



Adult Education and Family Literacy Act of 1998

Annual Report to Congress
Program Year 2010-11



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Literacy Act of 1998***

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**U.S. Department of Education
Office of Vocational and Adult Education**

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ABBREVIATIONS

ABE/ASE	adult basic education/adult secondary education program (consists of six educational levels)
ABE	adult basic education
AEFLA	<i>Adult Education and Family Literacy Act of 1998</i>
ASE	adult secondary education
BEST	Basic English Skills Test
CASAS	Comprehensive Adult Student Assessment System
Department	U.S. Department of Education
DOL	U.S. Department of Labor
EL	English literacy
FY	fiscal year
GED	general educational development (tests)
NRS	National Reporting System
OVAE	Office of Vocational and Adult Education
PY	program year
SLDS	Statewide Longitudinal Data Systems
TABE	Test of Adult Basic Education
UI	unemployment insurance
WIA	<i>Workforce Investment Act of 1998</i>

EXECUTIVE SUMMARY

The Adult Education—Basic Grants to States¹ program authorized under the *Adult Education and Family Literacy Act of 1998 (AEFLA)*, enacted as Title II of the *Workforce Investment Act of 1998 (WIA)* (P.L. 105-220), is the major source of federal support for adult basic education and literacy education programs. When *AEFLA* was authorized in 1998, Congress made accountability for student results a central focus of the new law, setting out new performance accountability requirements for state² and local programs that measure program effectiveness on the basis of student academic achievement and employment-related outcomes. The U.S. Department of Education’s (Department’s) Office of Vocational and Adult Education (OVAE) established the National Reporting System (NRS)³ to implement the accountability requirements of *AEFLA*, and act as a reservoir of data collected under these measures.

This report represents the eleventh year⁴ of implementing the *AEFLA* requirements using the NRS. OVAE, 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. OVAE assisted states in meeting the congressionally enacted *AEFLA* standards by: (1) providing resources, training, and technical assistance activities to improve data quality and (2) refining NRS requirements, including producing guidelines for conducting follow-up surveys used to obtain data on particular measures. OVAE also has provided individual 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

¹ The *AEFLA* grant program funds each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States, including the U. S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

² The term “State” means “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of 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.

³ Information regarding the National Reporting System (NRS) may be accessed on the NRS website (<http://www.nrsweb.org/>).

⁴ The Adult Education—Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, PY 2010–11 refers to July 1, 2010 through June 30, 2011.

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 2,012,163⁵ learners during program year (PY) 2010–11, 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.

Table ES-1 provides a comparison of actual performance on the core outcome measures for adult education under the NRS, during a three-year period from PY 2008–09 through PY 2010–11. Performance data for educational gain is collected on all participants in the adult education program. Performance data are collected for only participants who set a goal to achieve the performance measures for: high school completion, entering postsecondary education, entered employment and retained employment. The percentage of adults demonstrating educational gains, from one educational level to the next in ABE/ASE⁶ increased slightly from 40 percent in PY 2008–09 to 42 percent in PY 2010–11. Educational gains for adults in EL programs also showed growth, increasing from 41 percent in PY 2008–09 to 44 percent in PY 2010–11. Performance data for educational gain is collected on all participants in the adult education program. However, the percentage of individuals who set and achieved each of the four goals decreased: adults completing high school decreased from 64 percent in PY 2008–09 to 61 percent in PY 2010–11, adults entering postsecondary education or training decreased from 59 percent in 2008–09 to 56 percent in PY 2010–11, adults entering employment decreased from 55 percent in PY 2008–09 to 48 percent in PY 2010–11, and adults retaining employment decreased from 65 percent in PY 2008–09 to 62 percent in PY 2010–11. It is important to note that unlike the educational gains measures, the measures for high school completion, postsecondary education or training, and entering or retaining employment are collected only for those participations that set a goal to achieve the performance measure.

⁵ Data from the outlying areas are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their state level data are not presented in order to protect student identity.

⁶ ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational levels with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

Table ES-1.
Adult Education National Performance: Percentage and Number of Students
Completing Educational Levels and Core Outcome Measures,
From Program Year 2008–09 to Program Year 2010–11

	Percentage Achieving Outcome (National Averages)			Number Achieving Outcome (Three-year Total)
	Program Year 2008–09 (percent)	Program Year 2009–10 (percent)	Program Year 2010–11 (percent)	Program Years 2008–09 to 2010–11
	Educational Gain ABE/ASE ^a	40	40	42
Educational Gain English Literacy ^a	41	44	44	1,202,184
High School Completion ^b	64	52	61	490,772
Entered Postsecondary Education or Training ^b	59	60	56	146,025
Entered Employment ^b	55	49	48	225,788
Retained Employment ^b	65	64	62	247,632

^a Percentage of adults enrolled who completed one or more educational levels. Educational gain is collected on all participants in the adult education program.

^b Percentage of adults who set the goals they would like to achieve and who achieved the goals.

Note: ABE/ASE means students in adult basic education/adult secondary education programs. ABE/ASE consists of six educational 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. Educational Gain ABE/ASE calculations do not include the number of students that 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 Vocational 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 2010–11 (OMB Number 1830-0027).

INTRODUCTION

Adult education programs under the *Adult Education and Family Literacy Act of 1998 (AEFLA)* address the critical needs in our nation of improving the literacy skills of adults and enhancing their abilities 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.⁷ The purposes of *AEFLA*, as defined in Sec. 202, are to:

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

The state⁸-administered grant program provides “adult education,” as defined in Sec. 203(1) of *AEFLA*, “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.” These state grants are allocated by formula based upon each state’s count of “qualifying adults.” 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. These data are drawn from the U.S. Census of Population and Housing.

⁷ 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.

⁸ 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.

The federal allocation for *AEFLA* grants to states for PY 2010–11 was \$617,938,280.⁹ States distribute 82.5 percent of the federal funds competitively to local adult education providers, using 12 considerations identified in Sec. 231(e) of *AEFLA*.¹⁰

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 instruction to adults needing basic skills who are receiving benefits under the 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 support adults in job training programs through partnerships with One-Stop Career Centers, a system that the U.S. Department of Labor supports through the *WIA* Title I funding, and in other community job training programs.

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 pass the General Educational Development (GED) test or obtain an adult 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 2010–11, the program enrolled 2,012,163 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.

⁹ The \$617,938,280 federal allocation for *AEFLA* grants to states and outlying areas for PY 2010-11 includes \$75,000,000 for English Literacy/Civics, a formula program based on the latest Legal Permanent Resident data and data from the U.S. Citizenship and Immigration Services, as well as an estimated one-time payment to states and outlying areas underpaid from FY 2003–FY 2008 due to an administrative error, both authorized under annual appropriations statute P.L. 111-117, *Consolidated Appropriations Act, 2010*. The FY 2010 appropriation includes \$45,906,000 to fund those states and outlying areas that were underpaid and a “hold-harmless” provision for those states overpaid during the same time frame.

¹⁰ See appendix B of this report.

Table 1.
Number and Percentage of Students Enrolled in Adult Education by Program Type, Program Year 2010–11

Program Type	Enrollment Number	Enrollment Percentage
Adult Basic Education	926,165	46
Adult Secondary Education	246,599	12
English Literacy	839,399	42
Total Enrollment	2,012,163	100

Note: The percentages for the program types reflect rounded figures and, therefore, may not sum to 100 percent.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

Adult education serves varied populations. Table 2 shows the number and percentage of learners by program type and age. Overall, 35 percent of students were under age 25, and 81 percent were under age 45. Only 4 percent were aged 60 or older. Age distribution, however, varied by program type. ASE students, with 57 percent under age 25, tended to be younger than both ABE and EL students, with 45 percent and 16 percent, respectively, under age 25. EL students, with 28 percent over age 44, tended to be older than both ABE and ASE students, with 15 percent and 9 percent, respectively, over age 44. It is interesting to note that 56 percent of EL students were in the 25–44 age range, compared to 40 percent of ABE and 34 percent of ASE students in this age range.

Table 2.
Number and Percentage of Students by Program Type and Age, Program Year 2010–11

Program Type	Age 16–18		Age 19–24		Age 25–44		Age 45–59		Age 60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult basic education	137,716	15	281,183	30	370,651	40	118,311	13	18,304	2	926,165	100
Adult secondary education	59,205	24	81,093	33	84,485	34	19,323	8	2,493	1	246,599	100
English Literacy	15,011	2	118,010	14	468,143	56	183,814	22	54,421	6	839,399	100
Total	211,932	11	480,286	24	923,279	46	321,448	16	75,218	4	2,012,163	100

Notes: The percentage totals are summative horizontally. The percentage totals reflect rounded figures and, therefore, may not equal 100 percent.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

The participation of 16- to 18-year-olds in adult education is of particular interest to policymakers because earning a high school diploma through the regular elementary and secondary education system is the traditional path for youths in this age cohort. In PY 2010–11, as indicated in table 2 and appendix C, 11 percent of total adult education participants were between the ages of 16 and 18, with slight change in the percentage of this population participating since PY 2008–09. Of the

211,932 students in adult education programs in PY 2010–11 who were 16–18 years old, 137,716 (65 percent of the total of 16–18 year olds enrolled) were in ABE, compared to 59,205 (28 percent) in ASE and 15,011 (7 percent) in EL. Therefore, a plurality of 16- to 18-year-olds entered into adult education programs at a level that suggests they lacked the literacy skills expected of a high school graduate.

Table 3 provides disaggregate information regarding adult learners categorized by race/ethnicity and age. Hispanics or Latinos represented the largest group enrolled in adult education with 40 percent in PY 2010–11, followed by whites with 26 percent and blacks or African-Americans with 22 percent. Whites represented the largest proportion of 16- to 18-year-olds (42 percent). Hispanic or Latino students represented the largest proportion of adult learners in the remaining age categories: 33 percent of 19- to 24-year-olds, 45 percent of 25- to 44-year-olds, 42 percent of 45- to 59-year-olds, and 37 percent of those 60 years and older.

Table 3.
Number and Percentage of Students by Age and Race/Ethnicity, Program Year 2010–11

Race/Ethnicity	Age 16–18		Age 19–24		Age 25–44		Age 45–59		Age 60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaskan Native	4,072	2	9,194	2	12,269	1	3,416	1	507	1	29,458	1
Asian	4,380	2	23,365	5	74,046	8	39,038	12	16,839	22	157,668	8
Black or African-American	46,915	22	128,551	27	195,939	21	65,630	20	11,169	15	448,204	22
Hispanic or Latino	59,022	28	158,852	33	419,807	45	134,477	42	27,762	37	799,920	40
Native Hawaiian or Other Pacific Islander	2,160	1	3,557	1	4,300	0.5	1,399	0.4	350	0.5	11,766	1
White	88,714	42	145,571	30	199,906	22	71,583	22	17,191	23	522,965	26
Two or More Races	6,669	3	11,196	2	17,012	2	5,905	2	1,400	2	42,182	2
Total	211,932	100	480,286	100	923,279	100	321,448	100	75,218	100	2,012,163	100

Notes: The percentages are summative vertically. The percentages reflect rounded figures and, therefore, may not sum to 100 percent. Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

The extent to which 16- to 18-year-olds participated in adult education programs varied widely among states. One of the causes for the variance may be linked to the difference in each state’s age requirement for compulsory school attendance.¹¹ 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 adult education programs. Although some states with the largest populations, such

¹¹ At the time of the allocations for PY 2010–11, for the states referenced in table 4, the age requirement for compulsory school attendance are as follows: Florida—16; California—18; North Carolina—16; Georgia—16; Puerto Rico—16; Vermont—16; Wyoming—16; Louisiana—18; Montana—16.

as Florida and California, have the highest number of adult education students aged 16 to 18, some states with small populations, such as Vermont and Wyoming, have high percentages, despite relatively low numbers overall, of students aged 16 to 18.¹²

Table 4.
Five States With the Highest Number and Highest Percentage of Adult Education Students Aged 16–18, Program Year 2010–11

State ^a	Number 16–18-year-olds	State	Percentage 16–18-year-olds
Florida	32,609	Puerto Rico	51
California	25,895	Vermont	32
North Carolina	17,236	Wyoming	25
Georgia	11,297	Louisiana	25
Puerto Rico ^b	10,337	Montana	24

^a The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of 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.

