

**Side-by-Side Comparison of Proposals to  
Reauthorization of the Adult Education and Family Literacy Act**

Prepared by Van Scoyoc Associates  
December 2003

<u>Topic</u>	<u>Adult Education and Family Literacy Act</u>	<u>The Workforce Reinvestment and Adult Education Act of 2003 (HR 1261)</u>	<u>The Workforce Investment Act Amendments of 2003 S 1627</u>
<b>Purpose</b>	<p>It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services, in order to—</p> <p>(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;</p> <p>(2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and</p> <p>(3) assist adults in the completion of a secondary school education.</p>	<p>Includes numerous changes to current law as follows –</p> <p>It is the purpose of this title to <b><u>provide instructional opportunities for adults seeking to improve their basic reading, writing, speaking, and math skills,</u></b> and support States and local communities in providing, on a voluntary basis, adult basic skills and family literacy programs, in order to--</p> <p>(1) increase <b><u>the basic reading, writing, speaking, and math skills</u></b> necessary for adults to obtain employment and self-sufficiency and to successfully advance in the workforce;</p> <p><b><u>(3) increase the basic reading, writing, speaking, and math skills of parents to enable them to support the educational development of their children and make informed choices regarding their children's education;</u></b></p> <p>(2) assist adults in the completion of a secondary school <b><u>education (or its equivalent) and the transition to a postsecondary educational institution;</u></b></p>	<p>Same as current law</p> <p>Same as current law</p> <p>Same as current law</p> <p>Same as House bill</p>

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		<p>(4) assist immigrants who are not proficient in English in improving their reading, writing, speaking, and math skills and acquiring an understanding of the American free enterprise system, individual freedom, and the responsibilities of citizenship.</p>	<p>“(4) assist immigrants and other individuals with limited English proficiency in improving their reading, writing, speaking, and mathematics skills and acquiring an understanding of the American free enterprise system, individual freedom, and the responsibilities of citizenship.”</p>
<b>Authorization of Appropriations</b>	<p>There is authorized to be appropriated to carry out this title such sums as may be necessary for each of the fiscal years 1999 through 2003.</p>	<p>There are authorized to be appropriated to carry out this title \$584,300,000 for fiscal year 2004 and such sums as may be necessary for fiscal years 2005 through 2009.</p>	<p>Extends “such sums” as under current law, until 2009.</p>
<b>Definition of Adult Education and Eligibility for Services</b>	<p>(1) ADULT EDUCATION.—The term “adult education” means services or instruction below the postsecondary level for individuals—</p> <p>(A) who have attained 16 years of age;</p> <p>(B) who are not enrolled or required to be</p>	<p>Expands the defined term as “Adult Basic Skills and Family Literacy Education Programs.” The term is also defined to also encompass the expectations of what these services are able to provide.</p> <p>Specifically, it is defined as “a sequence of academic instruction and educational services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematical computations leading to a level of proficiency equivalent to secondary school completion that is provided for individuals--</p> <p>(A) who are at least 16 years of age;</p> <p>(B) who are not enrolled or required to be</p>	<p>The Senate bill maintains the current term ‘adult education’, but as with the House bill, clarifies the expectations of these services:</p> <p>“academic instruction and education services below the postsecondary level that increase an individual’s ability to read, write, and speak in English and perform mathematics’</p> <p>;</p>

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	<p>enrolled in secondary school under State law; and</p> <p>(C) who—</p> <p>(i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;</p> <p>(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or</p> <p>(iii) are unable to speak,</p>	<p>enrolled in secondary school under State law; and</p> <p>`(C) who--</p> <p>`(i) lack sufficient mastery of basic reading, writing, speaking, and math skills to enable the individuals to function effectively in society;</p> <p>`(ii) do not have a secondary school diploma or the General <b>Equivalency Diploma (GED) (including recognized alternative standards for individuals with disabilities)</b>, and have not achieved an equivalent level of education; or</p> <p>`(iii) are unable to <b>read, write,</b> or speak the <b>English language.</b></p>	<p>Replaces “(i)” with “are basic skills deficient as defined in section 101” (see below for the definition of that term).</p> <p>(See definition of ‘qualifying adult’ below)</p>
<b>Adult Education and Literacy Activities</b>	<p>Defined as “activities described in section 231(b)” which specifies the following activities --</p> <p>(1) Adult education and literacy services, including workplace literacy services.</p> <p>(2) Family literacy services.</p> <p>(3) English literacy programs.</p>	No specific definition.	<p>As with current law, includes a separate definition for Adult Education and Literacy Services, which is defined as “programs and services which include <u>reading, writing, speaking, or mathematics skills</u>, workplace literacy activities, family literacy activities, English language acquisition activities, <u>or other activities necessary for the attainment of a secondary school diploma or its State recognized equivalent</u>’</p>

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<b>Definition of Eligible Agency</b>	(4) ELIGIBLE AGENCY.—The term “eligible agency” means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.	Expands current law definition to also include the “State educational agency, the State agency responsible for administering workforce investment activities, or the State agency responsible for administering community or technical colleges.”	Same as current law
<b>Definition of Eligible Providers</b>	(5) ELIGIBLE PROVIDER.—The term “eligible provider” means—  (A) a local educational agency; (B) a community-based organization of demonstrated effectiveness; (C) a volunteer literacy organization of demonstrated effectiveness; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and	Changes to current law highlighted –  (3) ELIGIBLE PROVIDER- The term 'eligible provider' means--  (A) a local educational agency; (B) a community-based or <i>faith-based</i> organization of demonstrated effectiveness; (C) a volunteer literacy organization of demonstrated effectiveness; (D) an institution of higher education; (E) a public or private educational agency; (F) a library; (G) a public housing authority; (H) an institution that is not described in any of subparagraphs (A) through (G) and has the ability to <i>provide adult basic skills and family literacy education programs</i> to adults and families; or	Changes to current law highlighted –  (5) ELIGIBLE PROVIDER.—The term “eligible provider” means— <i>an organization that has demonstrated effectiveness in providing adult education, that may include'</i>  (A) a local educational agency; (B) a community-based organization of <del>demonstrated effectiveness</del> ; (C) a volunteer literacy organization of <del>demonstrated effectiveness</del> ; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and

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	(I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).	(I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).	(I) a consortium <i>coalition</i> of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).
<b>Definition of English Literacy Program</b>	ENGLISH LITERACY PROGRAM.—The term “English literacy program” means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.	Same as current law, but clarifies that the program be designed to achieve competence <b><u>in reading, writing, and speaking the English language.</u></b>	Same as House bill.
<b>Definition o Essential Components of Reading Instruction</b>	Not in current law	Defines ‘essential components of reading instruction’ as explicit and systematic instruction in— (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies.	Same as House bill.
<b>Definition of Family Literacy Services</b>	FAMILY LITERACY SERVICES.—The term “family literacy services” means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:	Modifies current law to clarify voluntary nature of the programs and further clarify concept of ‘sufficient duration’  (6) FAMILY LITERACY EDUCATION PROGRAMS- The term ‘family literacy education programs’ means educational programs that—  (A) assist parents and students, on a	Same as current law.

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	<p>(A) Interactive literacy activities between parents and their children.</p> <p>(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.</p> <p>(C) Parent literacy training that leads to economic self-sufficiency.</p> <p>(D) An age-appropriate education to prepare children for success in school and life experiences.</p>	<p>voluntary basis, in achieving the purposes of this title as described in section 202; and (B) are of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family, are based upon scientific research-based principles, and for the purpose of substantially increasing the ability of parents and children to read, write, and speak English integrate—</p> <p>(i) interactive literacy activities between parents and their children;</p> <p>(ii) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;</p> <p>(iii) parent literacy training that leads to economic self-sufficiency; and</p> <p>(iv) an age-appropriate education to prepare children for success in school and life experiences.</p>	
<b>Definition of Individual with a Disability</b>	<p>INDIVIDUAL WITH A DISABILITY.— (A) IN GENERAL.—The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).</p>	Same as current law	Same as current law

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<b>Definition of Individual of Limited English Proficiency</b>	<p>The term “individual of limited English proficiency” means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and—</p> <p>(A) whose native language is a language other than English; or</p> <p>(B) who lives in a family or community environment where a language other than English is the dominant language.</p>	Term renamed ‘individual with limited English proficiency’ – otherwise the same definition as current law.	Same as current law
<b>Definition of Literacy</b>	<p>LITERACY.—The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.</p>	Defined as “the ability to read, write, and speak the English language with competence, knowledge, and comprehension.”	Same as current law
<b>Definition of Postsecondary Educational Institution</b>	<p>POSTSECONDARY EDUCATIONAL INSTITUTION.—The term “postsecondary educational institution” means—</p> <p>(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;</p>	Same as current law	Same as current law

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	(B) a tribally controlled community college; or  (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.		
<b>Definition of Qualifying Adult</b> (Note this term is defined under Sec 211(d))	(d) QUALIFYING ADULT.—For the purpose of subsection (c)(2), the term “qualifying adult” means an adult who—  (1) is at least 16 years of age;  (2) is beyond the age of compulsory school attendance under the law of the State or outlying area;  (3) does not have a secondary school diploma or its recognized equivalent; and  (4) is not enrolled in secondary school.	Same as current law, except paragraph (3) further clarified as such –  (3) does not have a secondary school diploma or the General Equivalency Diploma (GED) (including recognized alternative standards for individuals with disabilities)	Same as House bill, except also replaces “is at least 16” with “is not less than 16 years of age”
<b>Definition of Reading</b>	Not in current law	(15) READING- The term ‘reading’ has the meaning given to that term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368). -- this cross reference to NCLB is as follows:  (5) READING.—The term “reading” means a complex system of deriving meaning from print that requires all of the following:	Same as current law

