



National Coalition For Literacy

Recommendations For Amendments to HR 3221

Title V—Community College Initiative/American Graduation Initiative

Section 502 **DEFINITIONS**

Recommendation:

Sec. 502(a)(1) Definitions--Add a new (1) and renumber - “(1)Adult Education Program” – The term ‘adult education’ has the meaning given such term in Section 203 of title II of the Workforce Investment Act (20 U.S.C. 9201 et seq.) and the term “adult education programs” means programs funded under that statute.

Justification: A definition of adult education will provide a common understanding as well as serve as a reference for services. To that end, a definition of adult education program should be included in the bill.

Recommendation:

Sec. 502(a)(3) Definitions – Add a new (E) and renumber – (E) adult education programs in partnership with (A)(B)(C) and/or (D).

Justification: Although some community colleges offer adult education services, this is not always the case. If the intent of the bill is to increase the number of students attending community colleges, there is a need to consider students who have dropped out of school and do not have a GED or who have limited English proficiency. Since one of the grant priorities is (out of school youth without a high school diploma, partnerships involving adult education can address the needs of a growing number of young adults and others without a high school diploma or GED or those with a diploma but who lack the literacy and other skills necessary to enter and complete a two-year course of instruction.

Recommendation:

Sec. 502(b) Grant Priority – Add a new (7) individuals with limited English proficiency.

Justification: Setting a priority of providing grants who serve out-of-school youth does not capture those individuals of limited English proficiency who are another population of nontraditional students that should be addressed through this legislation.

Section 503
GRANTS TO ELIGIBLE ENTITIES FOR COMMUNITY COLLEGE
REFORM

Recommendation:

Sec. 503(c)(1) Priority—add a new (D) to read “enter into partnerships with adult education programs to provide integrated education and training services;

Justification: Adult education is a valuable partner to successful integrated education and training programs. However, partnering with adult education is not included in the priorities for grants.

Recommendation:

Sec. 503(e) Application—add a new (7) to read “How the eligible entity will partner with the adult education program(s) in carrying out such programs, services, and policies, particularly as they relate to serving students with less than a high school diploma or GED or limited English proficiency.

Justification: Applicants should be encouraged to partner with adult education programs. Therefore, in the application requirements, it would be helpful to ask the applicant to describe that partnership.

Recommendation:

Section 503(f)(2)-- after “industries” delete the period and add “or for those with lower skills to allow them to qualify for high demand job skills training.”

Justification: Many adults can go directly into a training program in a high-demand job sector. Others will need integrated basic skills along with job-related instruction a part of a career pathway. Thus, it is important ensure that funding can address both.

Recommendation:

Section 503(f)(4)—delete “a sequence of” and replace it with “a pathway of.”

Justification: Some language in current legislation has hindered accomplishment of the purpose of the Act. “Sequence” is one of those words. In recent Senate testimony, Assistant Secretary Jane Oates verified that “sequence” had been strictly interpreted beyond the intent of Congress. Sequencing has created rigidity and limited flexibility in designing and delivering services. As a result, we believe it prudent to avoid using “sequence.”

Recommendation:

Sec. 503(f)(5)(A)—amend to read “secondary education AND (delete “or”) adult education programs....”

Justification: Both adult education and secondary education can partner in dual enrollment programs. Therefore, applicants should be encouraged to build and enhance linkages with both, not one or the other.

Recommendation:

Section 503(g)(1)—add a new (D) to read “Establish articulation agreements between the eligible entity and adult education programs.”

Justification: One of the indicators for an application should be the development of articulation agreements with each of the partners. This section calls for such an agreement with two- and four-year institutions but it does not call for the same with the adult education program partner.

Recommendation:

Section 503(1)(A) (evaluation) calls for disaggregating data on postsecondary education completion rates by age, race, ethnicity, sex, income and disability. We propose to add education level upon enrollment.

Justification: Since one of the grant priorities is for applications focused on serving low-income, nontraditional students and one of the characteristics is out-of-school youth without a high school diploma, it would be good to see the percentage of such youth who complete postsecondary education. It would help see the effectiveness of adult education services provided to such students.

**Section 504
GRANTS TO ELIGIBLE STATES FOR COMMUNITY COLLEGE
PROGRAMS**

Recommendation:

Sec. 504(e) Application—add a new (7) to read “how the State will partner with the State adult education office in carrying out such programs, services, and policies;

Justification: Just as with the local level above, it is important for the state partners to develop their partnerships early on. At the state level, these partnerships are most important because they signal to the local affiliates (community colleges and adult education programs) that the state supports their collaboration and expects those partnerships.

Section 505 NATIONAL ACTIVITIES

Recommendation:

Section 505(a) – amend to include adult education courses among those to be provided through grants for Open Online Education

Justification: For those participating students who do not have a high school diploma or GED, the opportunity to receive such assistance online would allow them to work on receiving these credentials outside of the classroom. There is great interest in increasing the amount of adult education classes through technology because of the huge demand for services and the limited funding available to provide assistance to everyone at this time. Technology provides an opportunity to serve additional students, particularly those seeking to transition to postsecondary education.

Recommendations:

Section 505 (c)(A) – amend by adding educational level upon enrollment.

Section 505 (c)((B) – amend by adding after elementary and secondary education, “adult education,” and workforce data systems.

Justification: This provision allows the use of funds to states or consortia of states to develop cooperative agreements to develop, implement, and expand interoperable statewide longitudinal data systems. (B) mentions linking with other relevant data systems. Adult education programs should be included since some of those to be followed by such statewide longitudinal data systems will be utilizing adult education services. The amendment to (A) is the same as our justification for changes to Section 503(1)(A).