



# ***Adult Education and Family Literacy Act of 1998***

**Annual Report to Congress,  
Program Year 2013–14**



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Program Year 2013–14**

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

**March 2019**

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## ABBREVIATIONS

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



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## EXECUTIVE SUMMARY

The Adult Education—Basic Grants to States program authorized under the *Adult Education and Family Literacy Act of 1998* (*AEFLA*),<sup>1</sup> 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 2013–14 program year (PY).<sup>2</sup> 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 state<sup>3</sup> 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)<sup>4</sup> in PY 2000–01 to implement the accountability requirements of *AEFLA* and act as a reservoir of data collected under these measures.

This report covers the 14th year<sup>5</sup> of implementing the *AEFLA* requirements using the NRS. OCTAE, as part of its efforts to monitor data collection procedures and promote data quality improvement, developed data quality standards to clarify the policies, processes, and materials that state and local programs should have in place to collect valid and reliable data. OCTAE assisted states in meeting the congressionally enacted *AEFLA* standards by (1) providing technical assistance to improve data quality and (2) refining NRS requirements, including producing guidelines for conducting follow-up surveys used to obtain data on particular measures. OCTAE also has provided specially designed technical assistance to states on implementing the data collection and reporting requirements of *AEFLA* through the NRS.

The Department is required by Sec. 212(c)(2) of *AEFLA* to make available and issue to Congress and the public the *AEFLA* annual report. Information on each state’s yearly performance

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

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> The Adult Education—Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, PY 2013–14 refers to July 1, 2013 through June 30, 2014.

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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 1,598,756<sup>6</sup> learners during PY 2013–14, of whom 46 percent were enrolled in adult basic education (ABE), 12 percent were enrolled in adult secondary education (ASE), and 42 percent were enrolled in English literacy (EL) programs (see Table1).

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 2011–12 through PY 2013–14. 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.<sup>7</sup>

In ABE/ASE,<sup>8</sup> the percentage of adults demonstrating educational gain, from one educational functioning level to the next, decreased by one percentage point, from 43 percent in both PY 2011–12 and PY 2012–13 to 42 percent in PY 2013–14.<sup>9</sup> In EL, the percentage of adults demonstrating educational gain continued to be 46 percent in PY 2013–14. The PY 2012–13 was the first year of implementing the cohort system for performance measures. Therefore, PY 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 2013–14 ranged from 30 percent for entering postsecondary education to 73 percent for high school completion.

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<sup>6</sup> 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.

<sup>7</sup> As of PY 2012–13, cohorts are defined as described at

<http://www.nrsonline.org/reference/index.html?chapter=2&section=2&topic=0&subtopic=null>.

<sup>8</sup> “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.

<sup>9</sup> Educational functioning levels are listed in Figure 1 and explained on page 6.

**Table ES-1.**  
**Adult Education National Performance Percentage and**  
**Number of Students Achieving Core Outcome Measures:**  
**Program Year 2011–12 to Program Year 2013–14**

Core Outcome Measures	Percentage Achieving Outcome Measure (National Averages)			Number Achieving Outcome Measure
	2011–12	2012–13	2013–14	2011–12 to 2013–14 (Three Year Total)
Educational Gain ABE/ASE <sup>a</sup>	43	43	42	1,176,395
Educational Gain English Literacy <sup>a</sup>	46	46	46	954,861
High School Completion <sup>b</sup>	61	71	73	440,563
Entered Postsecondary Education or Training <sup>b</sup>	58	29	30	237,256
Entered Employment <sup>b</sup>	47	47	41	432,871
Retained Employment <sup>b</sup>	66	56	61	605,270

<sup>a</sup> 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.

<sup>b</sup> Percentage of adults who set the stated outcome as a goal and who achieved the goal for 2011–12. Beginning with 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 2013–14 (OMB Number 1830-0027).



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## 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.<sup>10</sup> The purposes of *AEFLA*, as defined in Sec. 202,<sup>11</sup> 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-administered<sup>12</sup> *AEFLA* grants are allocated by formula based upon each state’s count of “qualifying adults.”<sup>13</sup> 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 2013–14 was \$563,954,515.<sup>14</sup> As required by *AEFLA*, states distributed 82.5 percent of the federal funds competitively to local adult

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<sup>10</sup> 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.

<sup>11</sup> Citations in this report are to *AEFLA* as authorized by *WIA*. *AEFLA* has been reauthorized by the *Workforce Innovation and Opportunity Act of 2014*.

<sup>12</sup> 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.

<sup>13</sup> 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.

<sup>14</sup> The \$563,954,515 federal allocation for *AEFLA* grants to states and outlying areas for PY 2013–14 includes \$70,811,239 for English literacy/civics, a formula program based on the latest legal permanent resident data from the U.S. Citizenship and Immigration Services.

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education providers using the 12 considerations identified in Sec. 231(e) of *AEFLA*.<sup>15</sup>

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

Courses of instruction offered by local providers include

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

## Adult Education Enrollment and Participant Status

In PY 2013–14, the *AEFLA* program enrolled 1,598,756 learners, with 46 percent of learners enrolled in ABE, 12 percent enrolled in ASE, and 42 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 2013–14		
Program Type	Enrollment Numbers	Enrollment Percentages
Adult Basic Education	738,826	46
Adult Secondary Education	191,604	12
English Literacy	668,326	42
<b>Total Enrollment</b>	<b>1,598,756</b>	<b>100</b>

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 2013–14 (OMB Number 1830-0027).

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<sup>15</sup> See Appendix B of this report.

Adult education serves a variety of populations. Table 2 shows the number and percentage of students, by program type and age, who were enrolled during PY 2013–14. Overall, 32 percent of students were under age 25, and 80 percent were under age 45. Only 4 percent were aged 60 or older. Age distribution, however, varied by program type. ASE students, with 55 percent under age 25, tended to be younger than both ABE and EL students, with 42 percent and 15 percent, respectively, under age 25. EL students, with 29 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-seven percent of EL students were in the 25–44 age range, compared with 43 percent of ABE and 37 percent of ASE students in this age range.

**Table 2.**  
**Number and Percentage of Students Enrolled in Adult Education,**  
**by Program Type and Age: Program Year 2013–14**

Program Type	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult Basic Education (ABE)	92,606	13	216,820	29	317,660	43	95,884	13	15,856	2	738,826	100
Adult Secondary Education (ASE)	41,979	22	62,343	33	70,332	37	14,897	8	2,053	1	191,604	100
English-as-a-Second Language (ESL)	14,453	2	87,525	13	378,449	57	144,226	22	43,673	7	668,326	100
Total	149,038	9	366,688	23	766,441	48	255,007	16	61,582	4	1,598,756	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 2013–14 (OMB Number 1830-0027).

The participation of 16- to 18-year-olds in adult education is of particular interest to policy makers because earning a high school diploma through the regular elementary and secondary education system is the traditional path for youths in this age cohort. Table 2 indicates that 9 percent of adult education participants were between the ages of 16 and 18 in PY 2013–14. Of the 149,038 students in adult education programs in PY 2013–14 who were 16–18 years old, most were in ABE: 62 percent (92,606 adults), compared with 28 percent (41,979 adults) in ASE and 10 percent (14,453 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 2013–14, accounting for 42 percent of the total enrollment, followed by whites at 23 percent and blacks or

African-Americans at 21 percent. Whites represented the largest proportion of 16- to 18-year-olds (39 percent). Hispanic or Latino students represented the largest proportion of adult learners in the remaining age categories: 37 percent of 19- to 24-year-olds, 47 percent of 25- to 44-year-olds, 43 percent of 45- to 59-year-olds, and 37 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 2013–14**

Ethnicity	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaska Native	2,231	1	5,374	1	7,319	1	1,994	1	262	0	17,180	1
Asian	3,568	2	18,421	5	65,500	9	31,287	12	13,415	22	132,191	8
Black or African American	27,652	19	92,483	25	158,667	21	54,062	21	9,891	16	342,755	21
Hispanic or Latino	47,170	32	136,320	37	363,353	47	109,307	43	22,791	37	678,941	42
Native Hawaiian or Other Pacific Islander	920	1	1,749	0	2,294	0	642	0	121	0	5,726	0
White	57,689	39	96,666	26	149,858	20	51,549	20	13,610	22	369,372	23
Two or More Races	9,808	7	15,675	4	19,450	3	6,166	2	1,492	2	52,591	3
Total	149,038	100	366,688	100	766,441	100	255,007	100	61,582	100	1,598,756	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 2013–14 (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.<sup>16</sup> Table 4 shows the five states, including Puerto Rico, with the highest numbers and percentages of young adults, aged 16 to 18, enrolled or served through *AEFLA* programs. Although some states with the largest populations, such as Florida and California, have the highest number of adult education students aged 16 to 18, some states with small populations, such as Vermont and Puerto Rico, have high percentages of students aged 16 to 18, despite relatively low numbers overall.<sup>17</sup>

<sup>16</sup> At the time of the allocations for PY 2013–14, 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.

<sup>17</sup> Data from the outlying areas are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their state-level data are not presented in order to protect student identity.



**Table 4.**  
**Five States With the Highest Number and Five With the Highest Percentage of Adult Education Students Aged 16–18: Program Year 2013–14**

State	Number 16–18-year-olds	State	Percentage 16–18-year-olds
Florida	22,421	Puerto Rico	49
California	20,458	Vermont	29
North Carolina	10,047	Guam	22
Georgia	7,332	North Dakota	21
Puerto Rico	6,458	Wyoming	21

<sup>a</sup> 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.

<sup>b</sup> 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 2013–14 (OMB Number 1830-0027).

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2013–14, 556,203 students self-reported entering the program while employed; 568,432 students self-reported entering the program while unemployed; 287,991 students self-reported entering the program while on public assistance; 172,212 students self-reported entering the program while in correctional facilities; and 7,643 students self-reported entering the program while in other institutional settings. Note, however, that not all students reported their status, and some reported in more than one category.

**Table 5.**  
**Number of Students Enrolled in Adult Education, by Participant Status:**  
**Program Year 2013–14**

Status	Number
Employed	556,203
Unemployed	568,432
On Public Assistance	287,991
Correctional Setting	172,212
Other Institutionalized	7,643

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 2013–14 (OMB Number 1830-0027).

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## ACCOUNTABILITY SYSTEM—THE NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION

Since PY 2000–01, the National Reporting System for Adult Education (NRS)<sup>18</sup> has been the national accountability and data reporting system on student outcomes for federal adult education programs. The U.S. Department of Education (Department) published *NRS Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education*, which identifies defined measures for national reporting, establishes methodologies for data collection, and maintains standards for reporting. Each state has established a performance accountability system that meets NRS requirements. The NRS data are the basis for assessing the effectiveness of states in achieving continuous improvement of adult education and literacy activities to optimize the return on investment of federal funds. The NRS includes the following three core indicators of performance, identified in Sec. 212(b)(2)(A) of *AEFLA* that are used to assess state performance:

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

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

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

To demonstrate improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, the Department established a hierarchy of six educational functioning levels<sup>19</sup> 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

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<sup>18</sup> Information regarding the National Reporting System for Adult Education (NRS) may be accessed on the NRS website at <http://www.nrsweb.org/>.

<sup>19</sup> The educational functioning levels are listed in Figure 1.

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through reading, writing, numeracy, and functional and workplace skills (and, for English literacy, speaking and listening skills) at each level. Included for each level is a corresponding set of benchmarks from commonly used standardized assessments.

- **High School Completion**—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 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 quarter<sup>20</sup> 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 quarter<sup>21</sup> 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.

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<sup>20</sup> “One quarter” refers to the calendar year quarter after program exit.

<sup>21</sup> “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 *WIA Title I*<sup>22</sup> and *Title II*<sup>23</sup> were eligible for state incentive grants<sup>24</sup> in PY 2013–14. Table 6 shows the number of states that were eligible for an incentive grant by exceeding both their *WIA Title I* and *Title II* target performance levels from PY 2013–14.

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,”<sup>25</sup> 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 2013–14, the three states that were eligible to receive incentive awards were Minnesota, North Dakota, and Rhode Island.

<b>Table 6.</b> <b>Number of States Exceeding Performance Standards and Amount of Incentive Grant Funds Available, From Program Year 2011–12 to Program Year 2013–14</b>			
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
2013–14	15	3	\$9 million
2012–13	20	8	\$9.9 million
2011–12	22	15	\$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 2011–12, and 2012–13, and 2013–14 performance available at [http://www.doleta.gov/performance/results/incentives\\_sanctions.cfm](http://www.doleta.gov/performance/results/incentives_sanctions.cfm).

<sup>22</sup> *Title I* of the *Workforce Investment Act (WIA)* is entitled Workforce Investment Systems.

<sup>23</sup> The *Adult Education and Family Literacy Act of 1998 (AEFLA)* was enacted as *Title II* of *WIA*.

<sup>24</sup> 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.”

<sup>25</sup> See Sec. 212(b)(3)(A) of *AEFLA*.

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Sec. 503 of *WLA* 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 amounts are to be awarded. Funds<sup>26</sup> for the incentive grants set aside under *AEFLA* totaled \$9,000,000 for state performance in PY 2013–14. 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), the Comprehensive Adult Student Assessment System (CASAS), and the Basic English Skills Test (BEST Literacy or BEST Plus).<sup>27</sup> All assessments used in the adult education program are reviewed by the Department and determined to be suitable for use in the NRS.<sup>28</sup>

ABE/ASE<sup>29</sup> 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 2013–14 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 (5 percent) was in the ABE

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<sup>26</sup> The fiscal year (FY) 2014 funds support the PY 2013–14 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.

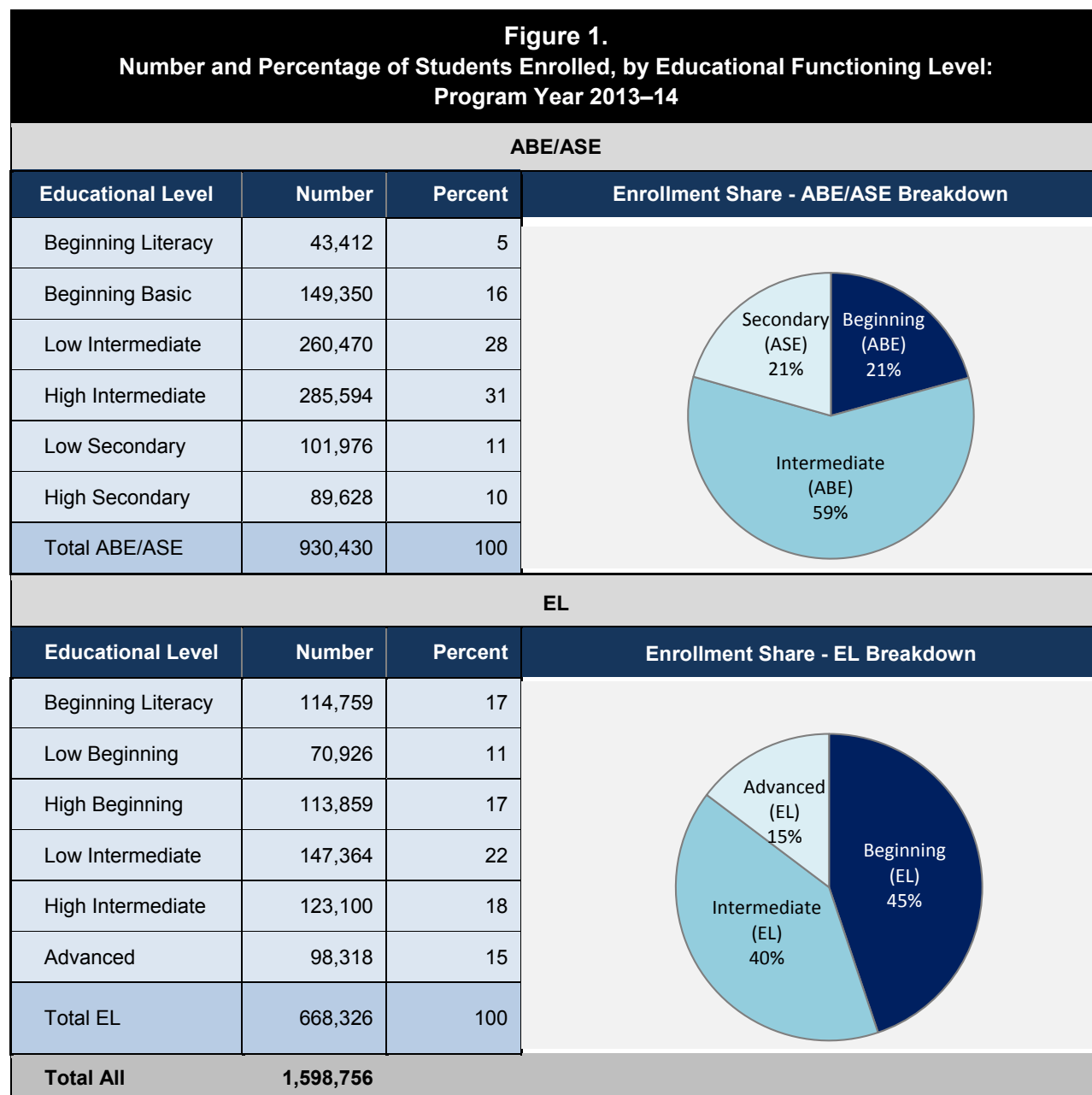
<sup>27</sup> The BEST Literacy and BEST Plus are used exclusively with English language learners.

<sup>28</sup> “Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education (NRS)” (77 FR 46749), <https://www.federalregister.gov/documents/2012/08/06/2012-19143/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education> (Aug. 6, 2012); and the “Extension of Approval Period for Certain Tests Used in the National Reporting System for Adult Education” (78 FR 5430), <https://www.federalregister.gov/documents/2013/01/25/2013-01574/extension-of-approval-period-for-certain-tests-used-in-the-national-reporting-system-for-adult> (Jan. 25, 2013).

<sup>29</sup> “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.

beginning literacy level. Most students within ABE and ASE (59 percent) were enrolled in the combined ABE intermediate levels.

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



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 2013–14 (OMB Number 1830-0027).

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## Measuring Other Outcomes

Setting and measuring goals for the four “follow-up” outcome measures,<sup>30</sup> as discussed in the Accountability System—The National Reporting System for Adult Education section of this report (see page 6), 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 Accountability System—The National Reporting System for Adult Education section of this report, page 6). 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 2013–14, 40 states used administrative records to determine student outcomes for the high school completion measure. Ten states used surveys and six states used a combination of administrative records and surveys for tracking this measure.

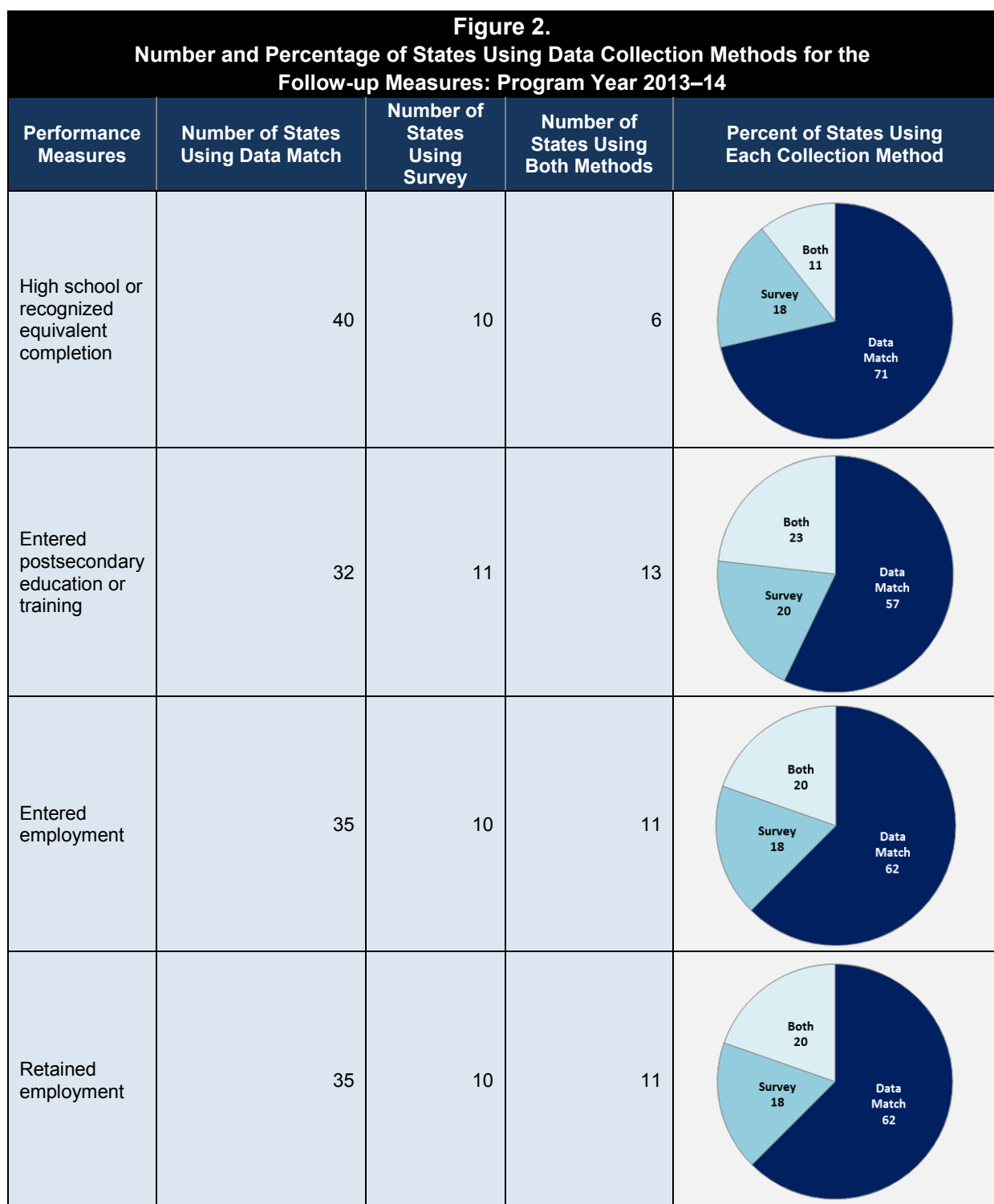
For measuring students’ entrance into postsecondary education, 32 states used administrative records, 11 states used individual student surveys, and 13 used both in PY 2013–14. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program<sup>31</sup> 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 2013–14, 35 states used their UI system to report on the “entered employment” outcome measure; 10 used surveys; and 11 used a combination of both. For reporting on the “retained employment” outcome measure, 35 states used their UI system; 10 used surveys; and another 11 used a combination of their UI system and surveys.

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<sup>30</sup> 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.

<sup>31</sup> 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.



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 2013–14 (OMB Number 1830-0027).



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## 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 2013–14

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

*It followed so nicely; presentations were great; time to absorb and work with [the] team. This was one of the best NRS workshops I've participated in.*

PY 2013–14, 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 winter of 2014, OCTAE sponsored a targeted training session entitled “The Power of Data Visualization: Advanced Presentations of NRS Data.” A total of 33 attendees from 12 states participated. The two-day training was designed to enhance state capacity to use NRS data to communicate messages about adult education using advanced data presentation tools. Participants developed messages for audiences about their adult education program and designed infographic data presentations that supported their messages along with a plan for improving their data management and presentation approaches in their states.

In addition to three regional training sessions, during PY 2013–14, OCTAE continued to sponsor a webinar series called “Promising Practices in Program Management and Data Use.” OCTAE continues to sponsor new webinars in this ongoing series. Each webinar centers on a specific strategy for using data for program improvement. Several states have presented their data demonstrating success in implementing these strategies. OCTAE also supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the NRSWeb (<http://www.nrsweb.org>). This site is the adult education practitioner's resource for NRS policies and procedures, changes to the federal accountability requirements and guidelines, publications and related information, direct online training, materials from face-to-face training, webinars, and a calendar of events. In PY 2013–14, NRSWeb offered nine interactive, self-guided online training

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modules that included 31 courses designed specifically for adult education staff. These courses allow trainees to work independently at their own pace as they follow the instructions contained in each course's Web training materials. These courses cover NRS basics, data quality, and data use. In PY 2013–14, users of NRSWeb completed over 4,170 courses.

OCTAE sponsored one facilitated online course pilot in PY 2013–14, “21st-Century Learning: Building an Online Adult Learning Program in Your State.” It was designed for states that wanted to expand or revise their existing distance learning or online learning programs. Participants reviewed the NRS distance learning policy, learned about how some states have implemented online distance learning programs, and crafted a plan for delivering online distance learning in their states. The course was fine-tuned based on feedback from the pilot.

## **NRS Implementation by States**

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

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

States are using their data to also address larger programmatic questions and to identify trends. For example, some are examining whether managed or open enrollment<sup>32</sup> is better for the students. In addition, states are developing ways to account for program efficiencies and outcomes in per-unit costs. States are also using longitudinal data to track the progress of their adult education students toward college and career readiness.

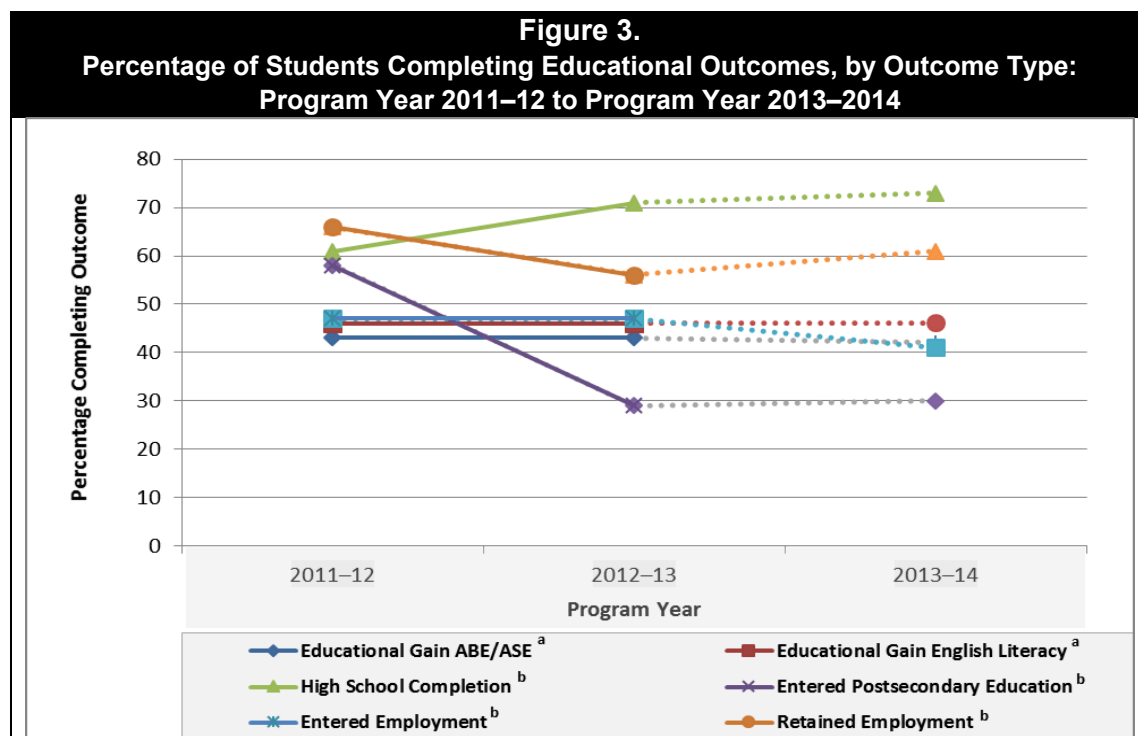
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<sup>32</sup> A managed enrollment policy allows a student to enter an instructional program only during specific enrollment periods. An open enrollment policy allows a student to enter a program at any time (National Center for the Study of Adult Learning and Literacy, *Adult Student Persistence*, May 2006).

## SUMMARY OF NATIONAL PERFORMANCE RESULTS

PY 2013–14 marked the 14th 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 2011–12 to PY 2013–14. The percentage of adults achieving educational gains in EL remained constant over the three years, while educational gains in ABE/ASE decreased slightly in PY 2013–14.