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		<p>(A) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.</p> <p>(B) The ability to decode unfamiliar words.</p> <p>(C) The ability to read fluently.</p> <p>(D) Sufficient background information and vocabulary to foster reading comprehension.</p> <p>(E) The development of appropriate active strategies to construct meaning from print.</p> <p>(F) The development and maintenance of a motivation to read.</p>	
<b>Definition of Scientifically Based Reading Research</b>	Not in current law	The term `scientifically based reading research' has the meaning given to that term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).	Same as current law
<b>Definition of Workplace Literacy Services</b>	WORKPLACE LITERACY SERVICES.—The term “workplace literacy services” means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.	<p>Term changed to `workplace literacy program' with an increased emphasis on education components as follows –</p> <p>“means an educational program that is offered in collaboration between eligible providers and employers or employee organizations for the purpose of improving the productivity of the workforce through the improvement of reading, writing, speaking, and math skills.”</p>	<p>The term is also slightly modified under the Senate bill similar to the House bill with respect to the concept of services offered in collaboration with an employer ---</p> <p>Specifically, defined as “an educational program designed to improve the productivity of the workforce through the improvement of literacy skills that is offered by an eligible provider in collaboration with an employer or an employee organization at a workplace, at an off-site location, or in a simulated workplace environment.”</p>

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<b>Home Schools</b>	Nothing in this title shall be construed to affect home schools, or to compel a parent engaged in home schooling to participate in an English literacy program, family literacy services, or adult education.	`Nothing in this title shall be construed to <u>whether or not a home school is treated as a home school or a private school under State law</u> affect home schools, , or to compel a parent engaged in home schooling to participate in an English language acquisition program, a family literacy education program, or an adult basic skills and family literacy education program.	Nothing in this title shall be construed to affect home schools, <u>whether a home school is treated as a home school or a private school under State law</u> , or to compel a parent engaged in home schooling to participate in an English literacy program, family literacy services, or adult education. '
<b>Reservation of Funds at Federal Level</b>	<p>(a) RESERVATION OF FUNDS.—From the sum appropriated under section 205 for a fiscal year, the Secretary—</p> <p>(1) shall reserve 1.5 percent to carry out section 242, except that the amount so reserved shall not exceed \$8,000,000;</p> <p>(2) shall reserve 1.5 percent to carry out section 243, except that the amount so reserved shall not exceed \$8,000,000; and</p> <p>(3) shall make available, to the Secretary of Labor, 1.72 percent for incentive grants under section 503.</p>	<p>^(a) RESERVATION OF FUNDS- From the sums appropriated under section 205 for a fiscal year, the Secretary--</p> <p>^(1) shall reserve 1.75 percent to carry out the National Institute for Literacy Establishment Act;</p> <p>^(3) shall reserve up to 1.55 percent to carry out section 242 (National activities)</p> <p>(2) shall reserve up to 1.72 percent for incentive grants under section 213; and</p>	<p>^(a) RESERVATION OF FUNDS- From the sum appropriated under section 205 for a fiscal year, the Secretary--</p> <p>^(2) shall reserve 1.5 percent to carry out section 243 (national institute) and subsection (f)(4), except that the amount so reserved shall not exceed \$8,000,000;</p> <p>^(1) shall reserve 1.5 percent to carry out section 242, except that the amount so reserved shall not exceed \$10,000,000;</p> <p>^(3) shall make available, to the Secretary of Labor, 1.72 percent for incentive grants under section 136(i); and</p> <p>^(4) shall reserve 12 percent of the amount</p>

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			that remains after reserving funds under paragraphs (1), (2) and (3) to carry out section 244.; . <i>(Integrated English Literacy and Civics Education)</i>
<b>Allotments to States and Outlying Areas</b>	<p>(c) ALLOTMENTS.—</p> <p>(1) INITIAL ALLOTMENTS.—From the sum appropriated under section 205 and not reserved under subsection (a) for a fiscal year, the Secretary shall allot to each eligible agency having a State plan approved under section 224(f)—</p> <p>(A) \$100,000, in the case of an eligible agency serving an outlying area; and</p> <p>(B) \$250,000, in the case of any other eligible agency.</p> <p>(2) ADDITIONAL ALLOTMENTS.—From the sum appropriated under section 205, not reserved under subsection (a), and not allotted under paragraph (1), for a fiscal year, the Secretary shall allot to each eligible agency that receives an initial allotment under paragraph (1) an additional amount that bears the same relationship to such sum as the number of qualifying adults in the State or outlying area served by the eligible agency bears to the number of such adults in all States and outlying areas.</p>	Same as current law	Same as current law, except the initial allotment for ‘other eligible agencies’ increased from \$250,000 to ‘\$350,000

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<b>Special Rule for Outlying Areas</b>	<p>Allotments reserved for Marshall Islands, Micronesia and Palau shall be awarded competitively pursuant to recommendations by the Pacific Region Educational Laboratory to Guam, American Samoa, Northern Mariana Islands, Marshall Islands, Micronesia, or Palau.</p> <p>No funds may be provided to Marshall Islands, Micronesia, and Palau in FY 2002 and subsequent fiscal years.</p> <p>Secretary may provide not more than 5% of funds reserved for Marshall Islands, Micronesia, and Palau to the Pacific Region Education Laboratory to pay its administrative costs.</p>	<p>Same as current law, except “award basis” removed, which required the Secretary to award grants pursuant to recommendations from PREL</p> <p>Amends the ‘Termination of Eligibility’ to allow the Marshall Islands, Micronesia, and Palau to continue to be eligible to receive a grant “until an agreement for the extension of United States education assistance under the Compact of Free Association for each of the Freely Associated States becomes effective.”</p> <p>Same</p>	<p>Modifies ‘award basis’ as follows --</p> <p>‘(2) AWARD BASIS- The Secretary shall award grants pursuant to paragraph (1) on a competitive basis and pursuant to recommendations from the Pacific Region Educational Laboratory in Honolulu, Hawaii.’; and</p> <p>As in House bill, allows eligibility to continue until “the date when an agreement for the extension of the United States education assistance under the Compact of Free Association for each of the Freely Associated States becomes effective.’;</p> <p>Same</p>
<b>Hold Harmless</b>	<p>In FY 99, no eligible agency may receive less than 90% of its FY 98 allotment. In succeeding fiscal years, no agency may receive less than 90% of its allotment for the preceding fiscal year.</p>	<p>Maintains 90% hold harmless, except adds new 100% hold harmless for small states.</p>	<p>Same as House bill with respect to 100% hold harmless for small States. Also adds a new subsection for ‘additional assistance’ as follows –</p>

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			<p>(4) ADDITIONAL ASSISTANCE-</p> <p>    (A) IN GENERAL- From amounts reserved under subsection (a)(2), the Secretary shall make grants to eligible agencies described in subparagraph (B) to enable such agencies to provide activities authorized under chapter 2.</p> <p>    (B) ELIGIBILITY- An eligible agency is eligible to receive a grant under this paragraph for a fiscal year if the amount of the allotment such agency receives under this section for the fiscal year is less than the amount such agency would have received for the fiscal year if the allotment formula under this section as in effect on September 30, 2003, were in effect for such year.</p> <p>    (C) AMOUNT OF GRANT- The amount of a grant made to an eligible agency under this paragraph for a fiscal year shall be the difference between--</p> <p>        (i) the amount of the allotment such agency would have received for the fiscal year if the allotment formula under this section as in effect on September 30, 2003, were in effect for such year; and</p> <p>        (ii) the amount of the allotment such agency receives under this section for the fiscal year.'</p>

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<b>Accountability— Core Indicators of Performance</b>	<p>Eligible agency must identify core indicators of performance that include, at a minimum, measures of the following:</p> <ul style="list-style-type: none"> <li>• Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills</li> <li>• Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement</li> <li>• Receipt of a secondary school diploma or its recognized equivalent</li> </ul>	<p>Same concept, with modified measures. Specifically, measures must include “employment performance indicators.”</p> <ul style="list-style-type: none"> <li>▪ Also modified ‘literacy skill levels’ to ensure “measurable improvements in base skill levels... leading to proficiency in each skill.”</li> <li>▪ “Placement in postsecondary education or other training programs”</li> <li>▪ Specifies that a GED is a recognized equivalent as is a (recognized alternative standard for individuals with disabilities.)</li> </ul> <p>The new ‘employment performance indicators’ are defined as –</p> <p>“Consistent with applicable Federal and State privacy laws, an eligible agency shall identify</p>	<p>Same as House bill</p> <p>Includes similar definition of employment performance indicators – However, specified ‘unsubsidized employment’ and replaces ‘earnings’ with career advancement’ – also calls for the workforce board to help the eligible agency use wage records to collect this information.</p> <p>“(B) EMPLOYMENT PERFORMANCE INDICATORS- An eligible agency shall</p>

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		<p>in the State plan the following individual participant employment performance indicators—</p> <ul style="list-style-type: none"> <li>`(i) entry into employment;</li> <li>`(ii) retention in employment; and</li> <li>`(iii) increase in earnings.</li> </ul>	<p>identify in the State plan individual participant employment performance indicators, including entry into unsubsidized employment, retention in unsubsidized employment, and career advancement. The State workforce investment board shall assist the eligible agency in obtaining and using quarterly wage records to collect data for such indicators, consistent with applicable Federal and State privacy laws.';</p> <p>Also specifies that special accountability measures may be negotiated for workplace literacy programs.</p>
<p><b>Accountability— Negotiated Levels of Performance</b></p>	<p>State must identify levels of performance for each of the core indicators. Levels of performance shall be expressed in an objective, quantifiable and measurable form and show progress toward continuously improving in performance.</p> <p>State and Secretary reach agreement on levels of performance for each program year, which are incorporated in State plan.</p>	<p>Similar process, with additional requirement that progress be tied to '<u>significantly</u> improving the agency's performance outcomes in an objective, quantifiable and measurable form.'</p> <p>Modifies language with respect to 'levels of performance for additional indicators' by requiring they be identified (current law 'allows' these to be identified.) Also clarifies</p>	<p>Similar to House bill, with respect to how progress is determined – "the agency's performance outcomes in an objective, quantifiable, and measurable form"</p> <p>Requires each eligible agency to identify expected levels of performance in the State plan for the first 2 years instead of the first 3 years as required under current law and the House bill – (also makes the corresponding changes for year 3 through 5)</p> <p>Same as House bill</p>

