

112TH CONGRESS  
1ST SESSION

# H. R. 2226

To increase access to adult education to provide for economic growth.

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## IN THE HOUSE OF REPRESENTATIVES

JUNE 16, 2011

Mr. HINOJOSA (for himself, Mr. FATTAH, Mr. REYES, Mrs. NAPOLITANO, Mr. GRIJALVA, Mr. POLIS, Mr. SCOTT of Virginia, Mr. DAVIS of Illinois, Mr. HONDA, and Ms. CLARKE of New York) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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## A BILL

To increase access to adult education to provide for economic growth.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Adult Education and  
5 Economic Growth Act of 2011”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1           (1) In order to remain competitive in today's  
2 global economy, the United States must reverse the  
3 trend of underinvestment in adult education and  
4 workforce development and empower its workforce  
5 through adequate resources and effective and inno-  
6 vative educational and workforce programs. Since  
7 1979, investments in adult education and workforce  
8 development programs have declined in real terms by  
9 more than 70 percent.

10           (2) Current Federal adult basic education pro-  
11 grams serve less than 3,000,000 individuals a year.  
12 Some States have experienced difficulties integrating  
13 adult education public job training and career and  
14 technical education programs that could help these  
15 individuals meet specific industry demand while ad-  
16 vancing along a career path.

17           (3) In 2007, more than 25,000,000 adults ages  
18 18 through 64 had no high school credential. Every  
19 year, 1 in 3 young adults—more than 1,200,000  
20 people—drop out of high school.

21           (4) Employers need highly skilled workers to be  
22 able to compete globally. Between 2004 and 2014,  
23 24 of the 30 fastest-growing occupations are pro-  
24 jected to demand workers with some form of post-  
25 secondary education or training. Yet nearly half of

1 the United States workforce has a high school di-  
2 ploma or less.

3 (5) Technology and globalization, coupled with  
4 the unfolding economic recession, are rendering low-  
5 wage and low-skill workers particularly vulnerable.  
6 Unemployment is highest among those without a col-  
7 lege degree and has grown at a faster rate among  
8 this group since the start of the economic recession  
9 in December 2007.

10 (6) According to the Bureau of Labor Statis-  
11 tics, the unemployment rate for individuals 25 and  
12 older who have less than a high school diploma has  
13 risen from 7.5 percent in December 2007 to 15.9  
14 percent in February 2011. The unemployment rate  
15 for high school graduates with no college has in-  
16 creased from 4.6 percent to 10.7 percent in Feb-  
17 ruary 2011. The unemployment rate for high school  
18 graduates with some college experience or an asso-  
19 ciate degree has risen from 3.7 percent to 8.2 per-  
20 cent in February 2011.

21 (7) The United States ranks 11th among Orga-  
22 nization for Economic Co-operation and Develop-  
23 ment countries in percent of young adults with a  
24 high school diploma—the only country in which

1 younger adults are less educated than the previous  
2 generation.

3 (8) In 2006, 18,400,000 adults spoke English  
4 “less than very well”, according to the United States  
5 Census Bureau (2006 American Community Sur-  
6 vey). Of these adults, 8,200,000 held no high school  
7 credential and 5,000,000 had completed high school  
8 but were not college or job ready.

9 (9) Although 88,000,000 adults ages 18 to 64  
10 have a high school diploma or less, or limited  
11 English proficiency, funding for programs authorized  
12 under the Workforce Investment Act of 1998 for  
13 adults, dislocated workers, and youth declined by  
14 about 12 percent between 2000 and 2007.

15 (10) According to the National Commission on  
16 Adult Literacy, 1 in every 100 adults in the United  
17 States 16 and older is in prison or jail in the United  
18 States. About 43 percent do not have a high school  
19 diploma or its equivalent, and 56 percent have very  
20 low literacy skills. Ninety-five percent of incarcer-  
21 ated individuals return to our communities.

22 (11) In order to meet the needs of the work-  
23 force, there must be a strong connection between the  
24 adult education and workforce development system,  
25 in order to better meet the needs of limited English

1 proficient job seekers and those with basic skills de-  
2 ficiencies. For example, in program year 2006, less  
3 than 1 percent of individuals who exited the title I  
4 adult program under the Workforce Investment Act  
5 of 1998 were co-enrolled in adult education.

6 (12) Workforce development programs, includ-  
7 ing adult education, throughout the Federal Govern-  
8 ment and the States are not aligned well, limiting  
9 their capacity to leverage resources, to provide full  
10 and appropriate access to services, and to provide  
11 reliable and comparable data related to activities and  
12 outcomes across the programs.

13 (13) In the current economic climate, it is im-  
14 perative that the United States invest in the edu-  
15 cation, training, and development of all workers in  
16 the United States who are unemployed or under-  
17 employed, to help fill the labor demands of the  
18 United States so that they do not look elsewhere to  
19 find skilled workers.

20 **SEC. 3. PURPOSES.**

21 The purposes of this Act are the following:

22 (1) To increase access substantially to adult  
23 education, literacy, and workplace skills services for  
24 adults, including both incumbent workers and unem-  
25 ployed adults, who have limited basic skills, lack a

1 high school diploma or its equivalent, or are limited  
2 English proficient.

3 (2) To create seamless pathways from adult  
4 education and occupational skills development to  
5 postsecondary education or training and workforce  
6 development programs and services that help adult  
7 learners persist throughout the pipeline from the  
8 lowest levels of basic literacy or English language  
9 proficiency to the achievement of a level of pro-  
10 ficiency that will enable the adult learner to transi-  
11 tion to and succeed in family-sustaining jobs in ca-  
12 reers with the promise of advancement.

13 (3) To develop an adult education, literacy, and  
14 work skills system that coordinates and integrates  
15 adult education, literacy, and workplace skills serv-  
16 ices with workforce development and postsecondary  
17 education and job training opportunities across  
18 agencies and programs.

19 (4) To greatly improve outcomes for adults re-  
20 ceiving adult education, literacy, and workplace skills  
21 services in terms of learning gains, acquisition of  
22 basic workplace skills, accelerated learning, acquisi-  
23 tion of a high school diploma or its equivalent, or  
24 transition to and success in postsecondary education,  
25 job training, and family-sustaining jobs.

1                   **TITLE I—WORKFORCE**  
2                   **INVESTMENT SYSTEMS**

3 **SEC. 101. DEFINITIONS.**

4           Section 101 of the Workforce Investment Act of 1998  
5 (29 U.S.C. 2801) is amended by adding at the end the  
6 following:

7                   “(54) INTEGRATED EDUCATION AND TRAIN-  
8           ING.—The term ‘integrated education and training’  
9           means education that, at the same time, combines  
10          adult education services and occupational skills  
11          training for a specific occupation or occupational  
12          cluster leading to an employer-recognized credential.

13                   “(55) SEQUENTIAL EDUCATION AND TRAIN-  
14           ING.—The term ‘sequential education and training’  
15           means adult education services that may occur prior  
16           to job training or postsecondary education and are  
17           appropriate for adults who need services offered, one  
18           after another, in a progressive fashion.

19                   “(56) CAREER PATHWAY.—The term ‘career  
20           pathway’ means a system of educational and social  
21           services connecting education, training, and support  
22           services, including adult basic skills, English lan-  
23           guage instruction, General Education Development  
24           (GED) credential preparation, and noncredit and  
25           for-credit occupational certificate and degree pro-

1       grams, to enable youth and adults to advance over  
2       time to successively higher levels of education and  
3       employment in a given industry or occupational sec-  
4       tor and that—

5               “(A) align adult education, job training,  
6               postsecondary education, or occupational train-  
7               ing to create a pathway to attaining a recog-  
8               nized postsecondary education credential that  
9               will qualify an individual for career advance-  
10              ment in projected employment opportunities  
11              identified in the State plan under section 112;

12              “(B) include advising and career naviga-  
13              tion to support the development of individual  
14              education and career plans; and

15              “(C) lead to a secondary school diploma or  
16              its recognized equivalent (for individuals who  
17              have not completed secondary school), a post-  
18              secondary degree, a registered apprenticeship or  
19              another recognized occupational certification, a  
20              certificate, or a license in demand industries.

21              “(57) WORKPLACE SKILLS.—The term ‘work-  
22              place skills’ means the combination of basic skills,  
23              critical thinking skills, and self management skills  
24              with competency in utilizing resources, using infor-  
25              mation, working with others, understanding systems,



1 working with technology, and other skills necessary  
2 for success in the workplace.

3 “(58) REGISTERED APPRENTICESHIP PRO-  
4 GRAM.—The term ‘registered apprenticeship pro-  
5 gram’ means an industry skills training program at  
6 the postsecondary level that combines technical and  
7 theoretical training through structured on-the-job  
8 learning with related instruction (in classrooms or  
9 through distance learning) while an individual is em-  
10 ployed, working under the direction of qualified per-  
11 sonnel or a mentor, and earning incremental wage  
12 increases aligned to enhanced job proficiency, result-  
13 ing in the acquisition of a nationally recognized and  
14 portable certificate, under a plan approved by the  
15 Office of Apprenticeship or a State agency recog-  
16 nized by the Department of Labor.”.