^b In the funding formula under the Adult Education and Family Literacy Act of 1998 (*AEFLA*), Puerto Rico receives a state formula grant. Note: 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.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

¹² 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.

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2010–11, 627,347 students self-reported entering the program while employed; 818,580 students self-reported entering the program while unemployed; 345,020 students self-reported entering the program while on public assistance; 201,940 students self-reported entering the program while in correctional facilities; and 19,854 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 by Participant Status, Program Year 2010–11

Status	Number
Employed	627,347
Unemployed	818,580
On public assistance	345,020
In correctional facilities	201,940
In other institutional settings	19,854

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 Vocational 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 2010–11 (OMB Number 1830-0027).

ACCOUNTABILITY SYSTEM—THE NATIONAL REPORTING SYSTEM

Since PY 2000–01, the National Reporting System (NRS)¹³ has been the national accountability and data reporting system on student outcomes for federal adult education programs. The Department’s *NRS Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education* 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 five following outcome measures of the NRS, which are designed to measure adult learner outcomes:

- **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 NRS improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, OVAE established a hierarchy of six educational functioning levels¹⁴ to measure basic literacy from beginning literacy through high school completion, and six levels for English literacy, from beginning literacy to the advanced level. The levels are defined through reading, writing, numeracy, and functional and workplace skills (and,

¹³ Information regarding the National Reporting System (NRS) may be accessed on the NRS website (<http://www.nrsweb.org/>).

¹⁴ The educational levels are listed in figure 1.

for English literacy, speaking and listening skills) at each level. Included for each level is a corresponding set of benchmarks of commonly used standardized assessments, such as the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS), as examples of how students functioning at each level would perform on these tests.

- **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.
- **Entered Postsecondary Education or Training**—The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.
- **Entered Employment**—The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter¹⁵ after program exit.
- **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 after exiting the program and who were employed at the end of the third quarter after program exit.

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

¹⁵ “One quarter” refers to the first academic quarter after program exit.

Incentive Grants

States that achieved superior performance in the Title I¹⁶ and Title II¹⁷ of *WIA* programs were eligible for state incentive grants¹⁸ in PY 2010–11. Incentive grants were based only on performance on the measures under Titles I and II of *WIA*. The number of states that exceeded their *AEFLA* performance levels (Title II of *WIA*) and the number that also exceeded Title I of *WIA* program performance levels through PY 2010–11 are presented in table 6. States received incentive grants only if they exceeded annual performance levels, as negotiated between the state and OVAE and DOL, for the programs. The determination of whether a state has exceeded its adjusted levels of performance is based on each state’s cumulative achievement across all measures. This is done by calculating the percentage of the state-adjusted level¹⁹ achieved for each measure, and then averaging the percentage achieved across all measures. When the cumulative average exceeds 100 percent, the state is deemed to have exceeded the overall adjusted performance levels. In PY 2010–11, the eight states that were eligible to receive incentive awards were Arizona, Arkansas, Kentucky, Louisiana, Minnesota, New Hampshire, Tennessee, and Texas.

Table 6.
Number of States Exceeding Performance Standards and Amount of Award Funds Available, From Program Year 2008–09 to Program Year 2010–11

Program Year	Exceeded Title II, of <i>WIA</i>	Exceeded Titles I and II of <i>WIA</i>	Amount of Award Funds Available
2010–11	19	8	\$10.4 million
2009–10	19	4	\$10.2 million
2008–09	29	10	\$9.7 million

Notes: Sec. 503 of the *Workforce Investment Act (WIA)* does not include outlying areas as eligible applicants to receive an incentive grant. *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. For the purposes of this report, 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 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*.

Source: U.S. Department of Labor, Employment Training Administration, *Federal Register* notice of incentive funding availability for program years 2008–09, 2009–10, and 2010–11 performance (http://www.doleta.gov/performance/results/incentives_sanctions.cfm).

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

¹⁶ Title I of the *Workforce Investment Act (WIA)* is entitled Workforce Investment Systems.

¹⁷ The *Adult Education and Family Literacy Act of 1998 (AEFLA)* was enacted as Title II of *WIA*.

¹⁸ Sec. 503 of the *Workforce Investment Act (WIA)* does not include outlying areas as eligible applicants to receive an incentive grant. For purposes of this section of the report, the term “State” will only refer to “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*.

¹⁹ See Sec. 212(b)(3)(A) of *AEFLA*.

prorated amounts are to be awarded. Funds²⁰ for the incentive grants set-aside under *AEFLA* totaled \$10,448,031 for state performance in PY 2010–11. No funds for the incentive grants were set aside under Title I of *WLA*.

Measuring Educational Gain

For the NRS, each state must establish standardized assessment procedures that local programs must use first at enrollment to identify an adult learner’s educational functioning level, and then after a period of instruction to measure educational gain (level advancement). Although states must use standardized assessments, they are free to use the assessments that best address the needs of their students and delivery system. Consequently, each state assesses students using different assessments and administering posttests of students at different times. The most frequently used assessments are the TABE, CASAS, and the Basic English Skills Test (BEST or BEST Plus²¹), the latter used exclusively with EL adult learners. All assessments used in the adult education program are reviewed by the Department and were determined to be suitable for use in the NRS.²²

ABE/ASE²³ and EL programs each have six educational levels: four levels in ABE, two levels in ASE, and six levels in EL, as indicated in figure 1. Figure 1 presents PY 2010–11 adult education enrollment figures by educational level as determined by a standardized pretest administered to each student upon program entrance. The majority of students were enrolled in the programs of ABE and ASE. Within ABE and ASE, the largest percentage of student enrollment was 32 percent in the ABE high intermediate level, and the smallest percentage of student enrollment was 5 percent in the ABE beginning literacy level. The majority of students within ABE and ASE, 58 percent, were enrolled in the combined ABE intermediate levels. In EL, the largest percentage of student enrollment was 22 percent in the EL low intermediate level, and the smallest percentage was 12 percent in the ESL low beginning level. The plurality of EL students, 48 percent, was enrolled in the combined beginning levels.

²⁰ The fiscal year (FY) 2011 funds support the PY 2010–11 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.

²¹ The Basic English Skills Test Plus is used exclusively with English language learners.

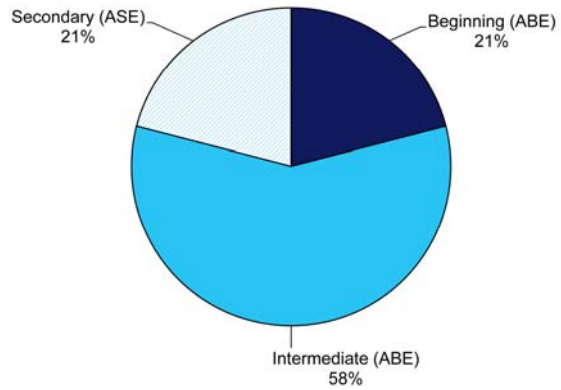
²² “Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education (NRS).” 75 Federal Register 53037 (February 2, 2010).

²³ ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational levels with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

Figure 1.
Number and Percentage of Students Enrolled by Educational Functioning Level,
Program Year 2010–11

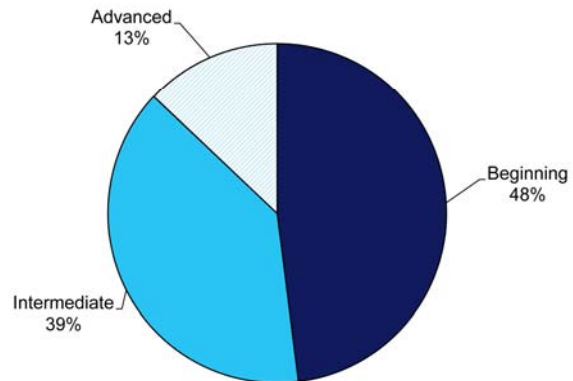
Educational Level	Number	%
ABE/ASE		
Beginning Literacy	60,929	5
Beginning Basic	183,774	16
Low Intermediate	311,403	26
High Intermediate	370,059	32
Low Secondary	142,513	12
High Secondary	104,086	9
Total ABE/ASE	1,172,764	100

ABE/ASE by Beginning, Intermediate, and Secondary Levels
PY 2010–11



Educational Level	Number	%
EL		
Beginning Literacy	148,866	18
Low Beginning	103,906	12
High Beginning	147,853	18
Low Intermediate	184,067	22
High Intermediate	141,627	17
Advanced	113,080	13
Total EL	839,399	100

English Literacy by Beginning, Intermediate, and Advanced Levels
PY 2010–11



Total All	2,012,163	
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Notes: ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational 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 means English literacy. The percentages are rounded figures.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

Measuring Other Outcomes

Setting and measuring goals for four of the five outcome measures,²⁴ as discussed in the NRS section of this report, allows adult education students to specify what they want to accomplish and provides a benchmark for both individual goals and program performance measures. There is no requirement in the NRS for students to set any of these goals related to the performance measures, but, once set, adult education programs are held accountable for determining whether students who chose these goals related to the program measures, attained the goals during the program year. States may collect data on these measures by matching administrative records or through follow-up surveys. The use of administrative records is clearly preferred because of the greater accuracy and lower cost, and such record use is possible in most states for the high school completion measure.