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<p><b>Accountability— Negotiated Levels of Performance (cont'd)</b></p>	<p>Agreement shall take into account the levels of performance established for other States, characteristics of participants, services and instruction provided, the extent to which the levels of performance promote continuous improvement, and ensure optimal return on the investment of Federal funds.</p> <p>State agency shall report annually to the Secretary regarding its progress in meeting the negotiated levels of performance.</p>	<p>that these are ‘employment performance’ indicators</p> <p>Also specifies that the report be submitted to the Governor, State legislature, eligible providers and the general public within the State. Also requires that it include the number and type of provider that receive funding under such grants.</p>	<p>Also provides for an ‘alternative assessment system’</p> <p><i>“(C) ALTERNATIVE ASSESSMENT SYSTEMS- Eligible agencies may approve the use of assessment systems that are not commercially available standardized systems if such systems meet the Standards for Educational and Psychological Testing issued by the Joint Committee on Standards for Educational and Psychological Testing of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.”;</i></p> <p>Same as House bill but also requires information on --</p> <p><i>“(C) The number of enrollees 16 to 18 years of age who enrolled in adult education not later than 1 year after participating in secondary school education.”;</i></p> <p>Also requires identification of providers which did not have access to UI wage data records –</p>

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	<p>The Secretary shall make State reports available to the public and Congress and shall disseminate State-by-State comparisons of information.</p>		<p>`(3) DATA ACCESS- The report made available under paragraph (2) shall indicate which eligible agencies did not have access to State unemployment insurance wage data in measuring employment performance indicators.'; and</p> <p>Senate bill also includes a new provision with respect to program improvement –</p> <p>`(d) PROGRAM IMPROVEMENT-</p> <p>`(1) IN GENERAL- If the Secretary determines that an eligible agency did not meet its adjusted levels of performance for the core indicators of performance described in subsection (b)(2)(A) for any program year, the eligible agency shall--</p> <p>`(A) work with the Secretary to develop and implement a program improvement plan for the 2 program years succeeding the program year in which the eligible agency did not meet its adjusted levels of performance; and</p> <p>`(B) revise its State plan under section 224, if necessary, to reflect the changes agreed to in the program improvement plan.</p> <p>`(2) FURTHER ASSISTANCE- If, after the period described in paragraph (1)(A), the Secretary has provided technical assistance</p>

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			to the eligible agency but determines that the eligible agency did not meet its adjusted levels of performance for the core indicators of performance described in subsection (b)(2)(A), the Secretary may require the eligible agency to make further revisions to the program improvement plan described in paragraph (1). Such further revisions shall be accompanied by further technical assistance from the Secretary.'
<b>State Distribution of Funds</b>	<p>Not more than 12.5% of allotment may be used to carry out State leadership activities, including professional development.</p> <p>82.5% of allotment shall be used to support local programs and corrections education. Not more than 8.25% of allotment may be used for corrections education.</p> <p>Not more than 5% (or \$65,000, whichever is greater) of allotment may be used for State administrative costs.</p>	Same, except State administration figure increased to \$75,000	<p>Increases State leadership activities to 'not more than 15%'</p> <p>80% of allotment for local programs</p> <p>Increases State administration figure to \$75,000</p>
<b>Matching Requirement</b>	<p><i>States, DC, Puerto Rico:</i> To receive a grant, State agency must provide a non-Federal contribution in an amount equal to 25% of the total amount of funds expended for adult education and literacy activities in the State.</p> <p><i>Outlying Areas:</i> To receive a grant, eligible agency must provide a non-Federal</p>	Same as current law.	Maintains current law, except changes "an amount equal to" to "not less than'.

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	contribution in an amount equal to 12% of the total amount of funds expended for adult education and literacy activities in the outlying area. Secretary has discretion to reduce required match.		
<b>Incentive Grants For States</b>	Included as separate subtitle under WIA, encompassing all WIA programs.	New Sec. 213, Allows Secretary to use national activities funding to award grants to States for “exemplary performance in carrying out programs under this Title.”	As with current law, not a separate grant program under the Adult Ed Act.
<b>State Leadership Activities</b>  <b>State Uses of Funds (cont’d)</b>	<p>Not more than 12.5% of allotment may be used to carry out one or more of the following activities:</p> <ul style="list-style-type: none"> <li>• professional development activities to improve the quality of instruction provided by local programs, volunteers, or State personnel, including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension</li> <li>• technical assistance to local providers</li> </ul>	<p>Same amount set-aside, but different list of activities –</p> <ul style="list-style-type: none"> <li>▪ Similar (note that “essential components of reading instruction” has replaced “phonemic awareness, systematic phonics, fluency, and reading comprehension.”)</li> <li>▪ TA maintained, but a greater focus on developing and disseminating scientific research-based practices in reading, writing, speaking, math, and English</li> </ul>	<p>Not more than 15% of funds may be used for these activities.</p> <p>Same as House bill</p> <p>TA – same as current law</p>

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	<ul style="list-style-type: none"> <li>• technology assistance, including staff training, to local programs</li> <li>• support for State or regional networks of literacy resource centers</li> <li>• monitoring and evaluation</li> <li>• providing incentives for program coordination and integration and performance awards</li> <li>• coordination with existing support services, such as transportation, child care, and other assistance designed to</li> </ul>	<p>language acquisition programs.</p> <ul style="list-style-type: none"> <li>▪ Additional assistance to help develop, implement and report progress in programs.</li> <li>▪ Same, but highlights distance learning activities</li> </ul> <p>Resource centers not included</p> <p>Not included</p> <p>Not included</p> <p>Development and implementation of technology applications or distance learning, including professional development to support the use of instructional technology.</p> <ul style="list-style-type: none"> <li>▪ Same as current law, but new provision added to support coordination with other</li> </ul>	<p>Same as current law</p> <p>Same as current law (resource centers)</p> <p>Strikes ‘monitoring’</p> <p>Incentives not included</p> <p>The development and implementation of technology applications, translation technology, or distance learning, including professional development to support the use of instructional technology.</p> <p>Coordination with--</p> <p>“(A) other partners carrying out activities authorized under this Act;</p>

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	<p>increase rates of enrollment in, and successful completion of, adult education and literacy activities</p> <ul style="list-style-type: none"> <li>• developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension</li> <li>• other activities of Statewide significance</li> </ul> <p>The development and implementation of a system to assist in the transition from adult basic education to postsecondary education.</p>	<p>public programs including “welfare-to-work and workforce development, and job training programs.”</p> <ul style="list-style-type: none"> <li>▪ Not included</li> </ul> <p>Similar language</p> <p>The provision of assistance to eligible providers in developing, implementing, and reporting measurable progress in achieving the objectives of this title.</p> <p>The development and implementation of a system to assist in the transition from adult basic education to postsecondary education.</p>	<p>(B) existing support services, such as transportation, child care, mental health services, and other assistance designed to increase rates of enrollment in, and successful completion of adult education and literacy activities, for adults enrolled in such activities.</p> <p>(8) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as they relate to adults.</p> <p>Same as current law</p> <p>The provision of assistance to eligible providers in developing, implementing, and reporting measurable progress in achieving the objectives of this subtitle.</p> <p>The development and implementation of a system to assist in the transition from adult basic education to postsecondary education, including linkages with postsecondary educational institutions.</p> <p>Integration of literacy and English language instruction with occupational skill training, and promoting linkages with employers.</p>

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	<ul style="list-style-type: none"> <li>• integration of literacy instruction and occupational skill training and promoting linkages with employers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Replaced with ‘activities to promote workplace literacy programs</li> <li>▪ Activities to promote and complement local outreach initiatives described in section 242(7)</li> </ul>	<p>Activities to promote workplace literacy programs.</p> <p>Activities to promote and complement local outreach initiatives described in section 243(b)(3)(F).</p> <p>In cooperation with efforts funded under sections 242 and 243, the development of curriculum frameworks and rigorous content standards that--</p> <p>“(A) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and</p> <p>“(B) take into consideration the following:</p> <p>“(i) State academic standards established under section 1111(b) of the Elementary and Secondary Education Act of 1965.</p> <p>“(ii) The current adult skills and literacy assessments used in the State.</p> <p>“(iii) The core indicators of performance established under section 212(b)(2)(A).</p> <p>“(iv) Standards and academic requirements for enrollment in non-remedial, for-credit, courses in State supported postsecondary education institutions.</p>

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			<p>(v) Where appropriate, the basic and literacy skill content of occupational and industry skill standards widely used by business and industry in the State.</p> <p>In cooperation with efforts funded under sections 242 and 243, development and piloting of--</p> <p>(A) new assessment tools and strategies that identify the needs and capture the gains of students at all levels, with particular emphasis on--</p> <p>(i) students at the lowest achievement level;</p> <p>(ii) students who have limited English proficiency; and</p> <p>(iii) adults with learning disabilities;</p> <p>(B) options for improving teacher quality and retention; and</p> <p>(C) assistance in converting research into practice.</p> <p>The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or limited English proficiency.</p>
<b>State Plan— Duration and</b>	The duration of the State plan is five years.	State plan covers 6 years instead of 5	State plan covers 4 years instead of 5