17 **SEC. 102. PURPOSE.**

18 Section 106 of the Workforce Investment Act of 1998  
19 (29 U.S.C. 2811) is amended by inserting “adult edu-  
20 cation and” before “workforce investment systems”.

21 **SEC. 103. STATE WORKFORCE INVESTMENT BOARDS.**

22 Section 111 of the Workforce Investment Act of 1998  
23 (29 U.S.C. 2821) is amended—

24 (1) in subsection (b)(1)(C)—

1 (A) in clause (vi)(II), by striking “and”  
2 after the semicolon;

3 (B) by redesignating clause (vii) as clause  
4 (viii); and

5 (C) by inserting after clause (vi) the fol-  
6 lowing:

7 “(vii) the lead State agency officials  
8 with responsibilities for the programs and  
9 activities carried out under title II; and”;  
10 and

11 (2) in subsection (d)(2), by inserting “adult  
12 education and” before “workforce investment sys-  
13 tem”.

14 **SEC. 104. STATE PLAN.**

15 Section 112 of the Workforce Investment Act of 1998  
16 (29 U.S.C. 2822) is amended—

17 (1) in subsection (a), by inserting “and aligns  
18 with the State plan described in section 224” before  
19 the period at the end;

20 (2) in subsection (b)—

21 (A) in paragraph (4)—

22 (i) in subparagraph (B), by inserting  
23 “academic levels and” before “job skills”;

24 (ii) in subparagraph (C), by striking  
25 “and” after the semicolon;

1 (iii) in subparagraph (D), by striking  
2 “State;” and inserting “State, including  
3 education, training, and registered appren-  
4 ticeship programs and their relationship to  
5 such career opportunities and skills and  
6 economic development needs; and”;

7 (iv) by adding at the end the fol-  
8 lowing:

9 “(E) the integrated education and training  
10 and sequential education and training activities  
11 that will be integrated and aligned with work-  
12 force programs and services under this title,  
13 and the State’s efforts to promote greater inte-  
14 gration and alignment of adult education and  
15 workforce programs and services under this  
16 title;”;

17 (B) in paragraph (8)—

18 (i) in subparagraph (A)(x), by striking  
19 “and” after the semicolon;

20 (ii) in subparagraph (B), by striking  
21 the semicolon and inserting “, including  
22 performance on the core indicators de-  
23 scribed in section 212; and”;

24 (iii) by adding at the end the fol-  
25 lowing:

1           “(C) a description of any integrated data  
2 systems used to track performance outcomes  
3 over time for the participants in the programs  
4 and activities described in subparagraph (A);”;

5           (C) in paragraph (9), by striking “busi-  
6 nesses and representatives of labor organiza-  
7 tions” and inserting “businesses, representa-  
8 tives of labor organizations, and representatives  
9 of education and training (including adult edu-  
10 cation providers, postsecondary education pro-  
11 viders, and training providers)”;

12           (D) in paragraph (17)—

13           (i) in subparagraph (A)(iv), by adding  
14 “, including individuals receiving services  
15 under title II” after “disabilities”;

16           (ii) in subparagraph (B), by striking  
17 “and” after the semicolon;

18           (E) in paragraph (18)(D), by striking the  
19 period at the end and inserting a semicolon;

20           (F) by adding at the end the following:

21           “(19) a strategy for coordinating services to  
22 populations in need of such services, including guid-  
23 ance, counseling, mentoring, and other supports  
24 through public and private partnerships and creating  
25 transition strategies with such elements as dual en-

1 rollment, curricular articulation, and high intensity  
2 instruction; and

3 “(20) an assurance that every region, as de-  
4 fined by the State, in the State has at least 1 adult  
5 education program that offers more than 1 option  
6 for earning a credential with value in the local mar-  
7 ket to students who do not yet have a secondary  
8 school diploma or General Education Development  
9 (GED) credential and who are unlikely to earn a di-  
10 ploma or GED credential in the short-term, which  
11 option may include partnering with a community col-  
12 lege or job training provider and may include getting  
13 a GED credential in the process.”; and

14 (3) by adding at the end the following:

15 “(e) PROGRAM DEVELOPMENT PERIOD.—Notwith-  
16 standing any other provision of this section, a State may  
17 be eligible to receive an allotment under section 127 or  
18 132, or to receive financial assistance under the Wagner-  
19 Peyser Act (29 U.S.C. 49 et seq.), before the State sub-  
20 mits a single State plan under this section if the State  
21 is in a 1-year program development period.”.

22 **SEC. 105. LOCAL WORKFORCE INVESTMENT BOARDS.**

23 Section 117(h)(2)(A) of the Workforce Investment  
24 Act of 1998 (29 U.S.C. 2832(h)(2)(A)) is amended—

1 (1) in clause (v), by striking “and” after the  
2 semicolon; and

3 (2) by inserting after clause (vi), the following:

4 “(vii) representatives of adult edu-  
5 cation; and”.

6 **SEC. 106. LOCAL PLAN.**

7 Section 118(b)(1) of the Workforce Investment Act  
8 of 1998 (29 U.S.C. 2833(b)(1)) is amended—

9 (1) in subparagraph (B), by striking “and”  
10 after the semicolon;

11 (2) in subparagraph (C), by inserting “aca-  
12 demic competencies and” before “job skills”; and

13 (3) by adding at the end the following:

14 “(D) the type and availability of workforce  
15 investment activities in the local area, including  
16 education, training, and registered apprentice-  
17 ship programs and their relationship to such  
18 business, job seeker, and worker needs, employ-  
19 ment opportunities, and economic development  
20 needs; and

21 “(E) the integrated education and training  
22 and sequential education and training activities  
23 that will be carried out under this title or title  
24 II and the alignment of those activities.”.

1 **SEC. 107. USE OF FUNDS FOR YOUTH ACTIVITIES.**

2 Section 129 of the Workforce Investment Act of 1998  
3 (29 U.S.C. 2854) is amended—

4 (1) in subsection (a)—

5 (A) in paragraph (5), by striking “and”  
6 after the semicolon;

7 (B) in paragraph (6), by striking the pe-  
8 riod and inserting “; and”; and

9 (C) by adding at the end the following:

10 “(7) to provide opportunities for multiple path-  
11 ways for eligible youth.”; and

12 (2) in subsection (c)(1)(C)—

13 (A) in clause (iii), by striking “and” after  
14 the semicolon;

15 (B) in clause (iv)(II), by striking the pe-  
16 riod and inserting a semicolon; and

17 (C) by adding at the end the following:

18 “(v) opportunities for career path-  
19 ways; and

20 “(vi) for the completion of secondary  
21 school, in appropriate cases.”.

22 **SEC. 108. USE OF FUNDS FOR EMPLOYMENT AND TRAINING**  
23 **ACTIVITIES.**

24 Section 134(d) of the Workforce Investment Act of  
25 1998 (29 U.S.C. 2864(d)) is amended—

1           (1) in paragraph (3)(A)(i)(I), by striking “and  
2           are unable to obtain employment through core serv-  
3           ices provided under paragraph (2)”;

4           (2) in paragraph (4)—

5                 (A) in subparagraph (A)(i), by striking  
6                 “and who are unable to obtain or retain em-  
7                 ployment through such services”;

8                 (B) in subparagraph (D)—

9                         (i) in clause (viii), by striking “and”  
10                         after the semicolon;

11                         (ii) in clause (ix), by striking the pe-  
12                         riod and inserting “; and”; and

13                         (iii) by adding at the end the fol-  
14                         lowing:

15                                 “(x) integration of adult education  
16                                 and training.”; and

17                 (C) in subparagraph (G)(ii)—

18                         (i) in subclause (II), by striking “or”  
19                         after the semicolon;

20                         (ii) in subclause (III), by striking the  
21                         period and inserting “; or”; and

22                         (iii) by adding at the end the fol-  
23                         lowing:

24   “(IV) the local board determines  
25   that it would facilitate the training of



1 multiple individuals in high-demand  
2 occupations; or

3 “(V) the local board determines  
4 that it would facilitate the provision of  
5 integrated education and training and  
6 sequential education and training pro-  
7 grams.”; and

8 (3) by adding at the end the following:

9 “(5) AUTHORIZATION OF CONTRACTS TO INSTI-  
10 TUTIONS OF HIGHER EDUCATION.—The local board  
11 may award a contract to an institution of higher  
12 education or other eligible training provider, includ-  
13 ing an adult education provider, if the local board  
14 determines that the institution or the training pro-  
15 vider would facilitate the training of multiple indi-  
16 viduals in high-demand occupations, if such contract  
17 does not limit consumer choice.”.