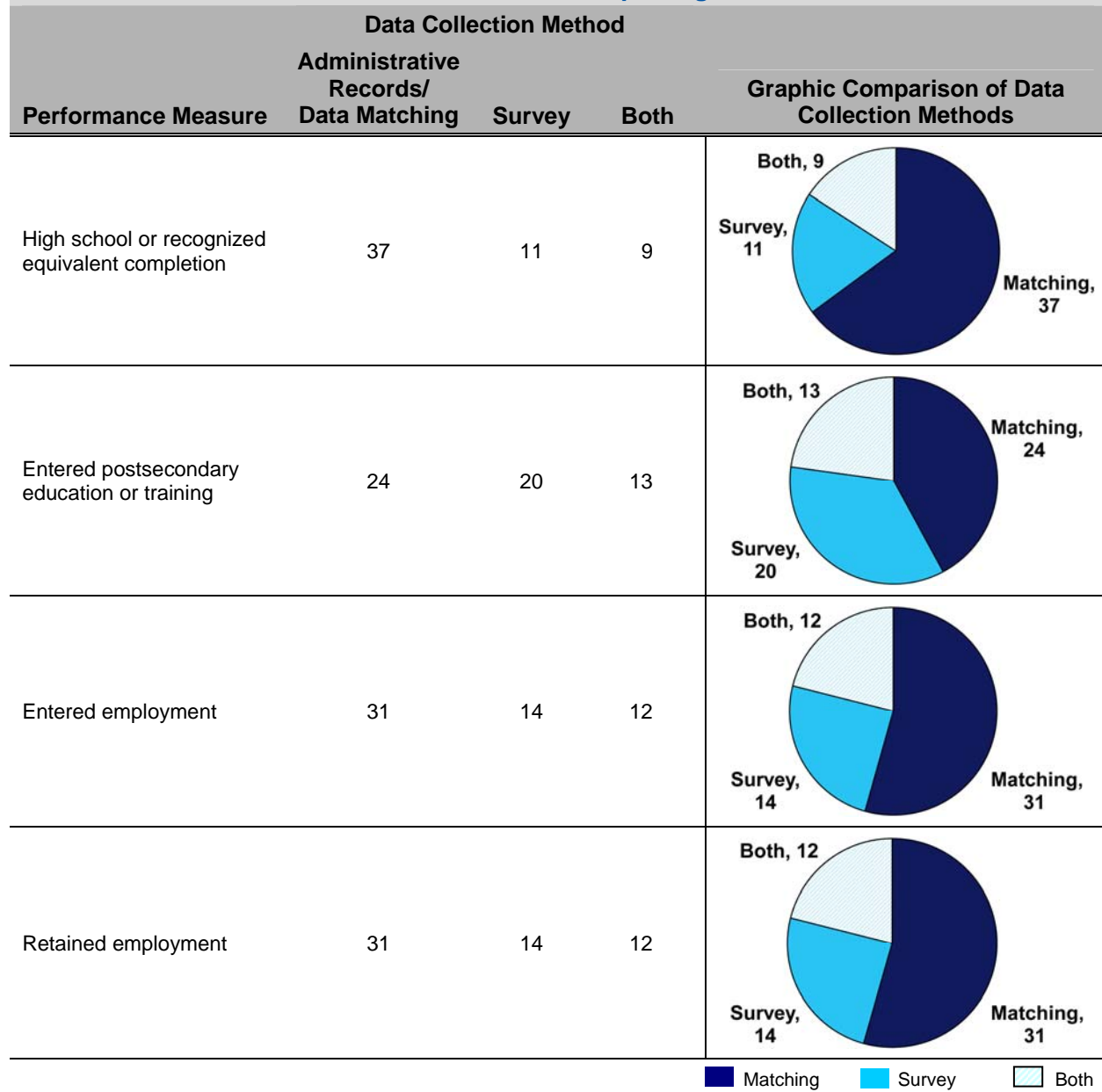
Figure 2 identifies the methods by which states currently collect data for the four measures that require programs to follow up with each student who leaves the adult education program. In PY 2010–11, 37 states used administrative records to determine student outcomes for high school completion, 11 used surveys, and nine used a combination of administrative records and surveys. For entrance to postsecondary education, few comprehensive databases are available to states for measuring postsecondary enrollment. Nevertheless, in PY 2010–11 more states used administrative records than individual student surveys to collect data on these follow-up measures (24 compared to 20), and 13 using both. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program²⁵ was designed to aid state educational agencies in the development and implementation of SLDSs through a competitive discretionary grant process. These data systems 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 the UI system due to state data privacy or technical issues. In PY 2010–11, 31 states used this

²⁴ Educational gain is not a follow-up measure, but it is a required outcome measure and a goal that is set for all adult education learners. Adult learners only set goals for follow-up measures.

²⁵ 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.

UI system method; 14 used surveys; and an additional 12 used this UI system method in combination with surveys.

Figure 2.
Number of States Using Data Collection Methods for
Performance Assessment Follow-Up, Program Year 2010–11



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.

The educational gain performance measure does not require data collection methods for follow-up, and, as such, is not included in this figure.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

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

OVAE 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) implementation of NRS requirements; (2) the conduct of follow-up surveys; and (3) other data quality and program improvement issues. Since 2001, OVAE also has made training resources available online for adult educators. OVAE, as part of its oversight responsibility to monitor improvements in data quality, has continued to use state 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 quality data policies and procedures and also provide guidance to states on how to improve their systems.

Federal Implementation Assistance in PY 2010–11

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

We needed this information for a long time. Our eyes are open to potential issues and we will be improving our processes as a result.

— Smart Fiscal Management for Adult Education Programs training participant

quality. In PY 2010–11, OVAE built on earlier data quality development activities and assisted state and local programs in using the data for their own reporting, program management, and program

improvement. In the summer of 2011, OVAE sponsored three regional training sessions entitled “Smart Fiscal Management for Adult Education Programs.” A total of 69 attendees from 40 states participated. This training focused on the laws and regulations governing the work of state directors of adult education; essential cost principles, internal controls and tracking expenditures; awarding subgrants, disbursement of funds and monitoring subgrantee expenditures; and reporting, monitoring and auditing. The goal of the three-day training was to foster understanding of federal requirements in each of these areas, inform participants about what they need to know as administrators of federal grants, and explore common problems and how to address them. Teams of state staff “dove deep” into the data, reviewed and analyzed those data, and produced a modified tool for use in their state-specific plans to continue their state-local collaboration.

In addition to the three regional training sessions, NRS project staff conducted a workshop at the State Directors’ Meeting during PY 2010–11 on the proposed changes to the follow-up survey measures. The mini-institute helped participants understand proposed revisions to the NRS that will

change data collection procedures for measures of entered employment, retained employment, attainment of a secondary credential, and entry into other education and training, as well as how these measures are reported, beginning in July 2012. Topics covered included sample size and response rate requirements, methods for conducting the survey and increasing response rates, and databases for data matching as an alternative to surveys.

OVAE supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the NRSWeb (<http://www.nrsweb.org>). NRSWeb is the adult education practitioner's source 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. Webinars, short seminars delivered through the combined use of the Internet and conference calls, were used to convey important information to practitioners. Online training is a flexible, low-cost method to assist adult educators and administrators with NRS-related topics. In PY 2010–11, NRSWeb offered six self-guided online training opportunities that included 31 courses. Each course is designed specifically for adult education program administrators. These courses cover NRS basics, data quality, and data use. In PY 2010–11, users of NRSWeb completed over 1,700 courses.

OVAE sponsored one facilitated online course in PY 2010–11. The course, “NRS Basics,” designed for state staff with little knowledge of the NRS, provided information regarding the conceptual framework of the NRS and an overview of its basic requirements.

NRS Implementation by States

Many states now can rely on real-time data to set performance standards, monitor local performance, and implement performance-based funding because their data systems have become more sophisticated. The data are being used more meaningfully by administrators, teachers, and support staff to make decisions that help them design more effective programs to meet students' needs. States also use the data-based information to improve standard- and goal-setting for program participants.

Training supported by OVAE has prepared local staff in many states to access and use their data on a regular basis. Staff has increased their abilities to use data as part of their research 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. Staff members can now become more directly involved in using data, begin to trust the data, and 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.

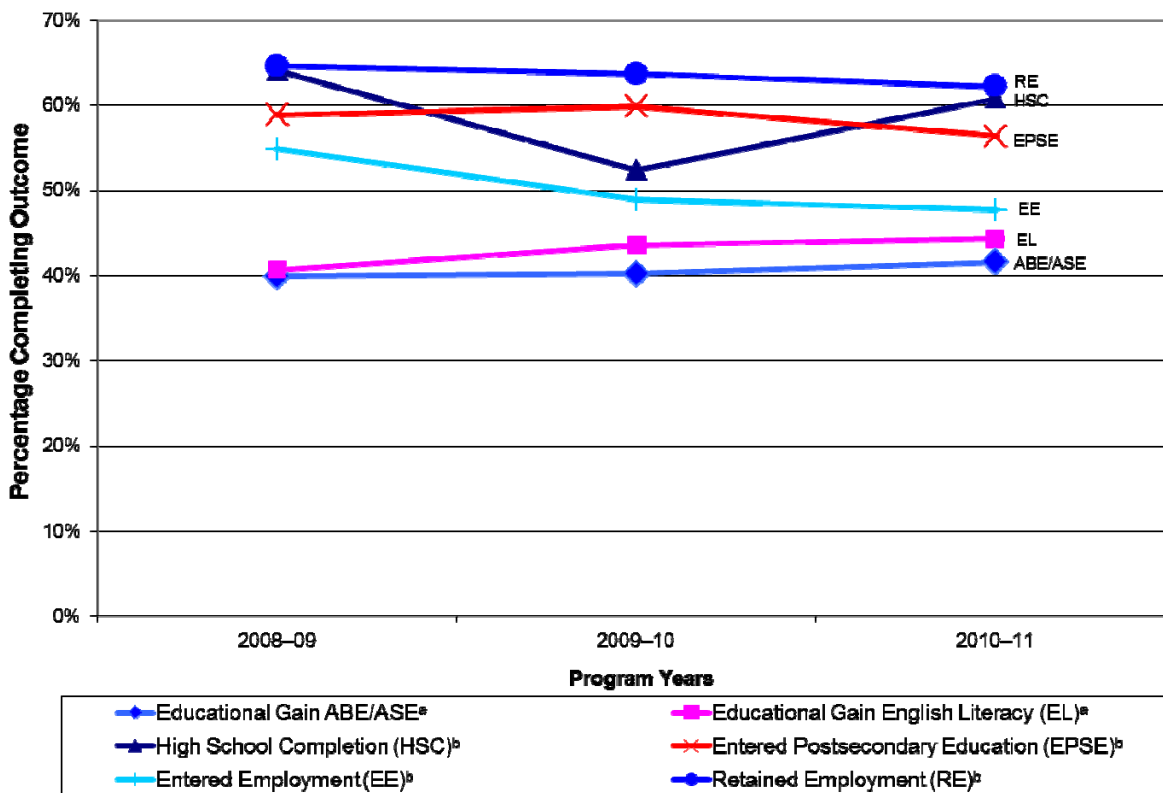
States also are addressing larger programmatic questions and identifying trends using their data. For example, some are examining whether managed or open enrollment²⁶ would be better for the students. In addition, states are developing ways to account for program efficiencies and outcomes in per-cost units. States are also using longitudinal data to track the continued progress of adult education students along the path toward college- and career-readiness.

²⁶ 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 2010–11 marked the eleventh year of implementation of the NRS accountability requirements. Figure 3 provides a comparison of actual performance on each of the outcome measures for adult education under the NRS from PY 2008–09 to PY 2010–11. The percentage of adults achieving educational outcomes in ABE/ASE and EL showed a slight increase over the three years. The rate of high school completion, the percentage of adults entering postsecondary education or training, and the percentage of adults retaining employment each showed a modest 3 percent decrease over the three years. The percentage of adults entering employment decreased by 7 percent over the three years. More information on student performance as indicated by each of these measures is in figures 4 through 9.

Figure 3.
Percentage of Students Completing Educational Outcomes, From Program Year 2008–09 to Program Year 2010–11



^a Percentage of adults enrolled who completed one or more educational levels.

