

**AMENDMENT TO THE AMENDMENT IN THE  
NATURE OF A SUBSTITUTE TO H.R. 4297  
OFFERED BY MR. HINOJOSA OF TEXAS**

Page 12, after line 2, insert the following new paragraphs:

1           “(56) INTEGRATED EDUCATION AND TRAIN-  
2           ING.—The term ‘integrated education and training’  
3           means education that, at the same time, combines  
4           adult education services and occupational skills  
5           training for a specific occupation or occupational  
6           cluster leading to an employer-recognized credential.

7           “(57) SEQUENTIAL EDUCATION AND TRAIN-  
8           ING.—The term ‘sequential education and training’  
9           means adult education services that may occur prior  
10          to job training or postsecondary education and are  
11          appropriate for adults who need services offered, one  
12          after another, in a progressive fashion.

13          “(58) CAREER PATHWAY.—The term ‘career  
14          pathway’ means a system of educational and social  
15          services connecting education, training, and support  
16          services, including adult basic skills, English lan-  
17          guage instruction, General Education Development  
18          (GED) credential preparation, and noncredit and

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

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

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

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

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

1 mation, working with others, understanding systems,  
2 working with technology, and other skills necessary  
3 for success in the workplace.

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

In section 102 of the amendment, strike “amended  
by inserting at the end the following:” and insert  
“amended—

18 “(1) by inserting ‘adult education and’ before  
19 ‘workforce investment systems’; and

20 “(2) by inserting at the end the following:”.

Amend section 103 of the amendment to read as follows:

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

2 Section 111 (29 U.S.C. 2821) is amended—

3 (1) in subsection (b)(1)(C)—

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

6 (B) by redesignating clause (vii) as clause  
7 (viii); and

8 (C) by inserting after clause (vi) the fol-  
9 lowing:

10 “(vii) the lead State agency officials  
11 with responsibilities for the programs and  
12 activities carried out under title II; and”;  
13 and

14 (2) in subsection (d)(2), by inserting “adult  
15 education and” before “workforce investment sys-  
16 tem”.

Amend section 104 of the amendment to read as follows:

17 **SEC. 104. STATE PLAN.**

18 Section 112 of the Workforce Investment Act of 1998  
19 (29 U.S.C. 2822) is amended—

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

4           (2) in subsection (b)—

5                 (A) in paragraph (4)—

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

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

10                    (iii) in subparagraph (D), by striking  
11                    “State;” and inserting “State, including  
12                    education, training, and registered appren-  
13                    ticeship programs and their relationship to  
14                    such career opportunities and skills and  
15                    economic development needs; and”;

16                    (iv) by adding at the end the fol-  
17                    lowing:

18                    “(E) the integrated education and training  
19                    and sequential education and training activities  
20                    that will be integrated and aligned with work-  
21                    force programs and services under this title,  
22                    and the State’s efforts to promote greater inte-  
23                    gration and alignment of adult education and  
24                    workforce programs and services under this  
25                    title;”;

1 (B) in paragraph (8)—

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

4 (ii) in subparagraph (B), by striking  
5 the semicolon and inserting “, including  
6 performance on the core indicators de-  
7 scribed in section 212; and”;

8 (iii) by adding at the end the fol-  
9 lowing:

10 “(C) a description of any integrated data  
11 systems used to track performance outcomes  
12 over time for the participants in the programs  
13 and activities described in subparagraph (A);”;

14 (C) in paragraph (9), by striking “busi-  
15 nesses and representatives of labor organiza-  
16 tions” and inserting “businesses, representa-  
17 tives of labor organizations, and representatives  
18 of education and training (including adult edu-  
19 cation providers, postsecondary education pro-  
20 viders, and training providers)”;

21 (D) in paragraph (17)—

22 (i) in subparagraph (A)(iv), by adding  
23 “, including individuals receiving services  
24 under title II” after “disabilities”;

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

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

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

6 “(19) a strategy for coordinating services to  
7 populations in need of such services, including guid-  
8 ance, counseling, mentoring, and other supports  
9 through public and private partnerships and creating  
10 transition strategies with such elements as dual en-  
11 rollment, curricular articulation, and high intensity  
12 instruction; and

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

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

1       “(e) PROGRAM DEVELOPMENT PERIOD.—Notwith-  
2 standing any other provision of this section, a State may  
3 be eligible to receive an allotment under section 127 or  
4 132, or to receive financial assistance under the Wagner-  
5 Peyser Act (29 U.S.C. 49 et seq.), before the State sub-  
6 mits a single State plan under this section if the State  
7 is in a 1-year program development period.”.