PY 2012–13 was the first year of implementing the cohort system for the follow-up performance measures. Therefore, PY 2012–13 represented a new baseline year for these measures and data for PYs 2012–13 and 2013–14 are not comparable to previous years. The rate of high school completion for PY 2013–14 was 73 percent, while the percentage of adults entering postsecondary education or training was 30 percent. The percentage of adults entering employment was 41 percent, and the percentage of adults retaining employment was 61 percent. More information on student performance as indicated by each of the performance measures is shown in Figures 4 through 9.



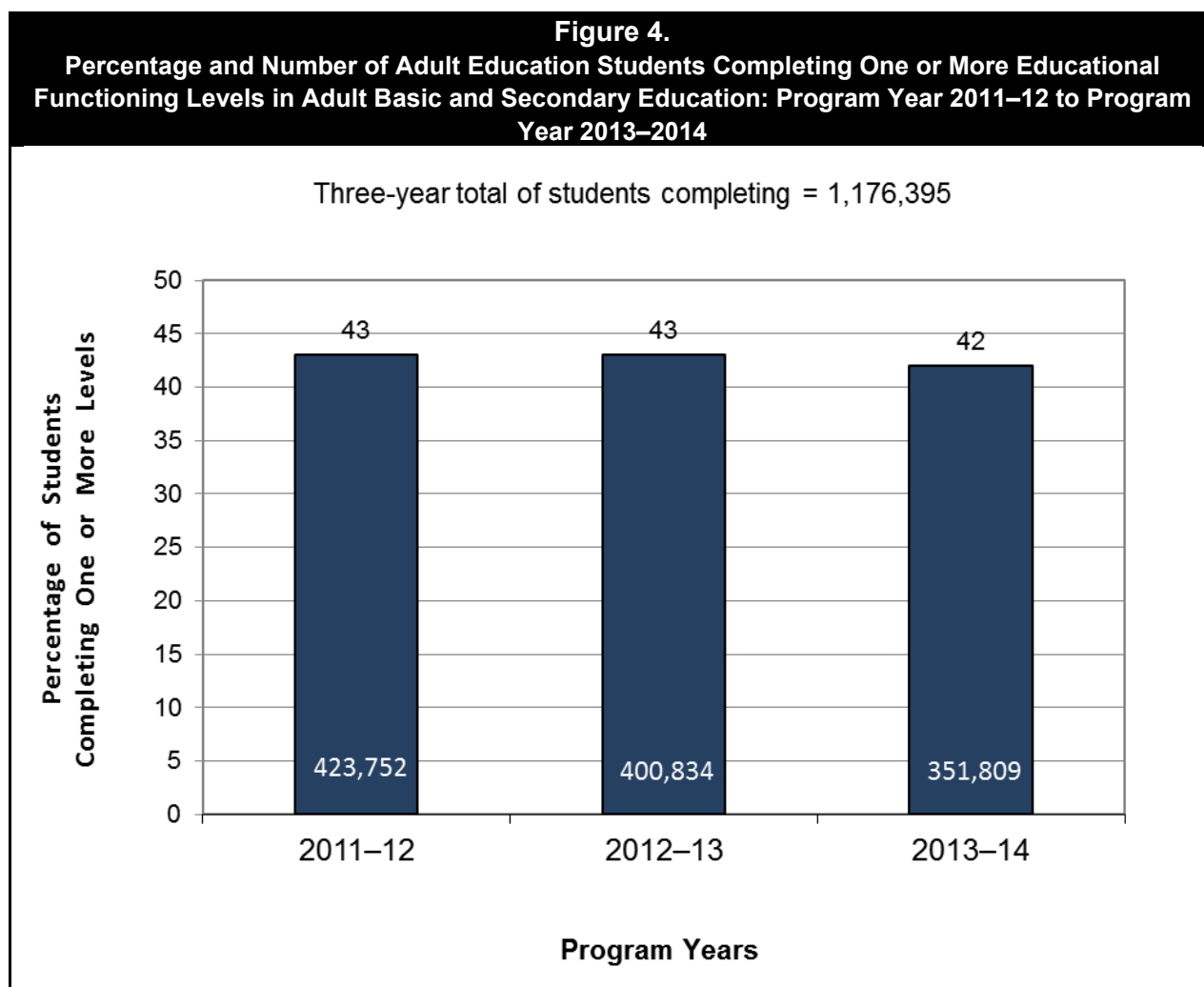
<sup>a</sup> Percentage of adults enrolled who completed one or more educational functioning levels. Educational gain data are collected on all participants in the adult education program whether they are enrolled in ASE, ABE, or EL.

<sup>b</sup> Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2011–12. For PY 2012–13 and PY 2013–14, percentage represents adults who are in the defined cohort and who achieved the outcome.

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2013–14 (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.<sup>33</sup> The percentage of students advancing one or more educational functioning levels decreased slightly from 43 percent to 42 percent between PY 2011–12 and PY 2013–14, while the number of these students slightly decreased over this same time period. A total of 1,176,395 adults completed at least one educational functioning level over the three years.

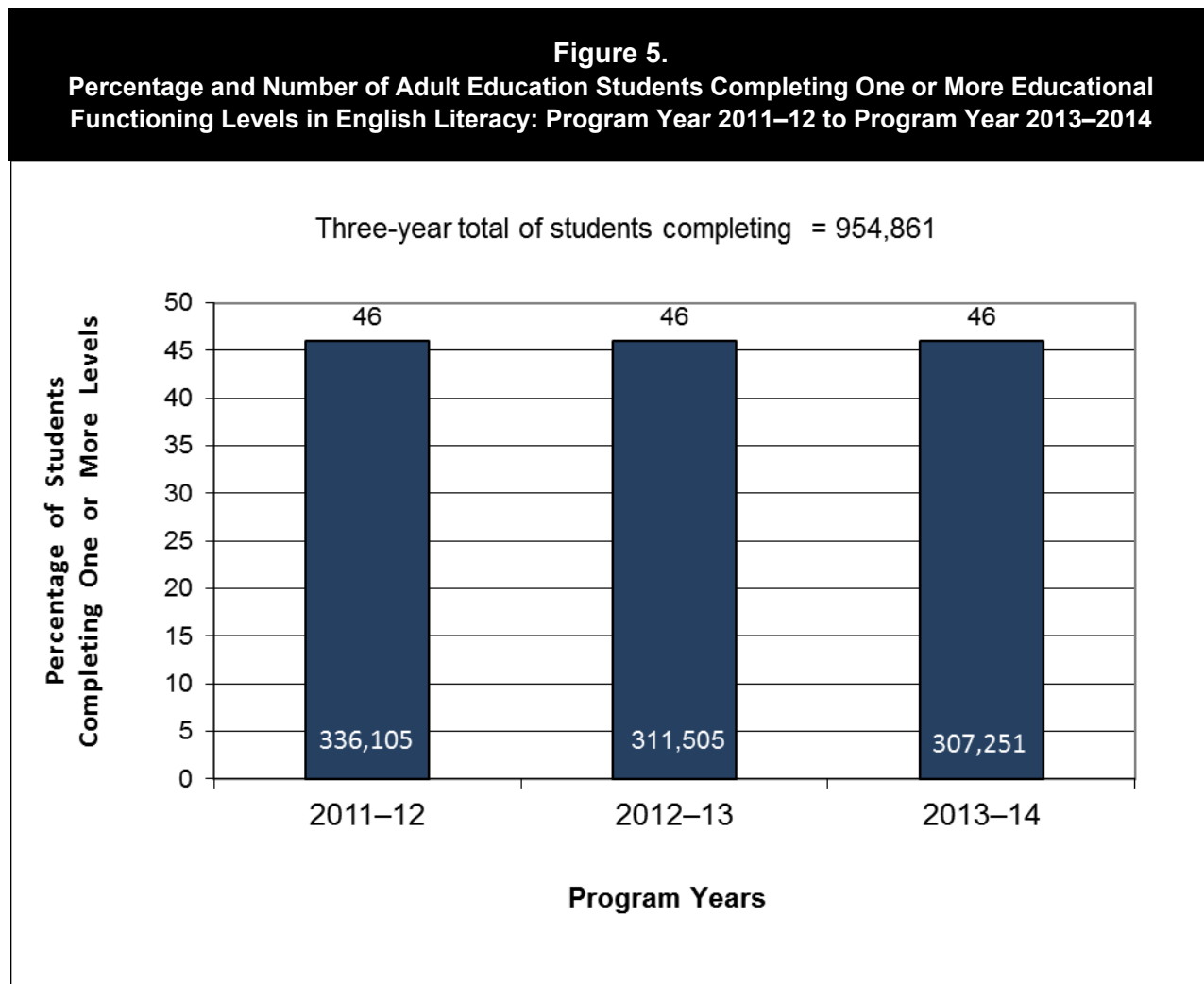


Notes: Percentage totals reflect rounded figures. Numbers and percentages do not include students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level, 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 primarily due to reduced program capacity to serve participants.

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 2013–14 (OMB Number 1830-0027).

<sup>33</sup> 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 2013–14 was 46 percent, and included 307,251 students. The total number of students who completed one or more levels over the three years was 954,861.

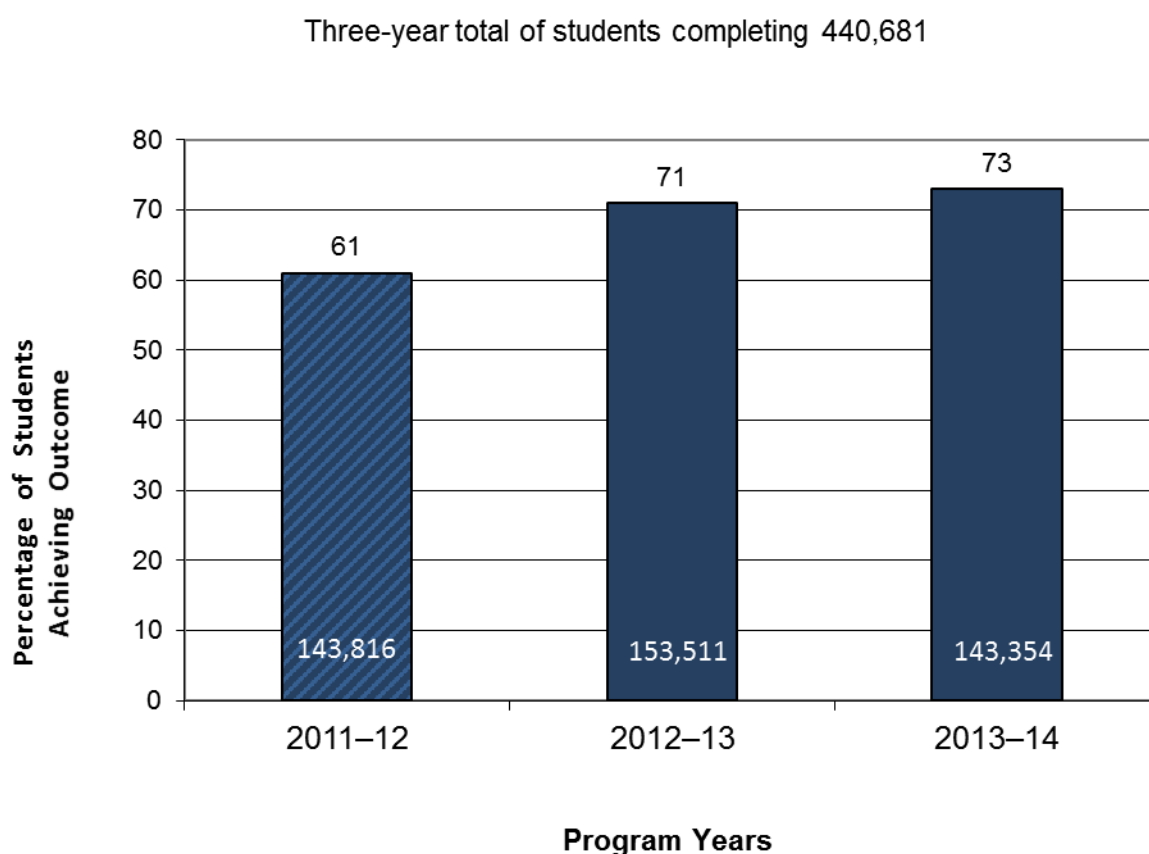


Notes: Percentage totals reflect rounded figures. The educational functioning levels for English literacy are beginning literacy, low beginning, high beginning, low intermediate, high intermediate, and advanced. The decrease in the total number of students completing one or more educational functioning 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 2013–14 (OMB Number 1830-0027).

Earning a high school diploma or a recognized equivalent is one of the follow-up outcomes that students can achieve. Figure 6 shows the percentage and number of enrolled adults who completed high school or a recognized equivalent. The number of students achieving high school completion was 73 percent in PY 2013–14. The total number of students who completed high school or a recognized equivalent over the three years was 440,681.

**Figure 6.**  
**Percentage and Number of Adult Education Students Achieving High School Completion or a Recognized Equivalent: Program Year 2011–12 to Program Year 2013–14<sup>a</sup>**



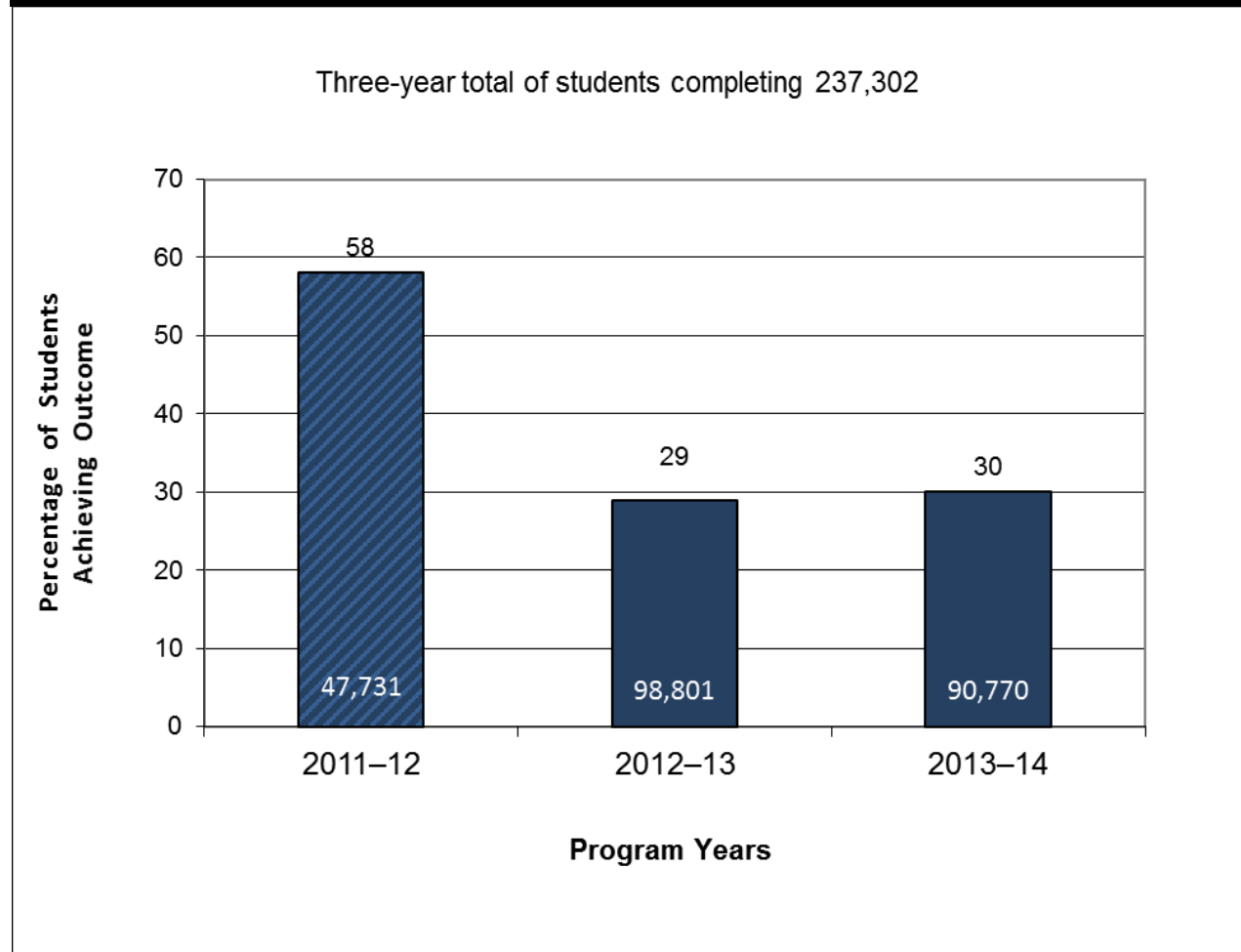
<sup>a</sup> Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2011–12. Beginning with PY 2012–13, percentage is adults in defined cohort and who achieved the outcome.

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 2013–14 (OMB Number 1830-0027).

Figure 7 shows the percentage and number of students who entered postsecondary education or training. The percentage was 30 percent in PY 2013–14. The total number of students achieving this outcome was 237,302 over the three-year period.

**Figure 7.**  
**Percentage and Number of Adult Education Students Entering Postsecondary Education or Training: Program Year 2011–12 to Program Year 2013–14<sup>a</sup>**

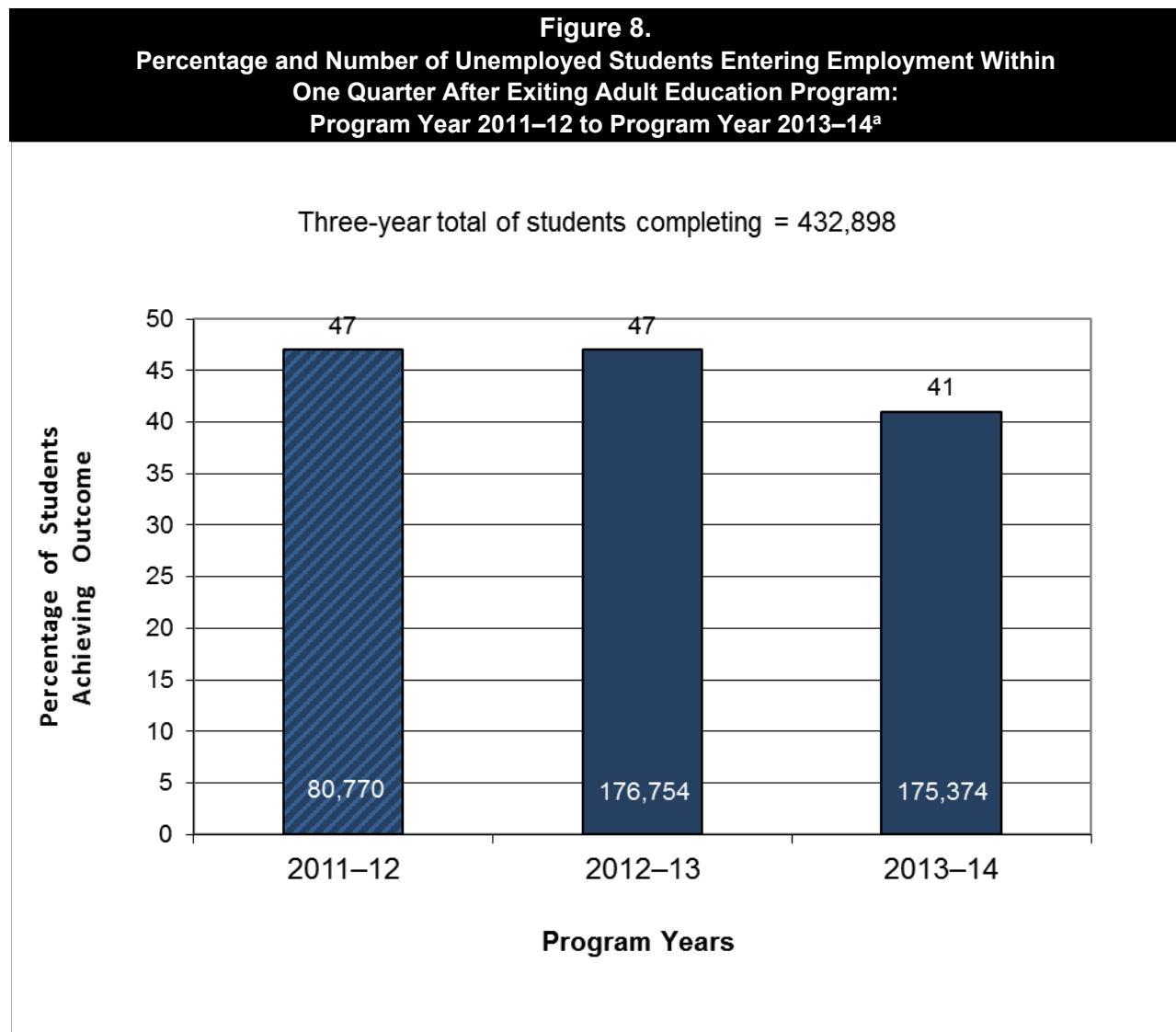


<sup>a</sup> Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2012–13. Beginning with PY 2012–13, percentage is adults in defined cohort and who achieved the outcome. The percentage for entering postsecondary education or training is based on adults who achieved the outcome in the first year after exit.

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 2013–14 (OMB Number 1830-0027).

Figure 8 shows the percentage and number of unemployed students who entered employment within one-quarter after program exit. In PY 2013–14, 41 percent of students entered employment one quarter after exit. The three-year total of students achieving this outcome was 432,898.



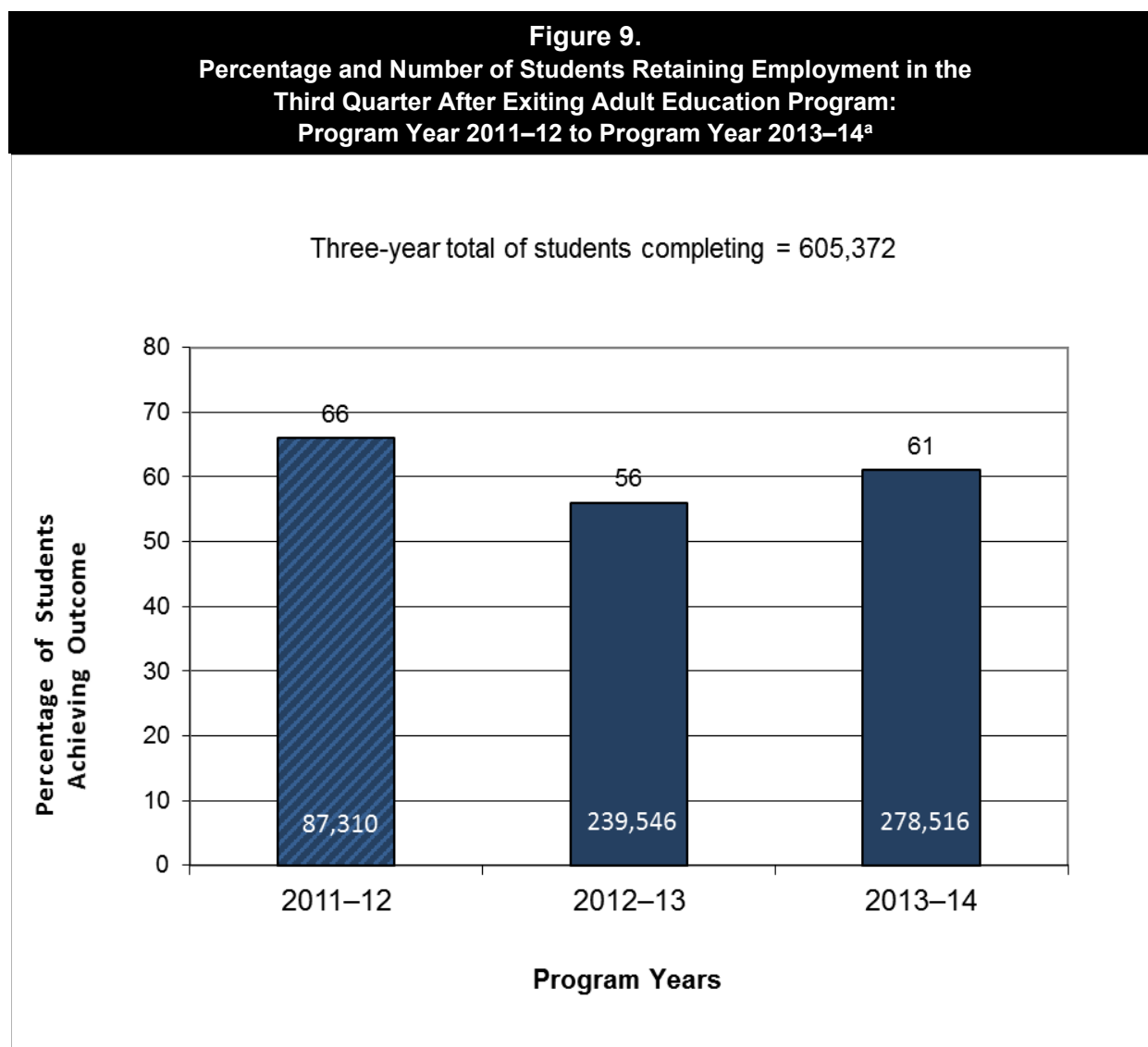
<sup>a</sup> Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2012–13. Beginning with PY 2012–13, percentage is adults in defined cohort and who achieved the outcome.

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 2013–14 (OMB Number 1830-0027).



Figure 9 shows the percentage and number of students who retained employment in the third quarter after exiting an adult education program. This includes students who, at time of entry, were not employed and in the labor force, who are employed in the first quarter after exit quarter, and students who are employed at entry. In PY 2013–14, 61 percent of students retained employment. A total of 605,372 students achieved the outcome over the three most recent years.



<sup>a</sup> Percentage of adults who set the stated outcome as a goal and who achieved the goal for PY 2011–12. 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. Beginning with PY 2012–13, percentage is adults in defined cohort and who achieved the outcome. Notes: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2013–14 (OMB Number 1830-0027).



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## APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2011–12 TO PROGRAM YEAR 2013–14

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<sup>34</sup> for program years (PY) 2011–12, PY 2012–13, and PY 2013–14 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 2011–12, PY 2012–13 and PY 2013–14. The fiscal year (FY) 2013 federal allocations to states funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2013, and, in each of the state profiles, this is shown relative to each state’s basic grant and English literacy/civics (EL/civics)<sup>35</sup> allocations. The enrollment by race/ethnicity figure displays PY 2013–14 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 2011–12. The retention and completion figure shows, for PY 2011–12, PY 2012–13 and PY 2013–14, 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 measures<sup>36</sup> in PY 2011–12, PY 2012–13, and PY 2013–14, 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 2011–12, PY 2012–13, and PY 2013–14, the tables show the total number of participants completing at least one level or achieving the outcome for each performance measure.

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<sup>34</sup> 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.

<sup>35</sup> The English literacy/civics program provides integrated English literacy and civics education services to immigrants and other limited English proficient populations.

<sup>36</sup> The performance measures are discussed in the section Accountability System—The National Reporting System for Adult Education, beginning on page 6 of this report.