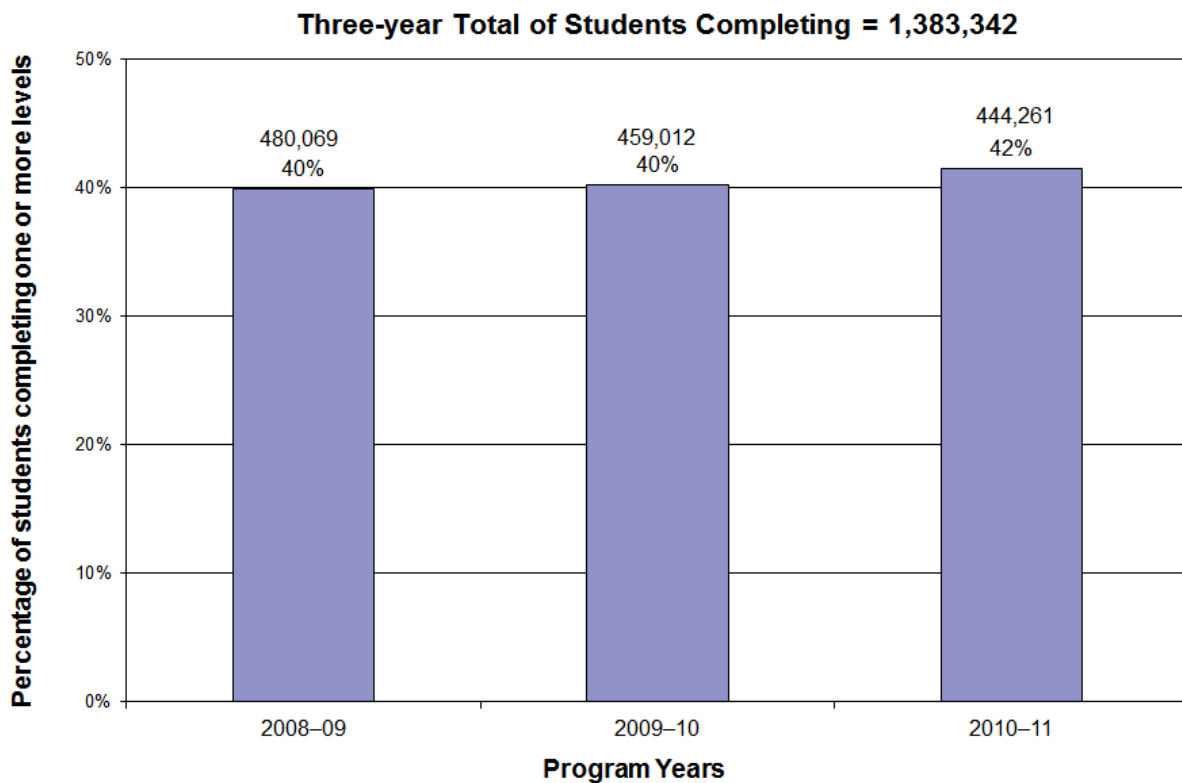
^b Percentage of adults enrolled who achieved this outcome.

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 Vocational 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 2010–11 (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 level.²⁷ The percentage of students advancing one or more educational levels increased slightly from 40 percent to 42 percent between PY 2008–09 and PY 2010–11, while the number of these students slightly decreased over this same time period. A total of 1,383,342 adults advanced at least one educational level over the three years.

Figure 4.
Percentage and Number of Students Completing One or More Educational Functioning Levels in Adult Basic and Secondary Education, From Program Year 2008–09 to Program Year 2010–11



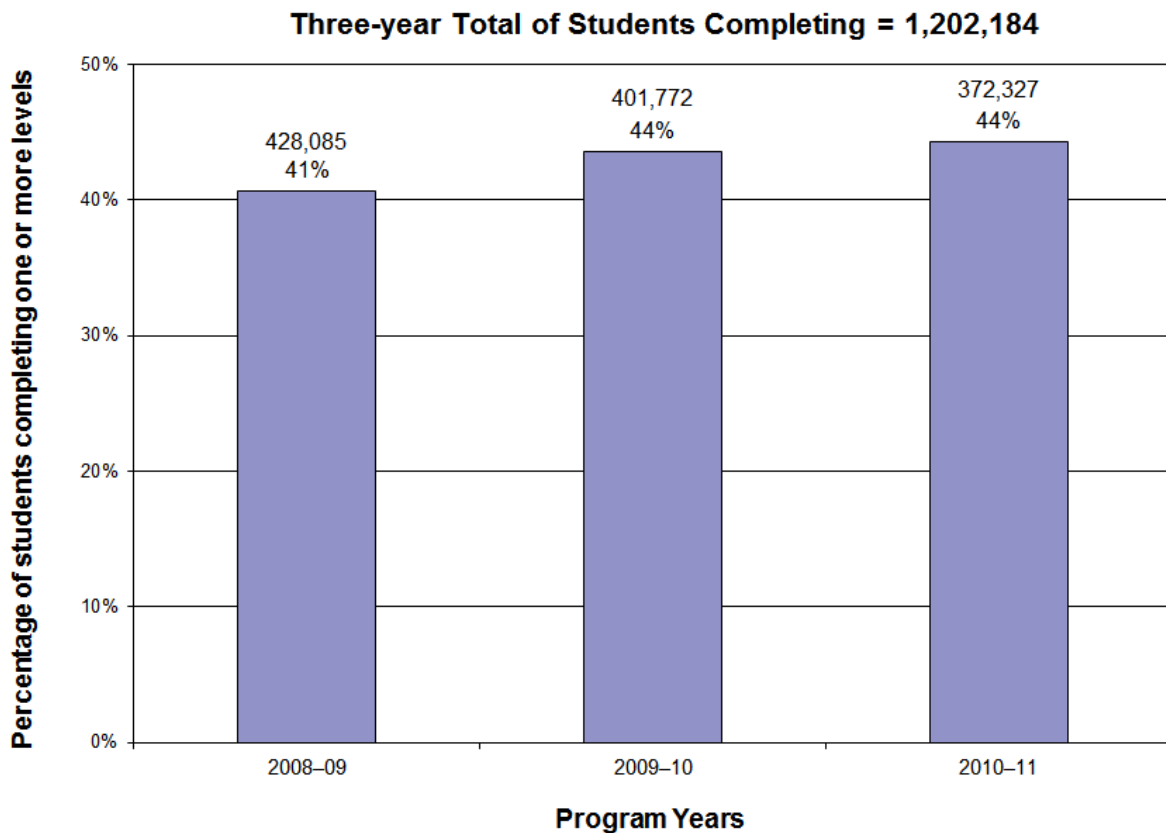
Notes: Percentage totals reflect rounded figures. Numbers and percentages do not include students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level, 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 Vocational 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 2010–11 (OMB Number 1830-0027).

²⁷ See subsection “Measuring Educational Gain” and figure 1 in this report for the meaning of educational level.

Figure 5 shows the percentage and number of enrolled adults acquiring the basic English literacy skills needed to complete at least one educational functioning level. The percentage of students acquiring English literacy skills showed an increase from PY 2008–09 to PY 2010–11, while the number of students decreased. The total number of students advancing one or more levels over the three years was 1,202,184.

Figure 5.
Percentage and Number of Students Completing One or More Educational Functioning Levels in English Literacy, From Program Year 2008–09 to Program Year 2010–11

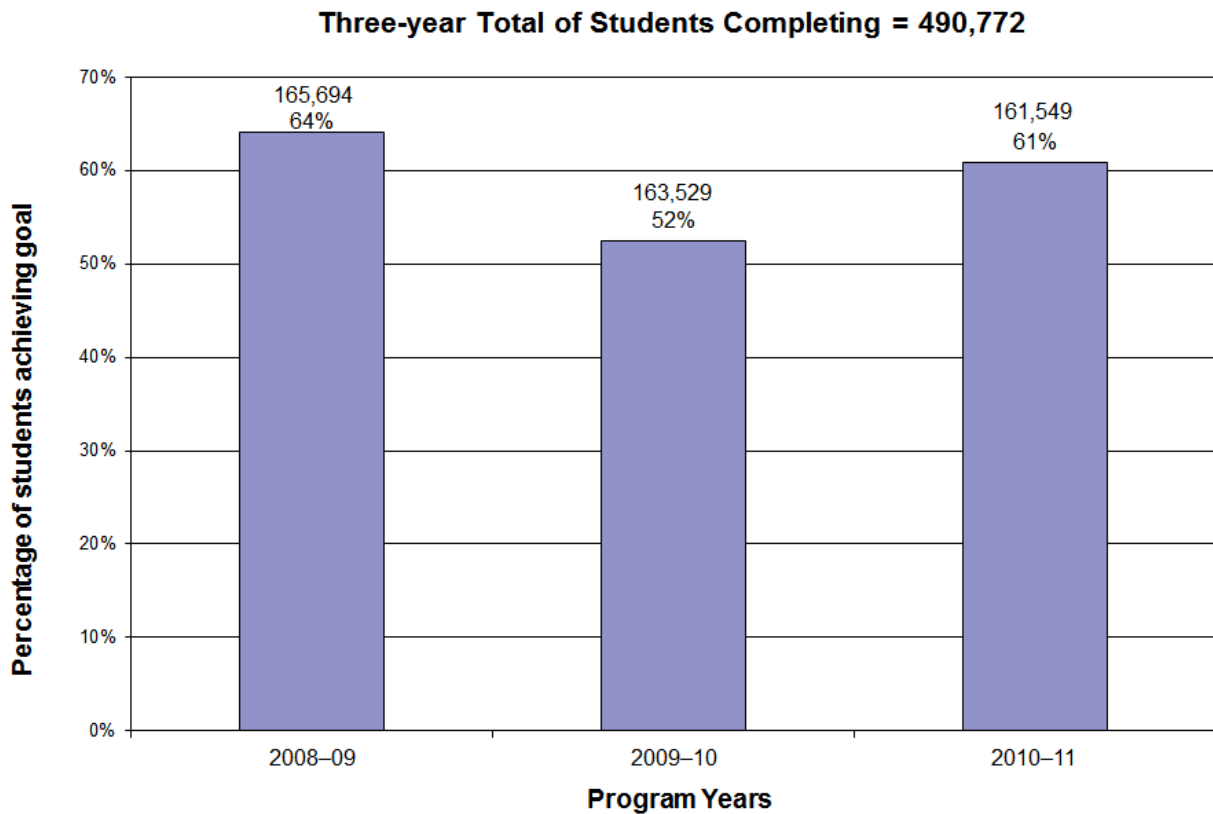


Notes: Percentage totals reflect rounded figures. The educational functional levels for English literacy are beginning literacy, low beginning, high beginning, low intermediate, high intermediate, and advanced. The decrease in the total number of students completing from one program year to the next is primarily due to reduced program capacity to serve participants.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

Earning a high school diploma or a recognized equivalent is one of the four outcome-related goals that students can set. Figure 6 shows the percentage and number of enrolled adults who set and accomplished the goal of completing high school or a recognized equivalent. The number and percentage of students achieving this goal decreased slightly over the three-year period. The total number of students achieving this goal over the three years was 490,772.

