March 24, 2017

Dear Secretary DeVos:

We urge you to help students make more informed decisions about where to attend college by supporting greater transparency in higher education.

The U.S. Department of Education, under the leadership of both Republican and Democratic administrations, has worked for decades to increase the availability and utility of postsecondary education data. The Integrated Postsecondary Education Data System (IPEDS), College Navigator, the Federal Student Aid (FSA) Data Center, and other resources provide students, families, and policymakers with important insights into thousands of colleges and universities. For its College Scorecard, the Department generates data on federal student loan debt, repayment rates, and post-college earnings. This information, *which can only be reliably calculated using federal data sources*, is provided through a public-facing tool and through an API and spreadsheet format so that private companies can develop their own resources for students.

College Scorecard data is essential to aid in student choice and make the higher education market function effectively. The evidence is clear: College is worth the cost for most students, but some schools (and programs) are better than others. The right college can provide students with tremendous opportunities to reach their full potential, while a wrong choice can saddle students with crippling debt and limited job prospects. Students need good information to help them choose, and it's especially important for first-generation and low-income students, who often lack knowledgeable family, friends, or counselors to guide them on college decisions.

Surveys show that students planning to attend college overwhelmingly identify better post-college earnings and employment as the most important reasons to seek postsecondary education. However, accurate information on average post-college earnings and debt repayment has not typically been available for specific colleges. College Scorecard data fills this gap. The Department has a unique ability to calculate comparable post-college earnings, by cooperating with the Treasury Department to utilize tax data. This collaboration allows prospective students, guidance counselors, and educators to view average post-college earnings, while keeping sensitive individual data private and secure.

Here are just a few ways that College Scorecard data is making a difference. (More information is available in the attached documents.)

- High school counselors in Minnesota report that data about post-college earnings are sparking discussions with students and families about college occupational programs. Employers in fields like healthcare and manufacturing too often can't find skilled workers, and these postsecondary programs can lead to good jobs.

- Students say that information like the College Scorecard would have helped them make better choices about colleges and debt. In just one example, Bridget Little, a college graduate who is still struggling to get a stable full-time job, said, "Transparency and accountability provided through higher education data would arm students with information to help them make the informed decision that I could not."

- Through a partnership with Google, the College Scorecard data now appears in the search results for any Title IV-eligible college. Students and parents looking online for information about colleges have easy access to information about acceptance rates and tuition fees. By collaborating with the private sector, the Department of Education is increasing transparency and making the college choice process easier for families.

- The College Scorecard is changing the way that states and higher education leaders are thinking about using data to improve student outcomes. At Miami Dade College, the nation's largest community college, leaders regularly monitor key performance indicators similar to those in College Scorecard data, including graduation rates and median post-college earnings.

Without question, there is room for improvement. Last year, the Education Department announced it had discovered and corrected an error in the repayment rate metric that inflated rates for most institutions. But students still have a right to know whether the colleges they are considering offer them an affordable education that will help launch their careers. Taxpayers deserve information about whether the institutions they support through grants and loans deliver a quality education.

The Department should continue to provide and improve key information like the data offered through the College Scorecard. The most significant improvement would be publishing more information by program of study, rather than only by institution. Even at the same school, outcomes can vary considerably for different programs. Many students (including low-income students and working adults) are choosing from among programs at their local college rather than comparing schools around the country. Viewing employment outcomes by program can help institutions and area employers understand whether curricula are aligned with labor market demand. Other improvements that would make the College Scorecard more useful for students and families include incorporating the tool into the FAFSA process, and developing side-by-side comparison features.

We hope you will lead the Department in working with institutions to improve data quality and ensure information continues to be available to students and families in a timely, clear, and understandable format. Your dedication to providing more and better information would make a tremendous difference in the lives of millions of college students as they make choices that will help them to pursue their dreams and careers.

