

Adult Education and Family Literacy Act of 1998

Annual Report to Congress Program Year 2012-13



U. S. DEPARTMENT OF EDUCATION

Adult Education and Family Literacy Act of 1998

Annual Report to Congress, Program Year 2012–13

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

June 2017

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CONTENTS

Tables	iv
Figures	v
Abbreviations	vi
Executive Summary	vii
Highlights	viii
Introduction	1
Adult Education Enrollment and Participant Status	2
Accountability System—The National Reporting System for Adult Education	7
Incentive Grants	9
Measuring Educational Gain	10
Measuring Other Outcomes	12
Federal Investments to Improve Data Quality and Its Use For Program Improvement	14
Federal Implementation Assistance in PY 2012–13	14
NRS Implementation by States	15
Summary of National Performance Results	16
Appendix A: National and State Profiles of Selected Adult Education Program and Student Information, From Program Year 2010–11 to Program Year 2012–13	23
Appendix B: The 12 Considerations in Awarding Grants Under Sec. 231(e) of the <i>Adult Education and Family Literacy Act</i>	131
Appendix C: Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education, by State: Program Year 2010–11 to Program Year 2012– 13	133

TABLES

Table ES-1. Adult Education National Performance Percentage and Number of Students Completing Educational Functioning Levels and Core Outcome Measures: Program Year 2010–11 to Program Year 2012–13.....	ix
Table 1. Number and Percentage of Students Enrolled in Adult Education, by Program Type: Program Year 2012–13	2
Table 2. Number and Percentage of Students Enrolled in Adult Education, by Program Type and Age: Program Year 2012–13	3
Table 3. Number and Percentage of Students Enrolled in Adult Education, by Age and Race/Ethnicity: Program Year 2012–13	4
Table 4. Five States With the Highest Number and Five with the Highest Percentage of Adult Education Students Aged 16–18: Program Year 2012–13	5
Table 5. Number of Students Enrolled in Adult Education, by Participant Status: Program Year 2012–13.....	6
Table 6. Number of States Exceeding Performance Standards and Amount of Incentive Grant Funds Available: Program Year 2010–11 to Program Year 2012–13.....	9

FIGURES

Figure 1. Number and Percentage of Students Enrolled, by Educational Functioning Level: Program Year 2012–13	11
Figure 2. Number and Percentage of States Using Data Collection Methods for the Follow-up Measures: Program Year 2012–13.....	13
Figure 3. Percentage of Students Completing Educational Outcomes, by Outcome Type: Program Year 2010–11 to Program Year 2012–13	16
Figure 4. Percentage and Number of Students Completing One or More Educational Functioning Levels in Adult Basic and Secondary Education: Program Year 2010–11 to Program Year 2012–13	17
Figure 5. Percentage and Number of Students Completing One or More Educational Functioning Levels in English Literacy: Program Year 2010–11 to Program Year 2012–13	18
Figure 6. Percentage and Number of Students Achieving High School Completion or a Recognized Equivalent: Program Year 2010–11 to Program Year 2012–13 ^a	19
Figure 7. Percentage and Number of Students Entering Postsecondary Education or Training: Program Year 2010–11 to Program Year 2012–13 ^a	20
Figure 8. Percentage and Number of Unemployed Students Entering Employment One Quarter After Exit: Program Year 2010–11 to Program Year 2012–13 ^a	21
Figure 9. Percentage and Number of Students Retaining Employment: Program Year 2010–11 to Program Year 2012–13 ^a	22

ABBREVIATIONS

ABE/ASE	adult basic education/adult secondary education program (consists of six educational functioning levels)
ABE	adult basic education
AEFLA	<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
WIA	<i>Workforce Investment Act of 1998</i>

EXECUTIVE SUMMARY

The Adult Education—Basic Grants to States program authorized under the *Adult Education and Family Literacy Act of 1998 (AEFLA)*, 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 2012–13 program year (PY).¹ 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 state² 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)³ in program year (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 13th year⁴ 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)(C) of *AEFLA* to make available and issue to Congress and the public the *AEFLA* annual report. Information on each state’s yearly performance

¹ 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.

² 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.

³ 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.

⁴ 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) 2012–13 refers to July 1, 2012 through June 30, 2013.

in the Adult Education—Basic Grants to States program is included in the annual report, as are aggregated data on national performance.

Highlights

The Adult Education—Basic Grants to States program enrolled 1,708,105⁵ learners during program year (PY) 2012–13, of whom 48 percent were enrolled in adult basic education (ABE), 12 percent were enrolled in adult secondary education (ASE), and 40 percent were enrolled in English literacy (EL) programs.

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 2010–11 through PY 2012–13. Performance data for educational gains are collected on all participants in the adult education program. Before PY 2012–13, performance data were collected only for participants who set a goal of achieving the performance measures for high school completion, entering postsecondary education or training, entering employment, and retaining employment, while beginning in PY 2012–13, performance data on those outcomes were collected for NRS-defined cohorts.⁶

In ABE/ASE,⁷ the percentage of adults demonstrating educational gain, from one educational functioning level to the next, increased by one percentage point, from 42 percent in PY 2010–11 to 43 percent in both PY 2011–12 and PY 2012–13. In EL, the percentage of adults demonstrating educational gain also showed minor growth, increasing from 44 percent in PY 2010–11 to 46 percent in both PY 2011–12 and PY 2012–13. The 2012–13 year was the first year of implementing the cohort system for performance measures. Therefore, 2012–13 represents a new baseline year for these measures, and data are not comparable to previous years. As shown in Table ES-1, students achieving performance measures in PY 2012–13 ranged from 29 percent for entering postsecondary education to 70 percent for high school completion.

⁵ 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.

⁶ Cohorts are defined as follows: U = Universe cohort; programs attempted to collect data for all eligible participants either by survey, data match or both. R = Representative cohort; programs attempted to collect data for a representative subset of eligible participants. C = Combined universe and representative cohort totals.

⁷ “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.

**Table ES-1. Adult Education National Performance
Percentage and Number of Students Completing Educational Functioning Levels and Core
Outcome Measures:
Program Year 2010–11 to Program Year 2012–13**

	Percentage Achieving Outcome (National Averages)			Number Achieving Outcome
	2010–11	2011–12	2012–13	2010–11 to 2012–13 (Three Year Total)
Educational Gain ABE/ASE ^a	42	43	43	1,268,619
Educational Gain English Literacy ^a	44	46	46	1,019,937
High School Completion ^b	61	61	71	458,876
Entered Postsecondary Education or Training ^b	56	58	29	195,357
Entered Employment ^b	48	47	47	336,010
Retained Employment ^b	62	66	56	404,490

^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.

^b Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2010–11 and PY 2011–12. For PY 2012–13, percentage represents adults who are in the defined cohort and who achieved the outcome.

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 2012–13 (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.⁸ The purposes of *AEFLA*, as defined in Sec. 202, 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-administered⁹ *AEFLA* grants are allocated by formula based upon each state’s count of “qualifying adults.”¹⁰ 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 2012–13 was \$594,993,333.¹¹ As 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*.¹²

⁸ 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.

⁹ 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.

¹⁰ 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.

¹¹ The \$594,993,333 federal allocation for *AEFLA* grants to states and outlying areas for PY 2012–13 includes \$74,708,534 for English literacy/civics, a formula program based on the latest legal permanent resident data from the U.S. Citizenship and Immigration Services.

¹² See Appendix B of this report.

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 program year (PY) 2012–13, the *AEFLA* program enrolled 1,708,105 learners, with 48 percent of learners enrolled in ABE, 12 percent enrolled in ASE, and 40 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 2012–13		
Program Type	Enrollment Numbers	Enrollment Percentages
Adult Basic Education	823,229	48
Adult Secondary Education	206,492	12
English Literacy	678,384	40
Total Enrollment	1,708,105	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 2012–13 (OMB Number 1830-0027).

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 2012–13. Overall, 34 percent of students were under age 25, and 81 percent were under age 45. Only 4 percent were aged 60 or older. Age distribution, however, varied by program type. ASE students, with 56 percent under age 25, tended to be younger than both ABE and EL students, with 44 percent and 15 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 42 percent of ABE and 36 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 2012–13												
Program Type	16–18-year-olds		19–24 year-olds		25–44 year-olds		45–59-year-olds		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult Basic Education (ABE)	107,662	13	252,385	31	342,275	42	104,201	13	16,706	2	823,229	100
Adult Secondary Education (ASE)	46,501	23	68,438	33	73,418	36	15,937	8	2,198	1	206,492	100
English Literacy (EL)	12,803	2	90,916	13	383,152	56	146,921	22	44,592	7	678,384	100
Total	166,966	10	411,739	24	798,845	47	267,059	16	63,496	4	1,708,105	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 2012–13 (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 10 percent of adult education participants were between the ages of 16 and 18 in PY 2012–13, with little change in this percentage since PY 2010–11. Of the 166,966 students in adult education programs in PY 2012–13 who were 16–18 years old, most were in ABE: 65 percent (107,662 adults), compared with 28 percent (46,501 adults) in ASE and 8 percent (12,803 adults) in EL. Therefore, a majority of 16- to 18-year-olds entered into adult education programs at a level that suggests they lacked the literacy skills expected at the high school 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 2012–13, accounting for 41 percent of the total enrollment, followed by whites at 26 percent and blacks or African-Americans at 22 percent. Whites represented the largest proportion of 16- to 18-year-olds (43 percent). Hispanic or Latino students represented the largest proportion of adult learners in the remaining age categories: 36 percent of 19- to 24-year-olds, 46 percent of 25- to 44-year-olds, 41 percent of 45- to 59-year-olds, and 35 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 2012–13												
Ethnicity	16–18-year-olds		19–24-year-olds		25–44-year-olds		45–59-year-olds		60-year-olds and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaskan Native	2,728	2	6,505	2	8,458	1	2,444	1	430	1	20,565	1
Asian	3,556	2	20,079	5	66,758	8	33,331	12	14,399	23	138,123	8
Black or African American	33,333	20	104,867	25	169,205	21	57,516	22	10,520	17	375,441	22
Hispanic or Latino	48,534	29	148,014	36	367,002	46	109,075	41	22,086	35	694,711	41
Native Hawaiian or Other Pacific Islander	1,069	1	2,094	1	2,457	0	715	0	127	0	6,462	0
White	71,555	43	120,004	29	172,243	22	60,065	22	15,006	24	438,873	26
Two or More Races	6,191	4	10,176	2	12,722	2	3,913	1	928	1	33,930	2
Total	166,966	100	411,739	100	798,845	100	267,059	100	63,496	100	1,708,105	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 2012–13 (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.¹³ 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

¹³ At the time of the allocations for PY 2012–13, 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; North Carolina—16; Vermont—16; Montana—16; North Dakota—16; Guam—16.

California, have the highest number of adult education students aged 16 to 18, some states with small populations, such as Vermont, have high percentages of students aged 16 to 18, despite relatively low numbers overall.¹⁴

Table 4. Five States With the Highest Number and Five with the Highest Percentage of Adult Education Students Aged 16–18: Program Year 2012–13			
State^a	Number 16–18-year-olds	State^a	Percentage 16–18-year-olds
Florida	23,171	Puerto Rico	49
California	18,809	Vermont	33
North Carolina	13,635	Montana	25
Georgia	8,328	North Dakota	24
Puerto Rico ^b	7,909	Guam	23

^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 2012–13 (OMB Number 1830-0027)

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2012–13, 568,219 students self-reported entering the program while employed; 635,771 students self-reported entering the program while unemployed; 300,958 students self-reported entering the program while on public assistance; 170,900 students self-reported entering the program while in correctional facilities; and 16,526 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.

¹⁴ 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 5.
Number of Students Enrolled in Adult Education, by Participant Status:
Program Year 2012–13

Status	Number
Employed	568,219
Unemployed	635,771
On Public Assistance	300,958
Correctional Setting	170,900
Other Institutionalized	16,526

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 2012–13 (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)¹⁵ 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 the 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 levels¹⁶ 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 English literacy,

¹⁵ Information regarding the National Reporting System for Adult Education (NRS) may be accessed on the NRS website at <http://www.nrsweb.org/>.

¹⁶ The educational functioning levels are listed in Figure 1.

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**—Prior to PY 2012–13, the percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent.

Beginning in PY 2012–13, 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 and who earned a high school diploma or recognized equivalent after program exit.

- **Entered Postsecondary Education or Training**—Prior to PY 2012–13, the percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.

Beginning in PY 2012–13, 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**—Prior to PY 2012–13, the percentage of unemployed adult learners (in the labor force) with an employment goal who were employed within one quarter¹⁷ after program exit.

Beginning in PY 2012–13, this refers to the percentage of unemployed adult learners (in the workforce) who obtained a job within one quarter¹⁸ after program exit.

- **Retained Employment**—Prior to PY 2012–13, 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 after exiting the program and who were employed at the end of the third quarter after program exit.

Beginning in PY 2012–13, 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.

¹⁷ “One quarter” refers to the calendar year quarter after program exit.

¹⁸ “One quarter” refers to the first academic 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.

Incentive Grants

States that exceeded their target performance levels in *WLA Title I*¹⁹ and *Title II*²⁰ were eligible for state incentive grants²¹ in PY 2012–13. Table 6 shows the number of states that were eligible for an incentive grant by exceeding both their *WLA Title I* and *Title II* target performance levels from PY 2012–13.

The target performance levels for *Title II* are negotiated between the state and the Department. This negotiated target is called the “adjusted level of performance,”²² and that level is set for each of the five outcome measures. The determination of whether a state has exceeded its overall adjusted level of performance is based on the state’s average performance across all measures. This is derived by calculating the percentage of the state-adjusted level of performance achieved for each measure and then averaging the percentages achieved across all measures. When this cumulative average exceeds 100 percent, the state is deemed to have exceeded its adjusted levels of performance. In PY 2012–13, the eight states that were eligible to receive incentive awards were Georgia, Idaho, Indiana, Maine, Oklahoma, Pennsylvania, South Carolina, and Texas.

Program Year	Exceeded <i>Title II</i> of <i>WIA</i>	Exceeded <i>Titles I</i> and <i>II</i> of <i>WIA</i>	Amount of Award Funds Available
2012–13	20	8	\$9.9 million
2011–12	22	15	\$10.4 million
2010–11	19	8	\$10.4 million

Note: Sec. 503 of the *Workforce Investment Act (WIA)* does not include outlying areas as eligible entities to receive an incentive grant. For the purposes of this section of the report, the term “state” will only refer to “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*. *WIA* means the *Workforce Investment Act of 1998*. *Title I* of *WIA* is the Workforce Investment Systems program. *Title II* of *WIA* is the Adult Education and Literacy program

Source: U.S. Department of Labor, Employment Training Administration, *Federal Register* notice of incentive funding availability for program years 2010–11, and 2011–12, and 2012–13 performance, available at http://www.doleta.gov/performance/results/incentives_sanctions.cfm

Sec. 503 of *WIA* indicates that state incentive grants are to be issued in an amount not less than \$750,000 and not more than \$3,000,000, to the extent that funds are available; otherwise, prorated

¹⁹ *Title I* of the *Workforce Investment Act (WIA)* is entitled Workforce Investment Systems.

²⁰ The *Adult Education and Family Literacy Act of 1998 (AEFLA)* was enacted as *Title II* of *WIA*.

²¹ Sec. 503 of the *Workforce Investment Act (WIA)* does not include outlying areas as eligible entities to receive an incentive grant. For purposes of this section of the report, the term “State,” as defined in Sec. 203(17) of *AEFLA*, only refers to “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico.”

²² See Sec. 212(b)(3)(A) of *AEFLA*.

amounts are to be awarded. Funds²³ for the incentive grants set aside under *AEFLA* totaled \$9,884,265 for state performance in PY 2012–13. No funds for the incentive grants were set aside under *Title I* of *WLA*.

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), Comprehensive Adult Student Assessment System (CASAS), and the Basic English Skills Test (BEST Literacy or BEST Plus).²⁴ All assessments used in the adult education program are reviewed by the Department and determined to be suitable for use in the NRS.²⁵

ABE/ASE²⁶ 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 2012–13 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 (31 percent) was in the ABE high intermediate level, and the smallest percentage of student enrollment (4 percent) was in the ABE beginning literacy level. Most students within ABE and ASE (59 percent) were enrolled in the combined ABE intermediate levels.

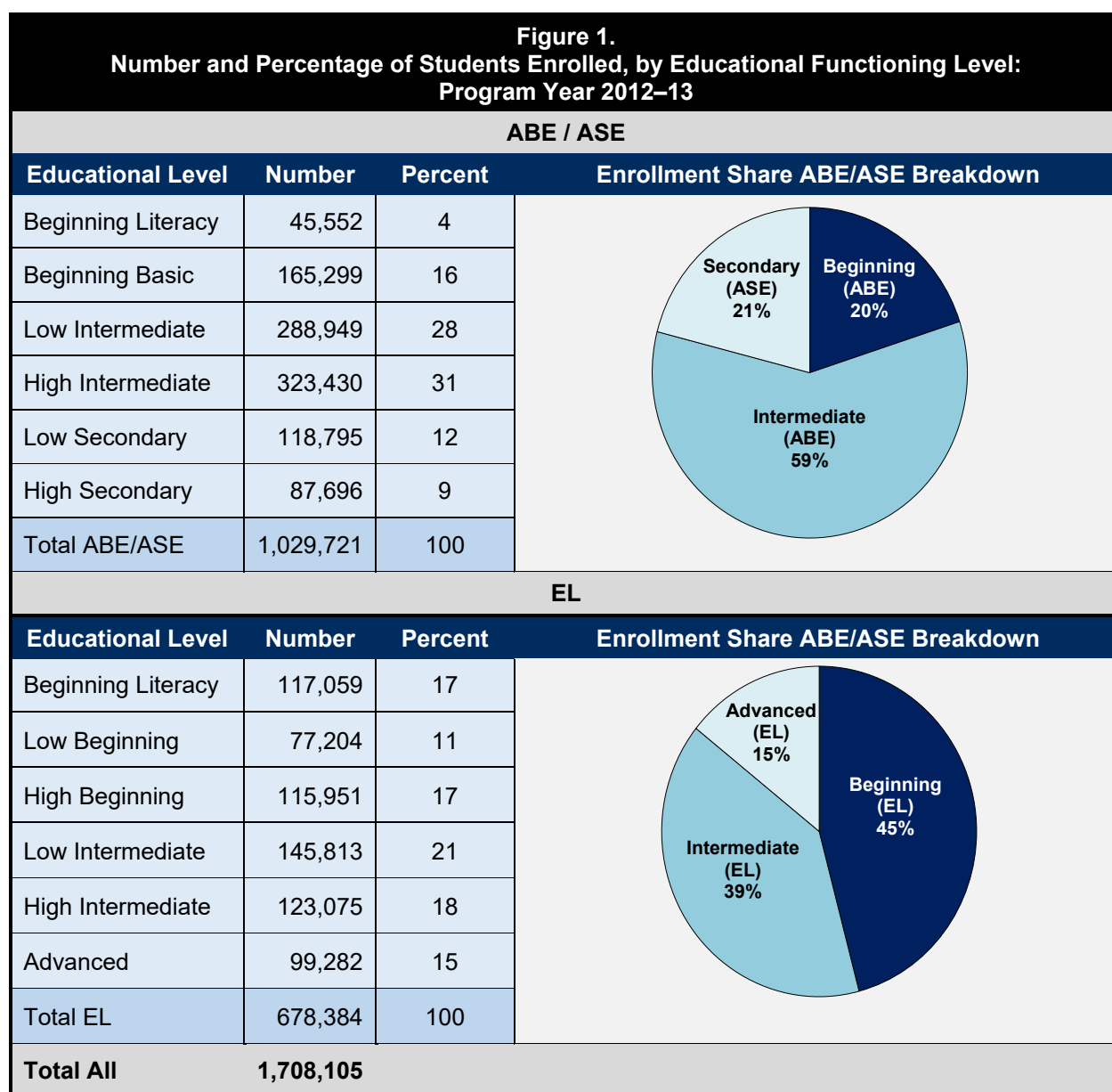
²³ The fiscal year (FY) 2013 funds support the PY 2012–13 incentive grant awards, pursuant to Sec. 211(a)(3) of *AEFLA*, which makes 1.72 percent available to qualifying states that exceed the *WLA Title I* and *Title II* adjusted levels of performance for incentive grants.

²⁴ The BEST Literacy and BEST Plus are used exclusively with English language learners.

²⁵ “Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education (NRS).” 76 FR 56188 (Sept. 12, 2011)

²⁶ “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.

In EL, the largest percentage of student enrollment (21 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.



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 2012–13 (OMB Number 1830-0027)

Measuring Other Outcomes

Setting and measuring goals for the four “follow-up” outcome measures,²⁷ as discussed in the NRS section of this report, allows adult education students to specify what they want to accomplish through an adult education program. The goal-setting approach was in effect until PY 2012–13. However, beginning in PY 2012–13, that approach was replaced by a cohort approach, which reports performance measures for students within demographically defined cohorts (see the NRS section of this report). States may collect data on these measures by consulting administrative records (called “data matching”) or through follow-up surveys with former students. The use of administrative records, when available, is the more accurate and cost-effective collection method.

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 2012–13, 39 states used administrative records to determine student outcomes for the high school completion measure. Ten states used surveys and eight states used a combination of administrative records and surveys for tracking this measure.

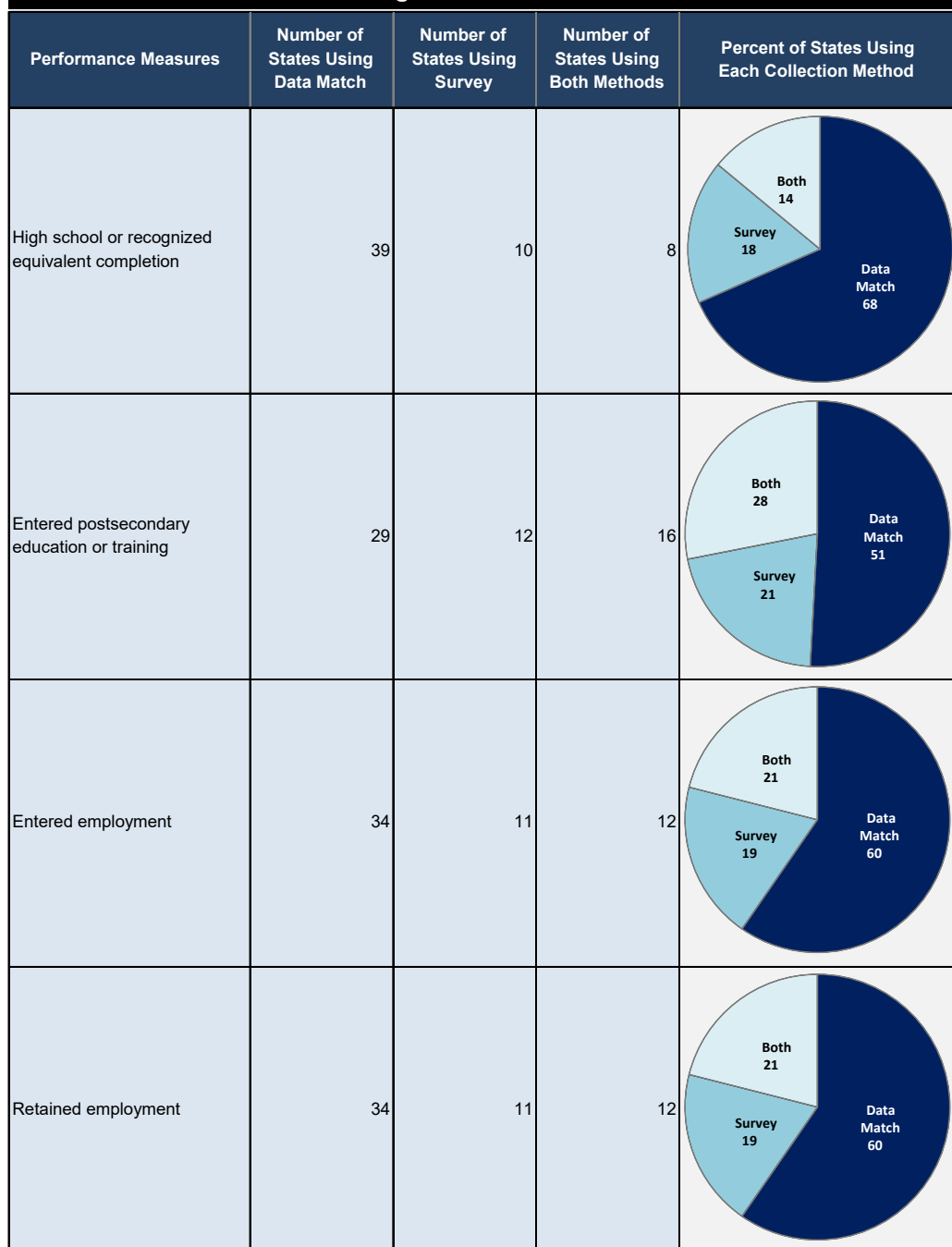
For measuring students’ entrance into postsecondary education, 29 states used administrative records, 12 states used individual student surveys, and 16 used both in PY 2012–13. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program²⁸ 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 2012–13, 34 states used their UI system to report on the “entered employment” outcome measure; 11 used surveys; and 12 used a combination of both. For reporting on the “retained employment” outcome measure, 34 states used their UI system; 11 used surveys; and another 12 used a combination of their UI system and surveys.

²⁷ In the NRS, educational gain is an outcome measure and goal that states track and report for all students participating in their adult education programs. However, it is not considered a “follow-up” measure. For the four follow-up outcome measures, adult learners set their own goals.

²⁸ 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 2012–13**



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 2012–13 (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 2012–13

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 of data quality. In

Without this training, thorough and valid research would not have been considered. With the exploratory study, I am aware of what is entailed to make it worthwhile and valuable and valid. Overall, everything about this training [is] considered as strengths.

— “Myth Busters: The Truth About Adult Education” training participant

PY 2012–13, 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 summer of

2013, OCTAE sponsored three regional training sessions entitled “Myth Busters: The Truth About Adult Education.” A total of 82 attendees from 28 states and territories participated. The two-day training was designed to assist states in using their NRS data to “bust” common myths and to conduct research related to adult education students, teachers, or programs. Each event provided participants with the opportunity to learn about the basic concepts of evaluation research, including research question development, research design, and data analysis and reporting.

In addition to three regional training sessions, during PY 2012–13, OCTAE sponsored the webinar series “Promising Practices in Program Management and Data Use.” OCTAE continues to sponsor new webinars in this currently 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 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 calendar of events. In PY 2012–13, 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 the web training materials. The courses cover NRS basics, data quality, and data use. In PY 2012–13, users of NRSWeb completed over 3,860 courses.

OCTAE sponsored one facilitated, online course in PY 2012–13, “NRS Basics.” It was designed to introduce staff with little or no knowledge of the NRS to its fundamentals. Topics covered included the following: monitoring; data collection and use; types of data and measures; assessments; and data quality.

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 are now using these data to improve program effectiveness.

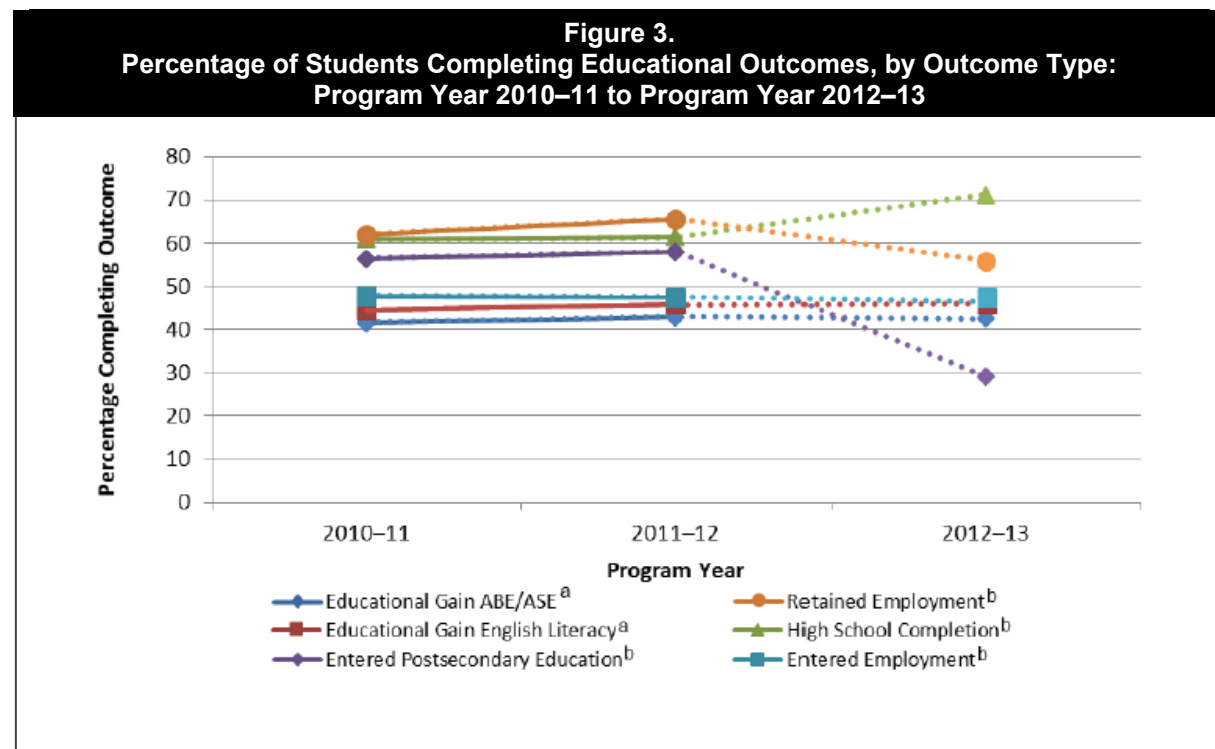
OCTAE-supported training has prepared local staff in many states to access and use their data on a regular basis. The training demonstrates how programs can use their performance data to identify effective practices for classroom instruction, professional development, and goal setting, and to determine what support mechanisms will help learners persist long enough to reach their education, training, and employment goals. The training helps local staff 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 enrollment²⁹ is better for 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.