Figure 6.
Percentage and Number of Students Achieving High School Completion or Recognized Equivalent, From Program Year 2008–09 to Program Year 2010–11

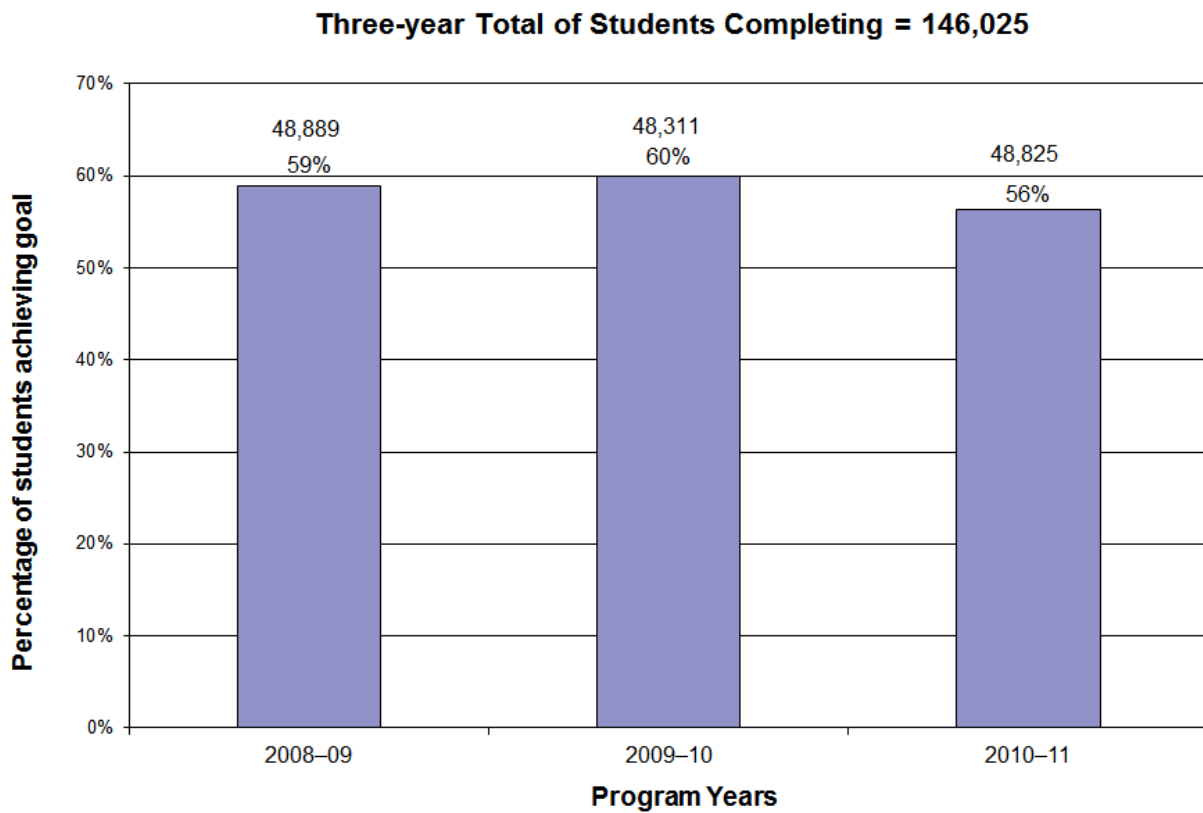


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

Figure 7 shows the percentage and number of students who set and achieved the goal of entering postsecondary education or training. The percentage of students who set and achieved this goal decreased from 59 percent in PY 2008–09 to 56 percent in 2010–11. The number of students achieving this goal remained stable, totaling 146,025 over the same period.

Figure 7.
Percentage and Number of Students Who Set and Achieved Entering Postsecondary Education or Training Goal, From Program Year 2008–09 to Program Year 2010–11

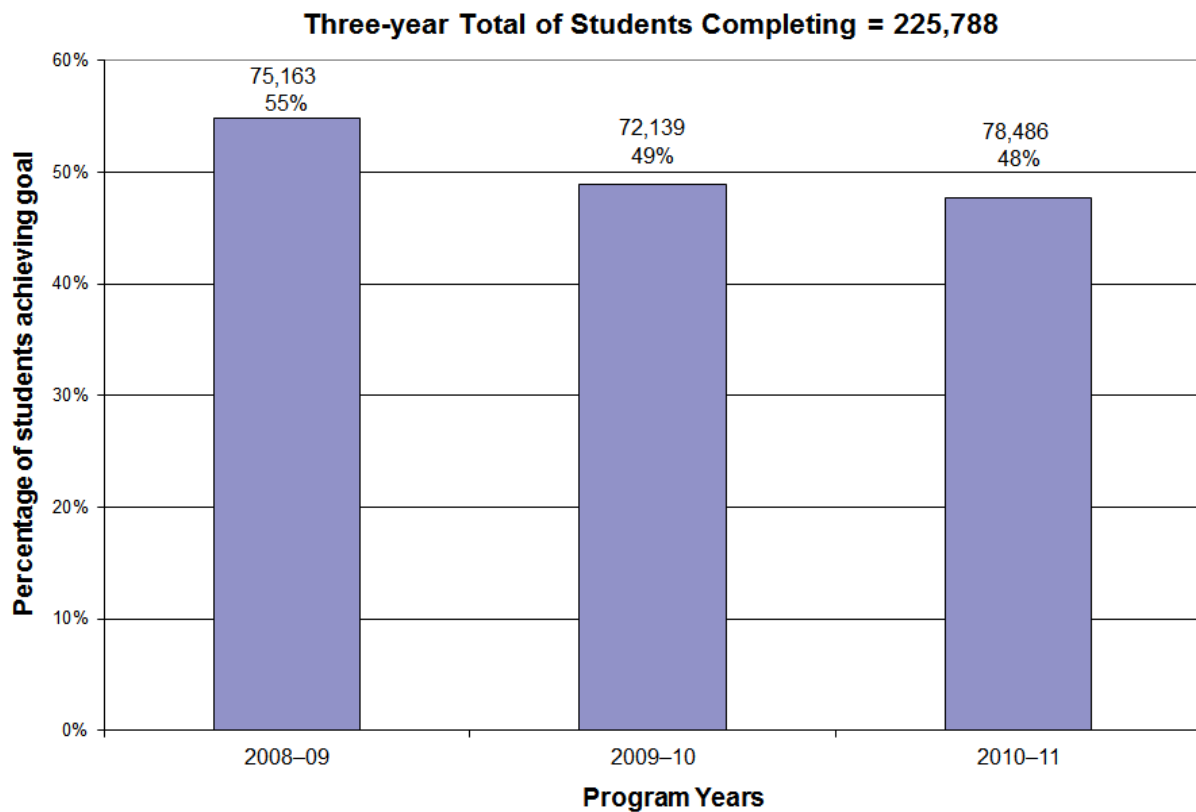


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

Figure 8 shows the percentage and number of unemployed students who set and achieved the goal of entering employment. From PY 2008–09 to PY 2010–11, the percentage of students achieving this goal decreased as a result of the economic conditions and general employment rate, accompanied by a slight increase in the number of students setting and achieving the goal. The three-year total of students achieving this goal was 225,788.

Figure 8.
Percentage and Number of Unemployed Students Who Set and Achieved the Goal of Entering Employment One Quarter After Exit, From Program Year 2008–09 to Program Year 2010–11

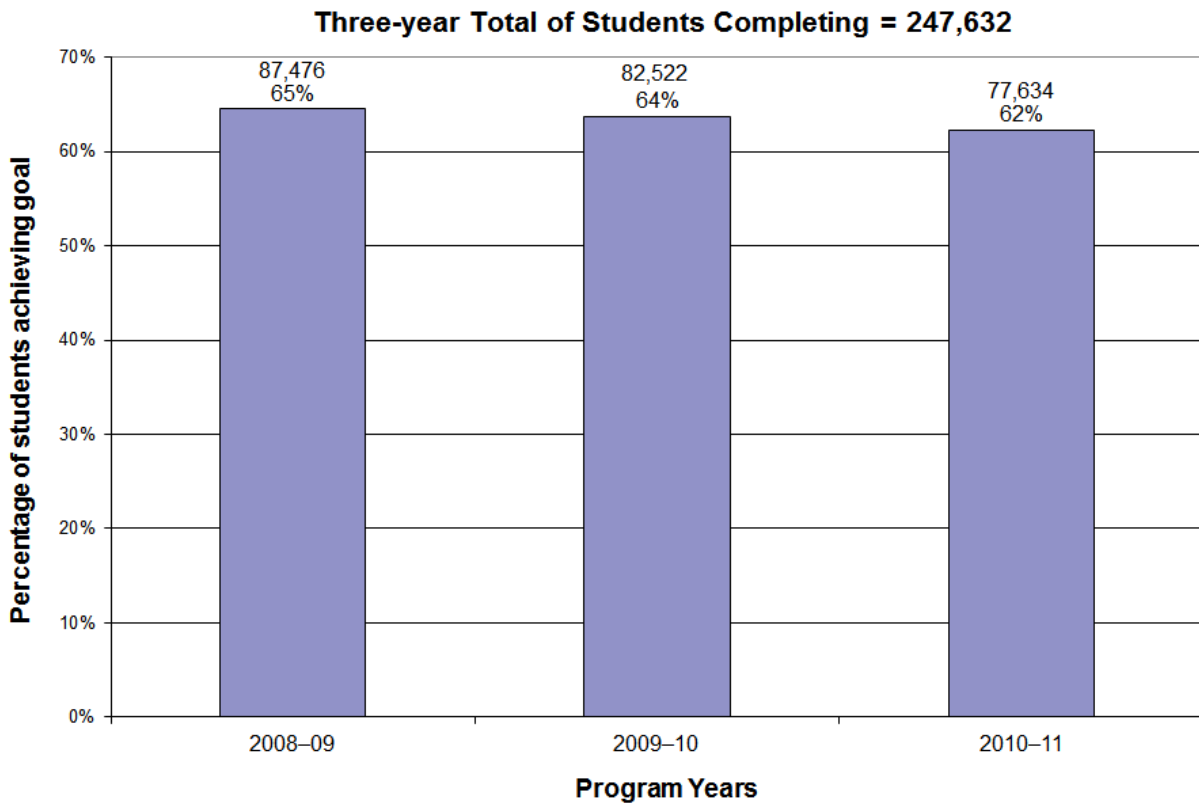


Note: Percentage totals reflect rounded figures. “One quarter” means one-quarter of a year.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

Figure 9 shows the percentage and number of students who set a goal to retain or enter employment and ultimately retained employment. From PY 2008–09 to PY 2010–11 both the percentage and number of students achieving this goal decreased. This decrease should be interpreted carefully because setting and achieving this goal is partially dependent on fluctuations in the general employment rate. A total of 247,632 students achieved the goal over the three years.

Figure 9.
Percentage and Number of Students With a Goal of Retained Employment or Employment, From Program Year 2008–09 to Program Year 2010–11



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

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).

APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2008–09 TO PROGRAM YEAR 2010–11

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 Rico²⁸ for program year (PY) 2008–09, PY 2009–10 and PY 2010–11 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 2008–09, PY 2009–10 and PY 2010–11. The fiscal year (FY) 2010 Federal Allocations to States funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2010, and, in each of the state profiles, this is shown relative to each state’s basic grant and English literacy (EL)/civics²⁹ allocations. The Enrollment by Race/Ethnicity figure displays PY 2010–11 adult basic education (ABE), adult secondary education (ASE), and EL enrollment numbers and percentages categorized by race/ethnicity enrollment, and includes the percentage change from PY 2008–09. The Retention and Completion figure shows, for PY 2008–09, PY 2009–10 and PY 2010–11, a side-by-side graph of the number of participants who advanced to the next educational functional level, remained in the same level, completed a level and separated from the program, or separated from the program without advancing based on posttest results and enrollment data. 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 measures³⁰ in PY 2008–09, PY 2009–10 and PY 2010–11, including a three-year total for each performance measure. The performance

²⁸ 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.

²⁹ English Literacy/Civics is integrated English literacy and civics education services to immigrants and other limited English proficient populations.

³⁰ The performance measures are discussed in the accountability system section of this report.

measures are: Demonstrated Improvement in Literacy Skills, High School Completion, Entered Postsecondary Education or Training, Entered Employment, and Retained Employment. While percentages are listed for PY 2008–09 and PY 2009–10, the total number of participants completing at least one level or one outcome for each performance measure is included in addition to the percentages for PY 2010–11.