Amend section 106 of the amendment to read as fol-  
lows:

8 **SEC. 106. LOCAL WORKFORCE INVESTMENT BOARDS.**

9       Section 117(h)(2)(A) (29 U.S.C. 2832(h)(2)(A)) is  
10 amended—

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

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

14                   “(vii) representatives of adult edu-  
15 cation; and”.

Amend section 107 of the amendment to read as fol-  
lows:

16 **SEC. 107. LOCAL PLAN.**

17       Section 118(b)(1) (29 U.S.C. 2833(b)(1)) is amend-  
18 ed—

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



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

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

4                   “(D) the type and availability of workforce  
5           investment activities in the local area, including  
6           education, training, and registered apprentice-  
7           ship programs and their relationship to such  
8           business, job seeker, and worker needs, employ-  
9           ment opportunities, and economic development  
10          needs; and

11                   “(E) the integrated education and training  
12          and sequential education and training activities  
13          that will be carried out under this title or title  
14          II and the alignment of those activities.”.

        After section 109 of the amendment, insert the fol-  
        lowing new section (and conform the table of contents ac-  
        cordingly):

15   **SEC. 109B. USE OF FUNDS FOR YOUTH ACTIVITIES.**

16          Section 129 of the Workforce Investment Act of 1998  
17   (29 U.S.C. 2854) is amended—

18          (1) in subsection (a)—

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

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

- 1 (C) by adding at the end the following:
- 2 “(7) to provide opportunities for multiple path-
- 3 ways for eligible youth.”; and
- 4 (2) in subsection (c)(1)(C)—
- 5 (A) in clause (iii), by striking “and” after
- 6 the semicolon;
- 7 (B) in clause (iv)(II), by striking the pe-
- 8 riod and inserting a semicolon; and
- 9 (C) by adding at the end the following:
- 10 “(v) opportunities for career path-
- 11 ways; and
- 12 “(vi) for the completion of secondary
- 13 school, in appropriate cases.”.

Page 92, beginning line 15, amend paragraph (C) to read as follows:

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

Page 92, line 23, amend subparagraph (D) to read as follows:

- 17 (D) in paragraph (4)—
- 18 (i) in subparagraph (A)(i), by striking
- 19 “and who are unable to obtain or retain
- 20 employment through such services”;

1 (ii) in subparagraph (D)—

2 (I) in subparagraph (A)(i), by  
3 striking “and who are unable to ob-  
4 tain or retain employment through  
5 such services”;

6 (II) in subparagraph (A)(i), by  
7 striking “and who are unable to ob-  
8 tain or retain employment through  
9 such services”;

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

12 (IV) in clause (ix), by striking  
13 the period and inserting “; and”;

14 (V) by adding at the end the fol-  
15 lowing:

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

18 (iii) in subparagraph (G)(ii)—

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

21 (II) in subclause (III), by strik-  
22 ing the period and inserting “; or”;  
23 and

24 (III) by adding at the end the  
25 following:

1                   “(IV) the local board determines  
2                   that it would facilitate the training of  
3                   multiple individuals in high-demand  
4                   occupations; or

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

Page 98, line 15, insert “and” at the end.

Page 98, after line 15, insert the following new sub-  
paragraph:

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

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

Amend section 114 of the amendment to read as fol-  
lows:

1 **SEC. 114. PERFORMANCE ACCOUNTABILITY SYSTEM.**

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

4 (1) in clause (i)—

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

9 (B) in subclause (IV)—

10 (i) by inserting “and performance on  
11 the core indicators described in section  
12 212, as appropriate” after “recognized  
13 equivalent”; and

14 (ii) by striking “, or by participants  
15 who are eligible youth age 19 through 21  
16 who enter postsecondary education, ad-  
17 vanced training, or unsubsidized employ-  
18 ment”; and

19 (2) in clause (ii)—

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

23 (B) in subelause (I), by striking “and, as  
24 appropriate, work readiness or occupational  
25 skills” and inserting “, workplace skills, or oc-  
26 cupation skills, as appropriate”;

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

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

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

6 “(IV) performance on measures  
7 described in subclauses (I), (II), and  
8 (III) of clause (i) by youth 18 years  
9 of age and older.”.

