



Adult Education and Family Literacy Act of 1998

**Annual Report to Congress,
Program Year 2014-15**

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Program Year 2014–15**

**U.S. Department of Education
Office of Career, Technical, and Adult Education**

March 2019

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ABBREVIATIONS

ABE/ASE	adult basic education/adult secondary education program (consists of six educational functioning levels)
ABE	adult basic education
<i>AEFLA</i>	<i>Adult Education and Family Literacy Act of 1998</i>
ASE	adult secondary education
BEST Literacy	Basic English Skills Test Literacy
BEST Plus	Basic English Skills Test Plus, used exclusively with English language learners
CASAS	Comprehensive Adult Student Assessment System
Department	U.S. Department of Education
DOL	U.S. Department of Labor
EL	English literacy
ESL	English as a second language
FY	fiscal year
GED	General Educational Development (tests)
IES	Institute of Education Sciences
LEA	local educational agency
NCES	National Center for Education Statistics in the U.S. Department of Education
NRS	National Reporting System for Adult Education
OCTAE	Office of Career, Technical, and Adult Education
PY	program year
SLDS	Statewide Longitudinal Data Systems
TABE	Tests of Adult Basic Education
UI	unemployment insurance
<i>WIA</i>	<i>Workforce Investment Act of 1998</i>
<i>WIOA</i>	<i>Workforce Innovation and Opportunity Act of 2014</i>

EXECUTIVE SUMMARY

The Adult Education—Basic Grants to States program authorized under the *Adult Education and Family Literacy Act of 1998* (*AEFLA*),¹ enacted as *Title II* of the *Workforce Investment Act of 1998* (*WIA*) (P.L. 105–220), was the major source of federal support for adult basic education (ABE) and literacy education programs for the 2014–15 program year (PY).² When *AEFLA* was authorized in 1998, Congress made accountability for student results a central focus of the new law, setting out new performance accountability requirements for state³ and local programs that measure program effectiveness on the basis of student academic achievement and employment-related outcomes. The Office of Career, Technical, and Adult Education (OCTAE) in the U.S. Department of Education (Department) established the National Reporting System for Adult Education (NRS)⁴ in PY 2000–01 to implement the accountability requirements of *AEFLA* and act as a reservoir of data collected under these measures.

This report covers the 15th year⁵ of implementing the *AEFLA* requirements using the NRS. OCTAE, as part of its efforts to monitor data collection procedures and promote data quality improvement, developed data quality standards to clarify the policies, processes, and materials that state and local programs should have in place to collect valid and reliable data. OCTAE assisted states in meeting the congressionally enacted *AEFLA* standards by (1) providing technical assistance to improve data quality and (2) refining NRS requirements, including producing guidelines for conducting follow-up surveys used to obtain data on particular measures. OCTAE also has provided specially designed technical assistance to states on implementing the data collection and reporting requirements of *AEFLA* through the NRS.

The Department is required by Sec. 212(c)(2) of *AEFLA* to make available and issue to Congress and the public the *AEFLA* annual report. Information on each state’s yearly performance in the Adult Education—Basic Grants to States program is included in the annual report, as are aggregated data on national performance.

¹ Citations in this report are to *AEFLA* as authorized by *WIA*. *AEFLA* has been reauthorized by the *Workforce Innovation and Opportunity Act of 2014*.

² The *AEFLA* grant program funds each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States, including the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

³ The term “State” means “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of *AEFLA*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the U.S., which also receive funding — the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

⁴ Information regarding the NRS may be accessed on the NRS website (<http://www.nrsweb.org/>). The NRS was established in program year (PY) 2000–01.

⁵ The Adult Education—Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, program year PY 2014–15 refers to July 1, 2014 through June 30, 2015.

Highlights

The Adult Education—Basic Grants to States program enrolled 1,535,139⁶ learners during PY 2014–15, of whom 44 percent were enrolled in adult basic education (ABE), 12 percent were enrolled in adult secondary education (ASE), and 44 percent were enrolled in English literacy (EL) programs (see Table 1).

Table ES-1 provides a summary of actual performance on the core outcome measures for adult education under the NRS during a three-year period, PY 2012–13 through PY 2014–15. Performance data for educational gains are collected on all participants in the adult education program. In ABE/ASE,⁷ the percentage of adults demonstrating educational gain, from one educational functioning level to the next, decreased by two percentage points, from 43 percent in PY 2012–13 to 41 percent in PY 2014–15.⁸ In EL, the percentage of adults demonstrating educational gain decreased by one percentage point, from 46 percent in PY 2012–13 to 45 percent in PY 2014–15. As shown in Table ES-1, students achieving performance measures in PY 2014–15 ranged from 28 percent for entering postsecondary education or training to 66 percent for high school completion.

⁶ Data from the outlying areas are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their state level data are not presented in order to protect student identity.

⁷ “ABE/ASE” means “adult basic education/adult secondary

⁸ Educational functioning levels are listed in Figure 1 and explained on page 9.

Table ES-1.
Adult Education National Performance Percentage and
Number of Students Achieving Core Outcome Measures:
Program Year 2012–13 to Program Year 2014–15

Core Outcome Measures	Percentage Achieving Core Outcome Measure (National Averages)			Number Achieving Core Outcome Measure
	2012–13	2013–14	2014–15	2012–13 to 2014–15 (Three-Year Total)
Educational Gain ABE/ASE ^a	43	42	41	1,071,292
Educational Gain English Literacy ^a	46	46	45	921,692
High School Completion	71	73	66	371,918
Entered Postsecondary Education or Training	29	30	28	258,343
Entered Employment	47	41	45	505,996
Retained Employment	56	61	64	813,741

^a Percentage of enrolled adults who completed one or more educational functioning levels. Educational gain data are collected on all participants in the adult education program, whether they are enrolled in ASE, ABE, or EL.

Note: “ABE/ASE” means “students in adult basic education/adult secondary education programs.” ABE/ASE consists of six educational functioning levels with four levels in ABE — beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE — low secondary and high secondary. However, educational gain ABE/ASE calculations do not include the number of students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level, performance data are not standardized and cannot be compared across states at the national level. “PY” means “program year.”

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

INTRODUCTION

Adult education programs under the *Adult Education and Family Literacy Act of 1998* (*AEFLA*) address our nation's critical need to improve adult literacy skills and enhance the other skills necessary for adults to be more productive members of society and the workforce. *AEFLA*, enacted as *Title II* of the *Workforce Investment Act of 1998* (*WIA*) (P.L. 105–220), is the principal source of federal support for adult basic skills programs.⁹ The purposes of *AEFLA*, as defined in Sec. 202,¹⁰ are to

- “(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- (2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- (3) assist adults in the completion of a secondary school education.”

Sec. 203(1) of *AEFLA* defines “adult education” as “services or instruction below the postsecondary level for individuals (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.” The state-administered¹¹ *AEFLA* grants are allocated by formula based upon each state's count of “qualifying adults.”¹² Data on the number of qualifying adults are drawn from the U.S. Census of Population and Housing.

The federal allocation for *AEFLA* grants to states for PY 2014–15 was \$554,855,000.¹³ As

⁹ The *AEFLA* grant program funds each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States, including the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

¹⁰ Citations in this report are to *AEFLA* as authorized by *WIA*. *AEFLA* has since been reauthorized by the *Workforce Innovation and Opportunity Act of 2014* (*WIOA*).

¹¹ The term “State” means “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the U.S., which also receive funding – the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

¹² Sec. 211(d) of *AEFLA* defines a “qualifying adult” as one who is at least 16 years of age, beyond the age of compulsory school attendance under the law of the state, does not have a secondary school diploma or its recognized equivalent, and is not enrolled in secondary school.

¹³ The \$554,855,000 federal allocation for *AEFLA* grants to states and outlying areas for PY 2014–15 includes \$70,811,000 for English literacy/civics, a formula program based on the latest legal permanent resident data from the U.S. Citizenship and Immigration Services, as well as an estimated one-time grant supplement to states and outlying areas. In accordance with Sec. 211(a)(3) of *WIA*, 1.72 percent of the *AEFLA* appropriation was reserved for FY 2014 incentive grants under Sec. 503. The amount reserved was \$9,935,872, and of that amount, \$9,000,000 was made available to three states that qualified for incentive grants under the FY 2014 appropriation, leaving a balance of \$935,872. OCTAE allocated the remaining balance of \$935,872 as grant supplements under the *AEFLA* state grant program.

required by *AEFLA*, states distributed 82.5 percent of the federal funds competitively to local adult education providers using the 12 considerations identified in Sec. 231(e) of *AEFLA*.¹⁴

The local provider network includes a variety of agencies — local educational agencies (LEAs), community colleges, community-based organizations, and volunteer literacy organizations. Many adult education programs also work with human service agencies at the state and local levels to provide basic skills instruction to adults who are receiving benefits under Temporary Assistance for Needy Families, a U.S. Department of Health and Human Services program intended to promote self-sufficiency. In addition, *AEFLA* state grants provide basic skills instruction to adults who are in job training programs supported by *WIA Title I* funding administered by the U.S. Department of Labor.

Courses of instruction offered by local providers include

- adult basic education (ABE) instruction for adults whose literacy skills range from the lowest literacy levels to just below the high school literacy level;
- adult secondary education (ASE) instruction for adults whose literacy skills are at approximately the high school level and who seek to obtain a high school diploma or an equivalent high school credential; and
- English literacy (EL) instruction for adults who lack proficiency in English and who seek to improve their literacy and competence in English.

Adult Education Enrollment and Participant Status

In PY 2014–15, the *AEFLA* program enrolled 1,535,139 learners, with 44 percent of learners enrolled in ABE, 12 percent enrolled in ASE, and 44 percent enrolled in EL programs, as indicated in Table 1.

Table 1. Number and Percentage of Students Enrolled in Adult Education, by Program Type: Program Year 2014–15		
Program Type	Enrollment Numbers	Enrollment Percentages
Adult Basic Education	682,539	44
Adult Secondary Education	181,716	12
English Literacy	670,884	44
Total Enrollment	1,535,139	100

Note: Percentages for the program types reflect rounded figures and may not total 100 percent.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

¹⁴ See Appendix B of this report.

Adult education serves a variety of populations. Table 2 shows the number and percentage of students, by program type and age, who were enrolled during PY 2014–15. Overall, 32 percent of students were under age 25, and 80 percent were under age 45. Only 4 percent were 60 years or older. Age distribution varied by program type, with 54 percent of ASE students under age 25, making ASE students younger than both ABE and EL students, with 41 percent and 16 percent, respectively, under age 25. EL students, with 28 percent over age 44, tended to be older than both ABE and ASE students, with 15 percent and 9 percent, respectively, over age 44. Fifty-six percent of EL students were in the 25–44 age range, compared with 44 percent of ABE and 37 percent of ASE students in this age range.

Table 2. Number and Percentage of Students Enrolled in Adult Education, by Program Type and Age: Program Year 2014–15												
Program Type	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult Basic Education (ABE)	85,835	13	194,343	28	300,279	44	87,216	13	14,866	2	682,539	100
Adult Secondary Education (ASE)	40,206	22	58,691	32	67,281	37	13,529	7	2,009	1	181,716	100
English Literacy (EL)	16,812	3	87,830	13	377,205	56	143,789	21	45,248	7	670,884	100
Total	142,853	9	340,864	22	744,765	49	244,534	16	62,123	4	1,535,139	100

Notes: The percentage totals are summative horizontally. The percentages shown for each age group in each program type reflect rounded figures and, therefore, may not add to 100 percent.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

The participation of 16- to 18-year-olds in adult education is of particular interest to policy makers because earning a high school diploma through the regular elementary and secondary education system is the traditional path for youths in this age cohort. Table 2 indicates that 9 percent of adult education participants were between the ages of 16 and 18 in PY 2014–15. Of the 142,853 students in adult education programs in PY 2014–15 who were 16–18 years old, most were in ABE: 60 percent (85,835 adults), compared with 28 percent (40,206 adults) in ASE and 12 percent (16,812 adults) in EL. Therefore, a majority of 16- to 18-year-olds entered into adult secondary programs at a level that suggests they lacked the literacy skills expected at the secondary education level.

Table 3 provides disaggregated information regarding adult learners categorized by race/ethnicity and age. Hispanics or Latinos represented the largest group enrolled in adult education in PY 2014–15, accounting for 43 percent of the total enrollment, followed by whites at 24 percent and blacks or African-Americans at 21 percent. Whites represented the largest proportion of 16- to 18-year-olds (41 percent). Hispanic or Latino students represented the largest proportion of adult

learners in the remaining age categories: 39 percent of 19- to 24-year-olds, 48 percent of 25- to 44-year-olds, 44 percent of 45- to 59-year-olds, and 38 percent of those 60 years and older.

Table 3.
Number and Percentage of Students Enrolled in Adult Education,
by Age and Race/Ethnicity: Program Year 2014–15

Ethnicity	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaska Native	2,088	1	4,832	1	6,863	1	1,823	1	272	0	15,878	1
Asian	3,557	2	17,749	5	66,658	9	31,260	13	13,427	22	132,651	9
Black or African American	25,144	18	81,883	24	149,728	20	49,373	20	9,746	16	315,874	21
Hispanic or Latino	46,674	33	131,755	39	353,855	48	106,977	44	23,680	38	662,941	43
Native Hawaiian or Other Pacific Islander	809	1	1,572	0	2,226	0	600	0	123	0	5,330	0
White	58,836	41	93,299	27	151,789	20	50,673	21	13,859	22	368,456	24
Two or More Races	5,745	4	9,774	3	13,646	2	3,828	2	1,016	2	34,009	2
Total	142,853	100	340,864	100	744,765	100	244,534	100	62,123	100	1,535,139	100

Note: The percentages are summative vertically. Percentages in each age group column reflect rounded figures and, therefore, may not add up to 100 percent.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

The extent to which 16- to 18-year-olds participated in adult education programs varied widely among states. One reason for this variance may be linked to the difference in each state’s age requirement for compulsory school attendance.¹⁵ Table 4 shows the five states, including Puerto Rico, with the highest numbers and percentages of young adults, aged 16 to 18, enrolled or served through *AEFLA* programs. Although some states with the largest populations, such as Florida and California, have the highest number of adult education students aged 16 to 18, some states with small populations, such as Vermont and Wyoming, have high percentages of students aged 16 to 18, despite relatively low numbers overall.¹⁶

¹⁵ At the time of the allocations for PY 2014–15, for the states referenced in Table 4, the age requirement for compulsory school attendance are as follows: Florida—16; California—18; Puerto Rico—18; Georgia—16; Hawaii—18; Mississippi—17; North Carolina—16; Vermont—16; Wyoming—16.

¹⁶ Data from the outlying areas are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their state-level data are not presented in order to protect student identity.

Table 4.
Five States With the Highest Number and Five With the Highest Percentage of Adult Education Students Aged 16–18: Program Year 2014–15

State	Number 16–18-year-olds	State	Percentage 16–18-year-olds
Florida	24,261	Puerto Rico	39
California	19,570	Vermont	32
North Carolina	8,498	Wyoming	24
Georgia	7,110	Mississippi	23
Puerto Rico	5,818	Hawaii	22

^a The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of *AEFLA*. However, for the purposes of this report, the term “state” will refer to each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the United States, which also receive funding: the U.S. Virgin Islands, Guam, Northern Mariana Islands, American Samoa, and Palau.

^b In the funding formula under *AEFLA*, Puerto Rico receives a state formula grant.

Note: Due to the small enrollment numbers reported in the outlying areas, their data are not presented in the individual state profiles in order to protect student identity.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2014–15, 532,150 students self-reported entering the program while employed; 572,553 students self-reported entering the program while unemployed; 259,377 students self-reported entering the program while on public assistance; 168,916 students self-reported entering the program while in correctional facilities; and 6,202 students self-reported entering the program while in other institutional settings. Note, however, that not all students reported their status, and some reported in more than one category.

Table 5.
Number of Students Enrolled in Adult Education, by Participant Status: Program Year 2014–15

Status	Number
Employed	532,150
Unemployed	572,553
On Public Assistance	259,377
Correctional Setting	168,916
Other Institutionalized	6,202

Note: The participant status of each student is self-reported. Not all students self-reported their status and some students reported in more than one category (e.g., a student can be unemployed and on public assistance).

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education —Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

ACCOUNTABILITY SYSTEM—THE NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION

Since PY 2000–01, the National Reporting System for Adult Education (NRS)¹⁷ has been the national accountability and data reporting system on student outcomes for federal adult education programs. The U.S. Department of Education (Department) published *NRS Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education*, which identifies defined measures for national reporting, establishes methodologies for data collection, and maintains standards for reporting. Each state has established a performance accountability system that meets NRS requirements. The NRS data are the basis for assessing the effectiveness of states in achieving continuous improvement of adult education and literacy activities to optimize the return on investment of federal funds. The NRS includes the following three core indicators of performance, identified in Sec. 212(b)(2)(A) of *AEFLA* that are used to assess state performance:

- “(i) Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills
- (ii) Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement
- (iii) Receipt of a secondary school diploma or its recognized equivalent.”

These indicators of performance are represented and defined by the following five adult learner outcome measures of the NRS:

- **Educational Gain**—The percentage of adult learners in basic and English literacy programs who acquired the basic or English language skills needed (as validated through standardized assessments) to complete the educational functioning level in which they were initially enrolled.

To demonstrate improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, the Department established a hierarchy of six educational functioning levels¹⁸ to measure basic literacy from beginning literacy through high school completion, and six levels to measure English literacy, from beginning literacy to the advanced level. The levels are defined through reading, writing, numeracy, and functional and workplace skills (and, for

¹⁷ Information regarding the National Reporting System for Adult Education (NRS) may be accessed on the NRS website at <http://www.nrsweb.org/>.

¹⁸ The educational functioning levels are listed in Figure 1.

English literacy, speaking and listening skills) at each level. Included for each level is a corresponding set of benchmarks from commonly used standardized assessments.

- **High School Completion**—This refers to the percentage of adult learners who take all secondary credential tests or are enrolled in adult high school at the high ASE level who earned a high school diploma or recognized equivalent after program exit.
- **Entered Postsecondary Education or Training**—This refers to the percentage of adult learners who entered with a secondary credential, earned a secondary credential while enrolled, or enrolled in a college transition class, who entered postsecondary education or training after program exit.
- **Entered Employment**—This refers to the percentage of unemployed adult learners (in the workforce) who obtained a job within one quarter¹⁹ after program exit.
- **Retained Employment**—This refers to the percentage of adult learners (1) employed or (2) who entered unemployed in the workforce and obtained work by the end of the first quarter after exiting the program and who were employed at the end of the third quarter after program exit.

States also may identify additional performance indicators for adult education and literacy activities and incorporate these indicators, as well as corresponding annual levels of performance, in their state plans.

Measuring Educational Gain

For NRS reporting, each state must establish standardized assessment procedures that local programs must follow to measure the educational gains of their adult learners. Although these procedures vary from state to state, they all incorporate a pre- and post-test approach under which local programs must assess an adult learner's educational functioning level at the time of enrollment and after a period of instruction. Although states must use standardized pre- and post-assessments, they are free to use the assessments that best address the needs of their students and delivery system. The most frequently used assessments are the Tests of Adult Basic Education (TABE), the Comprehensive Adult Student Assessment System (CASAS), and the Basic English Skills Test

¹⁹ "One quarter" refers to the first academic quarter after program exit.

(BEST Literacy or BEST Plus).²⁰ All assessments used in the adult education program are reviewed by the Department and determined to be suitable for use in the NRS.²¹

ABE/ASE²² and EL programs each have six educational functioning levels: four levels in ABE, two levels in ASE, and six levels in EL, as indicated in Figure 1. Figure 1 presents PY 2014–15 adult education enrollment figures by educational functioning level as determined by a standardized pretest administered to each student upon program entrance.

As Figure 1 indicates, most students were enrolled in the programs of ABE and ASE. Within ABE and ASE, the largest percentage of student enrollment (30 percent) was in the ABE high intermediate level, and the smallest percentage of student enrollment (5 percent) was in the ABE beginning literacy level. Most students within ABE and ASE (58 percent) were enrolled in the combined ABE intermediate levels.

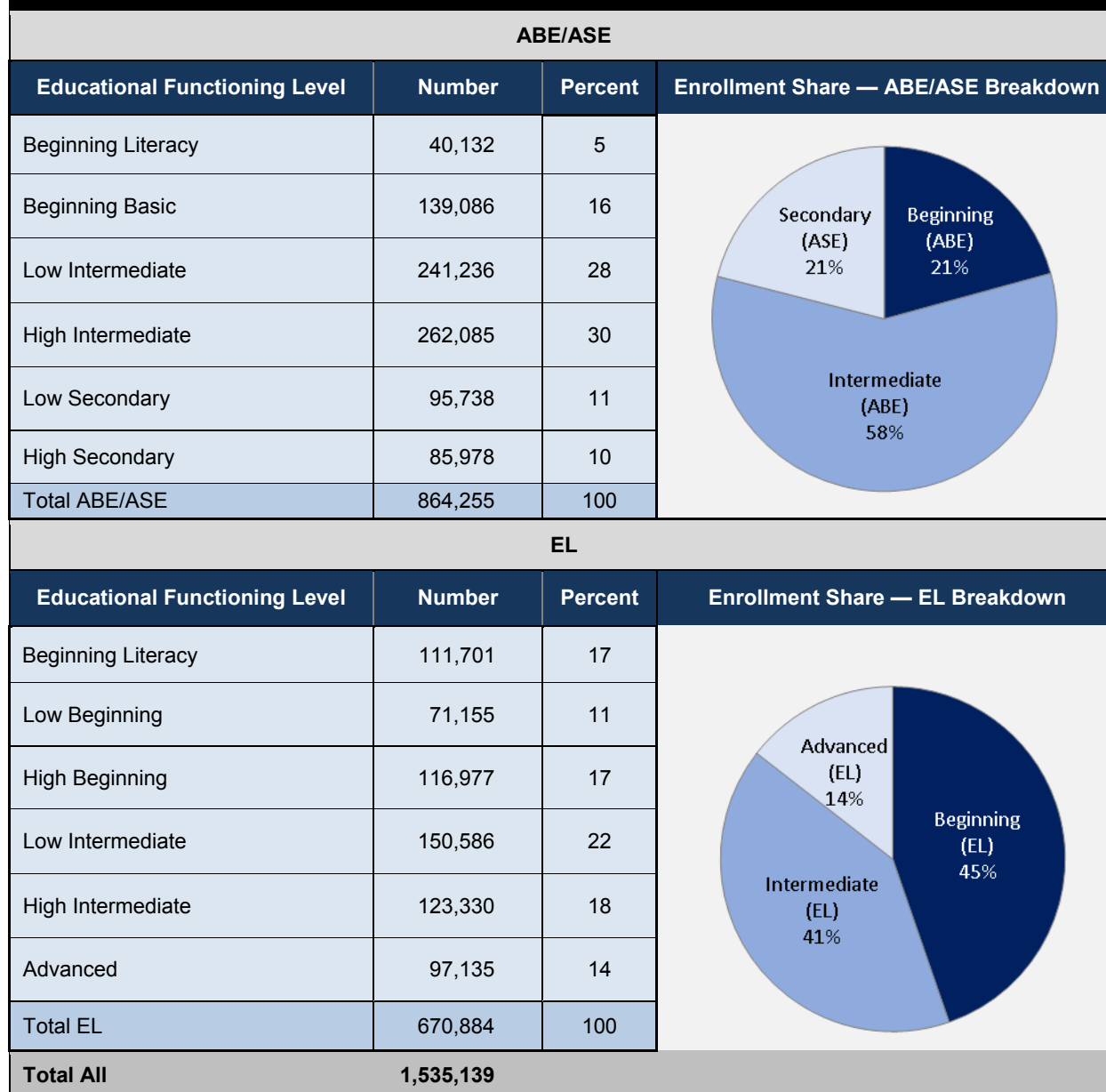
In EL, the largest percentage of student enrollment (22 percent) was in the EL low intermediate level, and the smallest percentage (11 percent) was in the EL low beginning level. Forty-five percent of EL students were enrolled in the combined beginning levels.

²⁰ The BEST Literacy and BEST Plus are used exclusively with English language learners.

²¹ “Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education (NRS).” 79 FR 64369, <https://www.federalregister.gov/documents/2014/10/29/2014-25734/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education> (Oct. 29, 2014).

²² “ABE/ASE” means “adult basic education/adult secondary education.” ABE/ASE consists of six educational functioning levels with four levels in ABE — beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE — low secondary and high secondary.

Figure 1.
Number and Percentage Students Enrolled, by Educational Functioning Level:
Program Year 2014–15



Notes: "ABE/ASE" means "adult basic education/adult secondary education." ABE/ASE consists of six educational functioning levels with four levels in ABE — beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE — low secondary and high secondary. EL refers to the English literacy program. The percentages are rounded figures and, therefore, may not add to 100 percent.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Measuring Other Outcomes

Setting and measuring four “follow-up” outcome measures,²³ as discussed in the Accountability System—The National Reporting System for Adult Education section of this report (see page 7), allows adult education students to specify what they want to accomplish through an adult education program.

Figure 2 identifies the methods by which states currently collect data for the four follow-up measures, which require programs to follow up with students who have left an adult education program. In PY 2014–15, 43 states used administrative records to determine student outcomes for the high school completion measure. Ten states used surveys and four states used a combination of administrative records and surveys for tracking this measure.

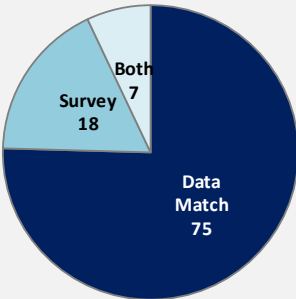
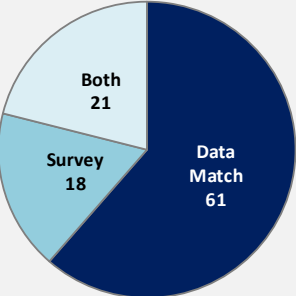
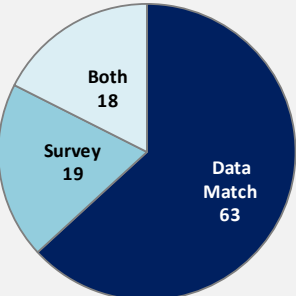
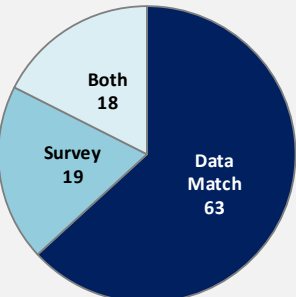
For measuring students’ entrance into postsecondary education, 35 states used administrative records, 10 states used individual student surveys, and 12 used both in PY 2014–15. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program²⁴ was designed to aid state education agencies in the development and implementation of SLDSs through a competitive discretionary grant process. The data systems funded through this grant program securely follow students from early education through the workforce and facilitate the disaggregation, reporting, and analyses of longitudinal data.

Consulting state unemployment insurance (UI) wage records (an example of an administrative record used) is the most efficient, accurate, and cost-effective approach to determining the post-program employment outcomes. However, not all states have the capability to use their UI system due to state privacy laws or technical issues. In PY 2014–15, 36 states used their UI system to report on the “entered employment” outcome measure; 11 used surveys; and 10 used a combination of both. For reporting on the “retained employment” outcome measure, 36 states used their UI system; 11 used surveys; and another 10 used a combination of their UI system and

²³ In the NRS, educational gain is an outcome measure that states track and report for all students participating in their adult education programs. However, it is not considered a “follow-up” measure.

²⁴ The SLDS Grant Program is administered by the Institute of Education Sciences (IES)’s National Center for Education Statistics (NCES) in the U.S. Department of Education.

Figure 2.
Number and Percentage of States Using Data Collection Methods for the Follow-up Measures:
Program Year 2014–15

Performance Measures	Number of States Using Data Match	Number of States Using Survey	Number of States Using Both Methods	Percent of States Using Each Collection Method								
High school or recognized equivalent completion	43	10	4	 <table><thead><tr><th>Method</th><th>Percentage</th></tr></thead><tbody><tr><td>Data Match</td><td>75</td></tr><tr><td>Survey</td><td>18</td></tr><tr><td>Both</td><td>7</td></tr></tbody></table>	Method	Percentage	Data Match	75	Survey	18	Both	7
Method	Percentage											
Data Match	75											
Survey	18											
Both	7											
Entered postsecondary education or training	35	10	12	 <table><thead><tr><th>Method</th><th>Percentage</th></tr></thead><tbody><tr><td>Data Match</td><td>61</td></tr><tr><td>Both</td><td>21</td></tr><tr><td>Survey</td><td>18</td></tr></tbody></table>	Method	Percentage	Data Match	61	Both	21	Survey	18
Method	Percentage											
Data Match	61											
Both	21											
Survey	18											
Entered employment	36	11	10	 <table><thead><tr><th>Method</th><th>Percentage</th></tr></thead><tbody><tr><td>Data Match</td><td>63</td></tr><tr><td>Survey</td><td>19</td></tr><tr><td>Both</td><td>18</td></tr></tbody></table>	Method	Percentage	Data Match	63	Survey	19	Both	18
Method	Percentage											
Data Match	63											
Survey	19											
Both	18											
Retained employment	36	11	10	 <table><thead><tr><th>Method</th><th>Percentage</th></tr></thead><tbody><tr><td>Data Match</td><td>63</td></tr><tr><td>Survey</td><td>19</td></tr><tr><td>Both</td><td>18</td></tr></tbody></table>	Method	Percentage	Data Match	63	Survey	19	Both	18
Method	Percentage											
Data Match	63											
Survey	19											
Both	18											

Note: The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the United States, which also receive funding: the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

Data related to the educational gain performance measure do not require follow-up data collection methods. Consequently, information on this measure is not included in this figure.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

FEDERAL INVESTMENTS TO IMPROVE DATA QUALITY AND ITS USE FOR PROGRAM IMPROVEMENT

OCTAE has provided states with training and technical assistance to improve the quality and increase the use of NRS data. This assistance has included multiday training sessions and the development of guidebooks that address (1) the implementation of NRS requirements; (2) the conduct of follow-up surveys; and (3) other data quality and program improvement issues. Since 2001, OCTAE has also made training resources available online for adult educators. It has established NRS data quality standards, which identify the policies, processes, and materials that state and local programs should have in place to collect valid and reliable data. The standards define data-quality policies and procedures and guide states on how to improve their systems.