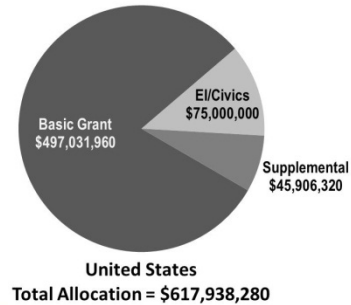
Selected Adult Education Program & Student Information United States

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	836,899	683,537	627,347
Unemployed	939,690	902,189	818,580
Correctional Setting	250,534	219,584	201,940
On Public Assistance	278,653	337,511	345,020
Other Institutionalized	15,107	22,361	19,854

FY 2010 Federal Allocation to State in thousands of dollars

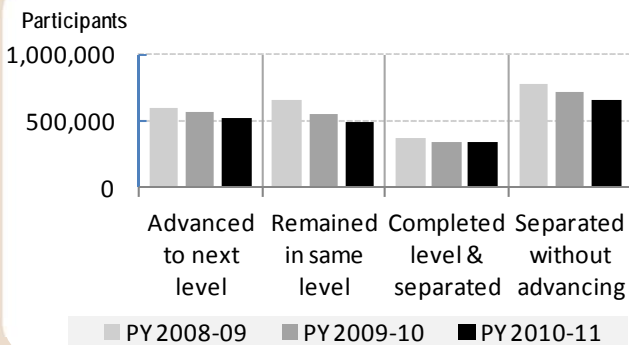


Enrollment by Race/Ethnicity

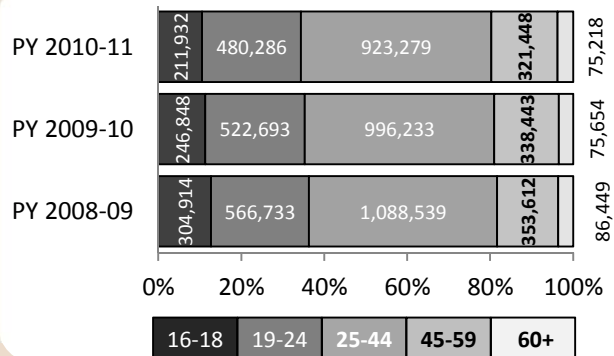
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	29,458	1%	20,516	3,932	5,010	-15%
Asian	157,668	8%	20,472	4,999	132,197	-18%
Black or African-American	448,204	22%	328,311	48,279	71,614	-7%
Hispanic or Latino	799,920	40%	193,492	60,022	546,406	-23%
Native Hawaiian or Other Pacific Islander	11,766	1%	6,974	2,069	2,723	-42%
White	522,965	26%	334,124	119,108	69,733	-17%
Two or More Races	42,182	2%	22,276	8,190	11,716	n/a
Total	2,012,163	100%	926,165	246,599	839,399	-16%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information United States

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	40	42	444,261	1,383,342
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	44	44	372,327	1,202,184
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	64	52	61	161,549	490,772
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	59	60	56	48,825	146,025
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.	55	49	48	78,486	225,788
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	65	64	62	77,634	247,632

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

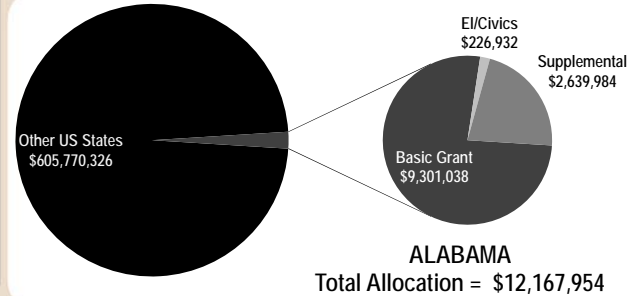
Selected Adult Education Program & Student Information Alabama

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	7,352	6,830	6,291
Unemployed	13,806	15,522	15,256
Correctional Setting	1,878	2,260	2,832
On Public Assistance	2,557	3,094	3,367
Other Institutionalized	301	250	198

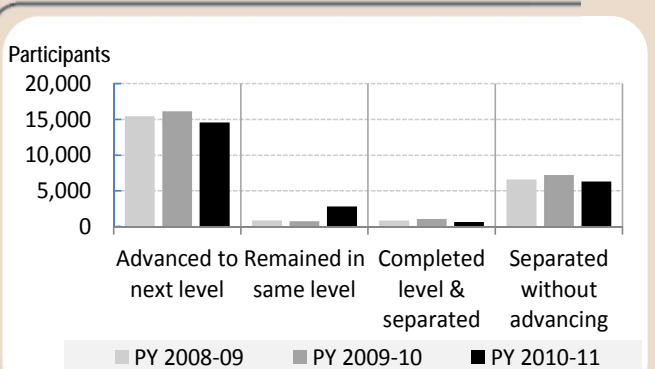
FY 2010 Federal Allocation to State in thousands of dollars



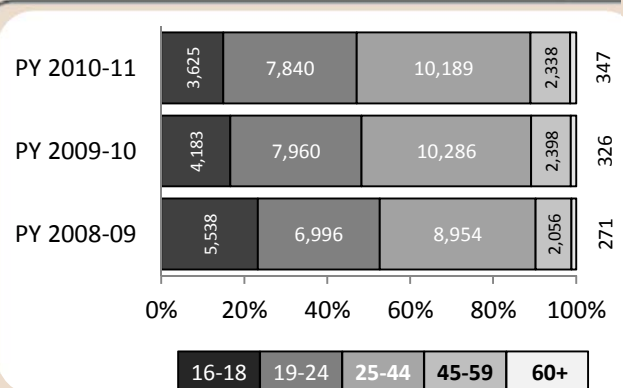
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	174	1%	123	45	6	-30%
Asian	410	2%	123	36	251	8%
Black or African American	10,596	44%	9,147	1,380	69	9%
Hispanic or Latino	2,283	9%	506	126	1,651	-4%
Native Hawaiian or Other Pacific Islander	31	0%	20	7	4	-26%
White	10,764	44%	7,752	2,947	65	-3%
Two or More Races	81	0%	54	19	8	
Total	24,339	100%	17,725	4,560	2,054	2%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Alabama

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	70	69	63	13,344	42,469
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	65	71	66	1,346	4,337
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	85	83	79	4,262	12,588
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	73	77	62	1,586	5,490
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.	86	86	85	1,404	5,424
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	80	79	83	2,016	8,847

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

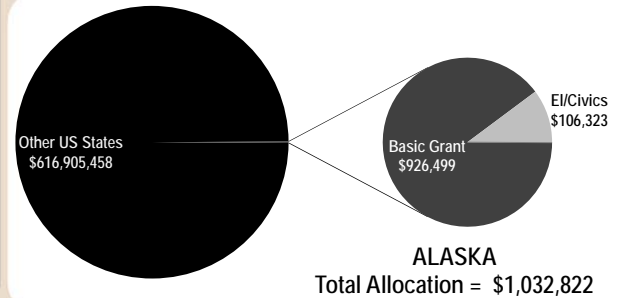
Selected Adult Education Program & Student Information Alaska

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	868	863	844
Unemployed	1,895	2,115	1,988
Correctional Setting	426	453	489
On Public Assistance	105	225	258
Other Institutionalized	40	39	29

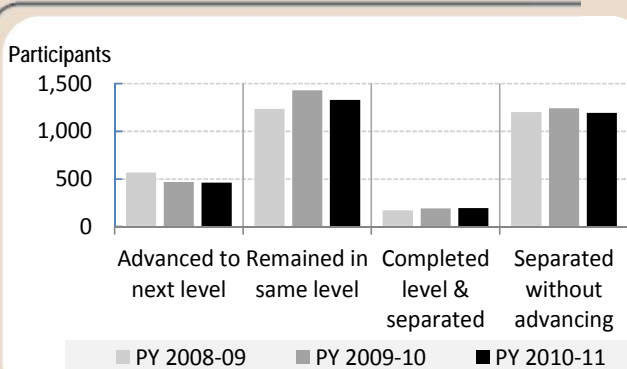
FY 2010 Federal Allocation to State in thousands of dollars



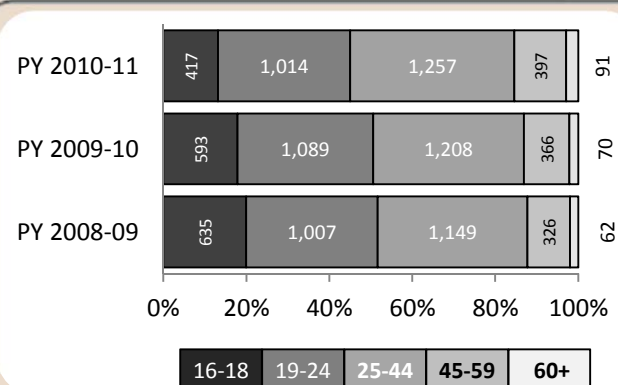
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	930	29%	820	109	1	-13%
Asian	420	13%	105	11	304	1%
Black or African American	268	8%	142	19	107	25%
Hispanic or Latino	440	14%	156	19	265	14%
Native Hawaiian or Other Pacific Islander	103	3%	68	1	34	24%
White	876	28%	604	182	90	-13%
Two or More Races	139	4%	115	19	5	
Total	3,176	100%	2,010	360	806	0%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Alaska

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	20	16	19	423	1,294
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	25	20	17	134	444
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	62	60	69	534	1,592
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	25	29	28	39	109
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	38	32	219	518
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	51	91	75	54	131

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

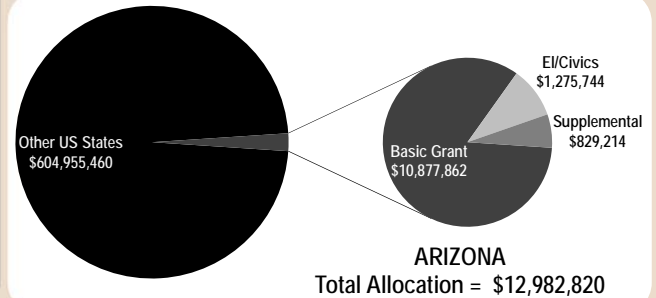
Selected Adult Education Program & Student Information Arizona

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	9,619	7,660	7,399
Unemployed	8,025	8,409	7,529
Correctional Setting	854	737	626
On Public Assistance	2,142	2,279	2,489
Other Institutionalized	122	55	126

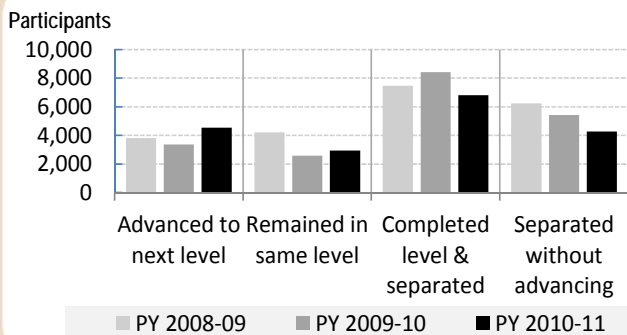
FY 2010 Federal Allocation to State in thousands of dollars



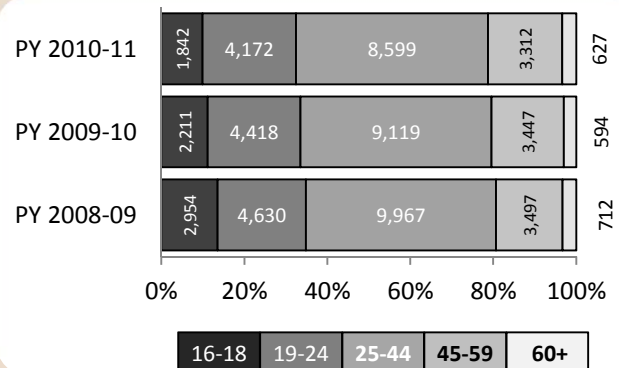
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	1,022	6%	954	66	2	-19%
Asian	979	5%	264	30	685	-17%
Black or African American	1,406	8%	943	60	403	-14%
Hispanic or Latino	11,029	59%	6,018	560	4,451	-15%
Native Hawaiian or Other Pacific Islander	69	0%	54	10	5	-34%
White	3,944	21%	2,984	649	311	-13%
Two or More Races	103	1%	79	16	8	
Total	18,552	100%	11,296	1,391	5,865	-15%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Arizona