# Selected Adult Education Program and Student Information Alabama

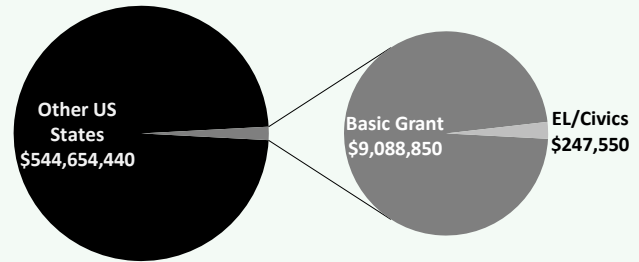
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	5,998	6,795	6,169
Unemployed	14,371	12,788	11,929
Correctional Setting	3,243	3,605	3,478
On Public Assistance	3,508	3,869	3,049
Other Institutionalized	320	295	319

## Federal Allocation to State

FY 2013



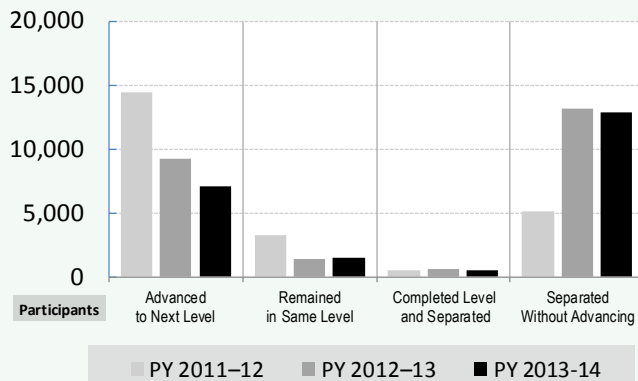
ALABAMA  
Total Allocation = \$9,336,400

## Enrollment by Race/Ethnicity

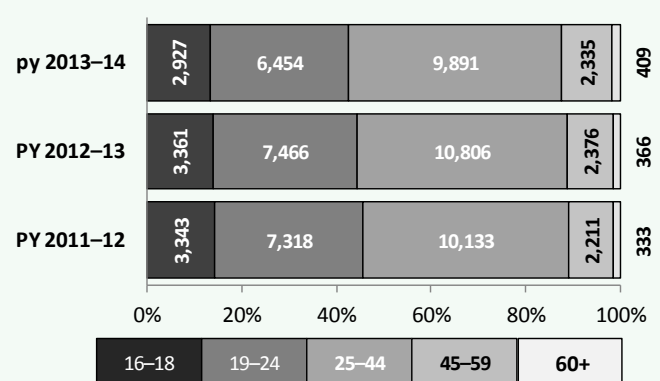
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	89	0	63	+	+	-46
Asian	398	2	99	30	269	-1
Black or African American	9,410	43	8,250	1,075	85	-9
Hispanic or Latino	2,944	13	1,040	181	1,723	61
Native Hawaiian or Other Pacific Islander	23	0	13	+	+	-12
White	8,778	40	6,467	2,233	78	-15
Two or More Races	374	2	280	86	8	55
<b>Total</b>	<b>22,016</b>	<b>100</b>	<b>16,212</b>	<b>3,632</b>	<b>2,172</b>	<b>-6</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	40	34	6,380	28,119
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	71	39	36	780	2,647
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	76	72	61	3,395	11,954
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	51	28	26	1,313	3,851
<b>Performance Measure IV: Entered Employment</b>					
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	43	41	4,980	9,585
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	89	40	46	5,008	9,405

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Alaska

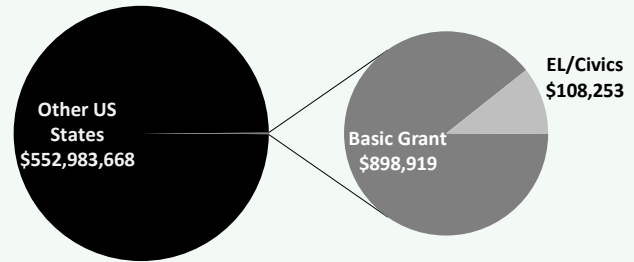
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	796	740	609
Unemployed	1,831	1,444	782
Correctional Setting	501	423	391
On Public Assistance	301	312	421
Other Institutionalized	23	7	12

## Federal Allocation to State

FY 2013



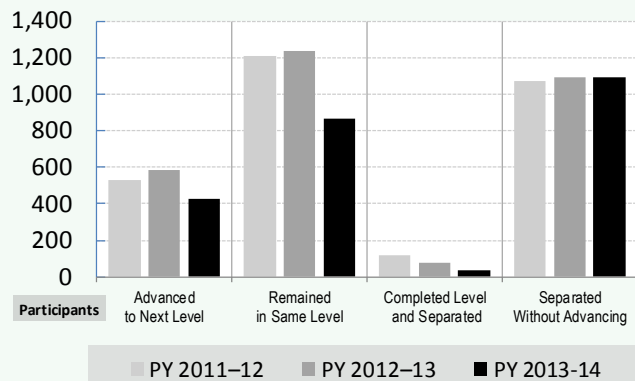
ALASKA  
Total Allocation = \$1,007,172

## Enrollment by Race/Ethnicity

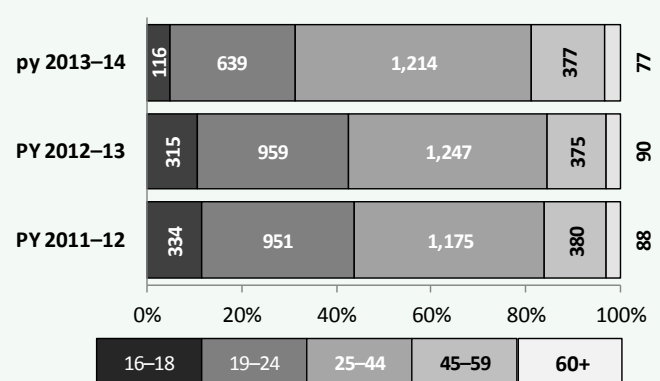
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	765	32	688	77	0	-18
Asian	307	13	+	+	230	-21
Black or African American	277	11	86	6	185	11
Hispanic or Latino	421	17	144	9	268	-5
Native Hawaiian or Other Pacific Islander	79	3	+	+	+	-19
White	469	19	332	62	75	-33
Two or More Races	105	4	85	+	+	-12
<b>Total</b>	<b>2,423</b>	<b>100</b>	<b>1,454</b>	<b>180</b>	<b>789</b>	<b>-17</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> 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	20	15	244	1,097
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	18	21	24	187	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	61	83	77	528	1,653
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	60	30	52	277	547
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	43	60	490	1,149
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	29	80	273	570

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Arizona

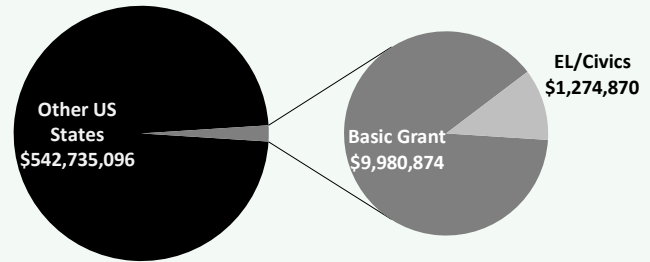
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	6,938	7,108	6,779
Unemployed	7,027	5,285	4,261
Correctional Setting	611	368	464
On Public Assistance	2,628	2,648	2,200
Other Institutionalized	176	247	218

## Federal Allocation to State

FY 2013



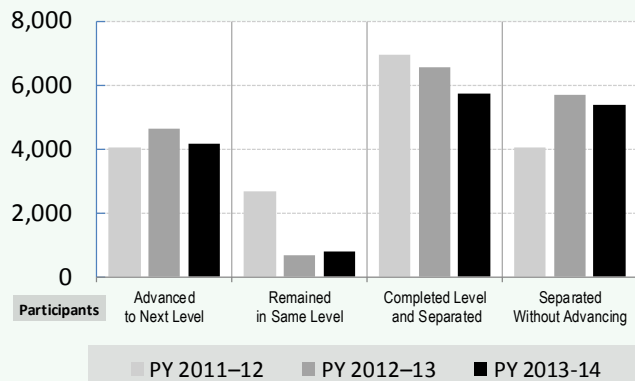
ARIZONA  
Total Allocation = \$11,255,744

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	790	5	733	+	+	-29
Asian	842	5	173	21	648	-8
Black or African American	1,129	7	711	69	349	-12
Hispanic or Latino	10,152	63	4,940	477	4,735	-4
Native Hawaiian or Other Pacific Islander	57	0	43	9	5	-8
White	2,996	19	2,073	511	412	-17
Two or More Races	93	1	69	+	+	-24
<b>Total</b>	<b>16,059</b>	<b>100</b>	<b>8,742</b>	<b>1,161</b>	<b>6,156</b>	<b>-9</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	60	56	5,194	18,115
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	67	69	68	4,215	12,425
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	79	62	66	1,951	6,864
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	80	93*	25	983	7,481
<b>Performance Measure IV: Entered Employment</b>					
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	84	96*	74*	2,726	7,788
<b>Performance Measure V: Retained Employment</b>					
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	82	100*	80*	4,200	11,677

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Arkansas

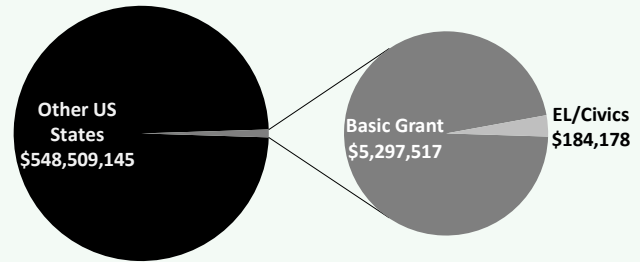
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	7,307	6,670	6,324
Unemployed	12,749	9,533	8,464
Correctional Setting	3,466	2,963	2,552
On Public Assistance	5,212	6,028	6,597
Other Institutionalized	905	934	837

## Federal Allocation to State

FY 2013



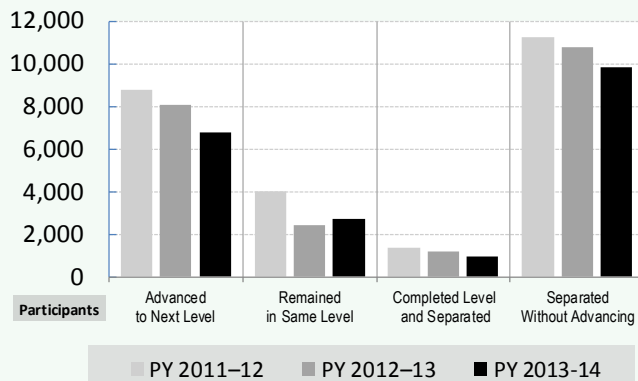
ARKANSAS  
Total Allocation = \$5,481,695

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	173	1	142	+	+	-34
Asian	664	3	209	24	431	-7
Black or African American	4,967	24	4,397	547	23	-21
Hispanic or Latino	4,924	24	1,287	184	3,453	-3
Native Hawaiian or Other Pacific Islander	79	0	43	+	+	10
White	8,978	44	6,127	2,759	92	-28
Two or More Races	489	2	324	149	16	-6
<b>Total</b>	<b>20,274</b>	<b>100</b>	<b>12,529</b>	<b>3,700</b>	<b>4,045</b>	<b>-20</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	43	40	5,787	20,376
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	33	31	1,244	4,134
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	84	95	96	2,817	11,501
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	32	34	27	2,046	5,381
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	41	65	5,117	8,383
<b>Performance Measure V: Retained Employment</b>					
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	71	74	2,458	5,608

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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# Selected Adult Education Program and Student Information California

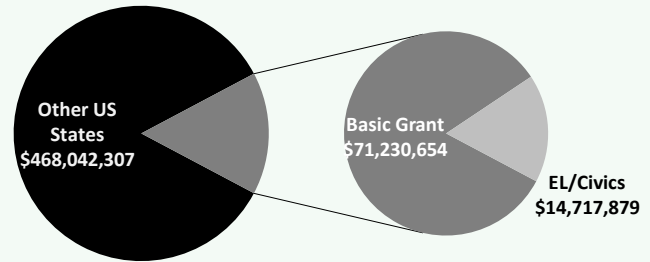
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	107,141	97,643	100,868
Unemployed	165,475	145,493	146,934
Correctional Setting	38,768	34,397	38,991
On Public Assistance	23,793	22,266	23,916
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



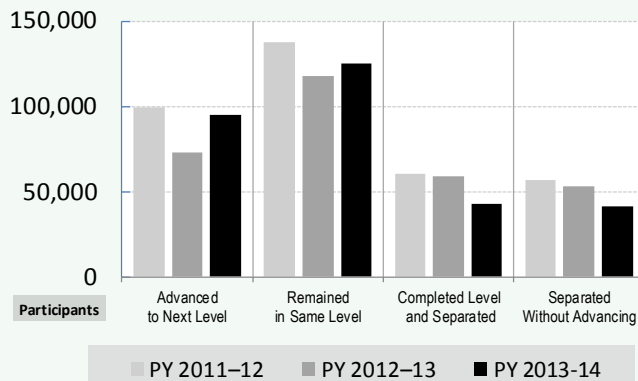
CALIFORNIA  
Total Allocation = \$85,948,533

## Enrollment by Race/Ethnicity

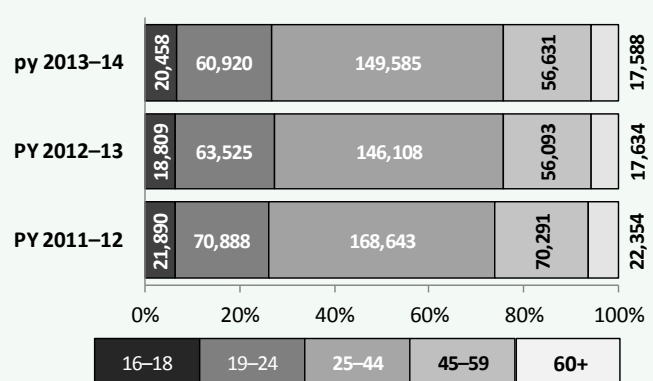
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	814	0	549	224	41	-87
Asian	43,015	14	3,650	1,837	37,528	-14
Black or African American	19,571	6	13,761	3,898	1,912	-16
Hispanic or Latino	206,662	68	53,937	25,974	126,751	-10
Native Hawaiian or Other Pacific Islander	748	0	459	194	95	-79
White	31,047	10	10,485	6,894	13,668	-17
Two or More Races	3,325	1	1,208	710	1,407	19
<b>Total</b>	<b>305,182</b>	<b>100</b>	<b>84,049</b>	<b>39,731</b>	<b>181,402</b>	<b>-14</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	41	41,528	130,350
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	47	47	85,992	281,873
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	42	52	57	12,072	27,802
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	41*	42*	47*	13,955	26,473
<b>Performance Measure IV: Entered Employment</b>					
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*	51*	19,142	24,915
<b>Performance Measure V: Retained Employment</b>					
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	94*	97*	88*	8,247	14,828

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Colorado

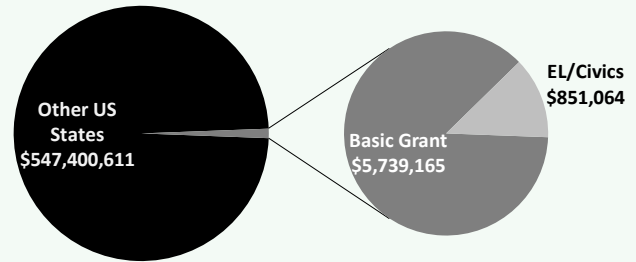
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	4,603	4,558	4,625
Unemployed	4,062	3,601	3,515
Correctional Setting	470	681	800
On Public Assistance	1,471	1,410	1,401
Other Institutionalized	+	83	0

## Federal Allocation to State

FY 2013



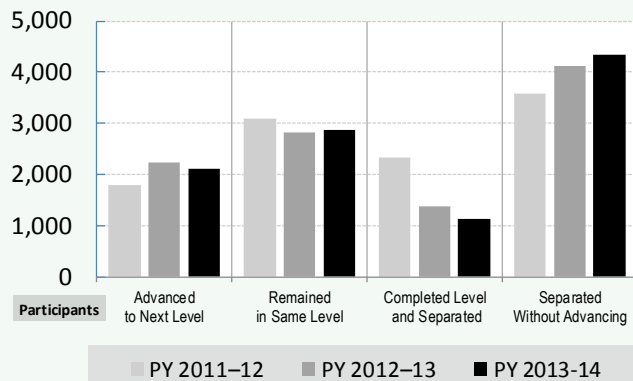
COLORADO  
Total Allocation = \$6,590,229

## Enrollment by Race/Ethnicity

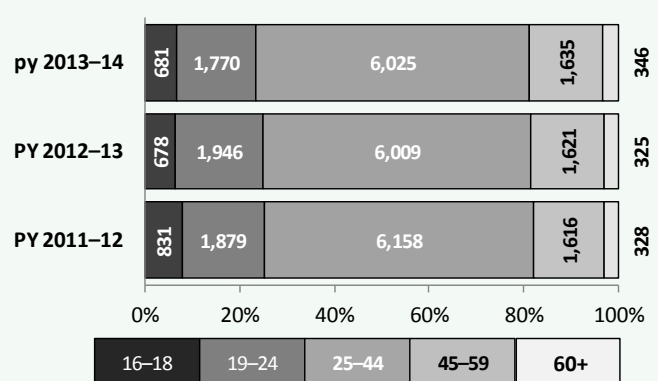
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	215	2	175	34	6	-75
Asian	877	8	156	27	694	4
Black or African American	682	7	287	38	357	-21
Hispanic or Latino	6,606	63	1,977	382	4,247	57
Native Hawaiian or Other Pacific Islander	14	0	10	+	+	-33
White	2,004	19	1,167	409	428	-49
Two or More Races	59	1	36	+	+	-42
<b>Total</b>	<b>10,457</b>	<b>100</b>	<b>3,808</b>	<b>903</b>	<b>5,746</b>	<b>-3</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	34	34	1,474	4,503
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	33	31	1,755	5,964
<b>Performance Measure II: High School Completion</b>					
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	90*	571	1,781
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	50	0*	53*	900	1,093
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	53	0*	75*	1,884	2,218
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	26	0*	96*	2,496	2,615

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Connecticut

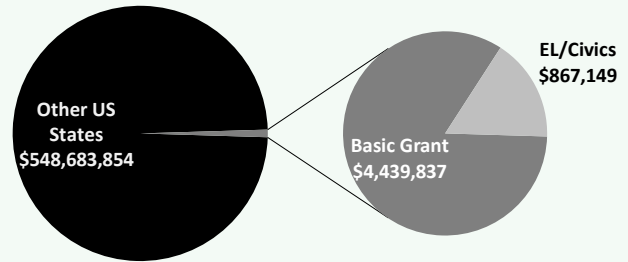
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	9,009	6,733	8,539
Unemployed	9,733	7,346	5,139
Correctional Setting	1,892	1,809	2,009
On Public Assistance	1,956	1,649	2,041
Other Institutionalized	27	37	27

## Federal Allocation to State

FY 2013



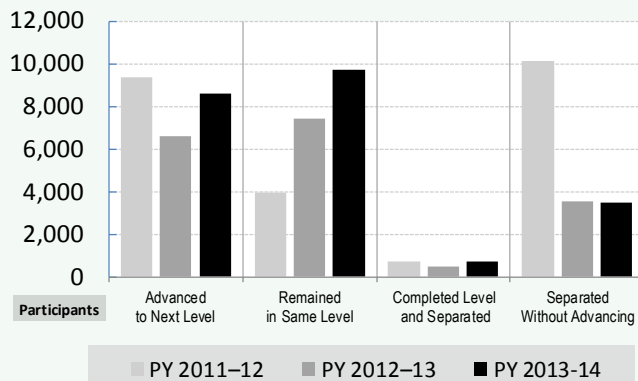
CONNECTICUT  
Total Allocation = \$5,306,986

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	45	0	25	15	5	-36
Asian	1,625	7	125	100	1,400	-2
Black or African American	4,947	22	2,435	1,286	1,226	-9
Hispanic or Latino	11,406	51	2,365	1,985	7,056	0
Native Hawaiian or Other Pacific Islander	39	0	14	10	15	-11
White	4,245	19	1,124	1,531	1,590	-19
Two or More Races	258	1	106	120	32	1
<b>Total</b>	<b>22,565</b>	<b>100</b>	<b>6,194</b>	<b>5,047</b>	<b>11,324</b>	<b>-6</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	38	36	2,460	8,107
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	43	46	5,198	12,937
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	61	53	42	3,283	8,124
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	59	9	2	106	795
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	34	27	17	1,090	3,240
<b>Performance Measure V: Retained Employment</b>					
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	54	33	2,317	7,133

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Delaware

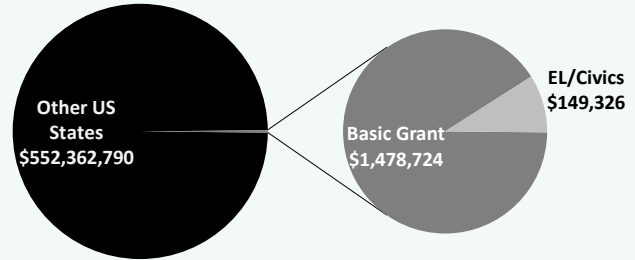
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	1,726	1,608	1,586
Unemployed	900	849	838
Correctional Setting	984	1,005	1,030
On Public Assistance	1,106	1,216	997
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



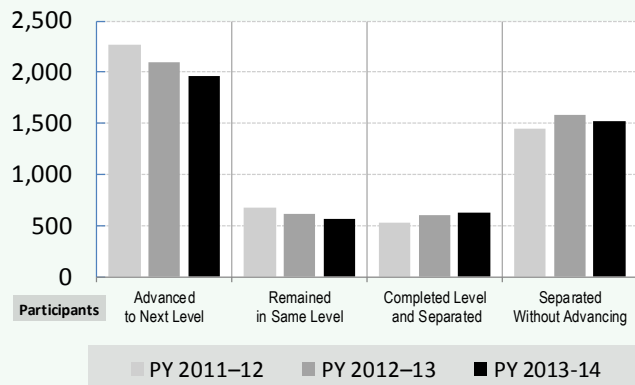
DELAWARE  
Total Allocation = \$1,628,050

## Enrollment by Race/Ethnicity

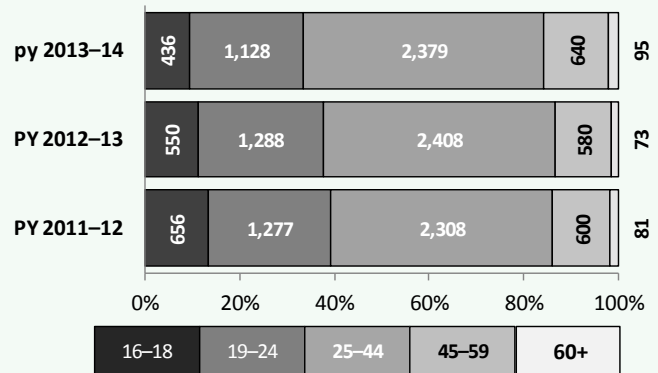
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	16	0	13	+	+	-16
Asian	122	3	25	10	87	-15
Black or African American	1,769	38	1,361	264	144	-13
Hispanic or Latino	1,551	33	514	58	979	14
Native Hawaiian or Other Pacific Islander	9	0	7	+	+	50
White	1,152	25	845	256	51	-10
Two or More Races	59	1	41	+	+	-8
<b>Total</b>	<b>4,678</b>	<b>100</b>	<b>2,806</b>	<b>608</b>	<b>1,264</b>	<b>-5</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	54	1,722	5,420
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	60	57	59	742	2,266
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	75	100	100	320	1,279
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	91	32	38	233	639
<b>Performance Measure IV: Entered Employment</b>					
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	38	58	276	829
<b>Performance Measure V: Retained Employment</b>					
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	64	53	71	1,016	3,371

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

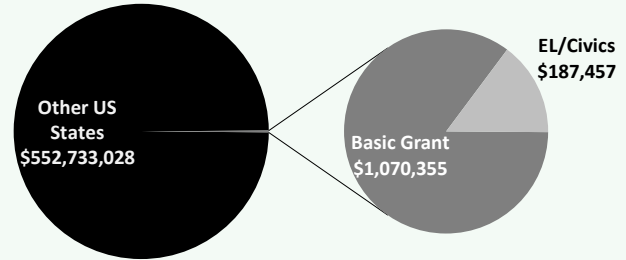
# Selected Adult Education Program and Student Information District of Columbia Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	1,089	1,302	1,262
Unemployed	1,646	1,598	1,555
Correctional Setting	164	203	143
On Public Assistance	265	408	435
Other Institutionalized	+	0	0

## Federal Allocation to State

FY 2013



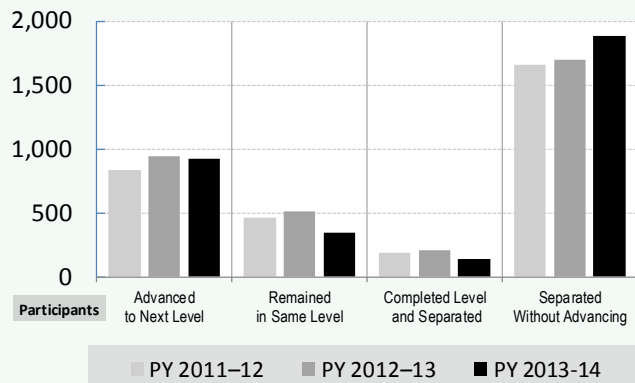
DISTRICT OF COLUMBIA  
Total Allocation = \$1,257,812

## Enrollment by Race/Ethnicity

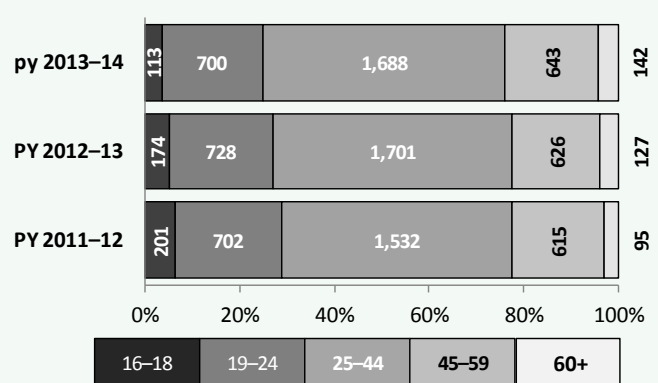
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	2	0	+	0	+	-33
Asian	95	3	7	0	88	34
Black or African American	1,767	54	1,373	153	241	-5
Hispanic or Latino	1,328	40	44	7	1,277	18
Native Hawaiian or Other Pacific Islander	7	0	+	+	+	250
White	79	2	+	+	71	10
Two or More Races	8	0	6	+	+	-20
<b>Total</b>	<b>3,286</b>	<b>100</b>	<b>1,441</b>	<b>163</b>	<b>1,682</b>	<b>4</b>

## 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 2011–12 to Program Year 2013–14

#### Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	30	29	31	484	1,495
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	40	34	576	1,727
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	91	90	92	140	403
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	80	57	65*	759	1,326
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	88	69	57	652	1,733
<b>Performance Measure V: Retained Employment</b>					
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	96	95*	94*	868	1,527

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Florida

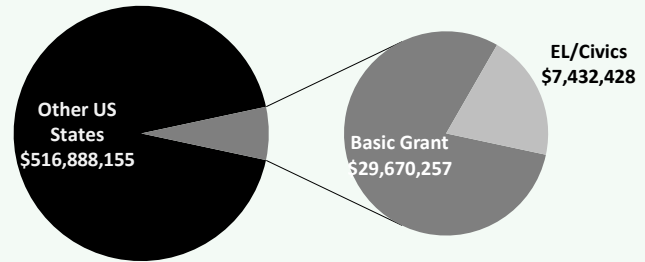
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	48,961	40,709	51,425
Unemployed	68,100	52,661	38,418
Correctional Setting	15,034	13,442	12,938
On Public Assistance	40,657	34,924	41,257
Other Institutionalized	1,118	8,501	1,313

## Federal Allocation to State

FY 2013



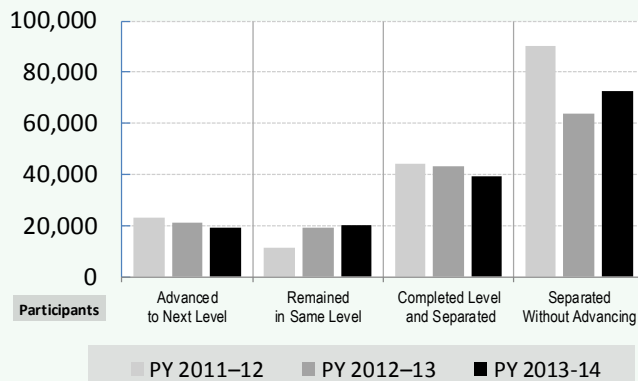
FLORIDA  
Total Allocation = \$37,102,685