²⁹ 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 2012–13 marked the 13th 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 2010–11 to PY 2012–13. The percentage of adults achieving educational gains in ABE/ASE and EL increased slightly over the three years. PY 2012–13 was the first year of implementing the cohort system for follow-up measures. Therefore, PY 2012–13 represents a new baseline year for these measures and data are not comparable to previous years. The rate of high school completion for PY 2012–13 was 71 percent, while the percentage of adults entering postsecondary education or training was lower at 29 percent. The percentage of adults entering employment was 47 percent, and the percentage of adults retaining employment was 56 percent. More information on student performance as indicated by each of the performance measures is shown in figures 4 through 9.



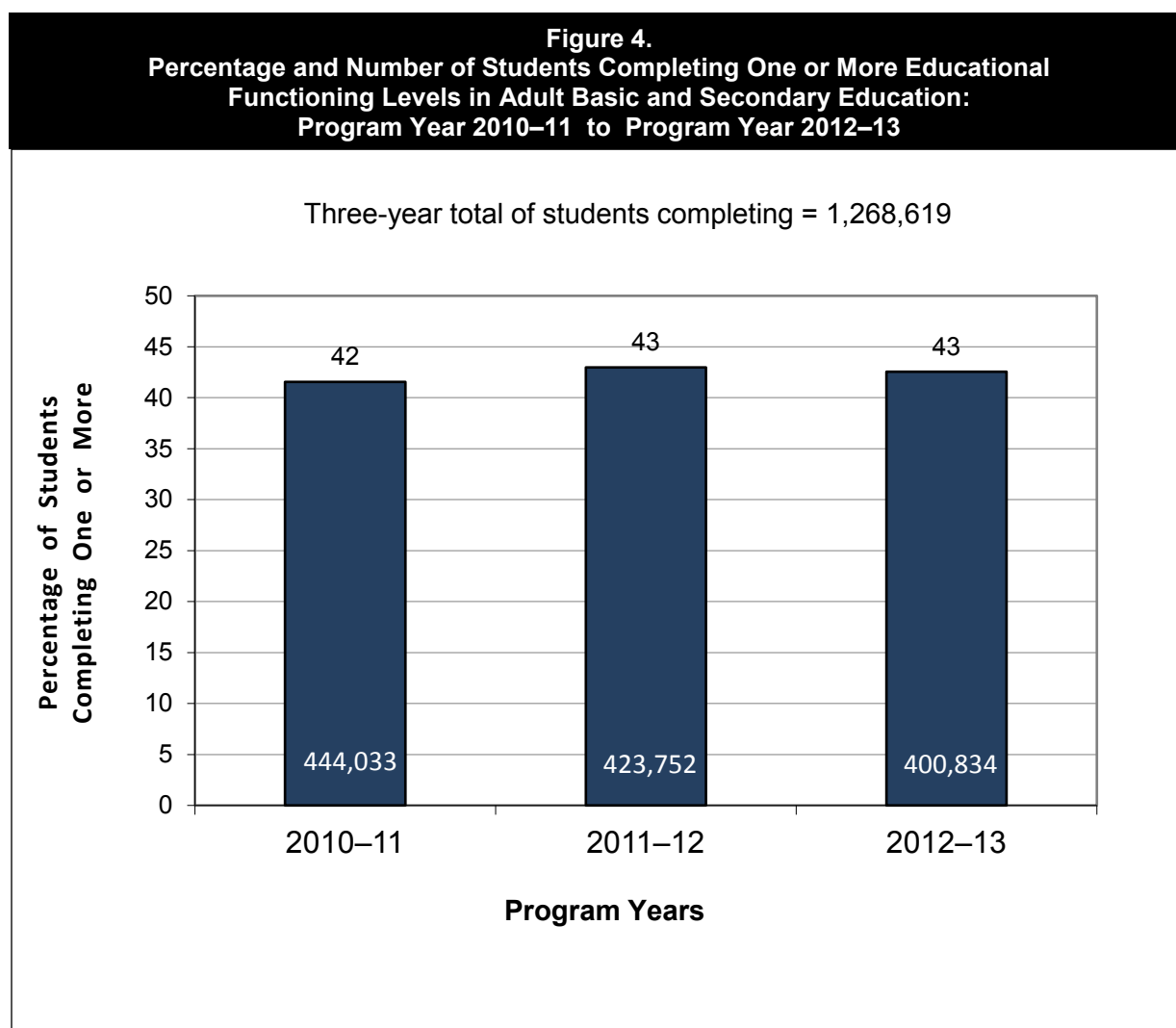
^a Percentage of enrolled adults who completed one or more educational functioning levels. Educational gain data are collected on all participants in the adult education program whether they are enrolled in ASE, ABE, or EL.

^b Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2010–11 and PY 2011–12. For PY 2012–13, percentage represents adults who are in the defined cohort and who achieved the outcome.

Notes: 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. The dotted lines indicate that the PY 2012–13 data points are not comparable with the corresponding PY 2010–11 and PY 2011–12 data points. Since PY 2012–13 was the first year of implementing the cohort system for follow-up measures, the data for PY 2012–13 were not comparable with previous years' data.

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 2012–13 (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.³⁰ The percentage of students advancing one or more educational functioning levels increased slightly, from 42 percent to 43 percent, between PY 2010–11 and PY 2012–13, while the number of these students slightly decreased over this same time period. A total of 1,268,619 adults advanced at least one educational functioning level over the three years.

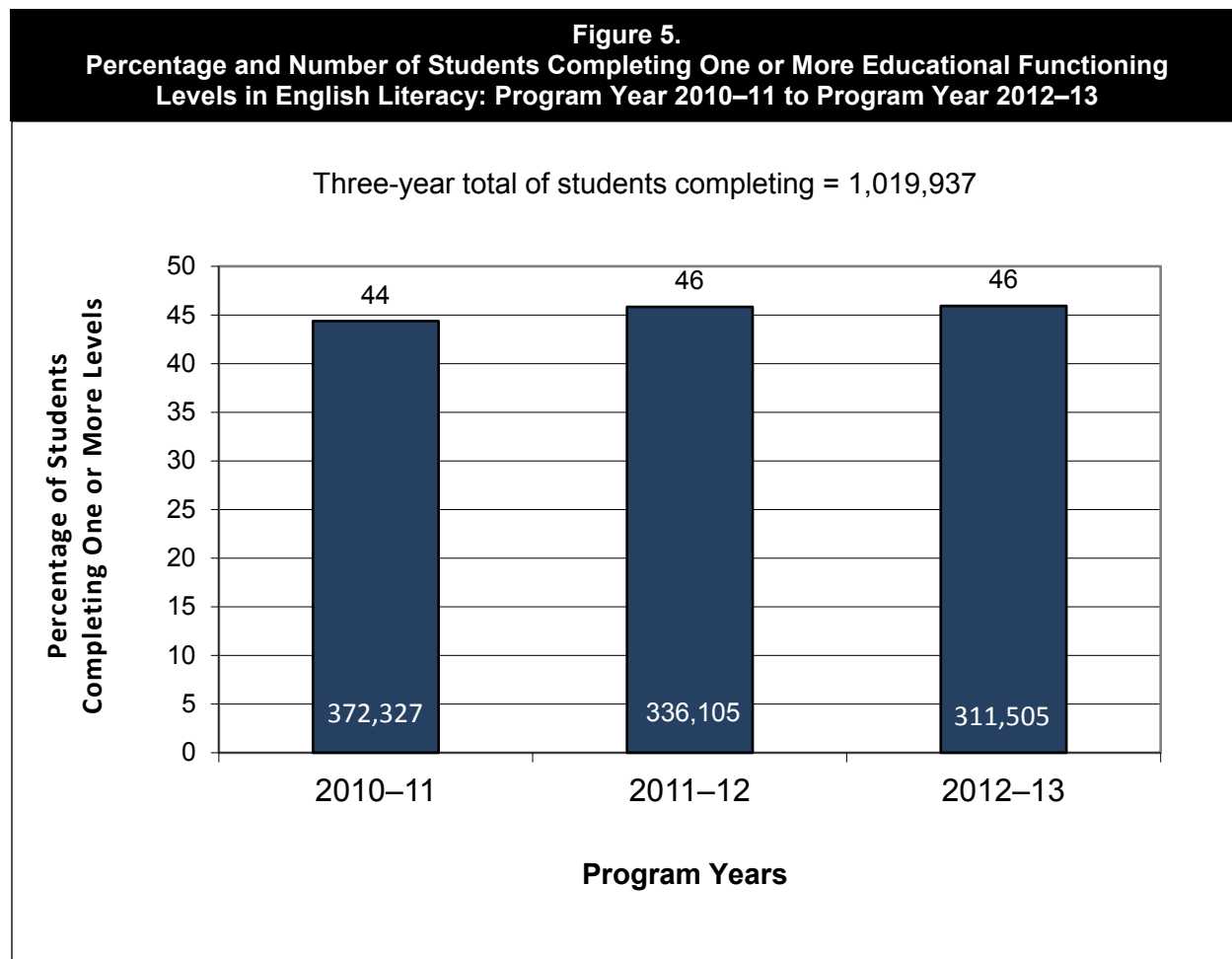


Notes: Percentage totals reflect rounded figures. Numbers and percentages do not include students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level, 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 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 2012–13 (OMB Number 1830-0027)

³⁰ See subsection “Measuring Educational Gain” and Figure 1 in this report for the meaning of educational functioning level.

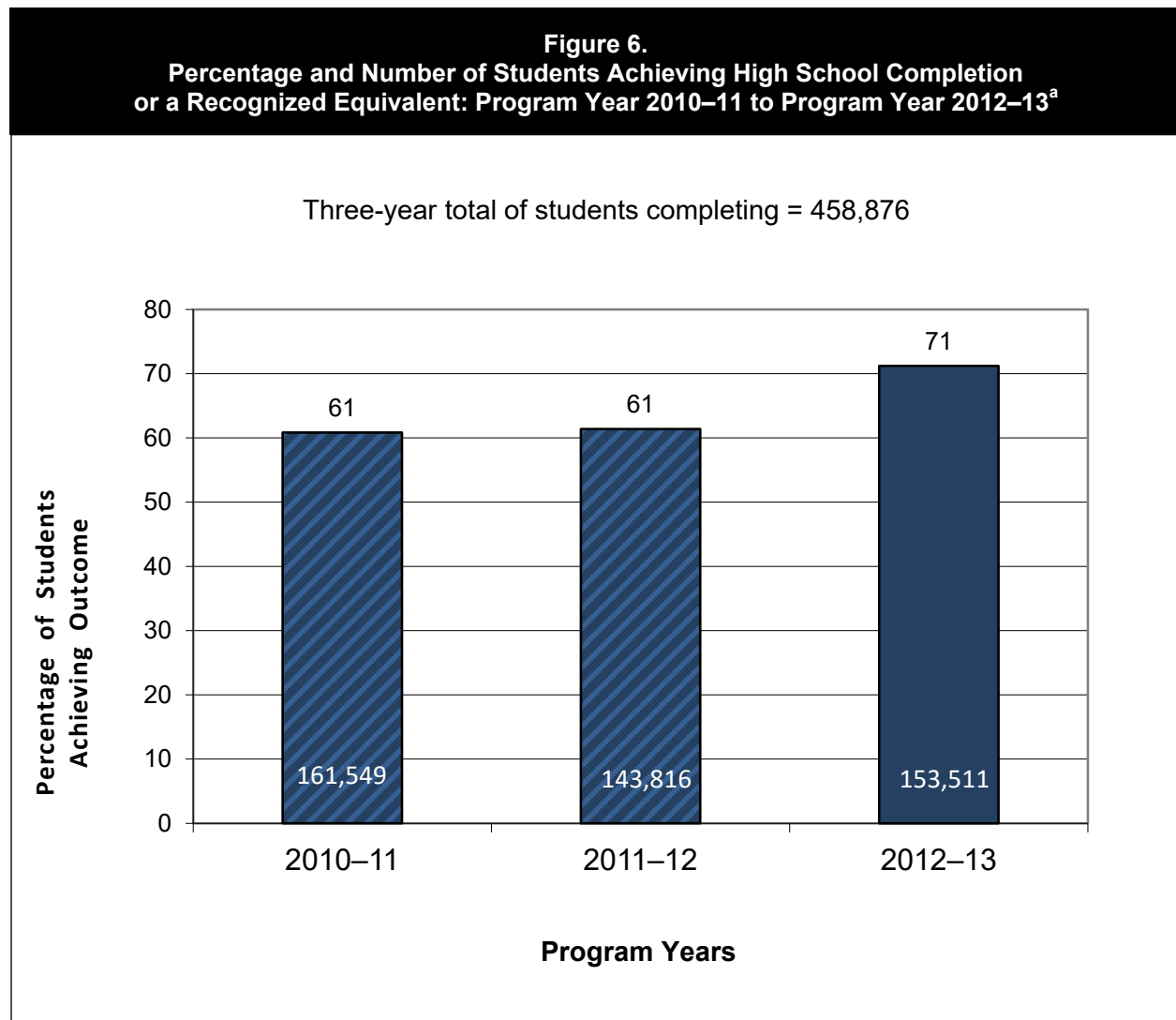
Figure 5 shows the percentage and number of enrolled adults who acquired the basic English literacy skills needed to complete at least one educational functioning level. The percentage of students who did so in PY 2012–13 was 46 and included 311,505 students. The total number of students who advanced one or more levels over the three years was 1,019,937.



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 2012–13 (OMB Number 1830-0027)

Earning a high school diploma or a recognized equivalent is one of the four outcome-related goals that students can set. Figure 6 shows the percentage and number of enrolled adults who completed high school or a recognized equivalent. This percentage was 71 in 2012–13. The total number of students who completed high school or a recognized equivalent over the three years was 458,876.

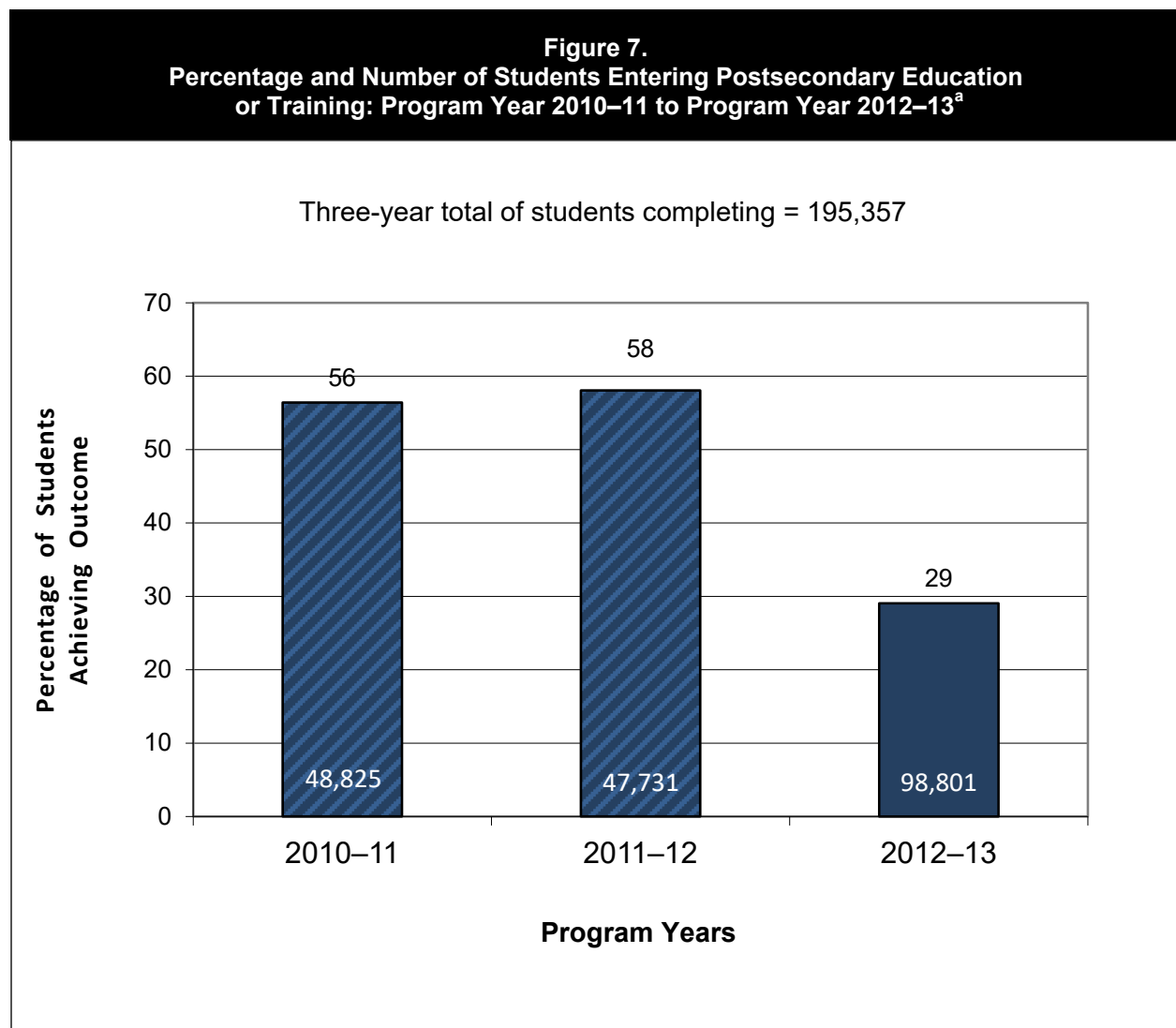


^a Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2010–11 and PY 2011–12. For PY 2012–13, percentage represents adults who are in the defined cohort and who achieved the outcome.

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 2012–13 (OMB Number 1830-0027)

Figure 7 shows the percentage and number of students who entered postsecondary education or training. This percentage was 29 in PY 2012–13. The total number of students achieving this outcome was 195,357 over the three-year period.

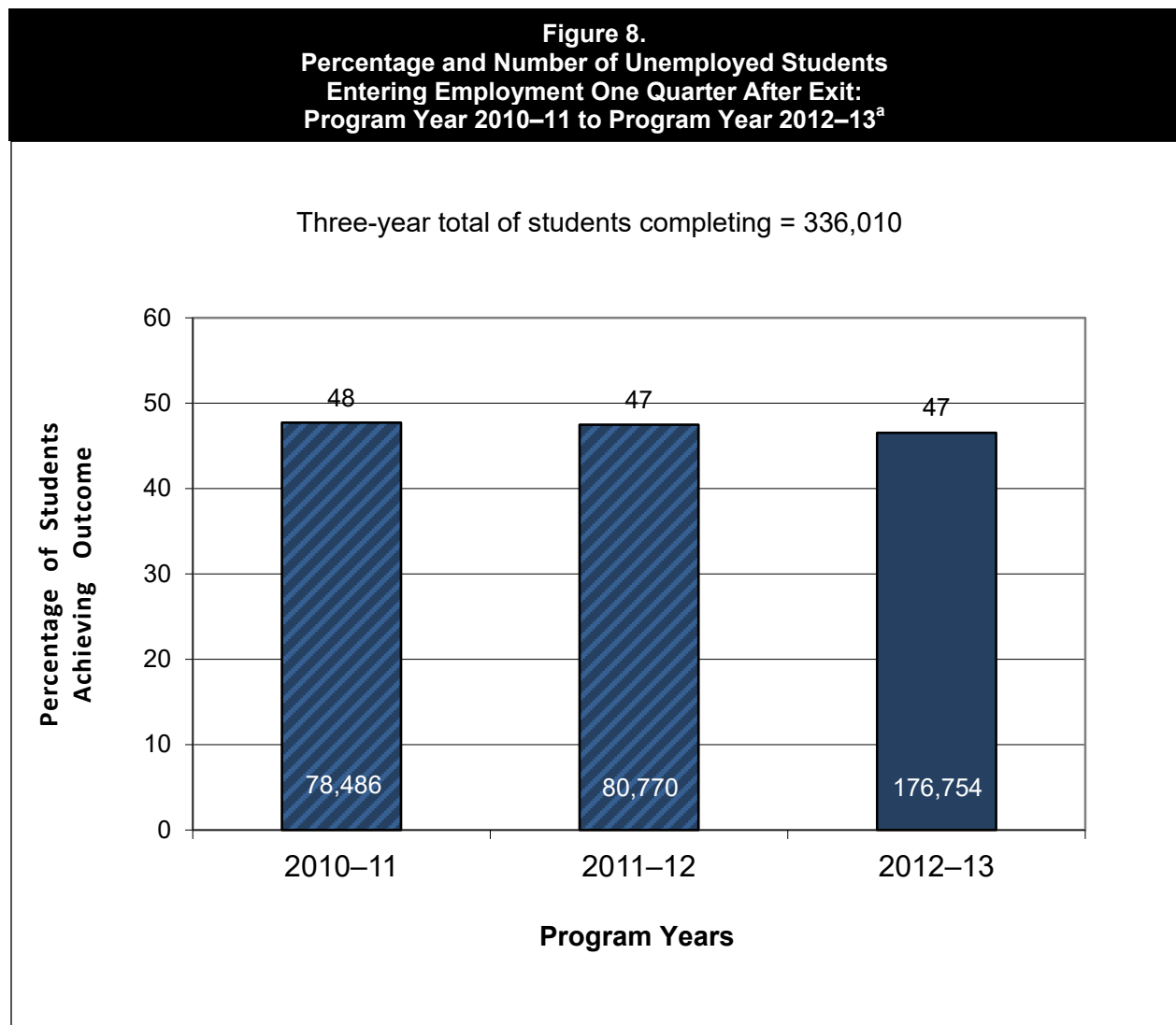


^a Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2010–11 and PY 2011–12. For PY 2012–13, percentage represents adults who are in the defined cohort and who achieved the outcome.

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 2012–13 (OMB Number 1830-0027)

Figure 8 shows the percentage and number of unemployed students who entered employment one-quarter after exiting postsecondary education or training. In PY 2012–13, 47 percent of students entered employment one quarter after exit. The three-year total of students achieving this outcome was 336,010.

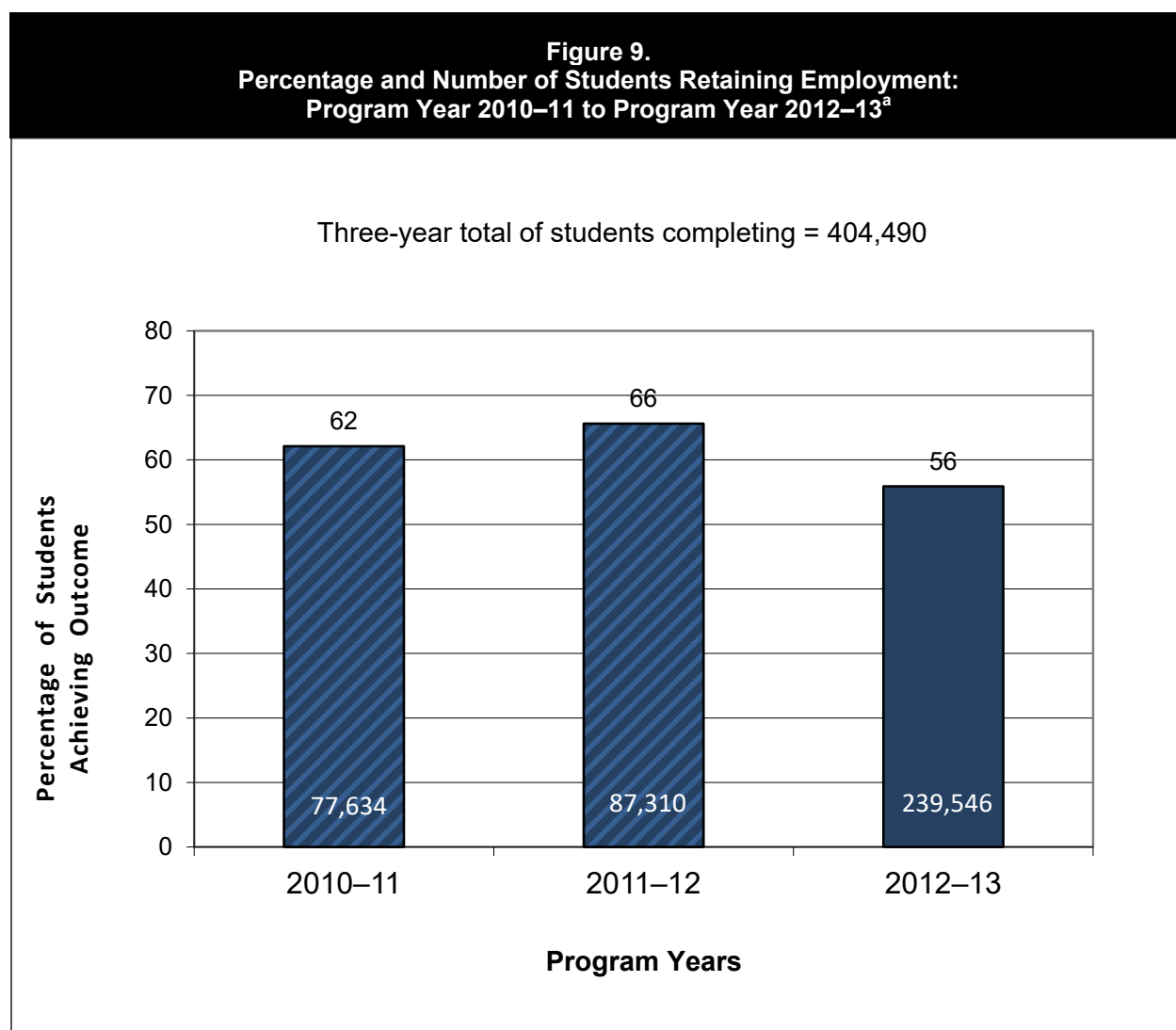


^a Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2010–11 and PY 2011–12. For PY 2012–13, percentage represents adults who are in the defined cohort and who achieved the outcome.

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 2012–13 (OMB Number 1830-0027)

Figure 9 shows the percentage and number of students who retained employment. In PY 2012–13, 56 percent of students did so. A total of 404,490 students achieved the outcome over the three years.



^a Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2010–11 and PY 2011–12. For 2012–13, percentage represents adults who are in the defined cohort and who achieved the outcome.

Notes Percentage totals reflect rounded figures. To be included under the retained employment goal, an adult learner must have (1) a job retention goal at the time of enrollment or (2) an employment goal where the adult learner obtained work by the end of the first quarter after exiting the program and was employed at the end of the third quarter after program exit.

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 2012–13 (OMB Number 1830-0027)

APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2010–11 TO PROGRAM YEAR 2012–13

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 Rico,³¹ for program years (PY) 2010–11, PY 2011–12, and PY 2012–13, 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 2010–11, PY 2011–12, and PY 2012–13. The fiscal year (FY) 2012 federal allocations to states funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2012, and, in each of the state profiles, this is shown relative to each state’s basic grant and English literacy/civics (EL/civics)³² allocations. The enrollment by race/ethnicity figure displays PY 2012–13 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 2010–11. The retention and completion figure shows, for PY 2010–11, PY 2011–12 and PY 2012–13, 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 measures³³ in PY 2010–11, PY 2011–12, and PY 2012–13, 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 2010–11, PY 2011–12, and PY 2012–13, the tables show the total number of participants completing at least one level or achieving the outcome for each performance measure.

³¹ 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.

³² The English literacy/civics program provides integrated English literacy and civics education services to immigrants and other limited English proficient populations.

³³ The performance measures are discussed in the section Accountability System—The National Reporting System for Adult Education, beginning on p. 7 of this report.