Federal Implementation Assistance in PY 2014–15

OCTAE’s assistance to states during the first few years of the NRS focused on the implementation of the NRS requirements, the development of data systems, and the improvement

Well organized! Made an attempt to reach all learning types. Presented a variety of information to resonate with different perspectives. Really appreciate the facilitators/participants binder. Will be really helpful to refer to later.

— Defining Adult Education Under *WIOA*:
Messaging with Infographics

of data quality. In PY 2014–15, OCTAE built on earlier data quality development activities and assisted state and local programs in using the data for their own reporting, program management, and program improvement in the context of the roll out of the *Workforce*

Innovation and Opportunity Act of 2014 (WIOA). In the winter of 2015, OCTAE sponsored a targeted training session entitled “Defining Adult Education Under *WIOA*: Messaging with Infographics.” A total of 25 attendees from seven states participated. The two-day training was designed to enhance state capacity to communicate messages about adult education for the purpose of engaging partners defined by *WIOA*. Participants were introduced to key *WIOA* requirements, learned the principles of messaging using infographics, and were taught how to frame messages to federal and state partners based on the new legislation. During this training, participants developed messages to inform their state plans and translated these messages into visual representations, such as infographics, to effectively communicate the value of collaboration with the adult education community to potential federal, state, and local *WIOA* partners. In addition to the targeted training session, during PY 2014–15, OCTAE continued to sponsor a webinar series called “Promising Practices in Program Management and Data Use.” OCTAE continues to sponsor new webinars in this ongoing series. Each webinar centers on a specific strategy for using data for program improvement. Several states have presented their data demonstrating success in implementing these strategies. OCTAE also supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the NRSWeb (<http://www.nrsweb.org>). This site is the adult education practitioner’s resource for NRS policies and procedures, changes to the federal

accountability requirements and guidelines, publications and related information, direct online training, materials from face-to-face training, webinars, and a calendar of events. In PY 2014–15, NRSWeb offered nine interactive, self-guided online training modules that included 31 courses designed specifically for adult education staff. These courses allow trainees to work independently at their own pace as they follow the instructions contained in each course’s Web training materials. These courses cover NRS basics, data quality, and data use. In PY 2014–15, users of NRSWeb completed 4,170 courses.

OCTAE sponsored one facilitated online course in PY 2014–15, “Developing an NRS Report Card.” It was designed to introduce state and program staff to the concept of using report cards for purposes of informing, evaluating, or promoting state and local programs. The course was based on the NRS face-to-face report card training provided several years ago and similar to the facilitated online report card course that was offered in 2012. Twenty-one participants, representing 11 states and various roles at the state adult education office, enrolled in the course.

NRS Implementation by States

Because their data systems have become more sophisticated, many states can now rely on real-time data to set performance standards, monitor local performance, and implement performance-based funding. Administrators, teachers, and support staff members are now using these data to improve program effectiveness.

OCTAE-supported training has prepared local staff in many states to access and use their data on a regular basis. The training demonstrates how programs can use their performance data to identify effective practices for classroom instruction and professional development, and to determine which support mechanisms will help learners persist long enough to reach their education, training, and employment outcomes. The training helps local staff members participate more effectively in the program improvement process. As a result of the training, some states reported that teachers are using these data for their classes and posting graphs of these data outside their classrooms for their students and other teachers to see.

States are using their data to also address larger programmatic questions and to identify trends. For example, some are examining whether managed or open enrollment²⁵ is better for the students. In addition, states are developing ways to account for program efficiencies and outcomes in per-unit costs. States are also using longitudinal data to track the progress of their adult education students toward college and career readiness.

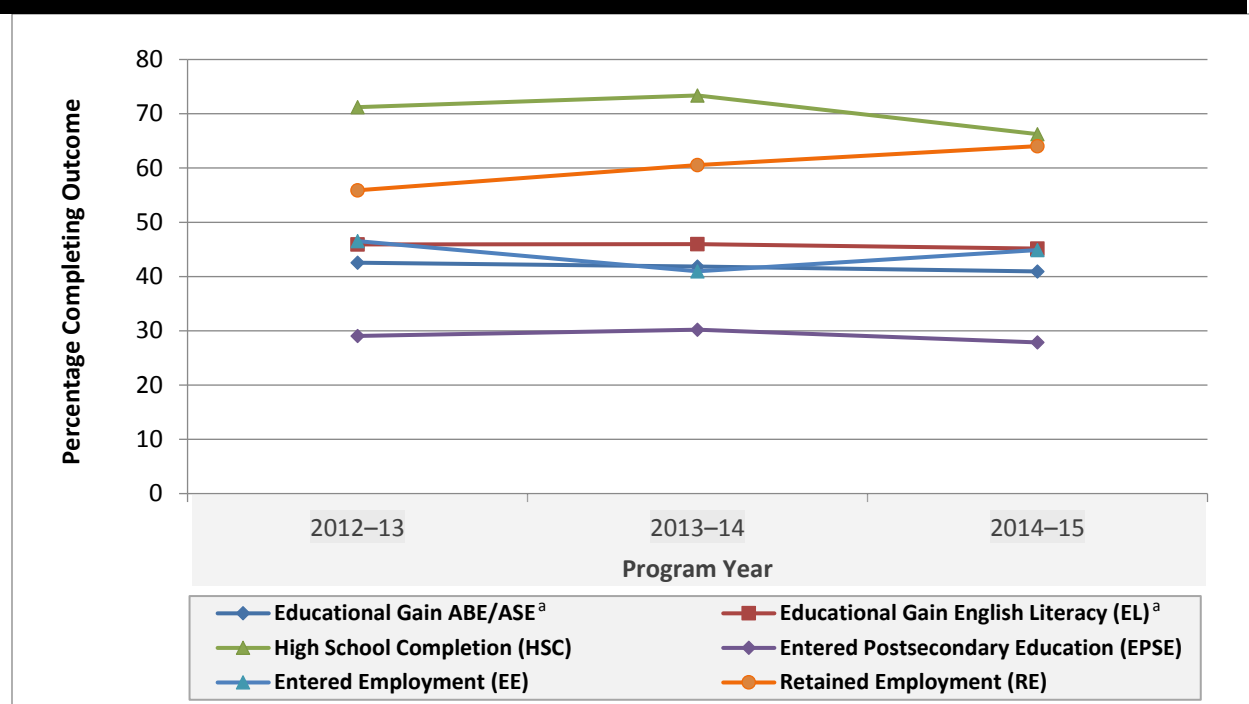
²⁵ A managed enrollment policy allows a student to enter an instructional program only during specific enrollment periods. An open enrollment policy allows a student to enter a program at any time (National Center for the Study of Adult Learning and Literacy, *Adult Student Persistence*, May 2006).

SUMMARY OF NATIONAL PERFORMANCE RESULTS

PY 2014–15 marked the 15th year of implementation of the NRS accountability requirements. Figure 3 shows the percentages of students completing each of the outcome measures for adult education under the NRS from PY 2012–13 to PY 2014–15. In general, the percentages of adults achieving educational gains or entering postsecondary education or training decreased slightly in PY 2014–15, while retained employment consistently increased over the three year period.

The rate of high school completion for PY 2014–15 was 66 percent, while the percentage of adults entering postsecondary education or training was 28 percent. The percentage of adults entering employment was 45 percent, and the percentage of adults retaining employment was 64 percent. More information on student performance as indicated by each of the performance measures is shown in Figures 4 through 9.

Figure 3.
Percentage of Students Completing Educational Outcomes, by Outcome Type:
Program Year 2012–13 to Program Year 2014–15



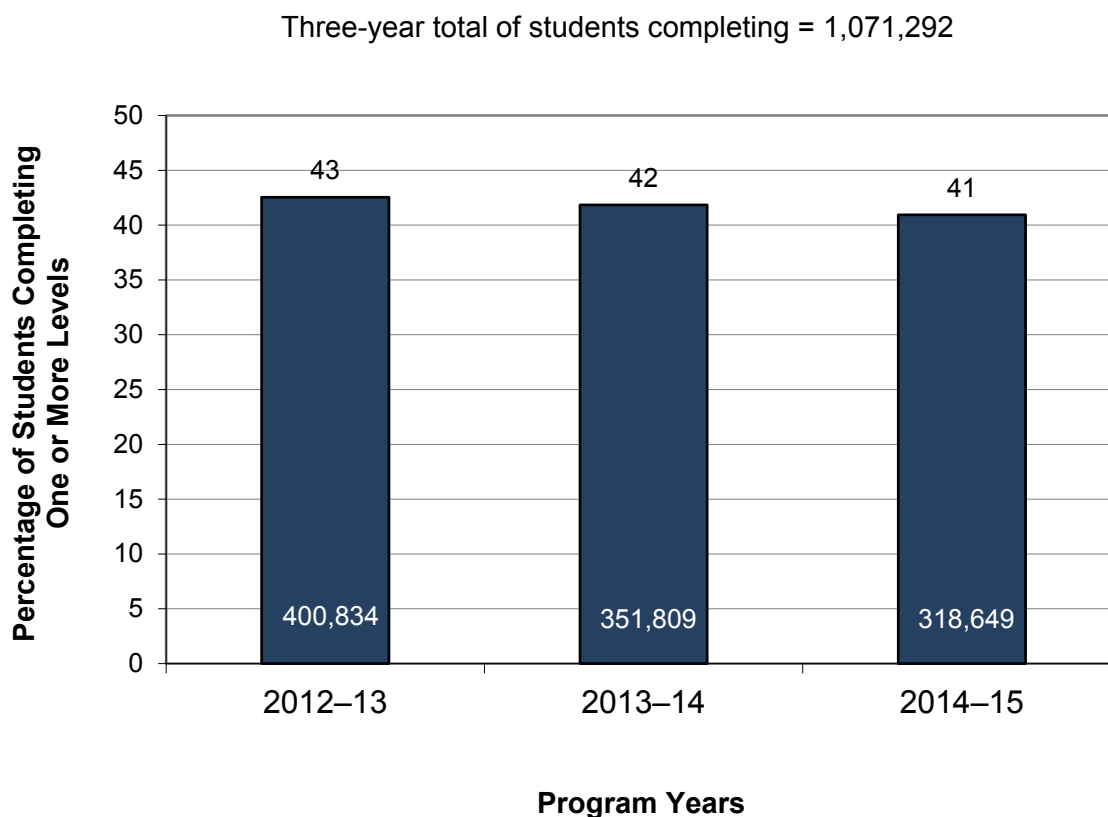
^a Percentage of adults enrolled who completed one or more educational functioning levels. Educational gain data are collected on all participants in the adult education program whether they are enrolled in ASE, ABE, or EL.

Note: ABE means adult basic education. ASE means adult secondary education. Calculations do not include the number of students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and, therefore, each state uses varying criteria to determine completion of the ASE High level, performance data is not standardized and cannot be compared across states at the national level.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Figure 4 shows the percentage and number of enrolled adults who acquired the basic literacy skills needed to complete at least one ABE/ASE educational functioning level.²⁶ The percentage of students advancing one or more educational functioning levels decreased slightly from 43 percent to 41 percent between PY 2012–13 and PY 2014–15, while the number of these students slightly decreased over this same time period. A total of 1,071,292 adults completed at least one educational functioning level over the three years.

Figure 4.
Percentage and Number of Adult Education Students Completing One Or More Educational
Functioning Levels in Adult Basic and Secondary Education:
Program Year 2012–13 to Program Year 2014–15



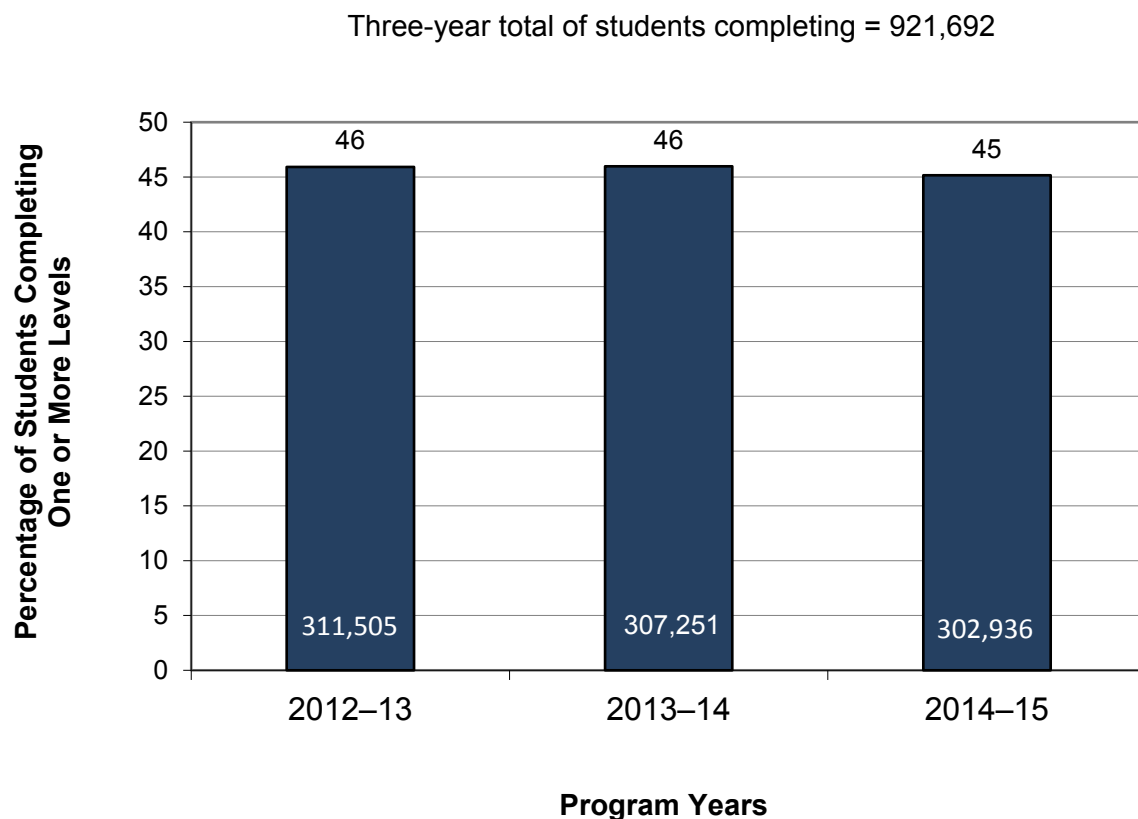
Notes: Percentage totals reflect rounded figures. Numbers and percentages do not include students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level, performance data is not standardized and cannot be compared across states at the national level. The educational functioning levels for adult basic and secondary education are beginning literacy, beginning basic, low intermediate, high intermediate, low secondary and high secondary. The decrease in the total number of students completing one or more educational functioning levels from one program year to the next is due to decreased enrollment.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

²⁶ See subsection “Measuring Educational Gain” and Figure 1 in this report for the meaning of educational functioning level.

Figure 5 shows the percentage and number of enrolled adults who acquired the basic English literacy skills needed to complete at least one educational functioning level. The percentage of students who did so in PY 2014–15 was 45 percent, and included 302,936 students. The total number of students who completed one or more levels over the three years was 921,692.

Figure 5.
Percentage and Number of Adult Education Students Completing One Or More Educational Functioning Levels in English Literacy:
Program Year 2012–13 to Program Year 2014–15

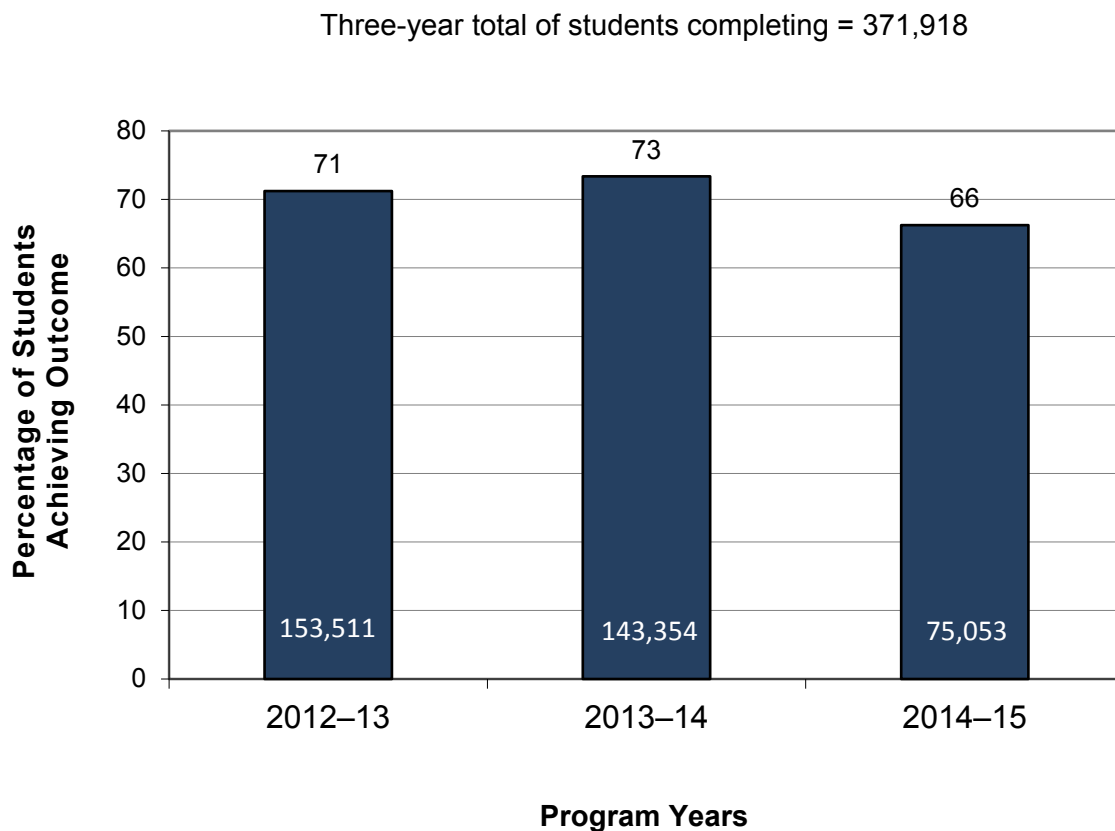


Notes: Percentage totals reflect rounded figures. The educational functioning levels for English literacy are beginning literacy, low beginning, high beginning, low intermediate, high intermediate, and advanced. The decrease in the total number of students completing one or more educational functioning levels from one program year to the next is due to decreased enrollment.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Earning a high school diploma or a recognized equivalent is one of the follow-up outcomes that students can achieve. Figure 6 shows the percentage and number of enrolled adults who completed high school or a recognized equivalent. The number of students achieving high school completion was 66 percent in PY 2014–15. The total number of students who completed high school or a recognized equivalent over the three years was 371,918.

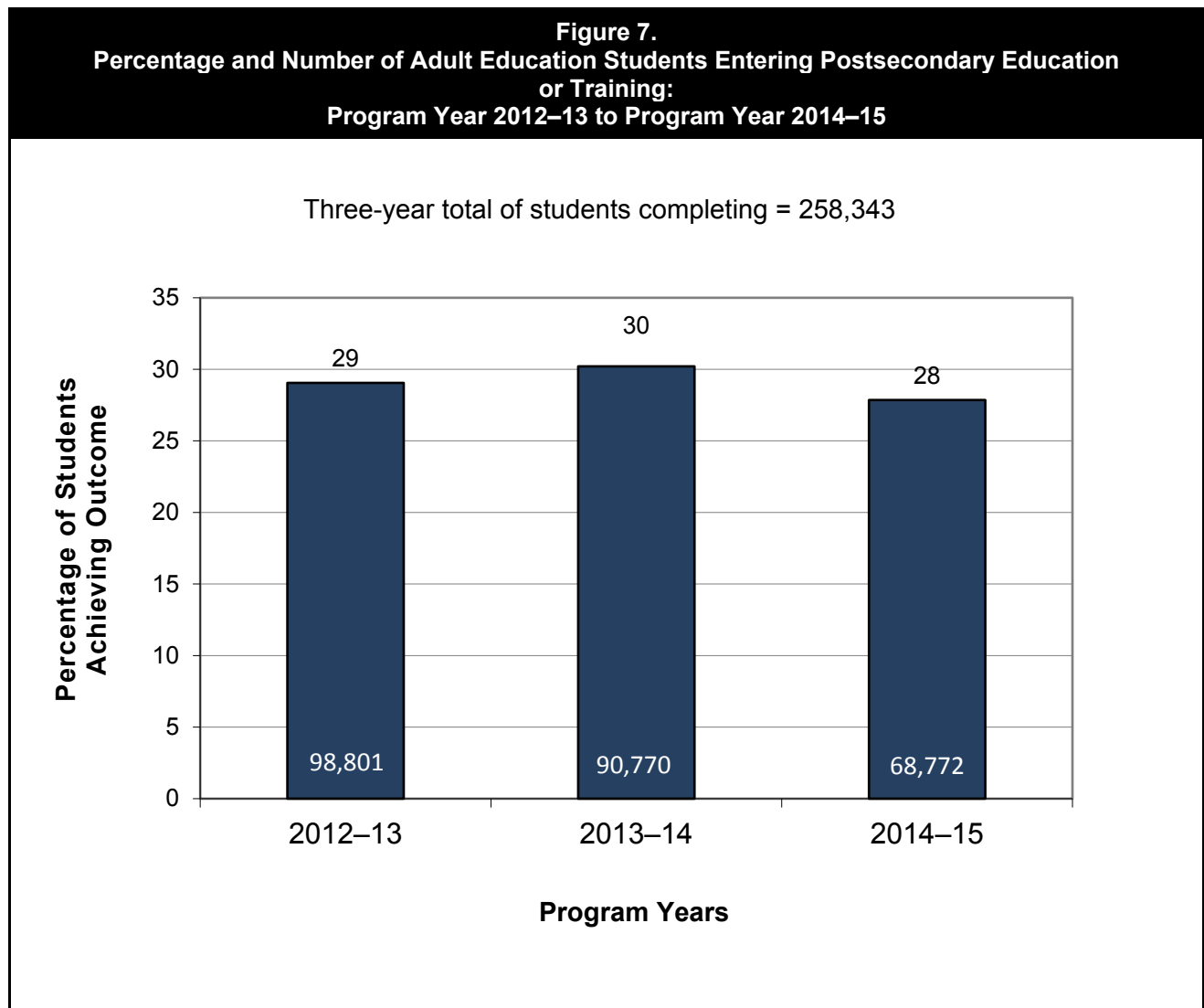
Figure 6.
Percentage and Number of Adult Education Students Achieving High School Completion
or a Recognized Equivalent:
Program Year 2012–13 to Program Year 2014–15



Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Figure 7 shows the percentage and number of students who entered postsecondary education or training. The percentage was 28 percent in PY 2014–15. The total number of students achieving this outcome was 258,343 over the three-year period.

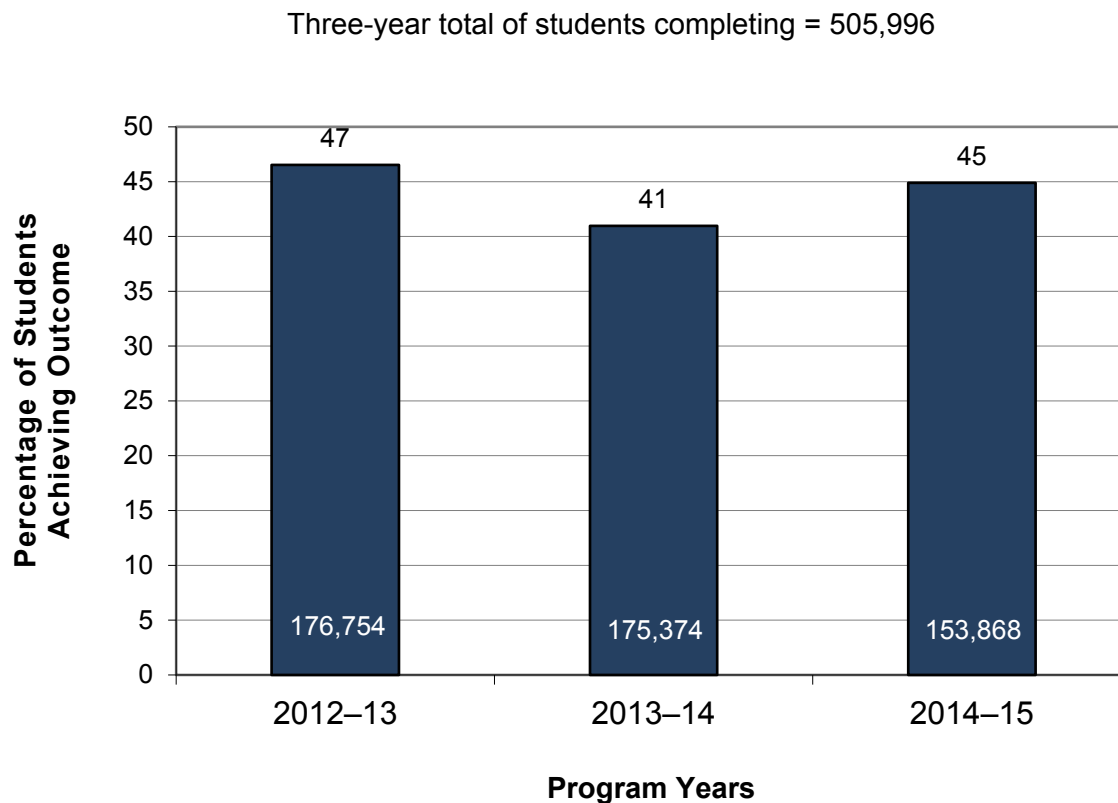


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Figure 8 shows the percentage and number of unemployed students who entered employment within one-quarter after program exit. In PY 2014–15, 45 percent of students entered employment one quarter after exit. The three-year total of students achieving this outcome was 505,996.

Figure 8.
Percentage and Number of Unemployed Students
Entering Employment Within One Quarter After Exiting Adult Education Program:
Program Year 2012–13 to Program Year 2014–15

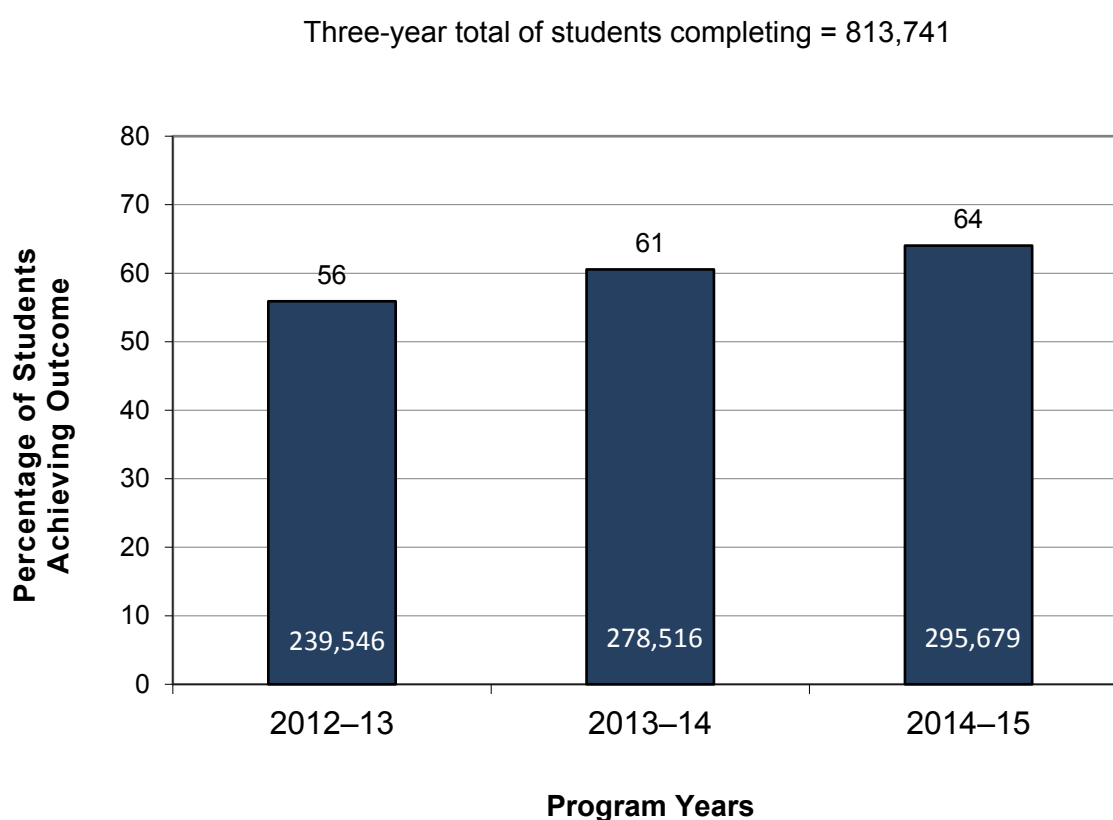


Note: Percentage totals reflect rounded figures. “One quarter” means one-quarter of a year.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

Figure 9 shows the percentage and number of students who retained employment in the third quarter after exiting an adult education program. This includes students who, at time of entry, were not employed and in the labor force, who are employed in the first quarter after exit quarter, and students who are employed at entry. In PY 2014–15, 64 percent of students retained employment. A total of 813,741 students achieved the outcome over the three most recent years.