## Enrollment by Race/Ethnicity

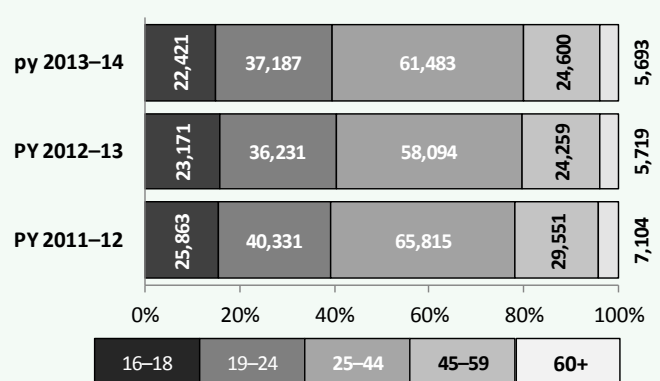
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	728	0	320	90	318	1
Asian	3,603	2	810	170	2,623	-10
Black or African American	43,147	29	27,144	3,896	12,107	-17
Hispanic or Latino	69,029	46	17,476	4,479	47,074	-1
Native Hawaiian or Other Pacific Islander	250	0	122	19	109	-40
White	31,219	21	20,399	5,782	5,038	-17
Two or More Races	3,408	2	1,956	503	949	-22
<b>Total</b>	<b>151,384</b>	<b>100</b>	<b>68,227</b>	<b>14,939</b>	<b>68,218</b>	<b>-10</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	48	44	33,792	108,695
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	37	34	23,333	73,107
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	23	34	64	10,076	20,526
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	29	27	31	2,935	12,250
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	43	73	26	12,305	75,960
<b>Performance Measure V: Retained Employment</b>					
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	44	50	40,887	105,177

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Georgia

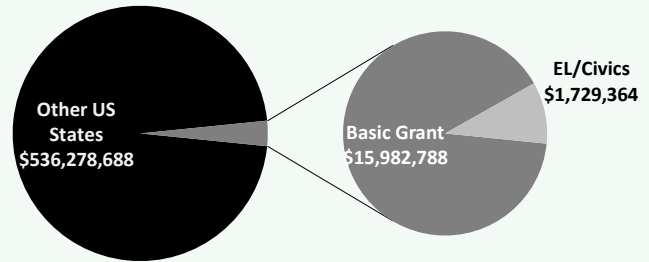
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	18,930	18,147	15,565
Unemployed	30,979	23,716	20,394
Correctional Setting	4,083	4,397	4,026
On Public Assistance	17,534	16,542	13,938
Other Institutionalized	192	173	131

## Federal Allocation to State

FY 2013



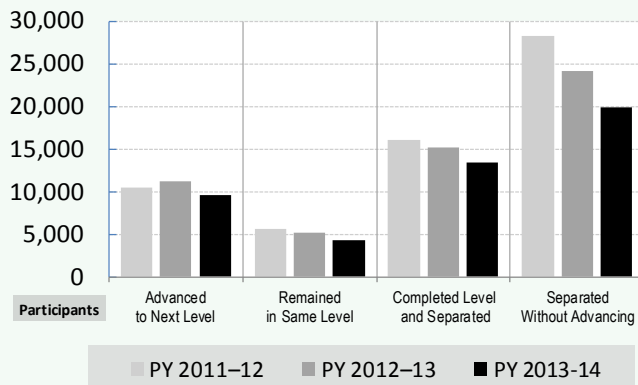
GEORGIA  
Total Allocation = \$17,712,152

## Enrollment by Race/Ethnicity

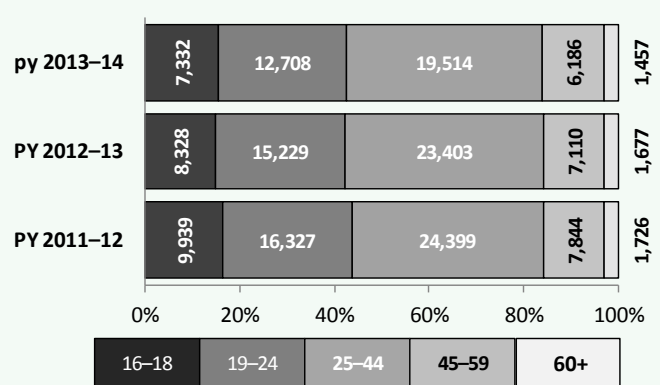
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	246	1	193	+	+	-28
Asian	3,746	8	604	55	3,087	-19
Black or African American	21,378	45	19,226	1,122	1,030	-20
Hispanic or Latino	7,654	16	3,125	295	4,234	-23
Native Hawaiian or Other Pacific Islander	95	0	79	+	+	-33
White	13,503	29	10,814	2,024	665	-26
Two or More Races	575	1	467	49	59	19
<b>Total</b>	<b>47,197</b>	<b>100</b>	<b>34,508</b>	<b>3,560</b>	<b>9,129</b>	<b>-22</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	48	48	17,678	57,322
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	51	4,638	15,806
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	76	88	84	5,158	17,585
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	50	15	26	2,956	6,207
<b>Performance Measure IV: Entered Employment</b>					
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	38	37	6,827	13,143
<b>Performance Measure V: Retained Employment</b>					
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	66	62	56	8,529	17,829

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Hawaii

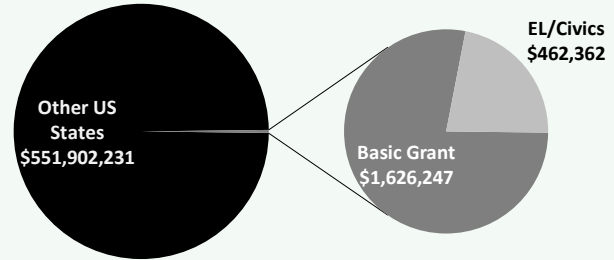
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	3,216	2,599	2,437
Unemployed	2,802	2,127	2,020
Correctional Setting	310	135	112
On Public Assistance	227	105	81
Other Institutionalized	+	+	+

## Federal Allocation to State

FY 2013



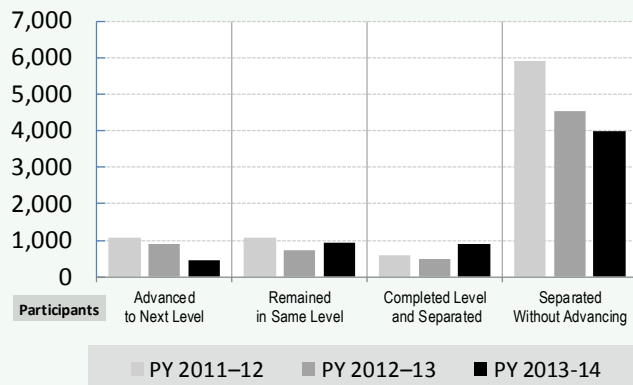
**HAWAII**  
Total Allocation = \$2,088,609

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	28	0	17	+	+	-47
Asian	2,619	42	510	343	1,766	-27
Black or African American	345	5	253	+	+	-19
Hispanic or Latino	776	12	401	250	125	-17
Native Hawaiian or Other Pacific Islander	1,051	17	711	229	111	-46
White	659	10	305	307	47	-35
Two or More Races	811	13	542	255	14	19
<b>Total</b>	<b>6,289</b>	<b>100</b>	<b>2,739</b>	<b>1,484</b>	<b>2,066</b>	<b>-27</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	18	21	24	891	2,671
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	17	16	340	1,145
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	90*	96	88	1,045	3,199
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	80*	42*	24*	576	1,672
<b>Performance Measure IV: Entered Employment</b>					
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	67*	52*	31*	551	1,719
<b>Performance Measure V: Retained Employment</b>					
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	91*	93*	95	2,309	4,855

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Idaho

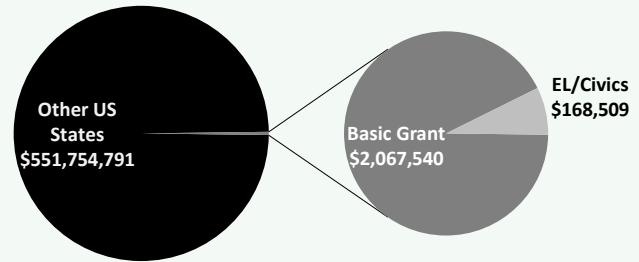
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	2,093	2,217	1,950
Unemployed	1,986	1,482	1,242
Correctional Setting	1,436	439	797
On Public Assistance	571	297	224
Other Institutionalized	+	+	0

## Federal Allocation to State

FY 2013



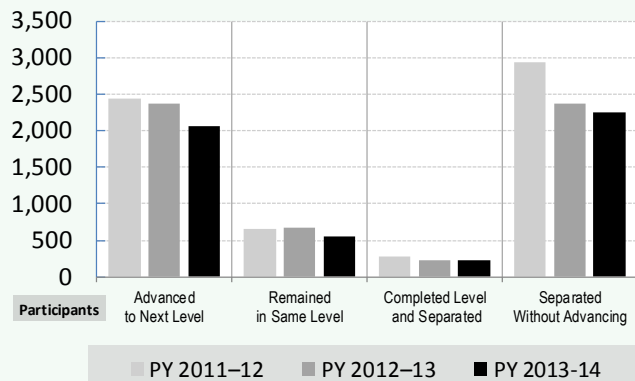
IDAHO  
Total Allocation = \$2,236,049

## Enrollment by Race/Ethnicity

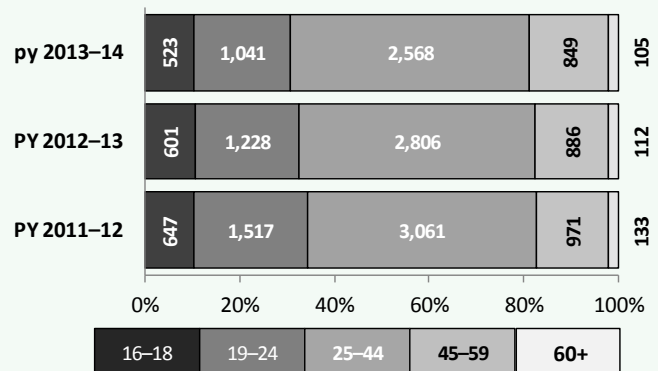
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	130	3	118	+	+	2
Asian	388	8	130	14	244	-23
Black or African American	293	6	+	+	206	14
Hispanic or Latino	2,053	40	900	40	1,113	-11
Native Hawaiian or Other Pacific Islander	19	0	+	+	+	-21
White	2,058	40	1,586	297	175	-30
Two or More Races	145	3	120	+	+	-14
<b>Total</b>	<b>5,086</b>	<b>100</b>	<b>2,948</b>	<b>392</b>	<b>1,746</b>	<b>-20</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	46	45	1,443	4,859
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	46	795	2,551
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	81	87	82	716	2,306
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	64	26	23	416	968
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	3	38	393	879
<b>Performance Measure V: Retained Employment</b>					
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	0	75	1,464	2,447

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Illinois

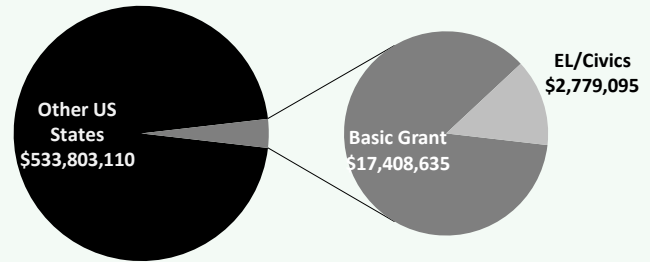
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	37,183	35,274	32,471
Unemployed	41,483	35,572	31,770
Correctional Setting	2,869	2,413	2,308
On Public Assistance	16,262	13,541	14,068
Other Institutionalized	96	922	723

## Federal Allocation to State

FY 2013



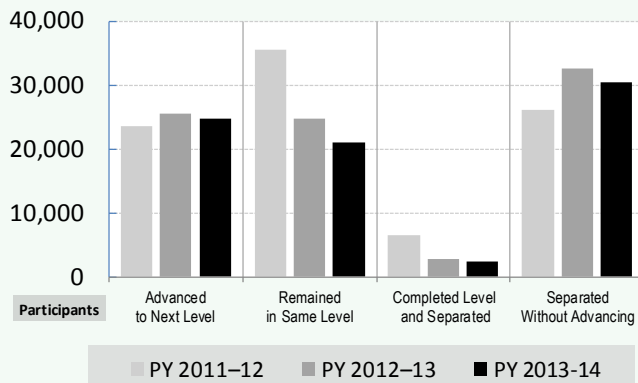
ILLINOIS  
Total Allocation = \$20,187,730

## Enrollment by Race/Ethnicity

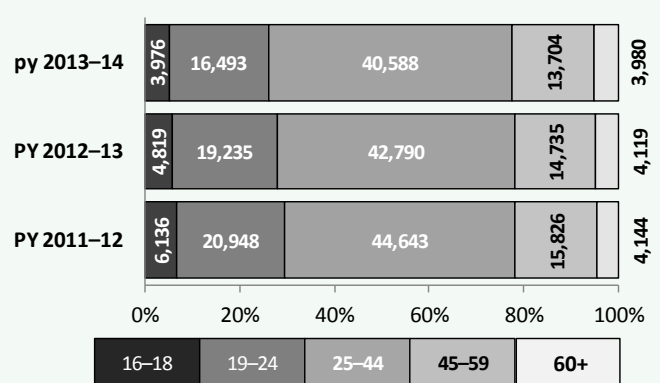
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	142	0	98	30	14	-37
Asian	8,106	10	1,023	159	6,924	-6
Black or African American	15,837	20	11,116	2,728	1,993	-18
Hispanic or Latino	37,999	48	7,801	2,104	28,094	-12
Native Hawaiian or Other Pacific Islander	62	0	28	14	20	-30
White	16,117	20	5,907	3,260	6,950	-19
Two or More Races	478	1	272	150	56	-14
<b>Total</b>	<b>78,741</b>	<b>100</b>	<b>26,245</b>	<b>8,445</b>	<b>44,051</b>	<b>-14</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	32	33	10,213	32,968
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	32	34	37	16,128	48,573
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	35	72	61	2,747	10,762
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	25	18	13	1,229	4,618
<b>Performance Measure IV: Entered Employment</b>					
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	31	30	6,284	19,135
<b>Performance Measure V: Retained Employment</b>					
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	78	69	61	14,499	32,135

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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# Selected Adult Education Program and Student Information Indiana

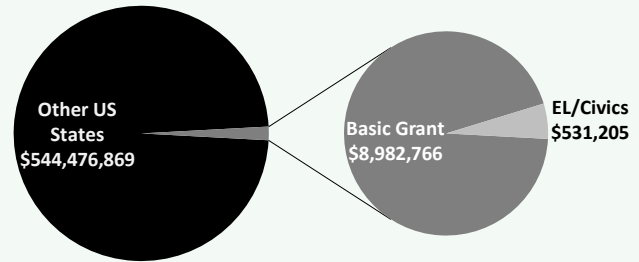
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	7,479	8,871	9,163
Unemployed	10,213	10,329	9,137
Correctional Setting	4,062	4,085	4,918
On Public Assistance	5,776	4,716	3,867
Other Institutionalized	86	76	62

## Federal Allocation to State

FY 2013



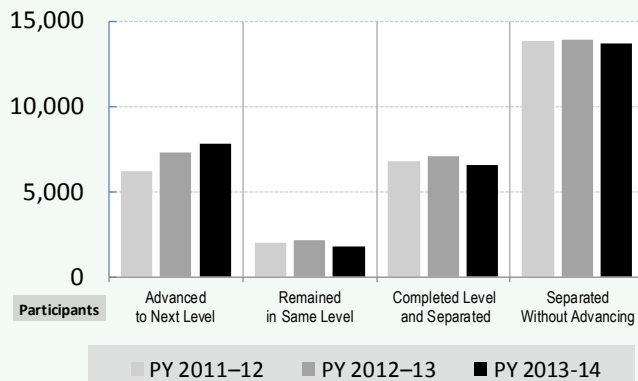
INDIANA  
Total Allocation = \$9,513,971

## Enrollment by Race/Ethnicity

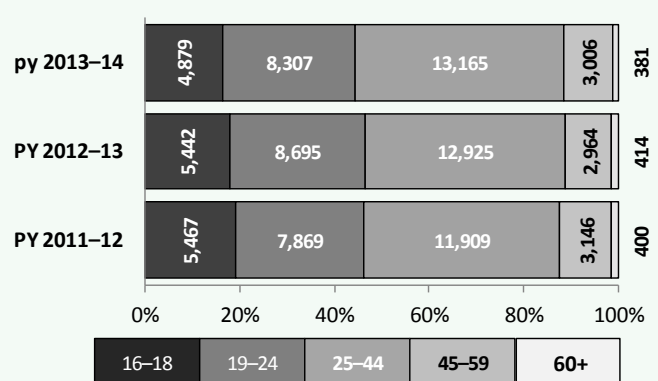
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	136	0	112	+	+	-27
Asian	1,180	4	317	66	797	-1
Black or African American	6,022	20	5,287	550	185	-3
Hispanic or Latino	2,509	8	1,139	93	1,277	-1
Native Hawaiian or Other Pacific Islander	25	0	18	+	+	-38
White	15,053	51	11,469	3,259	325	-3
Two or More Races	4,813	16	2,677	441	1,695	51
<b>Total</b>	<b>29,738</b>	<b>100</b>	<b>21,019</b>	<b>4,430</b>	<b>4,289</b>	<b>3</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	45	48	11,371	32,191
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	51	48	2,039	6,344
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	66	19	87	6,794	13,763
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	42	19	27	1,974	3,652
<b>Performance Measure IV: Entered Employment</b>					
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	39	42	3,926	9,069
<b>Performance Measure V: Retained Employment</b>					
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	59	62	6,639	13,554

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Iowa

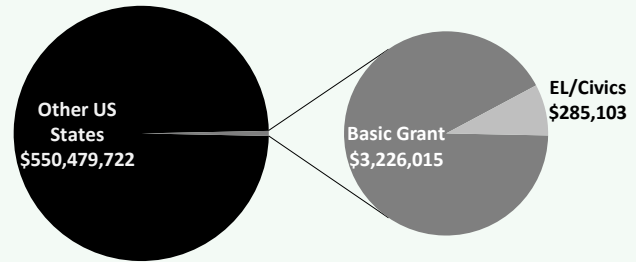
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	3,705	3,393	4,151
Unemployed	6,457	4,994	5,115
Correctional Setting	1,013	872	771
On Public Assistance	635	615	783
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



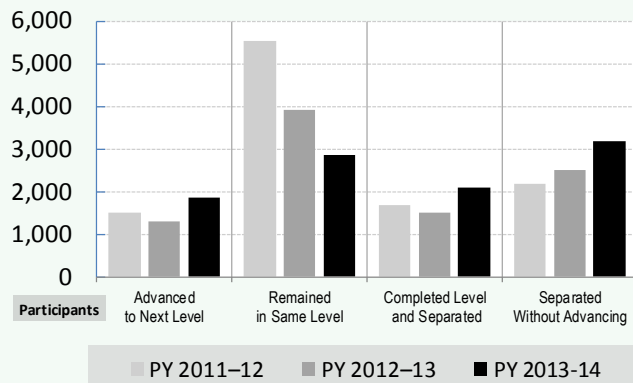
IOWA  
Total Allocation = \$3,511,118

## Enrollment by Race/Ethnicity

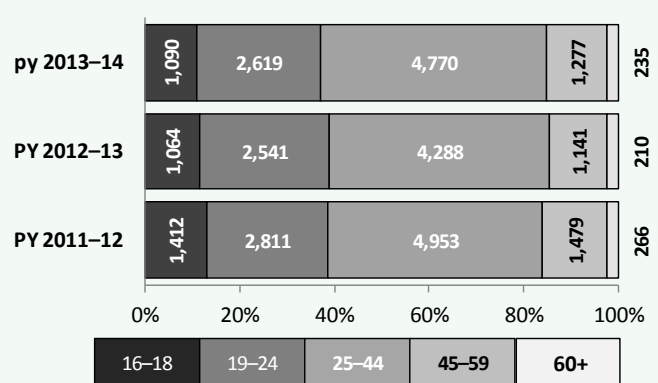
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	69	1	55	+	+	-43
Asian	1,195	12	83	25	1,087	-2
Black or African American	1,774	18	978	136	660	-12
Hispanic or Latino	3,010	30	906	150	1,954	7
Native Hawaiian or Other Pacific Islander	28	0	17	+	+	-38
White	3,738	37	2,586	919	233	-15
Two or More Races	177	2	114	24	39	-46
<b>Total</b>	<b>9,991</b>	<b>100</b>	<b>4,739</b>	<b>1,272</b>	<b>3,980</b>	<b>-9</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> 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	26	38	2,118	4,548
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	30	37	1,487	3,853
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	85	99	1,750	4,089
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	43	54	1,093	2,004
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	60	40	882	2,904
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	80	71	41	1,189	5,379

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Kansas

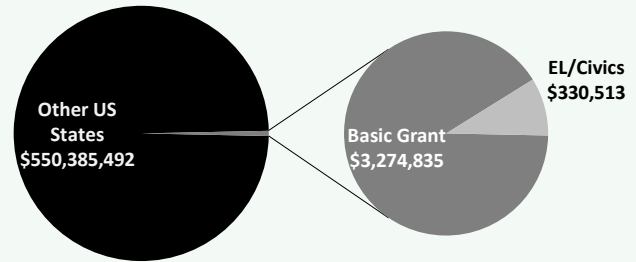
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	3,360	4,435	4,036
Unemployed	2,552	2,648	2,631
Correctional Setting	309	409	415
On Public Assistance	1,080	1,643	1,376
Other Institutionalized	40	34	20

## Federal Allocation to State

FY 2013



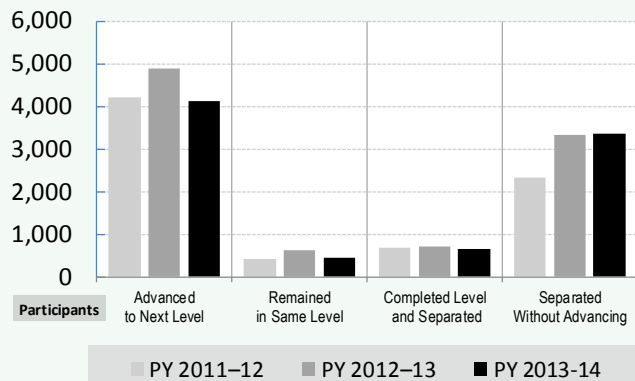
**KANSAS**  
Total Allocation = \$3,605,348

## Enrollment by Race/Ethnicity

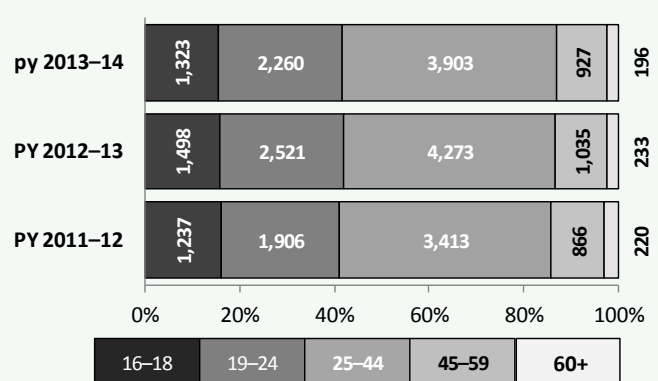
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	106	1	84	10	12	-18
Asian	714	8	106	24	584	-3
Black or African American	1,141	13	777	71	293	31
Hispanic or Latino	3,175	37	957	201	2,017	14
Native Hawaiian or Other Pacific Islander	12	0	12	+	+	-25
White	3,130	36	2,220	727	183	7
Two or More Races	331	4	267	+	+	77
<b>Total</b>	<b>8,609</b>	<b>100</b>	<b>4,423</b>	<b>1,094</b>	<b>3,092</b>	<b>13</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	52	47	2,417	8,069
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	67	67	66	2,031	6,122
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	83	97	93	1,177	4,005
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	87	49	56	1,191	3,522
<b>Performance Measure IV: Entered Employment</b>					
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	54	74	1,051	1,994
<b>Performance Measure V: Retained Employment</b>					
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	68	73	2,583	5,734

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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# Selected Adult Education Program and Student Information Kentucky

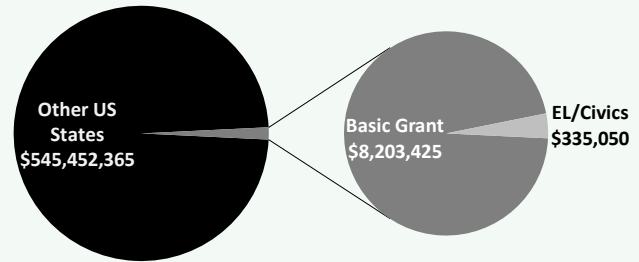
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	10,221	8,701	8,448
Unemployed	16,070	14,055	11,623
Correctional Setting	5,883	5,164	5,129
On Public Assistance	9,914	9,854	2,404
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



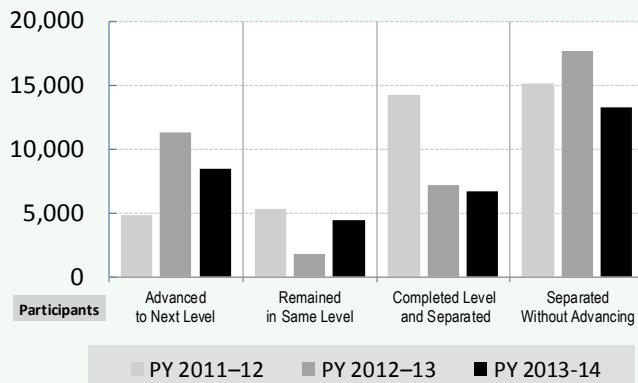
**KENTUCKY**  
Total Allocation = \$8,538,475

## Enrollment by Race/Ethnicity

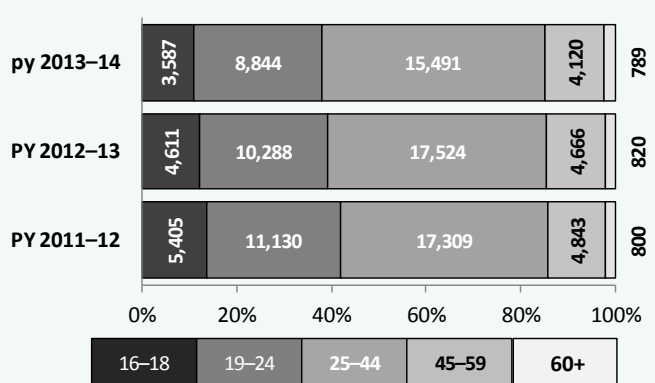
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	187	1	153	+	+	-24
Asian	1,242	4	256	53	933	-3
Black or African American	5,502	17	4,080	650	772	-14
Hispanic or Latino	3,160	10	978	165	2,017	22
Native Hawaiian or Other Pacific Islander	37	0	25	+	+	-34
White	22,186	68	14,996	6,788	402	-22
Two or More Races	517	2	350	128	39	18
<b>Total</b>	<b>32,831</b>	<b>100</b>	<b>20,838</b>	<b>7,825</b>	<b>4,168</b>	<b>-17</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	52	12,822	45,925
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	56	56	2,334	6,749
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	89	70	92	4,542	17,441
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	75	39	32	4,988	13,165
<b>Performance Measure IV: Entered Employment</b>					
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	37	41	4,689	11,164
<b>Performance Measure V: Retained Employment</b>					
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	64	53	69	6,138	11,224

