

Appalachian Regional Development Initiative Mississippi Technical Assistance/Funding Workshop



Office of Vocational and Adult Education

April 13, 2011

Overarching Strategic Goal:

President Obama's 2020 Strategic Vision and Goals

Goal

- Produce 8.2 million more graduates from community colleges, 4-year colleges and universities by 2020

Goal

- Create and support opportunities for every American to commit to at least one year of higher education or advanced training in his/her lifetime

Result

- **Accelerate achievement & close the achievement gap**
- **U.S. has the highest proportion of college graduates in the world**

OVAE vision

All youth and adults have multiple opportunities to obtain lifelong education and training in order to achieve rewarding careers and family lives, participate in their communities, and attain their personal goals.

Overarching Strategic Goal:

OVAE Priorities

1

- All youth and adults are ready for, have access to, and complete **college and career pathways** leading to 21st century jobs.

2

- All youth and adult students have **effective teachers and leaders**.

3

- All youth and adult students have equitable access to **high-quality learning opportunities on demand**.

OVAE Programs and Authorizing Legislation

- Adult Education
 - Adult Education and Family Literacy Act (Title II of the Workforce Investment Act)
- Career and Technical Education
 - Carl D. Perkins Career and Technical Education Act of 2006
- Community Colleges
 - Higher Education Opportunity Act – 2008 and other

What are Adult Education and Literacy Activities?

- ❑ Adult education and literacy services, including workplace literacy services, family literacy services, and English literacy services
- ❑ Program serves about 2.18 million adults per year
 - ❑ Adult Basic Education—approx. 984,000
 - ❑ Adult Secondary Education—approx. 276,000
 - ❑ English as a Second Language—approx. 922,000

What is Adult Education?

Adult Education means services or instruction below the postsecondary level for individuals-

- who are **not enrolled or required to be enrolled in secondary school** under State law; and
- who have attained **16 years of age**
 - **lack sufficient mastery of basic educational skills** to enable the individuals to function effectively in society
 - **do not have a secondary school diploma** or its equivalent level of education; or
 - **are unable to speak, read or write the English language**

Providing Funding to States

- Funds are given by formula to states
- States must match 25%
- States must competitively award at least 82.5% to eligible providers
- Nonfederal share is 3X federal share

Who is an Eligible Provider?

- *a local educational agency*
- a community-based organization of demonstrated effectiveness
- *a volunteer literacy organization of demonstrated effectiveness*
- an institution of higher education
- *a public or private nonprofit agency*
- a library
- *a public housing authority*
- a nonprofit institution not described above that has the ability to provide literacy services to adults and families
- *a consortium of the any of the above*

Local Considerations

State agency shall consider –

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes.
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adult with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

Local Considerations

- (4) whether or not the program –
 - (A) is of sufficient intensity and duration for participants to achieve substantial learning gains: and
 - (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) whether the activities are built on a strong foundation of research and effective educational practice;
- (6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

Local Considerations

- (8) whether the activities are staffed by well-trained instructors, counselors and administrators;**
- (9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;**
- (10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;**
- (11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performances measures; and**
- (12) whether the local communities have a demonstrated need for additional English literacy programs.**

Literacy Information and Communication System (LINCS) www.lincs.ed.gov

The screenshot shows a Mozilla Firefox browser window displaying the LINCS website. The address bar shows the URL <http://lincs.ed.gov/programs/programs.html>. The browser's tab bar shows three tabs: "Professional Development - Literac...", "Programs & Projects - Literacy In...", and "Publications - Literacy Information ...".

The website header features the LINCS logo and the text "Literacy Information and Communication System". Below the logo is a navigation menu with four items: "Professional Development", "Research", "Programs & Projects" (which is highlighted), and "Publications". A search bar is located to the right of the navigation menu.

The main content area is titled "Programs & Projects" and includes a sub-header "Programs & Projects" with the text: "LINCS disseminates a wide range of information on programs, projects, news, and resources to help meet the needs of practitioners." Below this is a "Print" button and a section titled "America's Literacy Directory" with a map of the United States and the text: "Find literacy programs for adults, children, employers and more in your local area through our [literacy directory](#)."