Figure 9.
Percentage and Number of Students Retaining Employment in the Third Quarter After Exiting
Adult Education Program:
Program Year 2012–13 to Program Year 2014–15



Notes: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).

APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2012–13 TO PROGRAM YEAR 2014–15

The following pages provide selected program and student information at the national level and for each of the 50 states, the District of Columbia, and Puerto Rico²⁷ for program years (PY) 2012–13, PY 2013–14, and PY 2014–15 and show performance trends over these last three program years. The first page of each profile provides student demographic and enrollment data. The participant status figure shows the number of students who were either employed, unemployed, in a correctional setting, on public assistance, or in another institutional setting for PY 2012–13, PY 2013–14, and PY 2014–15. The fiscal year (FY) 2014 federal allocations to states funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2014, and, in each of the state profiles, this is shown relative to each state’s basic grant and English literacy/civics (EL/civics)²⁸ allocations. The enrollment by race/ethnicity figure displays PY 2014–15 adult basic education (ABE), adult secondary education (ASE), and EL enrollment numbers and percentages categorized by race/ethnicity enrollment, and include the percentage change from PY 2012–13. The retention and completion figure shows, for PY 2012–13, PY 2013–14, and PY 2014–15, a side-by-side graph of the number of participants who advanced to the next educational functioning level, remained in the same level, completed a level and separated from the program, or separated from the program without advancing a level. Finally, the enrollment by age figure shows participant enrollment by age for each of the three program years.

The second page of the national profile, as well as each of the state profiles, details participant performance for each of the five performance measures²⁹ in PY 2012–13, PY 2013–14, and PY 2014–15, including a three-year total for each performance measure. The performance measures are demonstrated improvement in literacy skills, high school completion, entered postsecondary education or training, entered employment, and retained employment. In addition to showing percentages for PY 2012–13, PY 2013–14, and PY 2014–15, the tables show the total number of participants completing at least one level or achieving the outcome for each performance measure.

²⁷ The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. Data from the outlying areas, which include the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau, are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their data are not presented in the individual State profiles in order to protect student identity.

²⁸ The English literacy/civics program provides integrated English literacy and civics education services to immigrants and other limited English proficient populations.

²⁹ The performance measures are discussed in the section Accountability System—The National Reporting System for Adult Education, beginning on page 6 of this report.

Selected Adult Education Program and Student Information Alabama

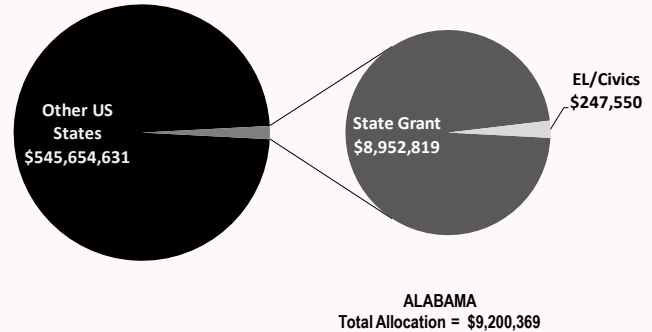
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	6,795	6,169	5,594
Unemployed	12,788	11,929	10,608
Correctional Setting	3,605	3,478	3,268
On Public Assistance	3,869	3,049	2,514
Other Institutionalized	295	319	350

Federal Allocation to State

FY 2014

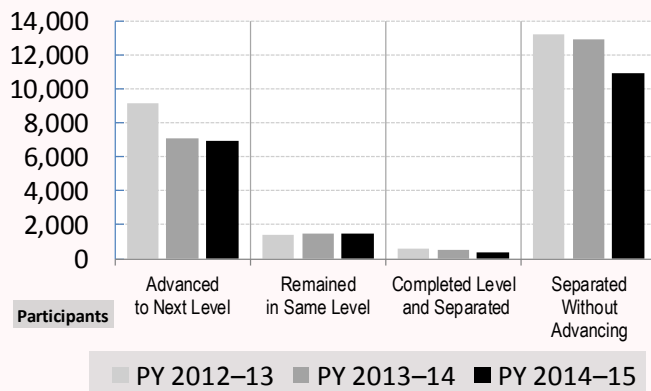


Enrollment by Race/Ethnicity

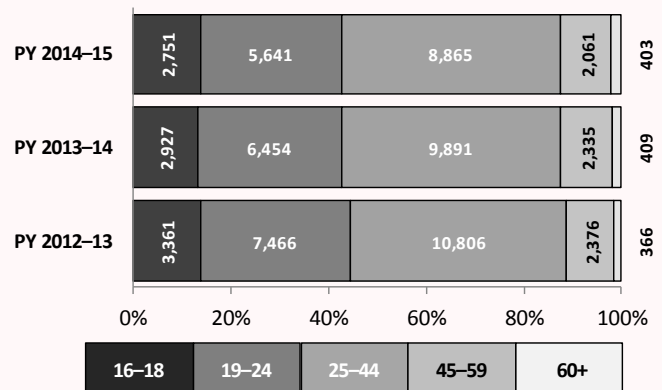
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	135	1	75	26	34	8
Asian	419	2	131	25	263	12
Black or African American	8,107	41	6,917	1,109	81	-24
Hispanic or Latino	2,751	14	886	185	1,680	-3
Native Hawaiian or Other Pacific Islander	20	0	10	5	5	-20
White	7,879	40	5,464	2,333	82	-21
Two or More Races	410	2	292	108	10	0
Total	19,721	100	13,775	3,791	2,155	-19

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Alabama

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	34	38	6,116	20,916
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	36	42	914	2,481
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	72	61	84	1,143	9,077
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	28	26	22	652	3,485
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	43	41	32	3,243	11,026
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	40	46	59	5,628	12,426

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Alaska

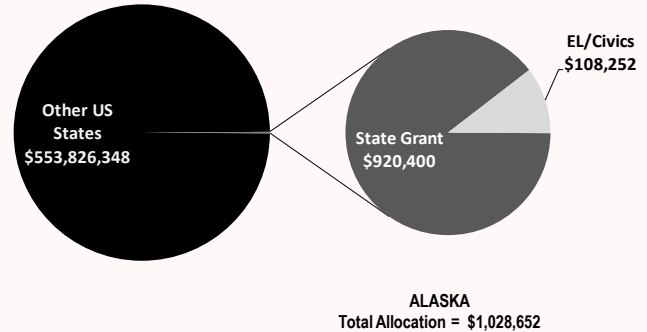
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	740	609	427
Unemployed	1,444	782	557
Correctional Setting	423	391	372
On Public Assistance	312	421	293
Other Institutionalized	7	12	8

Federal Allocation to State

FY 2014

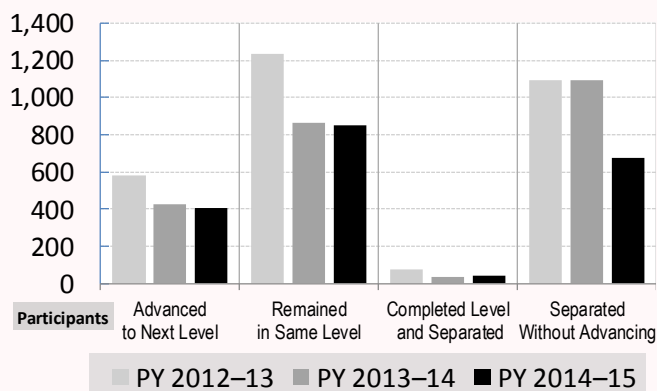


Enrollment by Race/Ethnicity

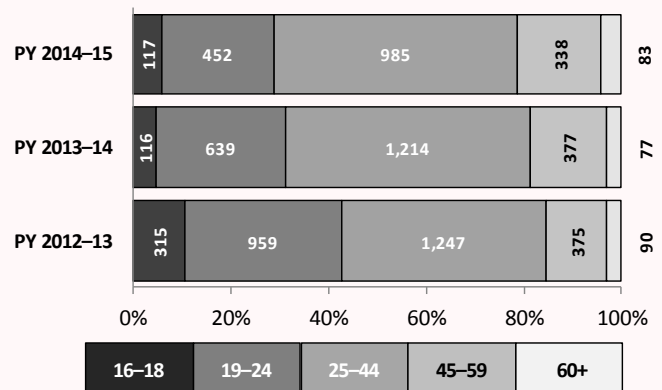
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	464	23	402	+	+	-55
Asian	319	16	66	9	244	-8
Black or African American	251	13	+	+	194	-9
Hispanic or Latino	384	19	95	11	278	-18
Native Hawaiian or Other Pacific Islander	61	3	+	+	21	-16
White	411	21	272	67	72	-38
Two or More Races	85	4	60	+	+	-40
Total	1,975	100	981	180	814	-34

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Alaska

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	20	15	21	225	888
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	21	24	23	191	546
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	83	77	80	98	1,281
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	30	52	53	52	565
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	43	60	77	464	1,440
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	29	80	67	448	984

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Arizona

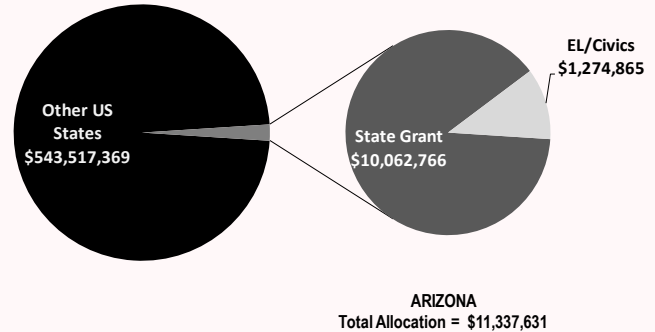
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	7,108	6,779	5,535
Unemployed	5,285	4,261	4,076
Correctional Setting	368	464	282
On Public Assistance	2,648	2,200	1,581
Other Institutionalized	247	218	91

Federal Allocation to State

FY 2014

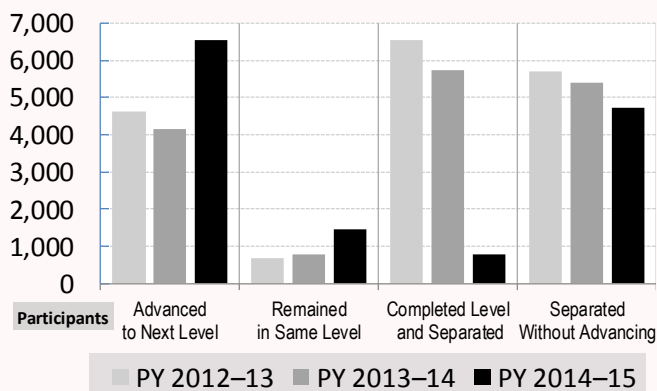


Enrollment by Race/Ethnicity

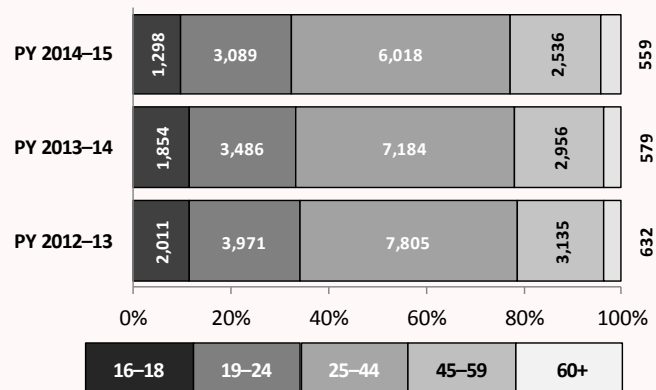
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	943	7	807	68	68	-6
Asian	837	6	155	29	653	-2
Black or African American	1,071	8	692	40	339	-15
Hispanic or Latino	1,656	12	705	67	884	-85
Native Hawaiian or Other Pacific Islander	66	0	53	+	+	53
White	8,901	66	4,888	703	3,310	165
Two or More Races	26	0	22	+	+	-76
Total	13,500	100	7,322	917	5,261	-23

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Arizona

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	60	56	50	3,970	15,520
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	69	68	61	3,228	11,710
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	62	66	30	392	5,056
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	93*	25	3*	86	6,705
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	96*	74*	77*	3,056	9,857
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	100*	80*	36	1,489	10,658

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Arkansas

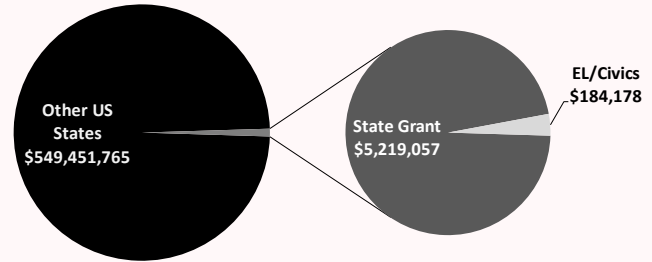
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	6,670	6,324	5,280
Unemployed	9,533	8,464	6,705
Correctional Setting	2,963	2,552	2,379
On Public Assistance	6,028	6,597	5,307
Other Institutionalized	934	837	560

Federal Allocation to State

FY 2014



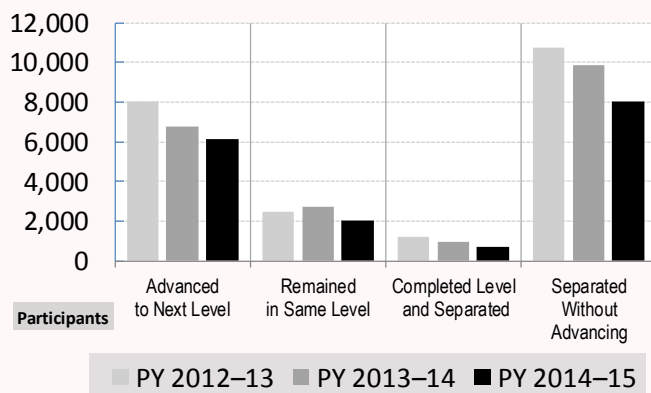
ARKANSAS
Total Allocation = \$5,403,235

Enrollment by Race/Ethnicity

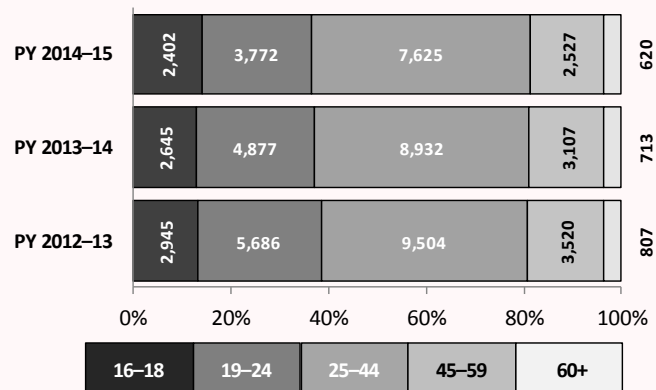
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	146	1	116	+	+	-33
Asian	568	3	153	18	397	-7
Black or African American	3,749	22	3,229	488	32	-29
Hispanic or Latino	4,375	26	1,141	132	3,102	-18
Native Hawaiian or Other Pacific Islander	54	0	28	+	+	-29
White	7,627	45	4,932	2,604	91	-27
Two or More Races	427	3	283	126	18	-14
Total	16,946	100	9,882	3,400	3,664	-25

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Arkansas

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	43	40	43	4,965	17,724
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	31	38	1,377	4,030
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	95	96	98	1,359	8,054
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	34	27	10	381	4,934
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	65	43	3,131	9,866
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	71	74	70	4,341	8,369

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^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information California

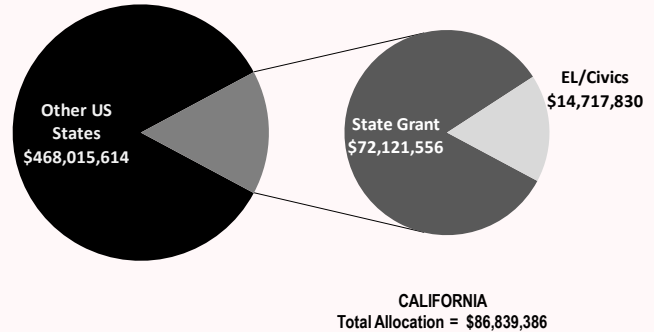
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	97,643	100,868	102,063
Unemployed	145,493	146,934	139,778
Correctional Setting	34,397	38,991	40,386
On Public Assistance	22,266	23,916	25,357
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

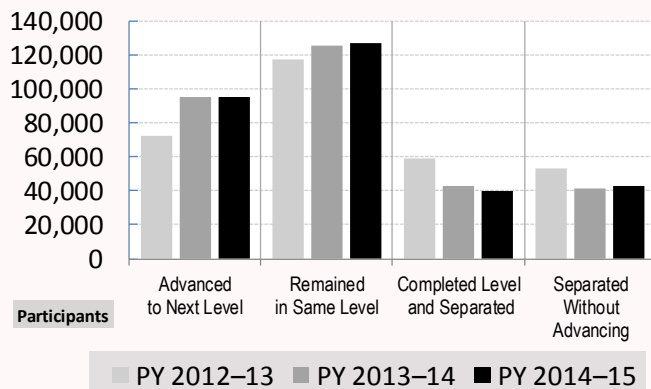


Enrollment by Race/Ethnicity

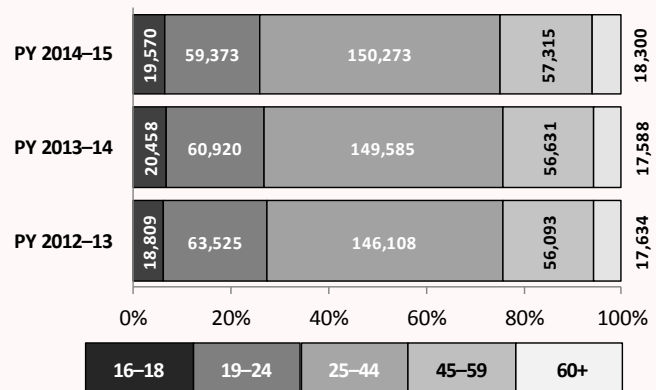
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	818	0	513	256	49	-1
Asian	44,421	15	3,305	1,983	39,133	-1
Black or African American	18,624	6	12,783	3,987	1,854	-3
Hispanic or Latino	203,480	67	50,429	27,950	125,101	0
Native Hawaiian or Other Pacific Islander	703	0	390	194	119	3
White	32,577	11	10,785	7,875	13,917	5
Two or More Races	4,208	1	1,536	919	1,753	78
Total	304,831	100	79,741	43,164	181,926	1

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information California

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	41	36	35,336	118,426
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	47	47	48	86,957	259,684
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	52	57	63	9,480	28,274
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	42*	47*	45*	12,674	38,389
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	45*	51*	58	15,290	38,798
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	97*	88*	90	25,660	39,183

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

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^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Colorado

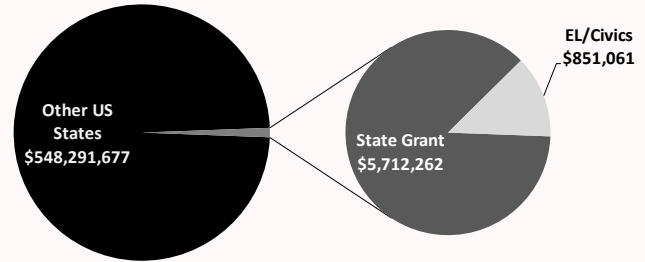
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	4,558	4,625	4,183
Unemployed	3,601	3,515	3,086
Correctional Setting	681	800	624
On Public Assistance	1,410	1,401	1,312
Other Institutionalized	83	0	114

Federal Allocation to State

FY 2014



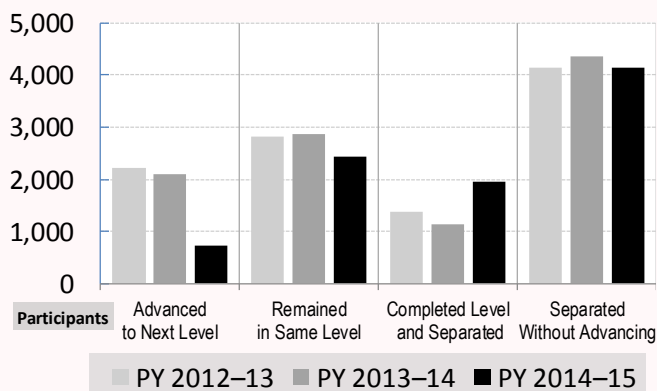
COLORADO
Total Allocation = \$6,563,323

Enrollment by Race/Ethnicity

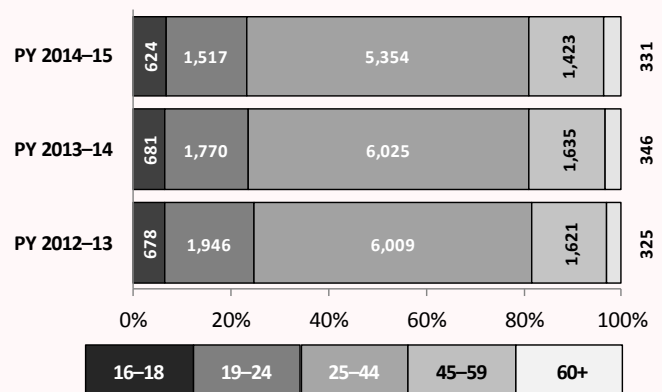
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	195	2	161	+	+	-16
Asian	757	8	152	17	588	-9
Black or African American	691	7	262	29	400	3
Hispanic or Latino	4,275	46	1,290	244	2,741	-37
Native Hawaiian or Other Pacific Islander	17	0	9	+	+	0
White	1,756	19	991	410	355	-11
Two or More Races	1,558	17	445	113	1,000	1712
Total	9,249	100	3,310	841	5,098	-13

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Colorado

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	34	32	1,206	4,215
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	31	29	1,469	5,066
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	65	90*	22*	1,036	2,093
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	0	53*	3	10	910
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	0	75*	33	738	2,622
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	0	96*	59*	2,710	5,206

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Connecticut

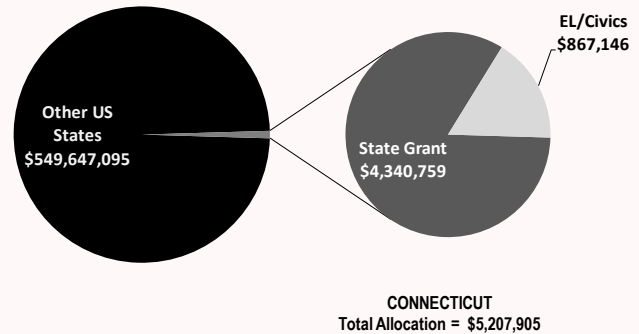
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	6,733	8,539	7,958
Unemployed	7,346	5,139	4,609
Correctional Setting	1,809	2,009	1,675
On Public Assistance	1,649	2,041	1,813
Other Institutionalized	37	27	20

Federal Allocation to State

FY 2014

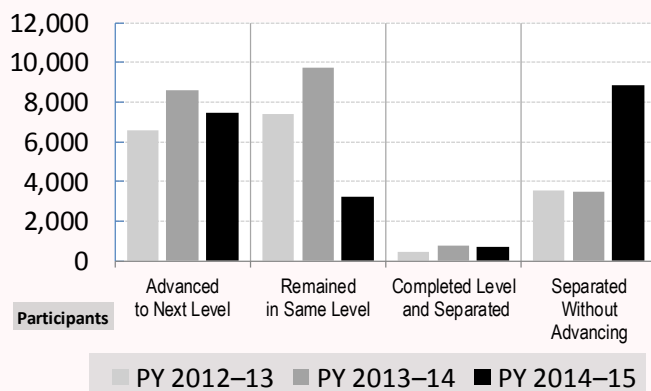


Enrollment by Race/Ethnicity

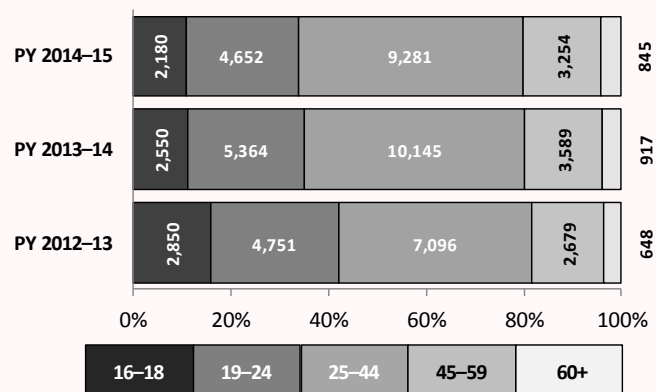
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	58	0	31	19	8	0
Asian	1,546	8	122	112	1,312	53
Black or African American	4,293	21	2,026	1,107	1,160	-10
Hispanic or Latino	10,272	51	2,040	1,773	6,459	28
Native Hawaiian or Other Pacific Islander	41	0	15	6	20	14
White	3,784	19	885	1,393	1,506	-3
Two or More Races	218	1	74	115	29	-2
Total	20,212	100	5,193	4,525	10,494	12

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Connecticut

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	36	37	2,110	7,293
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	43	46	45	4,670	12,472
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	53	42	46	2,107	8,092
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	9	2	7	471	1,132
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	27	17	23	1,391	3,788
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	54	33	36	2,236	7,305

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Delaware

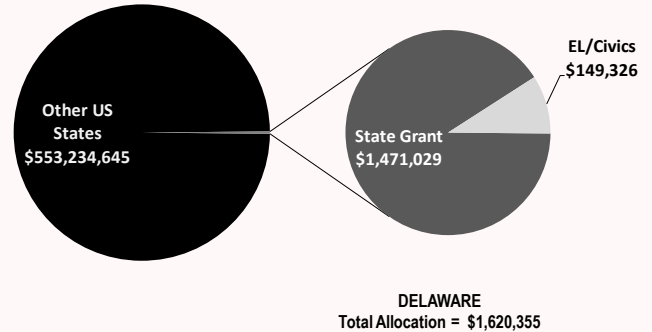
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	1,608	1,586	1,462
Unemployed	849	838	656
Correctional Setting	1,005	1,030	877
On Public Assistance	1,216	997	785
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

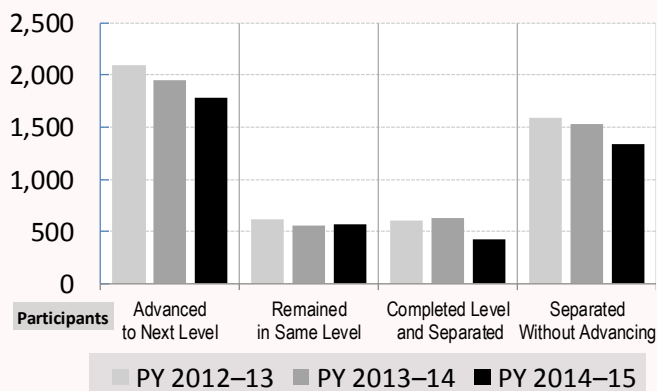


Enrollment by Race/Ethnicity

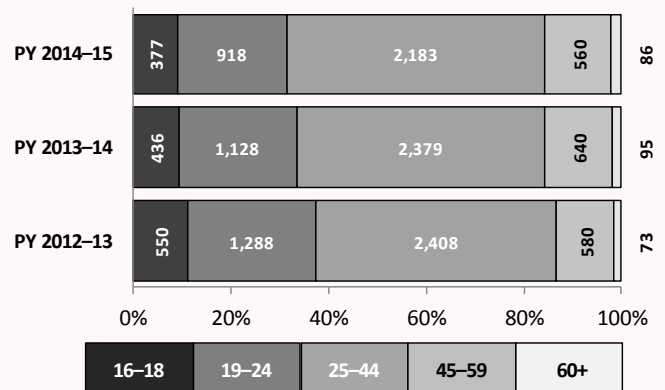
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	17	0	16	+	+	-23
Asian	145	4	22	5	118	46
Black or African American	1,490	36	1,182	163	145	-21
Hispanic or Latino	1,472	36	445	53	974	-8
Native Hawaiian or Other Pacific Islander	9	0	8	+	+	50
White	935	23	722	151	62	-23
Two or More Races	56	1	38	+	+	-33
Total	4,124	100	2,433	387	1,304	-16

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Delaware

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	54	54	52	1,414	4,937
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	57	59	58	754	2,266
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	100	100	88	80	866
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	32	38	34	109	579
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	38	58	35	256	856
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	53	71	74	1,179	3,336

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information

District of Columbia

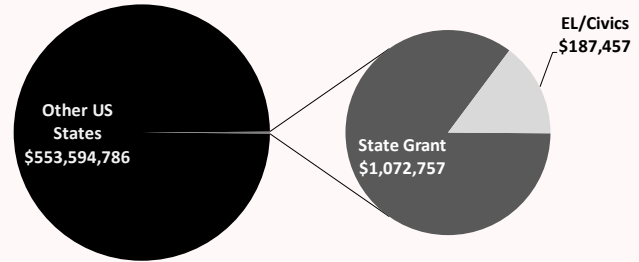
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	1,302	1,262	953
Unemployed	1,598	1,555	1,469
Correctional Setting	203	143	106
On Public Assistance	408	435	452
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014