Insert after section 116 of the amendment, the fol-  
lowing new section (and conform the table of contents ac-  
cordingly):

10 **SEC. 116B. DEMONSTRATION AND PILOT PROJECTS.**

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

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

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

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

18 “(I) projects that assist low skill and lim-  
19 ited English proficient workers to acquire the  
20 basic, English, work readiness, and applied  
21 technical or occupational skills through inte-  
22 grated education and training and sequential

1 education and training programs to successfully  
2 transition to postsecondary education, work-  
3 force development, and employment in career  
4 pathways; and

5 “(J) projects that test effective ways to de-  
6 velop comprehensive career pathways learning  
7 approaches that fully align adult education with  
8 secondary education, postsecondary education,  
9 including registered apprenticeship programs,  
10 workforce development, and supportive service  
11 activities, and with regional economic develop-  
12 ment strategies to meet the skill needs of exist-  
13 ing and emerging regional employers as well as  
14 the needs of low skilled adults, helping adults,  
15 especially those who are low skilled, to advance  
16 through progressive levels of education and  
17 training as quickly as possible and gain edu-  
18 cation and workplace skills of demonstrated  
19 value to the labor market at each level.”.

In section 401 of the bill, strike “171,”.

In section 404 of the bill, strike the item relating to  
section 171 and insert the following:

“Sec. 171. Demonstration and pilot projects.”.

Strike title II of the amendment and insert the following (and conform the table of contents accordingly):

1       **TITLE II—ADULT EDUCATION**  
2               **AND ECONOMIC GROWTH**

3       **SEC. 201. SHORT TITLE.**

4               This title may be cited as the “Adult Education and  
5       Economic Growth Act of 2012”.

6       **SEC. 202. FINDINGS.**

7               Congress finds the following:

8                       (1) In order to remain competitive in today’s  
9       global economy, the United States must reverse the  
10      trend of underinvestment in adult education and  
11      workforce development and empower its workforce  
12      through adequate resources and effective and innovative  
13      educational and workforce programs. Since  
14      1979, investments in adult education and workforce  
15      development programs have declined in real terms by  
16      more than 70 percent.

17                      (2) Current Federal adult basic education pro-  
18      grams serve less than 3,000,000 individuals a year.  
19      Some States have experienced difficulties integrating  
20      adult education public job training and career and  
21      technical education programs that could help these  
22      individuals meet specific industry demand while ad-  
23      vancing along a career path.



1           (3) In 2007, more than 25,000,000 adults ages  
2           18 through 64 had no high school credential. Every  
3           year, 1 in 3 young adults—more than 1,200,000  
4           people—drop out of high school.

5           (4) Employers need highly skilled workers to be  
6           able to compete globally. Between 2004 and 2014,  
7           24 of the 30 fastest-growing occupations are pro-  
8           jected to demand workers with some form of post-  
9           secondary education or training. Yet nearly half of  
10          the United States workforce has a high school di-  
11          ploma or less.

12          (5) Technology and globalization, coupled with  
13          the unfolding economic recession, are rendering low-  
14          wage and low-skill workers particularly vulnerable.  
15          Unemployment is highest among those without a col-  
16          lege degree and has grown at a faster rate among  
17          this group since the start of the economic recession  
18          in December 2007.

19          (6) According to the Bureau of Labor Statis-  
20          tics, the unemployment rate for individuals 25 and  
21          older who have less than a high school diploma has  
22          risen from 7.5 percent in December 2007 to 15.9  
23          percent in February 2011. The unemployment rate  
24          for high school graduates with no college has in-  
25          creased from 4.6 percent to 10.7 percent in Feb-

1       ruary 2011. The unemployment rate for high school  
2       graduates with some college experience or an asso-  
3       ciate degree has risen from 3.7 percent to 8.2 per-  
4       cent in February 2011.

5               (7) The United States ranks 11th among Orga-  
6       nization for Economic Co-operation and Develop-  
7       ment countries in percent of young adults with a  
8       high school diploma—the only country in which  
9       younger adults are less educated than the previous  
10      generation.

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

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

23              (10) According to the National Commission on  
24      Adult Literacy, 1 in every 100 adults in the United  
25      States 16 and older is in prison or jail in the United

1 States. About 43 percent do not have a high school  
2 diploma or its equivalent, and 56 percent have very  
3 low literacy skills. Ninety-five percent of incarcerated  
4 individuals return to our communities.