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<b>State Plan— Procedures for Development</b>	State agency shall submit plan (and any revisions) to the Governor for review and comment. Governor’s comments must be submitted with the plan.	Expands review to include the chief State school officer, “or the State officer responsible for administering community or technical colleges or outlying area...” Also requires that the comments of these additional representatives be submitted to the Secretary.	Requires that at the end of the first 2-year period of the 4-year State plan, the eligible agency must review and, as needed, revise the 4-year State plan.  Further expands the representatives who the eligible agency must submit the plan and revisions, to also include -- the chief State school officer, the State officer responsible for administering community and technical colleges, and the State Workforce Investment Board' Also requires the comments of such representatives to also be submitted to the Secretary..
<b>Consideration and Approval of State Plan by Secretary</b>	Peer review of State plans is required.  Secretary shall approve plans that are not inconsistent with the requirements of the Act within 90 days of their submission.	No peer review is required  “A State plan submitted to the Secretary shall be approved by the Secretary only if the plan is consistent with the specific provisions of this title.”	Same as current law
<b>Contents of State Plan</b>	State plan must include objective assessment of the needs of individuals in the State for adult education and literacy activities, including individuals most in need or hardest to serve.  Description of activities to be carried out	Similar plan with expanded requirement to include information on how the eligible agency will evaluate and annually measure the effectiveness on a grant-by-grant basis and how the agency will hold provider accountable for progress and how they will use TEA, sanctions and rewards.	Similar to House bill

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<b>Contents of State Plan (cont'd)</b>	<p>How the agency will annually evaluate the effectiveness of the programs based up on the required measures</p> <p>A description of how the measures ensure improvement</p> <p>An assurance that the agency will award not less than one grant to a provider offering flexible schedules and support services</p> <p>An assurance that funds be spent only on the purposes of the subtitle</p> <p>An assurance that the agency will use funds in accordance with specified fiscal requirements</p> <p>A description of the process that will be used for public comment and input in to the State plan</p> <p>State plan must describe how agency will develop program strategies for populations that include, at a minimum:</p> <ul style="list-style-type: none"> <li>• Low-income students</li> <li>• Individuals with disabilities</li> <li>• Single parents and displaced</li> </ul>	<p>Expands public participation process to include the State workforce investment board and other related State agencies.</p> <p>Replaces 'single parents and displaced homemakers' with 'the unemployed and underemployed'</p>	<p>Replaces 'low-income students' with low-income individuals. Also adds "the unemployed; and those who are employed, but at levels below self-sufficiency, as defined in section 101.1;"</p>

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	<p>homemakers</p> <ul style="list-style-type: none"> <li>• Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency</li> </ul> <p>A description of how the adult education and literacy activities will be integrated with other related programs</p> <p>A description of the steps to be taken by the agency to ensure equitable access to apply for grants or contracts</p> <p>State plan must describe how activities assisted under the Act will be integrated with other adult education, career development, and employment and training activities in the State</p>	<p>Expanded to require how the State will build capacity of community based and faith-based organizations and how the State will increase participation of business and industry in adult ed.</p> <p>Also requires a description of how the agency will consult with ‘any State agency responsible for postsecondary education to develop adult education that prepares students to enter postsecondary education without the need for remediation.</p>	<p>‘(A) how the State will build the capacity of organizations that provide adult education and literacy activities; and</p> <p>‘(B) how the State will increase the participation of business and industry in adult education and literacy activities;’;</p> <p>A description of how the eligible agency will consult with the State agency responsible for workforce development to develop adult education programs and services that are designed to prepare students to enter the workforce; and</p> <p>Also requires a description of how the eligible agency will improve the professional development of eligible providers of adult education and literacy</p>

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<b>Corrections Education</b>	<p>Not more than 8.25% of allotment may be used for educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:</p> <ul style="list-style-type: none"> <li>• basic education</li> <li>• special education programs as determined by the State agency</li> <li>• English literacy programs</li> <li>• secondary school credit programs</li> </ul> <p>Providers of services to criminal offenders required to give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation.</p>	<p>Funding same as current law. Uses of funds modified</p> <p>“English literacy programs” replaced with “reading, speaking, and math programs” and “secondary school credit programs” expanded to include “or diploma programs or their recognized equivalent.”</p> <p>Same as current law</p>	<p>activities.'</p> <p>Same as current law, but changes ‘basic education’ to ‘adult education and literacy activities’;</p>
<b>Award of Funds to Local Programs— Duration of Grants/Contracts</b>	<p>Law specifies that grants and contracts be made on a multiyear basis awarded to eligible provider to enable them to ‘develop, implement, and improve adult education and literacy activities within the State.</p>	<p>Same as current law except to enable providers to “develop, implement and improve adult basic skills and family literacy education programs within the State.</p>	<p>Same as current law</p>
<b>Required Local Activities</b>	<p>(b) REQUIRED LOCAL ACTIVITIES.— The eligible agency shall require that each eligible provider receiving a grant or contract under subsection (a) use the grant</p>	<p>“(b) LOCAL ACTIVITIES- The eligible agency shall require eligible providers receiving a grant or contract under subsection (a) to establish or operate one or more</p>	<p>Same as House bill</p>



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	State agency shall use the same grant or contract announcement and application process for all eligible providers.	Same as current law	
<b>Family Literacy Services “Special Rule”</b>	Funds may be used to support services to children in family literacy programs, but providers must attempt to obtain support for services to children from other programs prior to using funds under the Act for these services.	Drops “Special Rule”	Maintains current law
<b>Award of Funds to Local Programs— Program Quality Considerations</b>  <b>Requirements for Awarding Grants</b>	<p>In awarding grants and contracts to local programs, State must consider—</p> <ul style="list-style-type: none"> <li>• The degree to which the eligible provider will establish measurable goals for participant outcomes.</li> <li>• The past effectiveness of applicants in improving the literacy skills of adults and families, and beginning 1 year following the adoption of State performance measures, the success of the provider in meeting or exceeding such performance standards, especially with respect to adults with the lowest levels of literacy</li> </ul>	<p>“Considerations” heading replaced with “Measurable Goals”</p> <p>The eligible provider’s measurable goals for participant outcomes to be achieved annually on the core indicators of performance indicators described in section 212(b)(2)</p> <p>The past effectiveness of the eligible provider in improving the basic academic skills of adults and, for eligible providers receiving grants in the prior year, the success of the eligible provider receiving funding under this title in meeting or exceeding its performance goals in the prior year.</p>	<ul style="list-style-type: none"> <li>• The degree to which the eligible provider will establish measurable goals for participant outcomes <u>to be achieved annually on the core indicators of performance and employment performance indicators described in section 212(b)(2)</u></li> </ul> <p>Same as current law</p>

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<b>to Local Programs (cont'd)</b>	<ul style="list-style-type: none"> <li>• The commitment of the eligible provide 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.</li> <li>• Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains</li> <li>• Whether or not the program uses instructional practices that research has proven to be effective in teaching individuals to read</li> <li>• Whether the activities are built on a strong foundation of research and effective educational practice</li> <li>• Whether the activities effectively employ advances in technology, as appropriate, including the use of computers</li> <li>• Whether the activities provide learning in real life contexts</li> </ul>	<p>Expands to clarify ‘or have minimal reading, writing, speaking, and math skills or limited English proficiency</p> <p>Same as current law</p> <p>Replaces ‘that research has proven to be effective...’ with “the essential components of reading instruction”</p> <p>Whether educational practices are based on scientifically based research</p> <p>Same as current law</p> <p>Same as current law</p>	<p>‘(3) the commitment of the eligible provider to be responsive to local needs and to serve individuals in the community who were identified by the assessment as most in need of adult literacy services, including individuals who are low-income, have minimal literacy skills, have learning disabilities, or have limited English proficiency;’;</p> <p>Same as House bill</p> <p>Whether based on ‘the most rigorous research available’;</p> <p>Same as current law</p> <p>Same, but adds “ when appropriate and based on the most rigorous research available,</p>

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<b>Requirements for Awarding Grants to Local Programs (cont'd)</b>	<ul style="list-style-type: none"> <li>• Whether the activities are staffed by well-trained instructors, counselors, and administrators</li>   <li>• Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary and secondary schools, postsecondary institutions, one-stop centers, job training programs, and social service agencies</li>   <li>• 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</li>   <li>• Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against State performance measures;</li> </ul>	<p>Same as current law</p> <p>Same as current law</p> <p>Same as current law</p> <p>Similar to current law, but clarifies ‘measurable participant outcomes’</p>	<p>Same as current law</p> <p>Same as current law, but includes under other available resources, “education, job training and social service”</p> <p>Similar to current law but adds transportation, mental health services, and case management” and clarifies programs at federal, state and local levels.</p> <p>Same as House bill</p>

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	<ul style="list-style-type: none"> <li>Whether the local communities have a demonstrated need for additional English literacy programs</li> </ul>	<p>Same as current law, but for “English language acquisition programs”</p> <p>The capacity of the eligible provider to produce valid information on performance results, including enrollments and measurable participant outcomes.</p> <p>Whether the programs offer ‘rigorous reading, writing, speaking and math content that are based on scientific research.</p> <p>Whether applications of technology, and services to be provided by the providers is of “sufficient intensity and duration to increase the amount and quality of learning and lead to measurable learning gains within specified time periods.”</p>	<p>Same as House bill</p> <p>Similar to House – “ the capacity of the eligible provider to produce information on performance results, including enrollments and measurable participant outcomes”</p> <p>Whether reading, writing, speaking, mathematics, and English language acquisition instruction provided by the eligible provider are based on the best practices derived from the most rigorous research available;</p> <p>Whether the eligible provider's applications of technology and services to be provided are sufficient to increase the amount and quality of learning and lead to measurable learning gains within specified time periods; and</p> <p>The capacity of the eligible provider to serve adult learners with learning disabilities.'</p>