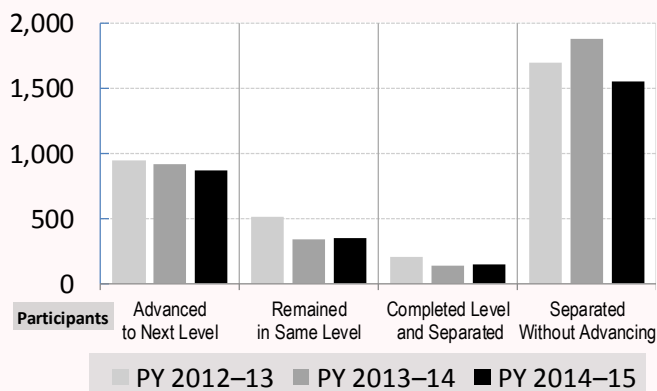
DISTRICT OF COLUMBIA
Total Allocation = \$1,260,214

Enrollment by Race/Ethnicity

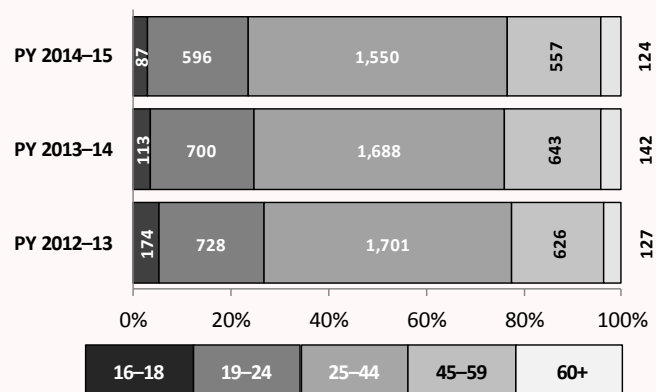
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	+	0	+	0	+	-57
Asian	78	3	+	+	69	-14
Black or African American	1,732	59	1,325	162	245	-8
Hispanic or Latino	1,021	35	44	30	947	-20
Native Hawaiian or Other Pacific Islander	+	0	+	+	0	-75
White	67	2	+	+	61	-8
Two or More Races	12	0	9	+	+	-14
Total	2,914	100	1,388	201	1,325	-13

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information
District of Columbia
Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	31	33	505	1,498
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	34	39	513	1,721
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	90	92	59	17	328
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	57	65*	31	311	1,606
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	69	57	48	571	1,808
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	95*	94*	95	1,183	2,594

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Florida

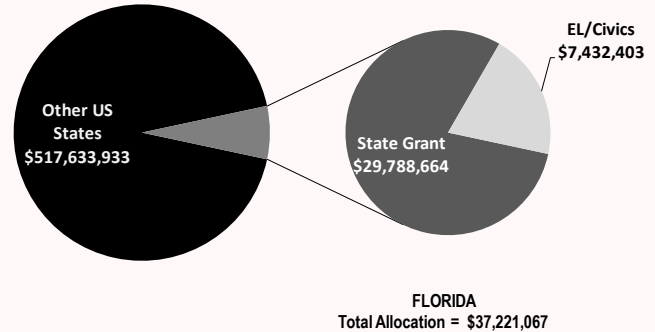
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	40,709	51,425	55,217
Unemployed	52,661	38,418	85,787
Correctional Setting	13,442	12,938	14,341
On Public Assistance	34,924	41,257	38,885
Other Institutionalized	8,501	1,313	0

Federal Allocation to State

FY 2014

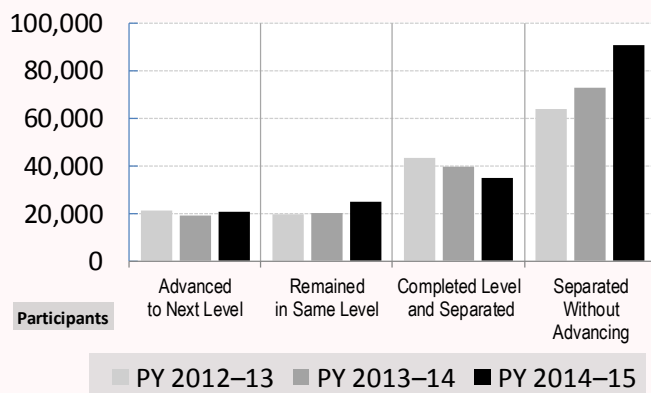


Enrollment by Race/Ethnicity

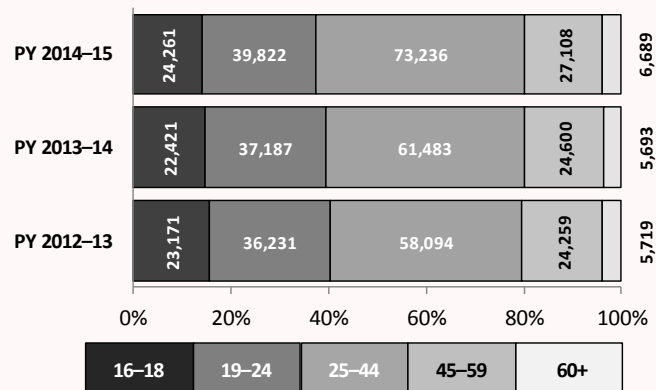
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	1,075	1	364	45	666	30
Asian	4,094	2	850	153	3,091	17
Black or African American	45,035	26	27,544	3,787	13,704	7
Hispanic or Latino	83,780	49	18,624	4,861	60,295	30
Native Hawaiian or Other Pacific Islander	349	0	163	20	166	30
White	33,067	19	20,290	5,643	7,134	2
Two or More Races	3,716	2	2,147	522	1,047	-5
Total	171,116	100	69,982	15,031	86,103	16

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Florida

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	44	36	28,089	97,853
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	34	30	26,136	73,340
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	34	64	32	3,758	17,064
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	27	31	28	2,699	12,965
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	73	26	81	19,710	89,586
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	44	50	41	22,113	126,005

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Georgia

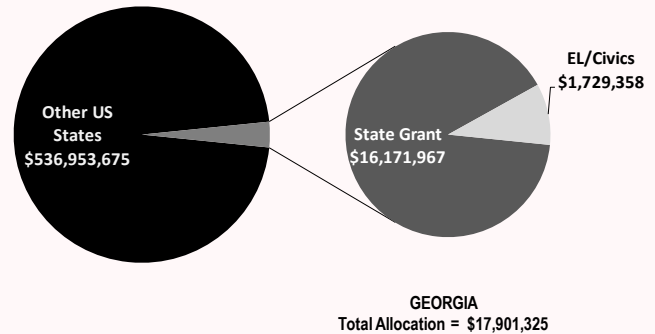
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	18,147	15,565	15,641
Unemployed	23,716	20,394	17,796
Correctional Setting	4,397	4,026	3,285
On Public Assistance	16,542	13,938	12,630
Other Institutionalized	173	131	37

Federal Allocation to State

FY 2014

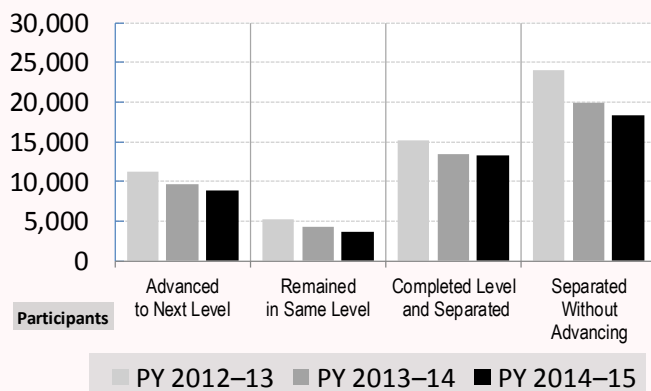


Enrollment by Race/Ethnicity

PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	228	1	162	17	49	-22
Asian	3,982	9	609	61	3,312	-4
Black or African American	18,728	42	16,792	833	1,103	-19
Hispanic or Latino	7,801	18	2,964	266	4,571	-35
Native Hawaiian or Other Pacific Islander	90	0	72	7	11	-17
White	12,688	29	9,932	1,933	823	-18
Two or More Races	708	2	580	89	39	15
Total	44,225	100	31,111	3,206	9,908	-21

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Georgia

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	48	49	16,413	53,864
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	51	54	5,312	15,733
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	88	84	86	2,174	13,570
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	15	26	20	1,719	6,613
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	38	37	41	6,049	16,302
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	62	56	44	7,970	21,535

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Selected Adult Education Program and Student Information Hawaii

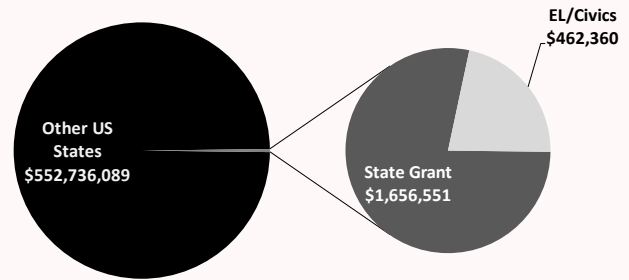
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	2,599	2,437	2,278
Unemployed	2,127	2,020	2,041
Correctional Setting	135	112	284
On Public Assistance	105	81	45
Other Institutionalized	+	+	+

Federal Allocation to State

FY 2014



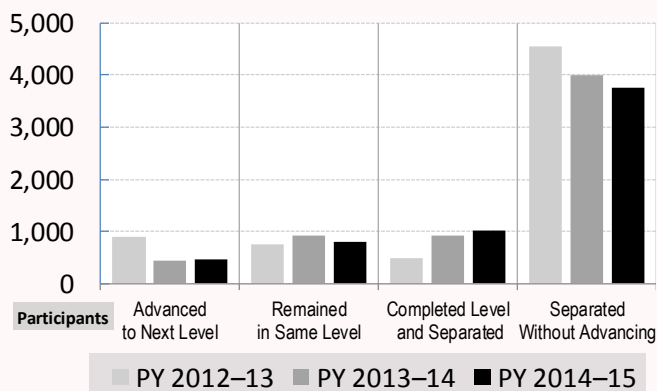
HAWAII
Total Allocation = \$2,118,911

Enrollment by Race/Ethnicity

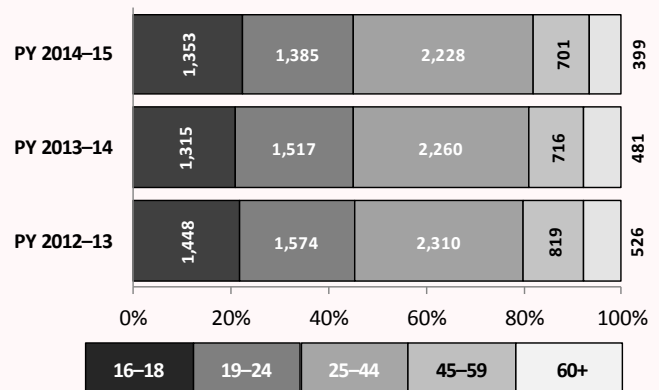
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	36	1	24	+	+	33
Asian	2,436	40	523	330	1,583	-14
Black or African American	322	5	242	+	+	-11
Hispanic or Latino	781	13	449	225	107	-9
Native Hawaiian or Other Pacific Islander	1,047	17	774	192	81	-16
White	669	11	353	273	43	-6
Two or More Races	775	13	535	224	16	18
Total	6,066	100	2,900	1,332	1,834	-9

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Hawaii

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	21	24	28	1,069	2,817
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	17	16	18	325	1,024
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	96	88	99	1,221	3,207
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	42*	24*	38*	834	2,443
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	52*	31*	42*	628	2,046
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	93*	95	93*	2,111	6,338

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

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^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Idaho

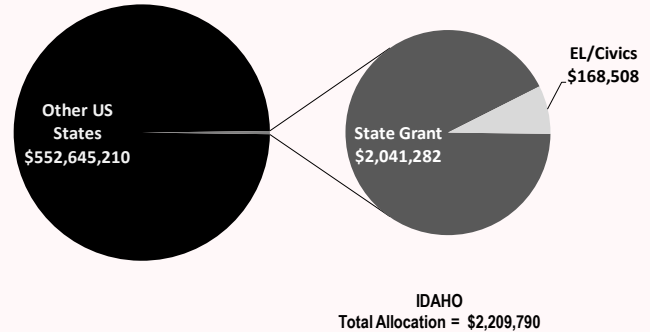
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	2,217	1,950	1,941
Unemployed	1,482	1,242	1,204
Correctional Setting	439	797	629
On Public Assistance	297	224	161
Other Institutionalized	+	0	0

Federal Allocation to State

FY 2014

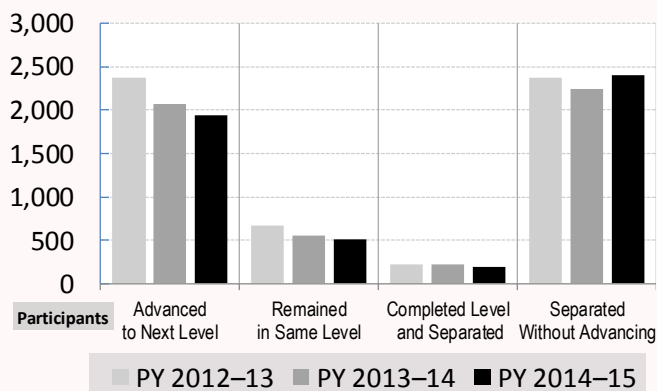


Enrollment by Race/Ethnicity

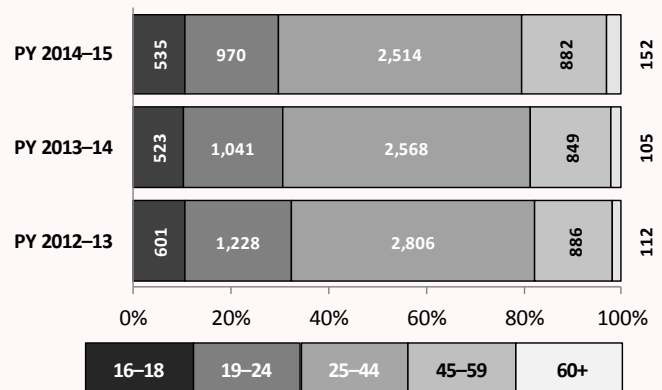
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	98	2	86	12	0	-15
Asian	357	7	102	14	241	-19
Black or African American	287	6	82	7	198	5
Hispanic or Latino	2,085	41	869	74	1,142	-10
Native Hawaiian or Other Pacific Islander	24	0	12	+	+	118
White	2,064	41	1,487	350	227	-11
Two or More Races	138	3	114	+	+	-1
Total	5,053	100	2,752	480	1,821	-10

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Idaho

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	45	41	1,250	4,329
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	46	46	840	2,517
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	87	82	76	202	1,758
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	26	23	24	313	1,058
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	3	38	43	479	899
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	0	75	65	1,451	2,918

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Illinois

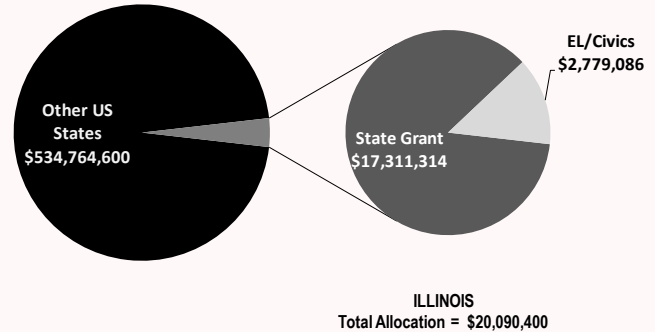
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	35,274	32,471	30,085
Unemployed	35,572	31,770	28,508
Correctional Setting	2,413	2,308	2,693
On Public Assistance	13,541	14,068	9,488
Other Institutionalized	922	723	665

Federal Allocation to State

FY 2014

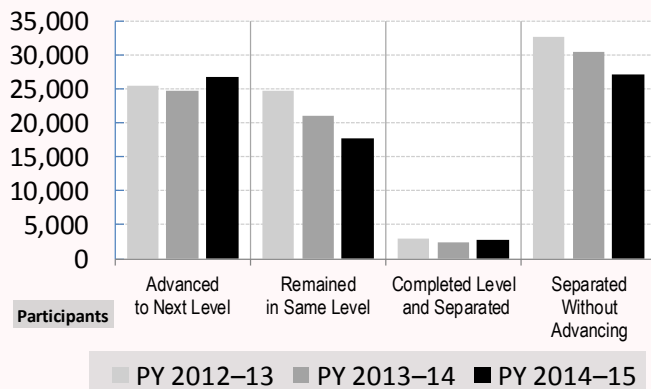


Enrollment by Race/Ethnicity

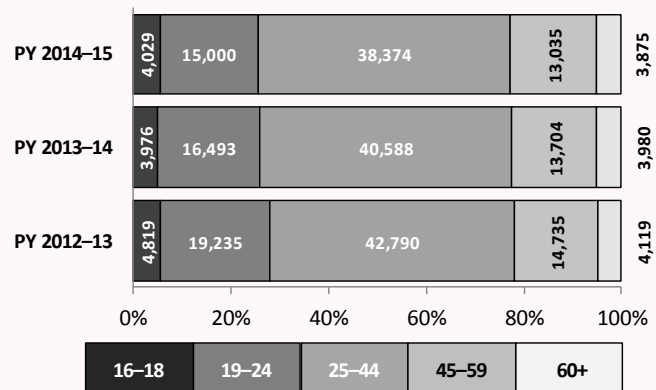
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	127	0	90	24	13	-34
Asian	8,029	11	1,010	164	6,855	-6
Black or African American	14,381	19	10,893	1,474	2,014	-18
Hispanic or Latino	35,508	48	7,901	1,633	25,974	-14
Native Hawaiian or Other Pacific Islander	50	0	27	8	15	-31
White	15,704	21	5,636	2,992	7,076	-11
Two or More Races	514	1	302	151	61	5
Total	74,313	100	25,859	6,446	42,008	-13

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Illinois

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	32	33	39	11,588	32,826
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	37	42	17,487	49,618
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	72	61	67	1,249	9,574
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	18	13	14	1,002	4,303
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	31	30	33	6,024	18,407
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	69	61	62	15,209	41,226

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Indiana

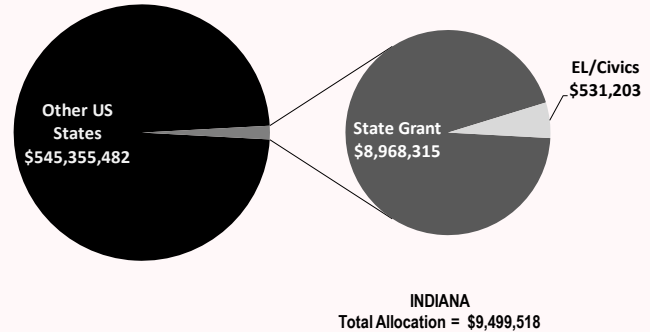
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	8,871	9,163	8,395
Unemployed	10,329	9,137	10,126
Correctional Setting	4,085	4,918	4,644
On Public Assistance	4,716	3,867	3,369
Other Institutionalized	76	62	48

Federal Allocation to State

FY 2014

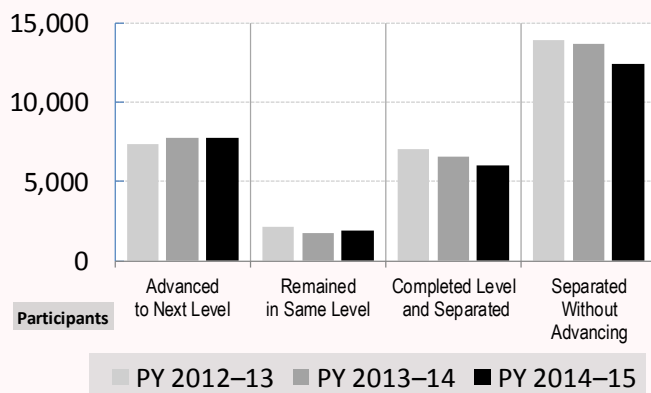


Enrollment by Race/Ethnicity

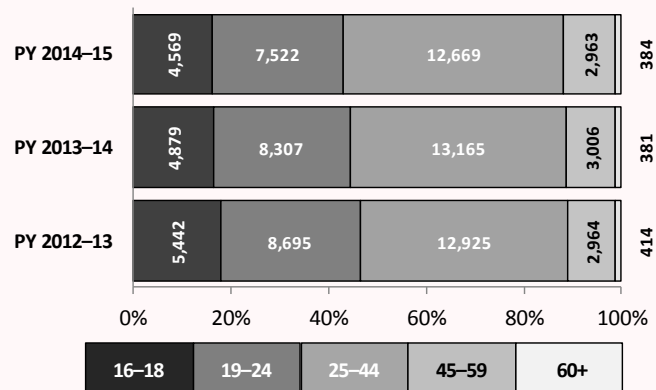
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	115	0	88	+	+	-30
Asian	1,396	5	289	60	1,047	9
Black or African American	5,527	20	4,730	511	286	-11
Hispanic or Latino	2,583	9	947	73	1,563	8
Native Hawaiian or Other Pacific Islander	24	0	18	+	+	-8
White	13,571	48	10,082	3,098	391	-15
Two or More Races	4,891	17	2,718	422	1,751	10
Total	28,107	100	18,872	4,182	5,053	-8

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Indiana

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	48	49	10,469	32,965
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	51	48	48	2,433	6,638
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	19	87	85	5,408	13,916
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	19	27	33	2,054	5,237
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	39	42	45	3,577	11,163
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	59	62	66	7,577	20,327

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Iowa

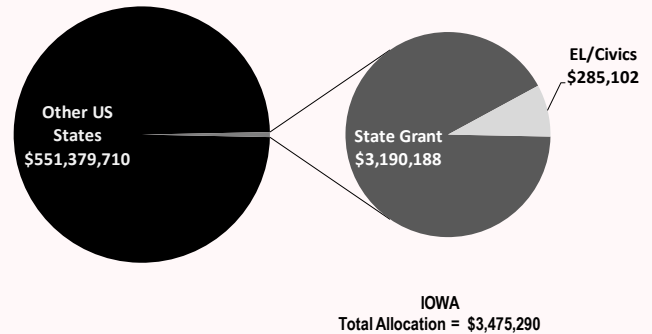
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	3,393	4,151	5,074
Unemployed	4,994	5,115	5,232
Correctional Setting	872	771	1,736
On Public Assistance	615	783	857
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

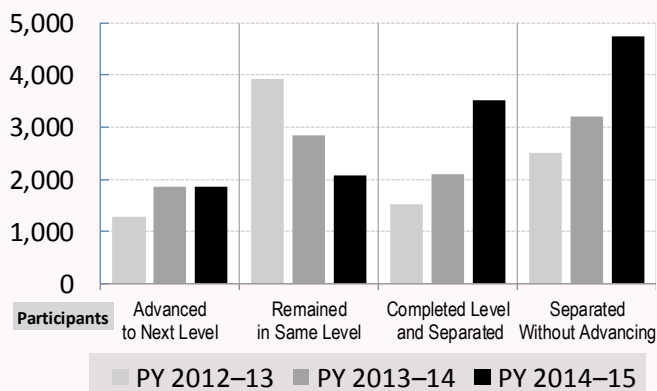


Enrollment by Race/Ethnicity

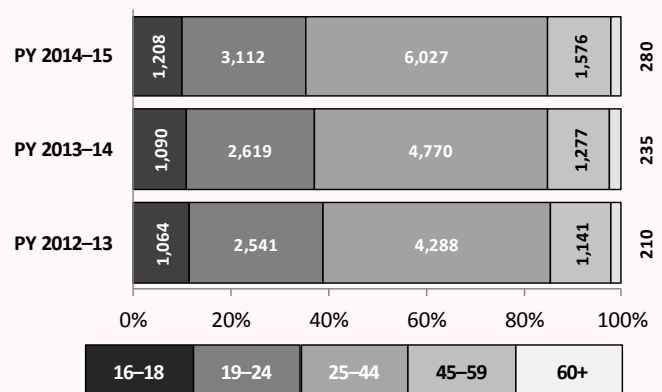
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	101	1	79	+	+	66
Asian	1,499	12	117	51	1,331	35
Black or African American	2,334	19	1,349	139	846	42
Hispanic or Latino	3,776	31	1,171	210	2,395	49
Native Hawaiian or Other Pacific Islander	24	0	10	+	+	26
White	4,236	35	2,976	987	273	15
Two or More Races	233	2	157	35	41	27
Total	12,203	100	5,859	1,445	4,899	32

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Iowa

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	26	38	43	2,957	6,378
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	30	37	44	2,165	4,677
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	85	99	82	1,142	3,972
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	43	54	28	690	2,619
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	60	40	43	1,208	3,643
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	71	41	75	2,608	6,989

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

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^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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Selected Adult Education Program and Student Information Kansas

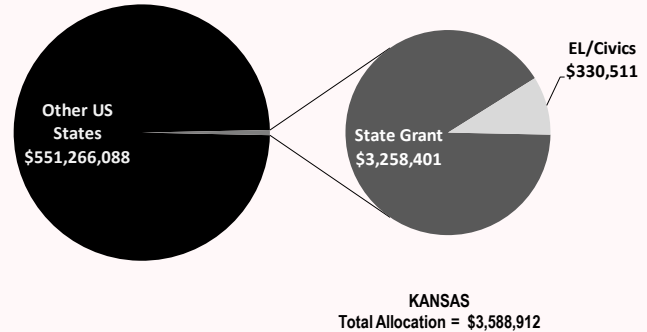
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	4,435	4,036	3,589
Unemployed	2,648	2,631	2,058
Correctional Setting	409	415	317
On Public Assistance	1,643	1,376	1,015
Other Institutionalized	34	20	12

Federal Allocation to State

FY 2014

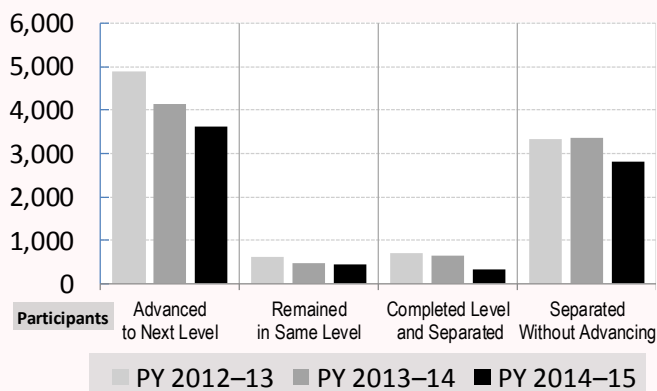


Enrollment by Race/Ethnicity

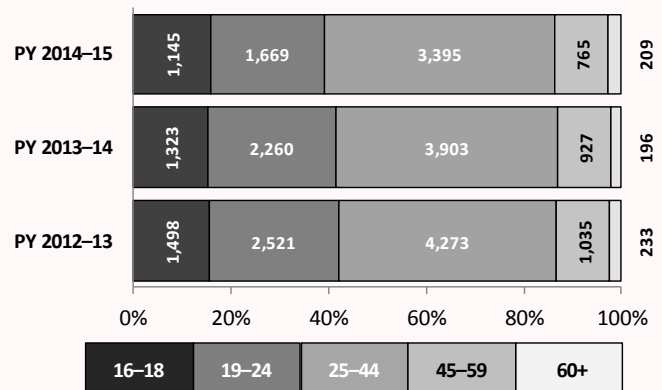
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	100	1	63	+	+	-27
Asian	656	9	106	11	539	-25
Black or African American	821	11	499	47	275	-26
Hispanic or Latino	2,854	40	828	94	1,932	-18
Native Hawaiian or Other Pacific Islander	14	0	8	+	+	-22
White	2,483	35	1,673	624	186	-31
Two or More Races	255	4	196	53	6	-29
Total	7,183	100	3,373	844	2,966	-25

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Kansas

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	52	47	48	1,841	7,341
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	67	66	62	1,853	6,039
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	97	93	77	599	3,307
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	49	56	50	951	3,725
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	54	74	47	471	1,984
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	68	73	56	1,031	5,089

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

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Selected Adult Education Program and Student Information Kentucky

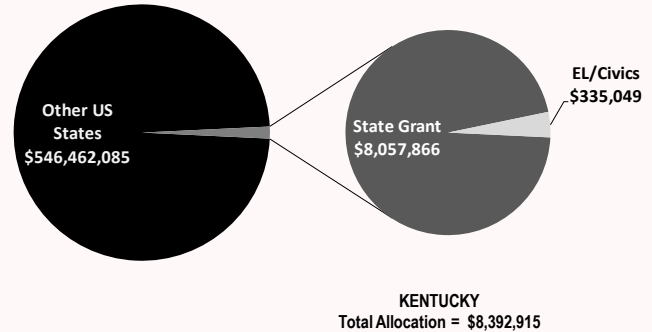
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	8,701	8,448	7,747
Unemployed	14,055	11,623	9,352
Correctional Setting	5,164	5,129	5,585
On Public Assistance	9,854	2,404	2,344
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