18 **SEC. 109. PERFORMANCE ACCOUNTABILITY SYSTEM.**

19 Section 136(b)(2)(A) of the Workforce Investment  
20 Act of 1998 (29 U.S.C. 2871(b)(2)(A)) is amended—

21 (1) in clause (i)—

22 (A) in the matter preceding subclause (I),  
23 by striking “and (for participants who are eligi-  
24 ble youth age 19 through 21) for youth activi-  
25 ties authorized under section 129”; and

1 (B) in subclause (IV)—

2 (i) by inserting “and performance on  
3 the core indicators described in section  
4 212, as appropriate” after “recognized  
5 equivalent”; and

6 (ii) by striking “, or by participants  
7 who are eligible youth age 19 through 21  
8 who enter postsecondary education, ad-  
9 vanced training, or unsubsidized employ-  
10 ment”; and

11 (2) in clause (ii)—

12 (A) in the matter preceding subclause (I),  
13 by striking “(for participants who are eligible  
14 youth age 14 through 18)”;

15 (B) in subclause (I), by striking “and, as  
16 appropriate, work readiness or occupational  
17 skills” and inserting “, workplace skills, or oc-  
18 cupation skills, as appropriate”;

19 (C) in subclause (II), by striking “and”  
20 after the semicolon;

21 (D) in subclause (III), by striking the pe-  
22 riod and inserting “; and”; and

23 (E) by adding at the end the following:

24 “(IV) performance on measures  
25 described in subclauses (I), (II), and

1 (III) of clause (i) by youth 18 years  
2 of age and older.”.

3 **SEC. 110. DEMONSTRATION AND PILOT PROJECTS.**

4 Section 171(b)(1) of the Workforce Investment Act  
5 of 1998 (29 U.S.C. 2916(b)(1)) is amended—

6 (1) in subparagraph (G), by striking “and”  
7 after the semicolon;

8 (2) in subparagraph (H), by striking the period  
9 and inserting a semicolon; and

10 (3) by adding at the end the following:

11 “(I) projects that assist low skill and lim-  
12 ited English proficient workers to acquire the  
13 basic, English, work readiness, and applied  
14 technical or occupational skills through inte-  
15 grated education and training and sequential  
16 education and training programs to successfully  
17 transition to postsecondary education, work-  
18 force development, and employment in career  
19 pathways; and

20 “(J) projects that test effective ways to de-  
21 velop comprehensive career pathways learning  
22 approaches that fully align adult education with  
23 secondary education, postsecondary education,  
24 including registered apprenticeship programs,  
25 workforce development, and supportive service

1 activities, and with regional economic develop-  
2 ment strategies to meet the skill needs of exist-  
3 ing and emerging regional employers as well as  
4 the needs of low skilled adults, helping adults,  
5 especially those who are low skilled, to advance  
6 through progressive levels of education and  
7 training as quickly as possible and gain edu-  
8 cation and workplace skills of demonstrated  
9 value to the labor market at each level.”.

10 **TITLE II—ADULT EDUCATION,**  
11 **LITERACY, AND WORKPLACE**  
12 **SKILLS**

13 **SEC. 201. PURPOSE.**

14 Section 202 of the Adult Education and Family Lit-  
15 eracy Act (20 U.S.C. 9201) is amended—

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

18 “(1) assist adults to become literate and numer-  
19 ate and to obtain the knowledge and skills necessary  
20 to transition to and succeed in postsecondary edu-  
21 cation, job training, and employment in family-sus-  
22 taining jobs, and to be self sufficient”;

23 (2) in paragraph (2), by striking “and” after  
24 the semicolon;

25 (3) in paragraph (3)—

1 (A) by inserting “and transition to postsec-  
2 ondary education and career pathways” after  
3 “education”; and

4 (B) by striking the period and inserting “;  
5 and”; and

6 (4) by adding at the end the following:

7 “(4) assist adults with limited English pro-  
8 ficiency in—

9 “(A) improving their reading, writing,  
10 speaking, listening, and comprehension skills in  
11 English and mathematical skills;

12 “(B) acquiring an understanding of the  
13 American system of Government, individual  
14 freedom, and the responsibilities of citizenship;  
15 and

16 “(C) where necessary, obtaining the knowl-  
17 edge and skills to transition to and succeed in  
18 postsecondary education, job training, and em-  
19 ployment in family-sustaining jobs.”.

20 **SEC. 202. DEFINITIONS.**

21 (a) IN GENERAL.—Section 203 of the Adult Edu-  
22 cation and Family Literacy Act (20 U.S.C. 9202) is  
23 amended—

24 (1) by redesignating paragraphs (3), (4), (5),  
25 (6), (7), (8), (9), (10), (11), (12), (13), (14), (15),

1 (16), (17), and (18), as paragraphs (4), (5), (6),  
2 (7), (8), (9), (10), (11), (12), (15), (16), (17), (18),  
3 (19), (20), and (21), respectively;

4 (2) by inserting after paragraph (2) the fol-  
5 lowing:

6 “(3) CAREER PATHWAY.—The term ‘career  
7 pathway’ has the meaning given the term in section  
8 101.”;

9 (3) in paragraph (6), as redesignated by para-  
10 graph (1)—

11 (A) in the matter preceding subparagraph  
12 (A), by inserting “an organization that has  
13 demonstrated effectiveness in providing adult  
14 education, literacy, and workplace skills activi-  
15 ties that may include” after “means”;

16 (B) in subparagraph (B), by striking “of  
17 demonstrated effectiveness”;

18 (C) in subparagraph (C), by striking “of  
19 demonstrated effectiveness”;

20 (D) in subparagraph (H), by striking  
21 “and” after the semicolon;

22 (E) in subparagraph (I), by striking the  
23 period and inserting “; and”; and

24 (F) by adding at the end the following:

1           “(J) a partnership between an entity de-  
2           scribed in any of subparagraphs (A) through (I)  
3           and an employer.”;

4           (4) in paragraph (8), as redesignated by para-  
5           graph (1)—

6           (A) in the matter preceding subparagraph

7           (A)—

8                   (i) by inserting “the economic pros-  
9                   pects for” after “sustainable changes in”;  
10                  and

11                   (ii) by inserting “and that better en-  
12                   able parents to support their children’s  
13                   learning needs” after “a family”;

14           (B) by redesignating subparagraphs (A)  
15           through (D) as subparagraphs (B) through (E),  
16           respectively; and

17           (C) by inserting before subparagraph (B),  
18           as redesignated by subparagraph (B), the fol-  
19           lowing:

20                   “(A) Parent adult education, literacy, and  
21                   workplace skills activities that lead to readiness  
22                   for postsecondary education or training, career  
23                   advancement, and economic self-sufficiency.”;

24           (5) by inserting after paragraph (12), as redesi-  
25           gnated by paragraph (1), the following:

1           “(13) INTEGRATED EDUCATION AND TRAINING  
2           AND SEQUENTIAL EDUCATION AND TRAINING.—The  
3           terms ‘integrated education and training’ and ‘se-  
4           quential education and training’ have the meanings  
5           given the terms in section 101.

6           “(14) INTEGRATED ENGLISH LITERACY AND  
7           CIVICS EDUCATION PROGRAM.—The term ‘integrated  
8           English literacy and civics education program’  
9           means programs of instruction designed to help an  
10          individual of limited English proficiency achieve  
11          competence in English through contextualized in-  
12          struction on the rights and responsibilities of citizen-  
13          ship, naturalization procedures, civic participation,  
14          and United States history and Government to help  
15          such an individual acquire the skills and knowledge  
16          to become an active and informed parent, worker,  
17          and community member.”; and

18           (6) by adding at the end the following:

19           “(22) WORKPLACE SKILLS.—The term ‘work-  
20          place skills’ has the meaning given the term in sec-  
21          tion 101.”.

22          (b) CONFORMING AMENDMENT.—Section 173A(b)(8)  
23          of the Workforce Investment Act of 1998 (29 U.S.C.  
24          2918a(b)(8)) is amended by striking “section 203(10) of  
25          the Adult Education and Family Literacy Act (20 U.S.C.



1 9202(10))” and inserting “section 203(11) of the Adult  
2 Education and Family Literacy Act (20 U.S.C.  
3 9202(11))”.

4 **SEC. 203. AUTHORIZATION OF APPROPRIATIONS.**

5 Section 205 of the Adult Education and Family Lit-  
6 eracy Act (20 U.S.C. 9204) is amended to read as follows:

7 **“SEC. 205. AUTHORIZATION OF APPROPRIATIONS.**

8 “There are authorized to be appropriated to carry out  
9 this title \$850,000,000 for fiscal year 2012 and such sums  
10 as may be necessary for each succeeding fiscal year.”.