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Louisiana

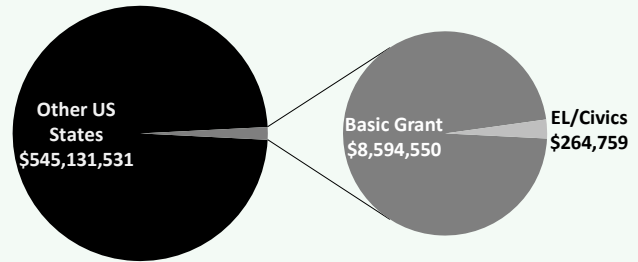
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	6,985	6,357	6,296
Unemployed	9,470	8,857	6,921
Correctional Setting	6,572	5,975	5,349
On Public Assistance	2,359	1,843	1,675
Other Institutionalized	9	+	0

## Federal Allocation to State

FY 2013



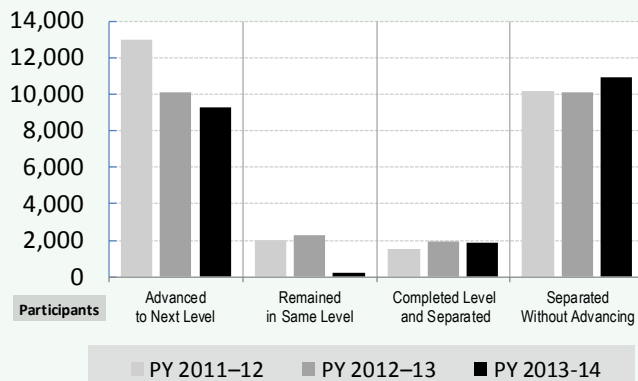
LOUISIANA  
Total Allocation = \$8,859,309

## Enrollment by Race/Ethnicity

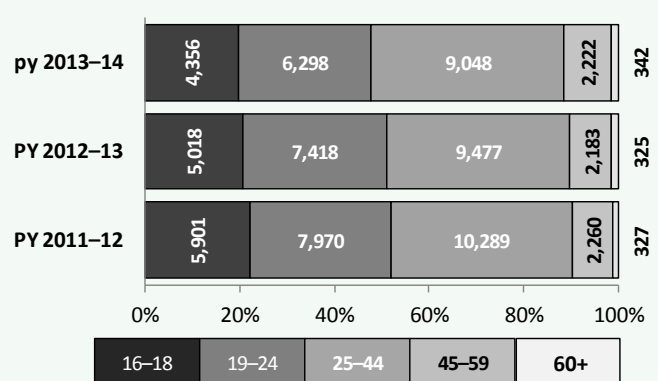
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	196	1	169	18	9	-21
Asian	377	2	180	20	177	-6
Black or African American	12,125	54	11,088	955	82	-20
Hispanic or Latino	2,732	12	904	108	1,720	21
Native Hawaiian or Other Pacific Islander	28	0	18	+	+	4
White	6,603	30	5,005	1,496	102	-21
Two or More Races	205	1	166	+	+	-22
<b>Total</b>	<b>22,266</b>	<b>100</b>	<b>17,530</b>	<b>2,640</b>	<b>2,096</b>	<b>-17</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	49	50	9,551	32,751
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	42	38	803	2,295
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	72	79	83	3,717	12,062
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	59	17	18	957	3,896
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	53	36	37	2,471	7,236
<b>Performance Measure V: Retained Employment</b>					
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	67	67	4,666	10,451

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Maine

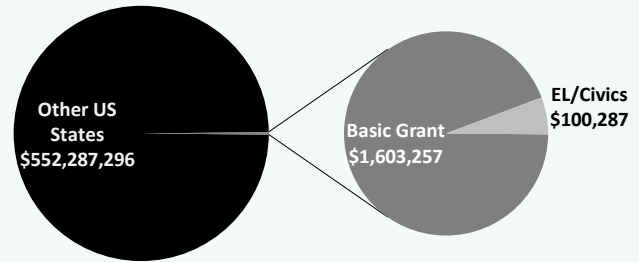
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	1,749	1,851	1,761
Unemployed	2,858	2,660	2,766
Correctional Setting	416	122	172
On Public Assistance	2,942	3,509	3,655
Other Institutionalized	35	0	0

## Federal Allocation to State

FY 2013



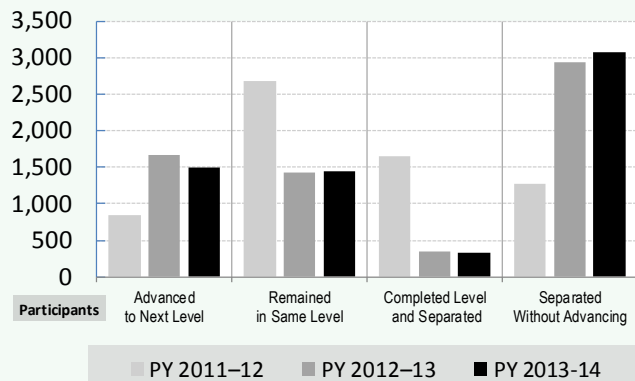
MAINE  
Total Allocation = \$1,703,544

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	66	1	49	+	+	-35
Asian	273	4	61	16	196	1
Black or African American	1,419	22	293	40	1,086	23
Hispanic or Latino	252	4	128	23	101	-17
Native Hawaiian or Other Pacific Islander	7	0	6	+	+	0
White	4,180	66	2,757	1,130	293	-8
Two or More Races	143	2	101	26	16	204
<b>Total</b>	<b>6,340</b>	<b>100</b>	<b>3,395</b>	<b>1,252</b>	<b>1,693</b>	<b>-1</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	28	28	1,178	4,378
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	42	29	497	1,452
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	0*	81	93	1,297	2,694
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	0*	13	16	422	705
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	0*	33	38	776	1,386
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	0*	69	64	929	1,834

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Maryland

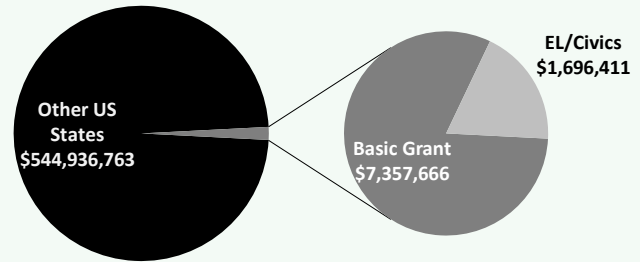
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	12,531	13,274	9,794
Unemployed	14,169	8,847	7,342
Correctional Setting	5,553	5,343	4,954
On Public Assistance	2,131	2,058	1,157
Other Institutionalized	95	55	35

## Federal Allocation to State

FY 2013



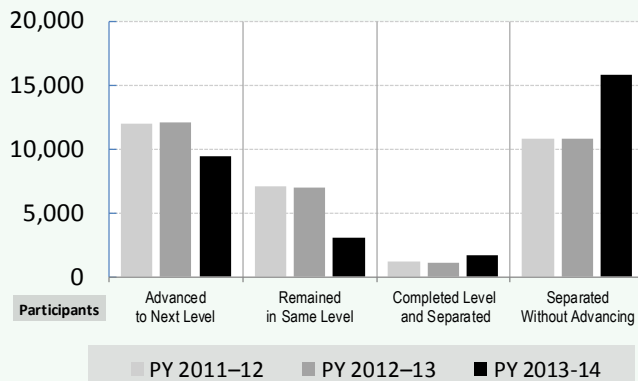
MARYLAND  
Total Allocation = \$9,054,077

## Enrollment by Race/Ethnicity

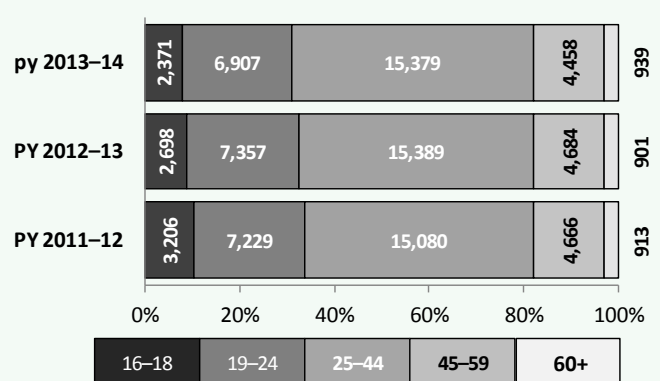
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	138	0	91	29	18	-10
Asian	2,274	8	202	56	2,016	-12
Black or African American	11,018	37	7,882	1,323	1,813	-13
Hispanic or Latino	12,078	40	1,786	236	10,056	24
Native Hawaiian or Other Pacific Islander	65	0	44	8	13	14
White	4,214	14	2,619	908	687	-25
Two or More Races	267	1	210	42	15	-9
<b>Total</b>	<b>30,054</b>	<b>100</b>	<b>12,834</b>	<b>2,602</b>	<b>14,618</b>	<b>-3</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	30	4,335	17,480
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	45	44	6,474	19,011
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	74	68	57	1,838	6,633
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	41	6	7	304	879
<b>Performance Measure IV: Entered Employment</b>					
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	29	30	2,566	5,240
<b>Performance Measure V: Retained Employment</b>					
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	54	63	6,260	11,866

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Massachusetts

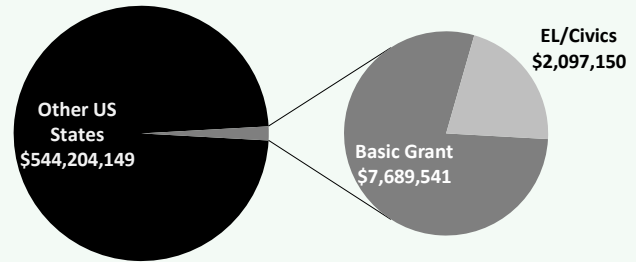
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	9,638	8,807	8,586
Unemployed	6,095	5,596	5,441
Correctional Setting	1,437	1,433	1,496
On Public Assistance	4,444	6,996	6,988
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



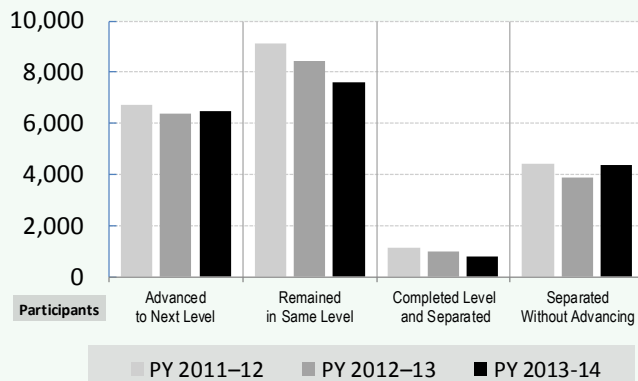
MASSACHUSETTS  
Total Allocation = \$9,786,691

## Enrollment by Race/Ethnicity

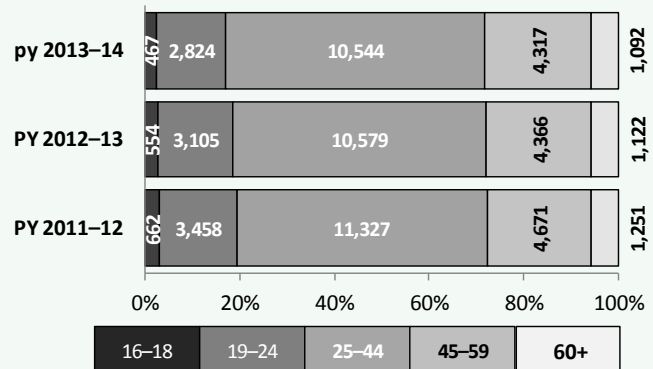
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	94	0	23	18	53	45
Asian	2,021	11	199	163	1,659	-16
Black or African American	4,376	23	1,516	725	2,135	-8
Hispanic or Latino	6,493	34	1,285	706	4,502	0
Native Hawaiian or Other Pacific Islander	44	0	20	10	14	-14
White	4,352	23	1,218	1,353	1,781	-15
Two or More Races	1,864	10	398	266	1,200	-24
<b>Total</b>	<b>19,244</b>	<b>100</b>	<b>4,659</b>	<b>3,241</b>	<b>11,344</b>	<b>-10</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	23	24	1,603	4,928
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	48	5,424	16,492
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	69	76	76	711	2,499
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	84	14	13	466	1,220
<b>Performance Measure IV: Entered Employment</b>					
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	36	39	638	1,364
<b>Performance Measure V: Retained Employment</b>					
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	73	74	1,168	2,728

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Michigan

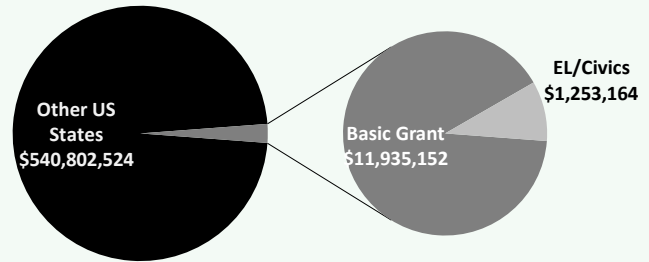
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	6,209	6,129	5,931
Unemployed	8,495	8,935	7,200
Correctional Setting	5,881	7,016	8,548
On Public Assistance	6,173	6,434	5,167
Other Institutionalized	523	541	305

## Federal Allocation to State

FY 2013



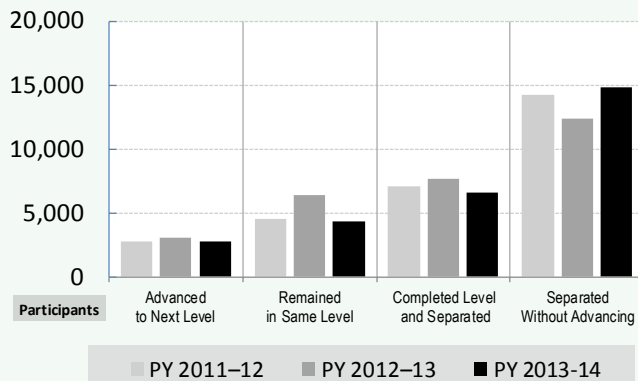
**MICHIGAN**  
Total Allocation = \$13,188,316

## Enrollment by Race/Ethnicity

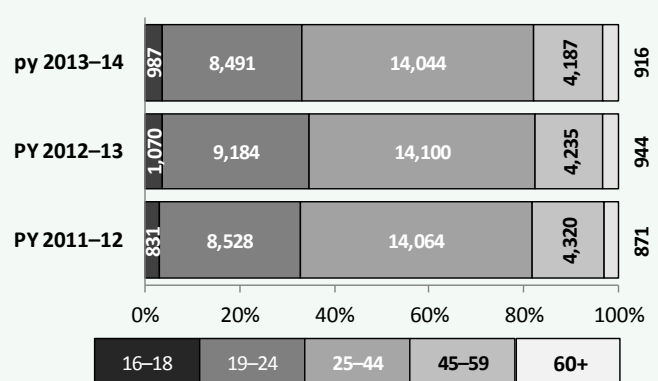
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	254	1	214	+	+	-4
Asian	2,119	7	193	19	1,907	-3
Black or African American	10,762	38	9,623	779	360	9
Hispanic or Latino	4,046	14	1,380	263	2,403	-3
Native Hawaiian or Other Pacific Islander	19	0	17	+	+	-49
White	11,133	39	6,231	1,292	3,610	-6
Two or More Races	292	1	240	40	12	2
<b>Total</b>	<b>28,625</b>	<b>100</b>	<b>17,898</b>	<b>2,425</b>	<b>8,302</b>	<b>0</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	31	29	5,643	17,478
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	50	54	45	3,750	12,517
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	75	81	78	3,962	9,216
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	48*	23	23	778	1,994
<b>Performance Measure IV: Entered Employment</b>					
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	20*	25*	36	3,098	5,668
<b>Performance Measure V: Retained Employment</b>					
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	76*	79*	78	4,398	8,995

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Minnesota

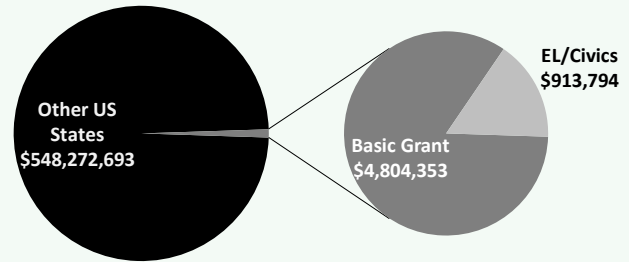
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	12,850	13,785	12,710
Unemployed	16,510	13,775	11,070
Correctional Setting	7,512	7,549	6,401
On Public Assistance	8,951	8,813	6,978
Other Institutionalized	377	286	318

## Federal Allocation to State

FY 2013



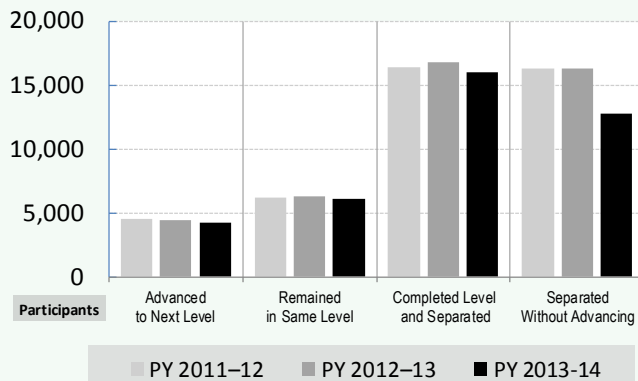
MINNESOTA  
Total Allocation = \$5,718,147

## Enrollment by Race/Ethnicity

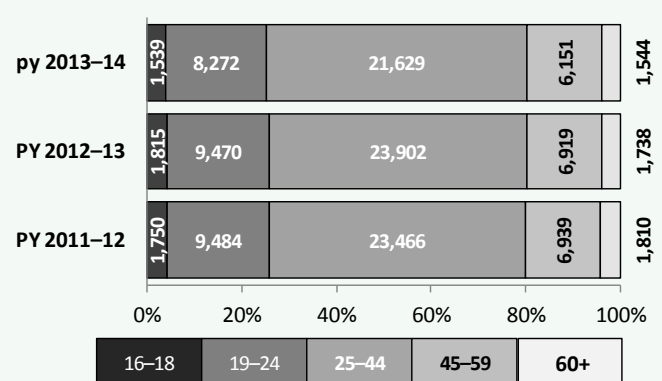
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	1,292	3	962	305	25	-14
Asian	6,120	16	1,485	317	4,318	-13
Black or African American	13,441	34	5,666	850	6,925	-12
Hispanic or Latino	9,597	25	3,004	678	5,915	6
Native Hawaiian or Other Pacific Islander	66	0	37	11	18	-23
White	8,100	21	4,602	2,611	887	-19
Two or More Races	519	1	318	170	31	-3
<b>Total</b>	<b>39,135</b>	<b>100</b>	<b>16,074</b>	<b>4,942</b>	<b>18,119</b>	<b>-10</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	49	51	9,539	30,425
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	53	57	10,387	30,970
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	71	58	82	1,871	7,913
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	63	24	32	2,235	5,476
<b>Performance Measure IV: Entered Employment</b>					
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	42	44	3,605	8,931
<b>Performance Measure V: Retained Employment</b>					
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	72	73	7,683	16,684

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Mississippi

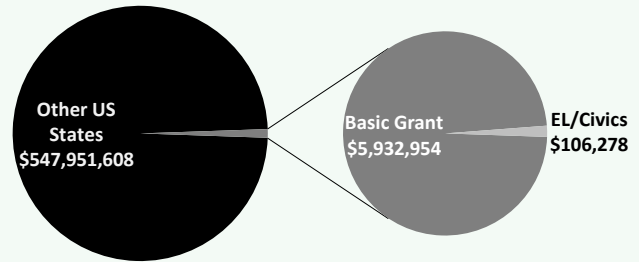
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	3,564	3,413	3,233
Unemployed	8,007	6,520	5,995
Correctional Setting	1,576	685	908
On Public Assistance	1,794	2,712	2,633
Other Institutionalized	30	107	46

## Federal Allocation to State

FY 2013



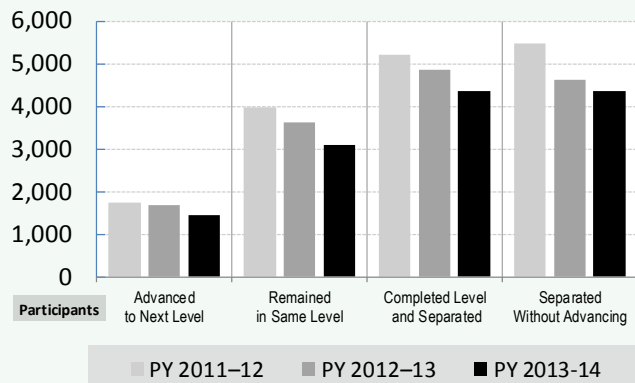
MISSISSIPPI  
Total Allocation = \$6,039,232

## Enrollment by Race/Ethnicity

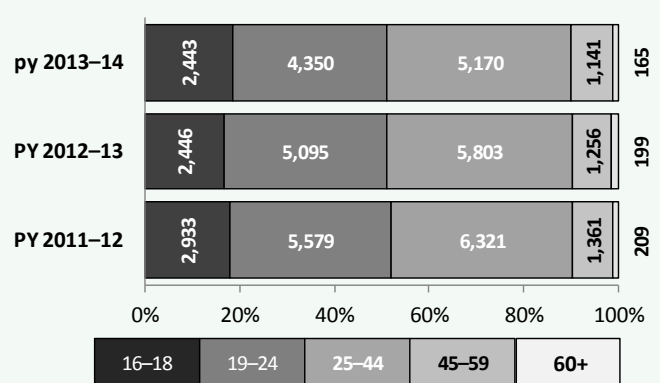
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	73	1	65	8	0	1
Asian	112	1	53	13	46	5
Black or African American	7,318	55	6,845	+	+	-20
Hispanic or Latino	623	5	394	43	186	24
Native Hawaiian or Other Pacific Islander	18	0	16	+	+	29
White	4,936	37	3,766	1,164	6	-23
Two or More Races	189	1	155	34	0	-5
<b>Total</b>	<b>13,269</b>	<b>100</b>	<b>11,294</b>	<b>1,734</b>	<b>241</b>	<b>-19</b>

## 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 2011–12 to Program Year 2013–14

#### Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	41	42	5,008	16,238
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	36	27	66	254
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	97	85	91	2,503	9,948
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	83	28	97	581	2,199
<b>Performance Measure IV: Entered Employment</b>					
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	84	11	46	1,921	2,675
<b>Performance Measure V: Retained Employment</b>					
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	94	26	33	2,251	3,086

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Missouri

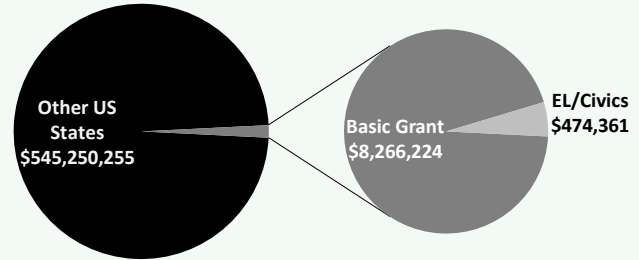
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	7,504	7,647	6,143
Unemployed	11,721	11,013	7,440
Correctional Setting	5,919	5,599	4,951
On Public Assistance	1,580	2,214	1,368
Other Institutionalized	46	25	22

## Federal Allocation to State

FY 2013



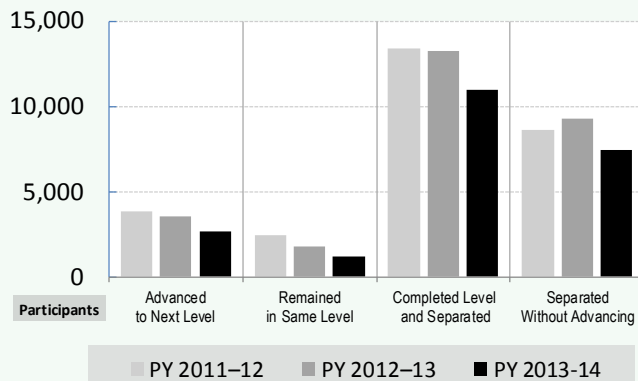
MISSOURI  
Total Allocation = \$8,740,585

## Enrollment by Race/Ethnicity

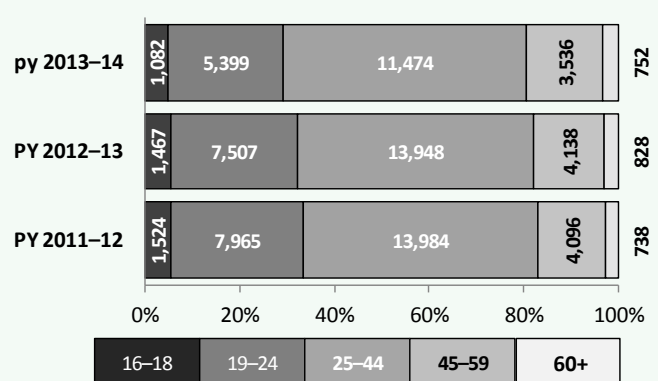
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	218	1	188	+	+	-32
Asian	1,644	7	226	41	1,377	-19
Black or African American	6,726	30	5,726	249	751	-20
Hispanic or Latino	3,117	14	1,118	100	1,899	2
Native Hawaiian or Other Pacific Islander	75	0	62	+	+	32
White	10,066	45	7,876	1,417	773	-29
Two or More Races	397	2	332	49	16	10
<b>Total</b>	<b>22,243</b>	<b>100</b>	<b>15,528</b>	<b>1,879</b>	<b>4,836</b>	<b>-21</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> 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	60	60	10,156	35,903
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	62	62	64	3,072	10,232
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	80	83	3,710	12,191
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	19	22	1,447	3,405
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	34	39	3,215	9,602
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	66	68	69	7,264	18,307

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Montana

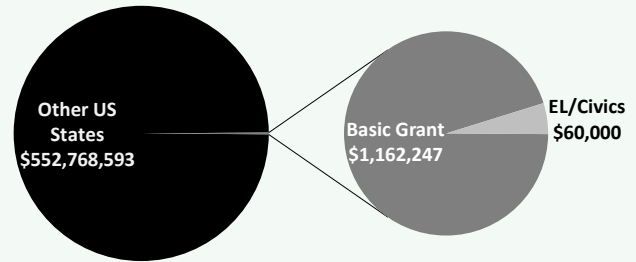
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	1,014	881	816
Unemployed	1,257	1,050	957
Correctional Setting	399	351	435
On Public Assistance	915	889	722
Other Institutionalized	69	51	48

## Federal Allocation to State

FY 2013



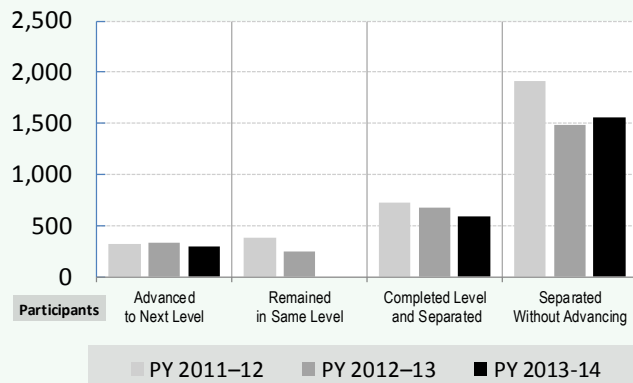
MONTANA  
Total Allocation = \$1,222,247