Selected Adult Education Program and Student Information Alabama

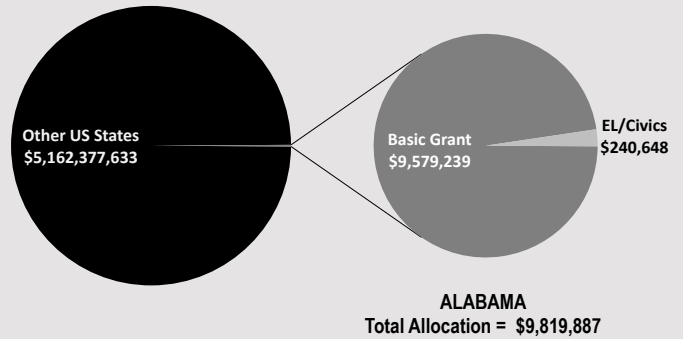
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	6,291	5,998	6,795
Unemployed	15,256	14,371	12,788
Correctional Setting	2,832	3,243	3,605
On Public Assistance	3,367	3,508	3,869
Other Institutionalized	198	320	295

Federal Allocation to State in thousands of dollars

FY 2012

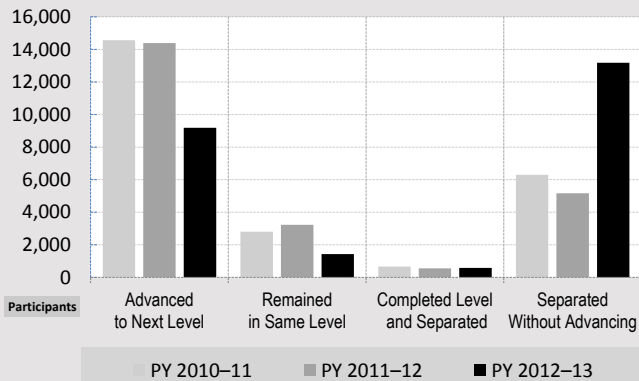


Enrollment by Race/Ethnicity

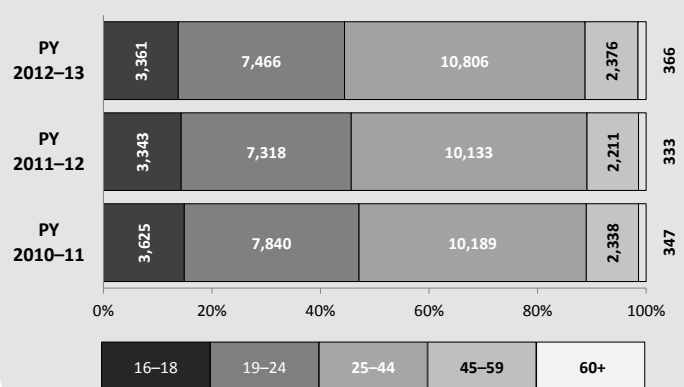
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	125	1	88	35	2	-28
Asian	373	2	109	24	240	-9
Black or African American	10,660	44	9,414	1,138	108	1
Hispanic or Latino	2,847	12	1,114	143	1,590	25
Native Hawaiian or Other Pacific Islander	25	0	19	4	2	-19
White	9,935	41	7,275	2,580	80	-8
Two or More Races	410	2	304	97	9	406
Total	24,375	100	18,323	4,021	2,031	0

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	63	64	40	8,420	35,083
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	66	71	39	787	3,213
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 program exit	79	76	72	4,539	12,821
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	62	51	28	1,520	4,124
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	85	76	43	2,803	6,009
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	83	89	40	1,790	6,413

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Alaska

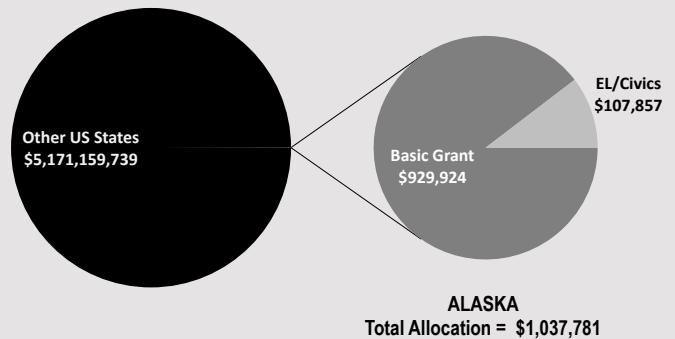
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	844	796	740
Unemployed	1,988	1,831	1,444
Correctional Setting	489	501	423
On Public Assistance	258	301	312
Other Institutionalized	29	23	7

Federal Allocation to State in thousands of dollars

FY 2012

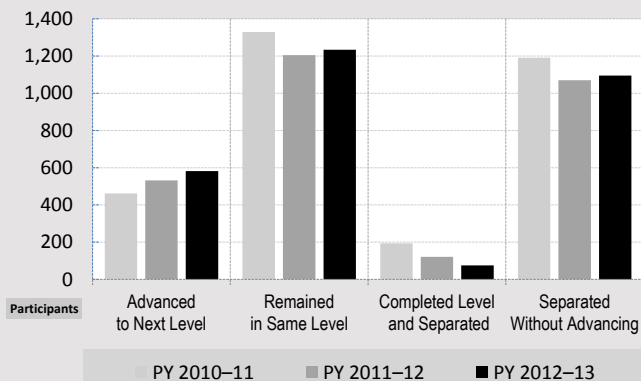


Enrollment by Race/Ethnicity

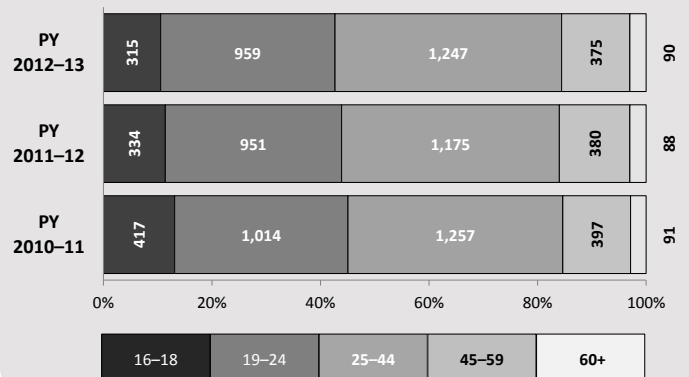
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	1,020	34	940	79	1	10
Asian	346	12	71	8	267	-18
Black or African American	275	9	129	9	137	3
Hispanic or Latino	469	16	155	20	294	7
Native Hawaiian or Other Pacific Islander	73	2	48	6	19	-29
White	661	22	447	140	74	-25
Two or More Races	142	5	124	14	4	2
Total	2,986	100	1,914	276	796	-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 Alaska

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	19	21	20	419	1,276
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	18	21	168	442
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 program exit	69	61	83	655	1,659
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	60	30	236	309
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	35	43	486	878
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	75	52	29	263	351

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Arizona

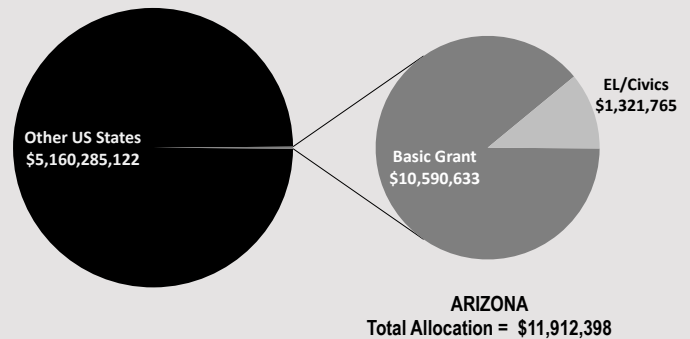
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	7,399	6,938	7,108
Unemployed	7,529	7,027	5,285
Correctional Setting	626	611	368
On Public Assistance	2,489	2,628	2,648
Other Institutionalized	126	176	247

Federal Allocation to State in thousands of dollars

FY 2012

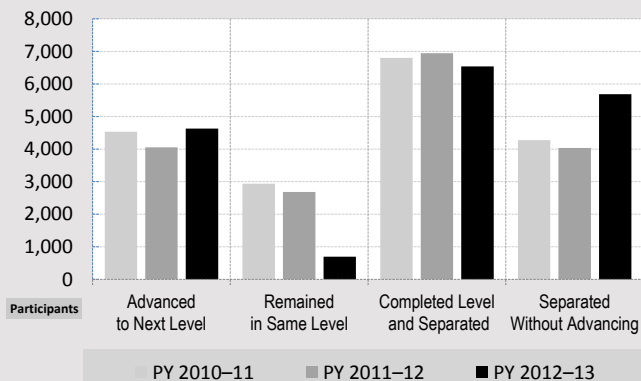


Enrollment by Race/Ethnicity

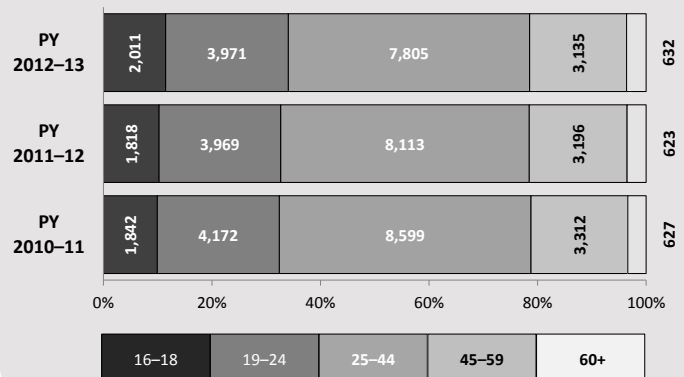
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	1,002	6	923	76	3	-2
Asian	857	5	194	23	640	-12
Black or African American	1,265	7	854	69	342	-10
Hispanic or Latino	10,923	62	5,622	480	4,821	-1
Native Hawaiian or Other Pacific Islander	43	0	41	1	1	-38
White	3,355	19	2,391	550	414	-15
Two or More Races	109	1	85	19	5	6
Total	17,554	100	10,110	1,218	6,226	-5

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	58	59	60	6,356	19,896
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	65	67	69	4,267	12,041
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 program exit	76	79	62	2,713	7,209
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	81	80	93*	5,636	7,578
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	84	96*	4,075	6,424
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	84	82	100*	4,969	10,491

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Arkansas

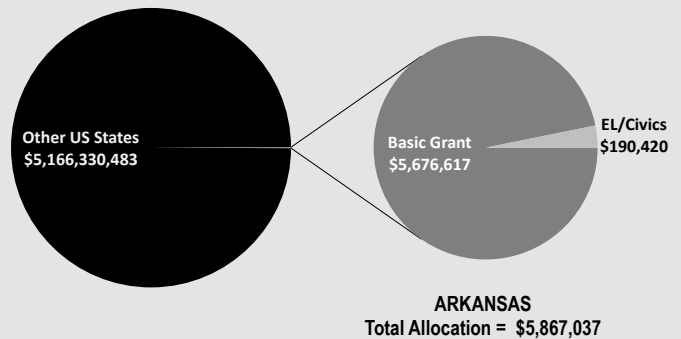
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	7,371	7,307	6,670
Unemployed	14,016	12,749	9,533
Correctional Setting	3,973	3,466	2,963
On Public Assistance	3,125	5,212	6,028
Other Institutionalized	841	905	934

Federal Allocation to State in thousands of dollars

FY 2012

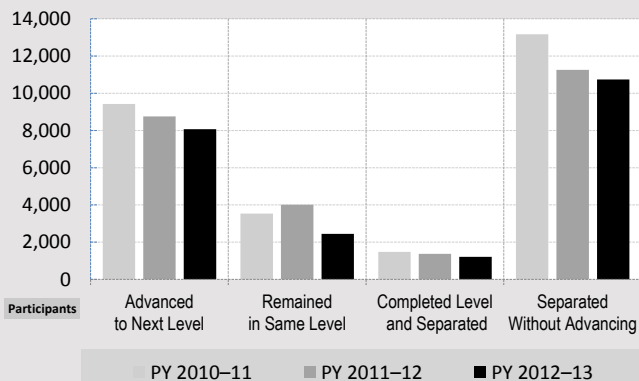


Enrollment by Race/Ethnicity

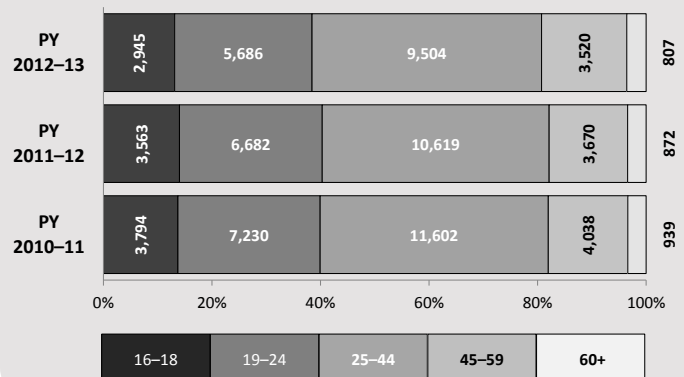
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	217	1	162	54	1	-30
Asian	614	3	198	32	384	-1
Black or African American	5,261	23	4,647	594	20	-27
Hispanic or Latino	5,317	24	1,367	213	3,737	-2
Native Hawaiian or Other Pacific Islander	76	0	44	6	26	-5
White	10,479	47	7,289	3,083	107	-23
Two or More Races	498	2	346	141	11	17
Total	22,462	100	14,053	4,123	4,286	-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 Arkansas

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	41	43	6,972	22,828
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	35	33	1,409	4,399
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 program exit	85	84	95	3,878	13,314
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	44	32	34	2,507	4,574
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	44	46	41	1,618	5,093
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	75	71	1,570	4,376

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information California

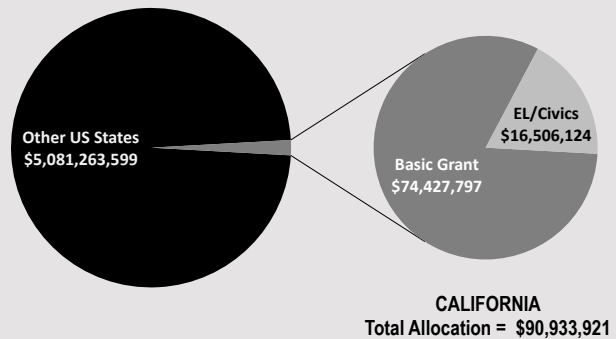
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	109,891	107,141	97,643
Unemployed	158,974	165,475	145,493
Correctional Setting	37,858	38,768	34,397
On Public Assistance	28,070	23,793	22,266
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

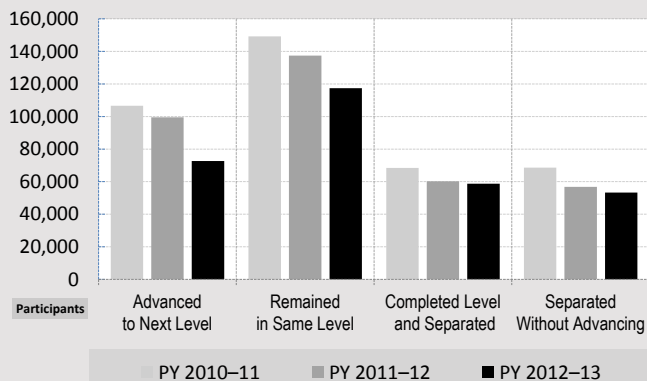


Enrollment by Race/Ethnicity

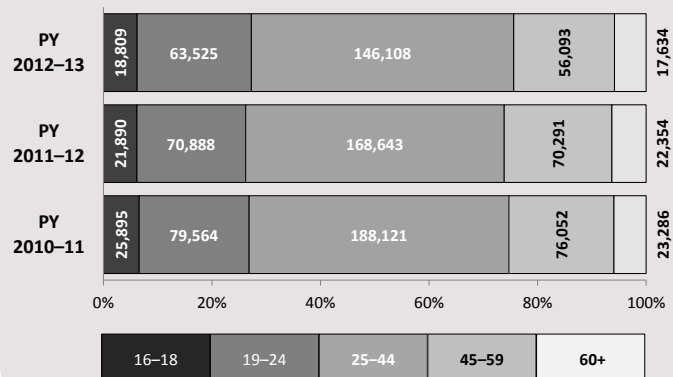
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	829	0	560	223	46	-86
Asian	44,967	15	3,810	1,486	39,671	-17
Black or African American	19,289	6	14,054	3,062	2,173	-19
Hispanic or Latino	203,072	67	54,650	19,932	128,490	-23
Native Hawaiian or Other Pacific Islander	685	0	409	164	112	-82
White	30,969	10	10,805	5,719	14,445	-22
Two or More Races	2,358	1	1,059	493	806	-19
Total	302,169	100	85,347	31,079	185,743	-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 California

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	40	39	41,562	135,347
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	48	48	47	86,735	321,193
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 program exit	41	42	52	6,722	25,120
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	47*	41*	42*	11,760	13,397
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*	47*	45*	4,366	6,771
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*	94*	97*	5,276	7,685

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

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Colorado

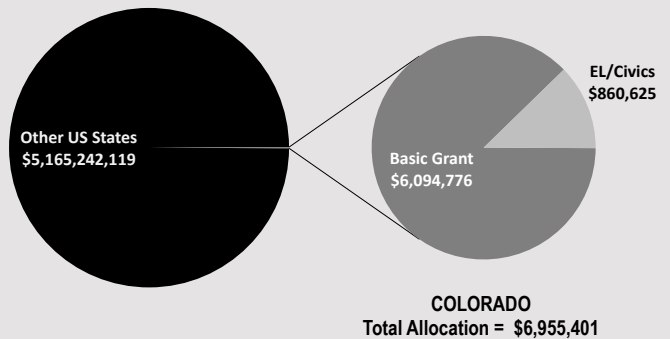
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	5,671	4,603	4,558
Unemployed	4,821	4,062	3,601
Correctional Setting	561	470	681
On Public Assistance	1,538	1,471	1,410
Other Institutionalized	12	3	83

Federal Allocation to State in thousands of dollars

FY 2012

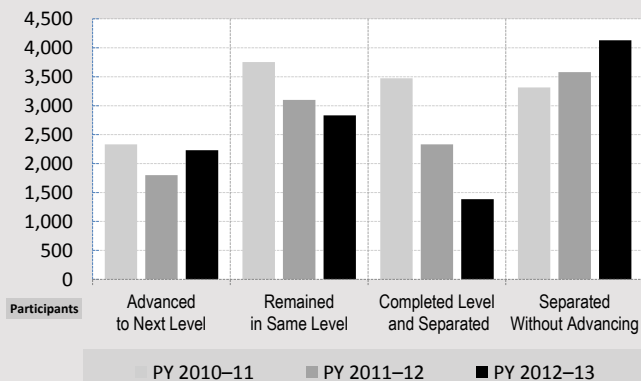


Enrollment by Race/Ethnicity

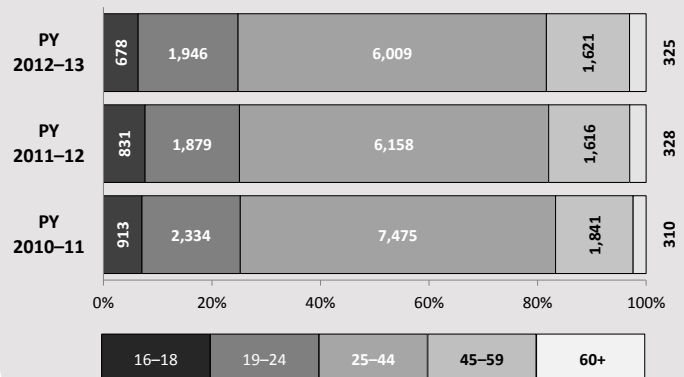
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	233	2	205	27	1	-64
Asian	835	8	176	29	630	-5
Black or African American	668	6	316	41	311	-36
Hispanic or Latino	6,763	64	2,081	440	4,242	12
Native Hawaiian or Other Pacific Islander	17	0	6	4	7	-59
White	1,977	19	1,118	515	344	-52
Two or More Races	86	1	50	13	23	37
Total	10,579	100	3,952	1,069	5,558	-18

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	36	34	1,535	4,843
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	39	33	1,842	7,900
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 program exit	46	67	65	486	2,130
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	50	0*	-	386
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	51	53	0*	-	611
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	26	0*	-	283

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^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Connecticut

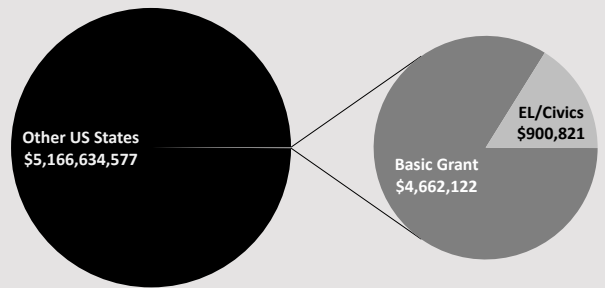
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	9,718	9,009	6,733
Unemployed	10,740	9,733	7,346
Correctional Setting	2,102	1,892	1,809
On Public Assistance	1,899	1,956	1,649
Other Institutionalized	28	27	37

Federal Allocation to State in thousands of dollars

FY 2012



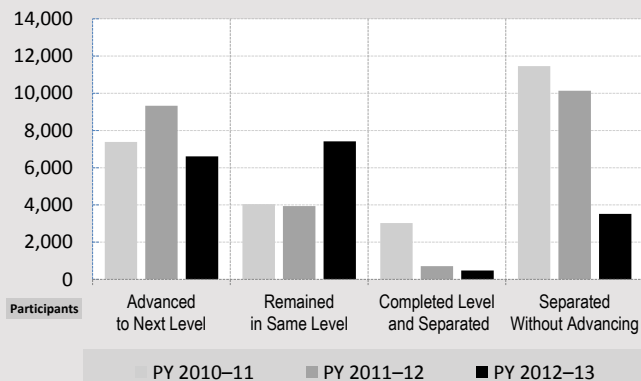
CONNECTICUT
Total Allocation = \$5,562,943

Enrollment by Race/Ethnicity

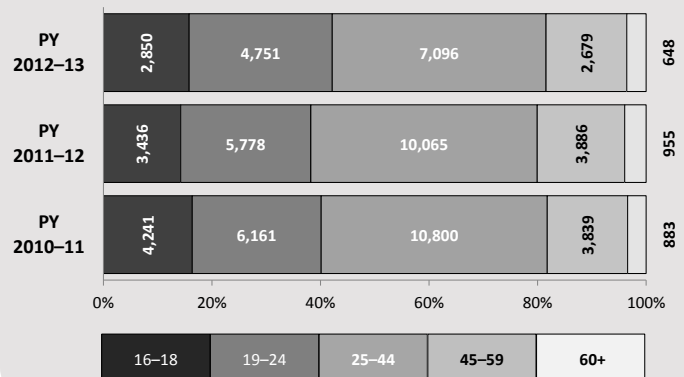
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	58	0	35	19	4	-18
Asian	1,011	6	126	83	802	-45
Black or African American	4,753	26	2,626	1,303	824	-16
Hispanic or Latino	8,024	45	2,444	2,113	3,467	-35
Native Hawaiian or Other Pacific Islander	36	0	17	16	3	-5
White	3,919	22	1,277	1,722	920	-31
Two or More Races	223	1	86	119	18	9
Total	18,024	100	6,611	5,375	6,038	-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 Connecticut

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	36	38	38	2,723	8,553
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	43	2,604	13,201
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 program exit	58	61	53	2,702	6,959
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	59	9	555	790
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	34	27	1,307	2,991
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	70	54	2,752	7,132

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Delaware

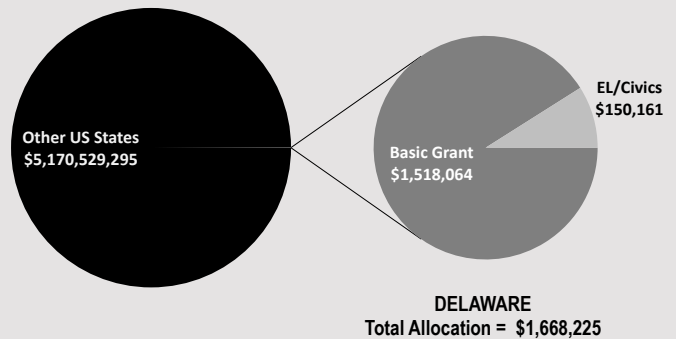
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	1,848	1,726	1,608
Unemployed	977	900	849
Correctional Setting	854	984	1,005
On Public Assistance	1,192	1,106	1,216
Other Institutionalized	7	0	0

Federal Allocation to State in thousands of dollars

FY 2012

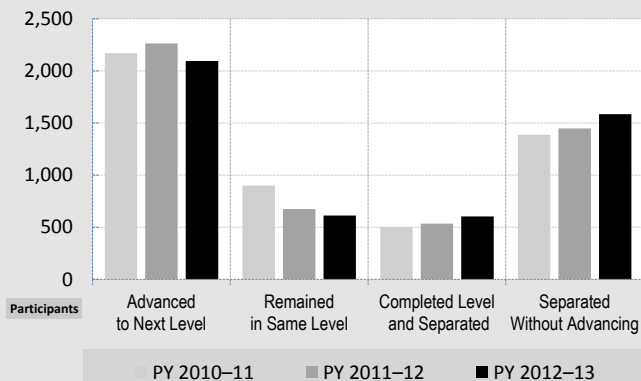


Enrollment by Race/Ethnicity

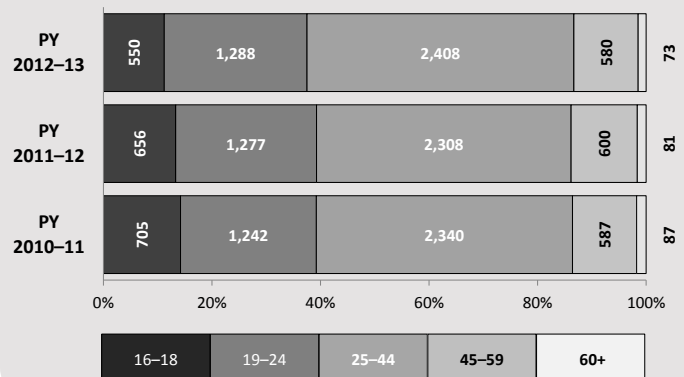
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	22	0	16	4	2	-12
Asian	99	2	20	7	72	-31
Black or African American	1,877	38	1,453	245	179	-8
Hispanic or Latino	1,598	33	468	80	1,050	11
Native Hawaiian or Other Pacific Islander	6	0	4	0	2	-33
White	1,214	25	905	266	43	-3
Two or More Races	83	2	60	19	4	108
Total	4,899	100	2,926	621	1,352	-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 Delaware

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	55	54	1,801	5,563
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	60	57	770	2,244
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 program exit	85	75	100	466	1,321
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	91	32	237	494
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	35	38	324	801
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	61	64	53	1,141	3,061

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information

District of Columbia

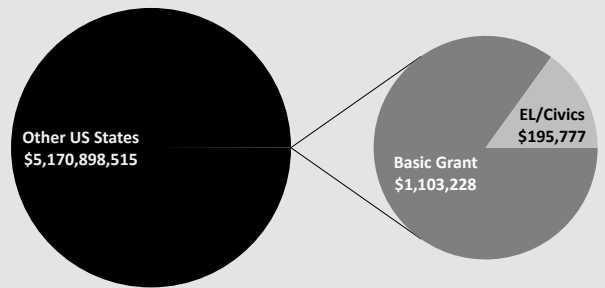
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	1,335	1,089	1,302
Unemployed	2,094	1,646	1,598
Correctional Setting	433	164	203
On Public Assistance	295	265	408
Other Institutionalized	0	1	0

Federal Allocation to State in thousands of dollars

FY 2012



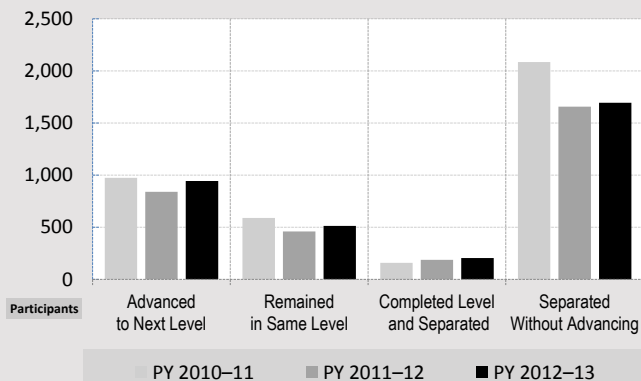
DISTRICT OF COLUMBIA
Total Allocation = \$1,299,005

Enrollment by Race/Ethnicity

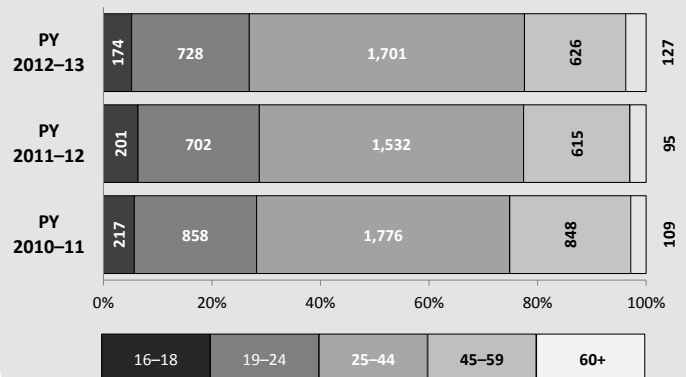
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	7	0	2	1	4	17
Asian	91	3	5	1	85	-13
Black or African American	1,891	56	1,497	175	219	-22
Hispanic or Latino	1,276	38	46	9	1,221	11
Native Hawaiian or Other Pacific Islander	4	0	1	2	1	33
White	73	2	9	1	63	-39
Two or More Races	14	0	10	0	4	100
Total	3,356	100	1,570	189	1,597	-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
District of Columbia
Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	30	29	509	1,483
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	36	40	632	1,809
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 program exit	83*	91	90	171	325
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	73	80	57	536	617
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	68	88	69	585	1,481
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	41*	96	95*	543	720

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Florida

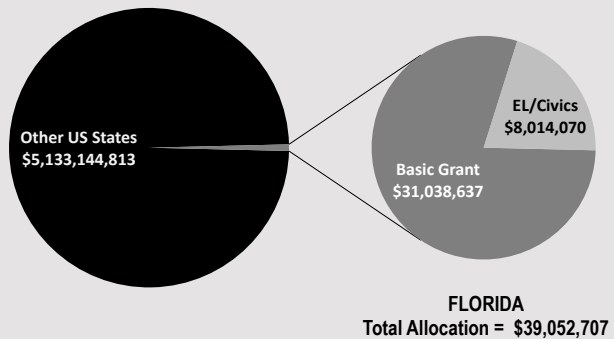
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	68,500	48,961	40,709
Unemployed	101,006	68,100	52,661
Correctional Setting	25,936	15,034	13,442
On Public Assistance	60,604	40,657	34,924
Other Institutionalized	12,859	1,118	8,501