11 **SEC. 204. RESERVATION OF FUNDS; GRANTS TO ELIGIBLE**  
12 **AGENCIES; ALLOTMENTS.**

13 Section 211(a) of the Adult Education and Family  
14 Literacy Act (20 U.S.C. 9211(a)) is amended—

15 (1) in paragraph (1), by striking “\$8,000,000”  
16 and inserting “\$15,000,000”;

17 (2) in paragraph (2)—

18 (A) by striking “1.5 percent” and inserting  
19 “1.25 percent”;

20 (B) by striking “\$8,000,000” and insert-  
21 ing “\$12,000,000”; and

22 (C) by striking “and” after the semicolon;

23 (3) in paragraph (3), by striking the period and  
24 inserting “; and”; and

25 (4) by adding at the end the following:

1           “(4) shall reserve 12 percent to carry out sec-  
2           tion 244.”.

3 **SEC. 205. PERFORMANCE ACCOUNTABILITY SYSTEM.**

4           Section 212(b) of the Adult Education and Family  
5 Literacy Act (20 U.S.C. 9212(b)) is amended—

6           (1) in paragraph (1)(A)—

7                   (A) in clause (i), by inserting “and the em-  
8                   ployment performance indicator described in  
9                   paragraph (2)(B)” after “paragraph (2)(A)”;  
10                  and

11                   (B) in clause (ii), by striking “paragraph  
12                   (2)(B)” and inserting “paragraph (2)(C)”;

13           (2) in paragraph (2)—

14                   (A) in subparagraph (A)—

15                           (i) in clause (ii), by striking “in, re-  
16                           tention in” and all that follows through the  
17                           period at the end and inserting “in post-  
18                           secondary education, including registered  
19                           apprenticeship, or other skill training pro-  
20                           grams.”; and

21                           (ii) by adding at the end the fol-  
22                           lowing:

23                                   “(iv) Attainment of work readiness,  
24                                   workplace skills, and certificates that are  
25                                   nationally or industry recognized or ap-

1           proved by the State board or local board,  
2           as appropriate.”;

3           (B) by redesignating subparagraph (B) as  
4           subparagraph (D);

5           (C) by inserting after subparagraph (A)  
6           the following:

7           “(B) EMPLOYMENT PERFORMANCE INDI-  
8           CATOR.—Consistent with applicable Federal  
9           and State privacy laws—

10           “(i) an eligible agency shall identify in  
11           the State plan an individual participant  
12           employment performance indicator, which  
13           shall be entry into employment, retention,  
14           and earnings; and

15           “(ii) the State agency responsible for  
16           maintaining and analyzing the data de-  
17           scribed in clause (i) shall assist the eligible  
18           agency in obtaining and using quarterly  
19           wage records to collect such data.

20           “(C) TECHNOLOGY LITERACY INDI-  
21           CATOR.—Beginning in 2013, an eligible agency  
22           shall include a technology literacy indicator in  
23           its performance measure.”; and

1 (D) by striking subparagraph (D), as re-  
 2 designated by subparagraph (B), and inserting  
 3 the following:

4 “(D) ADDITIONAL INDICATORS.—An eligi-  
 5 ble agency may identify in the State plan addi-  
 6 tional indicators, including customer feedback,  
 7 for adult education, literacy, and workplace  
 8 skills activities authorized under this subtitle.”;  
 9 and

10 (3) in paragraph (3)(B)—

11 (A) in the heading, by inserting “AND EM-  
 12 PLOYMENT PERFORMANCE INDICATOR” after  
 13 “INDICATORS”; and

14 (B) by striking “paragraph (2)(B)” and  
 15 inserting “paragraph (2)(C) and for the em-  
 16 ployment performance indicator described in  
 17 paragraph (2)(B)”.

18 **SEC. 206. STATE DISTRIBUTION OF FUNDS; MATCHING RE-**  
 19 **QUIREMENT.**

20 Section 222(a) of the Adult Education and Family  
 21 Literacy Act (20 U.S.C. 9222(a)) is amended—

22 (1) in paragraph (1)—

23 (A) by striking “not more than 10” and  
 24 inserting “not less than 10”; and

1 (B) by striking “82.5 percent” both places  
2 the term appears and inserting “80 percent”;  
3 and  
4 (2) in paragraph (2), by striking “12.5 per-  
5 cent” and inserting “15 percent”.

6 **SEC. 207. STATE LEADERSHIP ACTIVITIES.**

7 Section 223(a) of the Adult Education and Family  
8 Literacy Act (20 U.S.C. 9223(a)) is amended to read as  
9 follows:

10 “(a) ACTIVITIES.—

11 “(1) REQUIRED ACTIVITIES.—Each eligible  
12 agency shall use funds made available under section  
13 222(a)(2) for the following adult education, literacy,  
14 and work readiness skills activities:

15 “(A) The establishment or operation of  
16 professional development programs to improve  
17 the quality of instruction provided pursuant to  
18 local activities required under section 231(b).

19 “(B) The provision of technical assistance  
20 to eligible providers of adult education, literacy,  
21 and workplace skills activities to enable them to  
22 fulfill the purpose of this title, as described in  
23 section 202.

24 “(C) The monitoring and evaluation of  
25 adult education and related activities to deter-

1           mine what works and broadly disseminate infor-  
2           mation about models and best practices and  
3           tools within the State.

4           “(D) The provision of technology assist-  
5           ance, including staff training, to eligible pro-  
6           viders of adult education, literacy, and work-  
7           place skills activities to enable the eligible pro-  
8           viders to improve the quality of such activities.

9           “(E) Coordination with the workforce in-  
10          vestment systems supported under title I.

11          “(2) PERMISSIBLE ACTIVITIES.—Each eligible  
12          agency may use funds made available under section  
13          222(a)(2) for 1 or more of the following adult edu-  
14          cation, literacy, and workplace skills activities:

15                 “(A) The support for State or regional net-  
16                 works of literacy resource centers.

17                 “(B) Incentives for program coordination  
18                 and integration, and performance awards.

19                 “(C) Developing and disseminating cur-  
20                 ricula for postsecondary and job training readi-  
21                 ness, including curricula for using technology  
22                 for distance learning and for instructional and  
23                 teacher training purposes.

24                 “(D) Coordination with existing support  
25                 services, such as transportation, child care, and

1 other assistance designed to increase rates of  
2 enrollment in, and successful completion of,  
3 adult education, literacy, and workplace skills  
4 activities, to adults enrolled in such activities.

5 “(E) Developing innovative content and  
6 models for integrated education and training  
7 and sequential education and training pro-  
8 grams.

9 “(F) Developing innovative content and  
10 models to foster the transition to and success in  
11 postsecondary education and career pathways.

12 “(G) Linkages with postsecondary edu-  
13 cational institutions.

14 “(H) Linkages with community-based or-  
15 ganizations.

16 “(I) Support for recruitment and outreach  
17 for instructors, students, and employers.”.

18 **SEC. 208. STATE PLAN.**

19 Section 224 of the Adult Education and Family Lit-  
20 eracy Act (20 U.S.C. 9224) is amended—

21 (1) in subsection (a)—

22 (A) by redesignating paragraph (2) as  
23 paragraph (4); and

24 (B) by inserting after paragraph (1) the  
25 following:

1           “(2) PROGRAM DEVELOPMENT PERIOD.—Not-  
2           withstanding any other provision of this section, an  
3           eligible agency may be eligible to receive a grant  
4           under this title before submission of a 5-year State  
5           plan under this section if the eligible agency is in a  
6           1-year program development period.

7           “(3) STAKEHOLDER INVOLVEMENT.—The 5-  
8           year State plan shall be comprehensive in nature  
9           and developed and monitored by a planning group of  
10          all stakeholders in the State’s adult education and  
11          workforce development system. The stakeholders  
12          shall include—

13                   “(A) the agencies responsible for—

14                           “(i) the State’s programs under this  
15                           title and title I;

16                           “(ii) the State program funded under  
17                           part A of title IV of the Social Security  
18                           Act (42 U.S.C. 601 et seq.);

19                           “(iii) overseeing community colleges;

20                           “(iv) elementary and secondary edu-  
21                           cation;

22                           “(v) corrections;

23                           “(vi) economic development;

24                           “(vii) family literacy; and



1 “(viii) special services to immigrants;

2 and

3 “(B) representatives of business and  
4 labor.”;

5 (2) in subsection (b)—

6 (A) by striking paragraph (10) and insert-  
7 ing the following:

8 “(10) a description and strategy of how the eli-  
9 gible agency will develop program strategies and co-  
10 ordinate services, including guidance, counseling,  
11 mentoring, and other supports through public and  
12 private partnerships and creating transition strate-  
13 gies with such elements as dual enrollment, cur-  
14 ricular articulation, and high intensity instruction,  
15 for populations that include, at a minimum—

16 “(A) low-income students;

17 “(B) individuals with disabilities;