## Enrollment by Race/Ethnicity

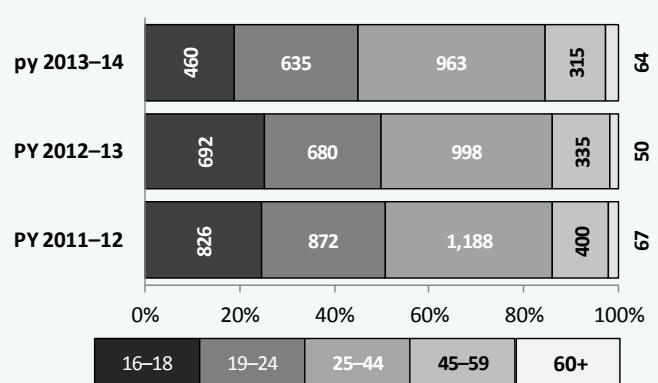
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	342	14	305	+	+	-43
Asian	95	4	24	6	65	-27
Black or African American	49	2	41	+	+	9
Hispanic or Latino	308	13	206	36	66	-11
Native Hawaiian or Other Pacific Islander	8	0	8	0	0	-38
White	1,535	63	1,124	390	21	-31
Two or More Races	100	4	75	+	+	3233
<b>Total</b>	<b>2,437</b>	<b>100</b>	<b>1,783</b>	<b>495</b>	<b>159</b>	<b>-27</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	33	33	686	2,259
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	50	62	66	105	305
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	80	87	90	761	2,436
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	64	39	47	298	907
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	35	50	344	1,208
<b>Performance Measure V: Retained Employment</b>					
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	80	50	68	795	2,209

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Nebraska

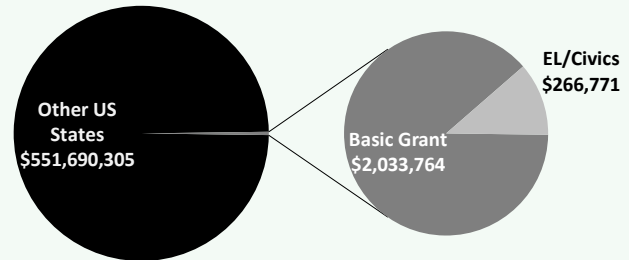
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	2,739	2,767	2,981
Unemployed	2,154	1,723	1,685
Correctional Setting	1,478	1,486	1,301
On Public Assistance	497	322	311
Other Institutionalized	17	16	17

## Federal Allocation to State

FY 2013



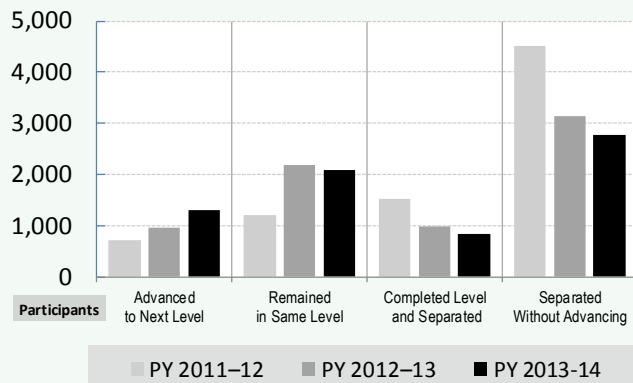
NEBRASKA  
Total Allocation = \$2,300,535

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	144	2	119	+	+	-39
Asian	518	7	104	13	401	-14
Black or African American	1,200	17	771	80	349	-23
Hispanic or Latino	3,307	47	1,085	135	2,087	4
Native Hawaiian or Other Pacific Islander	13	0	6	+	+	8
White	1,727	25	1,210	359	158	-22
Two or More Races	98	1	73	18	7	-38
<b>Total</b>	<b>7,007</b>	<b>100</b>	<b>3,368</b>	<b>629</b>	<b>3,010</b>	<b>-12</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	28	30	1,130	3,562
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	28	33	995	2,752
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	49	53	65	658	2,248
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	36	19	15	144	355
<b>Performance Measure IV: Entered Employment</b>					
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	39	42	290	1,150
<b>Performance Measure V: Retained Employment</b>					
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	60	63	975	2,801

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Nevada

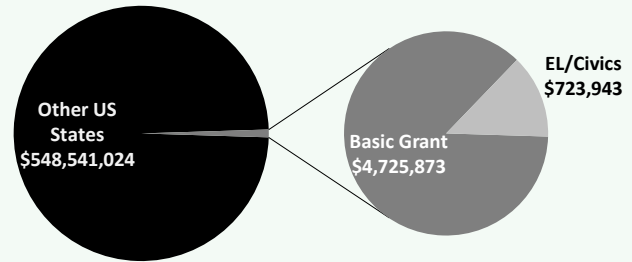
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	2,637	3,278	3,783
Unemployed	3,606	4,413	4,566
Correctional Setting	55	33	39
On Public Assistance	5	95	75
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



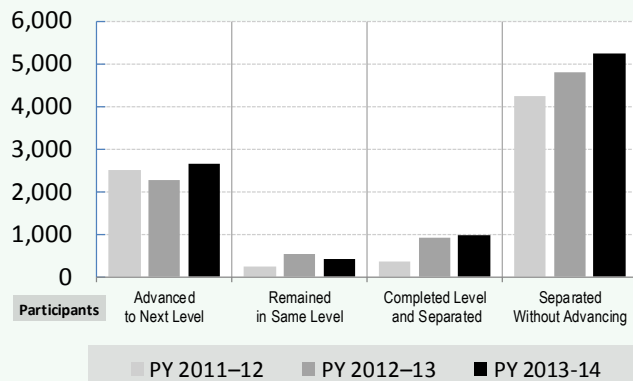
NEVADA  
Total Allocation = \$5,449,816

## Enrollment by Race/Ethnicity

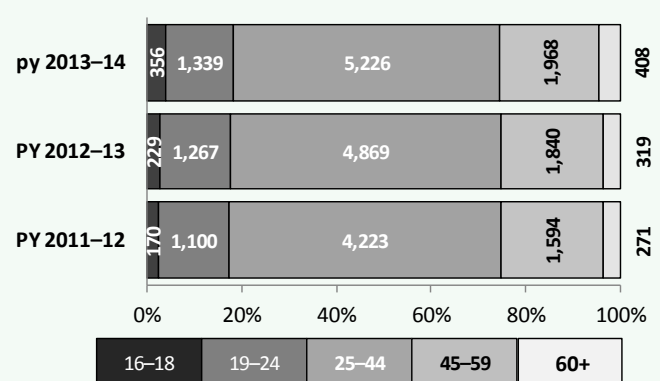
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	55	1	43	+	+	38
Asian	946	10	88	47	811	34
Black or African American	527	6	229	48	250	21
Hispanic or Latino	6,641	71	1,085	250	5,306	23
Native Hawaiian or Other Pacific Islander	42	0	24	7	11	-16
White	1,056	11	479	154	423	46
Two or More Races	30	0	18	+	+	1400
<b>Total</b>	<b>9,297</b>	<b>100</b>	<b>1,966</b>	<b>526</b>	<b>6,805</b>	<b>26</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	31	35	825	1,795
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	43	40	40	2,753	7,796
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	45	66	71	672	1,443
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	9	8	5	201	458
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	53	41	81	3,162	4,232
<b>Performance Measure V: Retained Employment</b>					
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	76	74	90	2,414	3,580

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information New Hampshire

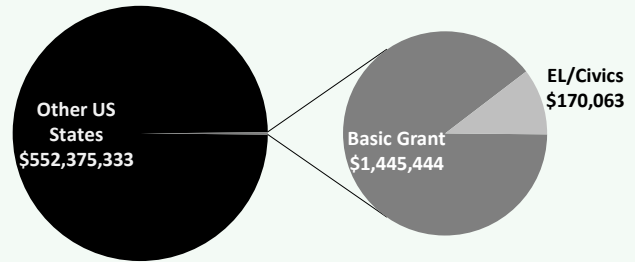
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	2,162	2,302	2,128
Unemployed	2,133	1,413	929
Correctional Setting	252	169	198
On Public Assistance	521	597	519
Other Institutionalized	+	+	+

## Federal Allocation to State

FY 2013



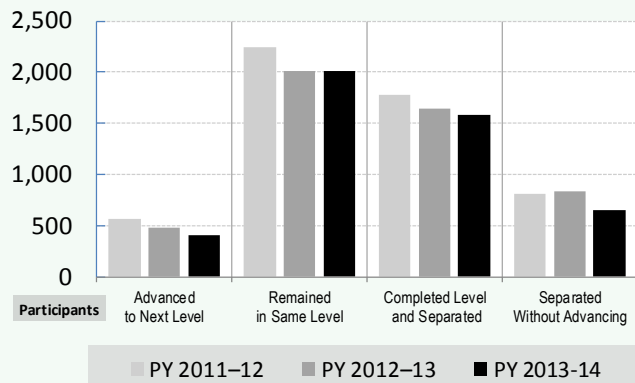
NEW HAMPSHIRE  
Total Allocation = \$1,615,507

## Enrollment by Race/Ethnicity

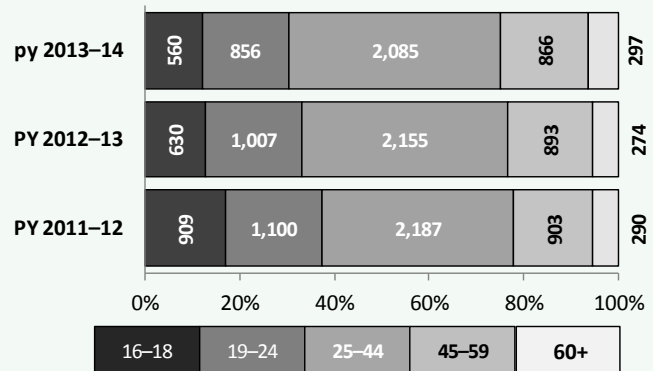
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	17	0	+	+	+	-11
Asian	862	18	70	39	753	-15
Black or African American	430	9	88	30	312	13
Hispanic or Latino	1,017	22	180	77	760	-2
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	-17
White	2,291	49	930	975	386	-21
Two or More Races	42	1	25	+	+	-25
<b>Total</b>	<b>4,664</b>	<b>100</b>	<b>1,307</b>	<b>1,139</b>	<b>2,218</b>	<b>-13</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> 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	47	48	910	3,045
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	39	873	2,559
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	89	74	70	581	2,373
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	86	16	12	134	415
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	66	45	41	243	1,013
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	95	89	93	1,322	3,448

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information New Jersey

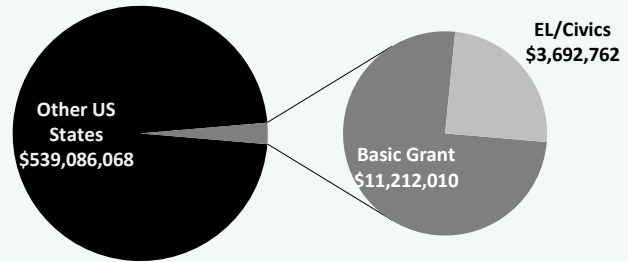
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	10,664	11,129	13,787
Unemployed	11,337	9,928	10,364
Correctional Setting	2,661	3,758	4,484
On Public Assistance	1,964	1,578	1,516
Other Institutionalized	+	+	0

## Federal Allocation to State

FY 2013



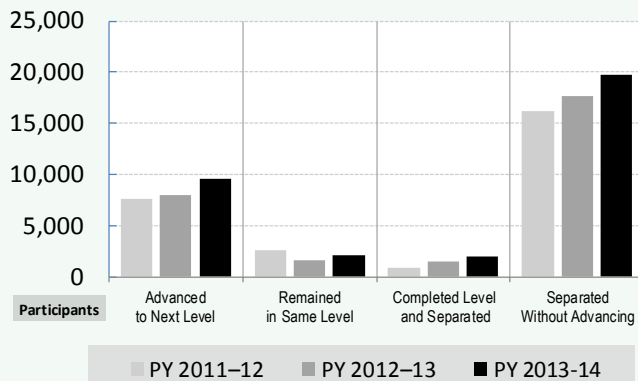
NEW JERSEY  
Total Allocation = \$14,904,772

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	112	0	81	9	22	37
Asian	1,920	6	262	27	1,631	1
Black or African American	7,661	23	5,513	557	1,591	20
Hispanic or Latino	19,822	59	4,336	395	15,091	30
Native Hawaiian or Other Pacific Islander	58	0	33	+	+	12
White	3,806	11	1,745	312	1,749	8
Two or More Races	109	0	68	+	+	17
<b>Total</b>	<b>33,488</b>	<b>100</b>	<b>12,038</b>	<b>1,311</b>	<b>20,139</b>	<b>23</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	27	28	3,689	9,665
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	37	39	7,754	19,539
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	37	82	66	1,361	4,613
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	96*	13*	12	1,340	2,831
<b>Performance Measure IV: Entered Employment</b>					
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	30	34	51	4,528	7,187
<b>Performance Measure V: Retained Employment</b>					
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	65	95	7,790	11,488

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information New Mexico

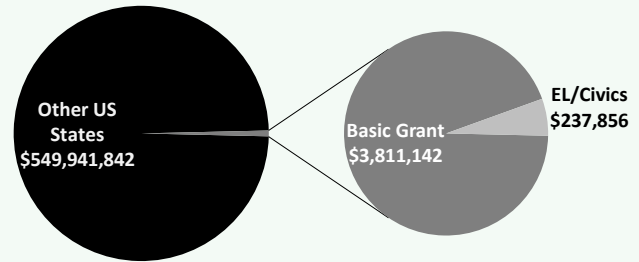
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	5,698	6,002	5,345
Unemployed	6,276	6,629	4,965
Correctional Setting	1,945	1,771	2,134
On Public Assistance	5,653	5,623	4,904
Other Institutionalized	21	8	0

## Federal Allocation to State

FY 2013



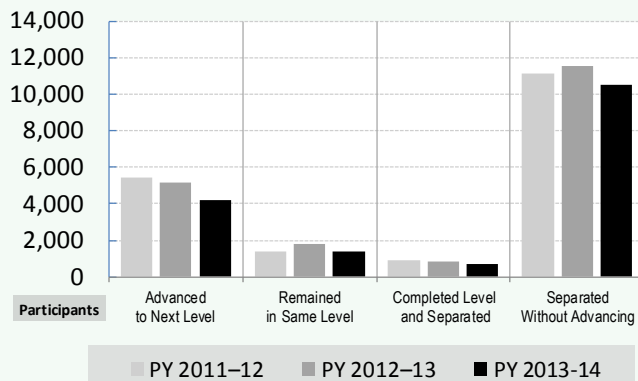
NEW MEXICO  
Total Allocation = \$4,048,998

## Enrollment by Race/Ethnicity

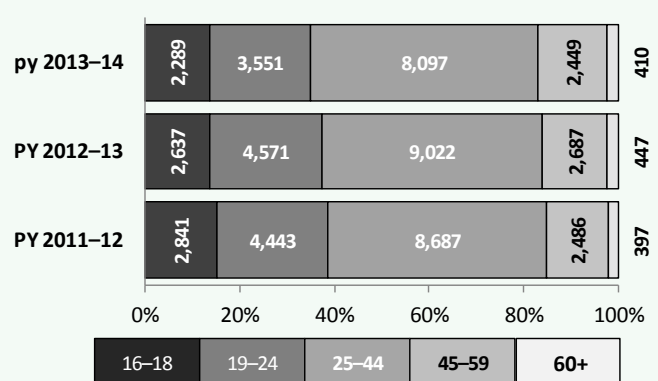
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	1,607	10	1,479	122	6	-29
Asian	478	3	88	7	383	-6
Black or African American	381	2	281	35	65	-10
Hispanic or Latino	12,217	73	5,792	662	5,763	-7
Native Hawaiian or Other Pacific Islander	29	0	25	+	+	-9
White	1,960	12	1,390	369	201	-15
Two or More Races	124	1	81	+	+	-9
<b>Total</b>	<b>16,796</b>	<b>100</b>	<b>9,136</b>	<b>1,215</b>	<b>6,445</b>	<b>-11</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	29	29	2,871	9,891
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	29	1,867	6,705
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	52	90	67	1,822	5,865
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	41	36	32	1,299	3,568
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	22	29	38	2,024	4,187
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	44	38	80	4,352	7,181

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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# Selected Adult Education Program and Student Information New York

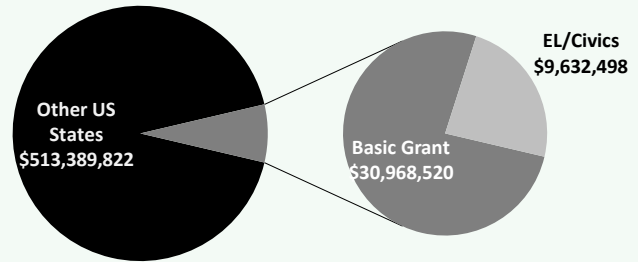
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	48,298	48,510	47,030
Unemployed	20,525	26,961	26,294
Correctional Setting	4,767	4,421	4,410
On Public Assistance	45,223	45,223	45,223
Other Institutionalized	1,935	1,521	1,359

## Federal Allocation to State

FY 2013



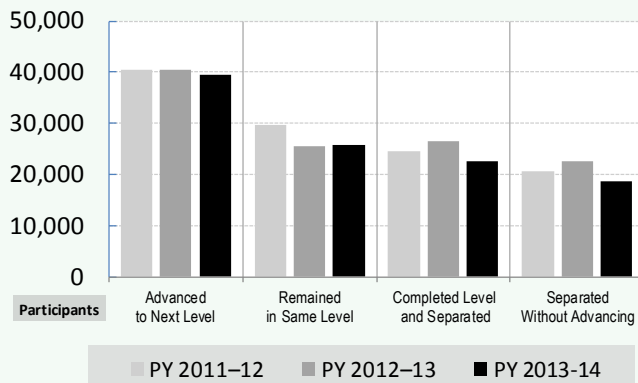
NEW YORK  
Total Allocation = \$40,601,018

## Enrollment by Race/Ethnicity

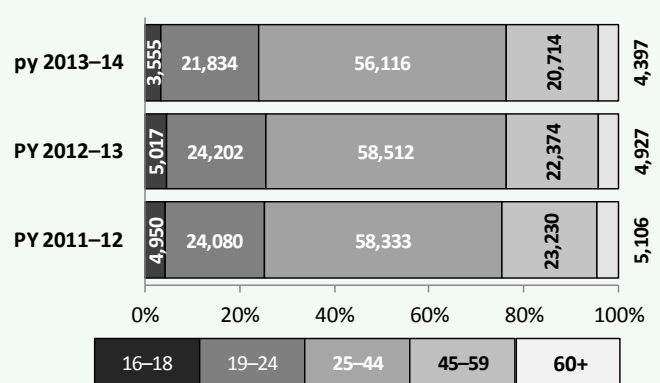
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	502	0	412	76	14	-6
Asian	11,822	11	1,938	242	9,642	-10
Black or African American	27,095	25	18,127	1,477	7,491	-11
Hispanic or Latino	48,611	46	10,760	1,101	36,750	-2
Native Hawaiian or Other Pacific Islander	218	0	140	23	55	-19
White	17,063	16	9,775	2,426	4,862	-16
Two or More Races	1,305	1	913	142	250	10
<b>Total</b>	<b>106,616</b>	<b>100</b>	<b>42,065</b>	<b>5,487</b>	<b>59,064</b>	<b>-8</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	53	24,346	78,818
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	58	61	62	36,710	111,674
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	95	93	91	5,155	17,226
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	98	90	95	12,783	35,687
<b>Performance Measure IV: Entered Employment</b>					
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	88	85	18,411	33,428
<b>Performance Measure V: Retained Employment</b>					
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	86	88	4,797	12,522

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information North Carolina

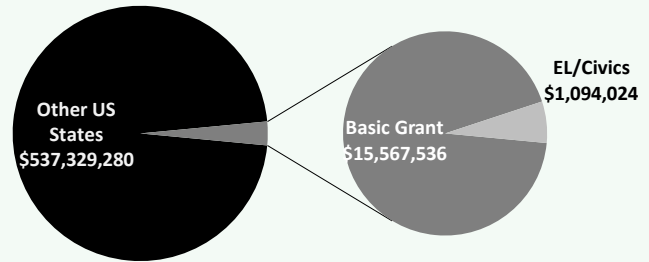
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	32,783	36,752	31,957
Unemployed	37,968	36,194	27,682
Correctional Setting	10,733	10,306	8,068
On Public Assistance	4,272	4,355	4,262
Other Institutionalized	616	571	344

## Federal Allocation to State

FY 2013



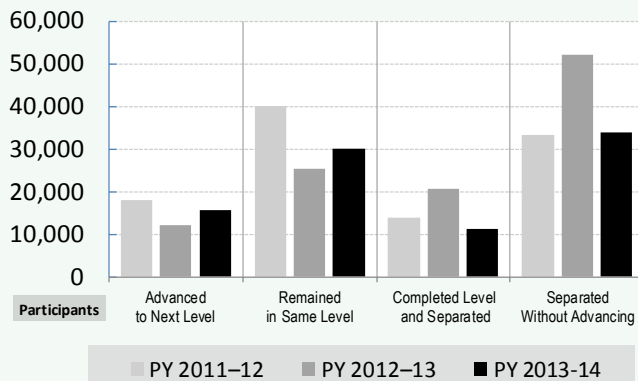
**NORTH CAROLINA**  
Total Allocation = \$16,661,560

## Enrollment by Race/Ethnicity

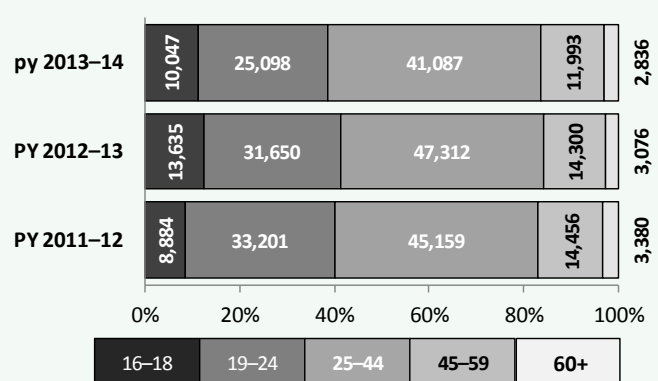
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	1,509	2	1,180	289	40	-19
Asian	3,911	4	766	229	2,916	5
Black or African American	28,288	31	22,389	4,561	1,338	-20
Hispanic or Latino	26,330	29	7,254	2,077	16,999	22
Native Hawaiian or Other Pacific Islander	189	0	128	37	24	4
White	5,391	6	3,283	710	1,398	-84
Two or More Races	25,443	28	17,156	6,977	1,310	193
<b>Total</b>	<b>91,061</b>	<b>100</b>	<b>52,156</b>	<b>14,880</b>	<b>24,025</b>	<b>-13</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	30	29	32	19,837	64,028
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	27	30	7,256	21,123
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	86	68	84	11,016	35,602
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	65	36	31	6,914	20,070
<b>Performance Measure IV: Entered Employment</b>					
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	35	8,279	18,496
<b>Performance Measure V: Retained Employment</b>					
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	58	58	17,103	37,088

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information North Dakota

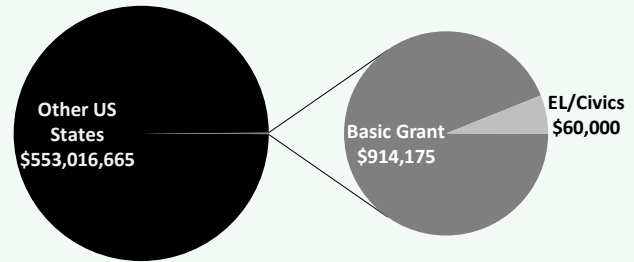
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	485	668	490
Unemployed	783	755	483
Correctional Setting	241	286	301
On Public Assistance	140	133	103
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



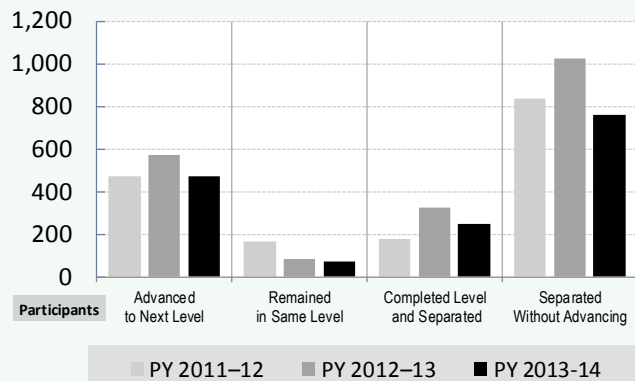
**NORTH DAKOTA**  
Total Allocation = \$974,175

## Enrollment by Race/Ethnicity

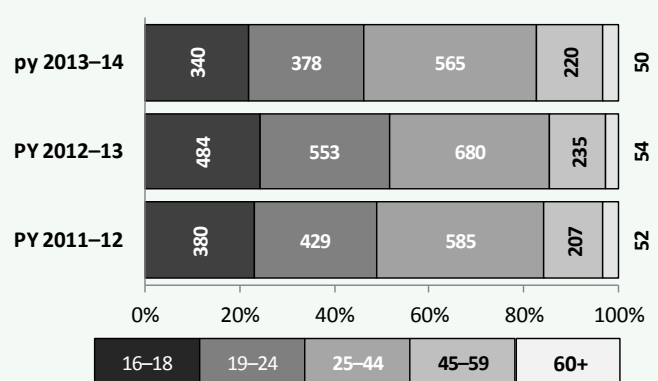
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	307	20	239	+	+	10
Asian	170	11	25	5	140	-29
Black or African American	216	14	83	9	124	-8
Hispanic or Latino	131	8	88	24	19	9
Native Hawaiian or Other Pacific Islander	6	0	+	+	0	-25
White	704	45	365	263	76	-5
Two or More Races	19	1	+	10	+	-32
<b>Total</b>	<b>1,553</b>	<b>100</b>	<b>813</b>	<b>379</b>	<b>361</b>	<b>-6</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	37	37	358	1,123
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	42	53	190	595
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	89	99	100	544	1,871
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	86	48*	55	372	815
<b>Performance Measure IV: Entered Employment</b>					
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	95	82*	77	527	1,265
<b>Performance Measure V: Retained Employment</b>					
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	95	99	748	1,357

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Ohio

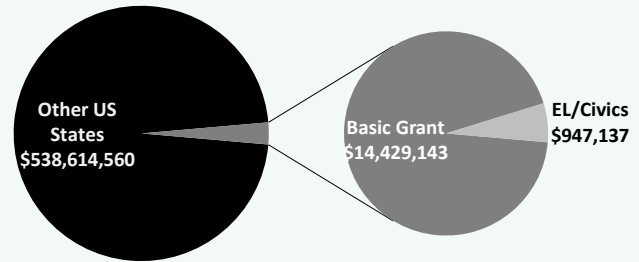
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	12,174	11,718	10,747
Unemployed	20,429	15,891	12,711
Correctional Setting	3,461	2,687	2,255
On Public Assistance	15,361	15,872	13,904
Other Institutionalized	9	12	+

## Federal Allocation to State

FY 2013



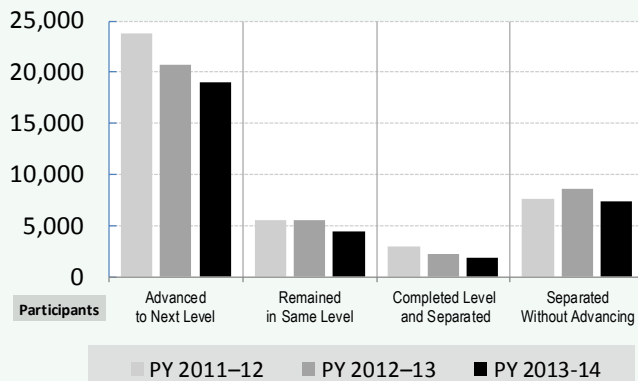
OHIO  
Total Allocation = \$15,376,280

## Enrollment by Race/Ethnicity

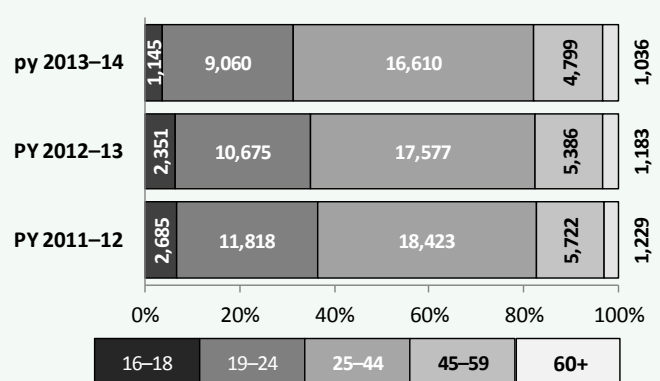
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	233	1	192	+	+	-26
Asian	2,055	6	263	35	1,757	6
Black or African American	10,917	33	9,224	583	1,110	-16
Hispanic or Latino	3,693	11	1,406	142	2,145	10
Native Hawaiian or Other Pacific Islander	62	0	43	+	+	-3
White	14,863	46	10,787	2,638	1,438	-27
Two or More Races	827	3	673	138	16	-8
<b>Total</b>	<b>32,650</b>	<b>100</b>	<b>22,588</b>	<b>3,571</b>	<b>6,491</b>	<b>-18</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	66	61	65	15,905	53,918
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	68	62	60	3,864	12,350
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	91	90	64	2,662	12,998
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	99	17	25	2,103	7,537
<b>Performance Measure IV: Entered Employment</b>					
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	93	50	40	3,767	16,512
<b>Performance Measure V: Retained Employment</b>					
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	31	62	8,204	15,385

