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; and
 - ✓ other activities designed to enhance the quality of adult education and literacy activities nationwide.

Sec. 242 National Leadership Activities

DOL shall carry out a National Leadership Activities program to enhance the outcomes of adult education and literacy activities.

Required Activities—

- Technical assistance, use of performance accountability measures and data systems to improve adult education and literacy activities, research and evaluation of effective adult education and literacy activities.
- Independent evaluation at least once every 4 years of required programs and activities.

Allowable Activities—

Technical Assistance, such as:

- Assistance related to professional development activities like developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy;
- Assistance in distance education and promoting and improving the use of technology in the classroom including instruction for English language learners;
- Assistance in the development and dissemination of proven models for addressing the digital literacy needs of adults, including older adults; and
- Supporting efforts aimed at strengthening programs at the State and local levels, such as program planning, assessment, evaluation and monitoring.

Funding National Leadership Activities, which may include:

- Developing, improving and identifying the most successful techniques and addressing the needs of adults such as the essential reading components;
- 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 of eligible providers;
- Increasing the effectiveness and quality of adult education and literacy, which may include:
 - Carrying out rigorous research
 - Carrying out demonstration programs
 - Accelerating learning outcomes for eligible individuals with the lowest literacy levels
 - Developing and promoting career pathways
 - Promoting concurrent enrollment programs in adult education and credit bearing postsecondary coursework
 - Developing high-quality professional activities for eligible providers
 - Developing, replicating, and disseminating information on best practices and innovative programs such as:
 - Identification of effective strategies for working with adults with learning disabilities and with adults who are English language learners;
 - Integrated education and training programs;
 - Workplace adult education and literacy activities;
 - Postsecondary education and training transition programs

Independent evaluation of adult education and literacy activities through grants and contracts awarded on a competitive basis, including descriptions of:

- The effect of performance accountability measures and other measures of accountability on adult education and literacy;
- The extent to which the adult education and literacy activities increase literacy skills, lead to involvement in education and training, and enhance employment and earnings;
- The extent to which the support services increase enrollment in adult and literacy programs;
- The extent to which different providers improve the skills of adult education and literacy program participants;
- Collecting data, such as data on the improvement of both state and local data systems;
- Determining how participation in program activities prepares participants for entry into postsecondary education and employment, and its effect on recidivism of the incarcerated;

Other activities to enhance the quality of adult education and literacy.