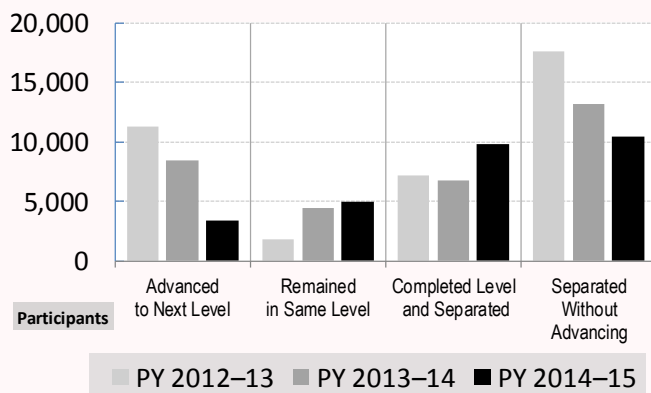


Enrollment by Race/Ethnicity

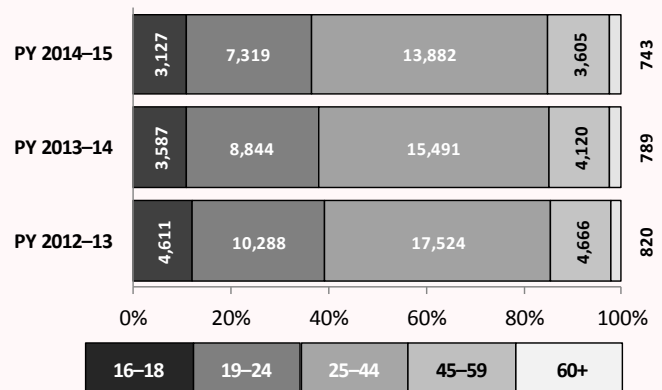
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	154	1	117	+	+	-28
Asian	1,307	5	252	74	981	1
Black or African American	4,588	16	3,249	639	700	-24
Hispanic or Latino	3,158	11	955	205	1,998	-4
Native Hawaiian or Other Pacific Islander	36	0	29	+	+	-3
White	19,022	66	12,485	6,096	441	-28
Two or More Races	411	1	276	104	31	-11
Total	28,676	100	17,363	7,158	4,155	-24

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Kentucky

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	55	52	51	10,943	39,895
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	56	56	55	2,271	6,931
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	70	92	85	1,055	12,080
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	39	32	25	3,101	14,011
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	37	41	45	5,188	14,938
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	53	69	65	5,798	16,311

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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Selected Adult Education Program and Student Information Louisiana

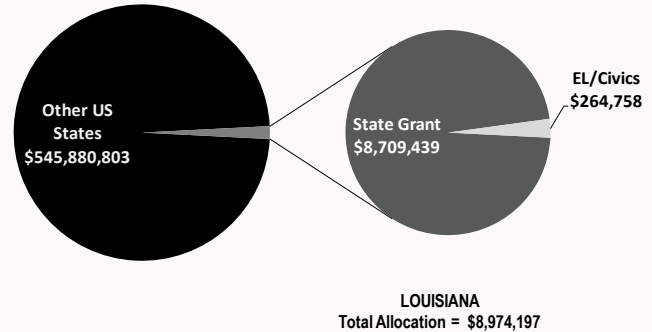
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	6,357	6,296	6,401
Unemployed	8,857	6,921	9,242
Correctional Setting	5,975	5,349	5,291
On Public Assistance	1,843	1,675	1,395
Other Institutionalized	+	0	7

Federal Allocation to State

FY 2014

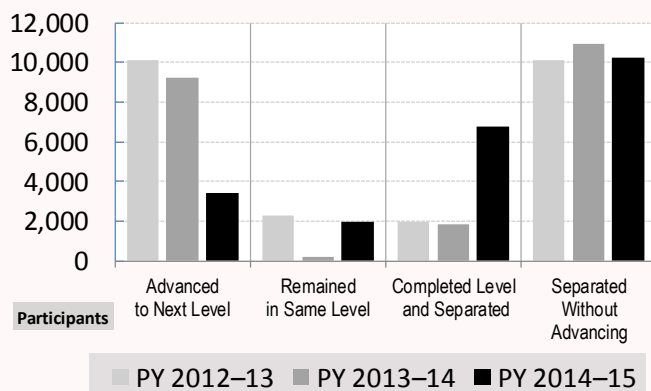


Enrollment by Race/Ethnicity

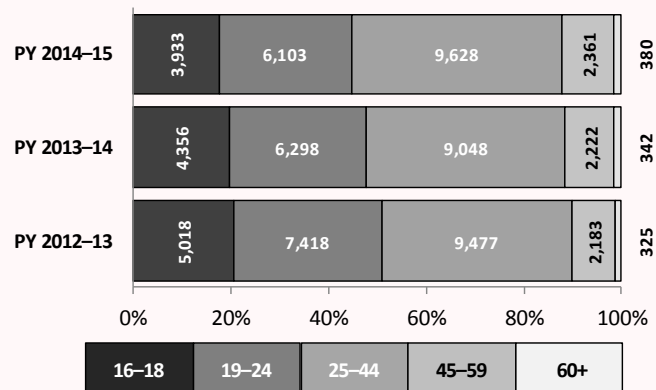
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	236	1	197	30	9	19
Asian	464	2	171	24	269	21
Black or African American	11,765	53	10,907	777	81	-14
Hispanic or Latino	3,391	15	827	136	2,428	43
Native Hawaiian or Other Pacific Islander	22	0	16	+	+	-35
White	6,265	28	4,900	1,251	114	-16
Two or More Races	262	1	205	+	+	8
Total	22,405	100	17,223	2,276	2,906	-8

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Louisiana

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	49	50	47	8,740	28,753
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	38	32	940	2,451
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	79	83	88	2,741	10,320
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	17	18	4	131	1,874
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	37	39	2,551	7,308
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	67	67	37	2,690	11,712

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Maine

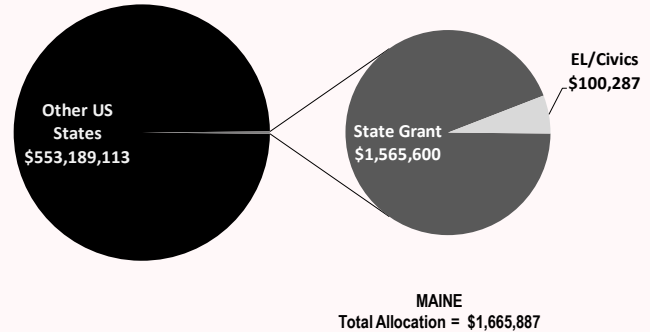
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	1,851	1,761	1,521
Unemployed	2,660	2,766	2,382
Correctional Setting	122	172	231
On Public Assistance	3,509	3,655	3,254
Other Institutionalized	0	0	14

Federal Allocation to State

FY 2014

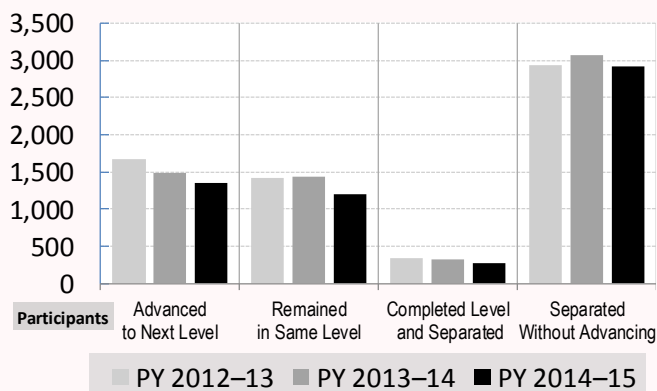


Enrollment by Race/Ethnicity

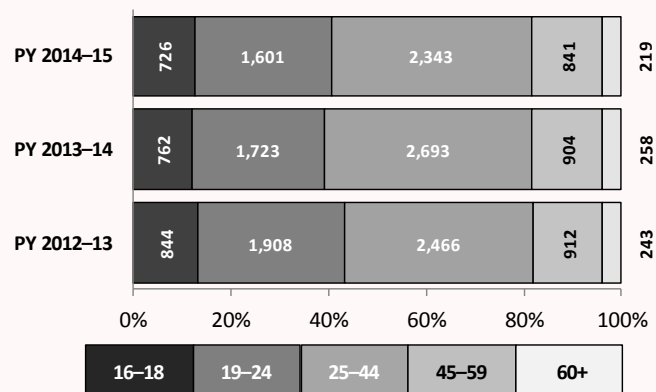
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	67	1	54	+	+	-14
Asian	204	4	36	15	153	-16
Black or African American	1,352	24	310	35	1,007	1
Hispanic or Latino	274	5	125	29	120	-4
Native Hawaiian or Other Pacific Islander	8	0	6	+	+	-11
White	3,680	64	2,406	961	313	-15
Two or More Races	145	3	94	24	27	79
Total	5,730	100	3,031	1,078	1,621	-10

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Maine

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	28	25	964	3,433
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	29	33	531	1,606
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	81	93	97	863	3,557
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13	16	20	423	1,128
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	33	38	41	889	2,275
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	69	64	72	1,134	2,968

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Maryland

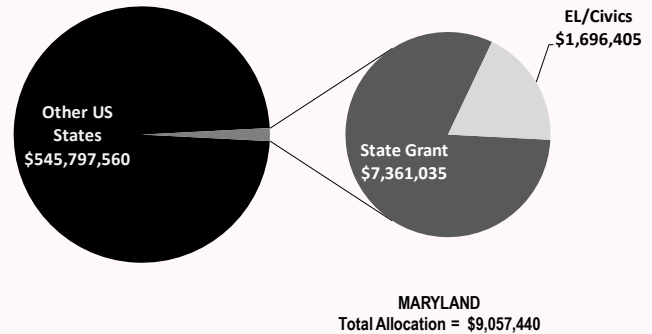
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	13,274	9,794	8,745
Unemployed	8,847	7,342	6,512
Correctional Setting	5,343	4,954	4,190
On Public Assistance	2,058	1,157	1,313
Other Institutionalized	55	35	19

Federal Allocation to State

FY 2014

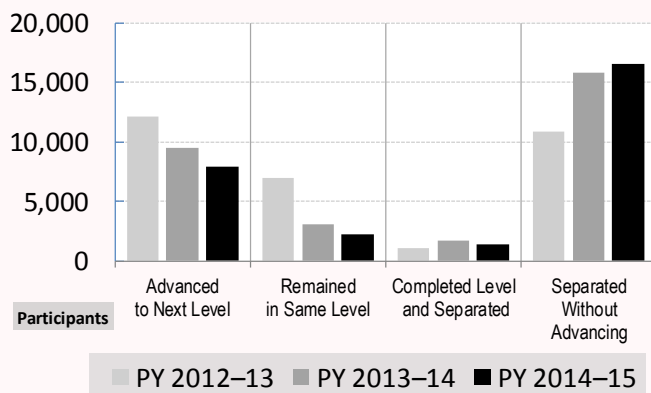


Enrollment by Race/Ethnicity

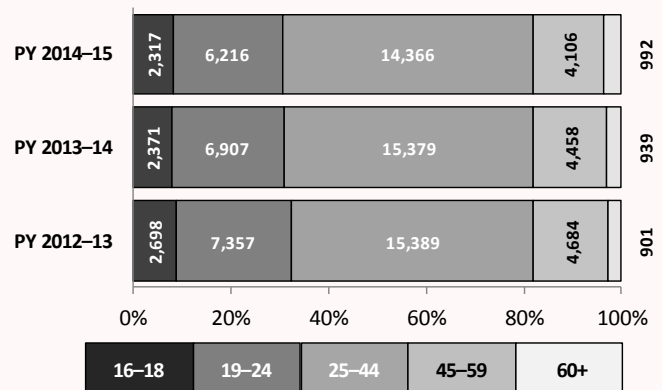
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	127	0	95	21	11	-11
Asian	2,202	8	252	79	1,871	-6
Black or African American	9,592	34	6,401	1,431	1,760	-19
Hispanic or Latino	11,718	42	1,952	293	9,473	3
Native Hawaiian or Other Pacific Islander	65	0	43	8	14	27
White	4,037	14	2,392	895	750	-18
Two or More Races	256	1	183	37	36	-21
Total	27,997	100	11,318	2,764	13,915	-10

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Maryland

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	30	27	3,574	14,449
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	44	39	5,377	18,129
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	68	57	64	1,161	5,377
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	6	7	4	251	755
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	29	30	31	1,914	6,135
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	54	63	69	7,684	17,149

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Massachusetts

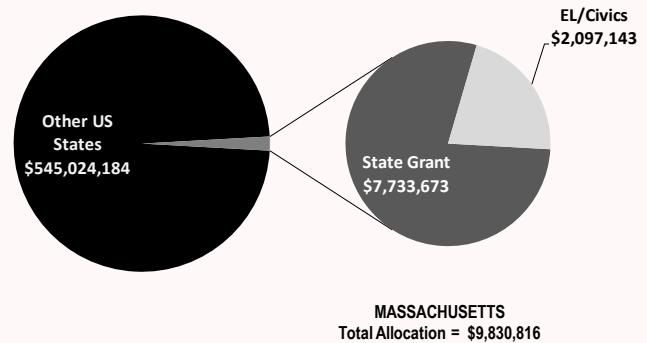
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	8,807	8,586	8,806
Unemployed	5,596	5,441	5,088
Correctional Setting	1,433	1,496	1,496
On Public Assistance	6,996	6,988	6,812
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

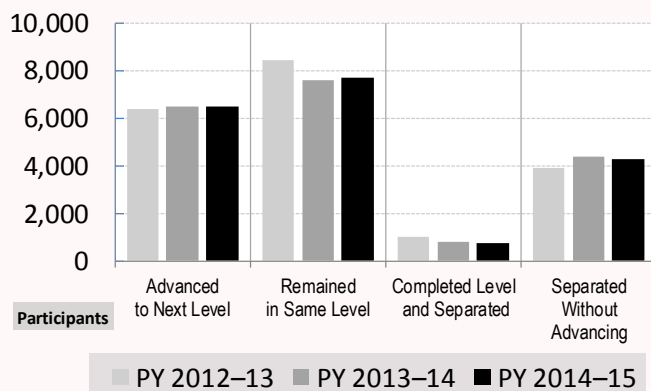


Enrollment by Race/Ethnicity

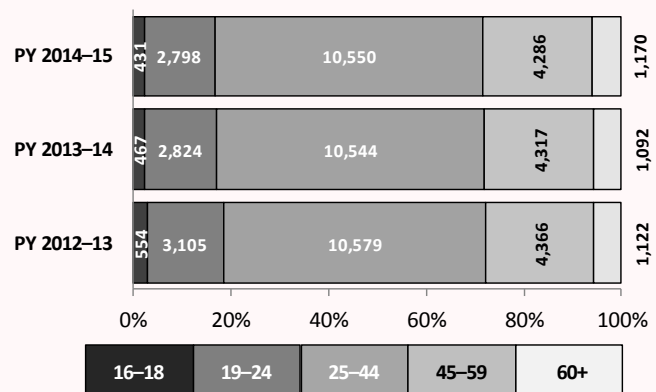
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	86	0	18	13	55	4
Asian	1,921	10	187	178	1,556	-13
Black or African American	4,246	22	1,490	642	2,114	-4
Hispanic or Latino	6,958	36	1,313	713	4,932	10
Native Hawaiian or Other Pacific Islander	37	0	12	10	15	-23
White	4,172	22	1,125	1,237	1,810	-11
Two or More Races	1,815	9	376	301	1,138	-9
Total	19,235	100	4,521	3,094	11,620	-2

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Massachusetts Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	23	24	24	1,601	4,869
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	48	46	5,355	16,095
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	76	76	83	472	1,774
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	14	13	9	331	1,147
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	39	44	902	1,706
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	73	74	51	1,791	3,480

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Michigan

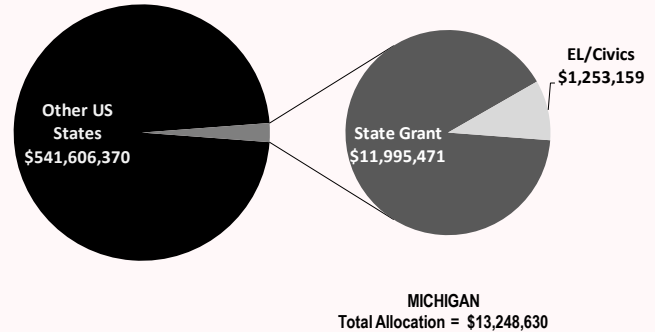
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	6,129	5,931	6,087
Unemployed	8,935	7,200	6,645
Correctional Setting	7,016	8,548	8,323
On Public Assistance	6,434	5,167	4,856
Other Institutionalized	541	305	394

Federal Allocation to State

FY 2014

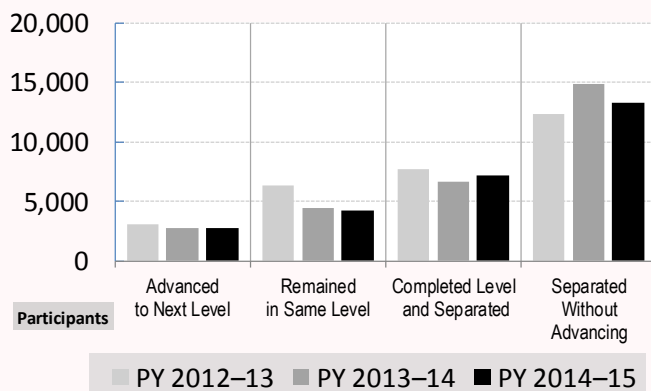


Enrollment by Race/Ethnicity

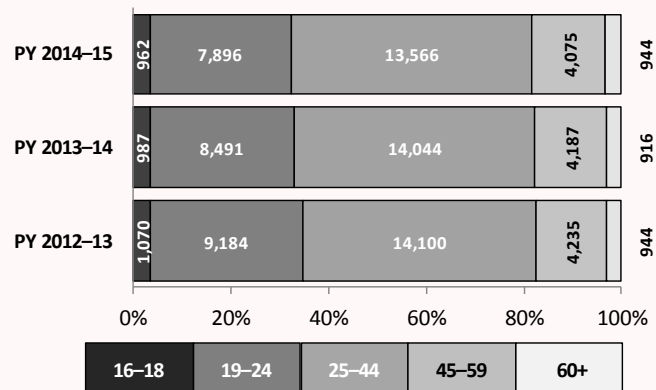
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	262	1	225	+	+	-8
Asian	2,122	8	192	19	1,911	-2
Black or African American	9,902	36	8,860	708	334	-10
Hispanic or Latino	4,155	15	1,321	214	2,620	6
Native Hawaiian or Other Pacific Islander	29	0	21	+	+	0
White	10,678	39	5,810	1,211	3,657	-10
Two or More Races	295	1	215	44	36	-15
Total	27,443	100	16,644	2,235	8,564	-7

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Michigan

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	29	31	5,651	17,624
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	54	45	50	4,300	12,499
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	81	78	74	2,299	9,602
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	23	23	19	330	2,036
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	25*	36	35	2,393	7,414
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	79*	78	79	5,717	14,402

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Minnesota

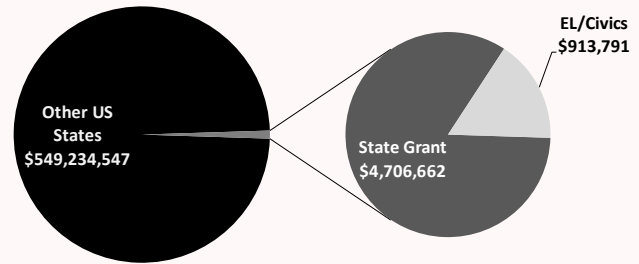
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	13,785	12,710	12,926
Unemployed	13,775	11,070	9,941
Correctional Setting	7,549	6,401	6,656
On Public Assistance	8,813	6,978	4,736
Other Institutionalized	286	318	285

Federal Allocation to State

FY 2014



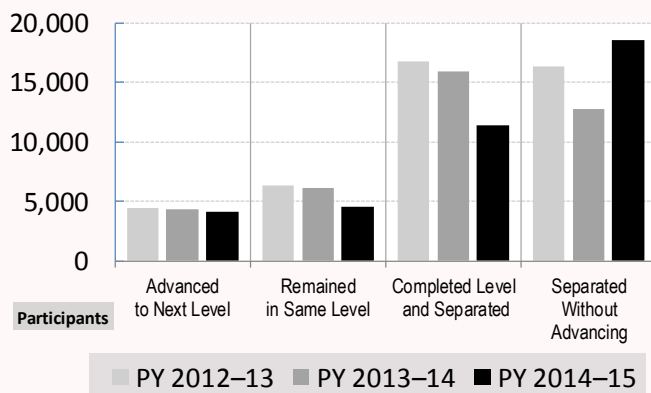
MINNESOTA
Total Allocation = \$5,620,453

Enrollment by Race/Ethnicity

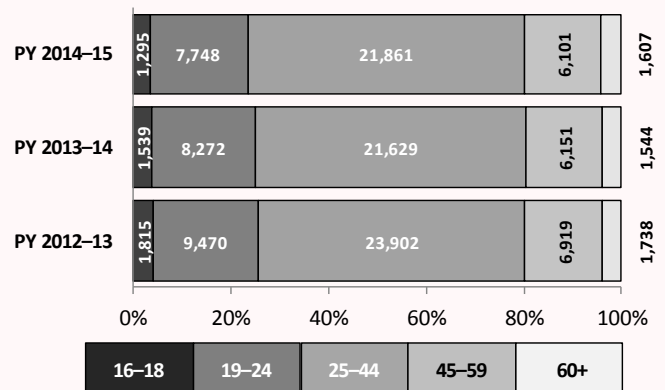
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	1,151	3	737	397	17	-23
Asian	6,196	16	1,640	432	4,124	-9
Black or African American	14,215	37	5,559	1,223	7,433	-5
Hispanic or Latino	8,921	23	2,978	825	5,118	-11
Native Hawaiian or Other Pacific Islander	51	0	17	19	15	-26
White	7,459	19	3,544	3,042	873	-25
Two or More Races	619	2	329	247	43	7
Total	38,612	100	14,804	6,185	17,623	-12

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Minnesota

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	49	51	44	7,849	28,024
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	53	57	41	7,263	27,912
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	58	82	83	686	6,489
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	24	32	28	2,062	6,668
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	42	44	47	2,787	10,943
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	72	73	73	7,589	23,462

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Mississippi

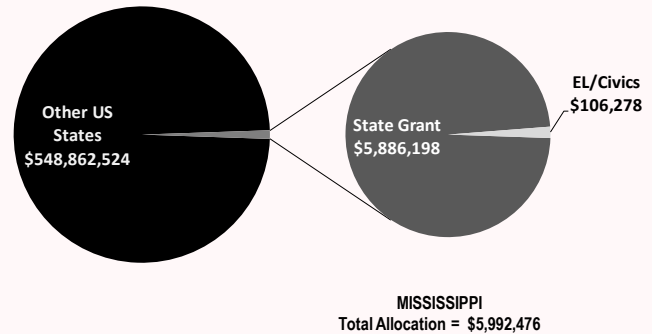
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	3,413	3,233	2,697
Unemployed	6,520	5,995	4,931
Correctional Setting	685	908	717
On Public Assistance	2,712	2,633	1,991
Other Institutionalized	107	46	51

Federal Allocation to State

FY 2014

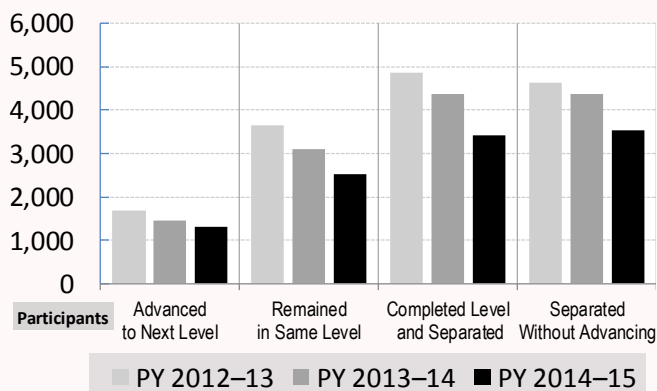


Enrollment by Race/Ethnicity

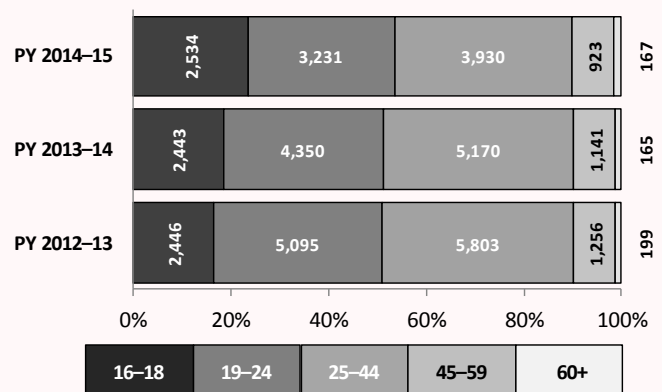
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	52	0	48	+	+	-32
Asian	82	1	43	9	30	-27
Black or African American	5,771	54	5,521	+	+	-30
Hispanic or Latino	604	6	387	23	194	-6
Native Hawaiian or Other Pacific Islander	15	0	14	+	+	15
White	4,052	38	3,279	766	7	-27
Two or More Races	209	2	172	37	0	1
Total	10,785	100	9,464	1,088	233	-27

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information

Mississippi

Program Year 2012–13 to Program Year 2014–15

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	41	42	44	4,468	14,960
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	36	27	28	65	223
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	85	91	100	575	6,919
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	28	97	20	398	1,908
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	11	46	37	1,621	3,865
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	26	33	67	2,779	5,538

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Missouri

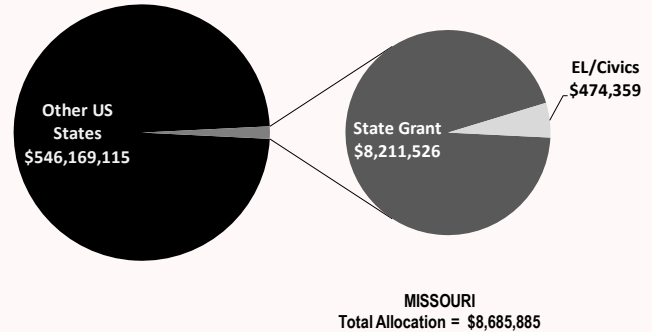
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	7,647	6,143	5,602
Unemployed	11,013	7,440	6,393
Correctional Setting	5,599	4,951	4,418
On Public Assistance	2,214	1,368	1,258
Other Institutionalized	25	22	14

Federal Allocation to State

FY 2014

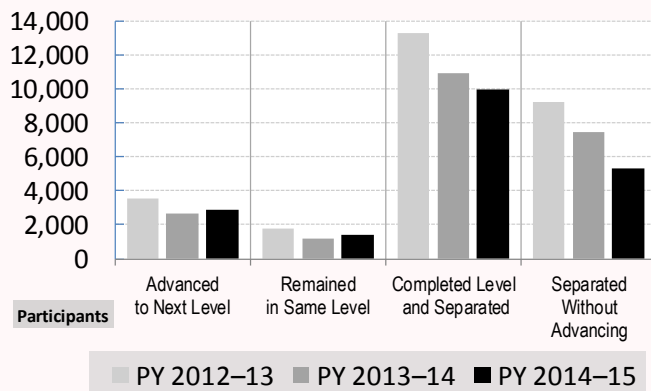


Enrollment by Race/Ethnicity

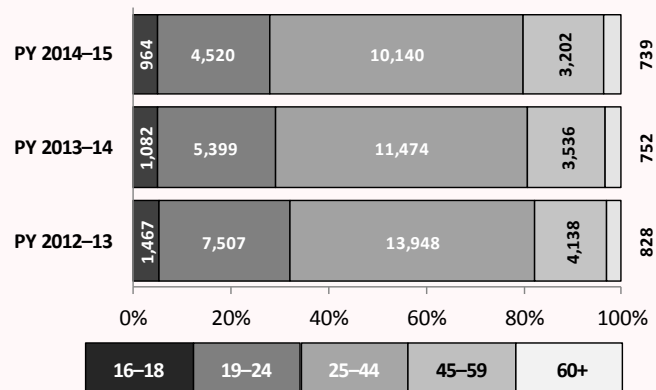
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	187	1	163	17	7	-36
Asian	1,405	7	119	7	1,279	-28
Black or African American	5,557	28	4,539	192	826	-33
Hispanic or Latino	2,961	15	865	66	2,030	-15
Native Hawaiian or Other Pacific Islander	34	0	29	0	5	-51
White	9,087	46	7,002	1,221	864	-32
Two or More Races	334	2	277	45	12	-29
Total	19,565	100	12,994	1,548	5,023	-30

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Missouri

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	60	60	65	9,140	31,956
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	62	64	67	3,384	10,062
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	80	83	83	2,442	11,212
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	19	22	24	1,024	3,066
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	34	39	40	2,414	9,494
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	68	69	73	6,182	21,119

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Montana

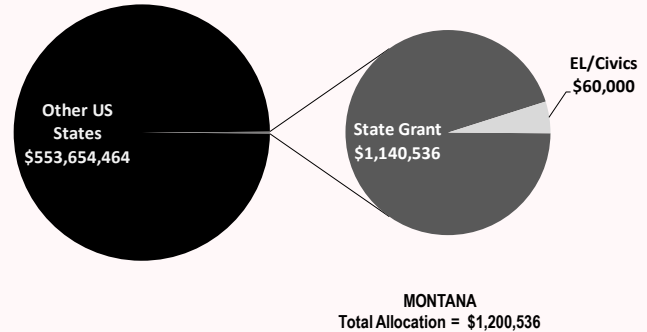
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	881	816	676
Unemployed	1,050	957	815
Correctional Setting	351	435	368
On Public Assistance	889	722	556
Other Institutionalized	51	48	54