The "Related Resources" section includes "Transitions to Post-secondary Education" with the text: "Practitioners can use these resources to learn more about the research and best practices for transitions programming. [Read more](#)".

The left sidebar contains a "Overview" section with a list of links: "America's Literacy Directory", "Learning to Achieve", "Webcasts", "Health Literacy Materials", "Summits", "News & Information", "Literacy in the News", "Calendar of Events", "Job Announcements", and "Funding Opportunities".

The bottom of the screenshot shows the Windows taskbar with the system tray displaying the time as 2:44 PM. The taskbar includes icons for "Inbox - Microsoft O...", "ARC presentation 4-...", and "Programs & Project...".

Supporting Pathways to College and Career

- Designing Instruction for Career Pathways
- Policy to Performance: Transitioning Adults to Opportunity (P2P)
- Virtual Community College Symposium
 - Montgomery College, Rockville, MD
 - April 27th from 2pm-4:30pm EST

Policy to Performance: Transitioning Adults to Opportunity (P2P)

The screenshot displays a web browser window with the following content:

- Page Title:** State Profile - Windows Internet Explorer
- URL:** http://www.policy2performance.org/wp-content/themes/p2p/lib/get_state_profile.php?state=AL
- Logo:** POLICY to PERFORMANCE - Transitioning Adults to Opportunity
- Section Header:** State Profile: Alabama
- Print Button:** Print
- Navigation:** Home, Site Map, Contact Us
- State of Adult Transition:**
 - 
 - The state of Alabama is working proactively with the Alabama Community College System (ACCS) to provide pathways to adult education and training opportunities through two initiatives, the Middle College and Ready-to-Work programs. These programs were launched with the goal of providing the means for potential workers to obtain the necessary education and skills to find and keep a job. The Alabama team will use the P2P initiative as a stepping stone towards shaping and implementing the necessary policies to further support these two programs.
- Policy to Performance Focus Area:** ABE/ESL Learners' Transition to Postsecondary Education
- Goal(s):**
 1. Develop and test a Middle College program that can be disseminated to ABE providers in the state.
 2. Coordinate with all partner agencies to review existing policies, guidelines, and practices, as well as identify and align any missing policy, guidelines, and practices.
 3. Pilot the Middle College concept at four community colleges in the state
- State Lead Contact:**
 - Joe Macaluso**
Interim Director, Adult Education and GED Testing Programs
(334) 293-4561
macaluso@dpe.edu
- Current Transition Activities:**
 - Middle College Program**
The Middle College Program is a ten-week program for adult students ages 18-24. The program is free and assists students in obtaining their GEDs while receiving career training in a variety of fields. In addition to GED preparation, students have the opportunity to learn about different career paths by taking non-credit technical courses in welding, automotive, cosmetology, industrial maintenance, machine tools and more. Once a student obtains a GED, the technical college has the option of awarding credit for the non-credit courses based on the student's experiential learning or community experience. Additionally, students also complete employment readiness classes that focus on resume preparation, job interview skills and career counseling.
- Map:** A map of the United States with several states highlighted in blue, including VT, NH, ME, MA, RI, CT, NJ, DE, DC, MD, VA, WV, PA, OH, NY, NC, SC, GA, and FL.

At the bottom of the browser window, the taskbar shows several open applications: ARC Presentation D..., Microsoft PowerPoi..., Policy To Performa..., TB truncated_Congr..., and State Profile - Wind... The system clock indicates 7:22 AM.