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Oklahoma

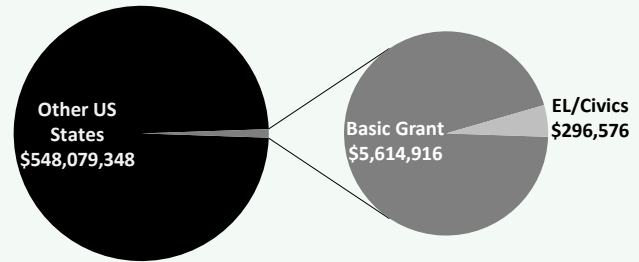
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	3,983	4,112	4,279
Unemployed	4,769	4,658	3,537
Correctional Setting	4,222	4,230	4,610
On Public Assistance	1,925	1,817	1,438
Other Institutionalized	12	11	22

## Federal Allocation to State

FY 2013



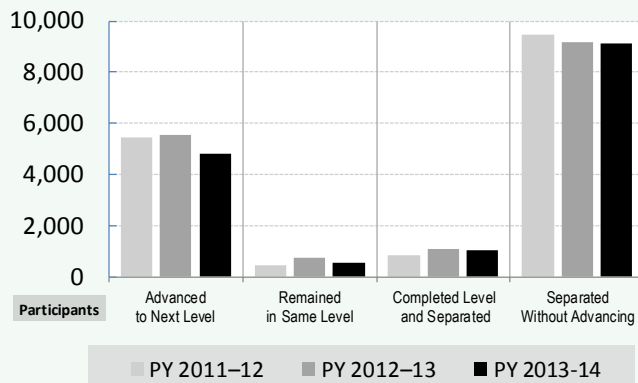
OKLAHOMA  
Total Allocation = \$5,911,492

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	1,326	9	1,170	148	8	-13
Asian	719	5	90	9	620	1
Black or African American	2,109	14	1,915	139	55	-16
Hispanic or Latino	5,332	34	2,182	191	2,959	22
Native Hawaiian or Other Pacific Islander	37	0	33	+	+	-37
White	5,388	35	4,287	836	265	-18
Two or More Races	582	4	490	+	+	13
<b>Total</b>	<b>15,493</b>	<b>100</b>	<b>10,167</b>	<b>1,408</b>	<b>3,918</b>	<b>-5</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	38	4,188	13,875
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	38	38	1,500	4,213
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	64	83	88	2,717	9,071
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	43	9	14	511	1,399
<b>Performance Measure IV: Entered Employment</b>					
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	77	79	39	1,624	7,702
<b>Performance Measure V: Retained Employment</b>					
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	82	67	84	3,061	9,030

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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# Selected Adult Education Program and Student Information Oregon

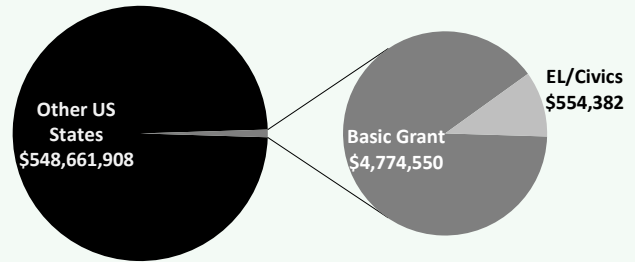
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	5,055	5,269	4,625
Unemployed	8,973	8,192	6,933
Correctional Setting	3,647	3,447	3,316
On Public Assistance	1,415	1,189	915
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



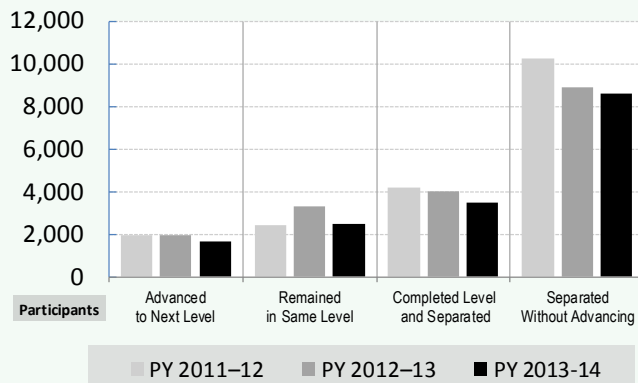
OREGON  
Total Allocation = \$5,328,932

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	360	2	304	47	9	-21
Asian	1,479	9	194	63	1,222	-18
Black or African American	991	6	660	74	257	-17
Hispanic or Latino	6,675	41	1,874	395	4,406	-8
Native Hawaiian or Other Pacific Islander	106	1	76	12	18	-37
White	6,315	39	4,518	1,177	620	-18
Two or More Races	278	2	207	43	28	-9
<b>Total</b>	<b>16,204</b>	<b>100</b>	<b>7,833</b>	<b>1,811</b>	<b>6,560</b>	<b>-14</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> 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	30	29	28	2,530	8,613
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	37	36	2,365	7,800
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	89	81	710	3,061
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	43	40	41	1,052	3,453
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	32	33	2,442	5,441
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	33	35	37	4,601	10,573

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Pennsylvania

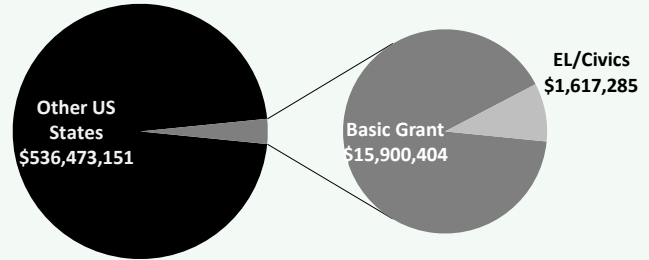
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	7,273	7,764	7,603
Unemployed	13,121	11,169	10,135
Correctional Setting	1,347	1,224	1,032
On Public Assistance	8,045	7,855	7,032
Other Institutionalized	29	82	99

## Federal Allocation to State

FY 2013



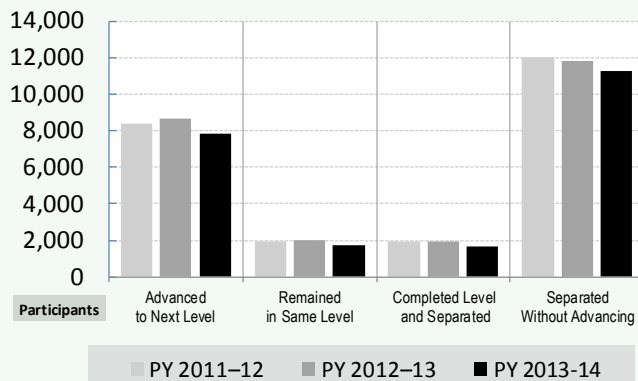
PENNSYLVANIA  
Total Allocation = \$17,517,689

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	112	0	90	13	9	-20
Asian	2,193	10	345	77	1,771	-15
Black or African American	5,582	25	4,521	395	666	-12
Hispanic or Latino	5,353	24	2,140	227	2,986	9
Native Hawaiian or Other Pacific Islander	59	0	40	5	14	34
White	8,842	39	5,856	1,764	1,222	-12
Two or More Races	327	1	257	60	10	59
<b>Total</b>	<b>22,468</b>	<b>100</b>	<b>13,249</b>	<b>2,541</b>	<b>6,678</b>	<b>-8</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	41	6,037	19,710
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	48	3,234	9,568
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	62	83	78	2,773	9,166
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	52	16	15	1,051	3,128
<b>Performance Measure IV: Entered Employment</b>					
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	36	42	3,985	10,518
<b>Performance Measure V: Retained Employment</b>					
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	74	7,203	19,965

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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# Selected Adult Education Program and Student Information Puerto Rico

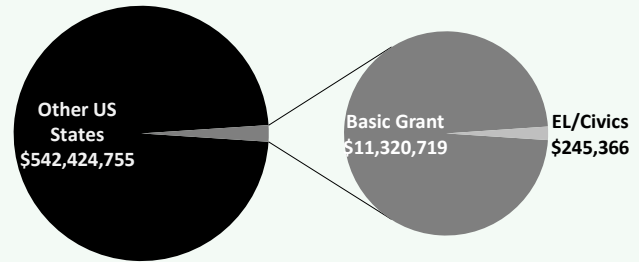
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	2,889	4,000	1,351
Unemployed	11,057	796	6,337
Correctional Setting	3,271	971	553
On Public Assistance	8,922	6,524	6,128
Other Institutionalized	12	618	178

## Federal Allocation to State

FY 2013



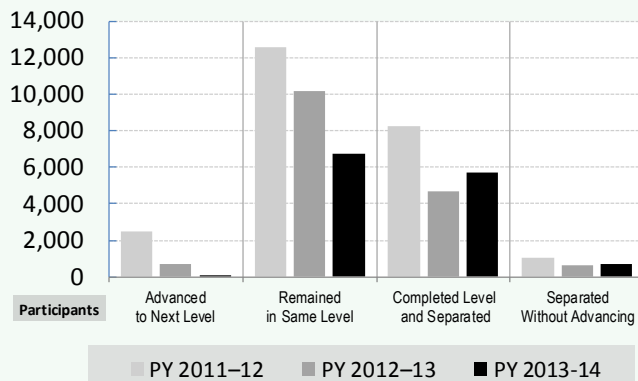
PUERTO RICO  
Total Allocation = \$11,566,085

## Enrollment by Race/Ethnicity

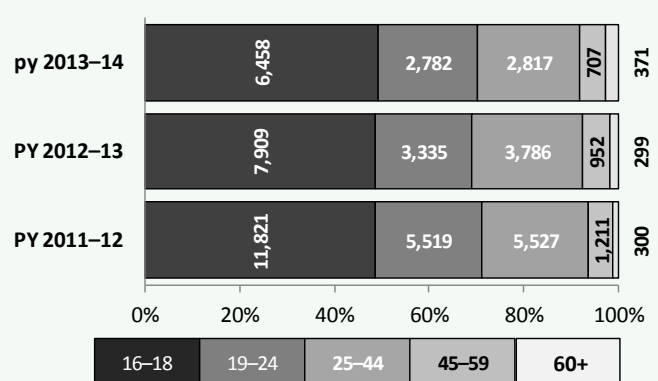
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	0	0	0	0	+	-100
Asian	+	0	+	+	0	-67
Black or African American	+	0	+	+	0	-40
Hispanic or Latino	13,125	100	2,250	10,037	838	-46
Native Hawaiian or Other Pacific Islander	+	0	+	+	0	-78
White	+	0	+	+	+	-88
Two or More Races	0	0	0	0	0	-100
<b>Total</b>	<b>13,135</b>	<b>100</b>	<b>2,252</b>	<b>10,044</b>	<b>839</b>	<b>-46</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	36	44	2,939	11,496
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	73	35	48	405	1,616
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	83	71	100	3,001	5,409
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	73	63	59*	1,099	1,951
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	53	40	49*	506	992
<b>Performance Measure V: Retained Employment</b>					
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	82	46	57*	310	921

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Rhode Island

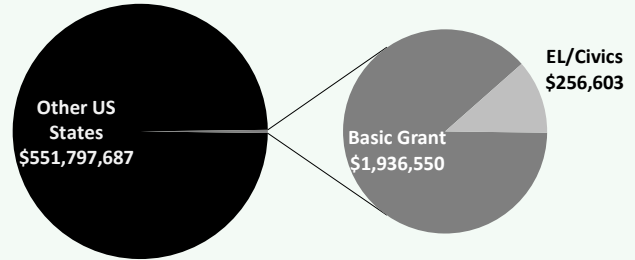
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	2,157	2,270	2,215
Unemployed	2,726	2,483	2,422
Correctional Setting	612	269	237
On Public Assistance	1,699	1,734	1,800
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



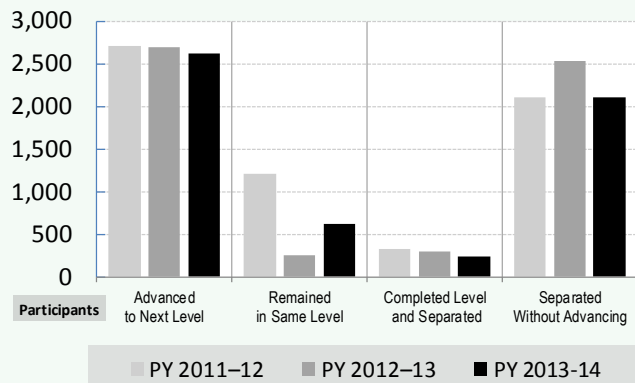
RHODE ISLAND  
Total Allocation = \$2,193,153

## Enrollment by Race/Ethnicity

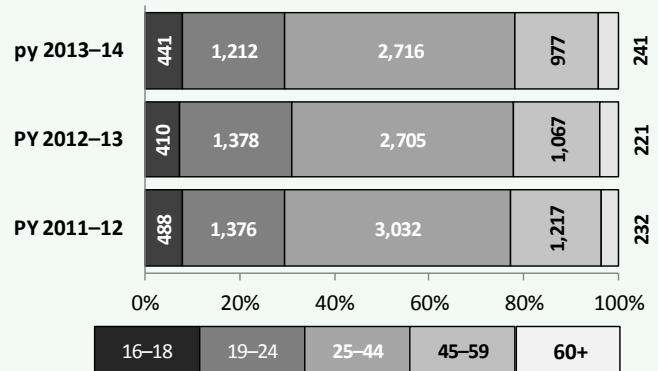
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	51	1	45	+	+	-42
Asian	322	6	71	13	238	-20
Black or African American	851	15	489	32	330	-19
Hispanic or Latino	3,167	57	965	112	2,090	-7
Native Hawaiian or Other Pacific Islander	10	0	6	+	+	-38
White	979	18	705	166	108	-23
Two or More Races	207	4	153	11	43	130
<b>Total</b>	<b>5,587</b>	<b>100</b>	<b>2,434</b>	<b>337</b>	<b>2,816</b>	<b>-12</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	51	52	1,404	4,333
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	52	50	1,413	4,432
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	66	89	97	534	1,958
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	53	29	25	395	1,036
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	39	34	40	936	1,890
<b>Performance Measure V: Retained Employment</b>					
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	35	54	963	1,896

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information South Carolina

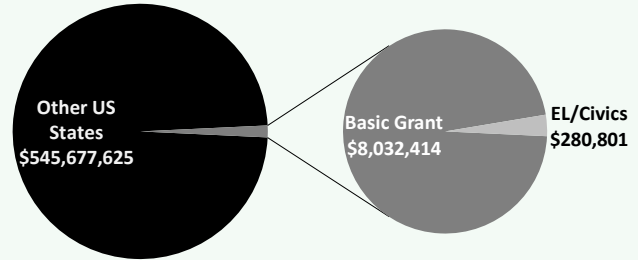
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	12,240	12,060	11,214
Unemployed	21,735	21,303	18,229
Correctional Setting	7,676	6,086	4,945
On Public Assistance	7,707	9,632	14,376
Other Institutionalized	+	+	0

## Federal Allocation to State

FY 2013



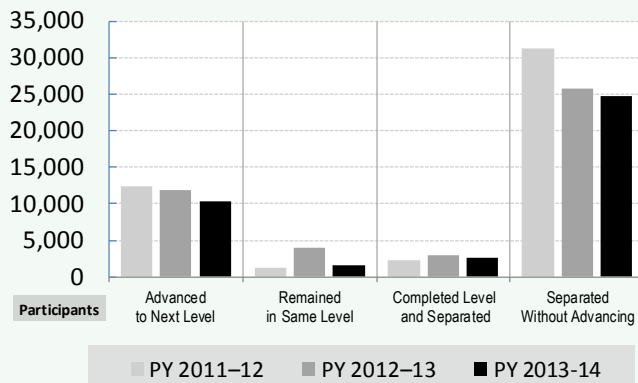
**SOUTH CAROLINA**  
Total Allocation = \$8,313,215

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	309	1	230	63	16	-1
Asian	696	2	179	47	470	-8
Black or African American	19,175	49	15,904	3,189	82	-24
Hispanic or Latino	6,820	17	1,768	413	4,639	26
Native Hawaiian or Other Pacific Islander	65	0	38	15	12	0
White	11,874	30	8,053	3,473	348	-22
Two or More Races	411	1	282	116	13	39
<b>Total</b>	<b>39,350</b>	<b>100</b>	<b>26,454</b>	<b>7,316</b>	<b>5,580</b>	<b>-17</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	32	33	9,381	32,703
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	37	37	2,082	5,489
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	80	64	4,645	15,118
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	24	11	12	1,445	3,191
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	34	35	37	6,415	18,313
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	59	60	11,707	33,301

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information South Dakota

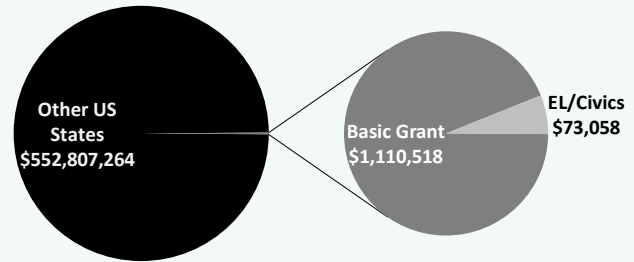
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	851	833	641
Unemployed	575	659	534
Correctional Setting	519	540	526
On Public Assistance	562	638	521
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



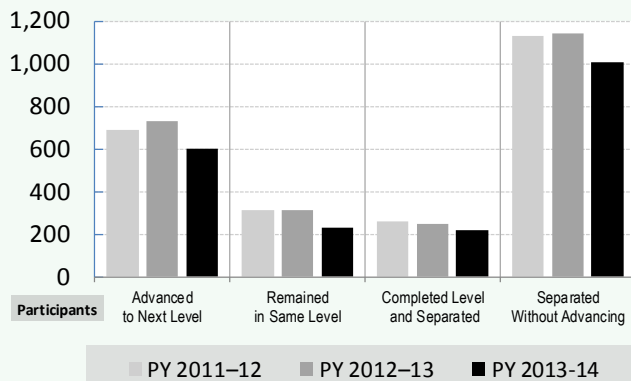
**SOUTH DAKOTA**  
Total Allocation = \$1,183,576

## Enrollment by Race/Ethnicity

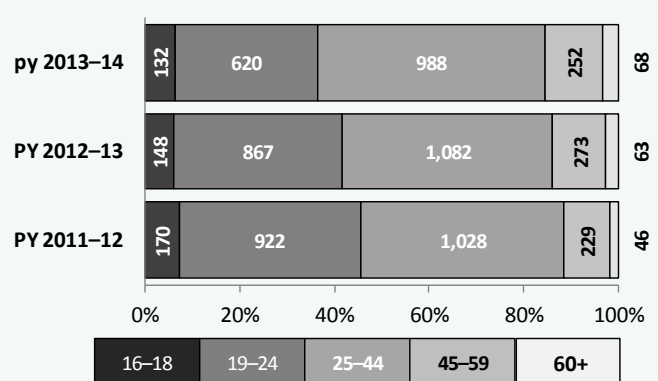
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	425	21	383	42	0	-16
Asian	254	12	+	+	218	13
Black or African American	332	16	130	6	196	-8
Hispanic or Latino	260	13	125	17	118	8
Native Hawaiian or Other Pacific Islander	6	0	+	+	+	20
White	740	36	466	231	43	-29
Two or More Races	43	2	38	+	+	72
<b>Total</b>	<b>2,060</b>	<b>100</b>	<b>1,178</b>	<b>306</b>	<b>576</b>	<b>-14</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b> 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	38	37	499	1,787
<b>Sub-Measure 2: English Literacy <sup>d</sup></b> 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	40	41	235	643
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	84	96	91	406	1,450
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	88	13	17	98	238
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	59	57	55	275	747
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	71	75	584	1,197

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Tennessee

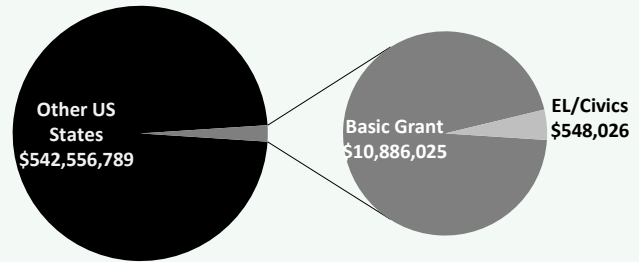
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	8,181	8,674	8,613
Unemployed	12,789	12,578	10,942
Correctional Setting	2,057	1,928	2,163
On Public Assistance	9,484	9,287	7,973
Other Institutionalized	92	100	146

## Federal Allocation to State

FY 2013



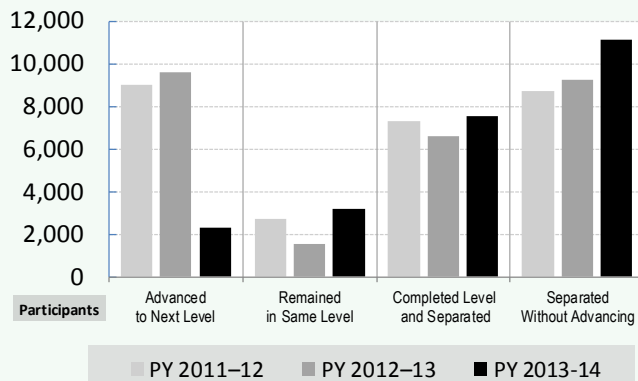
TENNESSEE  
Total Allocation = \$11,434,051

## Enrollment by Race/Ethnicity

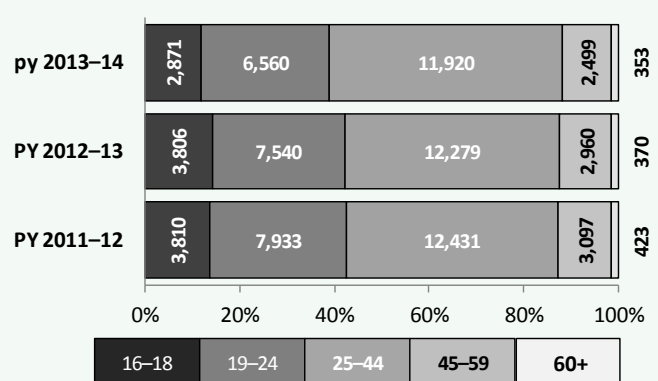
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	107	0	94	+	+	-22
Asian	597	2	170	25	402	-22
Black or African American	6,632	27	6,155	242	235	-12
Hispanic or Latino	4,727	20	1,582	145	3,000	48
Native Hawaiian or Other Pacific Islander	24	0	21	+	+	4
White	11,800	49	9,406	2,019	375	-25
Two or More Races	316	1	250	61	5	-10
<b>Total</b>	<b>24,203</b>	<b>100</b>	<b>17,678</b>	<b>2,504</b>	<b>4,021</b>	<b>-13</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	60	41	7,940	35,110
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	57	55	34	1,362	5,190
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	63	72	72	8,172	27,720
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	75	3	7	486	1,627
<b>Performance Measure IV: Entered Employment</b>					
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	46	6,508	16,900
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	56	77	77	6,461	17,475

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Texas

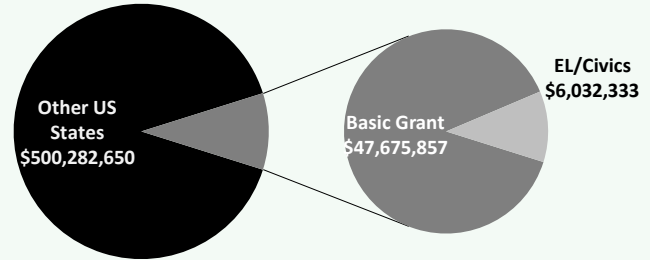
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	33,548	33,930	31,089
Unemployed	21,479	18,204	15,431
Correctional Setting	3,608	3,688	3,274
On Public Assistance	7,196	7,693	6,699
Other Institutionalized	300	204	140

## Federal Allocation to State

FY 2013



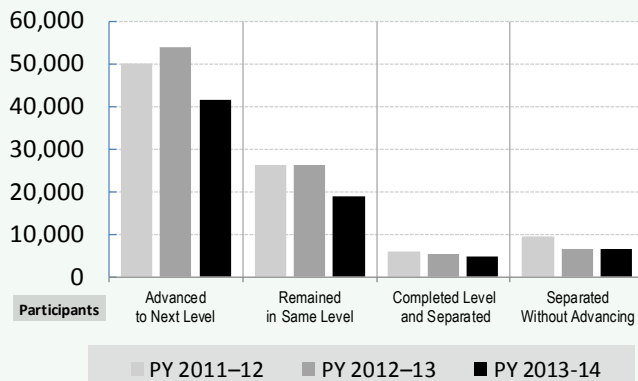
TEXAS  
Total Allocation = \$53,708,190

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	286	0	165	13	108	-6
Asian	3,133	4	711	48	2,374	-18
Black or African American	5,386	8	4,543	261	582	-53
Hispanic or Latino	56,244	78	16,377	1,067	38,800	-15
Native Hawaiian or Other Pacific Islander	52	0	34	+	+	-15
White	6,305	9	4,361	871	1,073	-37
Two or More Races	270	0	194	+	+	-14
<b>Total</b>	<b>71,676</b>	<b>100</b>	<b>26,385</b>	<b>2,290</b>	<b>43,001</b>	<b>-22</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	60	62	17,222	69,667
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	69	67	28,614	89,908
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	64	82	66	5,164	14,845
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	21	11	13	1,385	3,187
<b>Performance Measure IV: Entered Employment</b>					
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	50	43	7,724	12,599
<b>Performance Measure V: Retained Employment</b>					
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	72	56	28,111	42,599

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Utah

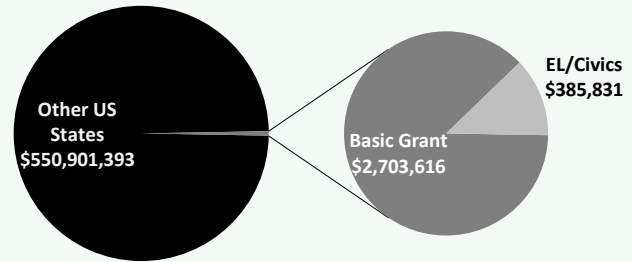
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	6,502	7,007	6,927
Unemployed	8,333	7,905	7,186
Correctional Setting	3,979	3,738	4,755
On Public Assistance	2,534	3,093	2,564
Other Institutionalized	10	6	45