5 (11) In order to meet the needs of the work-  
6 force, there must be a strong connection between the  
7 adult education and workforce development system,  
8 in order to better meet the needs of limited English  
9 proficient job seekers and those with basic skills de-  
10 ficiencies. For example, in program year 2006, less  
11 than 1 percent of individuals who exited the title I  
12 adult program under the Workforce Investment Act  
13 of 1998 were co-enrolled in adult education.

14 (12) Workforce development programs, includ-  
15 ing adult education, throughout the Federal Govern-  
16 ment and the States are not aligned well, limiting  
17 their capacity to leverage resources, to provide full  
18 and appropriate access to services, and to provide  
19 reliable and comparable data related to activities and  
20 outcomes across the programs.

21 (13) In the current economic climate, it is im-  
22 perative that the United States invest in the edu-  
23 cation, training, and development of all workers in  
24 the United States who are unemployed or under-  
25 employed, to help fill the labor demands of the

1 United States so that they do not look elsewhere to  
2 find skilled workers.

3 **SEC. 203. PURPOSES.**

4 The purposes of this title are the following:

5 (1) To increase access substantially to adult  
6 education, literacy, and workplace skills services for  
7 adults, including both incumbent workers and unem-  
8 ployed adults, who have limited basic skills, lack a  
9 high school diploma or its equivalent, or are limited  
10 English proficient.

11 (2) To create seamless pathways from adult  
12 education and occupational skills development to  
13 postsecondary education or training and workforce  
14 development programs and services that help adult  
15 learners persist throughout the pipeline from the  
16 lowest levels of basic literacy or English language  
17 proficiency to the achievement of a level of pro-  
18 ficiency that will enable the adult learner to transi-  
19 tion to and succeed in family-sustaining jobs in ca-  
20 reers with the promise of advancement.

21 (3) To develop an adult education, literacy, and  
22 work skills system that coordinates and integrates  
23 adult education, literacy, and workplace skills serv-  
24 ices with workforce development and postsecondary

1 education and job training opportunities across  
2 agencies and programs.

3 (4) To greatly improve outcomes for adults re-  
4 ceiving adult education, literacy, and workplace skills  
5 services in terms of learning gains, acquisition of  
6 basic workplace skills, accelerated learning, acquisi-  
7 tion of a high school diploma or its equivalent, or  
8 transition to and success in postsecondary education,  
9 job training, and family-sustaining jobs.

## 10 **Subtitle A—Adult Education,** 11 **Literacy, and Workplace Skills**

### 12 **SEC. 231. PURPOSE.**

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

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

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

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

24 (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. 232. 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. 233. 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 2013 and such sums  
10 as may be necessary for each succeeding fiscal year.”.

11 **SEC. 234. 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. 235. 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. 236. 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. 237. 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. 238. 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. 239. 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(e)(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. 240. 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. 241. 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. 242. 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. 243. 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 2012, 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 256 of the Adult  
21          Education and Economic Growth Act of 2012;  
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 2012, 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. 244. 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. 245. 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 **Subtitle B—21st Century Tech-**  
7 **nology and Skills for Adult**  
8 **Learners**

9 **SEC. 251. PURPOSES.**

10 The purposes of this subtitle 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. 252. DEFINITIONS.**

11                   In this subtitle:

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. 253. RESERVATION OF FUNDS AND ALLOTMENTS.**

16           (a) RESERVATION OF FUNDS.—From the sums ap-  
17           propriated under section 257 for a fiscal year, the Sec-  
18           retary shall reserve 3 percent or \$7,500,000 to carry out  
19           section 256, 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 255;

24                   (2) 20 percent to carry out section 254; and

1           (3) 5 percent for administrative costs in car-  
2           rying out section 254.

3           (c) ALLOTMENTS TO ELIGIBLE AGENCIES.—

4           (1) IN GENERAL.—From the sums available to  
5           carry out section 254 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 254  
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. 254. GRANTS TO ELIGIBLE AGENCIES.**

21          (a) AUTHORIZATION OF GRANTS.—The Secretary  
22          shall award grants to eligible agencies from allotments  
23          under section 253(b).

24          (b) APPLICATION.—

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

5 (c) ACTIVITIES.—An eligible agency that receives a  
6 grant under this subtitle 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. 255. 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 subtitle  
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 subtitle shall submit an application to an eligible  
10 agency, 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 sub-  
24 title 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. 256. 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. 257. AUTHORIZATION OF APPROPRIATIONS.**

22 There are authorized to be appropriated to carry out  
23 this subtitle \$250,000,000 for fiscal year 2013 and such  
24 sums as may be necessary for each succeeding fiscal year.