Federal Allocation to State in thousands of dollars

FY 2012

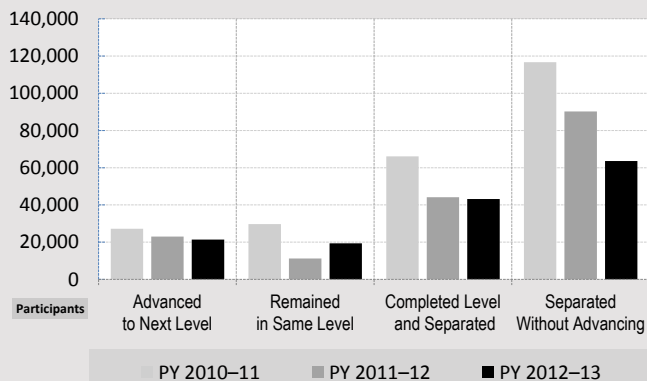


Enrollment by Race/Ethnicity

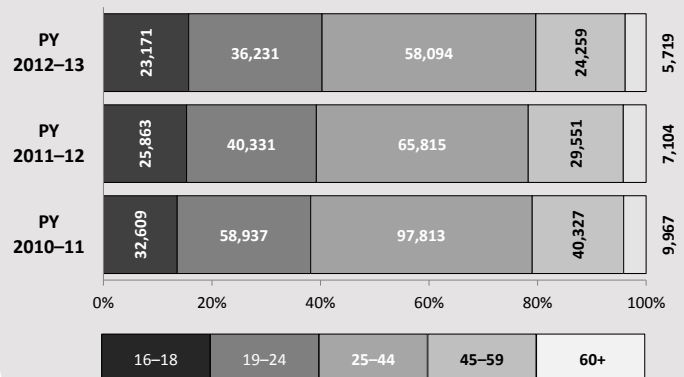
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	825	1	328	63	434	-26
Asian	3,512	2	771	202	2,539	-37
Black or African American	42,113	29	25,525	4,043	12,545	-43
Hispanic or Latino	64,582	44	16,604	4,571	43,407	-36
Native Hawaiian or Other Pacific Islander	268	0	151	29	88	-68
White	32,271	22	20,809	6,736	4,726	-38
Two or More Races	3,903	3	2,172	569	1,162	-36
Total	147,474	100	66,360	16,213	64,901	-38

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	45	48	35,972	124,090
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	36	37	23,871	87,400
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 program exit	28	23	34	3,230	20,010
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	29	27	7,331	10,305
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	43	73	57,571	69,513
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	48	52	44	63,005	64,978

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

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Georgia

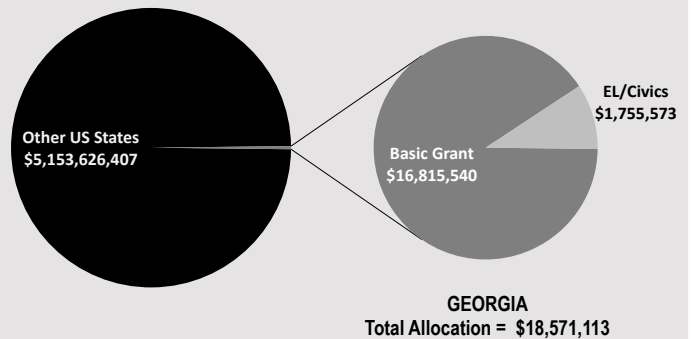
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	19,350	18,930	18,147
Unemployed	34,991	30,979	23,716
Correctional Setting	4,252	4,083	4,397
On Public Assistance	17,525	17,534	16,542
Other Institutionalized	254	192	173

Federal Allocation to State in thousands of dollars

FY 2012

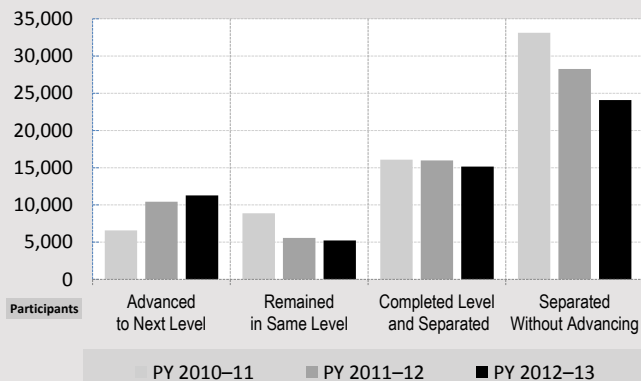


Enrollment by Race/Ethnicity

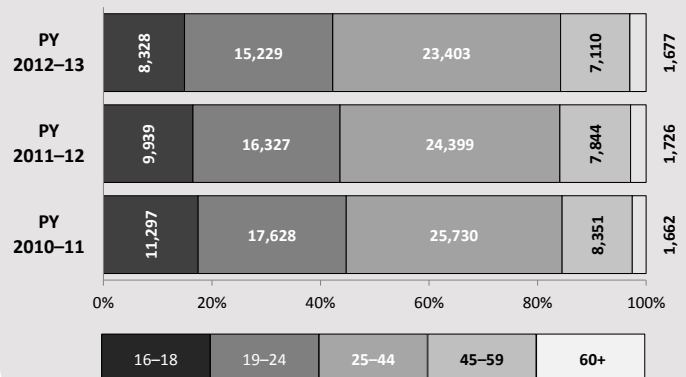
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	294	1	202	27	65	-19
Asian	4,142	7	648	72	3,422	-13
Black or African American	23,156	42	20,594	1,163	1,399	-22
Hispanic or Latino	11,945	21	4,460	326	7,159	32
Native Hawaiian or Other Pacific Islander	108	0	83	9	16	-30
White	15,489	28	12,346	2,327	816	-23
Two or More Races	613	1	483	71	59	43
Total	55,747	100	38,816	3,995	12,936	-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 Georgia

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	44	48	19,773	56,505
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	41	45	5,783	15,613
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 program exit	66	76	88	6,238	19,623
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	50	15	1,938	4,830
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	44	42	38	3,426	8,805
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	66	62	5,036	12,500

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

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Hawaii

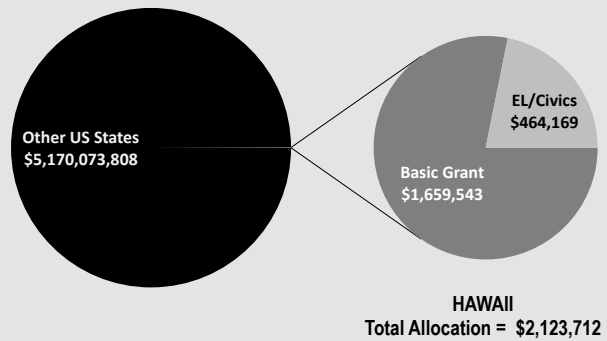
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	3,046	3,216	2,599
Unemployed	3,093	2,802	2,127
Correctional Setting	349	310	135
On Public Assistance	273	227	105
Other Institutionalized	13	1	3

Federal Allocation to State in thousands of dollars

FY 2012

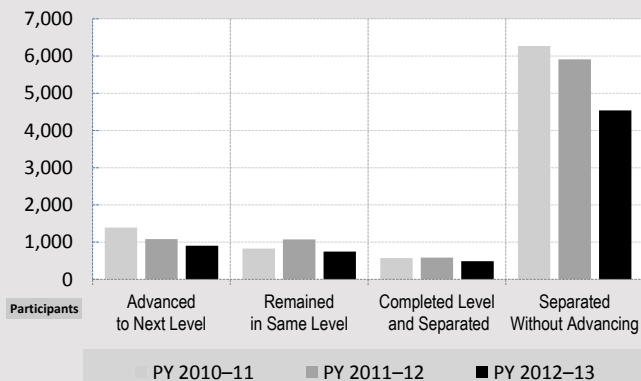


Enrollment by Race/Ethnicity

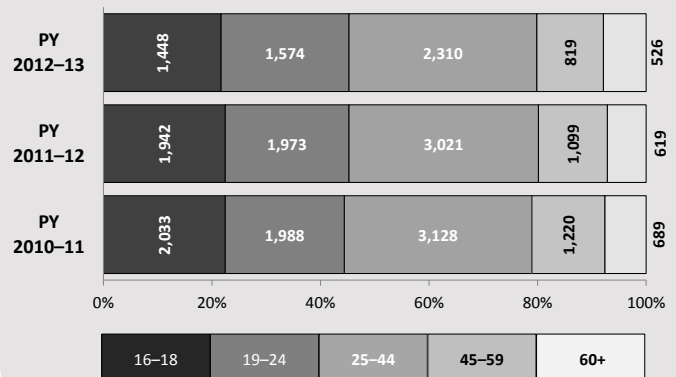
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	27	0	22	4	1	-51
Asian	2,826	42	608	356	1,862	-29
Black or African American	360	5	263	90	7	-11
Hispanic or Latino	855	13	455	257	143	-1
Native Hawaiian or Other Pacific Islander	1,240	19	885	278	77	-49
White	713	11	349	313	51	-22
Two or More Races	656	10	413	226	17	67
Total	6,677	100	2,995	1,524	2,158	-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 Hawaii

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	18	21	857	2,812
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	17	17	359	1,456
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 program exit	82*	90*	96	941	3,372
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	67*	80*	42*	1,033	1,125
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*	67*	52*	867	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	32*	91*	93*	1,918	2,803

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Idaho

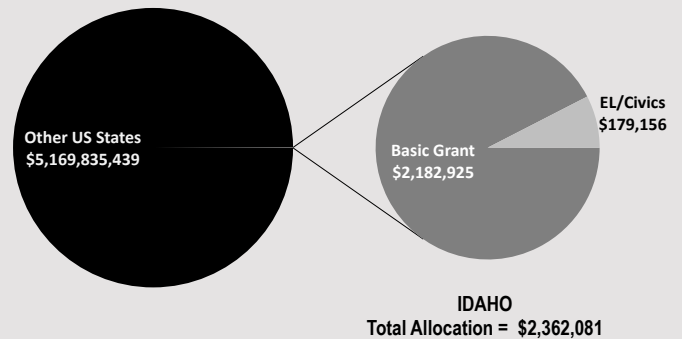
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	2,471	2,093	2,217
Unemployed	1,927	1,986	1,482
Correctional Setting	858	1,436	439
On Public Assistance	714	571	297
Other Institutionalized	0	1	1

Federal Allocation to State in thousands of dollars

FY 2012

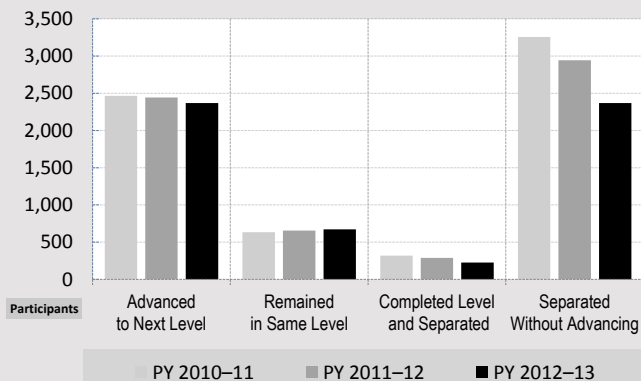


Enrollment by Race/Ethnicity

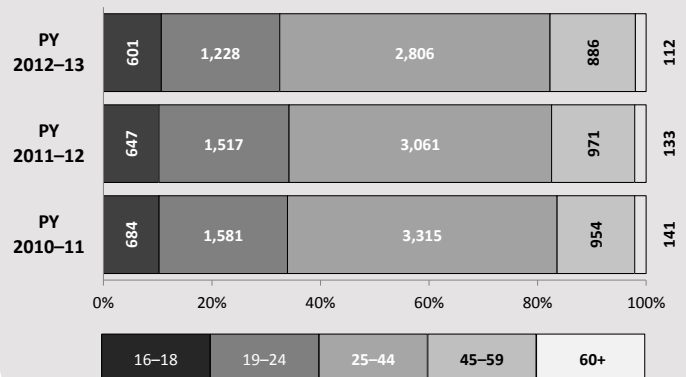
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	115	2	105	9	1	-14
Asian	443	8	108	20	315	-2
Black or African American	273	5	92	3	178	4
Hispanic or Latino	2,323	41	1,002	61	1,260	-7
Native Hawaiian or Other Pacific Islander	11	0	9	0	2	-68
White	2,329	41	1,851	297	181	-25
Two or More Races	139	2	119	16	4	-19
Total	5,633	100	3,286	406	1,941	-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 Idaho

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	42	46	1,636	5,178
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	44	45	45	882	2,693
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 program exit	81	81	87	840	2,434
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	51	64	26	329	699
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	62	36	3	27	1,565
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	51	49	0	3	2,285

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Illinois

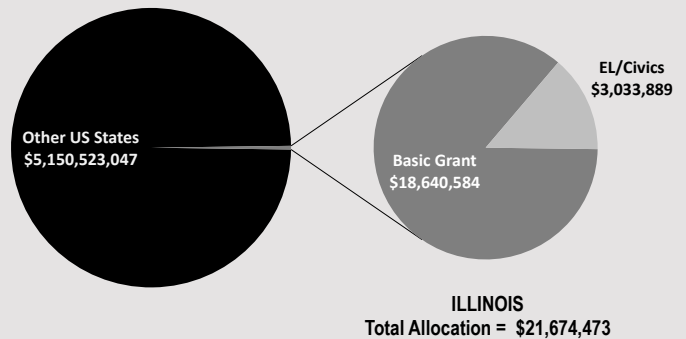
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	40,165	37,183	35,274
Unemployed	43,056	41,483	35,572
Correctional Setting	2,897	2,869	2,413
On Public Assistance	18,220	16,262	13,541
Other Institutionalized	393	96	922

Federal Allocation to State in thousands of dollars

FY 2012

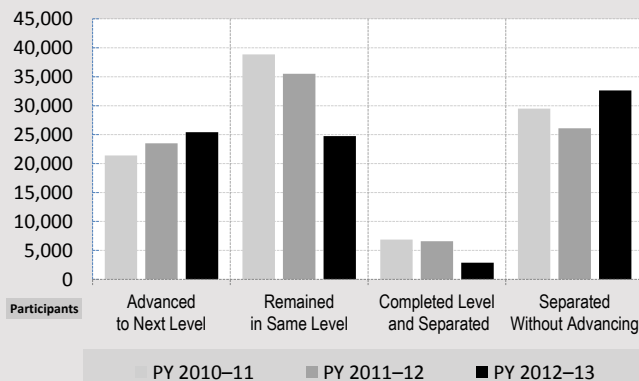


Enrollment by Race/Ethnicity

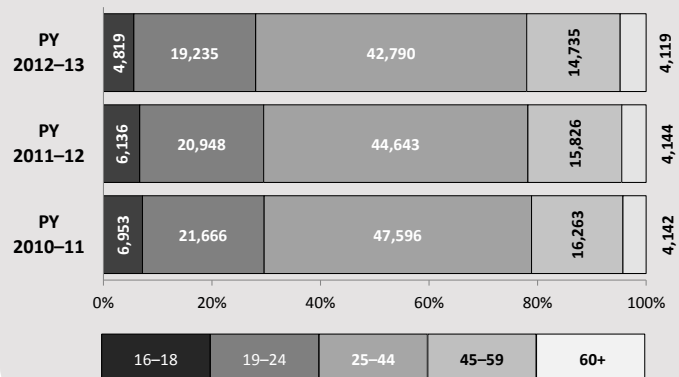
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	193	0	132	41	20	-17
Asian	8,552	10	777	151	7,624	5
Black or African American	17,643	21	12,835	2,735	2,073	-5
Hispanic or Latino	41,180	48	8,257	2,314	30,609	-13
Native Hawaiian or Other Pacific Islander	72	0	34	12	26	-17
White	17,570	21	6,745	3,730	7,095	-19
Two or More Races	488	1	292	139	57	-16
Total	85,698	100	29,072	9,122	47,504	-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 Illinois

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	35	32	11,025	33,639
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	32	34	16,003	47,823
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 program exit	35	35	72	5,578	10,589
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	25	18	2,072	5,005
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	41	31	6,099	21,881
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	81	78	69	11,518	24,969

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Indiana

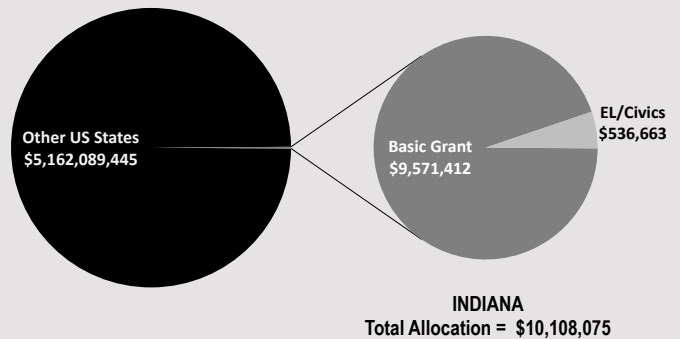
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	7,113	7,479	8,871
Unemployed	9,864	10,213	10,329
Correctional Setting	5,685	4,062	4,085
On Public Assistance	5,439	5,776	4,716
Other Institutionalized	67	86	76

Federal Allocation to State in thousands of dollars

FY 2012

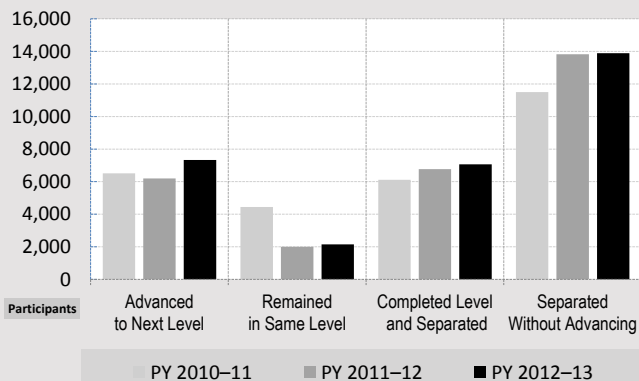


Enrollment by Race/Ethnicity

PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	164	1	135	23	6	-59
Asian	1,286	4	345	69	872	5
Black or African American	6,222	20	5,328	653	241	-3
Hispanic or Latino	2,391	8	1,176	113	1,102	-32
Native Hawaiian or Other Pacific Islander	26	0	17	4	5	24
White	15,898	52	12,144	3,415	339	8
Two or More Races	4,453	15	2,408	391	1,654	101
Total	30,440	100	21,553	4,668	4,219	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 Indiana

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	43	45	11,125	30,375
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	41	48	51	2,166	6,298
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 program exit	78	66	19	1,714	11,817
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	70	42	19	1,209	3,065
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	65	56	39	3,660	7,557
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	25	37	59	6,111	7,276

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Iowa

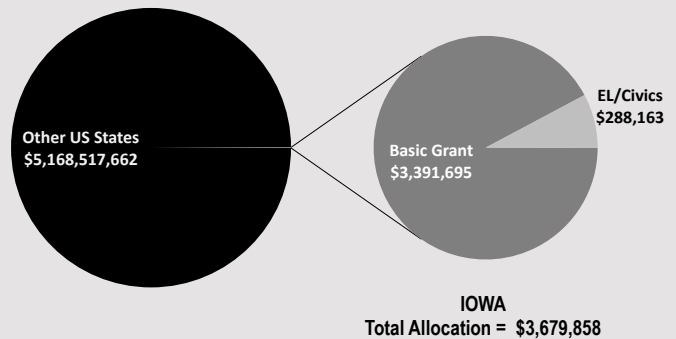
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	3,373	3,705	3,393
Unemployed	6,192	6,457	4,994
Correctional Setting	892	1,013	872
On Public Assistance	916	635	615
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

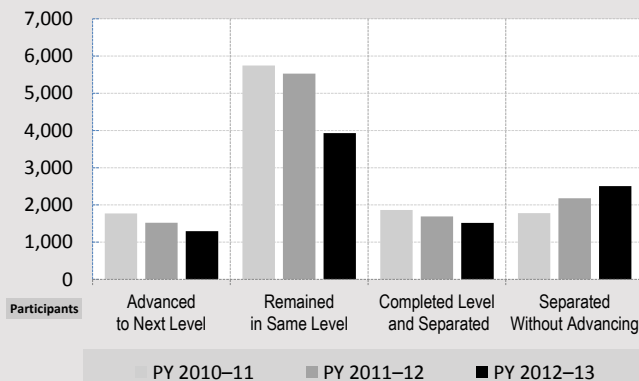


Enrollment by Race/Ethnicity

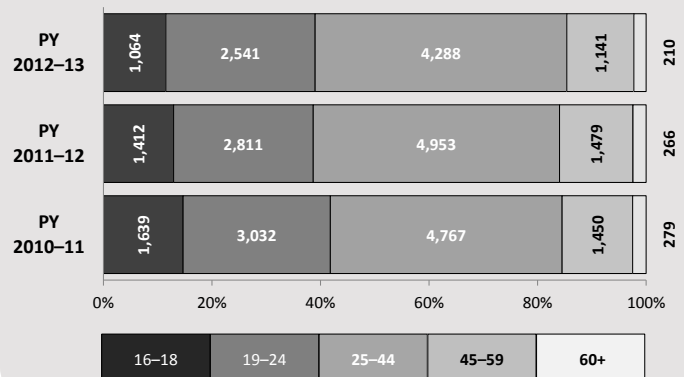
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	61	1	46	15	0	-44
Asian	1,111	12	83	19	1,009	2
Black or African American	1,641	18	938	172	531	-12
Hispanic or Latino	2,534	27	755	214	1,565	-16
Native Hawaiian or Other Pacific Islander	19	0	7	5	7	-65
White	3,695	40	2,226	1,231	238	-22
Two or More Races	183	2	82	47	54	-33
Total	9,244	100	4,137	1,703	3,404	-17

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	19	26	1,303	3,839
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	33	30	1,025	3,803
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 program exit	88	87	85	1,080	3,742
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	70	51	43	836	1,149
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	70	29	60	1,553	2,588
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	80	71	3,192	4,599

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Kansas

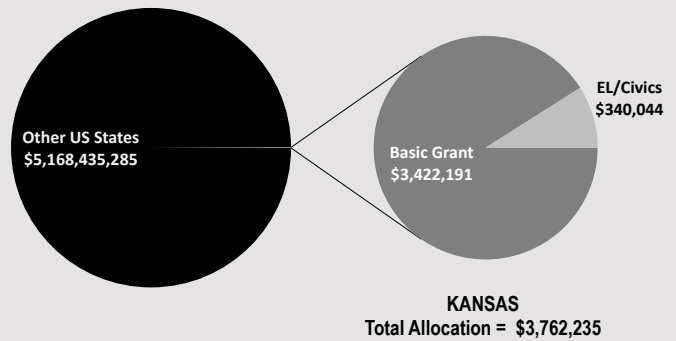
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	3,654	3,360	4,435
Unemployed	2,985	2,552	2,648
Correctional Setting	280	309	409
On Public Assistance	1,156	1,080	1,643
Other Institutionalized	21	40	34

Federal Allocation to State in thousands of dollars

FY 2012

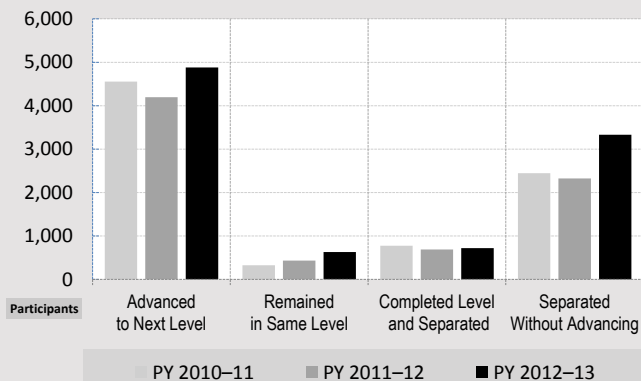


Enrollment by Race/Ethnicity

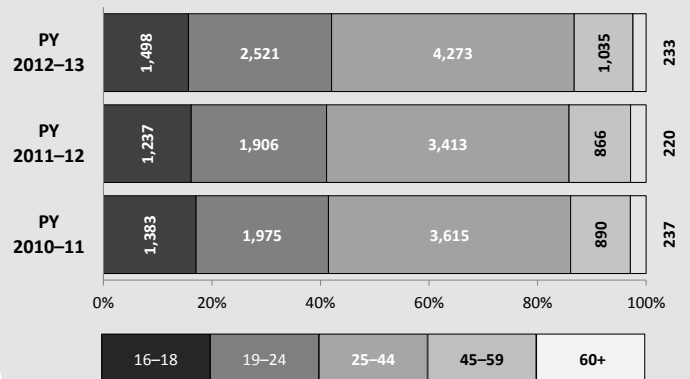
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	137	1	113	20	4	10
Asian	874	9	130	32	712	5
Black or African American	1,107	12	785	79	243	33
Hispanic or Latino	3,470	36	1,165	206	2,099	7
Native Hawaiian or Other Pacific Islander	18	0	11	6	1	100
White	3,597	38	2,634	838	125	24
Two or More Races	357	4	275	56	26	113
Total	9,560	100	5,113	1,237	3,210	18

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	65	59	52	3,083	8,441
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	63	67	67	2,155	6,219
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 program exit	85	83	97	1,531	4,254
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	87	49	1,583	3,106
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	76	54	462	1,417
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	93	68	1,475	4,809

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Kentucky

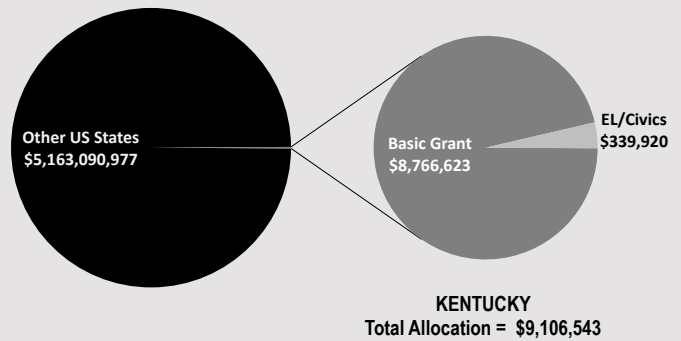
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	9,668	10,221	8,701
Unemployed	20,952	16,070	14,055
Correctional Setting	5,104	5,883	5,164
On Public Assistance	11,103	9,914	9,854
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

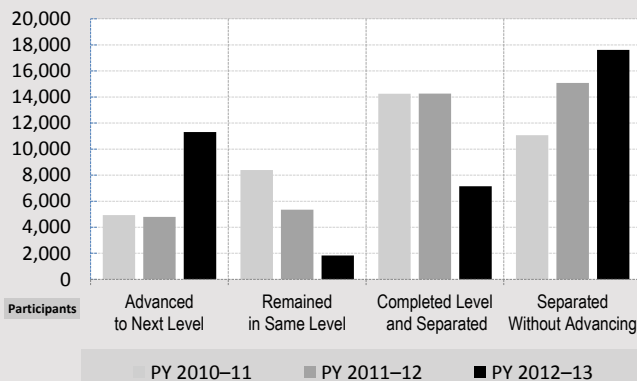


Enrollment by Race/Ethnicity

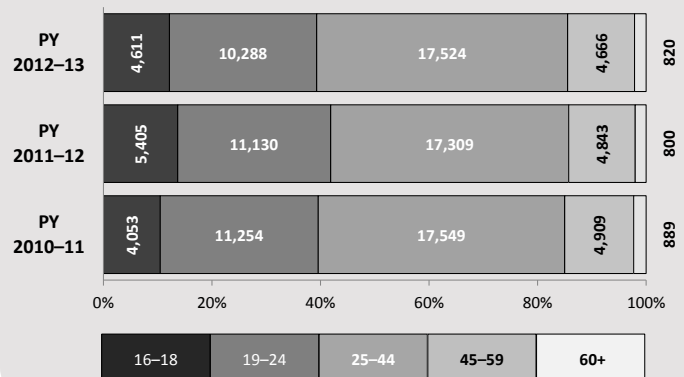
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	214	1	174	36	4	-15
Asian	1,292	3	259	50	983	4
Black or African American	6,058	16	4,755	598	705	-2
Hispanic or Latino	3,289	9	1,207	165	1,917	30
Native Hawaiian or Other Pacific Islander	37	0	27	9	1	-36
White	26,555	70	18,366	7,703	486	-5
Two or More Races	464	1	318	122	24	33
Total	37,909	100	25,106	8,683	4,120	-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 Kentucky

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	54	55	16,130	50,183
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	55	56	2,326	6,527
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 program exit	86	89	70	6,483	19,514
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	63	75	39	5,922	9,995
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	65	63	37	5,061	7,790
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	63	64	53	4,375	5,737

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

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Louisiana

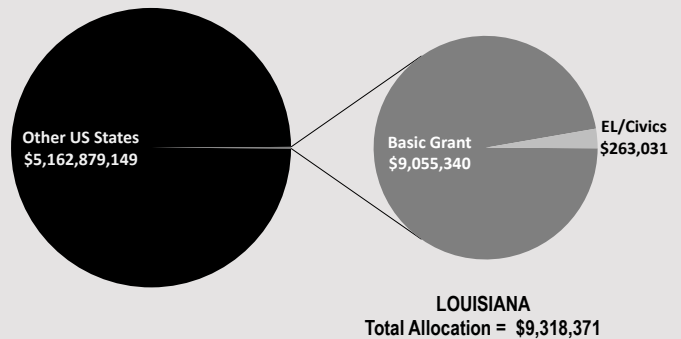
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	6,809	6,985	6,357
Unemployed	12,249	9,470	8,857
Correctional Setting	6,706	6,572	5,975
On Public Assistance	2,439	2,359	1,843
Other Institutionalized	286	9	2