## Federal Allocation to State

FY 2013



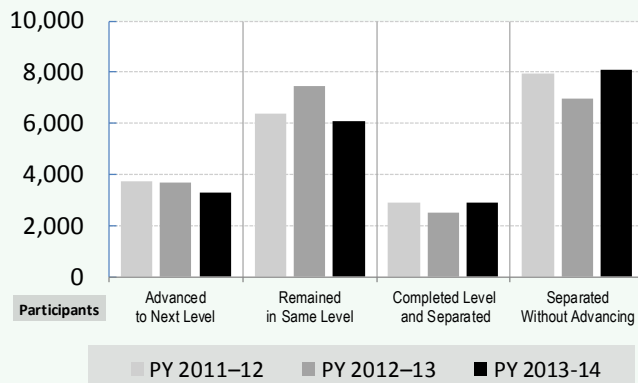
UTAH  
Total Allocation = \$3,089,447

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	679	3	612	+	+	-1
Asian	1,435	7	344	24	1,067	-12
Black or African American	1,090	5	468	45	577	4
Hispanic or Latino	9,111	45	5,039	383	3,689	2
Native Hawaiian or Other Pacific Islander	279	1	211	35	33	-6
White	7,589	37	5,492	1,642	455	-8
Two or More Races	207	1	143	+	+	-8
<b>Total</b>	<b>20,390</b>	<b>100</b>	<b>12,309</b>	<b>2,224</b>	<b>5,857</b>	<b>-3</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	28	29	3,959	12,055
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	33	31	1,805	5,733
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	45	54	44	1,132	3,563
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	9	3	7	382	851
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	52	36	30	1,518	2,190
<b>Performance Measure V: Retained Employment</b>					
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	82	69	61	1,656	2,776

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Vermont

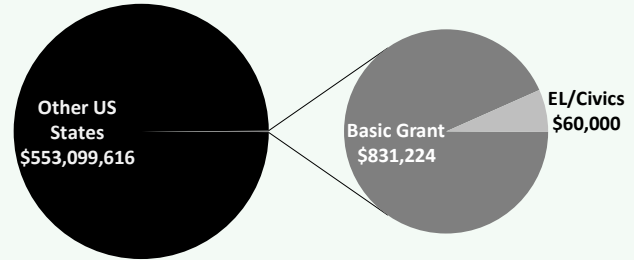
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	626	617	801
Unemployed	1,364	1,302	1,677
Correctional Setting	50	44	63
On Public Assistance	583	557	750
Other Institutionalized	8	10	10

## Federal Allocation to State

FY 2013



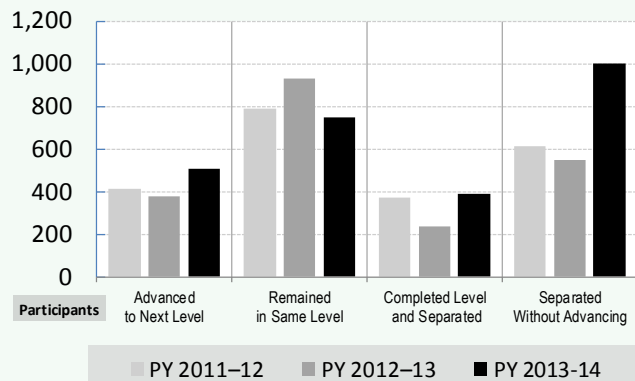
VERMONT  
Total Allocation = \$891,224

## Enrollment by Race/Ethnicity

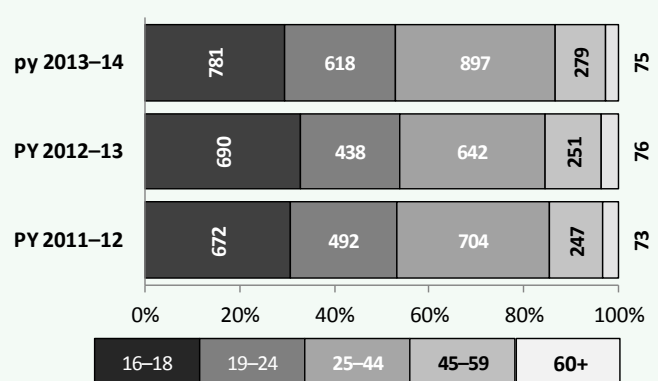
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	38	1	24	14	0	31
Asian	212	8	51	26	135	18
Black or African American	278	10	100	38	140	15
Hispanic or Latino	99	4	44	26	29	10
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	25
White	2,013	76	1,267	698	48	23
Two or More Races	5	0	+	+	+	n/a
<b>Total</b>	<b>2,650</b>	<b>100</b>	<b>1,493</b>	<b>804</b>	<b>353</b>	<b>21</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	29	37	738	1,835
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	13	12	18	64	151
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	41*	76	62	370	905
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	66*	21	18	121	302
<b>Performance Measure IV: Entered Employment</b>					
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	28	31	343	824
<b>Performance Measure V: Retained Employment</b>					
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	85	30	42	731	1,461

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

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

# Selected Adult Education Program and Student Information Virginia

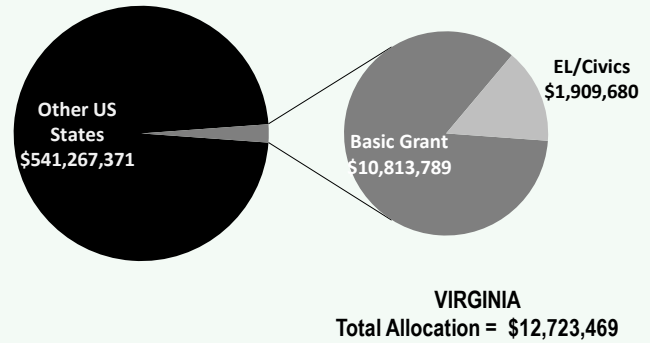
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	10,744	11,174	10,916
Unemployed	5,887	5,604	4,706
Correctional Setting	1,924	1,073	1,049
On Public Assistance	1,811	1,666	1,343
Other Institutionalized	12	854	746

## Federal Allocation to State

FY 2013

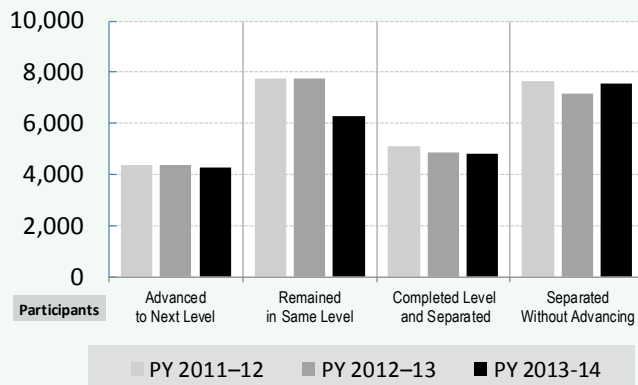


## Enrollment by Race/Ethnicity

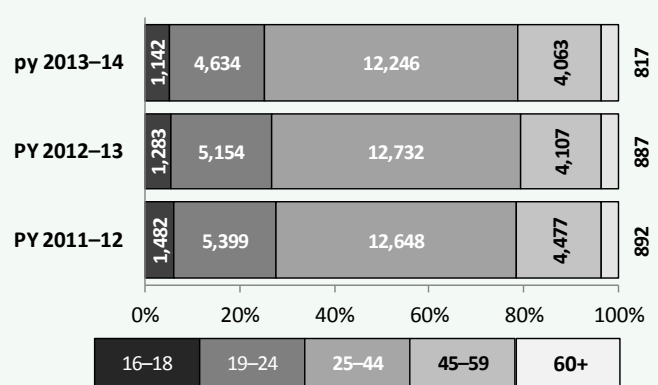
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	68	0	44	+	+	-31
Asian	2,474	11	275	51	2,148	-13
Black or African American	5,898	26	4,467	587	844	-20
Hispanic or Latino	8,536	37	1,409	179	6,948	15
Native Hawaiian or Other Pacific Islander	47	0	26	+	+	-18
White	5,582	24	2,671	1,371	1,540	-18
Two or More Races	297	1	193	72	32	14
<b>Total</b>	<b>22,902</b>	<b>100</b>	<b>9,085</b>	<b>2,274</b>	<b>11,543</b>	<b>-8</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	37	37	3,682	12,595
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	38	42	4,897	13,326
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	90	88	90	2,258	8,105
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	35	17	13	371	1,327
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	31	38	1,092	2,260
<b>Performance Measure V: Retained Employment</b>					
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	64	46	67	3,278	6,281

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Washington

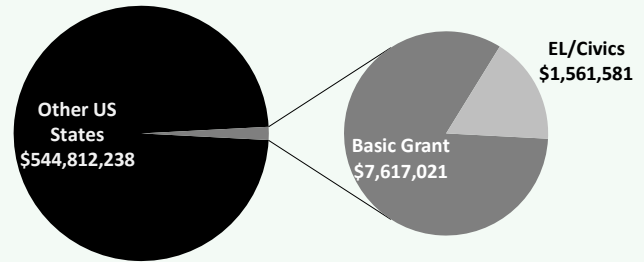
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	16,024	16,996	16,113
Unemployed	25,476	22,180	19,894
Correctional Setting	4,573	3,850	3,973
On Public Assistance	13,368	13,512	12,007
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



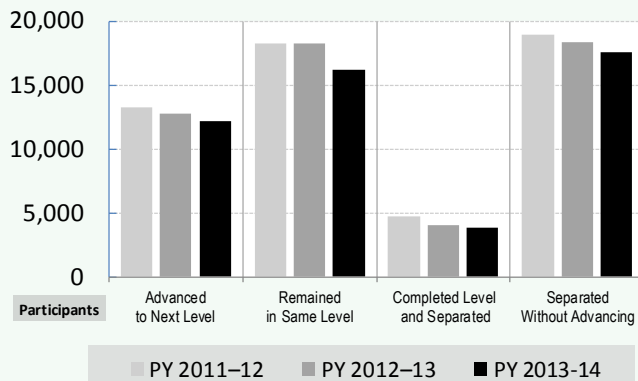
WASHINGTON  
Total Allocation = \$9,178,602

## Enrollment by Race/Ethnicity

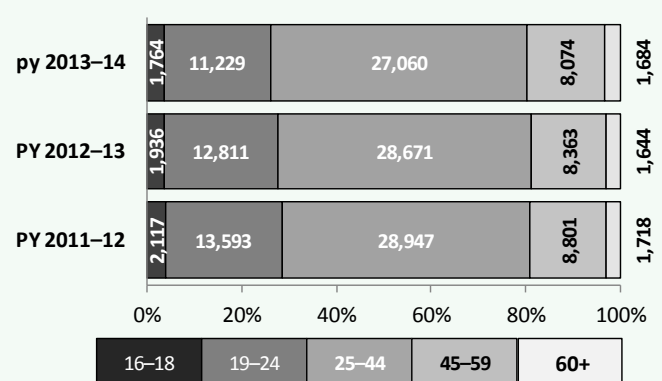
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	1,061	2	927	102	32	-27
Asian	8,440	17	1,077	216	7,147	-9
Black or African American	6,409	13	3,043	227	3,139	-20
Hispanic or Latino	17,014	34	4,684	419	11,911	5
Native Hawaiian or Other Pacific Islander	599	1	367	42	190	-25
White	15,103	30	9,602	2,212	3,289	-17
Two or More Races	1,185	2	958	132	95	-4
<b>Total</b>	<b>49,811</b>	<b>100</b>	<b>20,658</b>	<b>3,350</b>	<b>25,803</b>	<b>-10</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	24	25	5,950	19,047
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	39	39	10,013	31,704
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	52	92	85	3,031	12,087
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	75	45	52	7,710	17,933
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	36	21	4,584	14,689
<b>Performance Measure V: Retained Employment</b>					
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	71	52	10,198	19,504

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information West Virginia

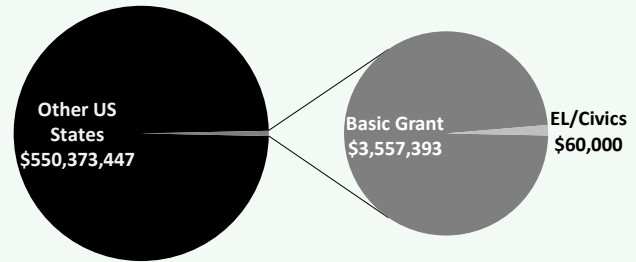
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	1,203	1,294	1,176
Unemployed	3,035	2,897	2,599
Correctional Setting	1,907	1,839	2,162
On Public Assistance	3,272	3,380	3,145
Other Institutionalized	0	0	0

## Federal Allocation to State

FY 2013



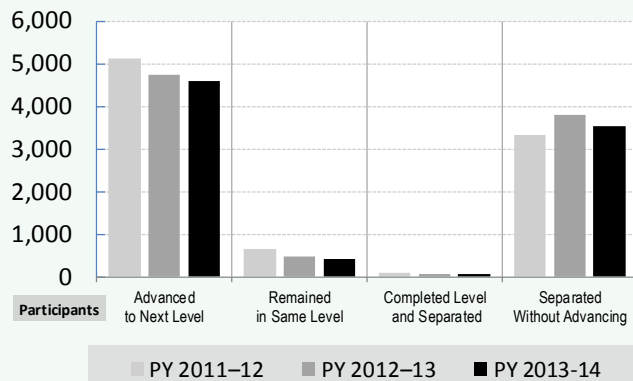
WEST VIRGINIA  
Total Allocation = \$3,617,393

## Enrollment by Race/Ethnicity

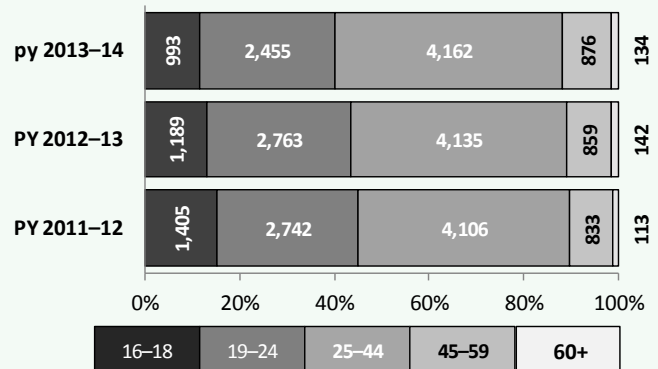
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	36	0	27	+	+	16
Asian	91	1	+	+	62	-28
Black or African American	908	11	750	133	25	-6
Hispanic or Latino	316	4	144	44	128	14
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	-44
White	7,104	82	5,446	1,604	54	-7
Two or More Races	160	2	116	+	+	1
<b>Total</b>	<b>8,620</b>	<b>100</b>	<b>6,505</b>	<b>1,840</b>	<b>275</b>	<b>-6</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	59	61	4,527	14,199
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	58	59	51	141	495
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	82	81	76	1,128	4,087
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	64	18	20	528	1,639
<b>Performance Measure IV: Entered Employment</b>					
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	59	47	41	1,007	1,945
<b>Performance Measure V: Retained Employment</b>					
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	66	46	63	617	1,223

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Wisconsin

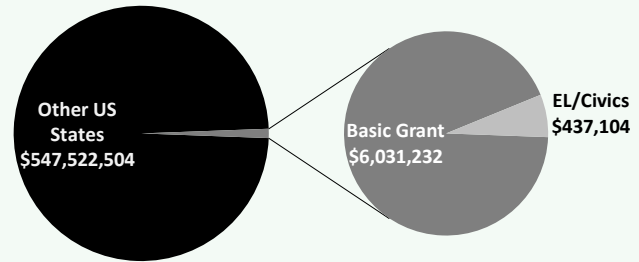
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	7,692	8,109	7,346
Unemployed	8,239	6,971	5,490
Correctional Setting	2,388	1,955	1,659
On Public Assistance	2,071	381	326
Other Institutionalized	149	126	88

## Federal Allocation to State

FY 2013



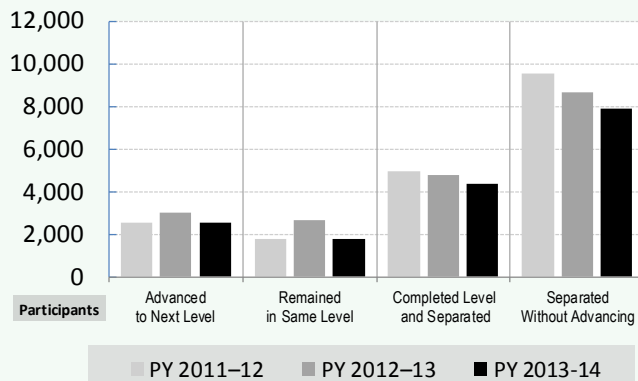
WISCONSIN  
Total Allocation = \$6,468,336

## Enrollment by Race/Ethnicity

PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	311	2	243	+	+	-26
Asian	1,411	8	475	77	859	-20
Black or African American	2,707	16	2,256	187	264	-16
Hispanic or Latino	4,789	29	1,730	218	2,841	7
Native Hawaiian or Other Pacific Islander	23	0	16	+	+	-21
White	7,140	43	4,597	2,147	396	-18
Two or More Races	233	1	166	54	13	21
<b>Total</b>	<b>16,614</b>	<b>100</b>	<b>9,483</b>	<b>2,751</b>	<b>4,380</b>	<b>-12</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	37	40	4,381	13,815
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	42	48	2,115	6,231
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	65	88	90	2,321	6,086
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	61	52	55	2,466	6,380
<b>Performance Measure IV: Entered Employment</b>					
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	48	33	2,786	7,925
<b>Performance Measure V: Retained Employment</b>					
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	60	62	4,010	9,201

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information Wyoming

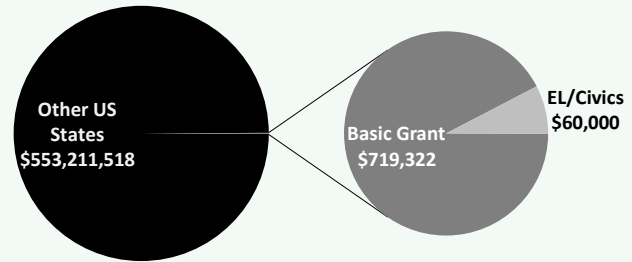
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	1,020	1,036	1,001
Unemployed	984	1,037	799
Correctional Setting	138	189	152
On Public Assistance	475	476	389
Other Institutionalized	+	+	+

## Federal Allocation to State

FY 2013



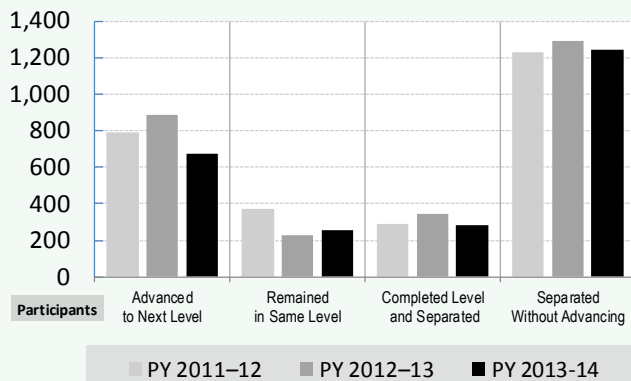
WYOMING  
Total Allocation = \$779,322

## Enrollment by Race/Ethnicity

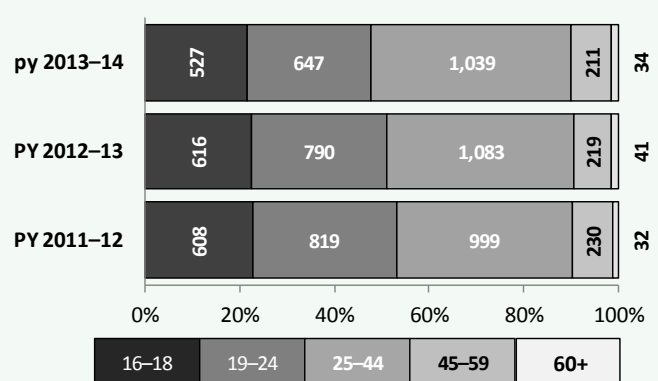
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	170	7	150	20	0	-24
Asian	107	4	21	11	75	6
Black or African American	72	3	+	+	36	57
Hispanic or Latino	861	35	344	70	447	11
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	-17
White	1,191	48	754	392	45	-19
Two or More Races	52	2	35	+	+	-4
<b>Total</b>	<b>2,458</b>	<b>100</b>	<b>1,337</b>	<b>513</b>	<b>608</b>	<b>-9</b>

## 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 2011–12 to Program Year 2013–14

## Performance Measures

NRS Performance Measures <sup>a</sup>	Adults Completing at Least One Level or One Outcome <sup>b</sup>				
	PY 2011–12	PY 2012–13	PY 2013–14		Total
	Percent	Percent <sup>e</sup>	Percent	Number	Three Years
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	40	36	579	2,008
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
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	39	33	199	593
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	99	95	95	722	2,394
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	70	33	16	141	660
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	53	52	450	1,211
<b>Performance Measure V: Retained Employment</b>					
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	77	81	701	1,637

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.

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

# Selected Adult Education Program and Student Information United States

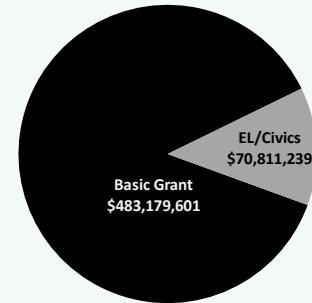
Program Year 2011–12 to Program Year 2013–14

## Participant Status

Status	PY 2011–12	PY 2012–13	PY 2013–14
Employed	579,815	568,219	556,203
Unemployed	734,233	635,771	568,432
Correctional Setting	187,934	170,900	172,212
On Public Assistance	309,554	300,958	287,991
Other Institutionalized	7,404	16,526	7,643

## Federal Allocation to State

FY 2013



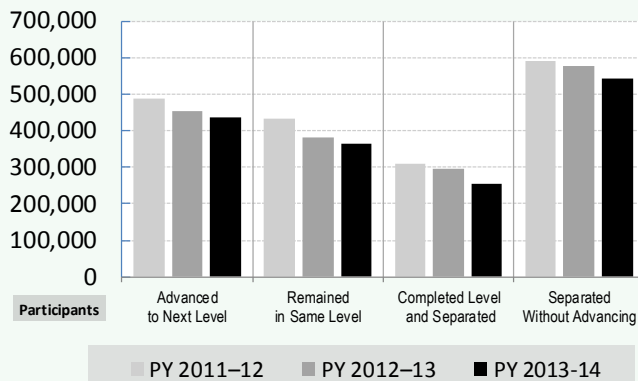
United States  
Total Allocation = \$553,990,840

## Enrollment by Race/Ethnicity

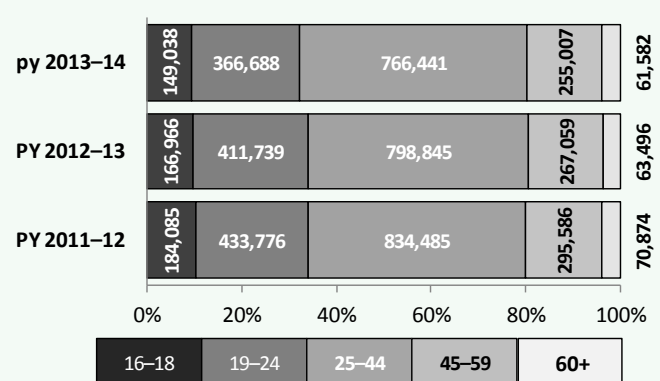
PY 2013–14

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	Percent Change From PY 2011–12
American Indian or Alaska Native	17,180	1	13,870	2,424	886	-37
Asian	132,191	8	18,699	4,992	108,500	-11
Black or African American	342,755	21	252,836	34,929	54,990	-16
Hispanic or Latino	678,941	42	184,904	58,039	435,998	-4
Native Hawaiian or Other Pacific Islander	5,726	0	3,526	1,081	1,119	-46
White	369,372	23	231,562	78,592	59,218	-23
Two or More Races	52,591	3	33,429	11,547	7,615	52
<b>Total</b>	<b>1,598,756</b>	<b>100</b>	<b>738,826</b>	<b>191,604</b>	<b>668,326</b>	<b>-12</b>

## 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 2011–12 to Program Year 2013–14

### Performance Measures

Adults Completing at Least One Level or One Outcome <sup>b</sup>					
NRS Performance Measures <sup>a</sup>	PY 2011–12	PY 2012–13	PY 2013–14		Total Three Years
	Percent	Percent <sup>e</sup>	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>					
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	42	351,809	1,176,395
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	46	46	307,251	954,861
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	71	73	143,133	440,460
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	58	29	30	90,001	236,533
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	47	41	175,374	432,898
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	66	56	61	278,516	605,372

<sup>a</sup> 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.

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

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

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

<sup>e</sup> 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.



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## 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;

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(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 2011–12 TO PROGRAM YEAR 2013–14

Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State: <sup>a</sup> Program Year 2011–12 to Program Year 2013–14						
State or Outlying Area	Program Year 2011–12		Program Year 2012–13		Program Year 2013–14	
	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	3,343	14	3,361	14	2,927	13
Alaska	334	11	315	11	116	5
American Samoa	+	3	28	17	17	9
Arizona	1,818	10	2,011	11	1,854	12
Arkansas	3,563	14	2,945	13	2,645	13
California	21,890	6	18,809	6	20,458	7
Colorado	831	8	678	6	681	7
Connecticut	3,436	14	2,850	16	2,550	11
Delaware	656	13	550	11	436	9
District of Columbia	201	6	174	5	113	3
Florida	25,863	15	23,171	16	22,421	15
Georgia	9,939	17	8,328	15	7,332	16
Guam	182	21	168	23	117	22
Hawaii	1,942	22	1,448	22	1,315	21
Idaho	647	10	601	11	523	10
Illinois	6,136	7	4,819	6	3,976	5
Indiana	5,467	19	5,442	18	4,879	16
Iowa	1,412	13	1,064	12	1,090	11
Kansas	1,237	16	1,498	16	1,323	15
Kentucky	5,405	14	4,611	12	3,587	11
Louisiana	5,901	22	5,018	21	4,356	20
Maine	1,115	17	844	13	762	12
Maryland	3,206	10	2,698	9	2,371	8
Massachusetts	662	3	554	3	467	2
Michigan	831	3	1,070	4	987	3
Minnesota	1,750	4	1,815	4	1,539	4
Mississippi	2,933	18	2,446	17	2,443	18
Missouri	1,524	5	1,467	5	1,082	5
Montana	826	25	692	25	460	19
Nebraska	593	7	405	6	242	3

*Continued on next page*

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State:<sup>a</sup>  
Program Year 2011–12 to Program Year 2013–14 (continued)**

State or Outlying Area	Program Year 2011–12		Program Year 2012–13		Program Year 2013–14	
	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	170	2	229	3	356	4
New Hampshire	909	17	630	13	560	12
New Jersey	1,798	7	1,624	6	1,651	5
New Mexico	2,841	15	2,637	14	2,289	14
New York	4,950	4	5,017	4	3,555	3
North Carolina	8,884	8	13,635	12	10,047	11
North Dakota	380	23	484	24	340	22
Northern Mariana Islands	70	15	28	8	45	17
Ohio	2,685	7	2,351	6	1,145	4
Oklahoma	2,488	15	2,307	14	1,976	13
Oregon	1,909	10	1,798	10	1,729	11
Palau	+	1	6	6	7	13
Pennsylvania	2,032	8	1,887	8	1,576	7
Puerto Rico	11,821	48	7,909	49	6,458	49
Rhode Island	488	8	410	7	441	8
South Carolina	6,941	15	6,814	15	5,967	15
South Dakota	170	7	148	6	132	6
Tennessee	3,810	14	3,806	14	2,871	12
Texas	6,031	7	5,325	6	4,279	6
Utah	4,030	19	3,849	19	3,775	19
Vermont	672	31	690	33	781	29
Virgin Islands	45	12	34	12	114	21
Virginia	1,482	6	1,283	5	1,142	5
Washington	2,117	4	1,936	4	1,764	4
West Virginia	1,405	15	1,189	13	993	12
Wisconsin	1,701	9	444	2	1,449	9
Wyoming	608	23	616	22	527	21
<b>Totals for the United States</b>	<b>184,085</b>	<b>10</b>	<b>166,966</b>	<b>10</b>	<b>149,038</b>	<b>9</b>

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

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

Note: PY means program year.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2013–14 (OMB Number 1830-0027).





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