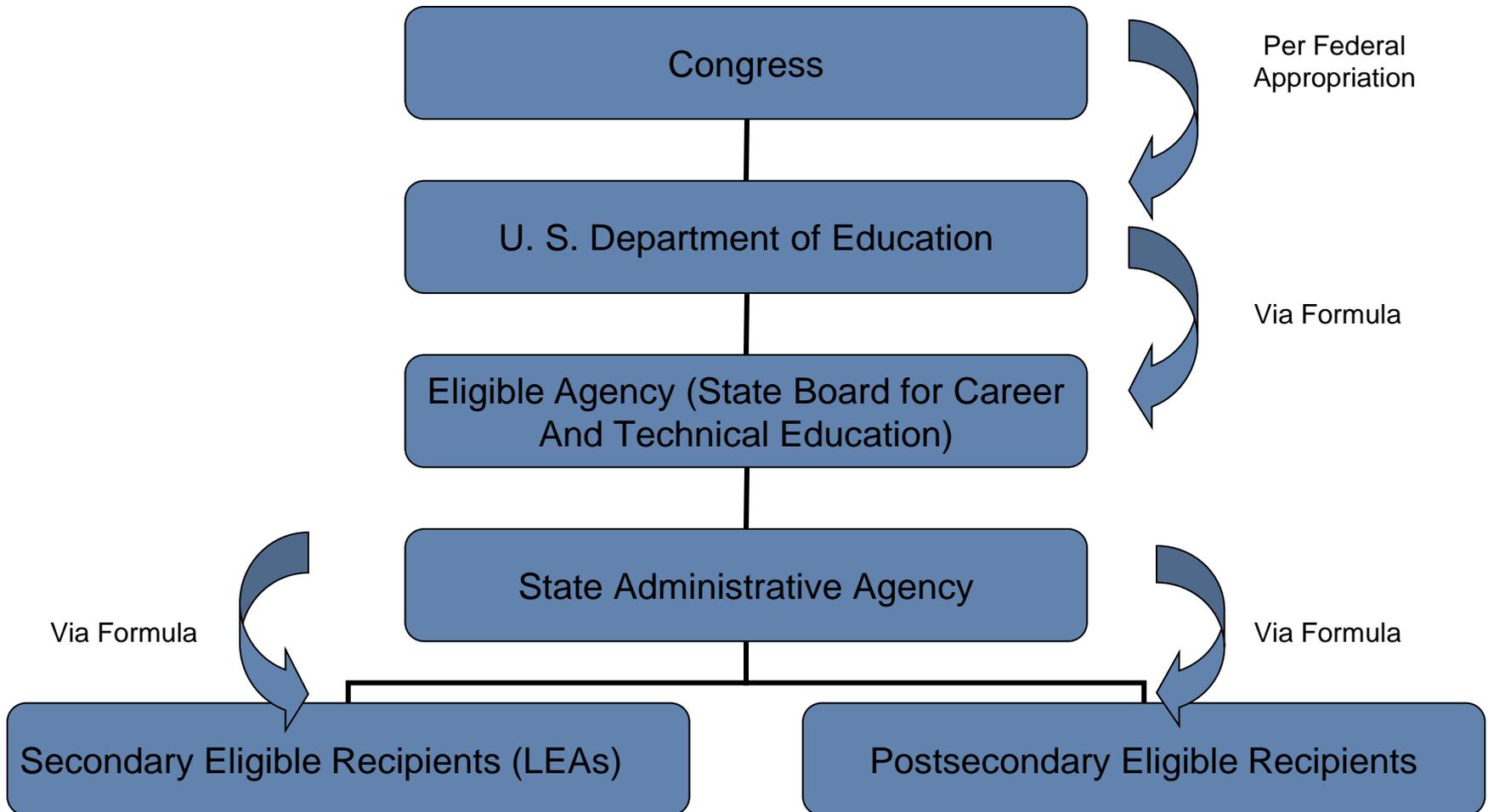
Career and Technical Education Today

- \$1.24b in federal funds (FY2009) under Carl D. Perkins Career and Technical Education Act of 2006
- 97% of secondary students take at least one CTE course; 20% take 3 or more.
- 1/3 of postsecondary undergraduates earn at least 12 credits in CTE.
- In 9,500 high schools (67%), 900 FT CTE high schools, and 1,200 area CTE centers.
- CTE postsecondary credentials in 1,128 public 2-year and 615 public 4-year institutions.
- Programs of Study tied to pathways in 16 career clusters: secondary + postsecondary elements; coherent and rigorous content in nonduplicative progression of courses; dual/concurrent enrollment and credit; industry recognized credential or certificates at the postsecondary level or degree.
- Program of Study Design Framework consisting of ten elements
- Articulation agreements between secondary and postsecondary to increase alignment and facilitate dual credit.