Federal Allocation to State in thousands of dollars

FY 2012

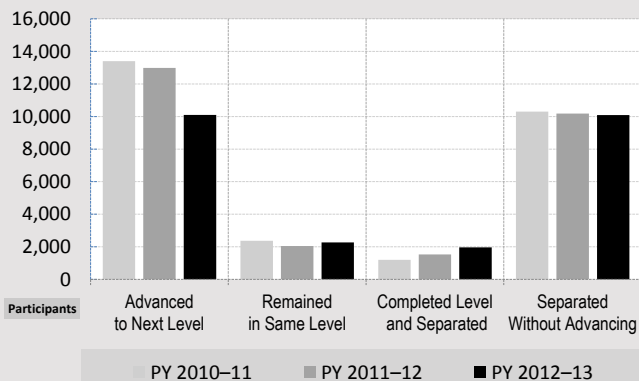


Enrollment by Race/Ethnicity

PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	198	1	170	26	2	-29
Asian	385	2	168	18	199	-4
Black or African American	13,716	56	12,572	1,097	47	-10
Hispanic or Latino	2,364	10	905	103	1,356	3
Native Hawaiian or Other Pacific Islander	34	0	24	10	0	-8
White	7,481	31	5,694	1,714	73	-16
Two or More Races	243	1	195	46	2	70
Total	24,421	100	19,728	3,014	1,679	-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 Louisiana

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	49	10,462	36,187
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	45	42	708	2,302
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 program exit	72	72	79	3,862	12,403
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	59	17	786	3,684
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	53	36	2,286	6,951
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	41	41	67	4,356	7,239

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Maine

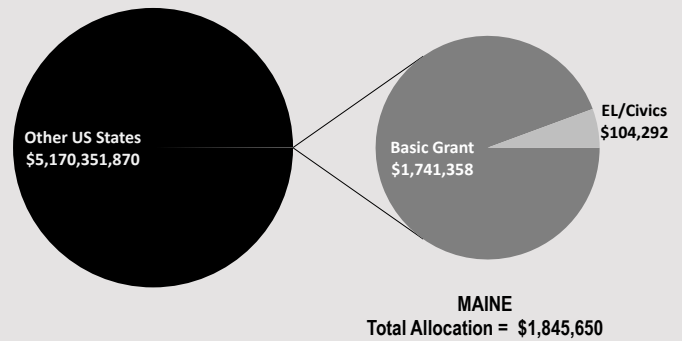
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	1,683	1,749	1,851
Unemployed	3,390	2,858	2,660
Correctional Setting	465	416	122
On Public Assistance	2,673	2,942	3,509
Other Institutionalized	20	35	0

Federal Allocation to State in thousands of dollars

FY 2012

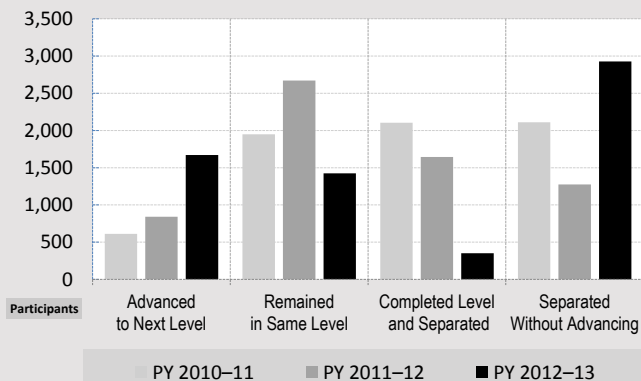


Enrollment by Race/Ethnicity

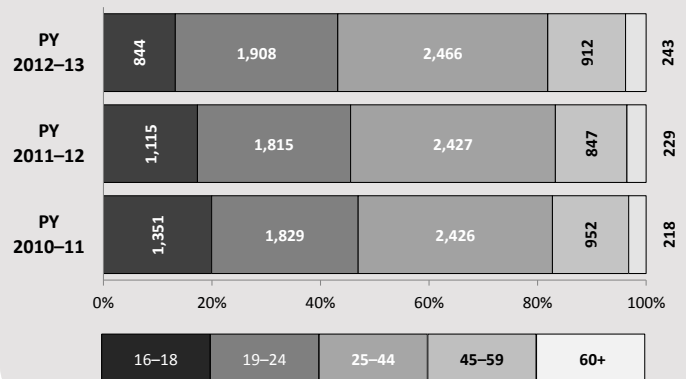
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	78	1	55	23	0	4
Asian	244	4	68	7	169	-23
Black or African American	1,342	21	371	51	920	13
Hispanic or Latino	286	4	151	24	111	-10
Native Hawaiian or Other Pacific Islander	9	0	5	4	0	n/a
White	4,333	68	2,930	1,231	172	-11
Two or More Races	81	1	54	18	9	131
Total	6,373	100	3,634	1,358	1,381	-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 Maine

Program Year 2010–11 to Program Year 2012–13

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	PY 2010–11	PY 2011–12	PY 2012–13		Total Three Years
	Percent	Percent	Percent	Number	
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	39	28	1,291	5,269
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	31	30	42	578	1,373
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 program exit	91	0*	81	1,397	2,975
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	25	0*	13	283	401
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	51	0*	33	610	763
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	0*	69	905	1,002

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Maryland

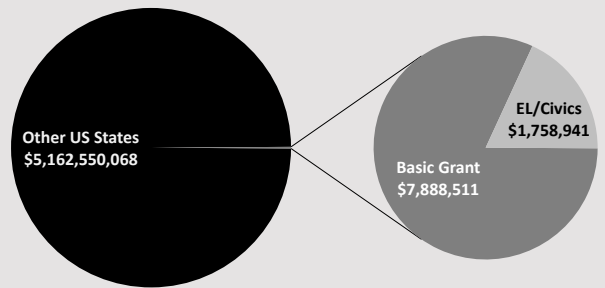
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	13,265	12,531	13,274
Unemployed	13,730	14,169	8,847
Correctional Setting	5,948	5,553	5,343
On Public Assistance	2,049	2,131	2,058
Other Institutionalized	50	95	55

Federal Allocation to State in thousands of dollars

FY 2012



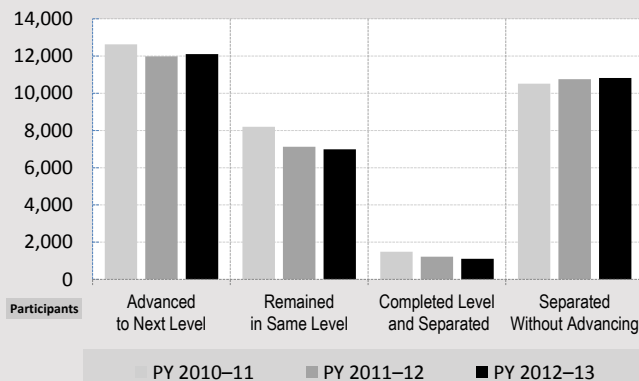
MARYLAND
Total Allocation = \$9,647,452

Enrollment by Race/Ethnicity

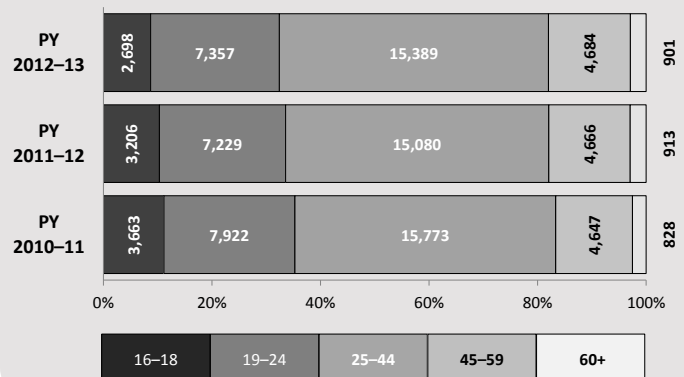
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	143	0	105	30	8	-23
Asian	2,343	8	204	49	2,090	-4
Black or African American	11,833	38	8,400	1,714	1,719	-13
Hispanic or Latino	11,403	37	1,887	245	9,271	9
Native Hawaiian or Other Pacific Islander	51	0	39	4	8	4
White	4,931	16	3,040	1,168	723	-16
Two or More Races	325	1	246	60	19	10
Total	31,029	100	13,921	3,270	13,838	-5

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	39	40	6,540	20,447
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	48	45	6,278	19,033
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 program exit	69	74	68	2,378	7,443
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	41	6	200	789
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	27	29	1,655	3,477
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	61	63	54	3,205	7,747

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Massachusetts

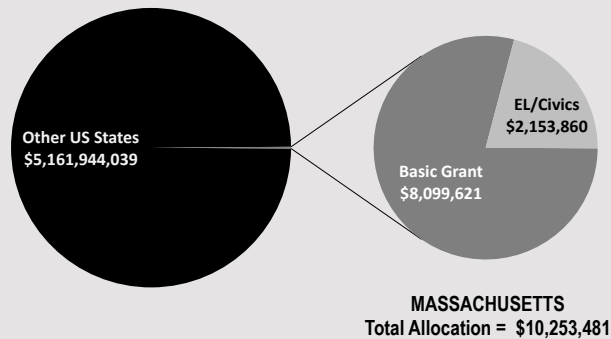
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	9,296	9,638	8,807
Unemployed	5,549	6,095	5,596
Correctional Setting	1,532	1,437	1,433
On Public Assistance	6,641	4,444	6,996
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

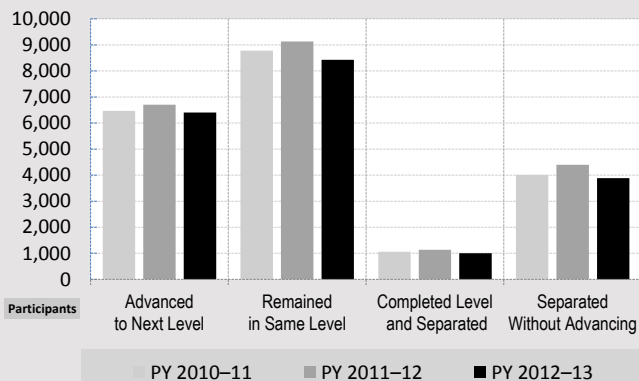


Enrollment by Race/Ethnicity

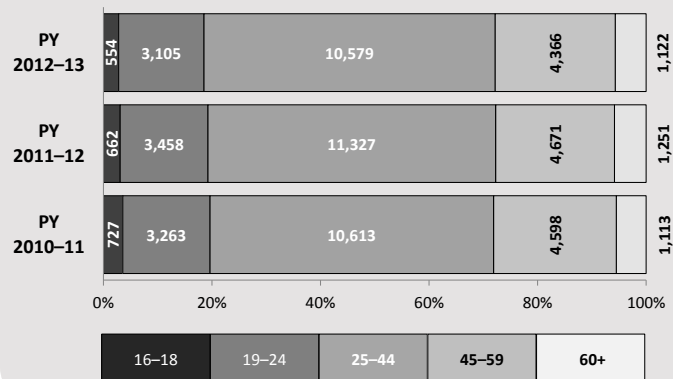
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	83	0	26	22	35	89
Asian	2,217	11	205	151	1,861	-7
Black or African American	4,418	22	1,518	763	2,137	1
Hispanic or Latino	6,304	32	1,285	769	4,250	41
Native Hawaiian or Other Pacific Islander	48	0	12	9	27	17
White	4,668	24	1,310	1,507	1,851	-9
Two or More Races	1,988	10	417	241	1,330	-49
Total	19,726	100	4,773	3,462	11,491	-3

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	25	23	23	1,665	5,152
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	44	45	46	5,316	16,339
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 program exit	72	69	76	591	3,055
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	84	14	350	935
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	31	36	166	1,316
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	61	73	521	1,944

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Michigan

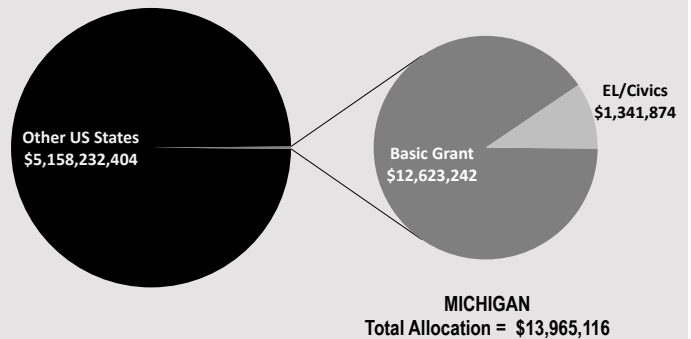
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	6,675	6,209	6,129
Unemployed	10,794	8,495	8,935
Correctional Setting	1,314	5,881	7,016
On Public Assistance	6,931	6,173	6,434
Other Institutionalized	965	523	541

Federal Allocation to State in thousands of dollars

FY 2012

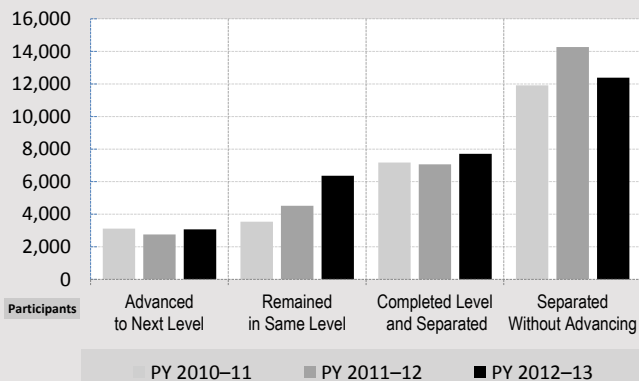


Enrollment by Race/Ethnicity

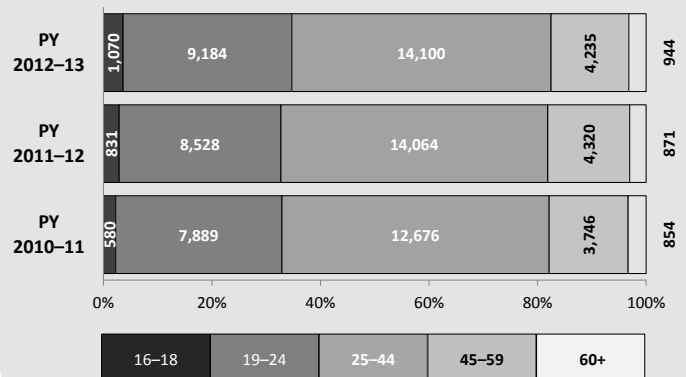
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	284	1	229	44	11	1
Asian	2,162	7	180	22	1,960	3
Black or African American	10,964	37	9,770	783	411	42
Hispanic or Latino	3,938	13	1,433	288	2,217	3
Native Hawaiian or Other Pacific Islander	29	0	16	8	5	-34
White	11,808	40	6,603	1,547	3,658	1
Two or More Races	348	1	274	54	20	309
Total	29,533	100	18,505	2,746	8,282	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 Michigan

Program Year 2010–11 to Program Year 2012–13

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2010–11	PY 2011–12	PY 2012–13		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	29	31	6,330	17,394
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	50	54	4,449	13,497
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 program exit	53	75	81	3,341	7,969
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*	48*	23	928	1,579
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	19*	20*	25*	1,923	3,290
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*	76*	79*	4,287	5,150

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Minnesota

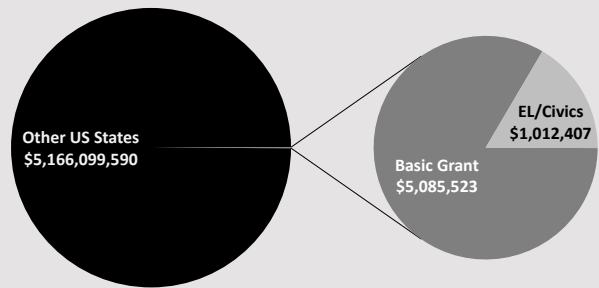
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	13,524	12,850	13,785
Unemployed	18,446	16,510	13,775
Correctional Setting	7,455	7,512	7,549
On Public Assistance	8,602	8,951	8,813
Other Institutionalized	343	377	286

Federal Allocation to State in thousands of dollars

FY 2012



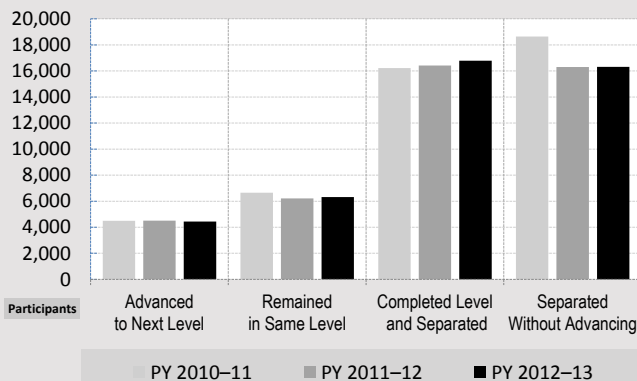
MINNESOTA
Total Allocation = \$6,097,930

Enrollment by Race/Ethnicity

PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	1,502	3	1,158	327	17	10
Asian	6,796	16	1,607	314	4,875	-9
Black or African American	14,977	34	6,676	1,035	7,266	-9
Hispanic or Latino	9,979	23	3,102	692	6,185	1
Native Hawaiian or Other Pacific Islander	69	0	45	10	14	-18
White	9,941	23	5,701	3,251	989	-4
Two or More Races	580	1	373	172	35	66
Total	43,844	100	18,662	5,801	19,381	-5

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	49	49	10,636	30,569
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	48	53	53	10,262	31,282
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 program exit	71	71	58	3,932	8,374
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	68	63	24	2,371	4,188
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	58	42	4,551	6,227
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	75	72	8,190	10,060

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Mississippi

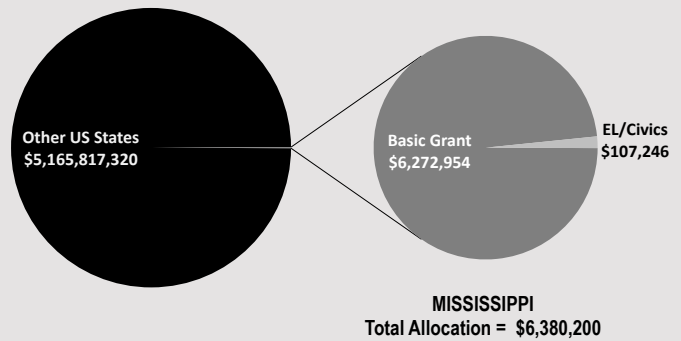
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	3,624	3,564	3,413
Unemployed	9,830	8,007	6,520
Correctional Setting	1,614	1,576	685
On Public Assistance	1,692	1,794	2,712
Other Institutionalized	28	30	107

Federal Allocation to State in thousands of dollars

FY 2012

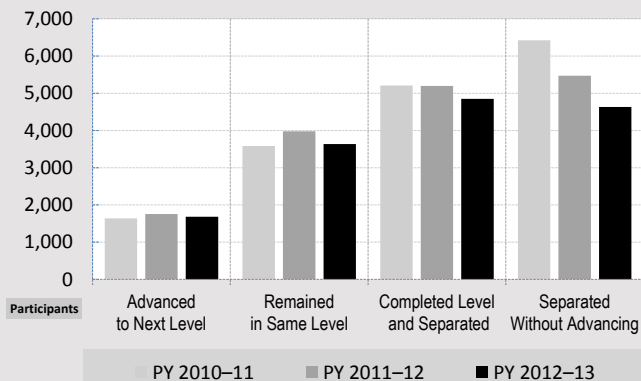


Enrollment by Race/Ethnicity

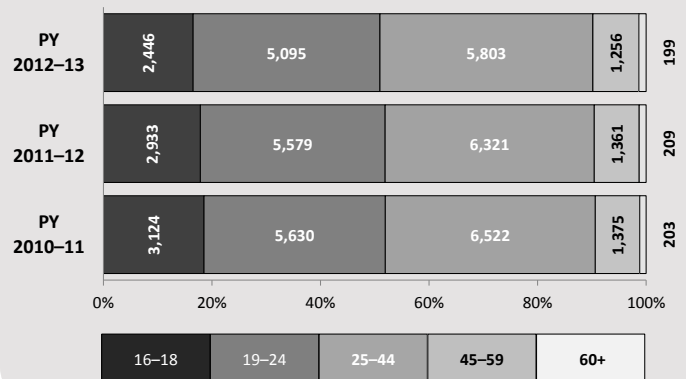
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	77	1	68	9	0	31
Asian	112	1	66	9	37	33
Black or African American	8,190	55	7,685	501	4	-13
Hispanic or Latino	643	4	378	53	212	22
Native Hawaiian or Other Pacific Islander	13	0	13	0	0	-7
White	5,557	38	4,240	1,314	3	-15
Two or More Races	207	1	162	45	0	22
Total	14,799	100	12,612	1,931	256	-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

Mississippi

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	35	39	41	5,484	16,305
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	36	92	274
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 program exit	87	97	85	3,841	11,303
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	75	83	28	929	2,262
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	81	84	11	323	1,083
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	81	94	26	508	1,054

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Missouri

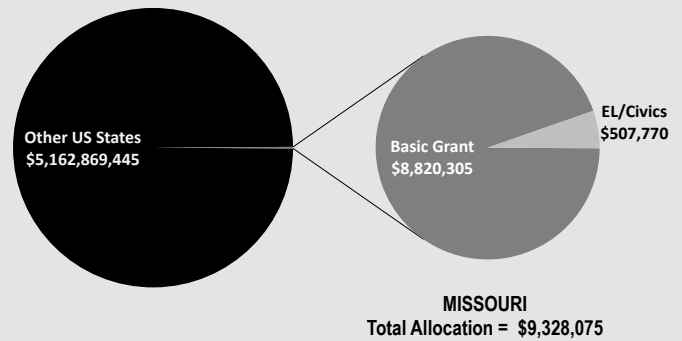
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	8,035	7,504	7,647
Unemployed	15,217	11,721	11,013
Correctional Setting	7,124	5,919	5,599
On Public Assistance	1,413	1,580	2,214
Other Institutionalized	60	46	25

Federal Allocation to State in thousands of dollars

FY 2012

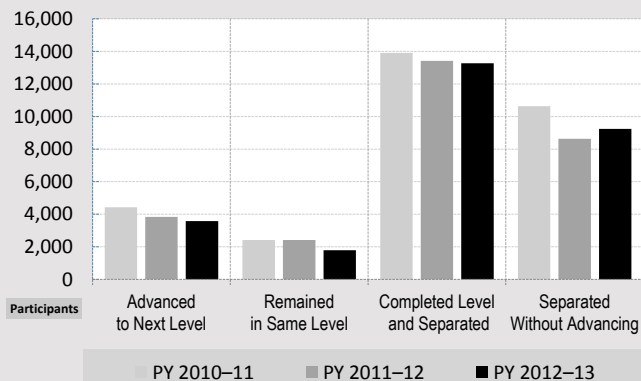


Enrollment by Race/Ethnicity

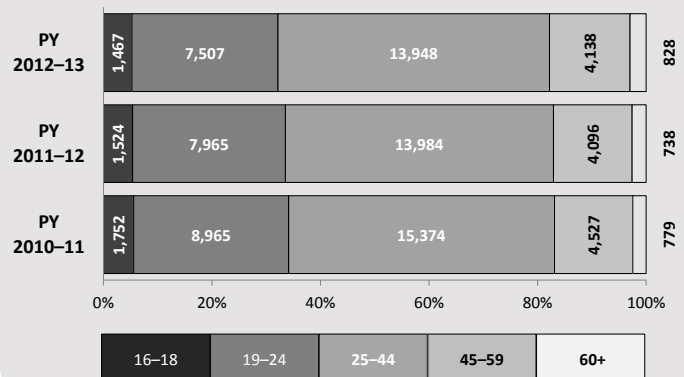
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	292	1	248	36	8	-23
Asian	1,942	7	181	33	1,728	-6
Black or African American	8,343	30	7,019	397	927	-12
Hispanic or Latino	3,475	12	1,070	131	2,274	6
Native Hawaiian or Other Pacific Islander	70	0	54	5	11	-23
White	13,294	48	10,188	2,248	858	-16
Two or More Races	472	2	362	86	24	38
Total	27,888	100	19,122	2,936	5,830	-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 Missouri

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	58	61	60	12,660	39,766
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	62	62	3,606	10,786
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 program exit	70	76	80	5,060	12,177
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	49	19	595	3,353
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	45	34	3,865	9,690
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	66	68	7,673	13,635

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Montana

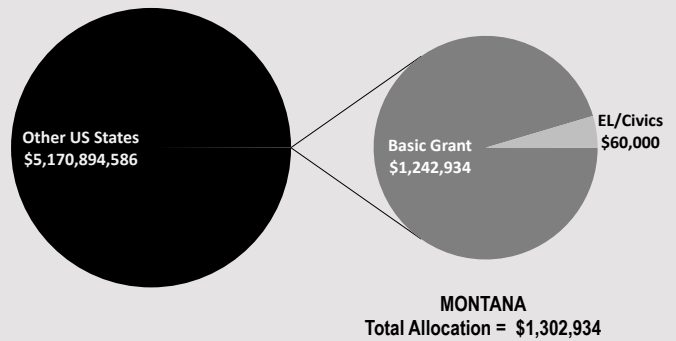
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	951	1,014	881
Unemployed	1,516	1,257	1,050
Correctional Setting	396	399	351
On Public Assistance	841	915	889
Other Institutionalized	55	69	51

Federal Allocation to State in thousands of dollars

FY 2012

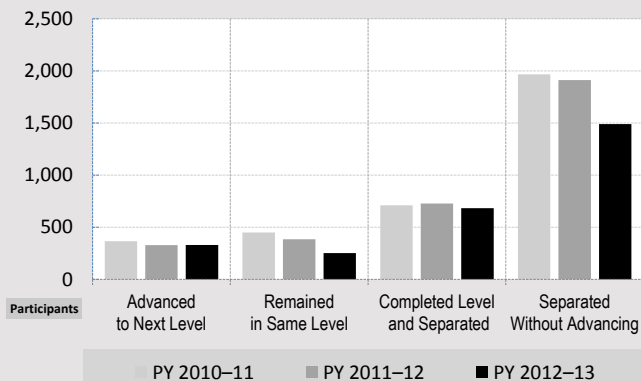


Enrollment by Race/Ethnicity

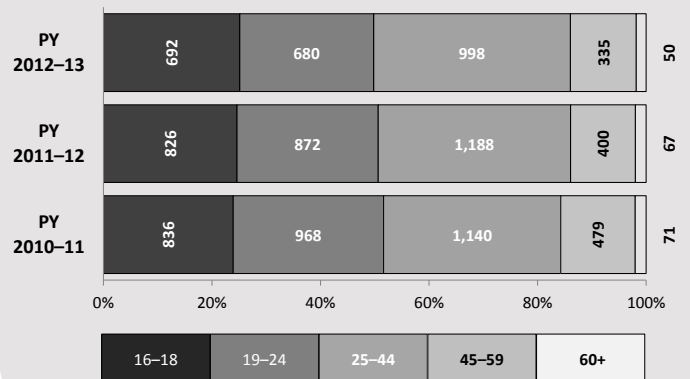
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	411	15	337	74	0	-39
Asian	135	5	42	9	84	-11
Black or African American	58	2	46	8	4	21
Hispanic or Latino	293	11	179	49	65	-7
Native Hawaiian or Other Pacific Islander	14	1	11	2	1	-46
White	1,844	67	1,360	458	26	-19
Two or More Races	0	0	0	0	0	n/a
Total	2,755	100	1,975	600	180	-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 Montana

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	33	767	2,397
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	50	62	111	298
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 program exit	73	80	87	758	2,556
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	64	64	39	291	975
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	46	35	354	1,201
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	80	50	580	2,151

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Nebraska

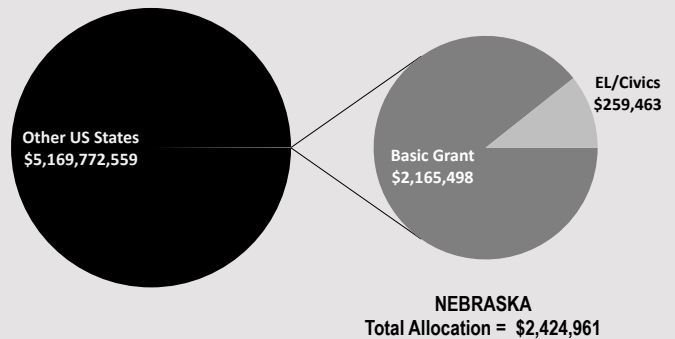
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	2,682	2,739	2,767
Unemployed	2,336	2,154	1,723
Correctional Setting	1,480	1,478	1,486
On Public Assistance	441	497	322
Other Institutionalized	19	17	16

Federal Allocation to State in thousands of dollars

FY 2012

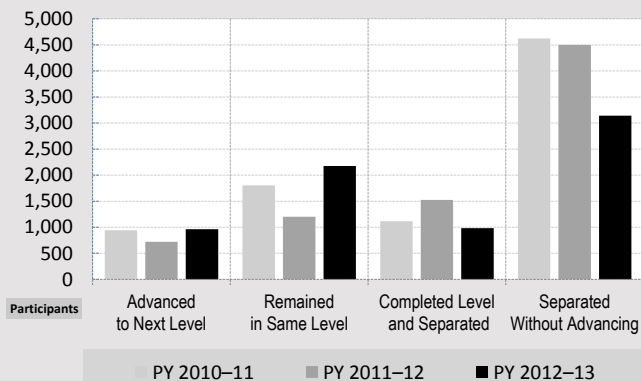


Enrollment by Race/Ethnicity

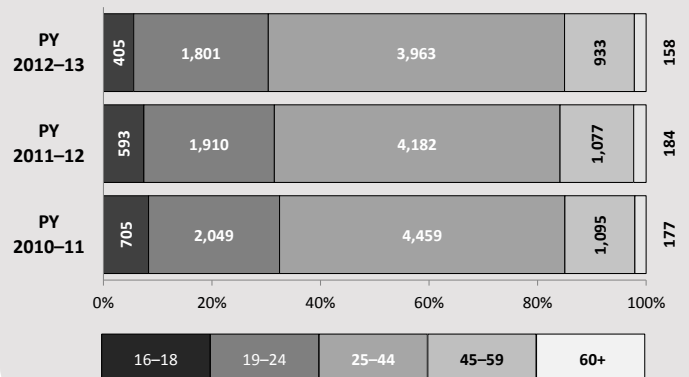
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	214	3	180	31	3	-15
Asian	565	8	95	10	460	-8
Black or African American	1,247	17	838	79	330	-22
Hispanic or Latino	3,251	45	1,126	152	1,973	-7
Native Hawaiian or Other Pacific Islander	13	0	8	3	2	0
White	1,864	26	1,257	453	154	-23
Two or More Races	106	1	73	27	6	-6
Total	7,260	100	3,577	755	2,928	-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 Nebraska