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	50	57	58	6,975	20,845
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	54	63	65	3,831	11,985
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	59	77	76	2,296	6,730
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	56	79	81	1,080	3,306
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.	84	82	69	1,362	4,260
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	70	88	84	3,014	8,228

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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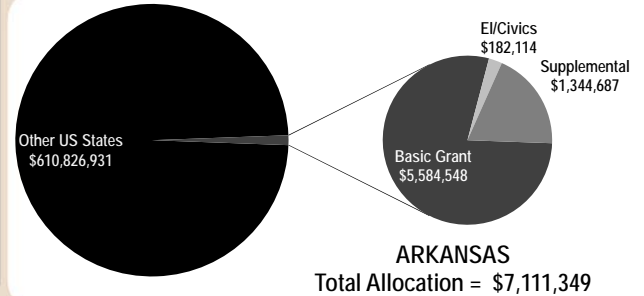
Selected Adult Education Program & Student Information Arkansas

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	9,971	8,382	7,371
Unemployed	16,074	17,124	14,016
Correctional Setting	4,628	4,968	3,973
On Public Assistance	3,074	3,349	3,125
Other Institutionalized	1,128	832	841

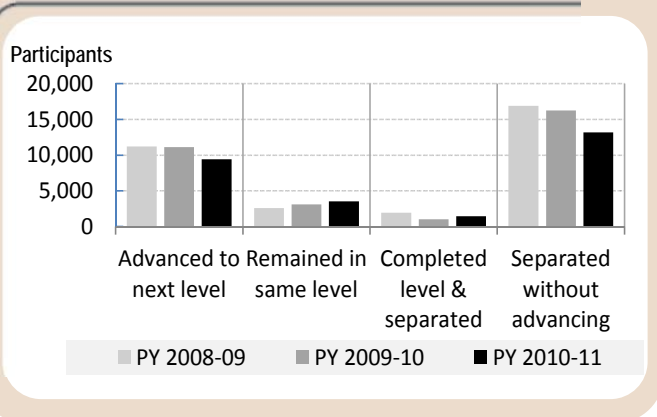
FY 2010 Federal Allocation to State in thousands of dollars



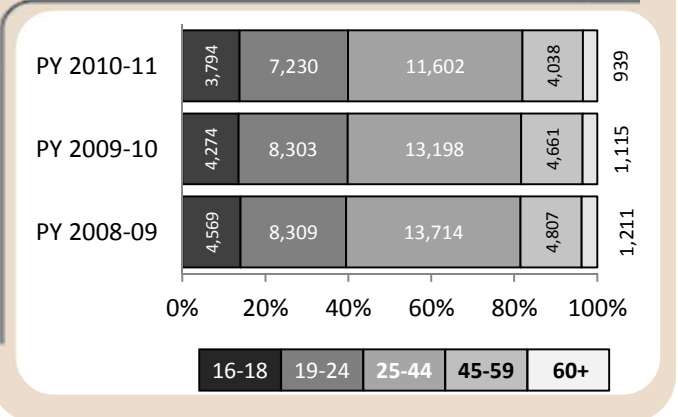
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	311	1%	240	68	3	-32%
Asian	618	2%	183	43	392	-24%
Black or African American	7,214	26%	6,269	922	23	-16%
Hispanic or Latino	5,411	20%	1,212	232	3,967	-11%
Native Hawaiian or Other Pacific Islander	80	0%	49	8	23	-23%
White	13,545	49%	9,161	4,313	71	-18%
Two or More Races	424	2%	296	116	12	
Total	27,603	100%	17,410	5,702	4,491	-15%

Retention and Completion



Enrollment by Age



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Selected Adult Education Program & Student Information Arkansas

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	41	41	41	8,239	28,315
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	36	33	34	1,509	4,928
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	72	80	85	4,630	14,888
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	33	38	44	1,239	3,313
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	48	39	44	1,827	5,959
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	67	62	67	1,226	9,398

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

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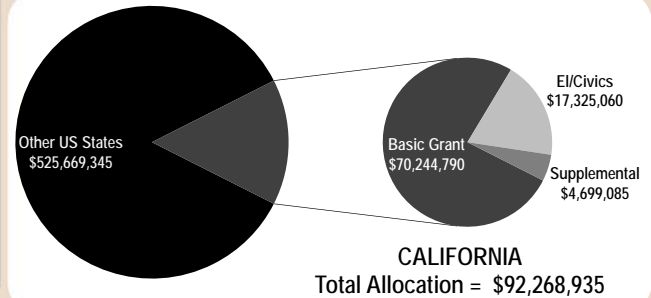
Selected Adult Education Program & Student Information California

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	200,806	125,727	109,891
Unemployed	241,946	179,031	158,974
Correctional Setting	72,208	40,460	37,858
On Public Assistance	35,901	27,680	28,070
Other Institutionalized	0	0	0

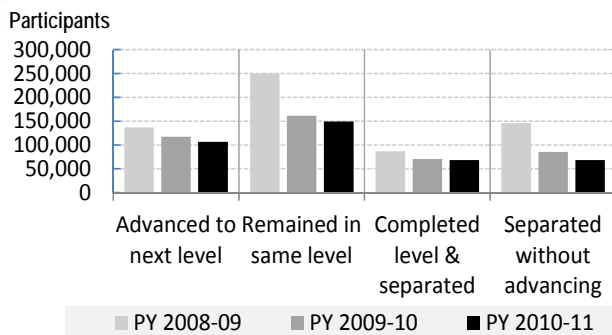
FY 2010 Federal Allocation to State in thousands of dollars



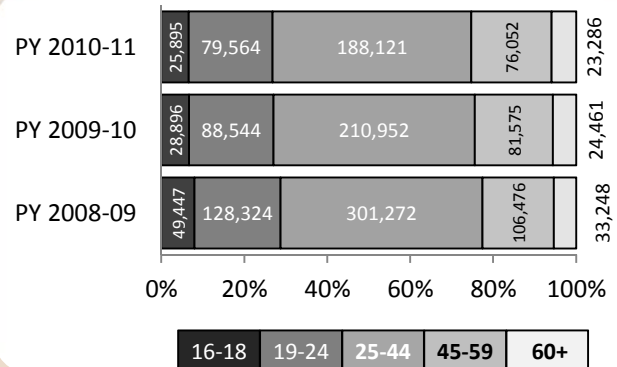
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	6,070	2%	1,886	563	3,621	-35%
Asian	53,956	14%	3,922	1,330	48,704	-34%
Black or African American	23,936	6%	17,792	3,718	2,426	-41%
Hispanic or Latino	262,350	67%	56,656	18,560	187,134	-36%
Native Hawaiian or Other Pacific Islander	3,718	1%	2,056	765	897	-47%
White	39,959	10%	15,122	7,613	17,224	-42%
Two or More Races	2,929	1%	1,287	464	1,178	-42%
Total	392,918	100%	98,721	33,013	261,184	-36%

Retention and Completion



Enrollment by Age



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Selected Adult Education Program & Student Information California

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	28	35	39	46,525	142,187
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	47	48	125,312	430,147
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	39	39	41	9,390	30,400
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	42*	43*	47*	879	2,212
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	53*	44*	45*	998	2,716
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.	92*	91*	93*	1,104	2,940

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

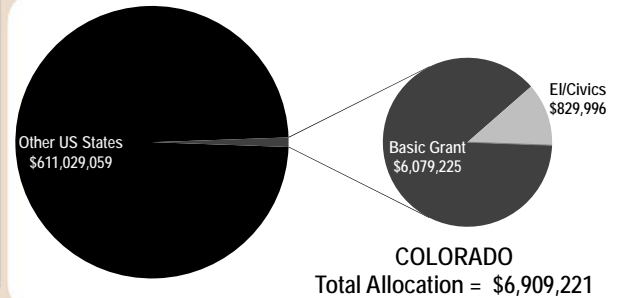
Selected Adult Education Program & Student Information Colorado

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	6,833	6,520	5,671
Unemployed	4,633	5,534	4,821
Correctional Setting	584	566	561
On Public Assistance	1,443	1,756	1,538
Other Institutionalized	3	0	12

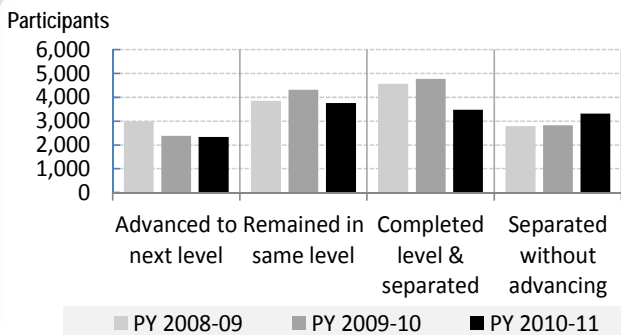
FY 2010 Federal Allocation to State in thousands of dollars



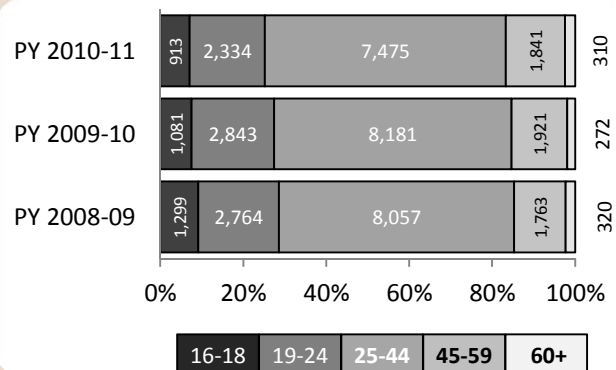
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	654	5%	227	76	351	127%
Asian	875	7%	150	23	702	-6%
Black or African American	1,044	8%	390	62	592	11%
Hispanic or Latino	6,036	47%	1,421	294	4,321	-38%
Native Hawaiian or Other Pacific Islander	41	0%	17	4	20	46%
White	4,160	32%	1,596	767	1,797	82%
Two or More Races	63	0%	35	14	14	
Total	12,873	100%	3,836	1,240	7,797	-9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Colorado

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	54	48	41	1,814	6,425
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	51	47	3,691	13,037
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	49	42	46	920	2,747
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	40	44	39	193	538
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	40	47	51	277	546
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.	34	49	30	164	486

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

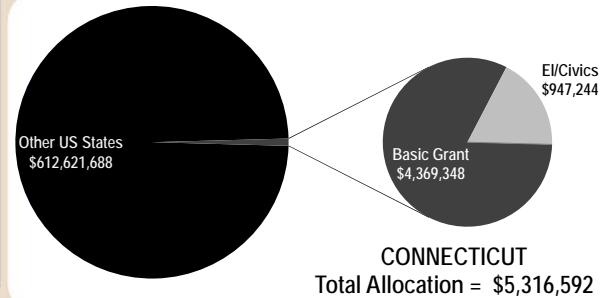
Selected Adult Education Program & Student Information Connecticut

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	11,662	10,895	9,718
Unemployed	9,894	11,270	10,740
Correctional Setting	2,342	2,086	2,102
On Public Assistance	1,390	1,491	1,899
Other Institutionalized	40	49	28