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<b>Local Application</b>	<p><b>LOCAL APPLICATION.</b></p> <p>Each eligible provider desiring a grant or contract under this subtitle shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including—</p> <p>(1) a description of how funds awarded under this subtitle will be spent; and</p> <p>(2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.</p>	<p><b>SEC. 232. LOCAL APPLICATION.</b></p> <p>Each eligible provider desiring a grant or contract under this title shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including--</p> <p>(1) a description of how funds awarded under this title will be spent consistent with the requirements of this title;</p> <p>(2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult basic skills and family literacy education programs; and</p> <p>(3) each of the demonstrations required by section 231(d).</p>	<p><b>SEC. 213. LOCAL APPLICATION.</b></p> <p>Same as House</p>
<b>Local Administrative Costs</b>	<p>Local provider may use not more than 5% of funds awarded by the State agency for planning, administration, personnel development, and interagency coordination.</p> <p>Provider may negotiate with State agency for authorization to use additional program funds for these purposes.</p>	<p>Same amount of funding, but allows funds to also be used for “development of measurable goals in reading, writing, speaking, and math”</p> <p>Same as current</p>	<p>Similar to House but expanded to include “development of measurable goals in reading, writing, and speaking the English language, and in mathematical computation”</p>
<b>General Provisions</b>	<p>Includes ‘supplement not supplant’ requirements as well as 90% maintenance of effort.</p>	<p>Follows current law</p>	<p>Follows current law</p>

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<p><b>National Leadership Activities</b></p>	<p><b>SEC. 243. NATIONAL LEADERSHIP ACTIVITIES.</b></p> <p>The Secretary shall establish and carry out a program of national leadership activities to enhance the quality of adult education and literacy programs nationwide. Such activities may include the following:</p> <p>(1) Technical assistance, including—</p> <p>(A) assistance provided to eligible providers in developing and using performance measures for the improvement of adult education and literacy activities, including family literacy services;</p> <p>(B) assistance related to professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, including family literacy services, based on scientific evidence where available; and</p>	<p><b>SEC. 242. NATIONAL LEADERSHIP ACTIVITIES.</b></p> <p>The Secretary shall establish and carry out a program of national leadership activities that may include the following:</p> <p>(1) Technical assistance, on request, including assistance--</p> <p>(A) on requests to volunteer community- and faith-based organizations, including but not limited to, improving their fiscal management, research-based instruction, and reporting requirements, and the development of measurable objectives to carry out the requirements of this title;</p> <p>(C) on adult education professional development; and</p>	<p><b>SEC. 217. NATIONAL LEADERSHIP ACTIVITIES.</b></p> <p>The Secretary shall establish and carry out a program of national leadership activities to enhance the quality of adult education and literacy programs nationwide.</p> <p>(b) PERMISSIVE ACTIVITIES- The national leadership activities described in subsection (a) may include the following:</p> <p>(1) Technical assistance, including--</p> <p>(A) assistance provided to eligible providers in developing and using performance measures for the improvement of adult education and literacy activities, including family literacy services;</p> <p>(B) assistance related to professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, including family literacy services, based on scientific evidence where available;</p>



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	<p>educational institutions, public or private organizations or agencies, or consortia of such institutions, organizations, or agencies, such as—</p> <p>(A) developing, improving, and identifying the most successful methods and techniques for addressing the education needs of adults, including instructional practices using phonemic awareness, systematic phonics, fluency, and reading comprehension, based on the work of the National Institute of Child Health and Human Development;</p> <p>(B) increasing the effectiveness of, and improving the quality of, adult education and literacy activities, including family literacy services;</p> <p>(C) carrying out research, such as estimating the number of adults functioning at the lowest levels of literacy proficiency;</p> <p>(D)(i) carrying out demonstration programs;</p> <p>(ii) developing and replicating model and innovative programs, such as the</p>	<p>Not included</p> <p>“(3) Improving the coordination, efficiency, and effectiveness of adult education and workforce development services at the national, State, and local levels.</p> <p>“(2) Providing for the conduct of research on national literacy basic skill acquisition levels among adults, including the number of adults functioning at different levels of reading proficiency.</p> <p>Not included</p>	<p>educational institutions, public or private organizations or agencies, or consortia of such institutions, organizations, or agencies, such as--</p> <p>“(A) developing, improving, and identifying the most successful methods and techniques for addressing the education needs of adults, including instructional practices using the essential components of reading instruction based on the work of the National Institute of Child Health and Human Development;</p> <p>“(B) increasing the effectiveness of, and improving the quality of, adult education and literacy activities, including family literacy services;</p> <p>“(C) carrying out research on national literacy basic skill acquisition for adult learning, including estimating the number of adults functioning at the lowest levels of literacy proficiency;</p> <p>“(D)(i) carrying out demonstration programs;</p> <p>“(iii) developing and replicating best</p>

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	<p>development of models for basic skill certificates, identification of effective strategies for working with adults with learning disabilities and with individuals with limited English proficiency who are adults, and workplace literacy programs; and</p> <p>(iii) disseminating best practices information, including information regarding promising practices resulting from federally funded demonstration programs;</p> <p>(E) providing for the conduct of an independent evaluation and assessment of adult education and literacy activities through studies and analyses conducted independently through grants and contracts awarded on a competitive basis, which evaluation and assessment shall include descriptions of—</p> <p>(i) the effect of performance measures and</p>	<p>Not included</p>	<p>practices and innovative programs, including--</p> <p>`(I) the development of models for basic skill certificates;</p> <p>`(II) the identification of effective strategies for working with adults with learning disabilities and with adults with limited English proficiency;</p> <p>`(III) integrated basic and workplace skills education programs;</p> <p>(IV) coordinated literacy and employment services; and</p> <p>`(V) postsecondary education transition programs;</p> <p>`(ii) disseminating best practices information, including information regarding promising practices resulting from federally funded demonstration programs; and</p> <p>`(E) providing for the conduct of an independent evaluation and assessment of adult education and literacy activities through studies and analyses conducted independently through grants and contracts awarded on a competitive basis, which evaluation and assessment shall include descriptions of—</p> <p>`(i) the effect of performance measures and</p>

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	<p>other measures of accountability on the delivery of adult education and literacy activities, including family literacy services;</p> <p>(ii) the extent to which the adult education and literacy activities, including family literacy services, increase the literacy skills of adults (and of children, in the case of family literacy services), lead the participants in such activities to involvement in further education and training, enhance the employment and earnings of such participants, and, if applicable, lead to other positive outcomes, such as reductions in recidivism in the case of prison-based adult education and literacy activities;</p> <p>(iii) the extent to which the provision of support services to adults enrolled in adult education and family literacy programs increase the rate of enrollment in, and successful completion of, such programs; and</p> <p>(iv) the extent to which eligible agencies have distributed funds under section 231 to meet the needs of adults through community-based organizations;</p>	<p>Not included</p> <p>Not included</p> <p>(5) Evaluating how different types of providers, including community and faith-based organizations or private for-profit agencies measurably improve the skills of participants in adult basic skills and family literacy education programs.</p>	<p>other measures of accountability on the delivery of adult education and literacy activities, including family literacy services;</p> <p>(ii) the extent to which the adult education and literacy activities, including family literacy services, increase the literacy skills of adults (and of children, in the case of family literacy services), lead the participants in such activities to involvement in further education and training, enhance the employment and earnings of such participants, and, if applicable, lead to other positive outcomes, such as reductions in recidivism in the case of prison-based adult education and literacy activities;</p> <p>(iii) the extent to which the provision of support services to adults enrolled in adult education and family literacy programs increase the rate of enrollment in, and successful completion of, such programs; and</p> <p>(iv) the extent to which different types of providers measurably improve the skills of participants in adult education and literacy programs;</p>

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	<p>(F) supporting efforts aimed at capacity building at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle;</p> <p>(G) collecting data, such as data regarding the improvement of both local and State data systems, through technical assistance and development of model performance data collection systems; and</p>	<p>(6) Identifying model integrated basic and workplace skills education programs, coordinated literacy and employment services, and effective strategies for serving adults with disabilities.</p> <p>(7) Supporting the development of an entity that would produce and distribute technology-based programs and materials for adult basic skills and family literacy education programs using an intercommunication system, as that term is defined in section 397 of the Communications Act of 1934 (47 U.S.C. 397), and expand the effective outreach and use of such programs and materials to adult education eligible providers.</p>	<p>(F) supporting efforts aimed at capacity building of programs at the State and local levels such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle;</p> <p>(G) collecting data, such as data regarding the improvement of both local and State data systems, through technical assistance and development of model performance data collection systems;</p> <p>(H) supporting the development of an entity that would produce and distribute technology-based programs and materials for adult education and literacy programs using an interconnection system (as defined in section 397 of the Communications Act of 1934 (47 U.S.C. 397)) and expand the effective outreach and use of such programs and materials to adult education eligible providers;</p>

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	(H) other activities designed to enhance the quality of adult education and literacy activities nationwide.	<p>(4) Determining how participation in adult basic skills and family literacy education programs prepares individuals for entry into and success in postsecondary education and employment, and in the case of prison-based services, the effect on recidivism.</p> <p>(8) Initiating other activities designed to improve the measurable quality and effectiveness of adult basic skills and family literacy education programs nationwide.'</p>	<p>(I) determining how participation in adult education and literacy activities prepares individuals for entry into postsecondary education and employment and, in the case of prison-based services, has an effect on recidivism; and</p> <p>(J) other activities designed to enhance the quality of adult education and literacy activities nationwide.'</p>
<b>National Institute for Literacy</b>	<p>NATIONAL INSTITUTE FOR LITERACY.</p> <p>(a) PURPOSE.—The purpose of this section is to establish a National Institute for Literacy that—</p> <p>(1) provides national leadership regarding literacy;</p> <p>(2) coordinates literacy services and policy; and</p>	<p>PART B--NATIONAL INSTITUTE FOR LITERACY</p> <p>(b) PURPOSE- The purpose of this part is to establish a National Institute for Literacy to provide national leadership in promoting reading research, reading instruction, and professional development in reading based on scientifically based research by--</p> <p>(1) disseminating widely information on scientifically based reading research to improve academic achievement for children, youth, and adults;</p> <p>(2) identifying and disseminating information about schools, local educational agencies, and State educational agencies that have effectively developed and implemented</p>	<p>SEC. 216. NATIONAL INSTITUTE FOR LITERACY.</p> <p>(a) PURPOSE.—The purpose of this section is to establish a National Institute for Literacy that—</p> <p>(1) provides national leadership regarding effective literacy programs for children, youth, adults, and families';</p> <p>(2) coordinates disseminates information on literacy services and policy; and</p>