Sincerely,

YOUR ORGANIZATION HERE

Building Institutional Capacity to Use Data for Student Success

INSTITUTIONAL CONTEXT

Increased calls for accountability and transparency at the state and federal levels, in addition to professional best practices, are informing the way Miami Dade College (MDC), the nation's largest community college, is evolving its data culture. Specifically, the Florida legislature recently passed a law that funds the state's community colleges based on their performance on four metrics: 1) completion rates, 2) retention rates, 3) job placement or continuing education rates, and 4) the wages of graduates in their first job post-graduation. Similarly, the U.S. Department of Education recently released more data on student success and institutional performance through its College Scorecard. Finally, the Association for Institutional Research recently published a *Statement of Aspirational Practice for Institutional Research,* which provides support for an intentional focus on increasing the ability to produce and use data.

Guided by a new strategic plan for 2015–2020, and in response to these growing demands for more sophisticated, timely, and actionable data, MDC launched a strategic set of activities designed to increase its ability to produce and use data to improve student success and institutional effectiveness:

- Focus on key performance indicators such as enrollment and completion;
- Track groups of students who start at the college at the same time over the course of their studies;
- Create data models based on past student performance to predict success for current and future students;
- Build internal capacity to evaluate the impacts of implemented interventions; and
- Increase the comfort and ability of faculty and staff to work with data.

USING DATA TO IMPROVE STUDENT OUTCOMES

MDC leadership closely monitors select key performance indicators (KPIs) that provide a snapshot of its institutional performance. Informed by accountability and transparency initiatives such as Florida's performance funding model and the U.S. Department of Education's College Scorecard, the KPIs include but are not limited to metrics such as the number of students enrolled and the number of credits in which they enroll; the rate at which students re-enroll from one semester to the next; the rate at which students complete their studies; the rate at which students continue their education at another institution whether or not they complete their studies; the rate at which students who complete their studies are employed; and the entry-level wages of students who complete their studies. KPIs allow MDC to gauge progress on high-risk and high-profile metrics, on a semester-by-semester and annual basis. Since data for some of these metrics are available for other colleges and universities through state and federal sources, they are also able to benchmark their performance against other institutions.

While KPIs provide an appropriately high-level view of institutional performance, MDC sees value in producing more granular data and analyses that can be used to improve specific policies, programs, and practices. One way to

do that is to track the progress of groups of students over time. First, MDC establishes cohorts of students who begin studies in the same semester. If necessary, they establish subgroups within each cohort, such as students who attend full time or enroll directly after finishing high school. At the end of every semester, they determine the status of each student in the cohort—if they enrolled, graduated, or did not enroll. MDC tracks the status of each student in the cohort, every semester, for eight years. This approach allows them to identify when a student discontinues enrollment. By using different variables within a cohort, like program of study, GPA, or high school, MDC can develop and apply more targeted interventions to help students succeed. For example, they can use the insights gained from the data to identify the highest-risk courses in a program of study and offer extra supports, like tutoring or group projects for students enrolled in those courses. This approach also aligns with cohort-tracking models used by federal, state, and voluntary accountability efforts.

MDC is also creating data models using the performance of past students to help mitigate risk—and predict success—for current and future students. By tracking the progress of students over time, they can identify those who did not persist from one semester to the next, construct a profile of those students, and determine whether there are common characteristics or behaviors among them. They can then determine the likelihood that other students who share the same characteristics or behaviors will not persist and complete. This student-level data helps faculty, academic advisors, and academic program managers work with students sooner by prioritizing interventions and focusing on the highest-risk students.

RESULTS

Steps MDC has taken to build institutional capacity to use data for student success have led to promising improvements in practice, including:

- Increased use of KPIs and student-level data by faculty, department chairs, and academic advisors in strategic enrollment management activities, including course scheduling;

- Increased use of external accountability metrics in academic program reviews; and
- Knowledge sharing to strengthen data literacy among faculty and staff through the MDC Data Academy, a 30-hour noncredit professional development course,

LESSON LEARNED

MDC captured three key lessons from their experience of using data to improve student success.

▶ **Build a stronger data culture.** The ability to respond to internal and external demands for more and better data is dependent on an institution's data culture. While an institution must have the technical capacity to produce more and better data, it is more important that faculty and staff possess a willingness and ability to use such data to inform changes in policy, practice, and programs. Otherwise, tools will remain underutilized, and insights will remain unexploited.