18 “(C) single parents and displaced home-  
19 makers; and

20 “(D) individuals with multiple barriers to  
21 educational enhancement, including individuals  
22 with limited English proficiency;”;

23 (B) in paragraph (11), by striking “and”  
24 after the semicolon;

1 (C) in paragraph (12), by striking the pe-  
2 riod at the end and inserting a semicolon; and

3 (D) by adding at the end the following:

4 “(13) a description of the knowledge and skills  
5 necessary for acceptance in postsecondary education  
6 and training;

7 “(14) an assurance that every region, as de-  
8 fined by the eligible agency, served by the eligible  
9 agency has at least 1 adult education program that  
10 offers more than 1 option for earning a credential  
11 with value in the local market to students who do  
12 not yet have a secondary school diploma or General  
13 Education Development (GED) credential and who  
14 are unlikely to earn a diploma or GED credential in  
15 the short-term, which option may include partnering  
16 with a community college or job training provider  
17 and may include getting a GED credential in the  
18 process;

19 “(15) a description of any certification or other  
20 requirements for instructors in eligible adult edu-  
21 cation, literacy, and workplace skills program pro-  
22 viders in the State;

23 “(16) a description of the professional develop-  
24 ment needs of adult education, literacy, and work-  
25 place skills providers in the State;

1 “(17) a description of how the State will—

2 “(A) use technology to improve the quality  
3 of adult education, literacy, and workplace skills  
4 services; and

5 “(B) expand access to such services for  
6 workers and students;

7 “(18) a description of how the State will carry  
8 out programs described in section 244;

9 “(19) a description of the data system that the  
10 State will use to track over time student outcomes  
11 on the performance measures described in section  
12 212;

13 “(20) a description of the State’s program to  
14 invest in the skills of workers, including plans for in-  
15 volving business as an active partner in the effort;  
16 and

17 “(21) a description of how the adult education  
18 programs will be integrated with occupational skills  
19 programs and aligned with postsecondary education,  
20 career, and technical education, workforce develop-  
21 ment programs, and other Federal funds available  
22 under title I and other relevant Federal programs.”;

23 (3) by striking subsection (e) and inserting the  
24 following:

1       “(e) PEER REVIEW AND PLAN APPROVAL.—The Sec-  
2   retary shall—

3               “(1) establish a peer review process to assist in  
4   the review and approval of State plans;

5               “(2) in consultation with the National Center  
6   for Adult Education, Literacy, and Workplace Skills,  
7   appoint individuals, representing the range of stake-  
8   holders, to the peer-review process, including—

9                       “(A) representatives of adult learners,  
10   adult education, literacy, and workplace skills  
11   providers, eligible agencies, State educational  
12   agencies, institutions of higher education, rep-  
13   resentatives of local or State workforce invest-  
14   ment boards; and

15                      “(B) experts in the fields of adult edu-  
16   cation, literacy, and workplace skills;

17               “(3) approve a State plan within 120 days after  
18   receiving the plan, unless the Secretary makes a  
19   written determination, within 30 days after receiving  
20   the plan, that the plan does not meet the require-  
21   ments of this section or is inconsistent with specific  
22   provisions of this subtitle; and

23               “(4) not finally disapprove of a State plan be-  
24   fore offering the eligible agency the opportunity,  
25   prior to the expiration of the 30-day period begin-

1       ning on the date on which the eligible agency re-  
 2       ceived the written determination described in para-  
 3       graph (3), to revise the plan, and providing technical  
 4       assistance in order to assist the eligible agency in  
 5       meeting the requirements of this subtitle.”; and

6               (4) by striking subsections (f) and (g).

7       **SEC. 209. PROGRAMS FOR CORRECTIONS EDUCATION AND**  
 8               **OTHER INSTITUTIONALIZED INDIVIDUALS.**

9       Section 225 of the Adult Education and Family Lit-  
 10      eracy Act (20 U.S.C. 9225) is amended—

11             (1) in subsection (b)—

12               (A) in paragraph (3), by striking “and”  
 13               after the semicolon at the end;

14               (B) in paragraph (4), by striking the pe-  
 15               riod at the end and inserting a semicolon; and

16               (C) by adding at the end the following:

17               “(5) integrated education and training and se-  
 18               quential education and training programs;

19               “(6) career pathways programs;

20               “(7) dual enrollment programs; and

21               “(8) preparation for postsecondary education  
 22               and training.”;

23             (2) by redesignating subsection (d) as sub-  
 24             section (e); and

1           (3) by inserting after subsection (c) the fol-  
2           lowing:

3           “(d) REPORT.—In addition to any report required  
4           under section 212(c), each eligible agency that receives as-  
5           sistance provided under this section shall annually prepare  
6           and submit to the Secretary a report on the progress, as  
7           described in section 212(c)(1), of the eligible agency with  
8           respect to the programs and activities of the eligible entity  
9           receiving assistance under this section.”.

10 **SEC. 210. GRANTS AND CONTRACTS FOR ELIGIBLE PRO-**  
11 **VIDERS.**

12           Section 231(b)(1) of the Adult Education and Family  
13           Literacy Act (20 U.S.C. 9241(b)(1)) is amended to read  
14           as follows:

15           “(1) Adult education, literacy, and workplace  
16           skills services, which may include workplace literacy  
17           services, integrated education and training and se-  
18           quential education and training services, and transi-  
19           tion to postsecondary education and training, career  
20           pathways, and employment.”.

21 **SEC. 211. LOCAL APPLICATION.**

22           Section 232 of the Adult Education and Family Lit-  
23           eracy Act (20 U.S.C. 9242) is amended—

24           (1) in the matter preceding paragraph (1), by  
25           inserting “the measurable goals to be accomplished

1 as a result of the grant or contract and” after “in-  
2 cluding”;

3 (2) in paragraph (1), by striking “and” after  
4 the semicolon;

5 (3) in paragraph (2), by striking the period and  
6 inserting “; and”; and

7 (4) by adding at the end the following:

8 “(3) a description of how the grantee or con-  
9 tractor will collect data for purposes of reporting  
10 performance measures to assess and evaluate the  
11 progress of adult education students and activities.”.

12 **SEC. 212. ADMINISTRATIVE PROVISIONS.**

13 Section 241 of the Adult Education and Family Lit-  
14 eracy Act (20 U.S.C. 9251) is amended by adding at the  
15 end the following:

16 “(c) RULEMAKING.—

17 “(1) IN GENERAL.—The Secretary shall issue  
18 such regulations as are necessary to reasonably en-  
19 sure compliance with this title.

20 “(2) CONSULTATION.—Before publishing in the  
21 Federal Register proposed regulations to carry out  
22 this title, the Secretary shall consult with the Sec-  
23 retary of Labor and obtain the advice and rec-  
24 ommendations of representatives of—

25 “(A) adult learners;

1           “(B) adult education, literacy, and work-  
2           place skills providers;

3           “(C) eligible agencies;

4           “(D) State educational agencies;

5           “(E) institutions of postsecondary edu-  
6           cation, including community colleges;

7           “(F) representatives of State and local  
8           workforce investment boards;

9           “(G) other organizations involved with the  
10          implementation and operation of programs  
11          under this title; and

12          “(H) community based organizations in-  
13          volved with the implementation and operation of  
14          programs under this title.

15          “(3) MEETINGS AND ELECTRONIC EX-  
16          CHANGE.—The advice and recommendations de-  
17          scribed in paragraph (2) may be obtained through  
18          such mechanisms as regional meetings and electronic  
19          exchanges of information.”.

20   **SEC. 213. NATIONAL CENTER FOR ADULT EDUCATION, LIT-**  
21                                   **ERACY, AND WORKPLACE SKILLS.**

22          Section 242 of the Adult Education and Family Lit-  
23          eracy Act (20 U.S.C. 9252) is amended—

24                  (1) by striking the section heading and insert-  
25          ing the following “**NATIONAL CENTER FOR**



1       **ADULT EDUCATION, LITERACY, AND WORK-**  
2       **PLACE SKILLS ”;**

3               (2) by striking subsection (a) and inserting the  
4       following:

5       “(a) PURPOSE.—The purpose of the National Center  
6       for Adult Education, Literacy, and Workplace Skills is  
7       to—

8               “(1) provide national leadership regarding adult  
9       education and family literacy;

10              “(2) coordinate adult education, literacy, and  
11       workplace skills services and policy;

12              “(3) serve as a national resource for adult edu-  
13       cation, literacy, and workplace skills programs by—

14                   “(A) providing the best and most accurate  
15       information available;

16                   “(B) providing national leadership on the  
17       use of technology for adult education;

18                   “(C) supporting the creation of new ways  
19       to offer adult education, literacy, and workplace  
20       skills services of proven effectiveness; and

21                   “(D) providing effective practices for inte-  
22       grated English literacy and civics education  
23       programs;