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	29	28	1,122	3,546
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	28	822	2,699
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 program exit	59	49	53	715	2,815
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	36	19	171	261
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	40	45	39	392	1,138
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	47	65	60	1,012	2,234

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Nevada

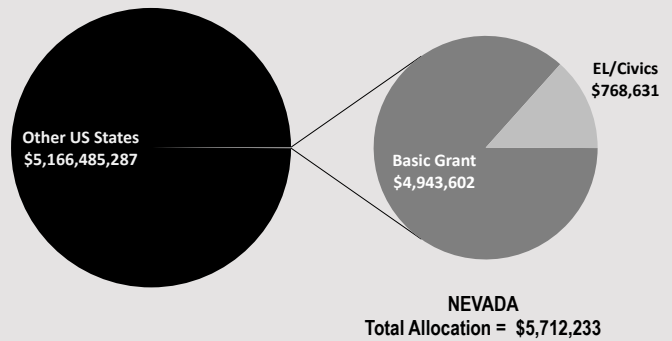
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	3,278	2,637	3,278
Unemployed	4,142	3,606	4,413
Correctional Setting	91	55	33
On Public Assistance	85	5	95
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

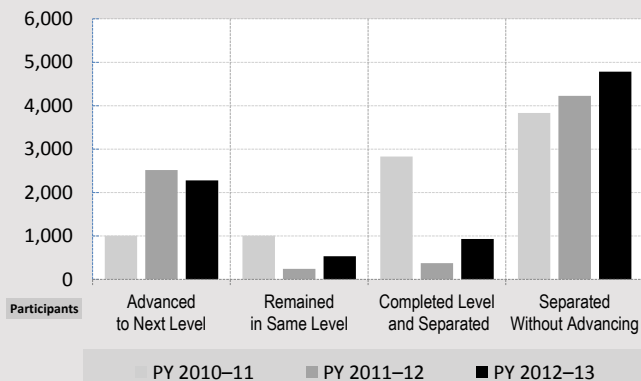


Enrollment by Race/Ethnicity

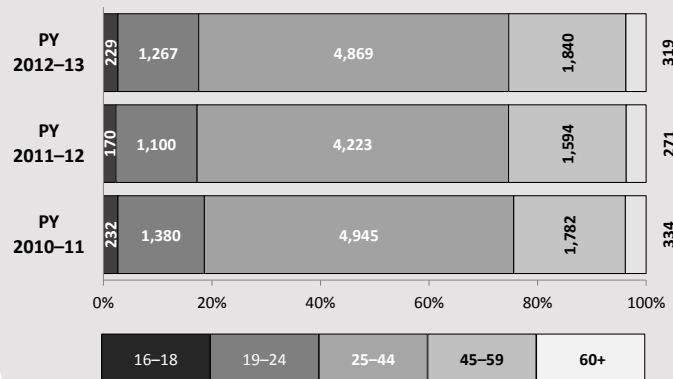
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	38	0	35	2	1	-31
Asian	864	10	84	34	746	10
Black or African American	445	5	194	17	234	-25
Hispanic or Latino	6,166	72	979	210	4,977	-2
Native Hawaiian or Other Pacific Islander	40	0	25	2	13	-58
White	937	11	414	122	401	19
Two or More Races	34	0	27	5	2	3
Total	8,524	100	1,758	392	6,374	-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 Nevada

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	25	31	625	1,589
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	43	40	2,531	8,187
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 program exit	63	45	66	528	1,133
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	9	8	231	310
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	49	53	41	510	1,562
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	76	74	634	1,756

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information New Hampshire

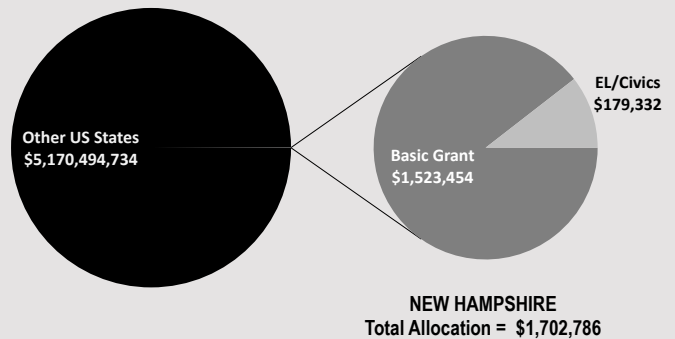
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	2,396	2,162	2,302
Unemployed	2,626	2,133	1,413
Correctional Setting	255	252	169
On Public Assistance	0	521	597
Other Institutionalized	2	1	2

Federal Allocation to State in thousands of dollars

FY 2012

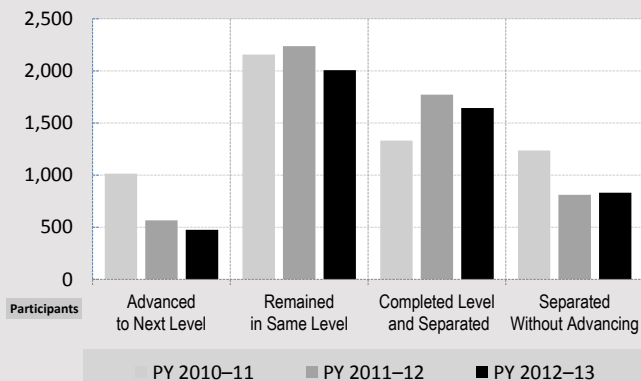


Enrollment by Race/Ethnicity

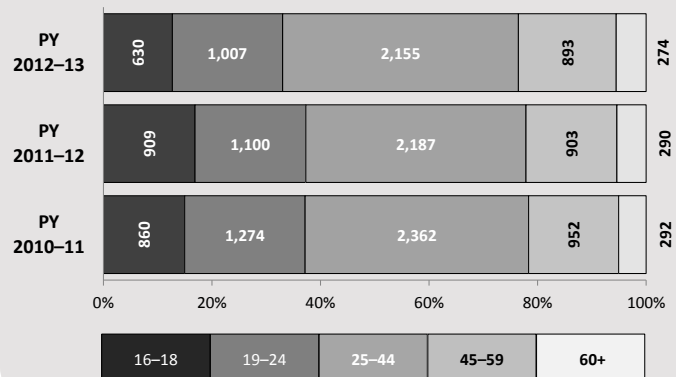
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	21	0	13	6	2	-5
Asian	974	20	109	27	838	-10
Black or African American	394	8	104	27	263	-4
Hispanic or Latino	1,029	21	202	65	762	1
Native Hawaiian or Other Pacific Islander	9	0	3	5	1	13
White	2,503	50	1,075	1,060	368	-21
Two or More Races	29	1	14	10	5	-26
Total	4,959	100	1,520	1,200	2,239	-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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	44	46	47	1,013	3,272
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	38	38	841	2,495
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 program exit	91	89	74	781	2,894
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	94	86	16	125	488
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	78	66	45	633	981
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	89	1,829	2,264

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information New Jersey

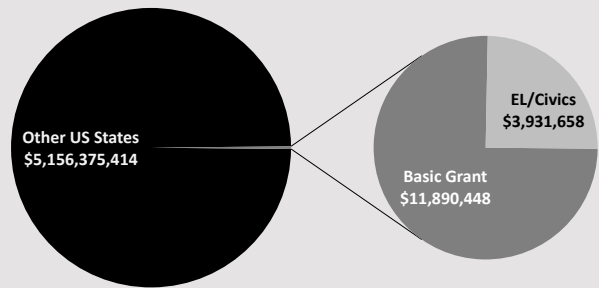
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	11,375	10,664	11,129
Unemployed	14,969	11,337	9,928
Correctional Setting	2,690	2,661	3,758
On Public Assistance	2,296	1,964	1,578
Other Institutionalized	0	1	1

Federal Allocation to State in thousands of dollars

FY 2012



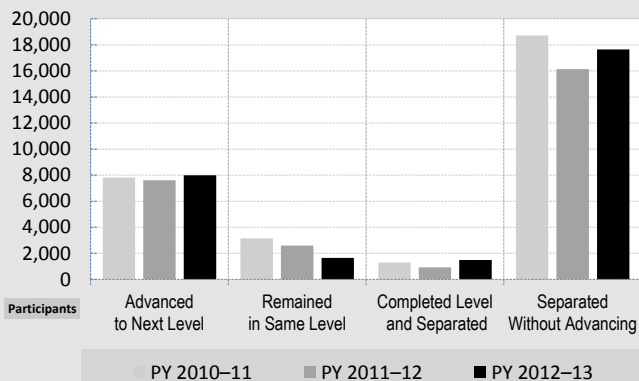
NEW JERSEY
Total Allocation = \$15,822,106

Enrollment by Race/Ethnicity

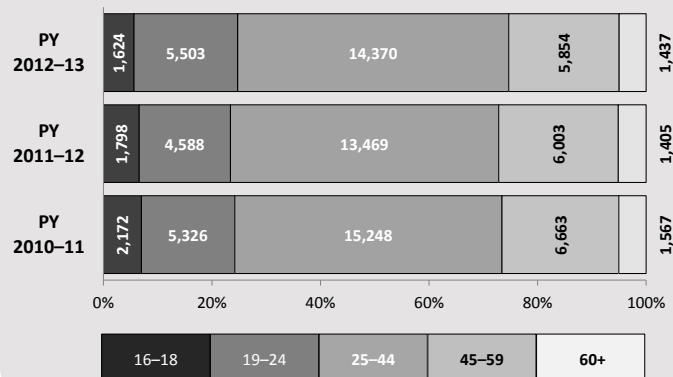
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	86	0	66	3	17	-13
Asian	1,779	6	275	20	1,484	-13
Black or African American	6,902	24	5,038	538	1,326	-12
Hispanic or Latino	16,224	56	3,886	376	11,962	-1
Native Hawaiian or Other Pacific Islander	69	0	40	5	24	73
White	3,609	13	1,732	392	1,485	-19
Two or More Races	119	0	76	16	27	61
Total	28,788	100	11,113	1,350	16,325	-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 New Jersey Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	22	26	27	3,235	8,880
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	35	37	6,106	17,876
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 program exit	79*	37	82	2,036	4,713
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	80*	96*	13*	1,084	2,116
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	30	34	1,706	3,008
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	11	63	65	2,820	3,803

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information New Mexico

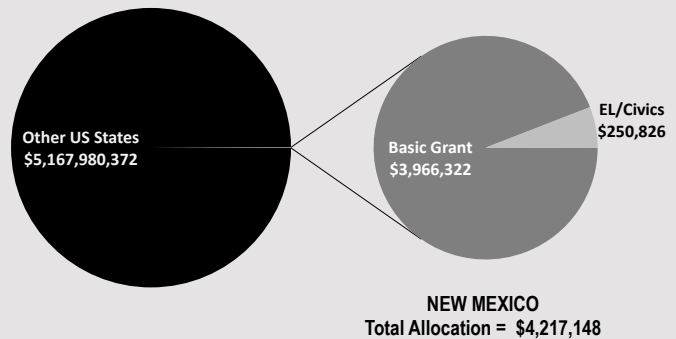
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	6,213	5,698	6,002
Unemployed	7,505	6,276	6,629
Correctional Setting	2,750	1,945	1,771
On Public Assistance	5,959	5,653	5,623
Other Institutionalized	33	21	8

Federal Allocation to State in thousands of dollars

FY 2012

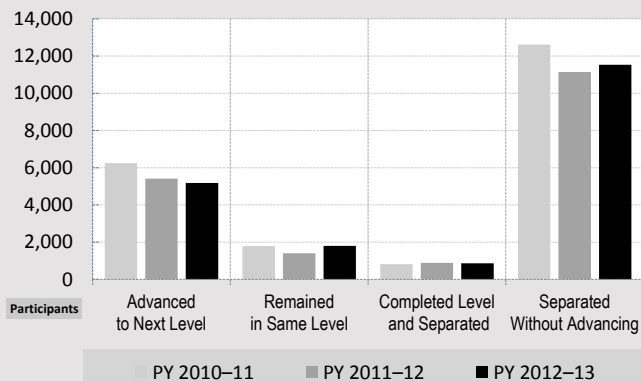


Enrollment by Race/Ethnicity

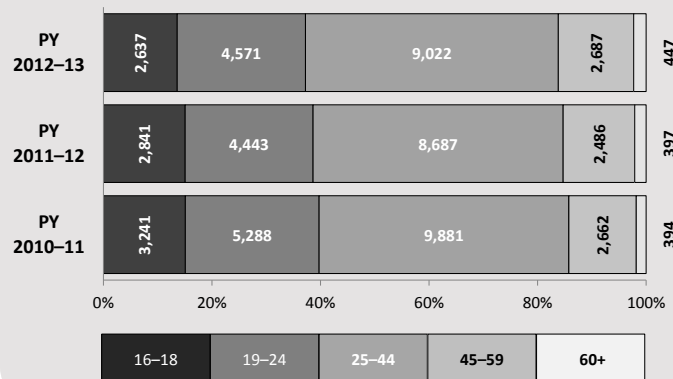
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	1,992	10	1,823	167	2	-27
Asian	527	3	66	15	446	-9
Black or African American	429	2	307	49	73	-16
Hispanic or Latino	13,887	72	6,432	896	6,559	-7
Native Hawaiian or Other Pacific Islander	29	0	25	2	2	-12
White	2,349	12	1,647	510	192	-11
Two or More Races	151	1	99	29	23	48
Total	19,364	100	10,399	1,668	7,297	-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 New Mexico

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	29	3,286	11,275
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	34	35	2,521	7,421
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 program exit	45	52	90	2,473	5,770
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	44	41	36	1,588	3,325
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	22	29	1,515	3,372
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	37	44	38	1,814	4,077

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information New York

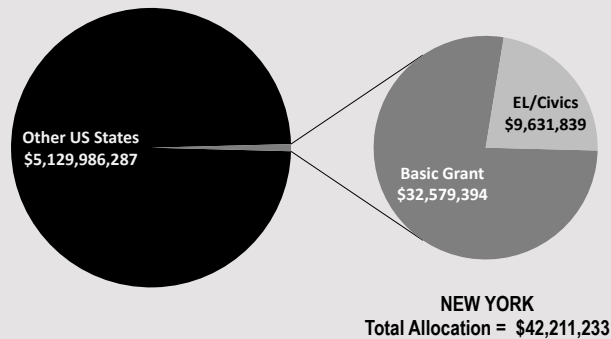
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	52,140	48,298	48,510
Unemployed	21,628	20,525	26,961
Correctional Setting	5,133	4,767	4,421
On Public Assistance	45,223	45,223	45,223
Other Institutionalized	2,032	1,935	1,521

Federal Allocation to State in thousands of dollars

FY 2012

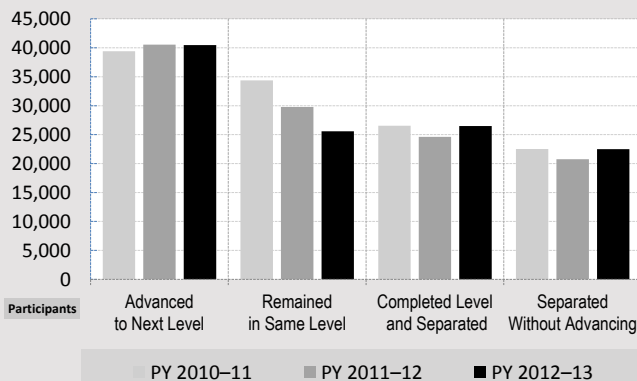


Enrollment by Race/Ethnicity

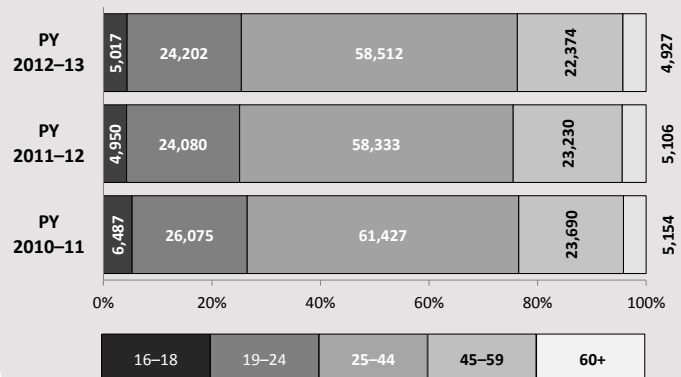
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	503	0	410	81	12	-19
Asian	12,548	11	1,952	263	10,333	-10
Black or African American	29,683	26	19,947	1,647	8,089	-7
Hispanic or Latino	51,184	44	11,862	1,216	38,106	-2
Native Hawaiian or Other Pacific Islander	246	0	163	29	54	-9
White	19,510	17	11,161	2,890	5,459	-13
Two or More Races	1,358	1	987	125	246	18
Total	115,032	100	46,482	6,251	62,299	-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 New York

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	54	54	27,523	81,724
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	55	58	61	38,026	112,013
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 program exit	96	95	93	6,579	18,376
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	98	98	90	14,508	31,757
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	92	92	88	7,838	21,683
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	84	84	86	4,598	11,014

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information North Carolina

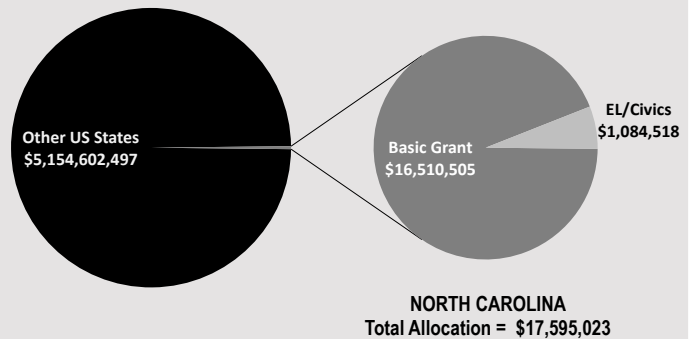
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	35,334	32,783	36,752
Unemployed	41,882	37,968	36,194
Correctional Setting	14,621	10,733	10,306
On Public Assistance	5,219	4,272	4,355
Other Institutionalized	5	616	571

Federal Allocation to State in thousands of dollars

FY 2012

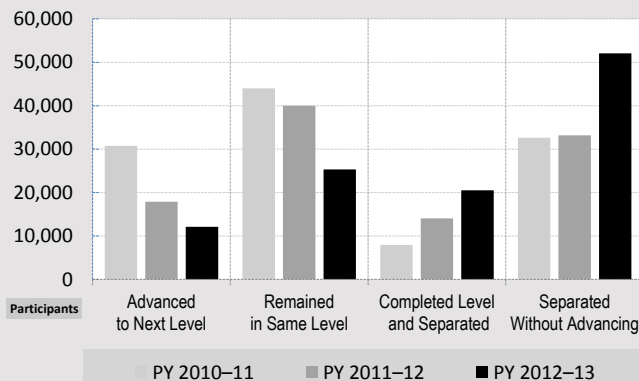


Enrollment by Race/Ethnicity

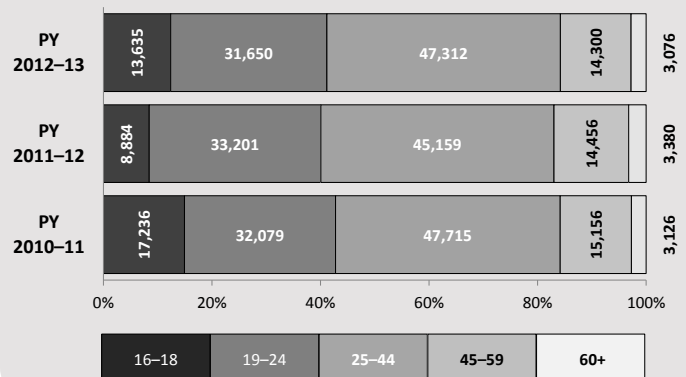
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	2,582	2	1,977	475	130	21
Asian	3,572	3	673	253	2,646	-1
Black or African American	34,681	32	27,067	5,838	1,776	-10
Hispanic or Latino	29,044	26	8,223	2,387	18,434	20
Native Hawaiian or Other Pacific Islander	272	0	197	47	28	53
White	32,689	30	21,284	9,989	1,416	-13
Two or More Races	7,133	6	4,236	996	1,901	-21
Total	109,973	100	63,657	19,985	26,331	-5

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	30	29	22,267	71,874
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	29	27	7,099	21,498
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 program exit	86	86	68	13,540	39,143
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	50	65	36	10,915	14,706
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	33	31	10,007	10,909
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	48	32	58	19,438	22,343

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information North Dakota

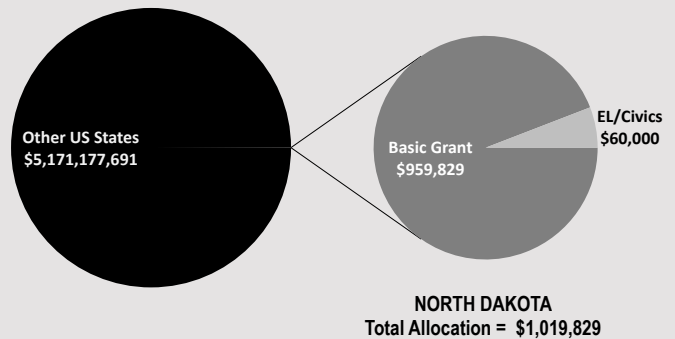
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	445	485	668
Unemployed	974	783	755
Correctional Setting	323	241	286
On Public Assistance	462	140	133
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

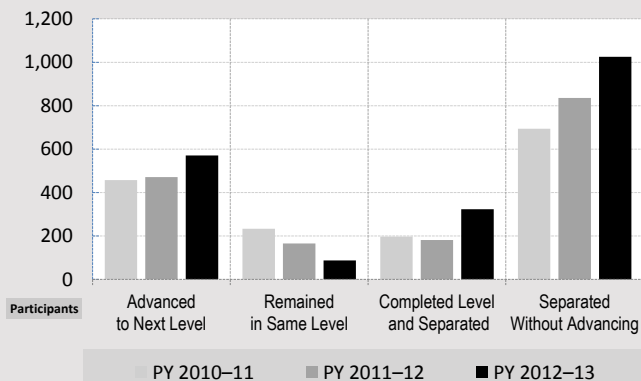


Enrollment by Race/Ethnicity

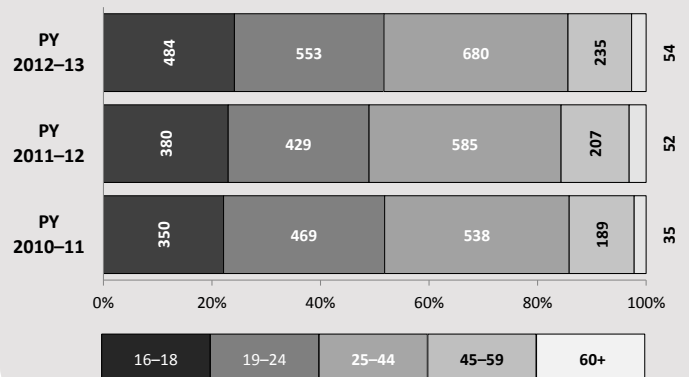
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	397	20	308	86	3	52
Asian	259	13	20	5	234	14
Black or African American	281	14	97	8	176	42
Hispanic or Latino	157	8	90	30	37	71
Native Hawaiian or Other Pacific Islander	4	0	3	1	0	-33
White	876	44	464	355	57	12
Two or More Races	32	2	19	12	1	113
Total	2,006	100	1,001	497	508	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 North Dakota

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	31	37	446	1,083
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	44	42	42	214	578
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 program exit	88	89	99	785	1,909
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	68	86	48*	364	520
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	65	95	82*	511	932
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	81	88	95	495	704

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Ohio

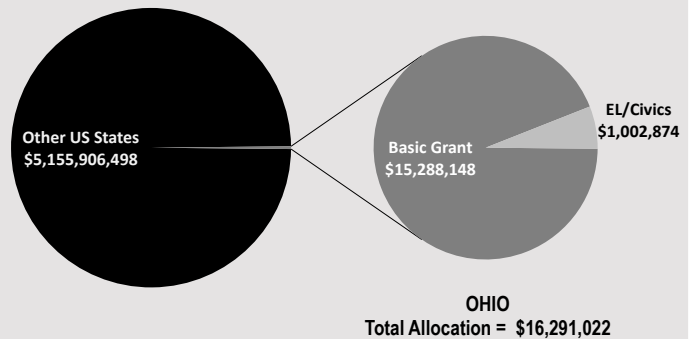
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	12,027	12,174	11,718
Unemployed	22,280	20,429	15,891
Correctional Setting	2,825	3,461	2,687
On Public Assistance	17,482	15,361	15,872
Other Institutionalized	13	9	12

Federal Allocation to State in thousands of dollars

FY 2012

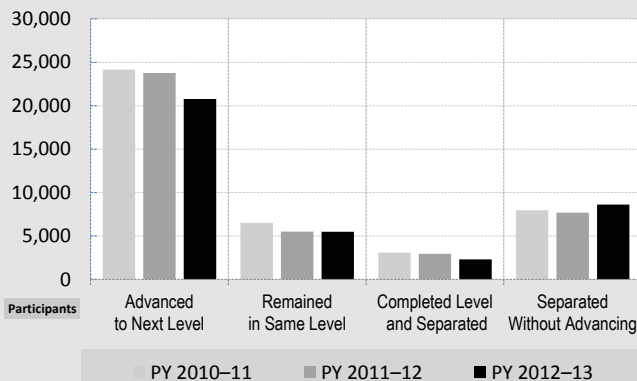


Enrollment by Race/Ethnicity

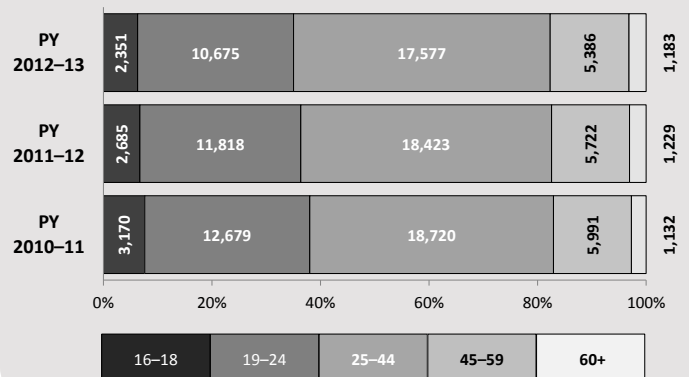
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	251	1	213	33	5	-20
Asian	2,136	6	300	53	1,783	19
Black or African American	11,817	32	10,034	605	1,178	-7
Hispanic or Latino	4,073	11	1,662	171	2,240	17
Native Hawaiian or Other Pacific Islander	52	0	42	2	8	-42
White	17,945	48	13,275	3,179	1,491	-20
Two or More Races	898	2	732	139	27	10
Total	37,172	100	26,258	4,182	6,732	-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 Ohio

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	64	66	61	17,459	59,132
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	66	68	62	4,163	12,617
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 program exit	94	91	90	4,524	16,744
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	98	99	17	1,896	8,480
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	90	93	50	5,825	20,228
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	62	31	1,821	13,517

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Oklahoma

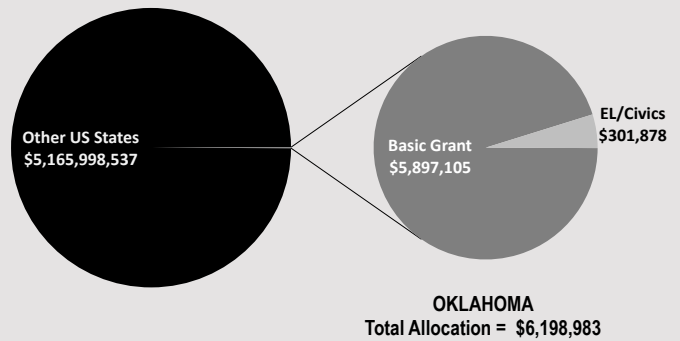
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	4,371	3,983	4,112
Unemployed	6,121	4,769	4,658
Correctional Setting	4,442	4,222	4,230
On Public Assistance	2,328	1,925	1,817
Other Institutionalized	72	12	11