▶ **Learn from existing activities.** Few institutions must start from scratch to increase their ability to produce and use more and better data to improve student success. There are benefits to building on initiatives that have been previously launched and advantages to aligning the change effort with external public policy developments that must be addressed anyway. For example, MDC has aligned its institutional KPIs with metrics used in state and federal accountability and transparency initiatives.

▶ **Dig deeper into student-level data.** Institutions should dig more deeply into the data than they may have done historically. Especially for open access institutions like community colleges, ensuring that all entering students in the cohort persist all the way to completion takes extraordinary effort. But without a deeper look at who these students are, developing appropriate supports and interventions will be that much more difficult.

YOUNG **INVINCIBLES**
together, invincible

> "While every student doesn't receive advice from college-educated parents and mentors, all prospective college students deserve access to success rates of school programs."
>
> –Ellen
>
> **YOUNGINVINCIBLES**

Empower Students to Better Assess School Quality 🐦

To say my educational journey has been a rocky road is an understatement. That journey–which included four institutions and a subsequent trail of debt–could have been much easier if I had more information about my schools and their programs. I didn't have the best guidance growing up–I lived on my own since I was 15 and didn't graduate from high school. When I turned 18, I knew I didn't want a career in customer service, so at the recommendation of a family member I started classes at (the now notoriously defunct) Lamson Jr. College towards a certificate in word processing. Had I known how many Lamson students in the word processing program found relevant work after graduation, I may have changed my very expensive decision to attend. While every student doesn't receive advice from college-educated parents and mentors, all prospective college students deserve access to success rates of school programs.

There were several red flags that I only discovered once I was enrolled. Lamson, a for-profit school which was located in my local shopping mall, accepted me without a GED. Of course, I was promised I would earn my GED, but was never offered classes to help me achieve this goal. I was also assured that a word processing certificate would put me on the path to a well-paying administrative career, but the school never offered career preparedness services. Three quarters of the way through my program, I was involved in a car accident, which caused me to spend nearly a year recovering from my injuries. Although I had to drop out of school, I was determined to complete my education.

I took another risk 20 years later and attended a community college where, given the quality of my last school, none of my credits transferred. I brought my prior loans out of default, paid my first semester out of pocket, and finally earned my GED. I went to school part-time to make up for the damage from Lamson, and I worked full-time.

When I was ready to transfer to a university, I was offered two different scholarships. One was to a state university and one was to a small private university. With the limited knowledge I had on graduation rates and career success from each institution, I chose the private university's scholarship for the school's prestige. While it did not cover my full tuition, I felt more comfortable at a smaller campus with advisors and administrators who would help me through the transition. It had an impressive graduation rate overall, but I had no access to how my particular program performed or if graduates were able to obtain jobs in their field, but this information is not available for any college or university. Fortunately, that institution was not the same predatory school that Lamson was. Nevertheless, I was cautious about my chances of finding work after graduation. I was an English major–a significant step upwards from word processing–and received overwhelming support from my professors. I was told that I would find plenty of job opportunities, but never saw stats released on the program's success.

Financially, I struggled. I borrowed additional money that wasn't covered by scholarships and Pell Grants. Things went from bad to worse in my second semester, when I was diagnosed with thyroid cancer and and withdrew from all of my classes. When I finally returned to school, I was still sick, had to drop classes again, and lost my job. Despite my good grades previously, I was in danger of not graduating.

I finally transferred a third time to Park University, where I am currently enrolled. I'm paying less for many of the same services I received at previous schools. I'm happy here, and I don't feel manipulated. In hindsight, I wish I could have gone here immediately after completing my GED. Instead, unfortunately, I have debt passing through four different schools. My loans are near the limit. I will have to take fewer classes, and if I am able to graduate it will take me longer.

The odds are against me, but I'll overcome it. Not everybody has the same perseverance as I have, and this is the part where a lot of people just stop, and those are the people I want to be an advocate for. Taxpayers do not contribute to Pell grants for students like me to be mislead and buried in debt, all driven by a severe lack of information. It's time for our government to help provide us access to information so that those of us who seek to gain skills and be educated do not fall prey to colleges that can operate and turn a profit with no accountability.