24              “(4) collect and disseminate information on  
25       methods of advancing education and literacy that

1 show great promise for adults eligible for services  
2 under this title;

3 “(5) provide policy and technical assistance to  
4 Federal, State, and local organizations for the im-  
5 provement of adult education, literacy, and work-  
6 place skills services; and

7 “(6) not later than 4 years after the date of en-  
8 actment of the Adult Education and Economic  
9 Growth Act of 2011, conduct an evaluation and sub-  
10 mit a report to the Interagency Group, the Com-  
11 mittee on Health, Education, Labor, and Pensions  
12 of the Senate, and the Committee on Education and  
13 the Workforce of the House of Representatives on  
14 the effectiveness of programs funded under this title  
15 in achieving the purpose described in section 202,  
16 which evaluation and report shall include—

17 “(A) a longitudinal study of outcomes for  
18 adult learners served under programs under  
19 this title;

20 “(B) an analysis of the adequacy of the  
21 performance measures identified in section 212;  
22 and

23 “(C) recommendations for improved per-  
24 formance measures and on how to improve pro-  
25 gram effectiveness.”;

1 (3) in subsection (b)—

2 (A) in paragraph (1), by striking “Na-  
3 tional Institute for Literacy” and inserting  
4 “National Center for Adult Education, Lit-  
5 eracy, and Workplace Skills”;

6 (B) in paragraph (2), by striking “sepa-  
7 rate” and inserting “independent”; and

8 (C) in paragraph (3), by striking “Na-  
9 tional Institute for Literacy Advisory Board”  
10 and inserting “National Center for Adult Edu-  
11 cation, Literacy, and Workplace Skills Advisory  
12 Board”;

13 (4) in subsection (c)(1)—

14 (A) in subparagraph (A)—

15 (i) in clause (iii), by striking “and”  
16 after the semicolon;

17 (ii) in clause (iv), by inserting “and”  
18 after the semicolon; and

19 (iii) by adding at the end the fol-  
20 lowing:

21 “(v) effective practices for integrated  
22 English literacy and civics education pro-  
23 grams;”;

24 (B) by striking subparagraph (D) and in-  
25 serting the following:

1           “(D) to collect and disseminate informa-  
2           tion on methods of advancing education and lit-  
3           eracy that show great promise for adults eligi-  
4           ble for services under this title;”;

5           (C) by striking subparagraph (E) and in-  
6           serting the following:

7           “(E) to provide policy and technical assist-  
8           ance to Federal, State, and local organizations  
9           for the improvement of adult education, lit-  
10          eracy, and workplace skills services;”;

11          (D) in subparagraph (G), by inserting  
12          “and integrated English literacy and civics edu-  
13          cation programs” after “workforce investment  
14          activities”;

15          (E) in subparagraph (H), by striking  
16          “and” after the semicolon;

17          (F) in subparagraph (I), by striking the  
18          period and inserting a semicolon; and

19          (G) by adding at the end the following:

20          “(J) to carry out section 306 of the Adult  
21          Education and Economic Growth Act of 2011;  
22          and

23          “(K) not later than 4 years after the date  
24          of enactment of the Adult Education and Eco-  
25          nomic Growth Act of 2011, to conduct an eval-

1           uation and submit a report to the Interagency  
2           Group, the Committee on Health, Education,  
3           Labor, and Pensions of the Senate, and the  
4           Committee on Education and the Workforce of  
5           the House of Representatives on the effective-  
6           ness of programs funded under this title in  
7           achieving the purpose described in section 202,  
8           which evaluation and report shall include—

9                   “(i) a longitudinal study of outcomes  
10                  for adult learners served under programs  
11                  under this title;

12                  “(ii) an analysis of the adequacy of  
13                  the performance measures identified in sec-  
14                  tion 212; and

15                  “(iii) recommendations for improved  
16                  performance measures and on how to im-  
17                  prove program effectiveness.”; and

18           (5) in subsection (e)—

19                  (A) in the heading, by striking “NATIONAL  
20                  INSTITUTE FOR LITERACY ADVISORY BOARD”  
21                  and inserting “NATIONAL CENTER FOR ADULT  
22                  EDUCATION, LITERACY, AND WORKPLACE  
23                  SKILLS ADVISORY BOARD”; and

24                  (B) in paragraph (1)(A), by striking “Na-  
25                  tional Institute for Literacy Advisory Board”

1 and inserting “National Center for Adult Edu-  
2 cation, Literacy, and Workplace Skills Advisory  
3 Board”.

4 **SEC. 214. NATIONAL LEADERSHIP ACTIVITIES.**

5 Section 243 of the Adult Education and Family Lit-  
6 eracy Act (20 U.S.C. 9253) is amended to read as follows:

7 **“SEC. 243. NATIONAL LEADERSHIP ACTIVITIES.**

8 “The Secretary shall establish and carry out a pro-  
9 gram of national leadership activities to improve the qual-  
10 ity and outcomes of adult education, literacy, and work-  
11 place skills programs nationwide. Such activities shall in-  
12 clude the following:

13 “(1) Technical assistance, which may include—

14 “(A) assistance to eligible providers in de-  
15 veloping and using certification systems, per-  
16 formance measures, and data systems for the  
17 improvement of adult education, literacy, and  
18 workplace skills activities, including family lit-  
19 eracy services, transition to postsecondary edu-  
20 cation or career pathways, and integrated  
21 English literacy and civics education programs;

22 “(B) assistance related to professional de-  
23 velopment activities and assistance for the pur-  
24 pose of developing, improving, identifying, and  
25 disseminating the most successful methods and

1 techniques for providing adult education, lit-  
2 eracy, and workplace skills activities, including  
3 family literacy services, transition to postsec-  
4 ondary education or career pathways, and inte-  
5 grated English literacy and civics education  
6 programs, based on scientific evidence where  
7 available; or

8 “(C) assistance in distance learning and  
9 promoting and improving the use of technology  
10 in the classroom.

11 “(2) National demonstration projects for im-  
12 proving adult education, literacy, and workplace  
13 skills services, which may include projects that—

14 “(A) accelerate learning outcomes for adult  
15 learners with the lowest literacy levels;

16 “(B) promote career pathways;

17 “(C) allow dual enrollment in adult sec-  
18 ondary education and credit bearing postsec-  
19 ondary coursework;

20 “(D) provide integrated education and  
21 training and sequential education and training  
22 services;

23 “(E) build capacity to enhance the inten-  
24 sity of adult education, literacy, and workplace  
25 skills services;

1           “(F) establish partnerships to improve the  
2           quality of and expand adult education, literacy,  
3           and workplace skills services to more adults;

4           “(G) provide professional development op-  
5           portunities to adult education, literacy, and  
6           workplace skills service providers;

7           “(H) develop new curricula and methods of  
8           instruction that improve learning outcomes in  
9           adult education, literacy, and workplace skills  
10          programs; and

11          “(I) provide integrated English literacy  
12          and civics education program instruction.

13          “(3) Dissemination of the results and best prac-  
14          tices identified in the national demonstration  
15          projects described in paragraph (2).

16          “(4) Program evaluation and data collection  
17          and reporting.”.

18 **SEC. 215. INTEGRATED ENGLISH LITERACY AND CIVICS**  
19 **EDUCATION PROGRAMS.**

20          Chapter 4 of subtitle A of the Adult Education and  
21          Family Literacy Act (20 U.S.C. 9251 et seq.) is amended  
22          by adding at the end the following:



1 **“SEC. 244. INTEGRATED ENGLISH LITERACY AND CIVICS**  
2 **EDUCATION PROGRAMS.**

3 “(a) IN GENERAL.—From funds reserved under sec-  
4 tion 211(a)(4) for each fiscal year, the Secretary shall  
5 award grants to States, in accordance with the allocations  
6 under subsection (b), for integrated English literacy and  
7 civics education programs.

8 “(b) ALLOCATIONS.—

9 “(1) IN GENERAL.—Subject to paragraph (2),  
10 of the funds described in subsection (a), the Sec-  
11 retary shall allocate—

12 “(A) 65 percent to States on the basis of  
13 a State’s need for integrated English and civics  
14 education programs, as determined by calcu-  
15 lating each State’s share of a 10-year average  
16 of the data compiled by the Office of Immigra-  
17 tion Statistics of the Department of Homeland  
18 Security, for immigrants admitted for lawful  
19 permanent residence for the 10 most recent  
20 years; and

21 “(B) 35 percent to States on the basis of  
22 whether the State experienced growth, as meas-  
23 ured by the average of the 3 most recent years  
24 for which data compiled by the Office of Immi-  
25 gration Statistics of the Department of Home-

1 land Security are available, for immigrants ad-  
2 mitted for lawful permanent residence.

3 “(2) MINIMUM.—No State shall receive an allo-  
4 cation under paragraph (1) for a fiscal year in an  
5 amount that is less than \$60,000.”.