Federal Allocation to State in thousands of dollars

FY 2012

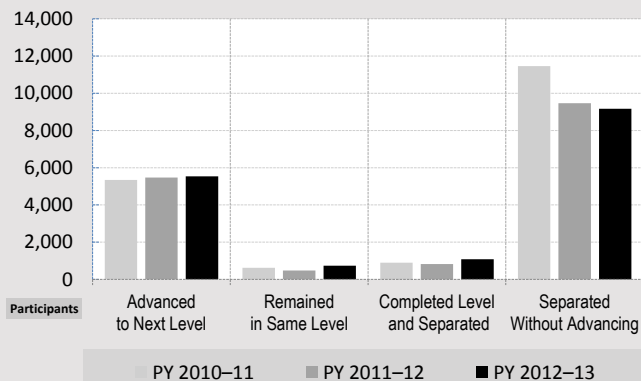


Enrollment by Race/Ethnicity

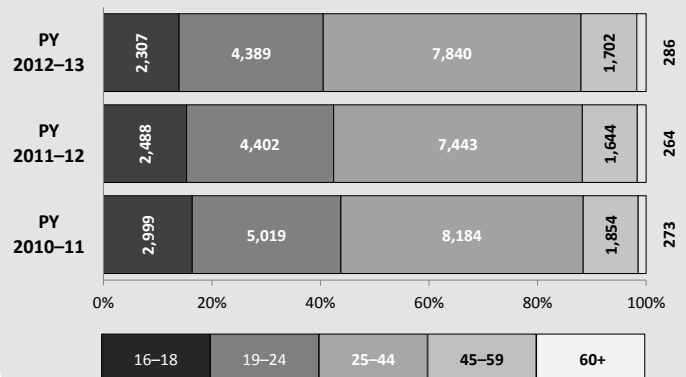
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	1,389	8	1,216	149	24	-26
Asian	841	5	114	11	716	4
Black or African American	2,379	14	2,173	139	67	-17
Hispanic or Latino	5,452	33	2,440	228	2,784	11
Native Hawaiian or Other Pacific Islander	44	0	37	4	3	-4
White	5,834	35	4,666	924	244	-22
Two or More Races	585	4	486	96	3	52
Total	16,524	100	11,132	1,551	3,841	-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 Oklahoma

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	39	40	4,879	14,420
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	31	36	38	1,468	3,960
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 program exit	65	64	83	3,183	9,946
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	43	9	359	1,540
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	77	79	2,733	8,280
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	63	82	67	2,462	8,207

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Oregon

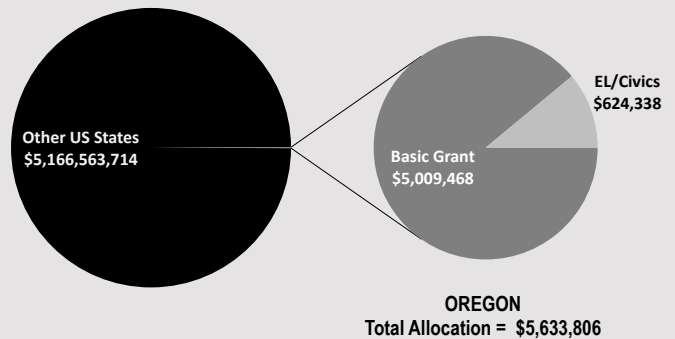
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	5,727	5,055	5,269
Unemployed	9,876	8,973	8,192
Correctional Setting	4,047	3,647	3,447
On Public Assistance	1,633	1,415	1,189
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

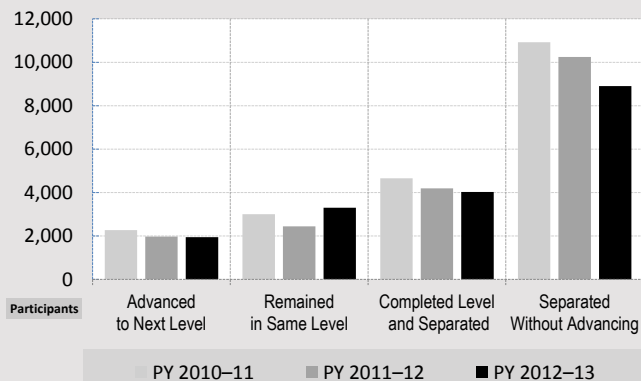


Enrollment by Race/Ethnicity

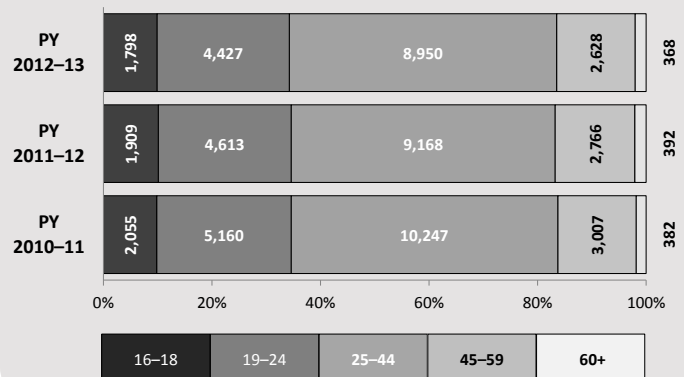
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	362	2	307	41	14	-28
Asian	1,559	9	218	50	1,291	-16
Black or African American	1,077	6	681	90	306	-18
Hispanic or Latino	7,547	42	2,197	411	4,939	-6
Native Hawaiian or Other Pacific Islander	158	1	108	16	34	-8
White	7,062	39	5,044	1,346	672	-19
Two or More Races	406	2	209	54	143	50
Total	18,171	100	8,764	2,008	7,399	-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 Oregon

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	30	29	2,964	9,526
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	35	37	2,733	8,478
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 program exit	41	35	89	694	4,756
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	44	43	40	1,442	3,559
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	32	32	2,123	3,880
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	33	35	4,494	7,780

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Pennsylvania

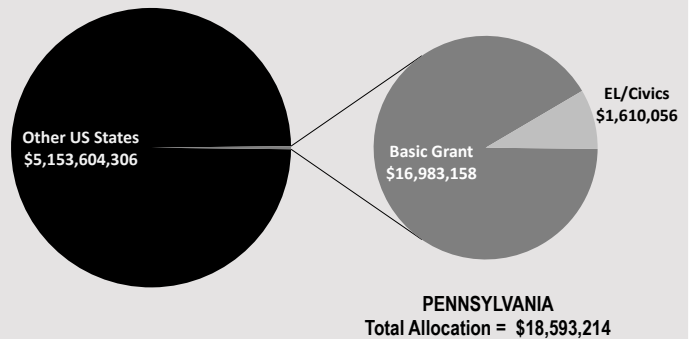
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	8,182	7,273	7,764
Unemployed	17,285	13,121	11,169
Correctional Setting	2,787	1,347	1,224
On Public Assistance	10,398	8,045	7,855
Other Institutionalized	191	29	82

Federal Allocation to State in thousands of dollars

FY 2012

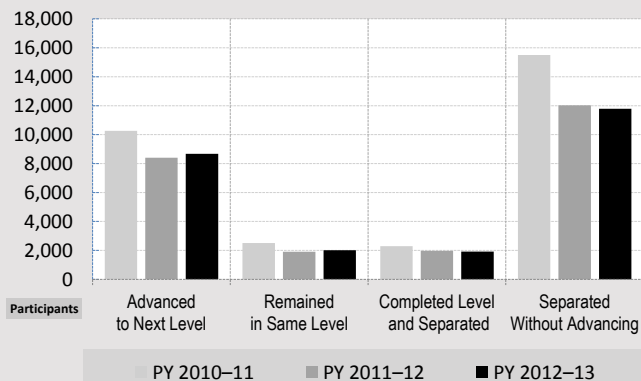


Enrollment by Race/Ethnicity

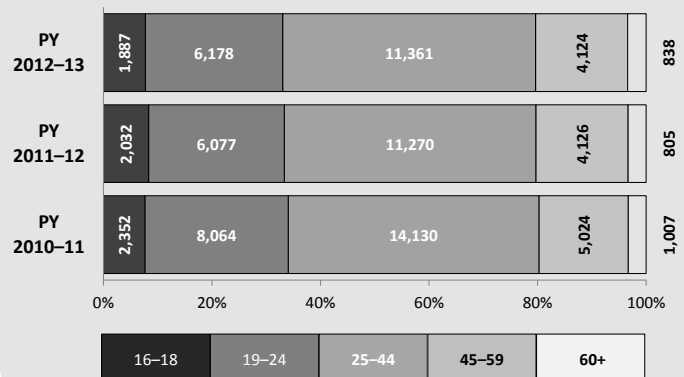
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	123	1	100	17	6	-25
Asian	2,390	10	348	103	1,939	-21
Black or African American	6,240	26	5,067	462	711	-27
Hispanic or Latino	5,384	22	2,124	277	2,983	-12
Native Hawaiian or Other Pacific Islander	62	0	45	6	11	-25
White	9,899	41	6,507	2,146	1,246	-21
Two or More Races	290	1	213	58	19	34
Total	24,388	100	14,404	3,069	6,915	-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 Pennsylvania

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	43	6,910	22,109
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	41	45	46	3,205	9,871
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 program exit	59	62	83	3,541	9,721
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	16	1,223	3,063
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	40	36	3,974	9,135
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	69	71	70	7,566	18,192

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Puerto Rico

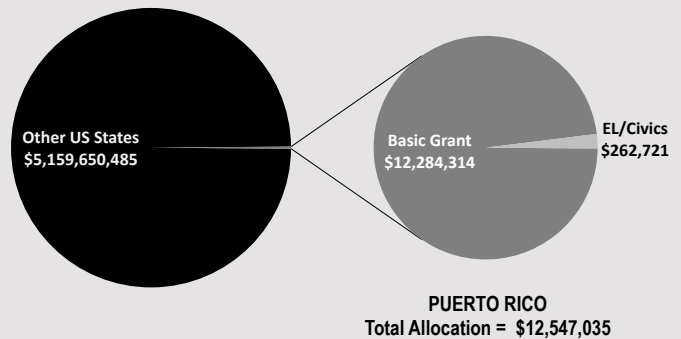
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	1,996	2,889	4,000
Unemployed	9,198	11,057	796
Correctional Setting	1,615	3,271	971
On Public Assistance	8,827	8,922	6,524
Other Institutionalized	4	12	618

Federal Allocation to State in thousands of dollars

FY 2012

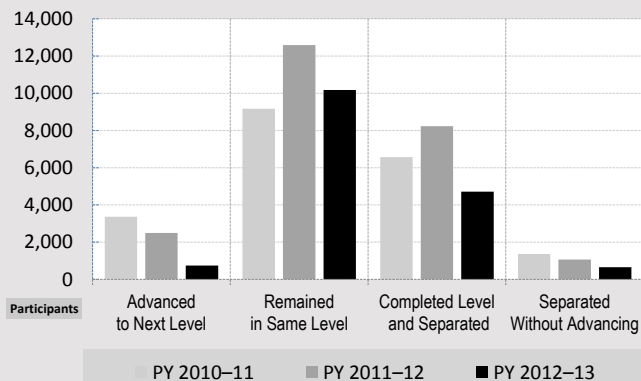


Enrollment by Race/Ethnicity

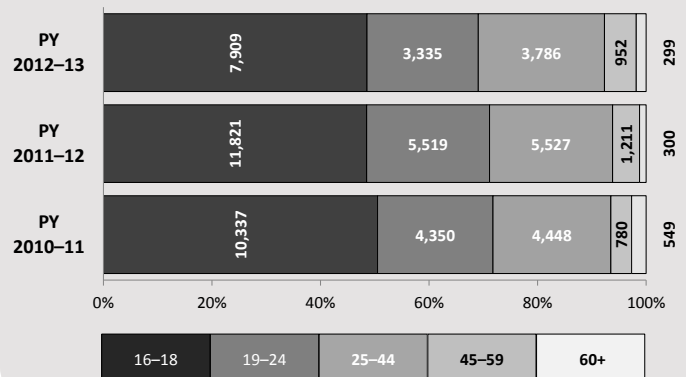
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	0	0	0	0	0	n/a
Asian	4	0	0	4	0	n/a
Black or African American	1	0	0	0	1	-88
Hispanic or Latino	16,259	100	2,848	12,060	1,351	-20
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	n/a
White	16	0	1	14	1	78
Two or More Races	1	0	0	0	1	n/a
Total	16,281	100	2,849	12,078	1,354	-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
Puerto Rico
Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	43	36	2,949	13,905
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	73	35	472	1,426
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 program exit	99	83	71	618	4,350
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	75	73	63	292	1,642
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	53	40	145	782
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	52	82	46	153	814

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Rhode Island

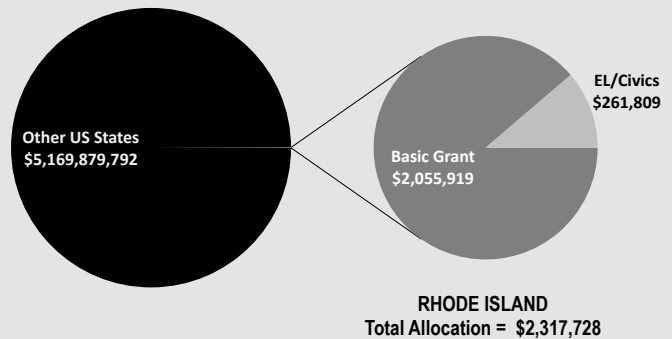
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	2,129	2,157	2,270
Unemployed	2,477	2,726	2,483
Correctional Setting	757	612	269
On Public Assistance	1,593	1,699	1,734
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

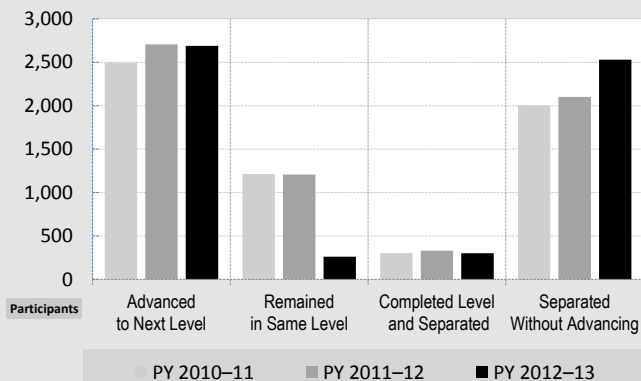


Enrollment by Race/Ethnicity

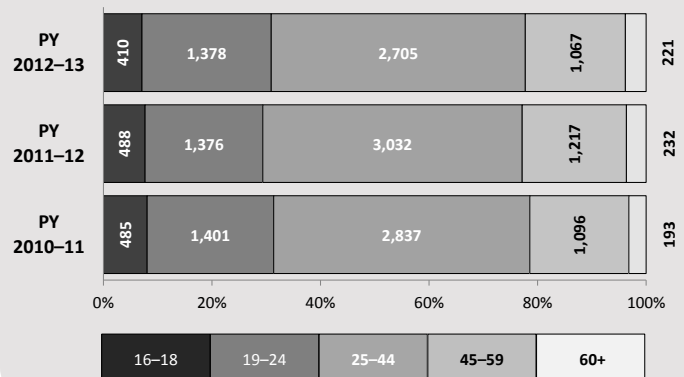
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	57	1	51	5	1	-12
Asian	365	6	85	16	264	-11
Black or African American	878	15	494	48	336	-19
Hispanic or Latino	3,166	55	952	105	2,109	5
Native Hawaiian or Other Pacific Islander	10	0	8	1	1	-52
White	1,122	19	801	212	109	-17
Two or More Races	183	3	143	15	25	126
Total	5,781	100	2,534	402	2,845	-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 Rhode Island

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	48	51	1,469	4,271
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	48	52	1,492	4,414
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 program exit	76	66	89	825	1,968
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	61	53	29	462	851
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	58	39	34	736	1,465
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	41*	62	35	686	1,268

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information South Carolina

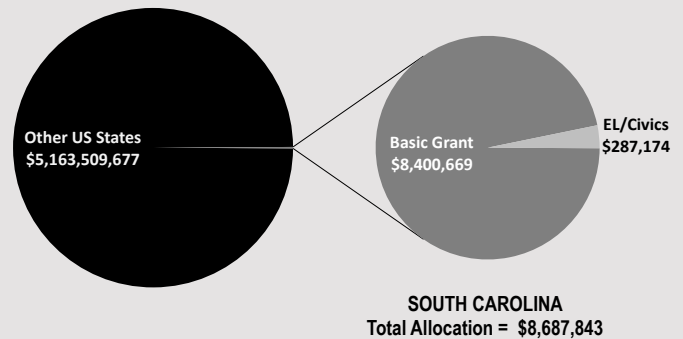
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	12,837	12,240	12,060
Unemployed	23,903	21,735	21,303
Correctional Setting	7,449	7,676	6,086
On Public Assistance	7,171	7,707	9,632
Other Institutionalized	70	1	2

Federal Allocation to State in thousands of dollars

FY 2012

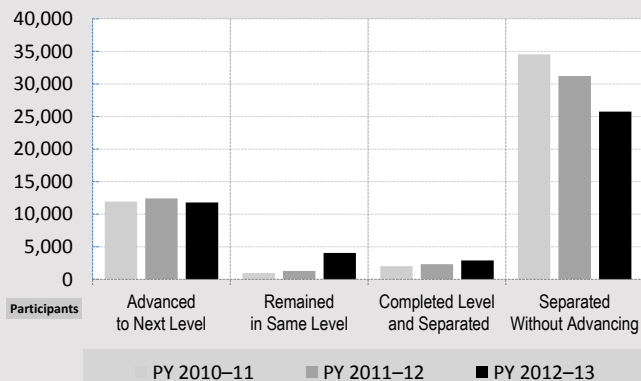


Enrollment by Race/Ethnicity

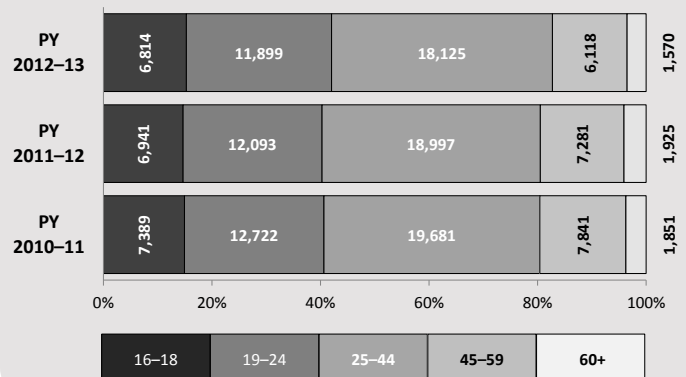
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	291	1	221	65	5	-22
Asian	702	2	241	53	408	-11
Black or African American	22,798	51	19,488	3,238	72	-13
Hispanic or Latino	6,549	15	2,138	342	4,069	20
Native Hawaiian or Other Pacific Islander	66	0	45	15	6	-20
White	13,797	31	9,692	3,805	300	-15
Two or More Races	323	1	233	79	11	78
Total	44,526	100	32,058	7,597	4,871	-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 South Carolina Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	31	32	11,251	34,725
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	36	37	1,793	4,982
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 program exit	53	58	80	5,907	15,396
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	24	11	1,500	1,991
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	34	35	6,994	14,022
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	61	59	15,698	24,189

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information South Dakota

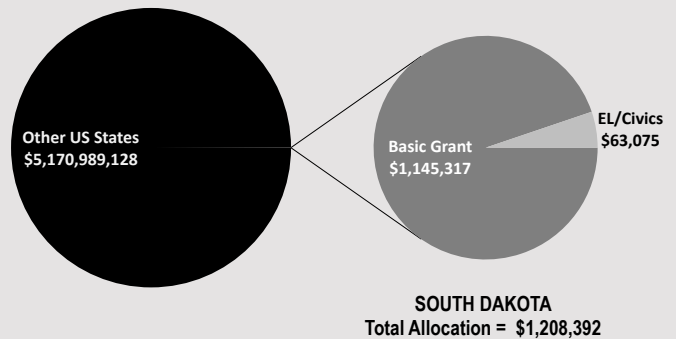
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	872	851	833
Unemployed	561	575	659
Correctional Setting	499	519	540
On Public Assistance	510	562	638
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

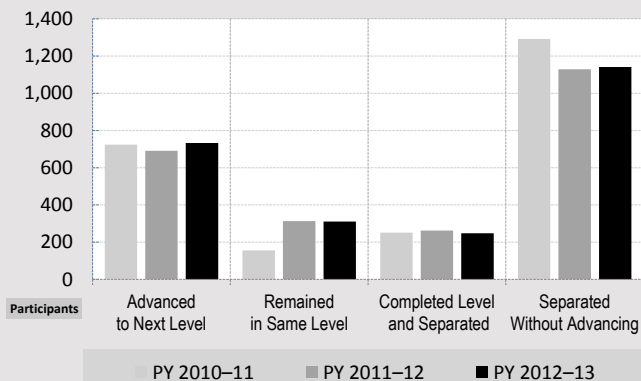


Enrollment by Race/Ethnicity

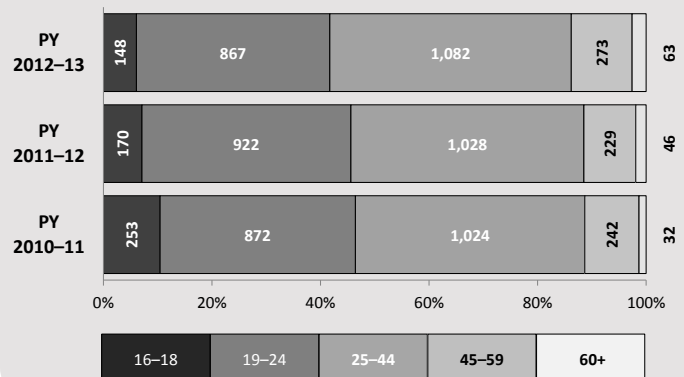
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	500	21	432	68	0	-6
Asian	306	13	36	4	266	58
Black or African American	362	15	139	7	216	20
Hispanic or Latino	243	10	123	21	99	12
Native Hawaiian or Other Pacific Islander	6	0	3	2	1	20
White	980	40	632	310	38	-16
Two or More Races	36	1	30	6	0	300
Total	2,433	100	1,395	418	620	0

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 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	39	38	626	2,003
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	29	29	40	249	543
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 program exit	85	84	96	572	1,434
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	84	88	13	95	198
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	63*	59	57	274	631
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*	88	71	487	665

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Tennessee

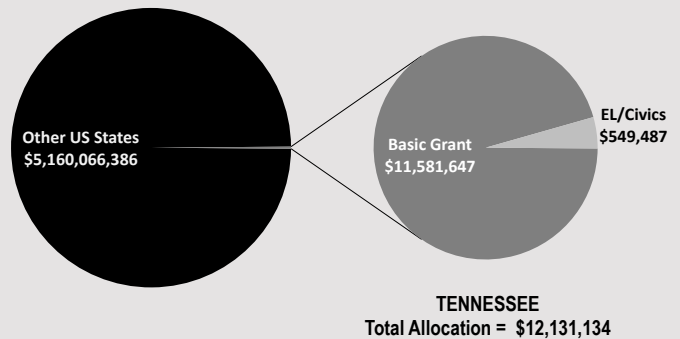
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	8,086	8,181	8,674
Unemployed	13,556	12,789	12,578
Correctional Setting	1,933	2,057	1,928
On Public Assistance	9,969	9,484	9,287
Other Institutionalized	82	92	100

Federal Allocation to State in thousands of dollars

FY 2012

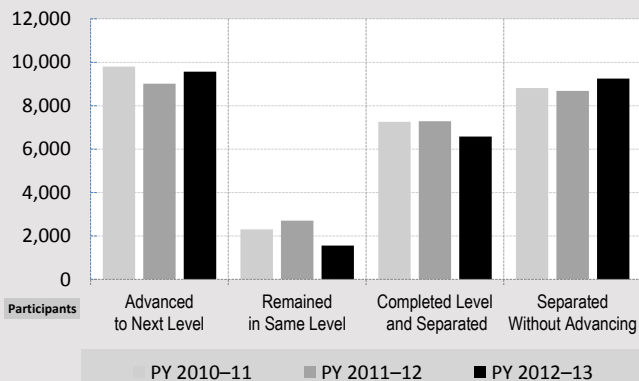


Enrollment by Race/Ethnicity

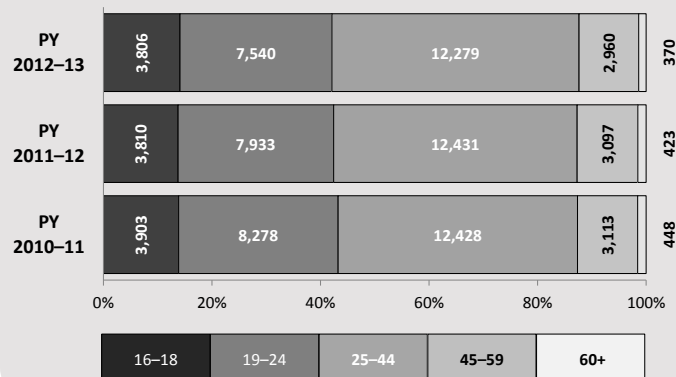
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	118	0	109	9	0	-23
Asian	625	2	206	25	394	-19
Black or African American	6,669	25	6,150	278	241	-9
Hispanic or Latino	4,420	16	1,710	131	2,579	28
Native Hawaiian or Other Pacific Islander	23	0	21	2	0	-38
White	14,706	55	11,891	2,483	332	-9
Two or More Races	394	1	324	64	6	35
Total	26,955	100	20,411	2,992	3,552	-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 Tennessee

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	59	60	13,447	41,460
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	57	55	1,960	5,753
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 program exit	62	63	72	12,526	27,304
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	76	75	3	377	2,118
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	46	5,541	15,817
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	56	77	5,569	16,960

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Texas

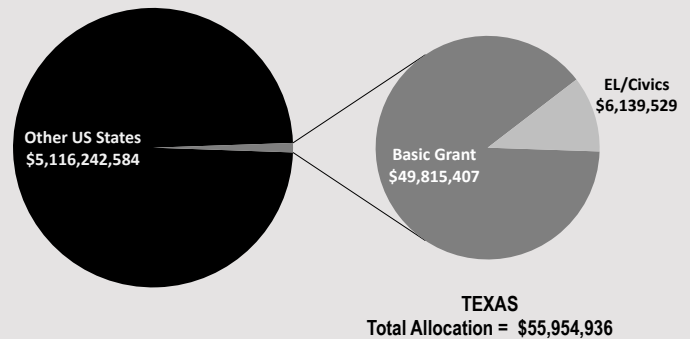
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	35,493	33,548	33,930
Unemployed	22,941	21,479	18,204
Correctional Setting	3,650	3,608	3,688
On Public Assistance	8,264	7,196	7,693
Other Institutionalized	332	300	204

Federal Allocation to State in thousands of dollars

FY 2012

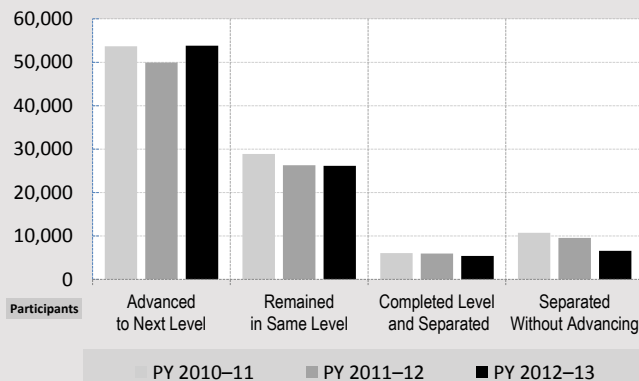


Enrollment by Race/Ethnicity

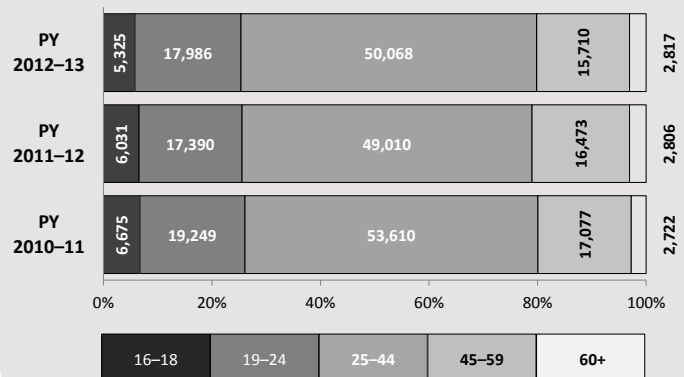
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	380	0	250	32	98	7
Asian	3,607	4	811	63	2,733	-4
Black or African American	11,502	13	10,518	364	620	-10
Hispanic or Latino	66,501	72	23,926	1,333	41,242	-6
Native Hawaiian or Other Pacific Islander	58	0	42	4	12	7
White	9,531	10	7,494	1,110	927	-16
Two or More Races	327	0	233	35	59	-11
Total	91,906	100	43,274	2,941	45,691	-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 Texas

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	56	58	60	27,235	79,239
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	64	64	69	31,338	93,410
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 program exit	48	64	82	5,228	14,283
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	21	11	1,296	2,437
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	47	50	2,706	6,022
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	68	72	8,546	17,961

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Utah

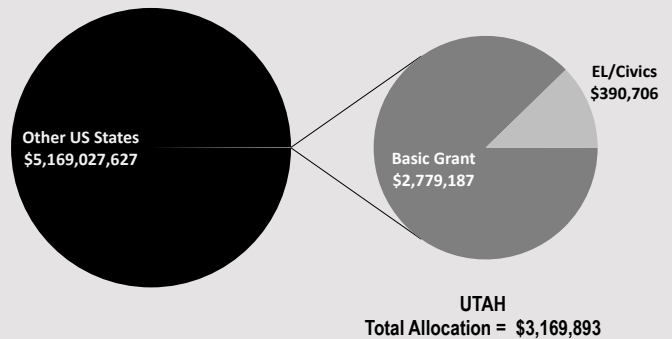
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	7,888	6,502	7,007
Unemployed	10,099	8,333	7,905
Correctional Setting	4,617	3,979	3,738
On Public Assistance	2,879	2,534	3,093
Other Institutionalized	16	10	6