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	<p>(3) serves as a national resource for adult education and literacy programs by—</p> <p>(A) providing the best and most current information available, including the work of the National Institute of Child Health and Human Development in the area of phonemic awareness, systematic phonics, fluency, and reading comprehension, to all recipients of Federal assistance that focuses on reading, including programs under titles I and VII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq. and 7401 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), and this Act; and</p> <p>(B) supporting the creation of new ways to offer services of proven effectiveness.</p>	<p>classroom reading programs that meet the requirements of subpart 1 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361 et seq.), including those State educational agencies, local educational agencies, and schools that are identified as effective through the External Evaluation of Reading First under section 1205 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6365);</p> <p>(3) serving as a national resource for information on reading instruction programs that contain the essential components of reading instruction as supported by scientifically based reading research, and that can lead to improved reading outcomes for children, youth, and adults;</p> <p>(4) developing print and electronic materials that describe and model the application of scientifically based reading research;</p> <p>(5) providing national and regional reading leadership for State and local personnel for the application and implementation of scientifically based reading research;</p> <p>(6) coordinating efforts among Federal agencies, especially the Department of Labor, the Department of Health and Human Services, and the National Institute of Child</p>	<p>Changes paragraph (A), otherwise same as current law –</p> <p>(A) coordinating and participating in the Federal effort to identify and disseminate information on literacy that is derived from scientifically based research, or the most rigorous research available and effective programs that serve children, youth, adults, and families; and';</p>

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	<p>(b) ESTABLISHMENT.—</p> <p>(1) IN GENERAL.—There is established the National Institute for Literacy (in this section referred to as the ‘‘Institute’’). The Institute shall be administered under the terms of an interagency agreement entered into by the Secretary of Education with the Secretary of Labor and the Secretary of Health and Human Services (in</p>	<p>Health and Human Development, that provide reading programs, conduct research, and provide services to recipients of Federal financial assistance under titles I and III of the Elementary and Secondary Education Act of 1965, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Basic Skills and Family Literacy Education Act, and each Bureau funded school (as defined in title XI of the Education Amendments of 1978 (25 U.S.C. 2001 et seq.)); and</p> <p>(7) informing the Congress, Federal departments and agencies, schools of education, and the public of successful local, State, and Federal program activities in reading instruction that are determined to be effective based on the findings of scientifically based reading research.</p> <p>SEC. 212. ESTABLISHMENT.</p> <p>(a) IN GENERAL- There is established the National Institute for Literacy. The Institute shall be administered, in accordance with this part, under the supervision and direction of a Director. There shall be an agreement between an Interagency Group (comprised of the Secretary of Education, the Secretary of Labor, and the Secretary of Health and Human Services) and the Institute on how the</p>	<p>Same as current law</p>

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	<p>this section referred to as the “Interagency Group”). The Interagency Group may include in the Institute any research and development center, institute, or clearinghouse established within the Department of Education, the Department of Labor, or the Department of Health and Human Services the purpose of which is determined by the Interagency Group to be related to the purpose of the Institute.</p>	<p>purposes of the Institute may be achieved effectively. Such agreement--</p> <p>(1) shall be regularly reviewed, and modified as needed to remain current with any changes in the purposes of the Institute; and</p> <p>(2) shall be updated no later than 1 year after the enactment of this part.</p> <p>(b) DIRECTOR-</p> <p>(1) APPOINTMENT- The Interagency Group shall appoint a Director of the Institute, who has an understanding of, supports, and is familiar with scientifically based reading research, instruction, and professional development applicable to children, youth, and adults. If a vacancy in the position of the Director of the Institute occurs, the Interagency Group shall appoint an Interim Director until such time as a new Director can be appointed.</p> <p>(2) PAY- The Director of the Institute shall receive the rate of basic pay for level IV of the Executive Schedule.</p> <p>(3) TERM- The Director of the Institute shall be appointed for an initial term of 3 years and may serve not more than 1 additional term of 3 years.</p>	

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		<p>SEC. 213. ADMINISTRATION.</p> <p>(a) IN GENERAL- The Director of the Institute shall be responsible for administering the Institute. The Director of the Institute shall--</p> <p>(1) provide leadership for the Institute, consistent with the purposes described in section 211(b);</p> <p>(2) supervise all employees in the Institute;</p> <p>(3) assign responsibility to carry out the duties of the Institute among officers ad employees, and offices of the Institute;</p> <p>(4) prepare requests for appropriations for the Institute and submit those requests to the Interagency Group;</p> <p>(5) oversee the expenditure of all funds allocated for the Institute to carry out the purposes under section 211(b); and</p> <p>(6) ensure that the Institute's standards for research quality are consistent with those promulgated by the Institute for Education Sciences.</p>	

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	<p>(2) OFFICES.—The Institute shall have offices separate from the offices of the Department of Education, the Department of Labor, and the Department of Health and Human Services.</p> <p>(3) RECOMMENDATIONS.—The Interagency Group shall consider the recommendations of the National Institute for Literacy Advisory Board (in this section referred to as the “Board”) established under subsection (e) in planning the goals of the Institute and in the implementation of any programs to achieve the goals. If the Board’s recommendations are not followed, the Interagency Group shall provide a written explanation to the Board concerning actions the Interagency Group takes that are inconsistent with the Board’s recommendations, including the reasons for not following the Board’s recommendations with respect to the actions. The Board may</p>	<p>(b) OFFICES- The Institute shall have separate offices from the Department of Education, the Department of Labor, and the Department of Health and Human Services, and shall have maximum flexibility in its operations to carry out the purposes of the Institute.</p> <p>(c) ADMINISTRATIVE SUPPORT- The Secretary of Education shall provide administrative support for the Institute, including the administration of grants, contracts and cooperative agreements, personnel, legal counsel, and payroll.</p>	<p>Same as current law</p> <p>(3) RECOMMENDATIONS- The Interagency Group, in consultation with the National Institute for Literacy Advisory Board (in this section referred to as the ‘Board’) established under subsection (e), shall plan the goals of the Institute and the implementation of any programs to achieve the goals. The Board may also request a meeting of the Interagency Group to discuss any recommendations the Board may make.’;</p>

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	<p>also request a meeting of the Interagency Group to discuss the Board’s recommendations.</p> <p>(4) DAILY OPERATIONS.—The daily operations of the Institute shall be administered by the Director of the Institute.</p> <p>(c) DUTIES.—</p> <p>(1) IN GENERAL.—In order to provide leadership for the improvement and expansion of the system for delivery of literacy services, the Institute is authorized—</p> <p>(A) to establish a national electronic data base of information that disseminates information to the broadest possible audience within the literacy and basic skills field, and that includes—</p> <p>(i) effective practices in the provision of literacy and basic skills instruction, including instruction in phonemic awareness, systematic phonics, fluency, and reading comprehension, and the integration of literacy and basic skills instruction with occupational skills training;</p>	<p>SEC. 214. DUTIES.</p> <p>(a) IN GENERAL- In order to provide leadership for the improvement and expansion of the system for delivery of scientifically based reading instructional practices, the Director of the Institute shall--</p> <p>(1) establish a national electronic database of effective reading programs for children, youth, and adults that include the essential components of reading instruction, and disseminate such information to parents, teachers, State and Federal elected officials, and the public;</p> <p>(2) develop print and electronic materials for professional development that provide applications of scientifically based reading research, and instructional practices in reading for children, youth, and adults;</p>	<p>Same as current law</p> <p>Same as current law, but uses ‘maintain a national...’ instead of “establish”</p> <p>Same as current law, but strikes ‘phonemic awareness, systematic phonics, fluency, and reading comprehension’ and replaces with ‘the essential components of reading instruction’;</p>

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	<p>(ii) public and private literacy and basic skills programs, and Federal, State, and local policies, affecting the provision of literacy services at the national, State, and local levels;</p> <p>(iii) opportunities for technical assistance, meetings, conferences, and other opportunities that lead to the improvement of literacy and basic skills services; and</p> <p>(iv) a communication network for literacy programs, providers, social service agencies, and students;</p> <p>(B) to coordinate support for the provision of literacy and basic skills services across Federal agencies and at the State and local levels;</p> <p>(C) to coordinate the support of reliable and replicable research and development on literacy and basic skills in families and adults across Federal agencies, especially with the Office of Educational Research and Improvement in the Department of Education, and to carry out basic</p>	<p>(3) provide technical assistance to the Congress, school Boards, Federal agencies, State departments of education, adult education programs, local school districts, local public and private schools, and schools of education, on scientifically based reading instructional practices including diagnostic and assessment instruments and instructional materials;</p> <p>(4) collaborate and support Federal research programs in reading instruction, including, where appropriate, those areas of study addressed by the National Institute of Child Health and Human Development, the Institute for Education Sciences, the National Science Foundation, the Department of Labor, and the National Research Council;</p> <p>(5) coordinate with the Department of Education, the Department of Labor, the Department of Health and Human Services, and the National Institute of Child Health and Human Development on all programs that</p>	<p>Same as current law – but adds</p> <p>‘(v) a list of local adult education and literacy programs;’</p> <p>(C) same as current law, excepts strikes ‘reliable and replicable research’ and replaces with ‘reliable and replicable research as defined by the Institute of Education Sciences;’ and also strikes</p>