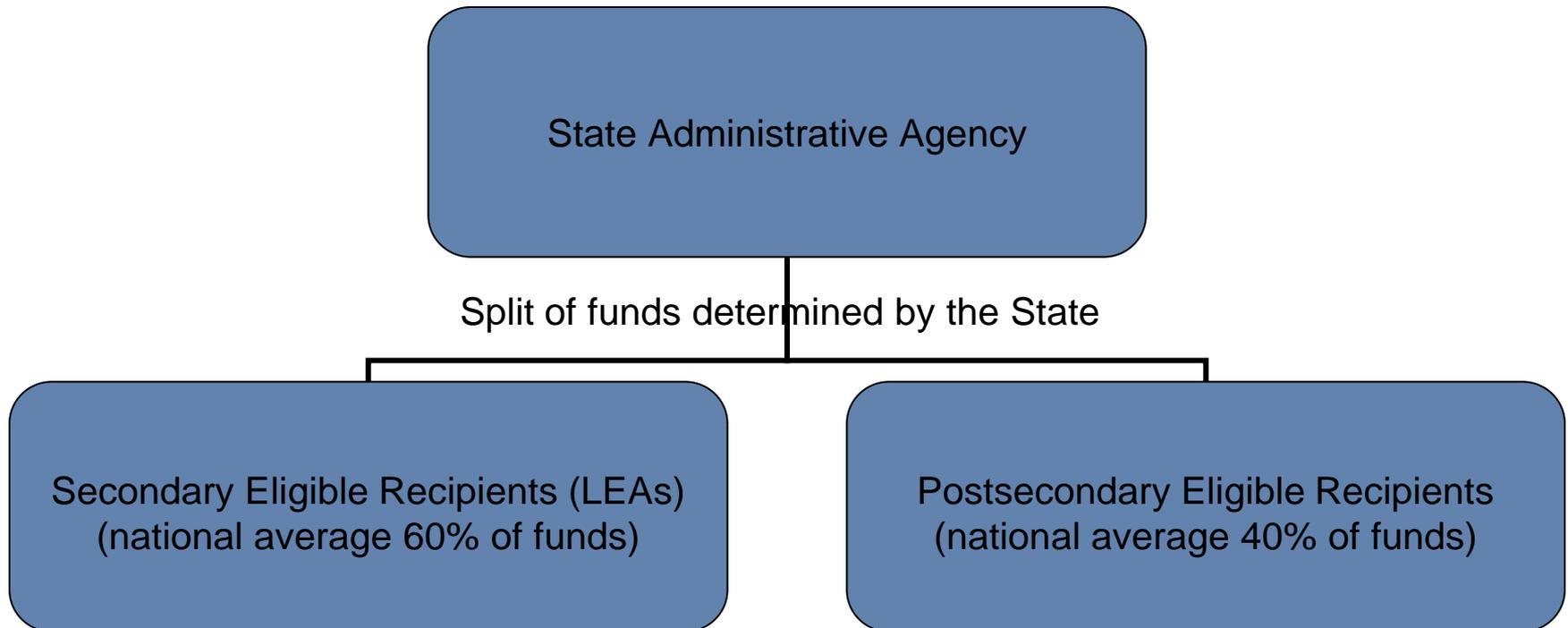
Delivery and Funding of CTE in the United States

- Local Education Agencies and postsecondary education institutions.
- Blend of federal, state, and local funding.
- Federal funding represents a small fraction of overall spending on CTE.
- About five (5) percent at the secondary level
- About two (2) percent at the postsecondary level.