Ellen Griffin is a full time college student studying Social Psychology at Park University. She hopes to use her education to improve the way people communicate with one another in business. She has a 15-year-old daughter who she hopes will be inspired by her educational journey.
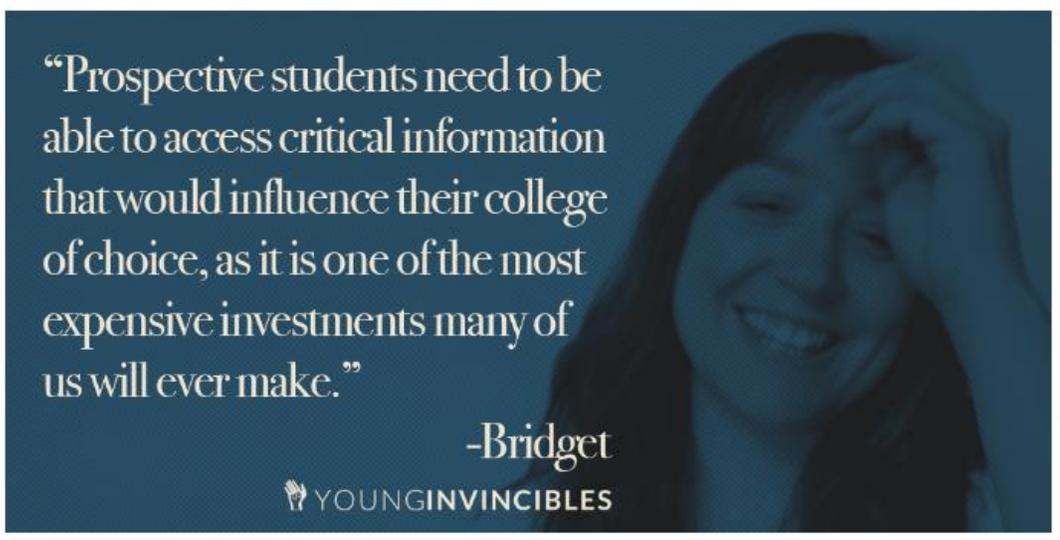
"Prospective students need to be able to access critical information that would influence their college of choice, as it is one of the most expensive investments many of us will ever make."

-Bridget

YOUNGINVINCIBLES

What You Don't Know Will Hurt You: A Lack of College Program Data Can Land Students in Deep Debt 🐦

A certain image of the struggling Millennial shows up often in the media – underemployed, underpaid, and swimming in debt. I am that Millennial. I am buried in more than $113,000 of student loan debt, and can barely stay afloat financially. And there are thousands of people grappling with similar stories. These numbers – these people – can't be linked to the common misrepresentation of Millennials – that we're lazy, entitled, and misguided. There's a much larger network of institutional barriers at work here. One of these barriers is accountability of our higher educational institutions. Prospective students should be able to access critical information that would influence their college of choice, as it is one of the most expensive investments many of us will ever make.

I graduated from the University of Pittsburgh in 2007 with bachelor's degrees in Anthropology and Sociology, and a certificate in Women's Studies, just as the economy was beginning to stagnate. I loved my time at Pitt. I honed my analytical skills, expanded my understanding of worldviews, and learned the value of a liberal arts education. It was just the college experience I had been promised, and it was so personally enriching. But that experience doesn't seem to translate that easily for hiring managers.

I thought having three degrees would have made me more well-rounded and appealing to potential employers, as it demonstrated my analytical skills and work ethic. At least that's what I was led to believe when I was provided with a list of careers paths for sociologists and anthropologists and the variety of ways in which we could leverage our degrees. These lists made the job market out to be brimming with opportunities, all without releasing a single statistic from my school on how many students in my program actually found work in their field. I spent the summer after graduating looking for a job, and when I couldn't find anything in my field, I eventually settled for a minimum wage job at my local Starbucks.