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	<p>and applied research and development on topics that are not being investigated by other organizations or agencies, such as the special literacy needs of individuals with learning disabilities;</p> <p>(D) to collect and disseminate information on methods of advancing literacy that show great promise, including phonemic awareness, systematic phonics, fluency, and reading comprehension based on the work of the National Institute of Child Health and Human Development;</p>	<p>include improving reading instructional practices for children, youth, and adults, and teacher training in reading instructional practices;</p> <p>(6) use and support the collection of the best possible information in carrying out this section, and where appropriate, including reviews of research on instruction using the criteria for quality identified by the Institute for Education Sciences;</p> <p>(7) conduct reviews of research, including randomized field trials, on reading programs, and conduct reviews of Federal reading policies and reading program implementation using a board of visitors as described in subchapter 300 of the National Science Foundation Administrative Manual; and</p>	<p>especially with the Office of Educational Research and Improvement in Department of Education,;</p> <p>(D) same as current law, except replaces 'phonemic awareness, systematic phonics, fluency, and reading comprehension based on' with 'the essential components of reading instruction and';</p>

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	<p>(E) to provide policy and technical assistance to Federal, State, and local entities for the improvement of policy and programs relating to literacy;</p> <p>(F) to fund a network of State or regional adult literacy resource centers to assist State and local public and private nonprofit efforts to improve literacy by—</p> <p>(i) encouraging the coordination of literacy services;</p> <p>(ii) enhancing the capacity of State and local organizations to provide literacy services; and</p> <p>(iii) serving as a link between the Institute and providers of adult education and literacy activities for the purpose of sharing information, data, research, expertise, and literacy resources;</p> <p>(G) to coordinate and share information with national organizations and associations that are interested in literacy and workforce investment activities;</p> <p>(H) to advise Congress and Federal</p>	<p>(8) develop an Internet site that provides useful information to educators and the public on reading literacy that is consistent with the purposes described in section 211(b).</p>	<p>(E) same as current law</p> <p>(F) same as current law</p> <p>(G) same as current law</p>

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	<p>departments and agencies regarding the development of policy with respect to literacy and basic skills; and</p> <p>(I) to undertake other activities that lead to the improvement of the Nation’s literacy delivery system and that complement other such efforts being undertaken by public and private agencies and organizations.</p> <p>January 04</p> <p>(2) GRANTS, CONTRACTS, AND</p>		<p>(H) same as current law</p> <p>(I) same as current law</p> <p>Adds a new (J) and (K) as follows –</p> <p>“(J) to work cooperatively with the Department of Education to assist States that are pursuing the implementation of standards-based educational improvements for adults through the dissemination of training, technical assistance, and related support and through the development and dissemination of related standards-based assessment instruments; and</p> <p>“(K) to identify rigorous research on the effectiveness of instructional practices and organizational strategies relating to literacy programs on the acquisition of skills in reading, writing, English acquisition, and mathematics.”; and</p> <p>Same as current law</p>

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	<p>COOPERATIVE AGREEMENTS.— The Institute may award grants to, or enter into contracts or cooperative agreements with, individuals, public or private institutions, agencies, organizations, or consortia of such institutions, agencies, or organizations to carry out the activities of the Institute.</p>	<p>(b) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS- The Institute may award grants to, or enter into contracts or cooperative agreements with, individuals, public or private institutions, agencies, organizations, or other legal entities to carry out the activities of the Institute.</p> <p>(c) RELATION TO OTHER LAWS- The duties and powers of the Institute under this part are in addition to the duties and powers of the Institute under subparts 1, 2, and 3 of part B of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 1201 et seq.) (commonly referred to as Reading First, Early Reading First, and the William F. Goodling Even Start Family Literacy Programs, respectively).</p>	<p>Same as current law</p> <p>Adds a new (3) as follows –</p> <p>“(3) COORDINATION- In identifying the reliable and replicable research the Institute will support, the Institute shall use standards for research quality that are consistent with those of the Institute of Education Sciences.”;</p>

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December 2003

<u>Topic</u>	<u>Adult Education and Family Literacy Act</u>	<u>The Workforce Reinvestment and Adult Education Act of 2003</u> <u>(HR 1261)</u>	<u>The Workforce Investment Act Amendments of 2003</u> <u>S 1627</u>
	<p>(d) LITERACY LEADERSHIP.—</p> <p>(1) IN GENERAL.—The Institute, in consultation with the Board, may award fellowships, with such stipends and allowances that the Director considers necessary, to outstanding individuals pursuing careers in adult education or literacy in the areas of instruction, management, research, or innovation.</p> <p>(2) FELLOWSHIPS.—Fellowships awarded under this subsection shall be used, under the auspices of the Institute, to engage in research, education, training, technical assistance, or other activities to advance the field of adult education or literacy, including the training of volunteer literacy providers at the national, State, or local level.</p> <p>(3) INTERNS AND VOLUNTEERS.—The Institute, in consultation with the Board, may award paid and unpaid internships to individuals seeking to assist the Institute in carrying out its mission. Notwithstanding section 1342 of title 31, United States Code, the Institute may accept and use voluntary and uncompensated services as the Institute</p>	<p>SEC. 215. LEADERSHIP IN SCIENTIFICALLY BASED READING INSTRUCTION.</p> <p>(a) IN GENERAL- The Director of the Institute may award fellowships, with such stipends and allowances as necessary, to outstanding individuals who are pursuing careers in scientifically based research in reading instruction or pre-service or in-service training in reading instruction, including teaching children and adults to read.</p> <p>(b) FELLOWSHIPS- Fellowships awarded under this subsection shall be used, under the auspices of the Institute, to engage in research, education training, technical assistance, or other activities to advance the field of scientifically based reading instruction for children, youth, and adults, including the training of volunteers in such reading skills instruction.</p> <p>(c) INTERNS AND VOLUNTEERS- The Director of the Institute may award paid and unpaid internships to individuals seeking to assist the Institute in carrying out its mission. Notwithstanding section 1342 of title 31, United States Code, the Institute may accept and use voluntary and uncompensated services as the Institute deems necessary.</p>	<p>Same as current law</p>

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	<p>determines necessary.</p> <p>(e) NATIONAL INSTITUTE FOR LITERACY ADVISORY BOARD.—</p> <p>(1) ESTABLISHMENT.—</p> <p>(A) IN GENERAL.—There shall be a National Institute for Literacy Advisory Board (in this section referred to as the “Board”), which shall consist of 10 individuals pointed by the President with the advice and consent of the Senate.</p> <p>(B) COMPOSITION.—The Board shall be comprised of individuals who are not otherwise officers or employees of the Federal Government and who are representative of entities such as—</p> <p>(i) literacy organizations and providers of literacy services, including nonprofit providers, providers of English literacy programs and services, social service organizations, and eligible providers receiving assistance under this subtitle;</p> <p>(ii) businesses that have demonstrated interest in literacy programs;</p> <p>(iii) literacy students, including literacy</p>	<p>SEC. 216. NATIONAL INSTITUTE FOR LITERACY ADVISORY BOARD.</p> <p>(a) ESTABLISHMENT-</p> <p>(1) IN GENERAL- There shall be a National Institute for Literacy Advisory Board, which shall consist of 10 individuals appointed by the President with the advice and consent of the Senate.</p> <p>(2) COMPOSITION- The Board shall be comprised of individuals who are not otherwise officers or employees of the Federal Government and who are knowledgeable about scientifically based reading instruction, and the findings of scientifically based reading research. The members of the Board may include--</p> <p>(A) representatives from teacher training institutions where scientifically based reading instruction is a major component of pre-service training;</p> <p>(B) teachers who have been successful in teaching children to read proficiently;</p>	<p>Same as current law</p> <p>Same as current law, except replaces 'literacy programs' with 'language acquisition programs' under clause (i);</p> <p>(ii) with respect to business interest, replaces 'literacy programs' with 'or have participated in or partnered with workplace literacy programs';</p>

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	<p>students with disabilities;</p> <p>(iv) experts in the area of literacy research;</p> <p>(v) State and local governments;</p> <p>(vi) State Directors of adult education; and</p> <p>(vii) representatives of employees, including representatives of labor organizations.</p> <p>(2) DUTIES.—The Board shall—</p> <p>(A) make recommendations concerning the appointment of the Director and staff of the Institute;</p> <p>(B) provide independent advice on the operation of the Institute; and</p> <p>(C) receive reports from the Interagency Group and the Director.</p> <p>(3) FEDERAL ADVISORY COMMITTEE</p>	<p>(C) members of the business community who have developed successful employee reading instruction programs;</p> <p>(D) volunteer tutors in reading who are using scientifically based reading instruction;</p> <p>(E) reading researchers who have conducted scientifically based research; and</p> <p>(F) other qualified individuals knowledgeable about scientifically based reading instruction, including adult education.</p> <p>(b) DUTIES- The Board shall--</p> <p>(1) provide advice to the Director of the Institute to ensure that the purposes of the Institute under section 211 are carried out effectively; and</p> <p>(2) approve the annual report to the Congress;</p>	<p>(iv), by inserting ` , including adult literacy research' after `research';</p> <p>Adds a new clause as follows –</p> <p>(viii) institutions of higher education.';</p> <p>Same as current law, except adds a new (D) as follows --</p> <p>`(D) review the biennial report submitted to Congress pursuant to subsection (k).'; and</p>