How do federal funds flow?



How do federal funds flow within states?



Allocation formula:

- 70% based on number of economically disadvantaged students aged 5-17.
- 30% based on number of students aged 5-17.

Allocation formula:

- Number of Pell- and Bureau of Indian Affairs (BIA)-assisted students.

What are the key components of current law?

Programs of Study

Required elements

- Secondary and postsecondary education elements
- Academic and technical standards
- Dual or concurrent enrollment
- Credential, certificate, or degree

Other requirements

- Local eligible applicants must establish at least one (1) program of study.
- States must offer at least two.

Accountability

Secondary Level

- Academic attainment in reading/language arts and math
- Technical skill attainment
- Diploma, credential, certificate, degree
- Placement in postsecondary, employment, or the military
- Nontraditional participation/completion

Postsecondary Level

- Technical skill attainment
- Diploma, credential, certificate, degree
- Placement in postsecondary, employment, or the military
- Nontraditional participation/completion

Where are the States heading?

THEN

Traditional Vocational Education

- For specific students
- Limited program areas offered
- Separate “track” with a focus on technical education and often lacking academic rigor
- High school focused
- Students trained with focus on specific occupational skill set
- No clear pathway to postsecondary education (dead-end programs)

NOW

Emerging Practices

- For all students
- 16 Career Clusters and 79 pathways offered
- Integrated with academics in a rigorous and relevant curriculum
- High school and post-secondary partnerships providing pathways to employment and/or associate, bachelor’s and advanced degrees
- Progression of foundational, pathway, occupational and 21st century skills

For more information on CTE visit CTE.ED.GOV

The screenshot shows a Mozilla Firefox browser window displaying the Perkins Collaborative Resource Network website. The browser's address bar shows the URL <http://cte.ed.gov/stategrants/stateprofiles.cfm>. The website features a large banner image with the text "PCRN PERKINS COLLABORATIVE RESOURCE NETWORK for Program and Data Quality" and a photograph of three people in a laboratory setting. Below the banner is a navigation menu with links for Home, Meetings & Conferences, Media, FAQ, Links, and Contact Us. A "Mark Your Calendar" section highlights a "May NSWG Call" on May 5, 2011. A sidebar on the left contains a "Legislation & Policy Guidance" section with links to "State Formula Grants", "Title I - Basic State Grants", "Title II - Tech Prep Education", and "State Profiles". The main content area is titled "State Profiles" and includes a map of the United States with state abbreviations, accompanied by the text: "Click on a state below to obtain current information on each state's Perkins IV state plans, accountability reports, contact persons, and Web sites." The Windows taskbar at the bottom shows the system tray with the time 12:55 PM and several open applications including Microsoft Office and the Perkins Collaborative Resource Network.

Grants Forecast at the U.S. Department of Education

US Dept. of Education Grants Forecast FY 2009 - Mozilla Firefox

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http://www2.ed.gov/fund/grant/find/edlite-forecast.html

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FORECAST OF FUNDING OPPORTUNITIES UNDER THE DEPARTMENT OF EDUCATION DISCRETIONARY GRANT PROGRAMS FOR FISCAL YEAR (FY) 2011
(As of April 12, 2011)

This document lists virtually all programs and competitions under which the Department (we) has invited or expects to invite applications for new awards and provides actual or estimated deadline dates for the transmittal of applications under these programs. The lists are in the form of charts -- organized according to the Department's principal program offices -- and include programs and competitions we have previously announced, as well as those we plan to announce at a later date.

Note: This document is advisory only and is not an official application notice of the Department of Education. We expect to provide updates to this document starting in the first week of November in a fiscal year and continuing through the following July.

Note on printing: For best results, print this document in landscape orientation.