6 **TITLE III—21ST CENTURY TECH-**  
7 **NOLOGY AND SKILLS FOR**  
8 **ADULT LEARNERS**

9 **SEC. 301. PURPOSES.**

10 The purposes of this title are the following:

11 (1) To expand access to adult education serv-  
12 ices and bring about cost efficiencies through in-  
13 creased use of technology and the development of a  
14 national web portal.

15 (2) To provide professional development for  
16 providers of adult education, literacy, and workplace  
17 skills services so that they are able to—

18 (A) effectively use technology in the deliv-  
19 ery of adult education, literacy, and workplace  
20 skills services; and

21 (B) improve the quality of instruction and  
22 accelerate the—

23 (i) achievement of basic educational  
24 skills, English language literacy, and sec-

1                   ondary school equivalency or postsecondary  
2                   education; and

3                   (ii) training readiness for adult learn-  
4                   ers.

5                   (3) To assist States in developing a 21st cen-  
6                   tury delivery system for adult education, literacy,  
7                   and workplace skills services.

8                   (4) To assist adults in developing technology lit-  
9                   eracy.

10 **SEC. 302. DEFINITIONS.**

11           In this title:

12                   (1) **ADULT EDUCATION TERMS.**—The terms  
13                   “adult education”, “eligible agency”, “eligible pro-  
14                   vider”, “Secretary”, and “State” have the meanings  
15                   given the terms in section 203 of the Adult Edu-  
16                   cation and Family Literacy Act (20 U.S.C. 9202).

17                   (2) **CENTER.**—The term “Center” means the  
18                   National Center for Adult Education, Literacy, and  
19                   Workplace Skills established under section 242 of  
20                   the Adult Education and Family Literacy Act (20  
21                   U.S.C. 9252).

22                   (3) **DISTANCE EDUCATION.**—The term “dis-  
23                   tance education” has the meaning given the term in  
24                   section 103 of the Higher Education Act of 1965  
25                   (20 U.S.C. 1003).

1           (4) TECHNOLOGY LITERACY.—The term “tech-  
2           nology literacy” means the knowledge and skills in  
3           using contemporary information, communication and  
4           learning technologies in a manner necessary for suc-  
5           cessful lifelong learning and citizenship in the knowl-  
6           edge-based, digital, and global 21st century, which  
7           includes the abilities—

8                   (A) to effectively communicate and collabo-  
9                   rate;

10                   (B) to analyze and solve problems;

11                   (C) to access, evaluate, manage, and create  
12                   information and otherwise gain information lit-  
13                   eracy; and

14                   (D) to do so in a safe and ethical manner.

15 **SEC. 303. RESERVATION OF FUNDS AND ALLOTMENTS.**

16           (a) RESERVATION OF FUNDS.—From the sums ap-  
17           propriated under section 307 for a fiscal year, the Sec-  
18           retary shall reserve 3 percent or \$7,500,000 to carry out  
19           section 306, whichever amount is less.

20           (b) ALLOTMENT OF REMAINDER.—From the sums  
21           remaining for a fiscal year after making the reservation  
22           under subsection (a), the Secretary shall allot—

23                   (1) 75 percent to carry out section 305;

24                   (2) 20 percent to carry out section 304; and

1           (3) 5 percent for administrative costs in car-  
2           rying out section 304.

3           (c) ALLOTMENTS TO ELIGIBLE AGENCIES.—

4           (1) IN GENERAL.—From the sums available to  
5           carry out section 304 for a fiscal year, the Secretary  
6           shall allot to each eligible agency with an approved  
7           application an amount that bears the same relation-  
8           ship to such sums as the amount received under sec-  
9           tion 211(c)(2) of the Adult Education and Family  
10          Literacy Act (20 U.S.C. 9211(c)(2)) by such eligible  
11          agency bears to the amount received under such sec-  
12          tion for such fiscal year by all eligible agencies.

13          (2) MINIMUM ALLOTMENT.—No eligible agency  
14          shall receive an allotment under paragraph (1) for a  
15          fiscal year in amount that is less than \$100,000. If  
16          the amount appropriated to carry out section 304  
17          for a fiscal year is not sufficient to pay such min-  
18          imum allotment, the amount of such minimum allot-  
19          ments shall be ratably reduced.

20 **SEC. 304. GRANTS TO ELIGIBLE AGENCIES.**

21          (a) AUTHORIZATION OF GRANTS.—The Secretary  
22          shall award grants to eligible agencies from allotments  
23          under section 303(b).

24          (b) APPLICATION.—

1           (1) IN GENERAL.—Each eligible agency that de-  
2           sires to receive a grant under this title shall submit  
3           an application to the Secretary at such time, in such  
4           manner, and accompanied by such information as  
5           the Secretary may require.

6           (2) CONTENTS.—An application submitted  
7           under paragraph (1) shall contain the following:

8                   (A) A description of the eligible agency’s  
9                   technology plan for the adult education system,  
10                  including measurable goals to be achieved.

11                  (B) A description of how the eligible agen-  
12                  cy will provide technical assistance and support  
13                  to local programs.

14                  (C) A description of how the eligible agen-  
15                  cy will use technology to expand adult edu-  
16                  cation, literacy, and workplace skills services to  
17                  more adults, including those in rural areas.

18                  (D) A description of the long-term goals  
19                  and strategies for improved outcomes for adult  
20                  learners.

21                  (E) A description of the professional devel-  
22                  opment activities to be undertaken.

23                  (F) A description of the performance  
24                  benchmarks and how data will be collected.

1           (G) A description of how the eligible agen-  
2           cy will ensure that grants or contracts to eligi-  
3           ble providers are of sufficient size and scope to  
4           achieve the purposes of this title.

5           (c) ACTIVITIES.—An eligible agency that receives a  
6 grant under this title shall carry out the following:

7           (1) Developing a statewide technology plan for  
8           the adult education system.

9           (2) Providing professional development for  
10          adult education, literacy, and workplace skills service  
11          providers.

12          (3) Providing access to curricula, instruction,  
13          and assessment for adult learners and eligible pro-  
14          viders.

15          (4) Supporting the development of curricula  
16          and assessment tools for adult education, literacy,  
17          and workplace skills service providers.

18          (5) Providing guidance and technical assistance  
19          to eligible providers.

20          (6) Supporting innovative pilot projects such as  
21          the use of assistive technology to deliver content to  
22          adult learners.

1 **SEC. 305. GRANTS AND CONTRACTS TO ELIGIBLE PRO-**  
2 **VIDERS.**

3 (a) **AUTHORIZATION OF GRANTS AND CONTRACTS.—**  
4 An eligible agency that receives a grant under this title  
5 shall award grants and contracts to eligible providers to  
6 carry out activities described in this section.

7 (b) **ELIGIBLE PROVIDER APPLICATION.—**An eligible  
8 provider that desires to receive a grant or contract under  
9 this title shall submit an application to an eligible agency,  
10 which shall include—

11 (1) a description of how the eligible provider  
12 will integrate technology into the eligible provider's  
13 delivery of adult education, literacy, and workplace  
14 skills services;

15 (2) a description of professional development  
16 activities to be undertaken; and

17 (3) a description of plans to regularly replace  
18 computers and servers that lack the functional capa-  
19 bilities to process new online applications and serv-  
20 ices, including video conferencing, video streaming,  
21 virtual simulations, and distance education courses.

22 (c) **ELIGIBLE PROVIDER ACTIVITIES.—**An eligible  
23 provider that receives a grant or contract under this title  
24 shall carry out the following:

25 (1) Acquiring and effectively implementing  
26 technology tools, applications, and other resources in



1 conjunction with enhancing or redesigning adult  
2 education, literacy, and workplace skills curricula to  
3 increase adult learning outcomes and improve adult  
4 technology literacy.

5 (2) Acquiring and effectively implementing  
6 technology tools, applications, and other resources  
7 to—

8 (A) conduct on-going assessments and use  
9 other timely data systems to more effectively  
10 identify individual learning needs and guide  
11 personalized instruction, learning, and appro-  
12 priate interventions that address those person-  
13 alized student learning needs; and

14 (B) support individualized learning, includ-  
15 ing through instructional software and digital  
16 content that support the learning needs of each  
17 student or through providing access to high  
18 quality courses and instructors, especially in  
19 rural areas.

20 (3) Providing professional development activi-  
21 ties for providers of adult education, literacy, and  
22 workplace skills services that includes—

23 (A) training that is on-going, sustainable,  
24 timely, and directly related to delivering adult

1 education, literacy, and workplace skills serv-  
2 ices;

3 (B) training in strategies and pedagogy in  
4 the delivery of adult education, literacy, and  
5 workplace skills services that involves the use of  
6 technology and curriculum redesign as key com-  
7 ponents of changing teaching and learning and  
8 improving outcomes for adult learners;

9 (C) training in the use of technology to en-  
10 sure that providers of adult education, literacy,  
11 and workplace skills services are able to use  
12 technology for data analysis to enable individ-  
13 ualized instruction and to use technology to im-  
14 prove technology literacy for adult learners; and

15 (D) training that includes on-going com-  
16 munication and follow-up with instructors,  
17 facilitators, and peers.