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	<p>ACT.—Except as otherwise provided, the Board established by this subsection shall be subject to the provisions of the Federal Advisory Committee Act (5 U.S.C. App.).</p> <p>(4) APPOINTMENTS.—</p> <p>(A) IN GENERAL.—Each member of the Board shall be appointed for a term of 3 years, except that the initial terms for members may be 1, 2, or 3 years in order to establish a rotation in which one-third of the members are selected each year. Any such member may be appointed for not more than 2 consecutive terms.</p> <p>(B) VACANCIES.—Any member appointed to fill a vacancy occurring before the expiration of the term for which the member's predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that member's term until a successor has taken office.</p> <p>(5) QUORUM.—A majority of the members of the Board shall constitute a quorum but a lesser number may hold hearings. Any recommendation of the Board may be passed only by a majority of the Board's members present.</p>	<p>(c) FEDERAL ADVISORY COMMITTEE ACT- Except as otherwise provided in this part, the Board established by this section shall be subject to the provisions of the Federal Advisory Committee Act (5 U.S.C. App.).</p> <p>(d) APPOINTMENTS-</p> <p>(1) IN GENERAL- Each member of the Board shall be appointed for a term of 3 years, except that the initial terms for members may be 1, 2, or 3 years in order to establish a rotation, in which 1/3 of the members are selected each year. Any such member may be appointed for not more than 2 consecutive terms.</p> <p>(2) VACANCIES- Any member appointed to fill a vacancy occurring before the expiration of the term for which the member's predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that member's term until a successor has taken office.</p> <p>(e) QUORUM- A majority of the members of the Board shall constitute a quorum, but a lesser number may hold hearings. Any recommendation of the Board may be passed only by a majority of the Board members</p>	<p>Same as current law</p> <p>Same as current law</p> <p>(5) QUORUM.—A majority of the members of the Board shall constitute a quorum but a lesser number may hold hearings. A recommendation of the Board may be passed only by a majority of the</p>

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	<p>(6) ELECTION OF OFFICERS.—The Chairperson and Vice Chairperson of the Board shall be elected by the members of the Board. The term of office of the Chairperson and Vice Chairperson shall be 2 years.</p> <p>(7) MEETINGS.—The Board shall meet at the call of the Chairperson or a majority of the members of the Board.</p> <p>(f) GIFTS, BEQUESTS, AND DEVICES.—</p> <p>(1) IN GENERAL.—The Institute may accept, administer, and use gifts or donations of services, money, or property, whether real or personal, tangible or intangible.</p> <p>(2) RULES.—The Board shall establish written rules setting forth the criteria to be used by the Institute in determining whether the acceptance of contributions of services, money, or property whether real or personal, tangible or intangible, would reflect unfavorably upon the ability of the Institute or any employee to carry out the responsibilities of the Institute or employee,</p>	<p>present.</p> <p>(f) ELECTION OF OFFICERS- The Chairperson and Vice Chairperson of the Board shall be elected by the members of the Board. The term of office of the Chairperson and Vice Chairperson shall be 2 years.</p> <p>(g) MEETINGS- The Board shall meet at the call of the Chairperson, or a majority of the members of the Board, but not less than quarterly.</p> <p>SEC. 217. GIFTS, BEQUESTS, AND DEVICES.</p> <p>(a) IN GENERAL- The Institute may accept, administer, and use gifts or donations of services, money, or property, whether real or personal, tangible or intangible.</p> <p>(b) RULES- The Director of the Institute shall establish written rules setting forth the criteria to be used by the Institute in determining whether the acceptance of contributions of services, money, or property whether real or personal, tangible or intangible, would reflect unfavorably upon the ability of the Institute or any employee to carry out the responsibilities</p>	<p>Board's members present at a meeting for which there is a quorum.'</p> <p>Same as current law</p> <p>Same as current law</p> <p>Same as current law</p>

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	<p>or official duties, in a fair and objective manner, or would compromise the integrity or the appearance of the integrity of the Institute's programs or any official involved in those programs.</p> <p>(g) <b>MAILS.</b>—The Board and the Institute may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.</p> <p>(h) <b>STAFF.</b>—The Interagency Group, after considering recommendations made by the Board, shall appoint and fix the pay of a Director.</p> <p>(i) <b>APPLICABILITY OF CERTAIN CIVIL SERVICE LAWS.</b>—</p> <p>The Director and staff of the Institute may be appointed without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of that title relating to</p>	<p>of the Institute or employee, or official duties, in a fair and objective manner, or would compromise the integrity or the appearance of the integrity of the Institute's programs or any official involved in those programs.</p> <p>SEC. 218. <b>MAILS.</b></p> <p>The Board and the Institute may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.</p> <p>SEC. 219. <b>APPLICABILITY OF CERTAIN CIVIL SERVICE LAWS.</b></p> <p>The Director of the Institute and the staff of the Institute may be appointed without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and</p>	<p>Same as current law</p> <p>Same as current law</p> <p>Same as current law</p>

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	<p>classification and General Schedule pay rates, except that an individual so appointed may not receive pay in excess of the annual rate of basic pay payable for level IV of the Executive Schedule.</p> <p>(j) EXPERTS AND CONSULTANTS.—</p> <p>The Institute may procure temporary and intermittent services under section 3109(b) of title 5, United States Code.</p> <p>(k) REPORT.—The Institute shall submit a report biennially to the Committee on Education and the Workforce of the House of Representatives and the Committee on Labor and Human Resources of the Senate. Each report submitted under this subsection shall include—</p> <p>(1) a comprehensive and detailed description of the Institute’s operations, activities, financial condition, and accomplishments in the field of literacy for the period covered by the report;</p>	<p>subchapter III of chapter 53 of that title relating to classification and General Schedule pay rates, except that an individual so appointed may not receive pay in excess of the annual rate of basic pay payable for level IV of the Executive Schedule.</p> <p>SEC. 220. EXPERTS AND CONSULTANTS.</p> <p>The Institute may procure temporary and intermittent services under section 3109(b) of title 5, United States Code.</p> <p>SEC. 221. REPORT.</p> <p>(a) IN GENERAL- The Institute shall submit a biennial report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate. Each report submitted under this section shall include--</p> <p>(1) a comprehensive and detailed description of the Institute's operations, activities, financial condition, and accomplishments in carrying out the purposes of the Institute as specified in section 211, for the period</p>	<p>Same as current law</p> <p>Same as current law except updates name of Senate HELP Committee and</p> <p>Replaces 'The Institute shall submit a report biennially to' with 'Not later than 1 year after the date of enactment of the Adult Education and Family Literacy Act Amendments of 2003, and biennially thereafter, the Institute shall submit a report to'.</p>

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	<p>(2) a description of how plans for the operation of the Institute for the succeeding 2 fiscal years will facilitate achievement of the goals of the Institute and the goals of the literacy programs within the Department of Education, the Department of Labor, and the Department of Health and Human Services; and</p> <p>(3) any additional minority, or dissenting views submitted by members of the Board.</p>	<p>covered by the report; and</p> <p>(2) a summary description of how the Institute will advance the purposes of the Institute for the next biennium.</p> <p>(b) FIRST REPORT- The Institute shall submit a report under this section not later than 1 year after the date of enactment of this part.</p> <p>SEC. 222. DEFINITIONS.</p> <p>For purposes of this part--</p> <p>(1) the term `Board' means the National Institute for Literacy Advisory Board;</p> <p>(2) the term `Institute' means the National Institute for Literacy;</p> <p>(3) the term `Interagency Group' means the Secretary of Education, the Secretary of Labor, and the Secretary of Health and Human Services;</p> <p>(4) the term `literacy' means the ability to read, write, and speak the English language with competence, knowledge, and comprehension; and</p> <p>(5) the terms `reading', `scientifically based</p>	

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	<p>(I) FUNDING.—Any amounts appropriated to the Secretary, the Secretary of Labor, the Secretary of Health and Human Services, or any other department that participates in the Institute for purposes that the Institute is authorized to perform under this section may be provided to the Institute for such purposes.</p>	<p>reading research', and `essential components of reading instruction' have the meanings given those terms in section 1208 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).</p> <p>SEC. 223. AUTHORIZATION OF APPROPRIATIONS.</p> <p>There are authorized to be appropriated to administer and carry out this part \$6,700,000 for fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years.</p> <p>SEC. 224. RESERVATION. From amounts appropriated to the Institute, the Director of the Institute may use not more than 5 percent of such amounts for the administration of information dissemination under section 1207 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6367).</p>	<p>Same as current law</p>

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		<p>AUTHORITY TO PUBLISH. The Institute, including the Board, may prepare, publish, and present (including through oral presentations) such research-based information and research reports as needed to carry out the purposes and mission of the Institute.</p>	
<b>Integrated English Literacy and Civics Education</b>	Not in current law	Not in House bill	<p>SEC. 218. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.</p> <p>Chapter 4 of subtitle A of title II (29 U.S.C. 9251 et seq.) is amended by adding at the end the following:</p> <p>SEC. 244. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.</p> <p>(a) IN GENERAL- From funds made available under section 211(a)(4) for each fiscal year the Secretary shall award grants to States, from allotments under subsection (b), for integrated English literacy and civics education.</p> <p>b) ALLOTMENT-</p> <p>(1) IN GENERAL- Subject to paragraph</p>

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			<p>(2), from amounts made available under section 211(a)(4) for a fiscal year the Secretary shall allocate--</p> <p>“(A) 65 percent to the States on the basis of a State's need for integrated English literacy and civics education as determined by calculating each State's share of a 10-year average of the Immigration and Naturalization Service data for immigrants admitted for legal permanent residence for the 10 most recent years; and</p> <p>“(B) 35 percent to the States on the basis of whether the State experienced growth as measured by the average of the 3 most recent years for which Immigration and Naturalization Service data for immigrants admitted for legal permanent residence are available.</p> <p>“(2) MINIMUM- No State shall receive an allotment under paragraph (1) in an amount that is less than \$60,000.’.</p>

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<b>Transition Provisions</b>	Not applicable	PART C--GENERAL PROVISIONS  SEC. 241. TRANSITION.  The Secretary shall take such actions as the Secretary determines to be appropriate to provide for the orderly implementation of this title.	SEC. 219. TRANSITION.  The Secretary shall take such steps as the Secretary determines to be appropriate to provide for the orderly transition to the authority of the Adult Education and Family Literacy Act (as amended by this title) from any authority under provisions of the Adult Education and Family Literacy Act (as such Act was in effect on the day before the date of enactment of the Adult Education and Family Literacy Act Amendments of 2003.

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