Federal Allocation to State

FY 2014

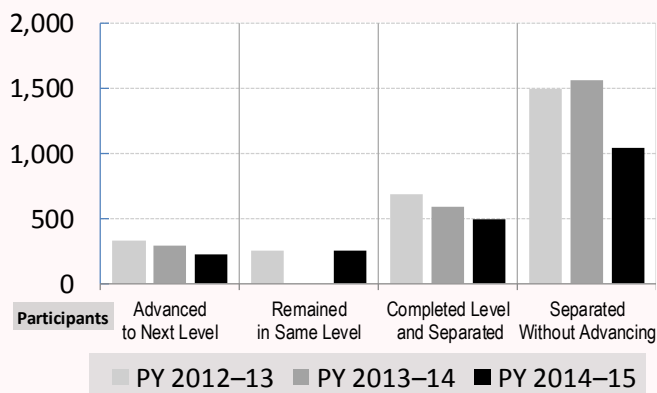


Enrollment by Race/Ethnicity

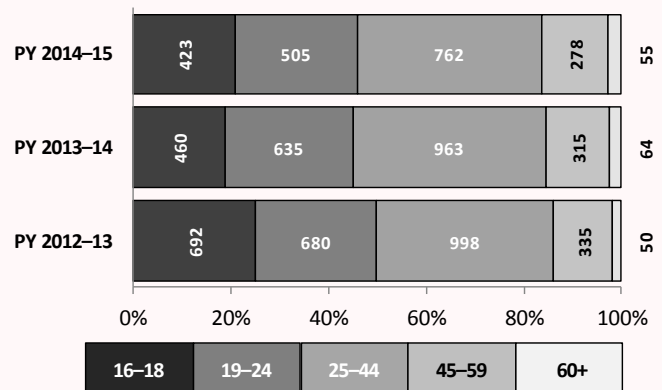
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	277	14	244	+	+	-33
Asian	100	5	+	+	68	-26
Black or African American	39	2	30	+	+	-33
Hispanic or Latino	241	12	167	21	53	-18
Native Hawaiian or Other Pacific Islander	5	0	+	0	+	-64
White	1,293	64	966	300	27	-30
Two or More Races	68	3	49	19	0	n/a
Total	2,023	100	1,490	378	155	-27

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Montana

Program Year 2012–13 to Program Year 2014–15

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	33	32	554	2,007
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	62	66	59	91	307
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	87	90	85	503	2,022
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	39	47	33	195	784
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	35	50	74	412	1,110
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	50	68	57	481	1,856

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Nebraska

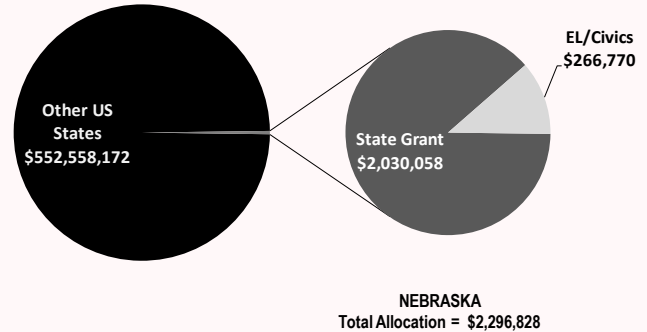
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	2,767	2,981	2,911
Unemployed	1,723	1,685	1,404
Correctional Setting	1,486	1,301	1,051
On Public Assistance	322	311	348
Other Institutionalized	16	17	9

Federal Allocation to State

FY 2014

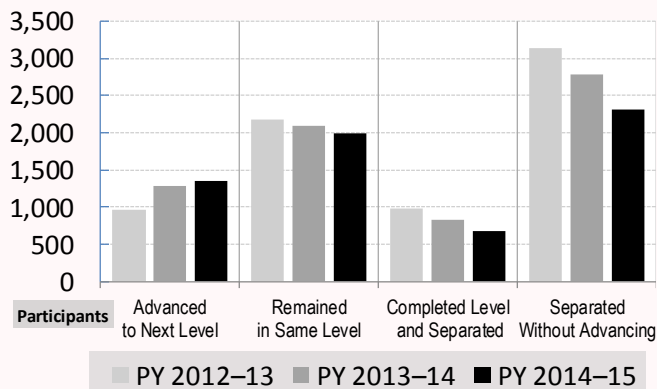


Enrollment by Race/Ethnicity

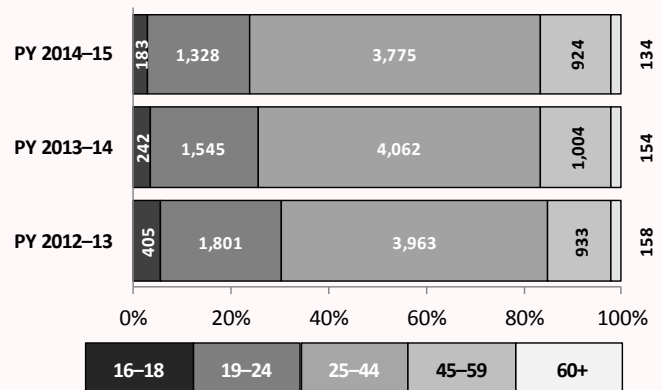
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	128	2	104	+	+	-40
Asian	407	6	+	+	313	-28
Black or African American	1,106	17	701	53	352	-11
Hispanic or Latino	3,107	49	971	92	2,044	-4
Native Hawaiian or Other Pacific Islander	16	0	+	+	+	23
White	1,488	23	962	323	203	-20
Two or More Races	92	1	60	23	9	-13
Total	6,344	100	2,903	514	2,927	-13

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Nebraska

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	30	33	1,065	3,317
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	33	33	967	2,784
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	53	65	83	133	1,506
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	19	15	10	48	363
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	39	42	39	274	956
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	60	63	57	915	2,902

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Nevada

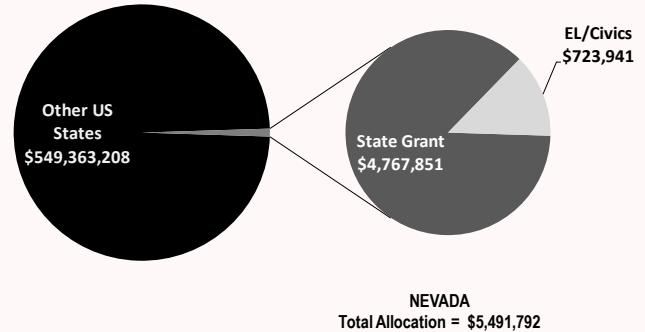
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	3,278	3,783	3,486
Unemployed	4,413	4,566	4,466
Correctional Setting	33	39	0
On Public Assistance	95	75	82
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

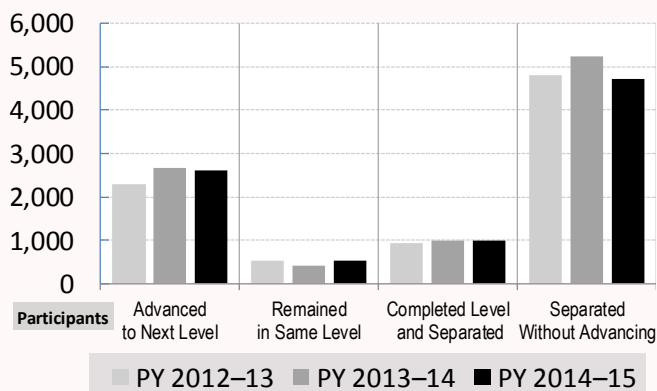


Enrollment by Race/Ethnicity

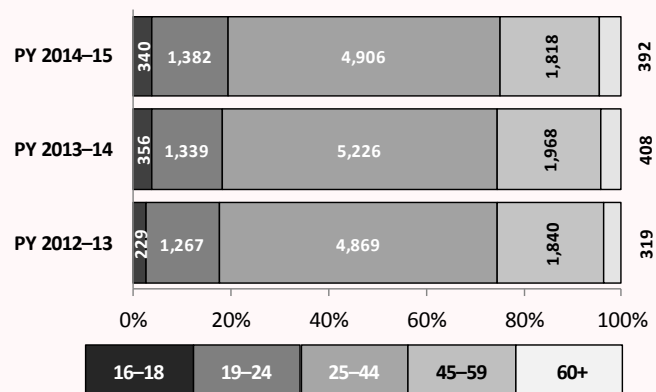
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	51	1	49	+	+	34
Asian	880	10	75	13	792	2
Black or African American	496	6	+	+	266	11
Hispanic or Latino	6,326	72	1,137	75	5,114	3
Native Hawaiian or Other Pacific Islander	28	0	20	+	+	-30
White	1,036	12	543	79	414	11
Two or More Races	21	0	+	+	+	-38
Total	8,838	100	2,063	177	6,598	4

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Nevada

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	35	35	765	2,215
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	40	42	2,799	8,083
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	66	71	78	441	1,641
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	8	5	6	231	663
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	81	46	1,830	5,502
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	74	90	74	3,813	6,861

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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Selected Adult Education Program and Student Information New Hampshire

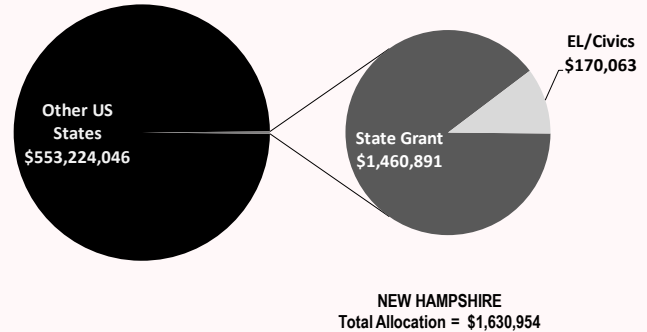
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	2,302	2,128	2,000
Unemployed	1,413	929	706
Correctional Setting	169	198	179
On Public Assistance	597	519	455
Other Institutionalized	+	+	+

Federal Allocation to State

FY 2014

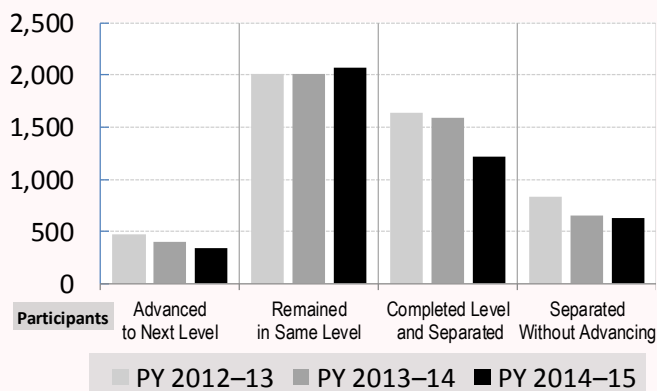


Enrollment by Race/Ethnicity

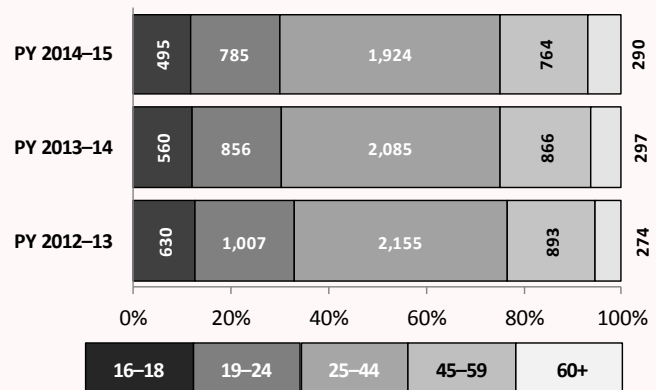
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	9	0	5	+	+	-57
Asian	791	19	79	44	668	-19
Black or African American	434	10	96	26	312	10
Hispanic or Latino	1,040	24	155	89	796	1
Native Hawaiian or Other Pacific Islander	7	0	+	+	+	-22
White	1,943	46	769	830	344	-22
Two or More Races	34	1	+	18	+	17
Total	4,258	100	1,119	1,013	2,126	-14

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information

New Hampshire

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	47	48	38	655	2,578
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	39	35	735	2,449
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	74	70	87	447	1,809
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	16	12	12	116	375
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	45	41	35	164	1,040
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	89	93	93	1,186	4,337

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information New Jersey

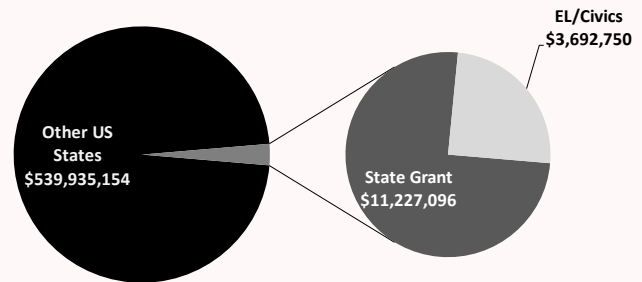
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	11,129	13,787	8,573
Unemployed	9,928	10,364	6,149
Correctional Setting	3,758	4,484	4,302
On Public Assistance	1,578	1,516	877
Other Institutionalized	+	0	0

Federal Allocation to State

FY 2014



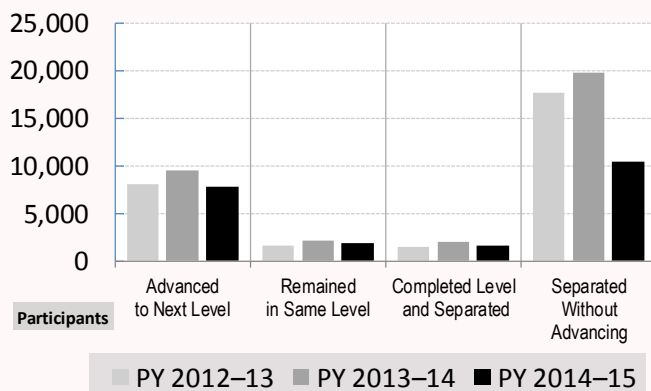
NEW JERSEY
Total Allocation = \$14,919,846

Enrollment by Race/Ethnicity

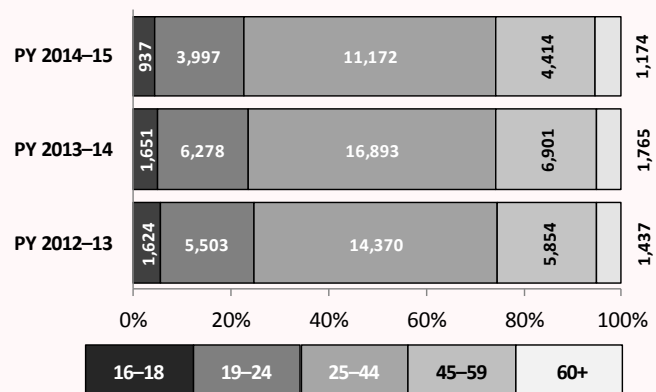
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	67	0	43	+	+	-22
Asian	1,218	6	177	17	1,024	-32
Black or African American	5,325	25	4,040	498	787	-23
Hispanic or Latino	12,334	57	3,008	318	9,008	-24
Native Hawaiian or Other Pacific Islander	41	0	25	+	+	-41
White	2,632	12	1,169	271	1,192	-27
Two or More Races	77	0	45	12	20	-35
Total	21,694	100	8,507	1,126	12,061	-25

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information

New Jersey

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	27	28	39	3,663	10,587
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	39	46	5,573	19,433
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	82	66	87	1,151	4,548
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13*	12	19	1,330	3,754
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	34	51	54	4,930	11,164
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	65	95	98	11,647	22,257

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information New Mexico

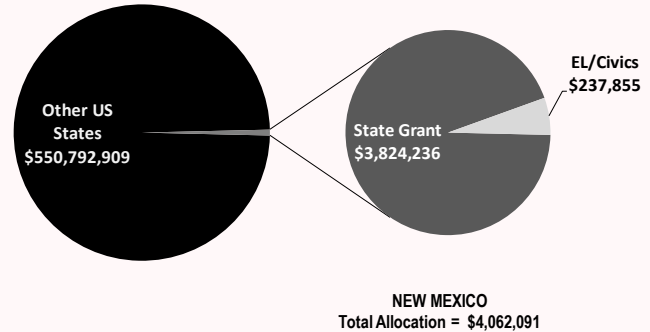
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	6,002	5,345	4,906
Unemployed	6,629	4,965	4,463
Correctional Setting	1,771	2,134	2,078
On Public Assistance	5,623	4,904	4,561
Other Institutionalized	8	0	+

Federal Allocation to State

FY 2014

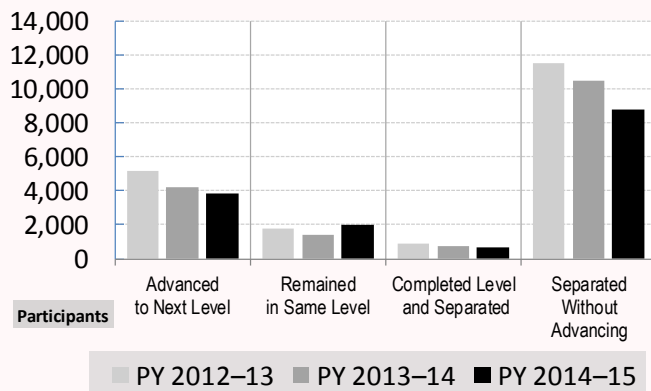


Enrollment by Race/Ethnicity

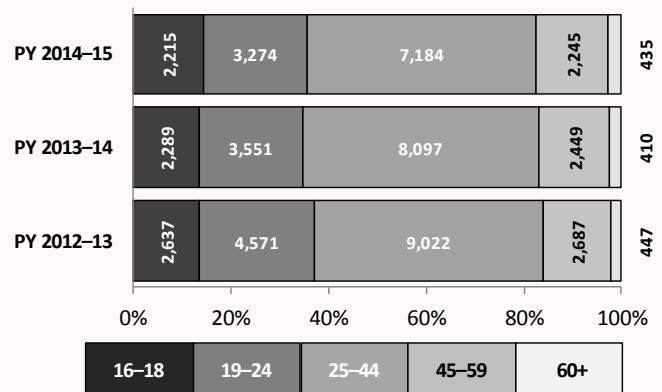
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	1,467	10	1,356	106	5	-26
Asian	495	3	71	7	417	-6
Black or African American	321	2	243	28	50	-25
Hispanic or Latino	11,080	72	5,357	590	5,133	-20
Native Hawaiian or Other Pacific Islander	26	0	20	+	+	-10
White	1,834	12	1,290	336	208	-22
Two or More Races	130	1	85	+	+	-14
Total	15,353	100	8,422	1,089	5,842	-21

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information New Mexico

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	29	31	2,843	9,000
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	35	29	27	1,584	5,972
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	90	67	65	686	4,981
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	36	32	30	942	3,829
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	29	38	36	1,530	5,069
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	38	80	95	5,965	12,131

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information New York

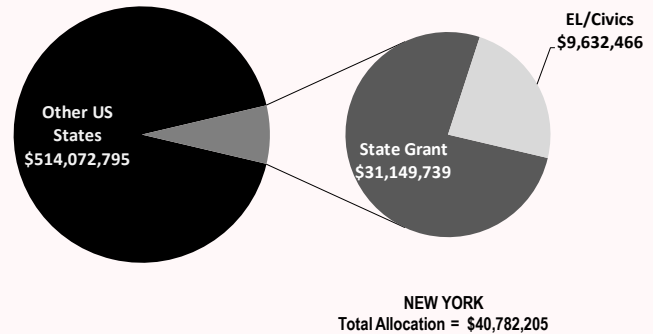
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	48,510	47,030	45,740
Unemployed	26,961	26,294	26,574
Correctional Setting	4,421	4,410	4,576
On Public Assistance	45,223	45,223	45,223
Other Institutionalized	1,521	1,359	1,269

Federal Allocation to State

FY 2014

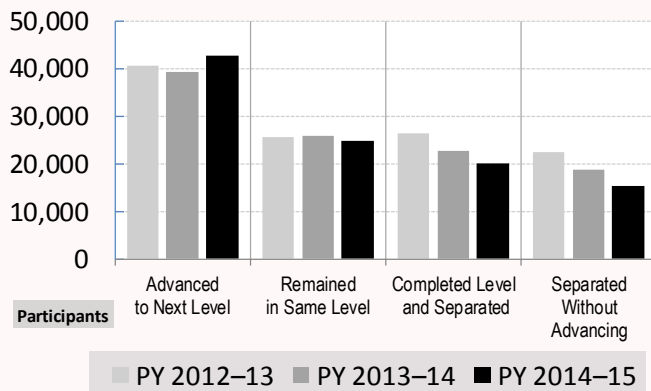


Enrollment by Race/Ethnicity

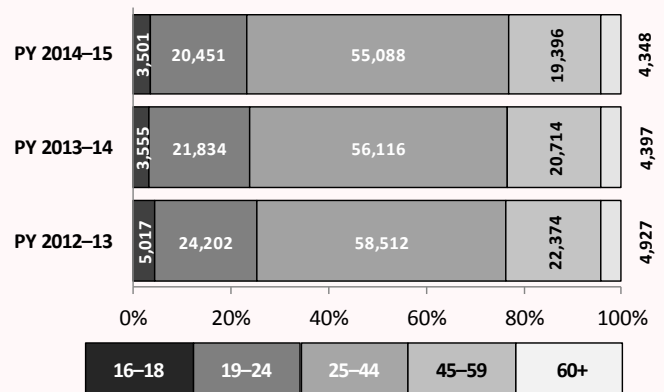
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	449	0	368	55	26	-11
Asian	11,795	11	1,831	247	9,717	-6
Black or African American	25,049	24	16,560	1,169	7,320	-16
Hispanic or Latino	48,061	47	10,208	945	36,908	-6
Native Hawaiian or Other Pacific Islander	159	0	98	8	53	-35
White	15,994	16	8,947	2,170	4,877	-18
Two or More Races	1,277	1	881	142	254	-6
Total	102,784	100	38,893	4,736	59,155	-11

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information New York

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	54	53	56	23,645	75,514
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	61	62	65	38,210	112,946
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	93	91	90	4,009	15,743
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	90	95	96	10,673	37,964
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	88	85	88	10,322	36,571
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	86	88	92	9,883	19,278

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information North Carolina

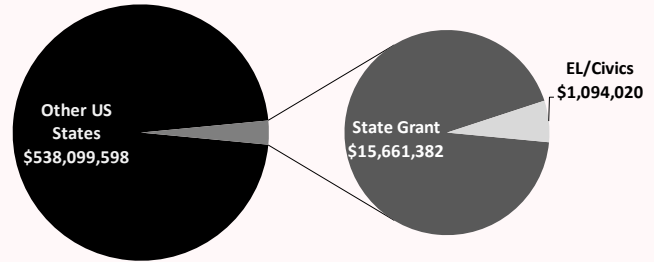
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	36,752	31,957	25,927
Unemployed	36,194	27,682	28,516
Correctional Setting	10,306	8,068	7,223
On Public Assistance	4,355	4,262	3,375
Other Institutionalized	571	344	298

Federal Allocation to State

FY 2014



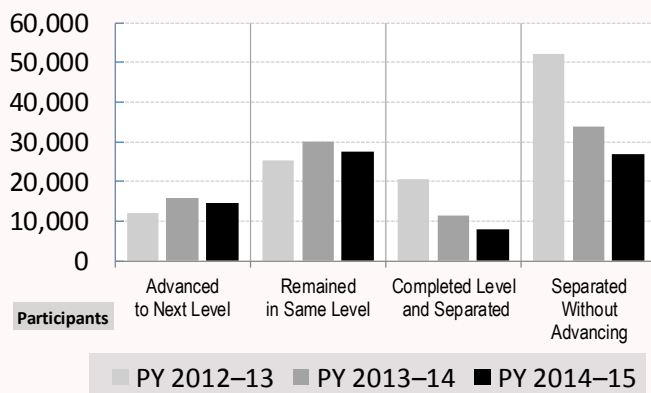
NORTH CAROLINA
Total Allocation = \$16,755,402

Enrollment by Race/Ethnicity

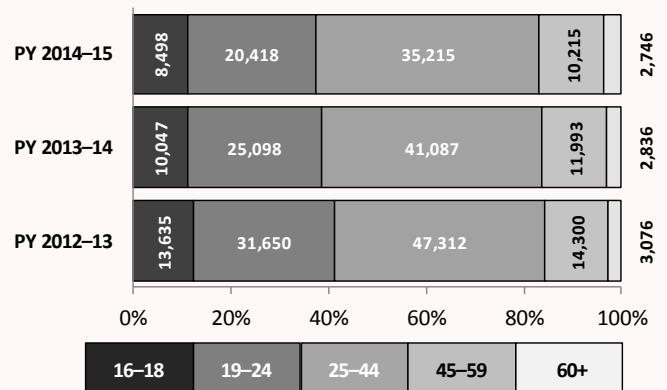
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	1,321	2	989	275	57	-49
Asian	3,717	5	753	236	2,728	4
Black or African American	23,262	30	18,414	3,479	1,369	-33
Hispanic or Latino	23,229	30	6,269	1,749	15,211	-20
Native Hawaiian or Other Pacific Islander	140	0	86	32	22	-49
White	20,894	27	13,875	5,657	1,362	-36
Two or More Races	4,529	6	2,783	578	1,168	-37
Total	77,092	100	43,169	12,006	21,917	-30

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information

North Carolina

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	32	31	15,736	57,840
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	27	30	31	6,880	21,235
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	68	84	88	3,393	27,949
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	36	31	28	3,943	21,772
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	31	35	35	6,782	25,068
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	58	58	59	19,319	55,860

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information North Dakota

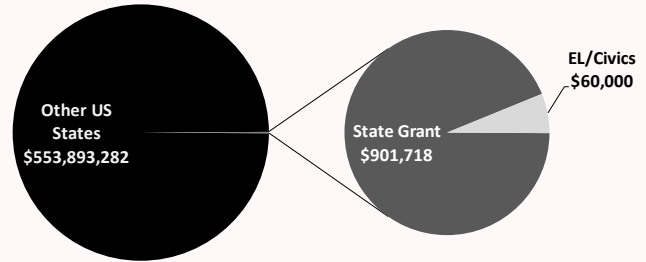
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	668	490	475
Unemployed	755	483	379
Correctional Setting	286	301	408
On Public Assistance	133	103	55
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014



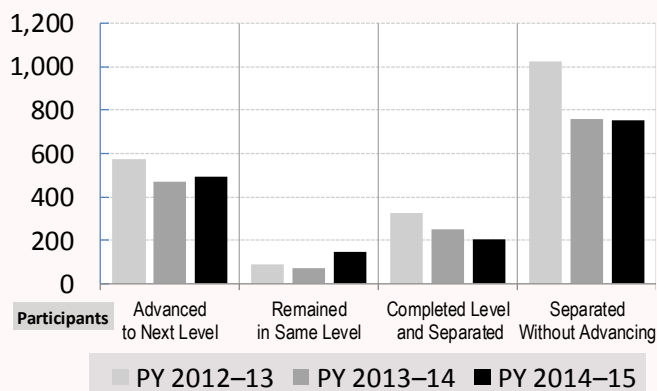
NORTH DAKOTA
Total Allocation = \$961,718

Enrollment by Race/Ethnicity

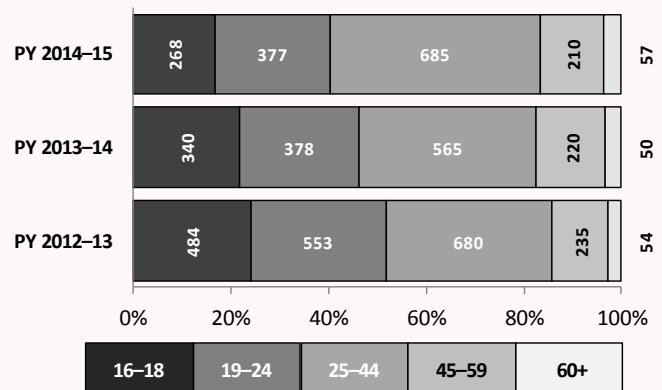
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	262	16	212	+	+	-34
Asian	187	12	+	+	153	-28
Black or African American	318	20	105	9	204	13
Hispanic or Latino	183	11	98	14	71	17
Native Hawaiian or Other Pacific Islander	7	0	+	+	+	75
White	617	39	302	215	100	-30
Two or More Races	23	1	+	8	+	-28
Total	1,597	100	765	303	529	-20

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information North Dakota

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	37	38	343	1,147
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	53	48	255	659
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	99	100	100	179	1,508
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	48*	55	53	223	959
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	82*	77	69	297	1,335
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	95	99	89	817	2,060

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Ohio

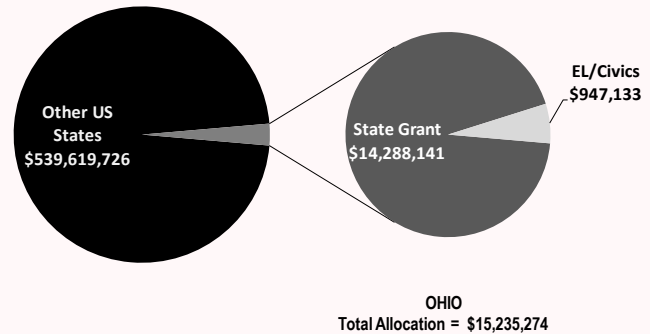
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	11,718	10,747	10,302
Unemployed	15,891	12,711	9,934
Correctional Setting	2,687	2,255	2,371
On Public Assistance	15,872	13,904	11,899
Other Institutionalized	12	+	+