Federal Allocation to State in thousands of dollars

FY 2012

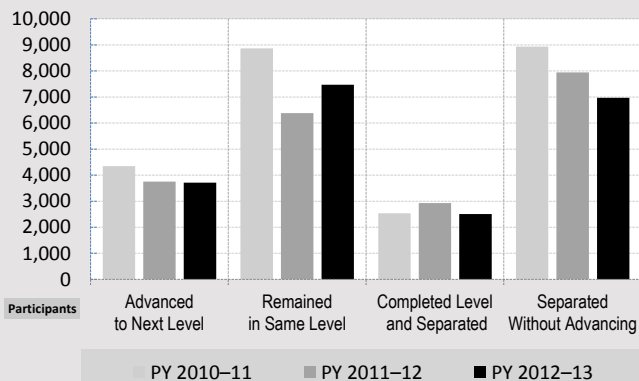


Enrollment by Race/Ethnicity

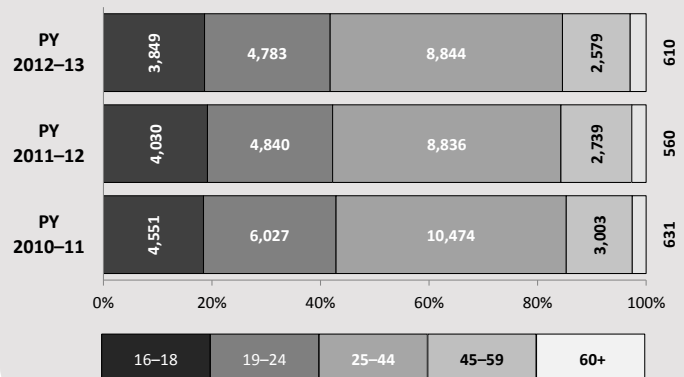
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	633	3	576	55	2	-32
Asian	1,448	7	372	32	1,044	-16
Black or African American	1,092	5	484	32	576	-4
Hispanic or Latino	9,668	47	5,466	397	3,805	-7
Native Hawaiian or Other Pacific Islander	277	1	206	40	31	-19
White	7,334	35	5,457	1,422	455	-26
Two or More Races	213	1	153	34	26	-16
Total	20,665	100	12,714	2,012	5,939	-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 Utah

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	29	28	3,860	12,033
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	35	33	1,956	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 program exit	44	45	54	1,065	5,127
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	9	3	390	635
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	52	36	313	990
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	82	69	475	1,680

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Vermont

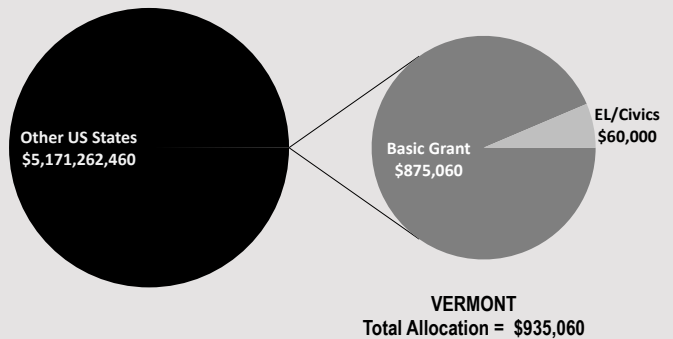
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	442	626	617
Unemployed	1,030	1,364	1,302
Correctional Setting	43	50	44
On Public Assistance	448	583	557
Other Institutionalized	8	8	10

Federal Allocation to State in thousands of dollars

FY 2012

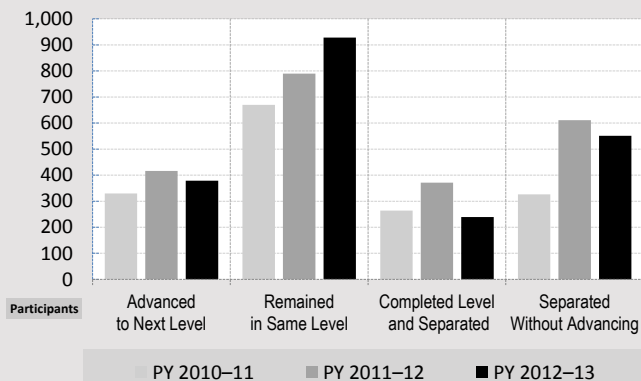


Enrollment by Race/Ethnicity

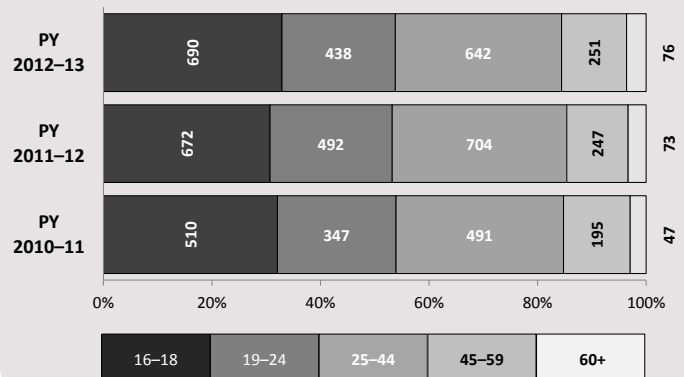
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	20	1	13	7	0	-26
Asian	163	8	37	20	106	48
Black or African American	221	11	73	25	123	21
Hispanic or Latino	82	4	37	16	29	22
Native Hawaiian or Other Pacific Islander	3	0	2	1	0	-40
White	1,608	77	1,061	510	37	34
Two or More Races	0	0	0	0	0	n/a
Total	2,097	100	1,223	579	295	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 Vermont

Program Year 2010–11 to Program Year 2012–13

Performance Measures

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	PY 2010–11	PY 2011–12	PY 2012–13		Total Three Years
	Percent	Percent	Percent	Number	
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	39	29	456	1,584
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	15	13	12	36	131
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 program exit	74*	41*	76	305	692
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	68*	66*	21	114	206
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	72	68	28	256	672
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	88	85	30	560	859

^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 and Secondary Education 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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^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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

Selected Adult Education Program and Student Information Virginia

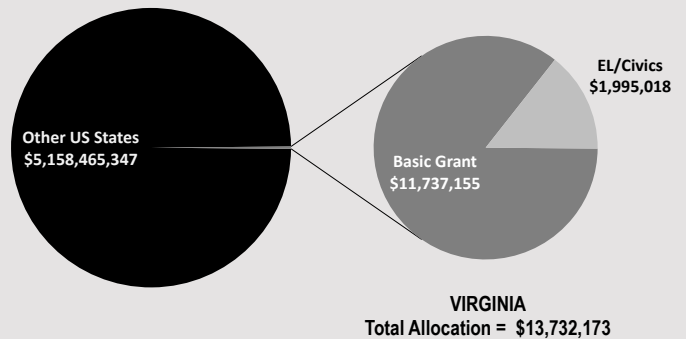
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	12,409	10,744	11,174
Unemployed	6,624	5,887	5,604
Correctional Setting	2,240	1,924	1,073
On Public Assistance	1,903	1,811	1,666
Other Institutionalized	17	12	854

Federal Allocation to State in thousands of dollars

FY 2012

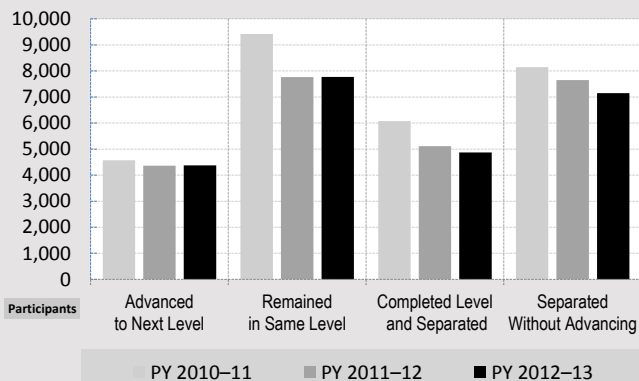


Enrollment by Race/Ethnicity

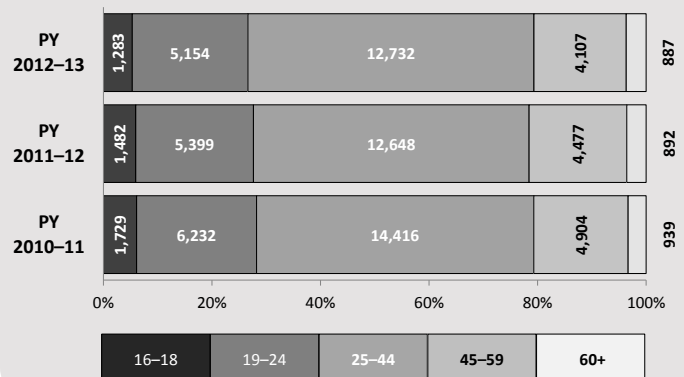
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	77	0	51	12	14	-32
Asian	2,508	10	290	39	2,179	-17
Black or African American	6,475	27	4,987	681	807	-23
Hispanic or Latino	8,522	35	1,740	237	6,545	-3
Native Hawaiian or Other Pacific Islander	52	0	36	4	12	-37
White	6,223	26	3,055	1,633	1,535	4800
Two or More Races	306	1	193	78	35	-96
Total	24,163	100	10,352	2,684	11,127	-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 Virginia

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	36	38	37	4,285	13,794
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	39	38	4,240	12,576
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 program exit	94	90	88	2,656	9,439
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	44	35	17	631	1,259
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	56	46	31	550	1,462
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	64	46	1,815	4,104

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Washington

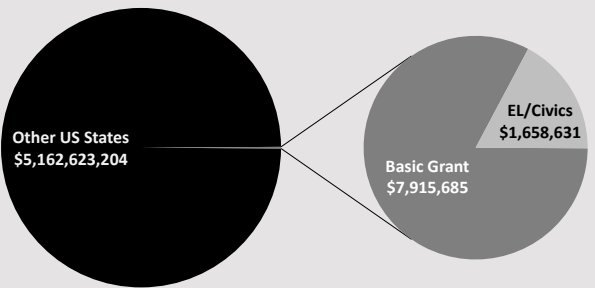
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	17,832	16,024	16,996
Unemployed	29,867	25,476	22,180
Correctional Setting	4,665	4,573	3,850
On Public Assistance	13,945	13,368	13,512
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012



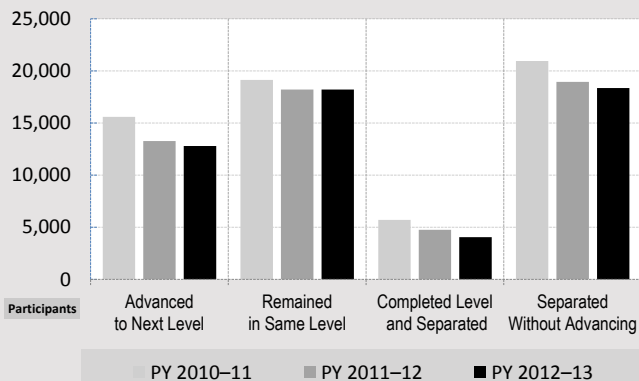
WASHINGTON
Total Allocation = \$9,574,316

Enrollment by Race/Ethnicity

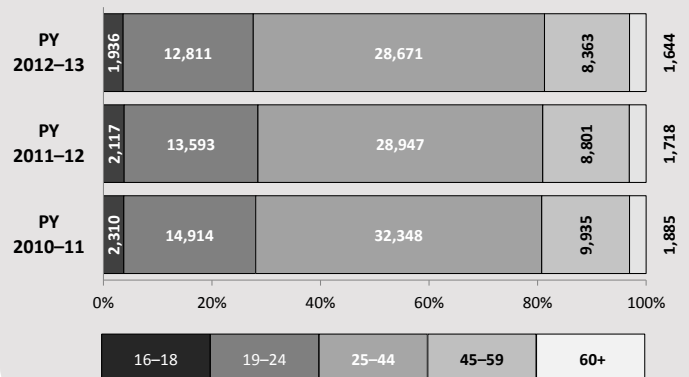
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	1,301	2	1,128	133	40	-21
Asian	8,760	16	1,144	252	7,364	-13
Black or African American	7,071	13	3,468	269	3,334	-25
Hispanic or Latino	17,777	33	5,325	510	11,942	-7
Native Hawaiian or Other Pacific Islander	712	1	461	34	217	-10
White	16,668	31	10,802	2,366	3,500	-15
Two or More Races	1,136	2	898	124	114	80
Total	53,425	100	23,226	3,688	26,511	-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 Washington

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	24	24	6,374	20,774
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	44	42	39	10,469	35,220
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 program exit	44	52	92	4,847	12,910
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	71	75	45	4,253	15,717
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	36	36	5,951	13,515
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	70	71	6,342	11,388

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information West Virginia

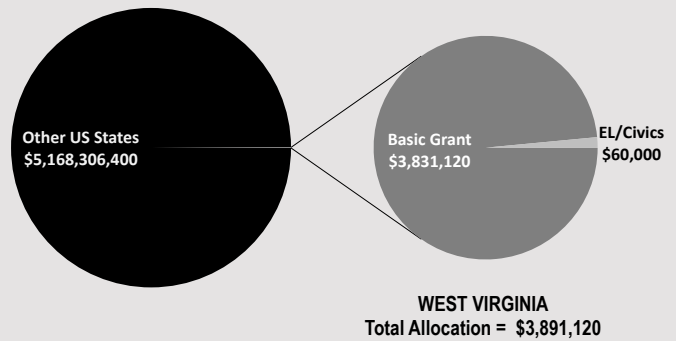
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	1,215	1,203	1,294
Unemployed	3,987	3,035	2,897
Correctional Setting	1,980	1,907	1,839
On Public Assistance	3,659	3,272	3,380
Other Institutionalized	0	0	0

Federal Allocation to State in thousands of dollars

FY 2012

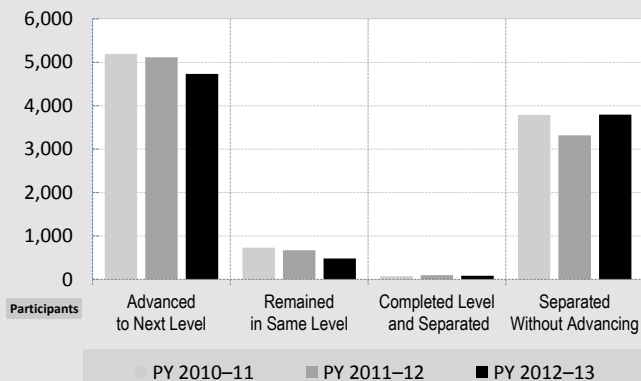


Enrollment by Race/Ethnicity

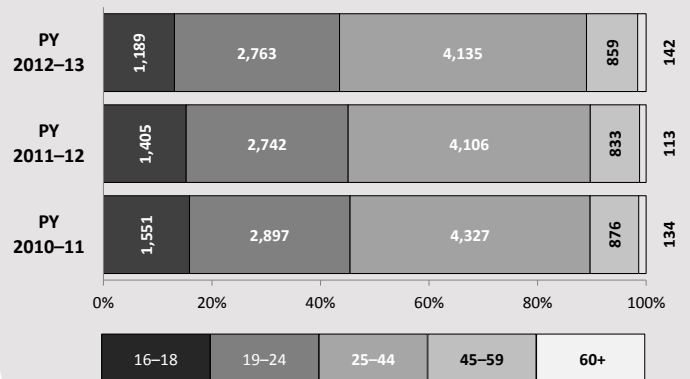
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	44	0	32	12	0	-6
Asian	139	2	28	15	96	13
Black or African American	943	10	771	132	40	-9
Hispanic or Latino	290	3	155	36	99	20
Native Hawaiian or Other Pacific Islander	9	0	7	2	0	-31
White	7,526	83	5,823	1,645	58	-8
Two or More Races	137	2	107	27	3	-27
Total	9,088	100	6,923	1,869	296	-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 West Virginia Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	63	59	4,639	14,795
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	58	59	175	497
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 program exit	77	82	81	1,497	4,500
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	59	64	18	666	1,551
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	59	47	462	1,151
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	49	66	46	292	801

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Wisconsin

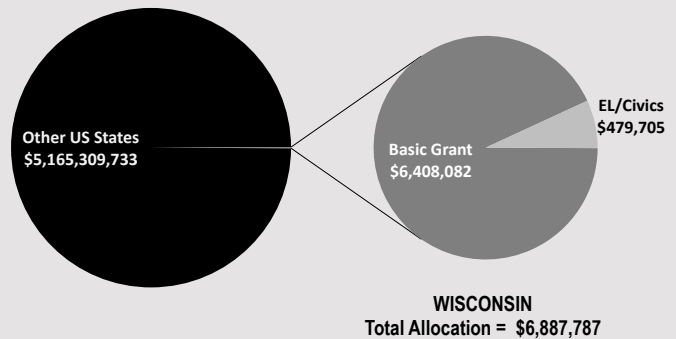
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	9,033	7,692	8,109
Unemployed	9,382	8,239	6,971
Correctional Setting	2,278	2,388	1,955
On Public Assistance	1,990	2,071	381
Other Institutionalized	284	149	126

Federal Allocation to State in thousands of dollars

FY 2012

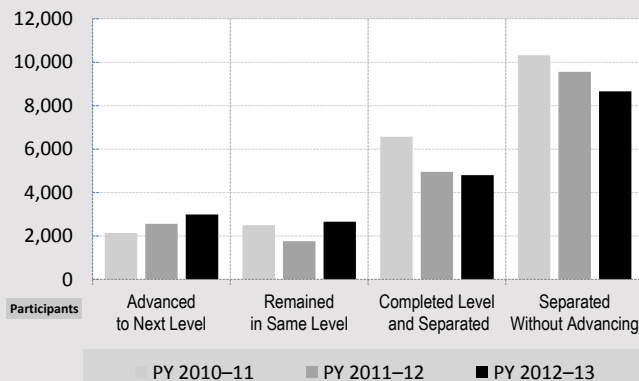


Enrollment by Race/Ethnicity

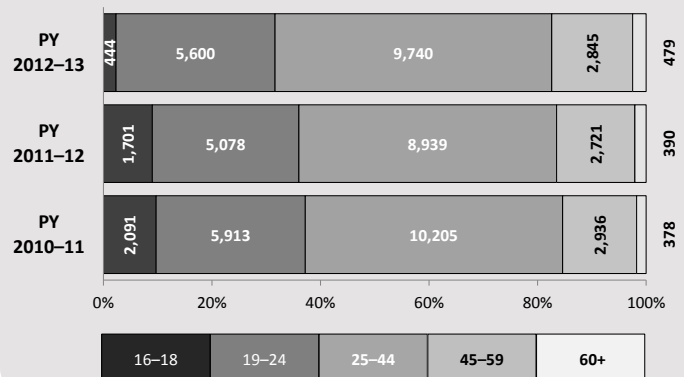
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	369	2	250	115	4	-32
Asian	1,656	9	481	172	1,003	-14
Black or African American	3,235	17	2,519	429	287	-3
Hispanic or Latino	5,323	28	1,680	361	3,282	3
Native Hawaiian or Other Pacific Islander	28	0	13	11	4	-30
White	8,276	43	4,524	3,428	324	-20
Two or More Races	221	1	146	63	12	30
Total	19,108	100	9,613	4,579	4,916	-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 Wisconsin

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	39	37	4,428	15,163
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	45	42	2,055	6,475
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 program exit	67	65	88	1,890	5,950
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	66	61	52	2,490	5,879
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	40	48	4,566	5,714
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	70	60	3,992	6,273

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information Wyoming

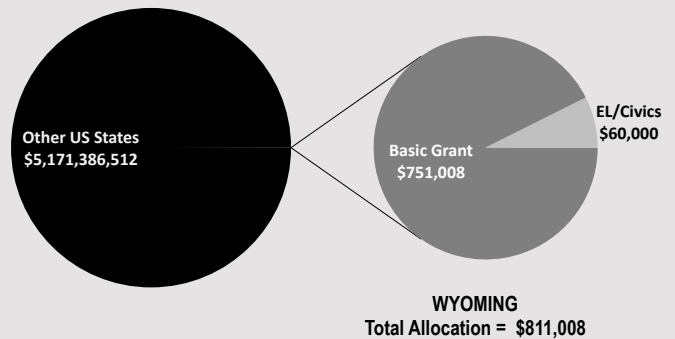
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	1,026	1,020	1,036
Unemployed	1,296	984	1,037
Correctional Setting	189	138	189
On Public Assistance	518	475	476
Other Institutionalized	19	4	2

Federal Allocation to State in thousands of dollars

FY 2012

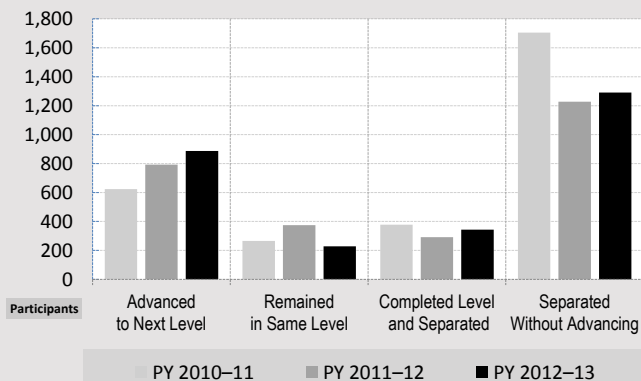


Enrollment by Race/Ethnicity

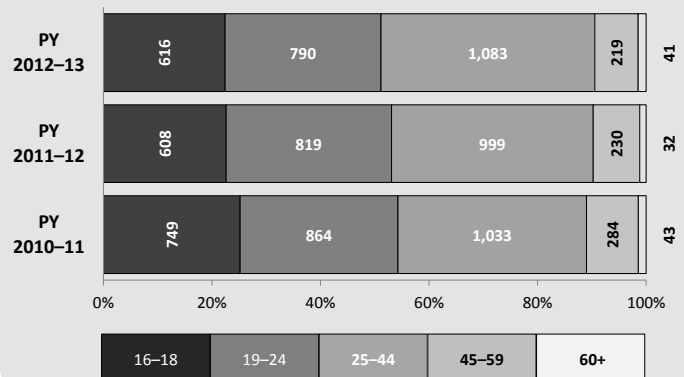
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	206	7	179	27	0	-27
Asian	92	3	14	8	70	5
Black or African American	60	2	33	4	23	-14
Hispanic or Latino	877	32	354	75	448	3
Native Hawaiian or Other Pacific Islander	8	0	5	3	0	100
White	1,443	52	871	537	35	-12
Two or More Races	63	2	45	16	2	54
Total	2,749	100	1,501	670	578	-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 Wyoming

Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	38	40	737	1,984
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	31	39	228	543
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 program exit	77	99	95	879	2,564
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	92	70	33	326	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	76	46	53	413	876
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	98	69	77	696	980

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

Selected Adult Education Program and Student Information United States

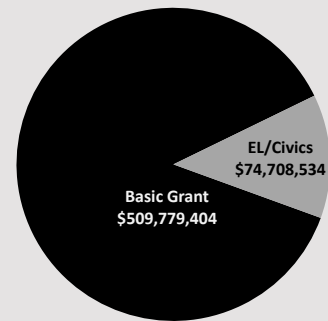
Program Year 2010–11 to Program Year 2012–13

Participant Status

Status	PY 2010–11	PY 2011–12	PY 2012–13
Employed	627,347	579,815	568,219
Unemployed	818,580	734,233	635,771
Correctional Setting	201,940	187,934	170,900
On Public Assistance	345,020	309,554	300,958
Other Institutionalized	19,854	7,404	16,526

Federal Allocation to State in thousands of dollars

FY 2012



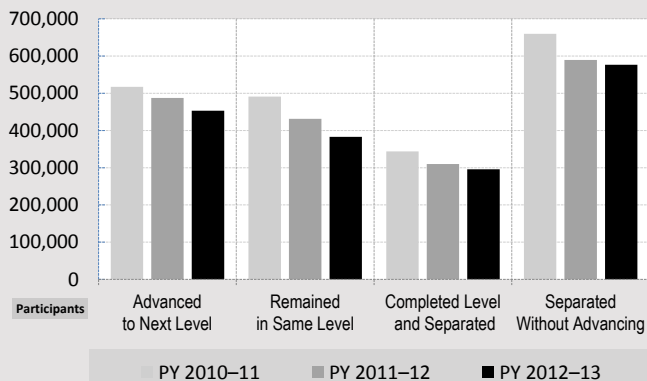
United States
Total Allocation = \$584,487,938

Enrollment by Race/Ethnicity

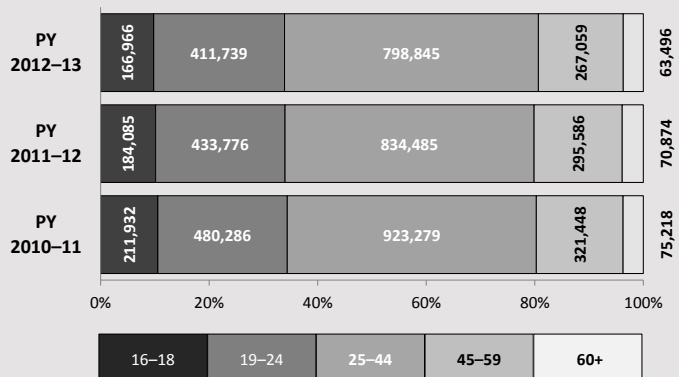
PY 2012–13

Race/Ethnicity	Total Number	Total Percent	ABE	ASE	EL	Percent Change From PY 2010–11
American Indian or Alaska Native	20,565	1	16,524	2,978	1,063	-30
Asian	138,123	8	19,175	4,848	114,100	-12
Black or African American	375,441	22	281,031	37,534	56,876	-16
Hispanic or Latino	694,711	41	201,174	56,057	437,480	-13
Native Hawaiian or Other Pacific Islander	6,462	0	4,175	1,242	1,045	-45
White	438,873	26	280,688	98,447	59,738	-16
Two or More Races	33,930	2	20,462	5,387	8,081	-20
Total	1,708,105	100	823,229	206,493	678,383	-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 United States Program Year 2010–11 to Program Year 2012–13

Performance Measures

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2010–11	PY 2011–12	PY 2012–13		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	42	43	43	400,834	1,268,619
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	44	46	46	311,505	1,019,937
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 program exit	61	61	71	153,511	458,876
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	56	58	29	98,801	195,357
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	47	47	176,754	336,010
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	66	56	239,546	404,490

^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 and Secondary Education 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 programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

^e The table reports a percentage of those students, prior to program year 2012–13, who identified the outcome as a goal during intake, and achieved it. For program years 2012–13 and after, it reports a percentage of those within a cohort needing to achieve the outcome and successfully achieving it.

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 2010–11 TO PROGRAM YEAR 2012–13

Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State: ^a Program Year 2010–11 to Program Year 2012–13						
State or Outlying Area	2010–11		2011–12		2012–13	
	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	3,625	15	3,343	14	3,361	14
Alaska	417	13	334	11	315	11
American Samoa	7	3	4	3	28	17
Arizona	1,842	10	1,818	10	2,011	11
Arkansas	3,794	14	3,563	14	2,945	13
California	25,895	7	21,890	6	18,809	6
Colorado	913	7	831	8	678	6
Connecticut	4,241	16	3,436	14	2,850	16
Delaware	705	14	656	13	550	11
District of Columbia	217	6	201	6	174	5
Florida	32,609	14	25,863	15	23,171	16
Georgia	11,297	17	9,939	17	8,328	15
Guam	95	18	182	21	168	23
Hawaii	2,033	22	1,942	22	1,448	22
Idaho	684	10	647	10	601	11
Illinois	6,953	7	6,136	7	4,819	6
Indiana	4,547	16	5,467	19	5,442	18
Iowa	1,639	15	1,412	13	1,064	12
Kansas	1,383	17	1,237	16	1,498	16
Kentucky	4,053	10	5,405	14	4,611	12
Louisiana	6,695	25	5,901	22	5,018	21
Maine	1,351	20	1,115	17	844	13
Maryland	3,663	11	3,206	10	2,698	9
Massachusetts	727	4	662	3	554	3
Michigan	580	2	831	3	1,070	4
Minnesota	1,724	4	1,750	4	1,815	4
Mississippi	3,124	19	2,933	18	2,446	17
Missouri	1,752	6	1,524	5	1,467	5
Montana	836	24	826	25	692	25
Nebraska	705	8	593	7	405	6

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 2010–11 to Program Year 2012–13 (continued)**

State or Outlying Area	2010–11		2011–12		2012–13	
	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 (%)
Nevada	232	3	170	2	229	3
New Hampshire	860	15	909	17	630	13
New Jersey	2,172	7	1,798	7	1,624	6
New Mexico	3,241	15	2,841	15	2,637	14
New York	6,487	5	4,950	4	5,017	4
North Carolina	17,236	15	8,884	8	13,635	12
North Dakota	350	22	380	23	484	24
Northern Mariana Islands	87	14	70	15	28	8
Ohio	3,170	8	2,685	7	2,351	6
Oklahoma	2,999	16	2,488	15	2,307	14
Oregon	2,055	10	1,909	10	1,798	10
Palau	8	14	1	1	6	6
Pennsylvania	2,352	8	2,032	8	1,887	8
Puerto Rico	10,337	51	11,821	48	7,909	49
Rhode Island	485	8	488	8	410	7
South Carolina	7,389	15	6,941	15	6,814	15
South Dakota	253	10	170	7	148	6
Tennessee	3,903	14	3,810	14	3,806	14
Texas	6,675	7	6,031	7	5,325	6
Utah	4,551	18	4,030	19	3,849	19
Vermont	510	32	672	31	690	33
Virgin Islands	44	29	45	12	34	12
Virginia	1,729	6	1,482	6	1,283	5
Washington	2,310	4	2,117	4	1,936	4
West Virginia	1,551	16	1,405	15	1,189	13
Wisconsin	2,091	10	1,701	9	444	2
Wyoming	749	25	608	23	616	22
Totals for the United States	211,932	11	184,085	10	166,966	10

^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.

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 2011–12 (OMB Number 1830-0027)



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