ORGANIZATION OF THIS DOCUMENT

We have assigned to each principal office a separate chart as follows:

- [Chart 1 - Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students.](#)
- [Chart 2 - Institute of Education Sciences.](#)
- [Chart 3 - Office of Elementary and Secondary Education.](#)
- [Chart 4 - Office of Safe and Drug Free Schools.](#)
- [Chart 5 - Office of Innovation and Improvement.](#)
- [Chart 6 - Office of Postsecondary Education](#)
- [Chart 7 - Office of Special Education and Rehabilitative Services](#) (links to [NIDRR](#), [SEP](#), [RSA](#) charts).

Done

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12:46 PM

US Dept. of Education Grants Forecast FY 2009 - Mozilla Firefox

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http://www2.ed.gov/fund/grant/find/edlite-forecast.html#chart8

Most Visited Department of Educati...

US Dept. of Education Grants Forecas...

Chart 8 - Office of Vocational and Adult Education (OVAE)

For further information regarding OVAE programs, please contact: Sheryl Adler, Office of Vocational and Adult Education, U.S. Department of Education, Potomac Center Plaza, Rm 11128, Washington, DC 20202-7110. Telephone: (202) 245-7732. Email: Sheryl.Adler@ed.gov. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service at 1-800-877-8339.

OVAE CFDA No. and Name	Application Notice	App. Notice Link	Application Deadline	Deadline for Intergovernmental Review	Estimated Average Size/ Number of Awards	Program Contact Person
84.051C Promoting Rigorous Career & Technical Education Programs of Study	TBD		TBD	TBD	TBD	Laura Messenger Laura.Messenger@ed.gov Fax (202) 245-7170 Telephone (202) 245-7840
84.191B LINCS Regional Professional Center	6/27/2011		8/10/2011	9/16/2011	368,750 4	Noreen Lopez Noreen.lopez@ed.gov Fax 202-245-7171 Telephone 202-245-6309
84.215W Financial Education for College Access and Success Program	TBD		TBD	N/A	TBD	Laura Messenger Laura.Messenger@ed.gov Fax (202) 245-7170 Telephone (202) 245-7840

Appendix

Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State or local governments for coordination and review of proposed Federal financial assistance.

Done

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12:50 PM

www.Grants.gov

The screenshot shows the Grants.gov website in a Mozilla Firefox browser window. The browser's address bar displays "http://grants.gov/". The website's header includes the "GRANTS.GOV" logo, a search bar, and navigation links for "Contact Us", "Site Map", "Help", "RSS", and "Home".

FOR APPLICANTS

- Applicant Login
- Find Grant Opportunities
- Get Registered
- Apply for Grants
- Track My Application
- Applicant Resources
- Search, FAQs, Userguides and site information

APPLICANT SYSTEM-TO-SYSTEM

FOR GRANTORS

ABOUT GRANTS.GOV

HELP

CONTACT US

SITE MAP

Find. Apply. Succeed.

Grants.gov is your source to FIND and APPLY for federal grants. The U.S. Department of Health and Human Services is proud to be the managing partner for Grants.gov, an initiative that is having an unparalleled impact on the grant community. [Learn more](#) about Grants.gov and determine if you are eligible for grant opportunities offered on this site.

Grants.gov does not provide personal financial assistance. To learn where you may find personal help, check [Government Benefits](#), [Student Loans](#) and [Small Business Start-up Loans](#).

RECOVERY.GOV

In response to The American Recovery and Reinvestment Act or Recovery Act, Grant-making agencies are posting Recovery Act specific grant opportunities on Grants.gov. [View all opportunities >](#)

Other information and opportunities regarding the Recovery Act is available. [Learn more >](#)

Update-to-date information on the state of recovery. [Learn more >](#)

[Feature Stories](#)

Recovery Act Grant Opportunities

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- Grantor Login
- New Agency Users
- Resources

What's New at Grants.gov

New Opportunities This Week

Read the Latest Quarterly "Succeed" Newsletter

The Windows taskbar at the bottom shows the system tray with the time 12:44 PM and several open applications: "Inbox - Microsoft O...", "Microsoft PowerPoi...", and "Grants.gov - Home ...".