Federal Allocation to State

FY 2014

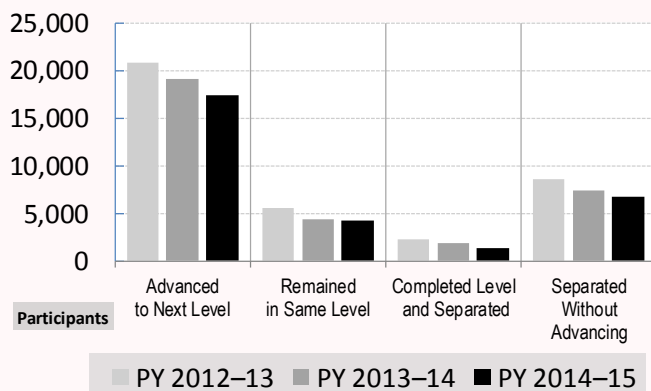


Enrollment by Race/Ethnicity

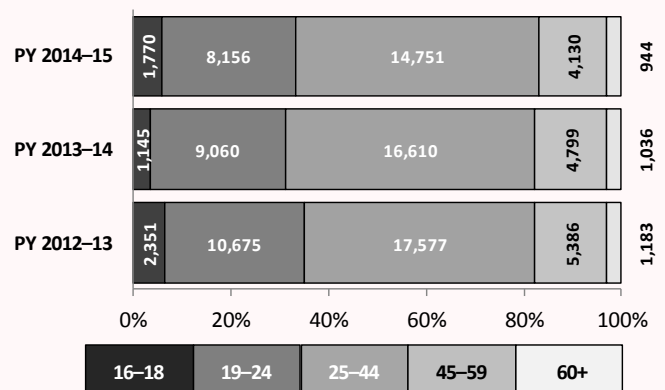
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	222	1	189	21	12	-12
Asian	2,187	7	272	41	1,874	2
Black or African American	9,751	33	7,978	525	1,248	-17
Hispanic or Latino	3,598	12	1,333	127	2,138	-12
Native Hawaiian or Other Pacific Islander	76	0	55	5	16	46
White	13,110	44	9,181	2,343	1,586	-27
Two or More Races	807	3	650	132	25	-10
Total	29,751	100	19,658	3,194	6,899	-20

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Ohio

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	61	65	64	13,985	47,349
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	62	60	60	4,118	12,145
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	90	64	92	1,386	8,572
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	17	25	23	1,622	5,621
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	50	40	40	4,038	13,630
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	31	62	72	9,638	19,663

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Oklahoma

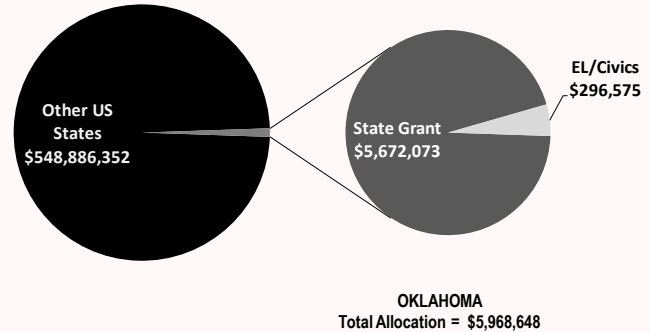
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	4,112	4,279	3,862
Unemployed	4,658	3,537	3,134
Correctional Setting	4,230	4,610	4,641
On Public Assistance	1,817	1,438	1,380
Other Institutionalized	11	22	28

Federal Allocation to State

FY 2014

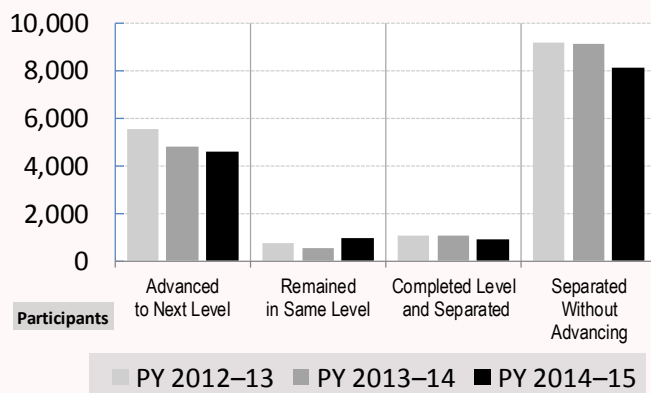


Enrollment by Race/Ethnicity

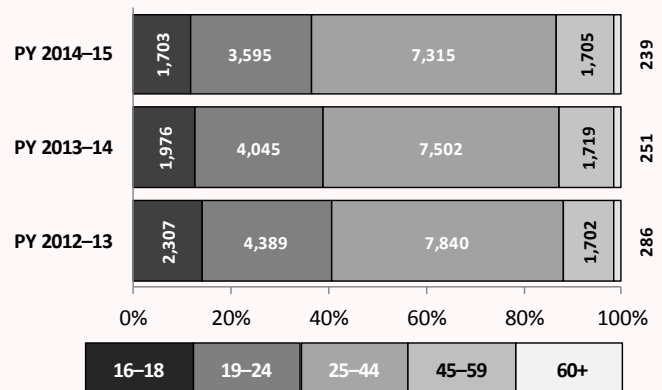
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	1,188	8	1,037	141	10	-14
Asian	800	5	85	7	708	-5
Black or African American	1,829	13	1,674	103	52	-23
Hispanic or Latino	5,062	35	1,755	117	3,190	-7
Native Hawaiian or Other Pacific Islander	62	0	52	+	+	41
White	5,092	35	4,045	737	310	-13
Two or More Races	524	4	435	+	+	-10
Total	14,557	100	9,083	1,193	4,281	-12

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Oklahoma

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	38	41	4,020	13,087
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	38	33	1,407	4,375
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	83	88	81	782	6,682
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	9	14	8	235	1,105
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	79	39	1*	21	4,378
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	67	84	100*	3,974	9,497

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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* Response rate was too low on follow-up survey or data matching to validate outcomes.

Selected Adult Education Program and Student Information Oregon

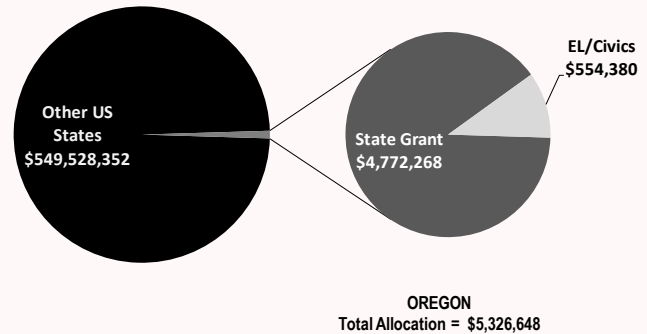
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	5,269	4,625	3,955
Unemployed	8,192	6,933	5,319
Correctional Setting	3,447	3,316	3,094
On Public Assistance	1,189	915	840
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

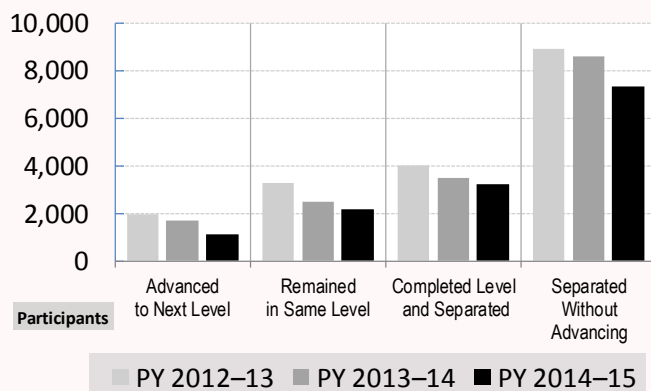


Enrollment by Race/Ethnicity

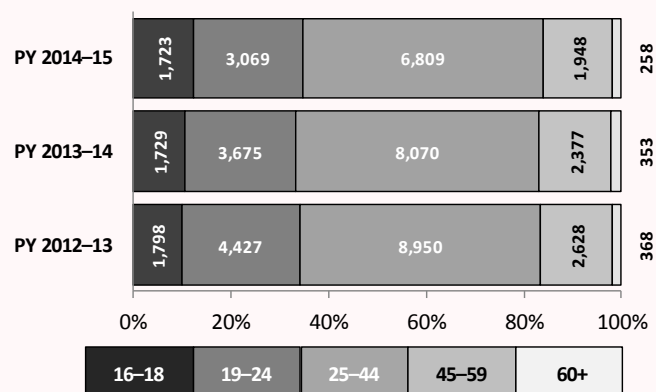
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	245	2	201	44	0	-32
Asian	1,379	10	160	89	1,130	-12
Black or African American	817	6	478	107	232	-24
Hispanic or Latino	5,709	41	1,558	431	3,720	-24
Native Hawaiian or Other Pacific Islander	85	1	53	9	23	-46
White	5,302	38	3,391	1,305	606	-25
Two or More Races	270	2	159	55	56	-33
Total	13,807	100	6,000	2,040	5,767	-24

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Oregon

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	28	27	2,043	7,537
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	36	38	2,217	7,315
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	89	81	82	318	1,722
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	40	41	37	700	3,194
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	32	33	35	2,272	6,837
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	35	37	69	4,897	13,992

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Pennsylvania

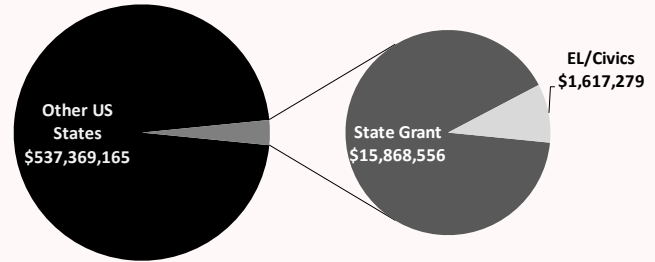
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	7,764	7,603	8,112
Unemployed	11,169	10,135	10,030
Correctional Setting	1,224	1,032	1,067
On Public Assistance	7,855	7,032	6,736
Other Institutionalized	82	99	84

Federal Allocation to State

FY 2014



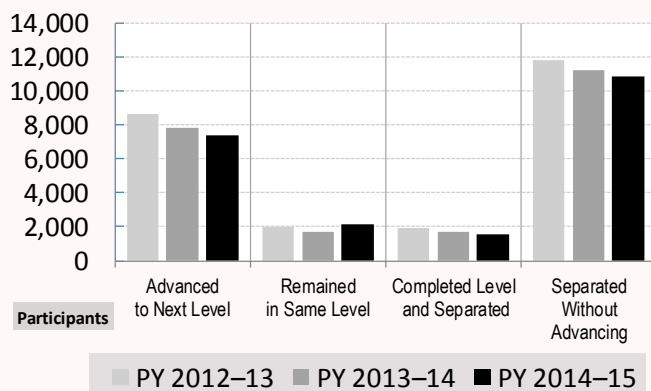
PENNSYLVANIA
Total Allocation = \$17,485,835

Enrollment by Race/Ethnicity

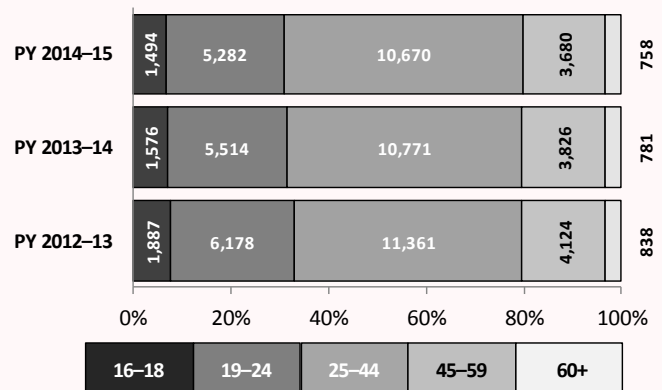
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	104	0	77	13	14	-15
Asian	2,188	10	366	86	1,736	-8
Black or African American	5,499	25	4,423	305	771	-12
Hispanic or Latino	5,591	26	2,200	235	3,156	4
Native Hawaiian or Other Pacific Islander	66	0	51	6	9	6
White	8,095	37	5,225	1,617	1,253	-18
Two or More Races	341	2	276	54	11	18
Total	21,884	100	12,618	2,316	6,950	-10

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Pennsylvania Program Year 2012–13 to Program Year 2014–15

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	43	41	39	5,515	18,462
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	48	46	3,205	9,644
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	83	78	85	884	7,198
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	16	15	15	950	3,224
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	42	44	3,697	11,656
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	70	74	76	7,287	22,056

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Rhode Island

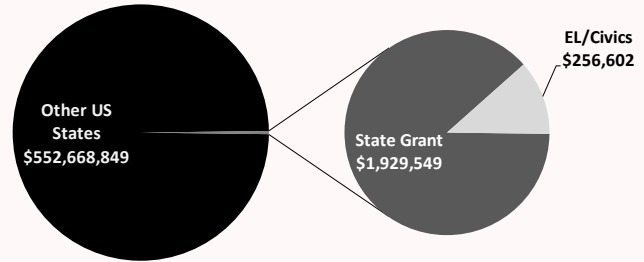
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	2,270	2,215	1,977
Unemployed	2,483	2,422	2,097
Correctional Setting	269	237	42
On Public Assistance	1,734	1,800	1,638
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014



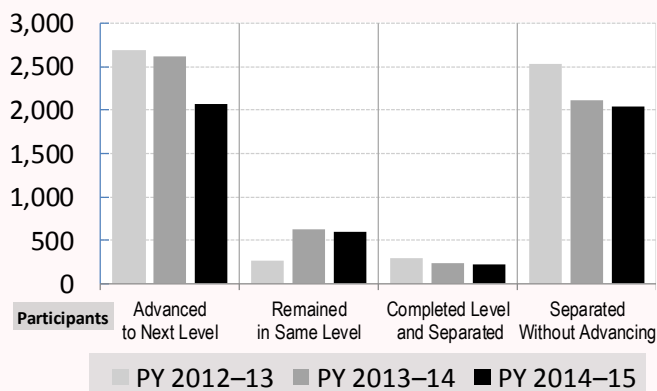
RHODE ISLAND
Total Allocation = \$2,186,151

Enrollment by Race/Ethnicity

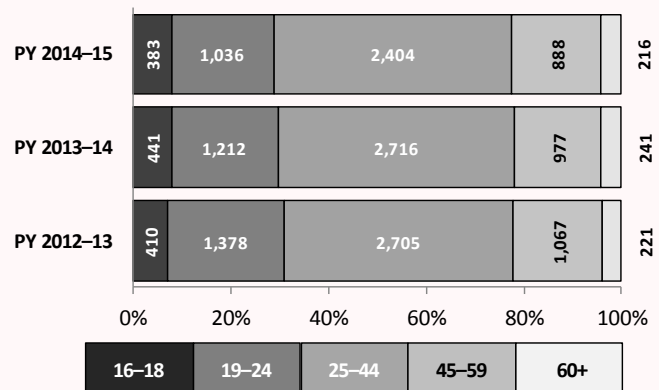
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	36	1	+	0	+	-37
Asian	274	6	36	17	221	-25
Black or African American	707	14	348	22	337	-19
Hispanic or Latino	2,907	59	703	81	2,123	-8
Native Hawaiian or Other Pacific Islander	5	0	+	0	+	-50
White	794	16	530	133	131	-29
Two or More Races	204	4	141	19	44	11
Total	4,927	100	1,794	272	2,861	-15

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Rhode Island

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	51	52	49	982	3,855
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	52	50	45	1,291	4,196
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	89	97	79	192	1,551
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	29	25	19	229	1,086
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	34	40	40	924	2,596
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	35	54	67	955	2,604

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information South Carolina

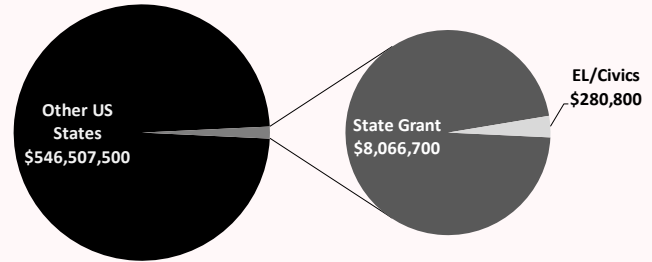
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	12,060	11,214	9,194
Unemployed	21,303	18,229	14,194
Correctional Setting	6,086	4,945	3,710
On Public Assistance	9,632	14,376	12,366
Other Institutionalized	+	0	+

Federal Allocation to State

FY 2014



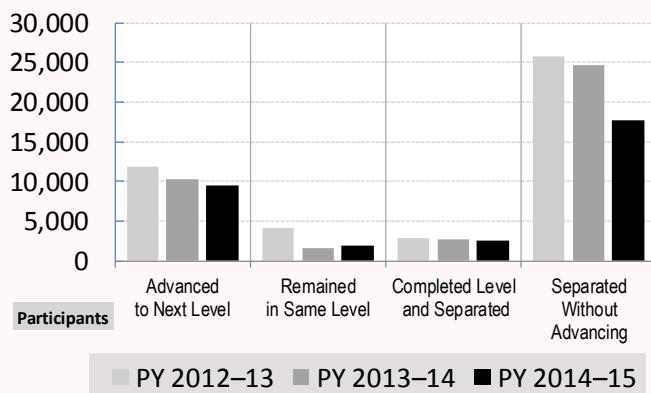
SOUTH CAROLINA
Total Allocation = \$8,347,500

Enrollment by Race/Ethnicity

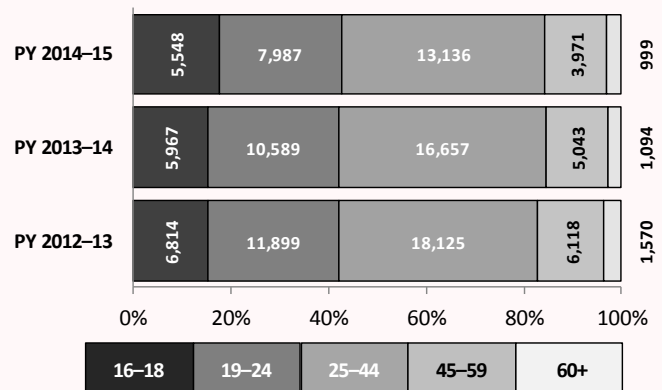
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	217	1	159	46	12	-25
Asian	658	2	155	43	460	-6
Black or African American	14,777	47	12,194	2,495	88	-35
Hispanic or Latino	5,775	18	1,416	380	3,979	-12
Native Hawaiian or Other Pacific Islander	48	0	32	9	7	-27
White	9,826	31	6,227	3,258	341	-29
Two or More Races	340	1	220	104	16	5
Total	31,641	100	20,403	6,335	4,903	-29

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information

South Carolina

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	32	33	39	8,772	29,404
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	37	40	1,949	5,824
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	80	64	57	2,389	12,941
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	11	12	11	912	3,857
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	35	37	40	6,001	19,410
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	59	60	72	7,403	34,808

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information South Dakota

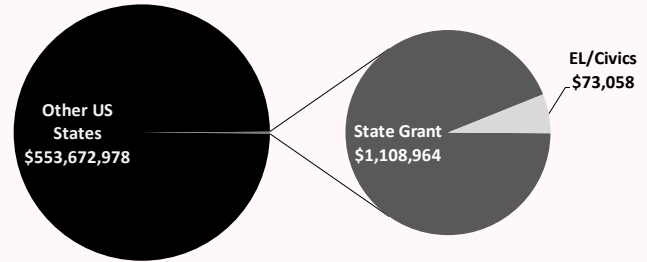
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	833	641	685
Unemployed	659	534	487
Correctional Setting	540	526	548
On Public Assistance	638	521	510
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014



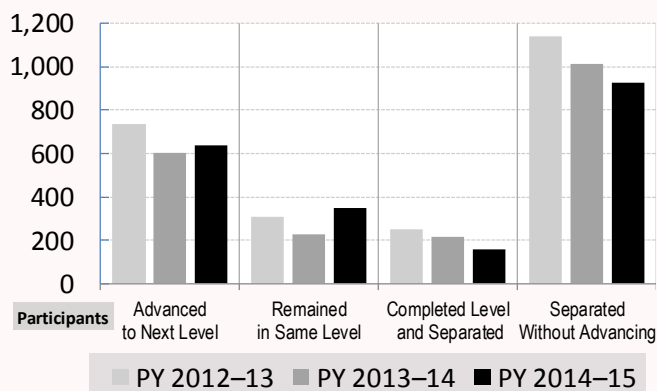
SOUTH DAKOTA
Total Allocation = \$1,182,022

Enrollment by Race/Ethnicity

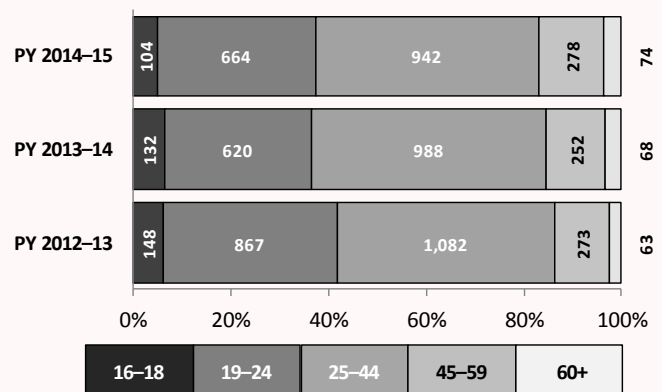
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	418	20	348	70	0	-16
Asian	255	12	53	5	197	-17
Black or African American	348	17	102	9	237	-4
Hispanic or Latino	322	16	113	20	189	33
Native Hawaiian or Other Pacific Islander	10	0	9	+	+	67
White	656	32	430	178	48	-33
Two or More Races	53	3	31	+	+	47
Total	2,062	100	1,086	304	672	-15

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information

South Dakota

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	37	34	437	1,562
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	41	44	295	779
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	96	91	91	184	1,162
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13	17	9	33	226
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	57	55	53	203	752
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	71	75	74	603	1,674

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Tennessee

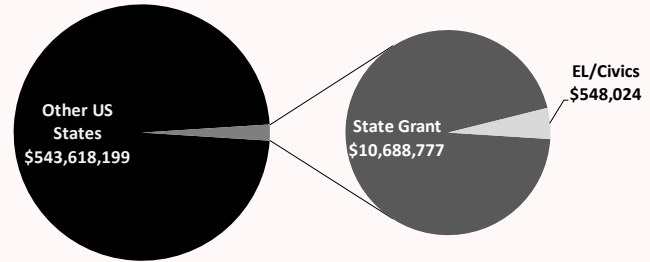
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	8,674	8,613	8,549
Unemployed	12,578	10,942	10,161
Correctional Setting	1,928	2,163	1,961
On Public Assistance	9,287	7,973	7,453
Other Institutionalized	100	146	310

Federal Allocation to State

FY 2014



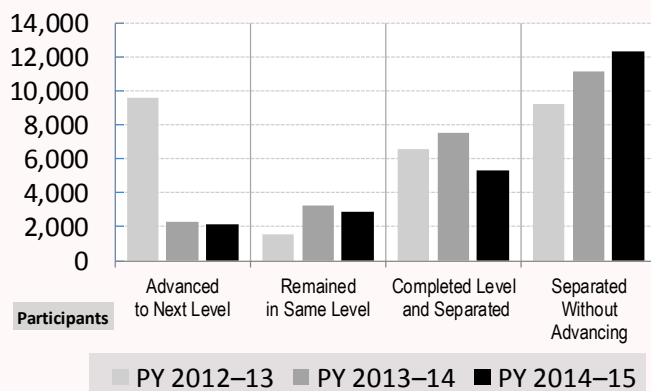
TENNESSEE
Total Allocation = \$11,236,801

Enrollment by Race/Ethnicity

PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	103	0	92	+	+	-13
Asian	671	3	178	28	465	7
Black or African American	5,818	26	5,382	226	210	-13
Hispanic or Latino	4,988	22	1,525	133	3,330	13
Native Hawaiian or Other Pacific Islander	23	0	16	+	+	0
White	10,785	47	8,386	1,753	646	-27
Two or More Races	323	1	266	52	5	-18
Total	22,711	100	15,845	2,207	4,659	-16

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Tennessee

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	60	41	33	5,739	27,126
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	55	34	29	1,363	4,685
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	72	72	63	6,055	26,753
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	3	7	6	319	1,182
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	46	45	4,162	16,211
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	77	77	75	6,384	18,414

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Texas

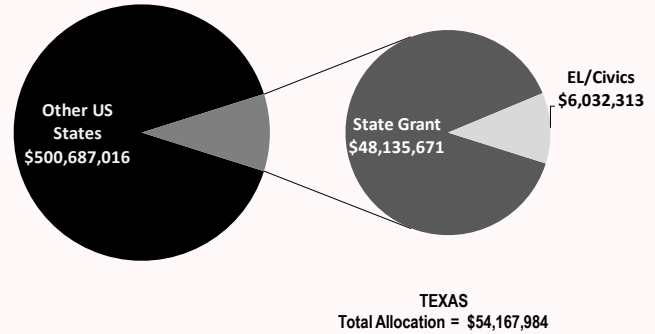
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	33,930	31,089	29,920
Unemployed	18,204	15,431	16,836
Correctional Setting	3,688	3,274	2,761
On Public Assistance	7,693	6,699	5,931
Other Institutionalized	204	140	149

Federal Allocation to State

FY 2014

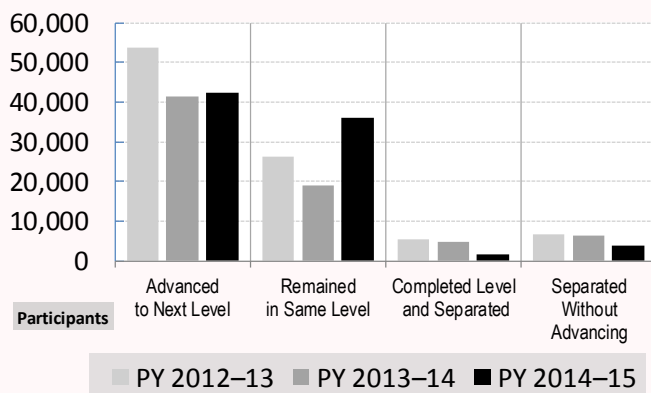


Enrollment by Race/Ethnicity

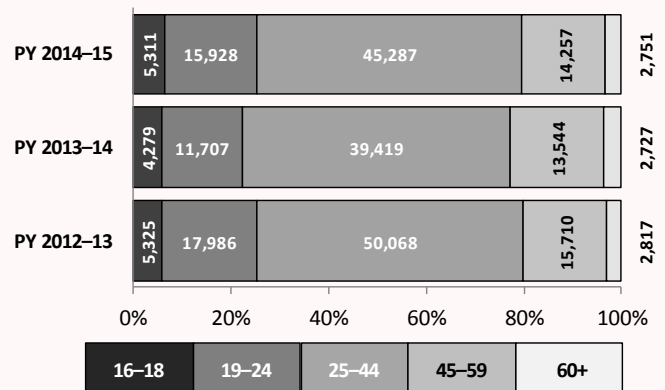
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	277	0	183	+	+	-27
Asian	3,334	4	636	44	2,654	-8
Black or African American	10,614	13	9,625	288	701	-8
Hispanic or Latino	59,280	71	22,498	1,298	35,484	-11
Native Hawaiian or Other Pacific Islander	55	0	43	+	+	-5
White	9,672	12	7,487	931	1,254	1
Two or More Races	302	0	202	37	63	-8
Total	83,534	100	40,674	2,612	40,248	-9

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Texas

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	60	62	51	21,667	66,124
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	69	67	55	22,023	81,975
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	82	66	56	1,720	12,112
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	11	13	10	804	3,485
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	50	43	43	6,661	17,091
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	72	56	58	28,860	65,517

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Utah

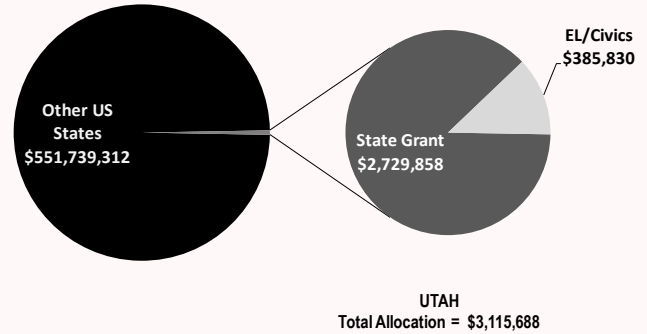
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	7,007	6,927	6,797
Unemployed	7,905	7,186	6,498
Correctional Setting	3,738	4,755	4,905
On Public Assistance	3,093	2,564	0
Other Institutionalized	6	45	48

Federal Allocation to State

FY 2014

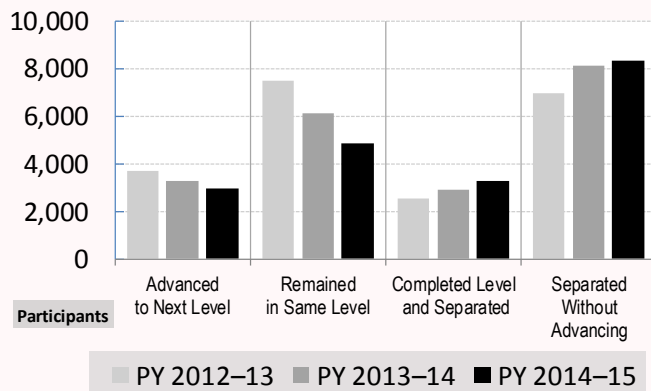


Enrollment by Race/Ethnicity

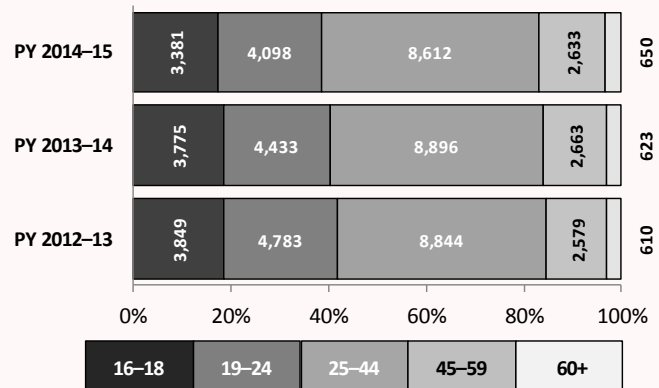
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	575	3	515	55	5	-9
Asian	1,308	7	341	32	935	-10
Black or African American	1,125	6	468	43	614	3
Hispanic or Latino	8,652	45	4,466	374	3,812	-11
Native Hawaiian or Other Pacific Islander	234	1	182	25	27	-16
White	7,268	38	5,266	1,610	392	-1
Two or More Races	212	1	148	25	39	0
Total	19,374	100	11,386	2,164	5,824	-6