My mistake, I thought, was my lack of specialization, so I signed the papers, pursued the shiny program brochures and enrolled myself in a masters in interior design program at Chatham University, believing that it would lead to a good job.

Interior design has always been a hobby and secondary interest of mine, and those around me echoed the idea that pursuing a more focused degree would lead to a more stable job and a good living. Perhaps unsurprisingly, when I graduated in the fall of 2009, I was still without a job. We were in the throes of the worst recession since the Great Depression, the housing market had collapsed, and finding a job was that much harder as a young person. I've spent the years since initially working three part-time jobs, and moving into a full-time position stagnating at around $30,000 a year. Finally, after going a year and a half without a raise and working 40 hours a week, I got a second part-time job.

Looking back at my education, I can't help but feel mislead and cheated. While I'll never regret my undergraduate liberal arts degrees, I pursued my graduate education without realizing how important your choice of school and program is when planning for and pursuing a career. It isn't as if I never did my homework, there just isn't enough information available for research. I may have been able to know how many students graduated from my school in my programs, and how many of them found work in their field, or found work at all a year after graduation. But right now, our government nor our schools make any of that information available. These details would have heavily influenced which school I attended, what programs I selected, and how much debt I'd be willing to accumulate for my education. But the blame instead has to fall on my shoulders, and schools continue to share none of the accountability.

Since graduation, I've been continuously solicited for donations with these requests following me through moves and relocation, but have not found equal efforts to give students resources on finding work in their field.

Transparency and accountability provided through higher education data would arm students with information to help them make the informed decision that I could not. Further, colleges should be, in part, accountable for the placement of their students post-graduation and accountable at holding their degrees to the esteem in which they cost. Simply put: if the students are paying a premium for the degree, the institutions should be accountable for delivering a return on investment.

For me, getting a return on investment will be a lifelong battle. I continue to hold onto the hope that those so quick to point fingers and call Millennials names will eventually recognize the need for action. Until then, I'll continue to work more than 40 hours a week.

Bridget is a more-than-full-time working girl who spends her nights easing her furiously fervent mind by daydreaming about writing op-eds and taking her activism to the next level. In her free time she enjoys volunteering in her community, spending time outdoors and pretending she has a green thumb. She is perilously passionate about Millennials and their fight to reclaim any semblance of the American Dream.

> "We need more information on which schools best serve first generation and minority students, to feel comfortable and assured we'll find a college committed to our success."
>
> –Thien
>
> YOUNG**INVINCIBLES**

Why First Generation Students Need Data 🐦

Students today have a vast amount of options for where to obtain an education, which allows us a lot of flexibility in finding schools of different sizes, cost, and locations. It's a great advantage for some, but can create quite a lot of stress if you aren't exactly sure how to assess which school will set you up best for post-graduation success. Students, especially those from underserved or underrepresented backgrounds, need data that clearly explains graduation and career success rates for people like them. In order to create a generation of leaders and innovators, today's students need to make more informed decisions on which paths will lead them there.

I aspired to become a lawyer since I was 14, so I was lucky to already have an idea of which programs would help me reach my goals. This didn't necessarily make shopping for colleges easier, though. High school advisers and parents can be great resources to students struggling with higher education decisions, but I'm a first generation college student from a non-English speaking family, and there was not a lot of advice to go around. Most of my decisions were made through my own independent research. While my high school adviser was helpful in directing me to scholarship opportunities, I was essentially on my own to pick the right college.

As a 17-year-old, I did not have nearly enough knowledge of federal loan programs, extra college fees, trends in increasing tuition costs, or credit transferability to make the best possible decision when considering the investment I was making in paying for school. Institutions of higher education sometimes provide a cost calculator on their websites and some even provide financial aid estimators. These tools can be helpful in estimating front-end costs, but they do little to educate on what life after graduation, or dropping out, would bring. It only takes a few clicks for a student to receive thousands of dollars in loans, but some can end up repaying them for decades afterward. Once on campus, students have a lot to manage — jobs, internships, community involvement, all on top of classes — so often times learning about our interest rates, repayment options and potential loan forgiveness programs come as a harsh reality after graduation. Colleges need to be more transparent when advertising their costs by also informing prospective students on the costs that go along with repayment.