18 (4) Acquisition and implementation of tech-  
19 nology tools, applications, and other resources to be  
20 employed in professional development activities.

21 **SEC. 306. NATIONAL ADULT LEARNING AND TECHNOLOGY**  
22 **RESOURCE CENTER.**

23 (a) IN GENERAL.—The Center shall establish and  
24 maintain the National Adult Learning and Technology

1 Resource Center (referred to in this section as the “Cen-  
2 ter”).

3 (b) DUTIES OF THE CENTER.—The Center shall—

4 (1) develop frameworks for technology-based  
5 learning and professional development materials for  
6 adult education, literacy, and workplace skills;

7 (2) develop frameworks for performance meas-  
8 ures for technology literacy;

9 (3) provide technical assistance to eligible enti-  
10 ties and eligible providers of adult education, lit-  
11 eracy, and workplace skills;

12 (4) support distance education for professional  
13 development for eligible entities and eligible pro-  
14 viders of adult education, literacy, and workplace  
15 skills services;

16 (5) support the innovative uses of technology,  
17 such as the use of assistive technology, to deliver  
18 content to adult learners; and

19 (6) be accessible to the public through the  
20 website of the Center.

21 **SEC. 307. AUTHORIZATION OF APPROPRIATIONS.**

22 There are authorized to be appropriated to carry out  
23 this title \$250,000,000 for fiscal year 2012 and such sums  
24 as may be necessary for each succeeding fiscal year.

1 **TITLE IV—RESEARCH IN ADULT**  
2 **EDUCATION**

3 **SEC. 401. RESEARCH IN ADULT EDUCATION.**

4 (a) IN GENERAL.—Section 133(c)(2)(A) of the Edu-  
5 cation Sciences Reform Act of 2002 (20 U.S.C.  
6 9533(c)(2)(A)) is amended by inserting “education and”  
7 before “literacy”.

8 (b) NATIONAL RESEARCH AND DEVELOPMENT CEN-  
9 TER.—

10 (1) IN GENERAL.—The Secretary of Education  
11 shall direct the Commissioner for Education Re-  
12 search of the National Center for Education Re-  
13 search established pursuant to section 131 of the  
14 Education Sciences Reform Act of 2002 (20 U.S.C.  
15 9531) to establish a national research and develop-  
16 ment center for adult education, literacy, and work-  
17 place skills as described in section 133(c)(2)(A) of  
18 such Act (20 U.S.C. 9533(c)(2)(A)).

19 (2) PROVISION FOR EXPANSION OF RE-  
20 SEARCH.—If, as of the date of the enactment of this  
21 Act, the Commissioner for Education Research of  
22 the National Center for Education Research has es-  
23 tablished a center for adult literacy in accordance  
24 with section 133(c)(2)(A) of the Education Sciences  
25 Reform Act of 2002 (20 U.S.C. 9533(c)(2)(A)), the

1 Commissioner shall expand the topic of research of  
 2 such center to include adult education, in accordance  
 3 with the amendment made by subsection (a).

4 **TITLE V—EMPLOYER**  
 5 **INCENTIVES**

6 **SEC. 501. CREDIT FOR EMPLOYER EDUCATIONAL ASSIST-**  
 7 **ANCE PROGRAMS.**

8 (a) IN GENERAL.—Subpart D of part IV of sub-  
 9 chapter A of chapter 1 of the Internal Revenue Code of  
 10 1986 is amended by adding at the end the following new  
 11 section:

12 **“SEC. 45S. CREDIT FOR EMPLOYER EDUCATIONAL ASSIST-**  
 13 **ANCE PROGRAMS.**

14 “(a) GENERAL RULE.—For purposes of section 38,  
 15 in the case of an employer, the employer educational as-  
 16 sistance program credit determined under this section for  
 17 the taxable year is an amount equal to 50 percent of the  
 18 qualified educational assistance expenses paid or incurred  
 19 by the taxpayer to or on behalf of any employee of the  
 20 taxpayer during the taxable year, regardless if the pro-  
 21 gram is provided at the workplace or outside of the work-  
 22 place.

23 “(b) LIMITATIONS.—

24 “(1) PER EMPLOYEE LIMITATION.—The  
 25 amount of the qualified educational assistance ex-

1       penses taken into account under subsection (a) with  
2       respect to any employee for the taxable year shall  
3       not exceed \$5,250.

4           “(2) TOTAL LIMITATION.—The aggregate  
5       amount of the qualified educational assistance ex-  
6       penses taken into account under subsection (a) with  
7       respect to all employees of the taxpayer for the tax-  
8       able year shall not exceed the average of the aggre-  
9       gate qualified educational assistance expenses with  
10      respect to all employees of the taxpayer taken into  
11      account under subsection (a) in the 3 taxable years  
12      preceding such taxable year.

13           “(3) TRANSITION RULE.—

14           “(A) IN GENERAL.—In the case of a tax-  
15      able year in which qualified educational assist-  
16      ance expenses of the taxpayer have not been  
17      taken into account under subsection (a) for  
18      each of the 3 taxable years preceding such tax-  
19      able year, the aggregate amount of the qualified  
20      educational assistance expenses taken into ac-  
21      count under subsection (a) with respect to all  
22      employees of the taxpayer for such taxable year  
23      shall not exceed the average of the sum of—

24           “(i) the aggregate qualified edu-  
25      cational assistance expenses with respect to

1 all employees of the taxpayer taken into  
2 account under subsection (a) in any of the  
3 taxable years preceding such taxable  
4 year, plus

5 “(ii) the aggregate amount of  
6 amounts paid or expenses incurred by the  
7 employer, for which an exclusion was al-  
8 lowable to any employee of the employer  
9 under section 127, in any of such 3 taxable  
10 years in which no expenses were taken into  
11 account under subsection (a), plus

12 “(iii) in the case of a taxable year in  
13 which expenses have not been taken into  
14 account under subsection (a) or section  
15 127 for each of the 3 taxable years pre-  
16 ceding such taxable year, an amount equal  
17 to—

18 “(I) \$5,250, multiplied by

19 “(II) the number of employees of  
20 the taxpayer with respect to which the  
21 taxpayer has qualified educational as-  
22 sistance expenses in such taxable year.

23 “(c) QUALIFIED EDUCATIONAL ASSISTANCE EX-  
24 PENSES.—For purposes of this section—

1           “(1) IN GENERAL.—The term ‘qualified edu-  
2           cational assistance expenses’ means expenses paid  
3           for educational assistance pursuant to an edu-  
4           cational assistance program (within the meaning of  
5           section 127(b)).

6           “(2) EDUCATIONAL ASSISTANCE.—The term  
7           ‘educational assistance’ has the meaning given such  
8           term by section 127(c)(1), applied without regard to  
9           subparagraph (B) thereof, except that such term in-  
10          cludes a payment only if such payment is made with  
11          respect to an employee enrolled in a program pro-  
12          vided at the workplace or outside of the workplace—

13                 “(A) leading to a sub-baccalaureate degree  
14                 or career technical certificate awarded by an ac-  
15                 credited postsecondary institution; or

16                 “(B) in basic education, workplace skills,  
17                 or English language training leading to a na-  
18                 tionally recognized certificate of proficiency.

19          “(d) OTHER DEFINITIONS AND SPECIAL RULES.—  
20          Rules similar to the rules of paragraphs (2) through (5)  
21          of section 127(c) shall apply for purposes of this section.

22          “(e) DENIAL OF DOUBLE BENEFIT.—No deduction  
23          or other credit shall be allowed under this chapter to an  
24          employer for any amount taken into account in deter-  
25          mining the credit under this section.”.



1           (b) CREDIT INCLUDED IN GENERAL BUSINESS  
2 CREDIT.—Section 38(b) of the Internal Revenue Code of  
3 1986 is amended by striking “plus” at the end of para-  
4 graph (35), by striking the period at the end of paragraph  
5 (36) and inserting “, plus”, and by adding at the end the  
6 following new paragraph:

7                   “(37) the employer educational assistance pro-  
8 gram credit determined under section 45S(a).”.

9           (c) CLERICAL AMENDMENT.—The table of sections  
10 for subpart D of part IV of subchapter A of chapter 1  
11 of the Internal Revenue Code of 1986 is amended by add-  
12 ing at the end the following new item:

“Sec. 45S. Credit for employer educational assistance programs.”.

13           (d) EFFECTIVE DATE.—The amendments made by  
14 this section shall apply to expenses relating to courses of  
15 instruction beginning after December 31, 2011.

○