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Utah

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	29	32	4,025	11,844
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	31	31	1,796	5,557
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	54	44	30	664	2,861
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	3	7	9	661	1,433
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	30	29	1,504	3,335
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	69	61	64	2,439	4,570

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

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^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information Vermont

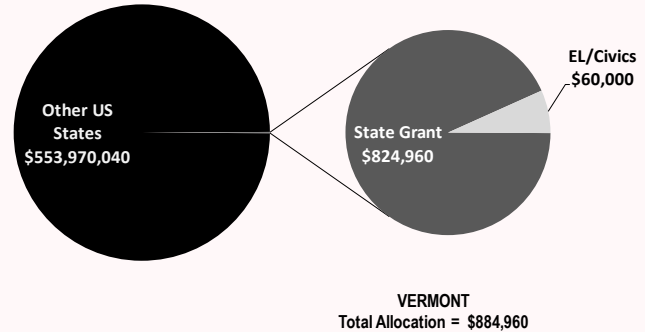
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	617	801	623
Unemployed	1,302	1,677	1,328
Correctional Setting	44	63	45
On Public Assistance	557	750	513
Other Institutionalized	10	10	11

Federal Allocation to State

FY 2014

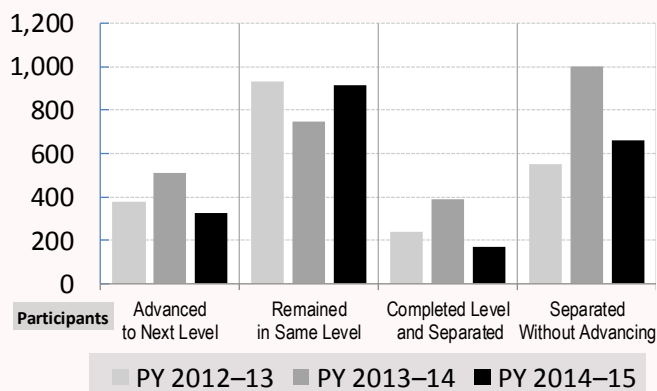


Enrollment by Race/Ethnicity

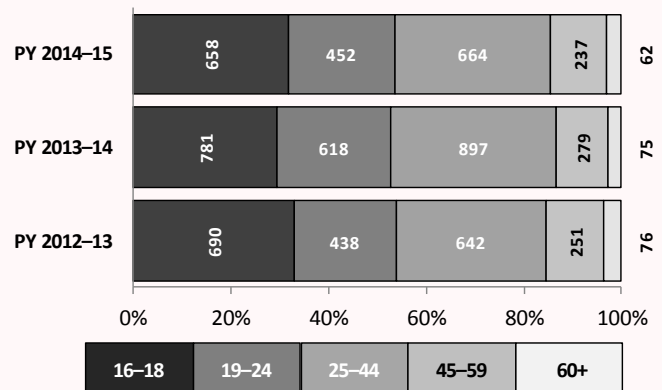
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	31	1	21	+	+	55
Asian	182	9	30	23	129	12
Black or African American	237	11	74	37	126	7
Hispanic or Latino	87	4	31	20	36	6
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	67
White	1,516	73	746	712	58	-6
Two or More Races	15	1	+	7	+	n/a
Total	2,073	100	911	809	353	-1

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Vermont

Program Year 2012–13 to Program Year 2014–15

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	37	27	373	1,567
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	12	18	11	39	139
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	76	62	41	203	878
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	21	18	20	91	326
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	28	31	29	268	867
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	30	42	36	617	1,908

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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Selected Adult Education Program and Student Information Virginia

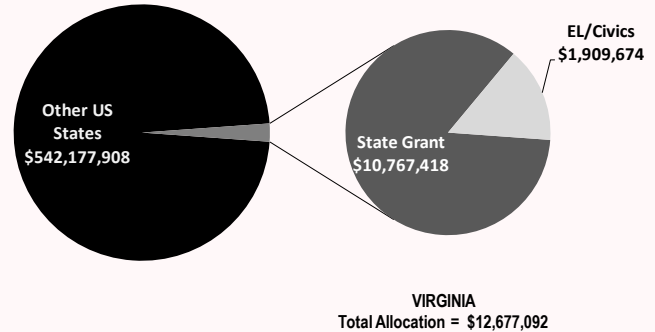
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	11,174	10,916	10,035
Unemployed	5,604	4,706	4,197
Correctional Setting	1,073	1,049	914
On Public Assistance	1,666	1,343	1,016
Other Institutionalized	854	746	853

Federal Allocation to State

FY 2014

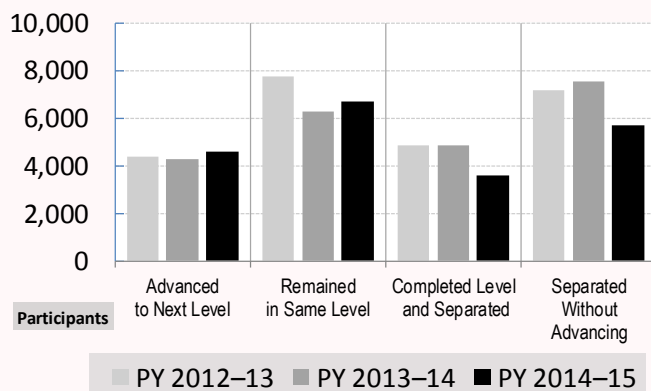


Enrollment by Race/Ethnicity

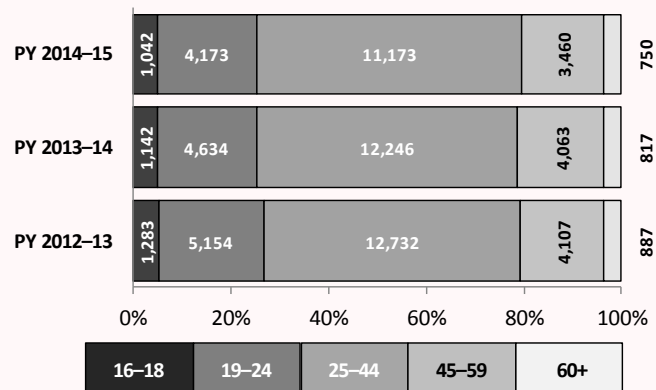
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	40	0	20	+	+	-48
Asian	2,504	12	262	53	2,189	0
Black or African American	4,654	23	3,530	336	788	-28
Hispanic or Latino	8,557	42	1,434	150	6,973	0
Native Hawaiian or Other Pacific Islander	43	0	25	+	+	-17
White	4,562	22	2,120	915	1,527	-27
Two or More Races	238	1	172	39	27	-22
Total	20,598	100	7,563	1,503	11,532	-15

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Virginia

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	37	38	3,117	11,084
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	42	42	4,879	14,016
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	88	90	73	418	5,332
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	17	13	11	103	1,105
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	31	38	33	828	2,470
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	46	67	67	4,160	9,253

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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Selected Adult Education Program and Student Information Washington

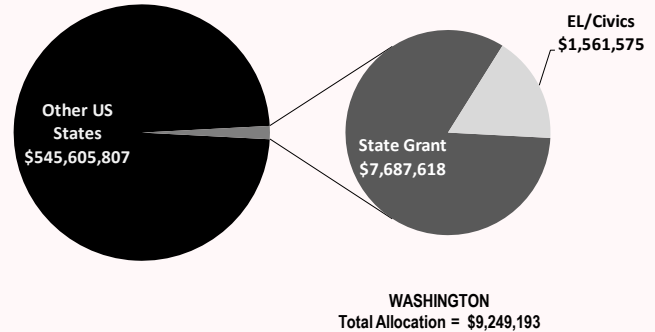
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	16,996	16,113	15,160
Unemployed	22,180	19,894	17,541
Correctional Setting	3,850	3,973	3,422
On Public Assistance	13,512	12,007	10,005
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014

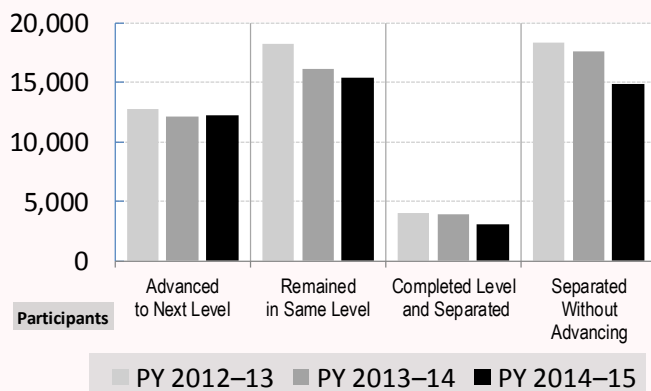


Enrollment by Race/Ethnicity

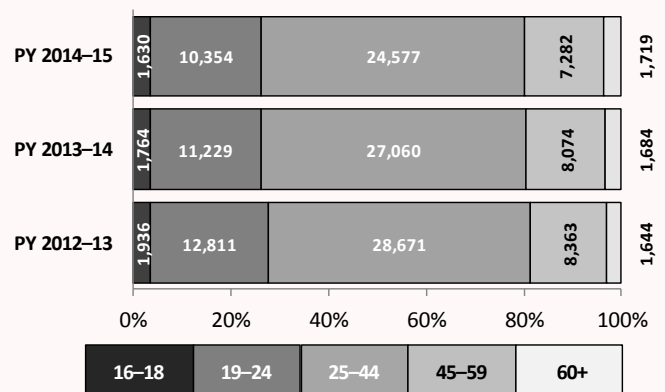
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	984	2	842	108	34	-24
Asian	8,066	18	1,049	252	6,765	-8
Black or African American	5,625	12	2,485	170	2,970	-20
Hispanic or Latino	15,332	34	4,477	407	10,448	-14
Native Hawaiian or Other Pacific Islander	480	1	311	22	147	-33
White	14,000	31	8,701	2,072	3,227	-16
Two or More Races	1,075	2	841	152	82	-5
Total	45,562	100	18,706	3,183	23,673	-15

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Washington

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	24	25	25	5,279	17,603
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	39	42	10,059	30,541
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	92	85	78	1,201	9,079
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	45	52	45	7,448	19,411
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	21	29	5,674	16,209
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	71	52	55	11,622	28,162

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information West Virginia

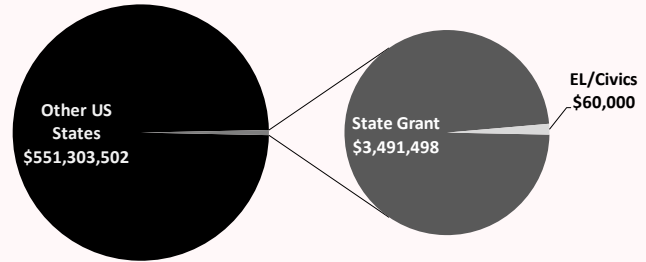
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	1,294	1,176	1,188
Unemployed	2,897	2,599	2,222
Correctional Setting	1,839	2,162	2,105
On Public Assistance	3,380	3,145	2,507
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2014



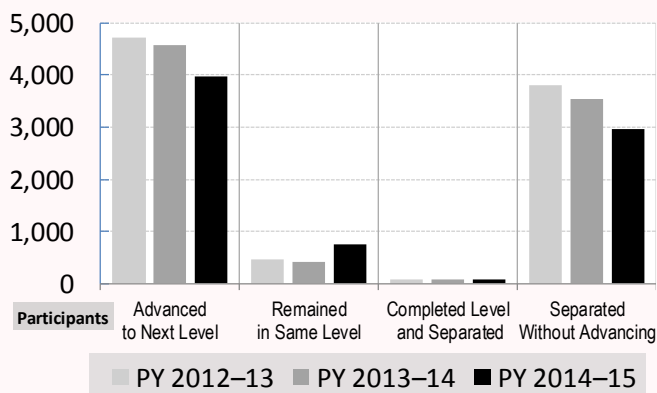
WEST VIRGINIA
Total Allocation = \$3,551,498

Enrollment by Race/Ethnicity

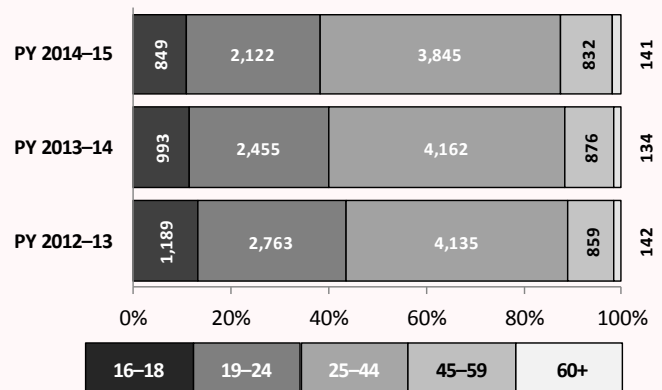
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	23	0	15	+	+	-48
Asian	93	1	19	12	62	-33
Black or African American	811	10	657	131	23	-14
Hispanic or Latino	286	4	135	42	109	-1
Native Hawaiian or Other Pacific Islander	7	0	6	+	+	-22
White	6,407	82	4,779	1,571	57	-15
Two or More Races	162	2	124	33	5	18
Total	7,789	100	5,735	1,797	257	-14

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information West Virginia Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	59	61	59	3,890	13,056
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	59	51	64	164	480
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	81	76	94	768	3,393
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	18	20	14	409	1,603
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	47	41	42	857	2,326
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	46	63	66	785	1,694

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Wisconsin

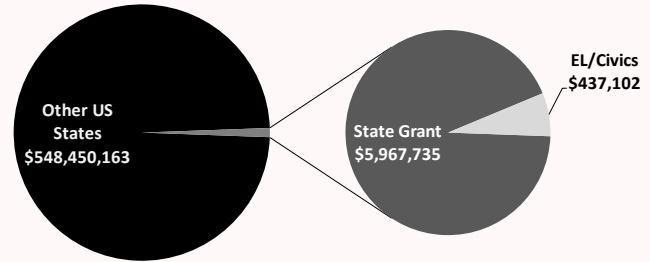
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	8,109	7,346	6,382
Unemployed	6,971	5,490	4,257
Correctional Setting	1,955	1,659	1,621
On Public Assistance	381	326	259
Other Institutionalized	126	88	93

Federal Allocation to State

FY 2014



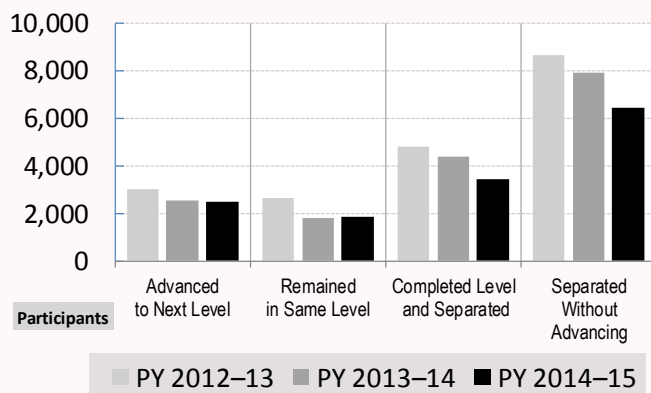
WISCONSIN
Total Allocation = \$6,404,837

Enrollment by Race/Ethnicity

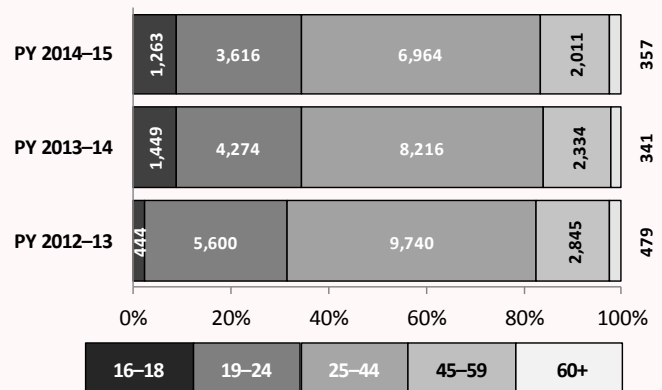
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	266	2	210	+	+	-28
Asian	1,463	10	439	63	961	-12
Black or African American	2,105	15	1,707	140	258	-35
Hispanic or Latino	4,191	29	1,261	146	2,784	-21
Native Hawaiian or Other Pacific Islander	26	0	15	+	+	-7
White	5,903	42	3,662	1,800	441	-29
Two or More Races	257	2	179	68	10	16
Total	14,211	100	7,473	2,277	4,461	-26

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Wisconsin

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	40	39	3,402	12,211
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	48	49	2,198	6,368
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	88	90	65	623	4,834
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	52	55	62	2,282	7,238
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	48	33	35	2,539	9,891
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	60	62	72	4,798	12,800

^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

⁺ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

Selected Adult Education Program and Student Information Wyoming

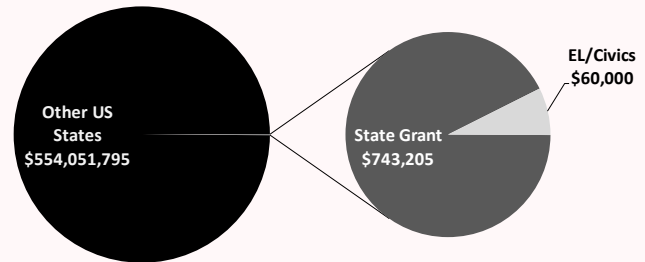
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	1,036	1,001	871
Unemployed	1,037	799	577
Correctional Setting	189	152	96
On Public Assistance	476	389	267
Other Institutionalized	+	+	+

Federal Allocation to State

FY 2014



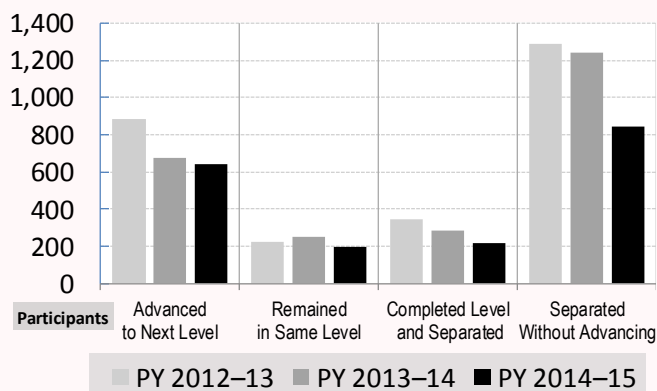
WYOMING
Total Allocation = \$803,205

Enrollment by Race/Ethnicity

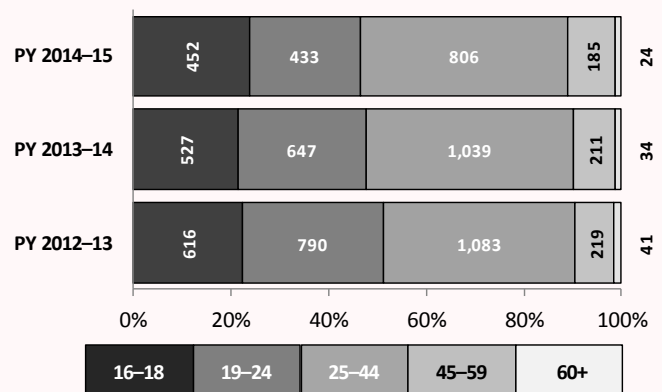
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	123	6	108	15	0	-40
Asian	89	5	+	+	68	-3
Black or African American	29	2	18	+	+	-52
Hispanic or Latino	773	41	274	52	447	-12
Native Hawaiian or Other Pacific Islander	7	0	+	+	+	-13
White	837	44	505	286	46	-42
Two or More Races	42	2	24	+	+	-33
Total	1,900	100	952	376	572	-31

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information Wyoming

Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	36	44	501	1,817
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	33	38	216	643
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	95	95	93	428	2,029
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	33	16	13	79	546
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	53	52	52	354	1,217
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	77	81	79	627	2,024

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

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Selected Adult Education Program and Student Information United States

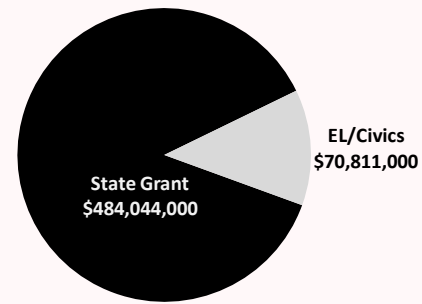
Program Year 2012–13 to Program Year 2014–15

Participant Status

Status	PY 2012–13	PY 2013–14	PY 2014–15
Employed	568,219	556,203	532,150
Unemployed	635,771	568,432	572,553
Correctional Setting	170,900	172,212	168,916
On Public Assistance	300,958	287,991	259,377
Other Institutionalized	16,526	7,643	6,202

Federal Allocation to State

FY 2014



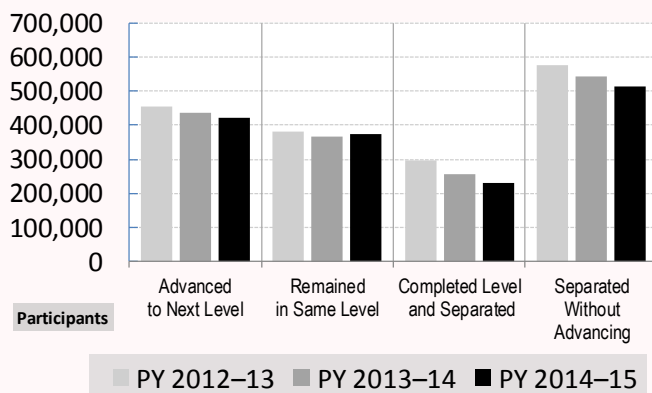
United States
Total Allocation = \$554,855,000

Enrollment by Race/Ethnicity

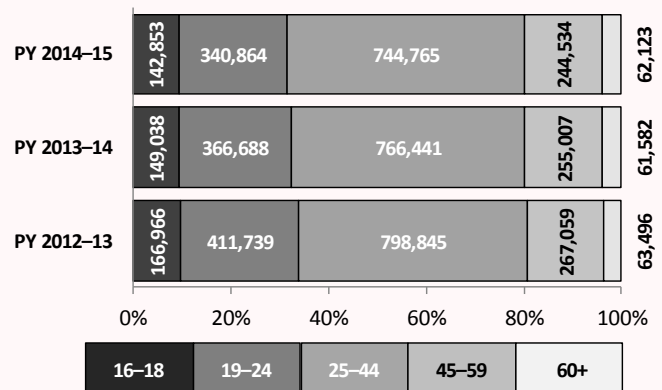
PY 2014–15

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2012–13
American Indian or Alaska Native	15,878	1	12,158	2,382	1,338	-23
Asian	132,651	9	17,918	5,274	109,459	-4
Black or African American	315,874	21	229,339	30,068	56,467	-16
Hispanic or Latino	662,941	43	176,414	58,073	428,454	-5
Native Hawaiian or Other Pacific Islander	5,330	0	3,413	843	1,074	-18
White	368,456	24	223,828	79,533	65,095	-16
Two or More Races	34,009	2	19,469	5,543	8,997	0
Total	1,535,139	100	682,539	181,716	670,884	-10

Retention and Completion



Enrollment by Age



ABE = Adult Basic Education, instruction for adults in basic literacy skills. ASE = Adult Secondary Education, instruction for adults with basic literacy skills who are seeking to obtain a secondary credential. EL = English Literacy, instruction for adults who lack proficiency in English. N/A= Value is undefined.

Selected Adult Education Program and Student Information United States Program Year 2012–13 to Program Year 2014–15

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	2012–13	2013–14	PY 2014–15		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	43	42	41	318,649	1,071,292
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	46	45	302,936	921,692
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	71	73	66	75,053	371,918
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	29	30	28	68,772	258,343
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	47	41	45	153,868	505,996
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	56	61	64	295,679	813,741

^a Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.

^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.

^c Adult Basic Education (ABE) and Secondary Education (ASE) programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

^d English Literacy education (EL) programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

APPENDIX B: THE 12 CONSIDERATIONS IN AWARDING GRANTS UNDER SEC. 231(e) OF THE *ADULT EDUCATION AND FAMILY LITERACY ACT*

The 12 considerations in awarding grants or contracts to eligible providers under Sec. 231(e) of the *Adult Education and Family Literacy Act (AEFLA)* that the state eligible agency must consider are

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under *AEFLA* in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the program—(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) whether the activities are built on a strong foundation of research and effective educational practice;
- (6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) whether the activities are staffed by well-trained instructors, counselors, and administrators;
- (9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

-
- (10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
 - (11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
 - (12) whether the local communities have a demonstrated need for additional English literacy programs.

APPENDIX C: NUMBER OF YOUNG ADULTS AGED 16–18 ENROLLED AND PERCENTAGE OF TOTAL PARTICIPANTS IN ADULT EDUCATION, BY STATE: PROGRAM YEAR 2012–13 TO PROGRAM YEAR 2014–15

Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State: ^a Program Year 2012–13 to Program Year 2014–15						
State or Outlying Area	2012–13		2013–14		2014–15	
	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants
Alabama	3,361	14	2,927	13	2,751	14
Alaska	315	11	116	5	117	6
American Samoa	28	17	17	9	+	9
Arizona	2,011	11	1,854	12	1,298	10
Arkansas	2,945	13	2,645	13	2,402	14
California	18,809	6	20,458	7	19,570	6
Colorado	678	6	681	7	624	7
Connecticut	2,850	16	2,550	11	2,180	11
Delaware	550	11	436	9	377	9
District of Columbia	174	5	113	3	87	3
Florida	23,171	16	22,421	15	24,261	14
Georgia	8,328	15	7,332	16	7,110	16
Guam	168	23	117	22	112	22
Hawaii	1,448	22	1,315	21	1,353	22
Idaho	601	11	523	10	535	11
Illinois	4,819	6	3,976	5	4,029	5
Indiana	5,442	18	4,879	16	4,569	16
Iowa	1,064	12	1,090	11	1,208	10
Kansas	1,498	16	1,323	15	1,145	16
Kentucky	4,611	12	3,587	11	3,127	11
Louisiana	5,018	21	4,356	20	3,933	18
Maine	844	13	762	12	726	13
Maryland	2,698	9	2,371	8	2,317	8
Massachusetts	554	3	467	2	431	2
Michigan	1,070	4	987	3	962	4
Minnesota	1,815	4	1,539	4	1,295	3

Continued on next page

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State:^a
Program Year 2012–13 to Program Year 2014–15 (continued)**

State or Outlying Area	Program Year 2012–13		Program Year 2013–14		Program Year 2014–15	
	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants
Mississippi	2,446	17	2,443	18	2,534	23
Missouri	1,467	5	1,082	5	964	5
Montana	692	25	460	19	423	21
Nebraska	405	6	242	3	183	3
Nevada	229	3	356	4	340	4
New Hampshire	630	13	560	12	495	12
New Jersey	1,624	6	1,651	5	937	4
New Mexico	2,637	14	2,289	14	2,215	14
New York	5,017	4	3,555	3	3,501	3
North Carolina	13,635	12	10,047	11	8,498	11
North Dakota	484	24	340	22	268	17
Northern Mariana Islands	28	8	45	17	44	18
Ohio	2,351	6	1,145	4	1,770	6
Oklahoma	2,307	14	1,976	13	1,703	12
Oregon	1,798	10	1,729	11	1,723	12
Palau	6	6	7	13	+	5
Pennsylvania	1,887	8	1,576	7	1,494	7
Puerto Rico	7,909	49	6,458	49	5,818	39
Rhode Island	410	7	441	8	383	8
South Carolina	6,814	15	5,967	15	5,548	18
South Dakota	148	6	132	6	104	5
Tennessee	3,806	14	2,871	12	2,687	12
Texas	5,325	6	4,279	6	5,311	6
Utah	3,849	19	3,775	19	3,381	17
Vermont	690	33	781	29	658	32
Virgin Islands	34	12	114	21	96	19
Virginia	1,283	5	1,142	5	1,042	5
Washington	1,936	4	1,764	4	1,630	4

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**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State:^a
Program Year 2012–13 to Program Year 2014–15 (continued)**

State or Outlying Area	Program Year 2012–13		Program Year 2013–14		Program Year 2014–15	
	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants
West Virginia	1,189	13	993	12	849	11
Wisconsin	444	2	1,449	9	1,263	9
Wyoming	616	22	527	21	452	24
Totals for the United States	166,966	10	149,038	9	142,853	9

^a The term "State" means "each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico," as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. The outlying areas include the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. For the purposes of this report, the term "state" will refer to each of the 50 states of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas in the U.S. Due to the small enrollment numbers reported in the outlying areas, their data are not presented in the individual state profiles in order to protect student identity.

+ To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the totals for the United States.

Note: PY means program year.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2014–15 (OMB Number 1830-0027).



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