It can be an even higher stakes situation for students with backgrounds similar to my own, who may not have family or community resources, may need extra support, and may not be native English speakers. We need more information on which schools best serve first generation and minority students to feel comfortable and assured we'll find a college committed to our success. A college campus can be a very unfamiliar environment when you don't have family members to help navigate the strange new setting. Students from similar backgrounds already on campus can be a huge resource to prospective students, as they understand the struggles and can help provide guidance. But that alone isn't enough. Sharing simply the number of minority students at a given school doesn't tell us about the community we may be joining. Our institutions of higher education need to paint a more accurate picture of their minority communities, and the rate of success of those communities experience after graduation, including how prepared they are for the workforce. It's a great resource for some of us, who are not used to asking for help and may let ourselves fail out of college before mentioning anything to anyone, but it's frankly not enough.

I can't speak for every low-income, first generation, minority college student in America, but I know these words resonate with a lot of my peers. While we know we need to take the reigns of our own success, we need to be empowered to do so, and it is clear that there is a lot of information that needs to be made available before students can make a decision that will impact the rest of their lives and those close to them. What we need right now is better data, more of it, and to have it in a transparent and easily digestible form.

Thien is a graduate of the University of Nebraska – Lincoln with degrees in Political Science and Environmental Studies. He served as UNL student body president and pursued increased state funding for colleges with the student government. He has also worked with the National Campus Leadership Council to advocate for college affordability on a national level.

NEW COLLEGE RANKINGS CREATED USING COLLEGE SCORECARD DATA

by Jenna Leventoff

November 6, 2015

Traditionally, students, parents, and employers have looked to rankings from just a handful of entities, including *U.S. News & World Report*, to gauge the quality of higher education institutions. However, rankings are subjective, and not everyone agrees about what criteria indicate quality. The release of the Department of Education's (ED's) College Scorecard and College Scorecard Data websites have allowed other entities, such as *the Economist* and the Brookings Institution, to create their own rankings based upon their own criteria. These new rankings provide different measures to help students and parents consider how postsecondary education can impact their future careers.

Both rankings focus on monetary success. Generally speaking, each utilized the College Scorecard's data to compare their own estimates of alumni's expected income to actual outcomes to determine the financial gains attributable to each college. Nevertheless, the rankings reached largely different conclusions.

The *Economist* based its estimate about the expected earnings of alumni of 4-year colleges on a variety of factors, including SAT scores, race, prevailing wages in the school's city, the number of Pell grant recipients at each school, and even whether students had an affinity for marijuana. The *Economist's* top rankings went to schools whose graduates exceeded estimated income. According to this ranking method, the top three schools were Washington and Lee University, Babson College, and Villanova University, while the bottom three schools were Gallaudet University, St. John's College, and Cooper Union for the Advancement of Science and Art.

Rank	%ile	College	State	Expected earnings	Median earnings	Over/Under ▼
1	99	Washington and Lee University	VA	$55,223	$77,600	$22,377
2	99	Babson College	MA	$65,170	$85,500	$20,330
3	99	Villanova University	PA	$60,455	$73,700	$13,245
4	99	Harvard University	MA	$74,466	$87,200	$12,734
5	99	Bentley University	MA	$62,327	$74,900	$12,573
6	99	Otis College of Art and Design	CA	$29,562	$42,000	$12,438
7	99	Lehigh University	PA	$64,559	$76,800	$12,241
8	99	Alderson Broaddus University	WV	$31,766	$43,400	$11,634
9	99	Texas A & M International Univer...	TX	$33,692	$45,200	$11,508
10	99	California State University-Bakers...	CA	$37,025	$48,100	$11,075

The Brookings Institution ranked both two and four year colleges. Somewhat similar to the *Economist*, it based its estimate about expected earnings on factors including family incomes, the regional cost of living near the school, race, and test scores. The top ranking schools were those that had the highest score on a scale of 1 to 100, with higher scores signifying the greatest increase over expected earnings. Fifteen 4-year colleges, including a handful of maritime colleges, Babson College, and Harvard University, as well as thirteen 2-year colleges including North Central Institute, Foothill College, and Highland College of Montana Tech, received the Brookings Institute's top score. The 16 bottom scoring 4-year colleges include a number of prestigious conservatories such as The Julliard School and the Boston Conservancy, while the 14 bottom scoring 2-year colleges include the Golf Academy of America - Myrtle Beach and Honolulu Community College.

Search for a school ☐ Two-year ☐ Four-year			Value-added to median student earnings 10 years after enrollment of 2001-02
Institution	City	State	cohort (100 = top score) ▼
Albany College of Pharmacy and Health Sciences	Albany	N.Y.	100
MCPHS University	Boston	Mass.	100
The University of Texas Health Science Center at San Antonio	San Antonio	Texas	100
Maine Maritime Academy	Castine	Maine	100
Massachusetts Maritime Academy	Buzzards Bay	Mass.	100
LIU Brooklyn	Brooklyn	N.Y.	100
University of the Sciences	Philadelphia	Pa.	100
SUNY Maritime College	Bronx	N.Y.	100
California Maritime Academy	Vallejo	Calif.	100
University of Colorado Denver	Denver	Colo.	100
Babson College	Wellesley	Mass.	100
United States Merchant Marine Academy	Kings Point	N.Y.	100
Palmer College of Chiropractic-Davenport	Davenport	Iowa	100
Rose-Hulman Institute of Technology	Terre Haute	Ind.	100
Harvard University	Cambridge	Mass.	100

The *Economist* compared its results to Brookings' and found that, "the Brookings numbers regard a college's curriculum as a significant part of its "value add", causing the top of its rankings to be dominated by engineering schools, and the bottom by art and religious institutions. In contrast, we treated fields of study as a reflection of student preferences, and tried to identify the colleges that offer the best odds of earning a decent living for people who do want to become artists or study in a Christian environment. Similarly, the Brookings rankings do not appear to weight SAT scores nearly as heavily as ours do, if they count them at all: colleges like Caltech and Yale, whose graduates earn far more money than those of an average university but significantly less than their elite test results would indicate, sit at the very bottom of the *Economist*'s list, whereas Brookings puts them close to the top."

The *Economist's* comparison illustrates how different priorities can impact rankings. Nevertheless, WDQC is pleased that the College Scorecard has enabled institutions to conduct research and draw their own conclusions. WDQC applauds all efforts to provide students with the information they need to make informed decisions.

Senator	Department	Agency/Account	Program	Funding Request Level	Report Language (if applicable)	Bill Language (if applicable)
	Labor	Training and Employment Services	WIOA Title I - Adult Formula Grants	$861,060,000		
	Labor	Training and Employment Services	WIOA Title I - Dislocated Worker Formula Grants	$1,374,019,000		
	Labor	Training and Employment Services	WIOA Title I - Youth Formula Grants	$922,148,000		
	Labor	Training and Employment Services	Workforce Data Quality Initiative Grants	$40,000,000		
	Labor	Training and Employment Services	WIOA Title III - Wagner/Peyser Employment Service Grants	$680,000,000		
	Labor	Training and Employment Services	WIOA Title IV - Vocational Rehabilitation and	$3,302,053,000		
	Labor	Training and Employment Services	Apprenticeship Funding	$90,000,000		
	Labor	Training and Employment Services	Migrant and Seasonal Farm Workers	$92,050,000		
	Labor	Training and Employment Services	Native American Programs	$51,795,000		
	Labor	Training and Employment Services	Ex-Offender Activities	$88,078,000		
	Labor	Training and Employment Services	YouthBuild	$87,147,000		
	Labor	Training and Employment Services	Older Americans Act - Senior Community Service Employment Program	$454,499,494		
	Education	Career, Technical, and Adult Education	WIOA Title II - Adult Education and Literacy State Formula Grants	$649,287,000		
	Education	Career, Technical, and Adult Education	Carl D. Perkins Act State Grants	$1,271,694,000		
	Education	Student Financial Assistance	HEA - Pell Grant Program	$22,475,000,000		