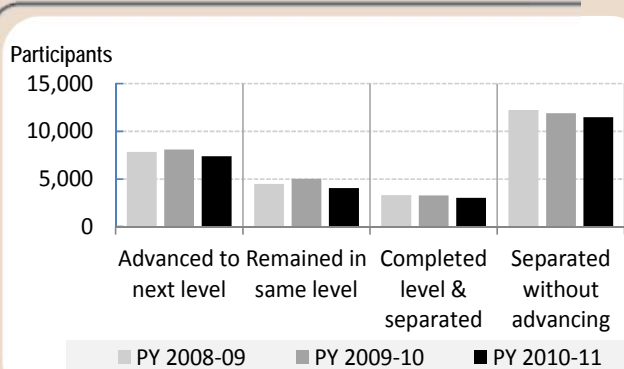
FY 2010 Federal Allocation to State in thousands of dollars



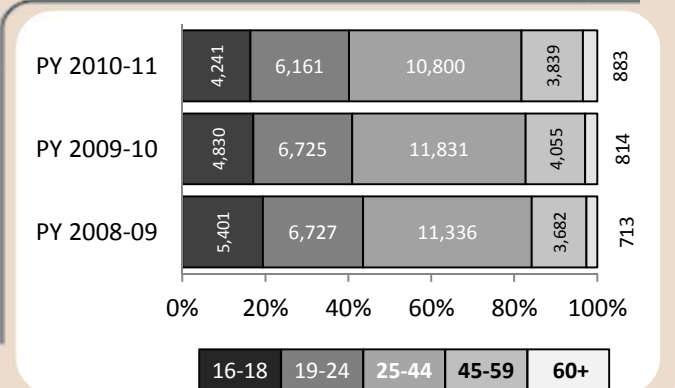
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	71	0%	34	24	13	-37%
Asian	1,852	7%	121	114	1,617	2%
Black or African American	5,650	22%	2,796	1,595	1,259	-4%
Hispanic or Latino	12,394	48%	2,659	2,321	7,414	-6%
Native Hawaiian or Other Pacific Islander	38	0%	19	11	8	-25%
White	5,714	22%	1,528	2,441	1,745	-17%
Two or More Races	205	1%	77	112	16	
Total	25,924	100%	7,234	6,618	12,072	-7%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Connecticut

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	38	39	36	2,906	9,314
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	44	45	5,462	17,009
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	57	54	58	2,118	6,993
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.	55	57	48	101	338
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	57	34	32	841	2,349
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) and employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	67	67	69	2,316	6,760

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

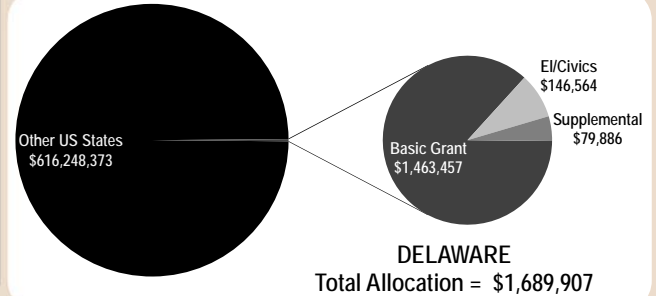
Selected Adult Education Program & Student Information Delaware

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	2,007	1,786	1,848
Unemployed	2,258	2,526	977
Correctional Setting	1,053	1,000	854
On Public Assistance	421	451	1,192
Other Institutionalized	0	9	7

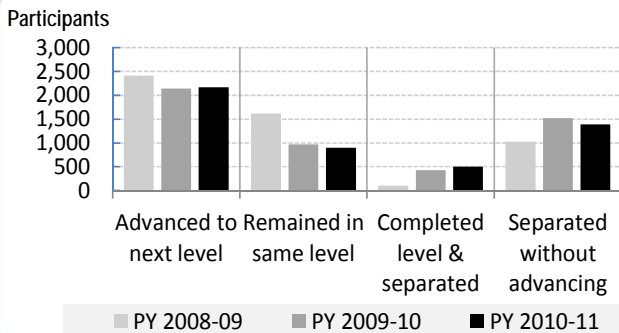
FY 2010 Federal Allocation to State in thousands of dollars



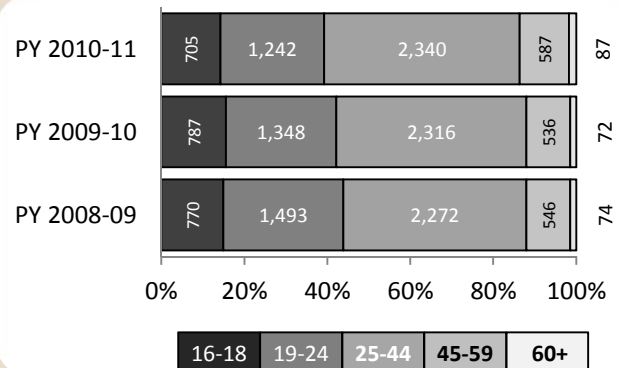
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	25	1%	23	1	1	-19%
Asian	143	3%	36	7	100	8%
Black or African American	2,046	41%	1,630	224	192	-4%
Hispanic or Latino	1,441	29%	357	63	1,021	-4%
Native Hawaiian or Other Pacific Islander	9	0%	7	2	0	-18%
White	1,257	25%	991	212	54	-7%
Two or More Races	40	1%	33	7	0	
Total	4,961	100%	3,077	516	1,368	-4%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Delaware

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	51	53	54	1,865	5,626
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	45	53	720	1,941
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	91	83	85	362	1,208
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	76	88	90	88	316
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	49	56	41	248	813
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	67	85	61	706	2,098

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

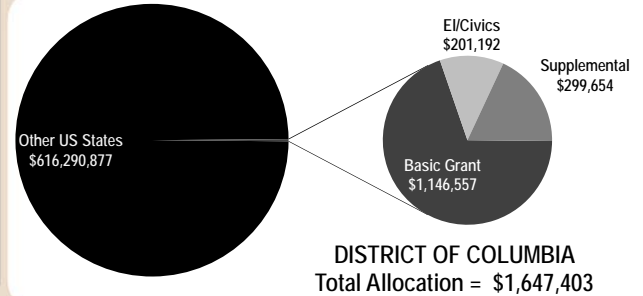
Selected Adult Education Program & Student Information District of Columbia

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	1,730	1,440	1,335
Unemployed	2,027	2,597	2,094
Correctional Setting	363	497	433
On Public Assistance	153	263	295
Other Institutionalized	0	0	0

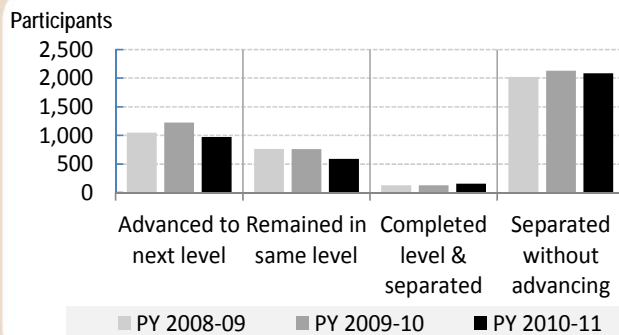
FY 2010 Federal Allocation to State in thousands of dollars



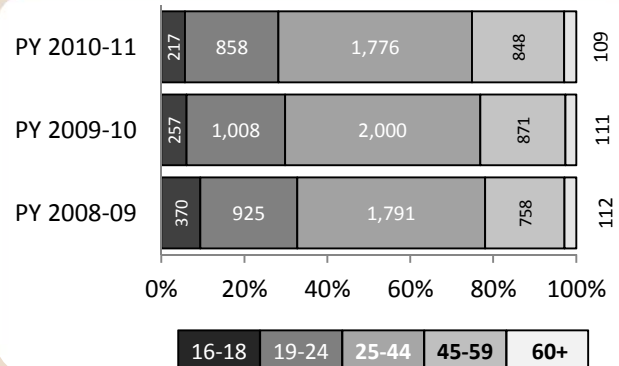
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	6	0%	0	0	6	100%
Asian	105	3%	8	1	96	-9%
Black or African American	2,419	64%	1,999	178	242	-4%
Hispanic or Latino	1,148	30%	36	4	1,108	-8%
Native Hawaiian or Other Pacific Islander	3	0%	2	1	0	-40%
White	120	3%	15	4	101	62%
Two or More Races	7	0%	4	1	2	
Total	3,808	100%	2,064	189	1,555	-4%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information District of Columbia

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	20	24	21	472	1,546
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	45	45	42	658	2,107
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	91*	50	83*	62	284
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.	87*	57	73	50	210
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	78	54	68	400	1,346
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) and 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	33	41*	61	259

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

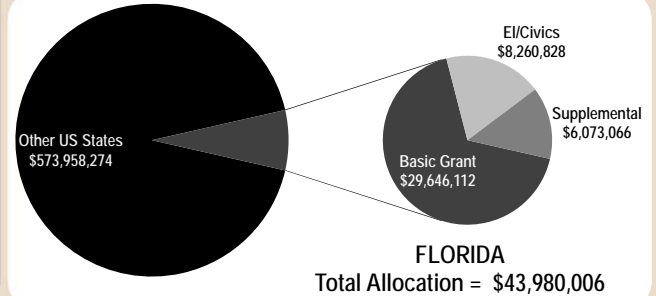
Selected Adult Education Program & Student Information Florida

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	75,326	72,038	68,500
Unemployed	112,873	112,112	101,006
Correctional Setting	20,322	27,479	25,936
On Public Assistance	44,251	59,184	60,604
Other Institutionalized	5,239	14,473	12,859

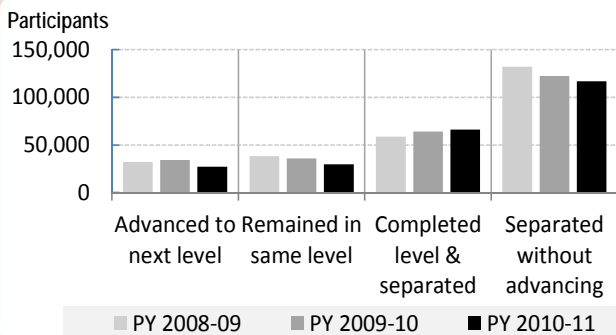
FY 2010 Federal Allocation to State in thousands of dollars



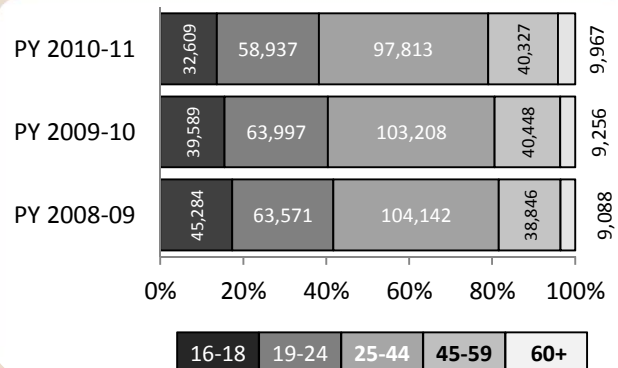
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	1,110	0%	590	152	368	34%
Asian	5,533	2%	1,166	277	4,090	-17%
Black or African American	73,484	31%	43,618	6,919	22,947	-2%
Hispanic or Latino	100,737	42%	22,253	6,029	72,455	-11%
Native Hawaiian or Other Pacific Islander	843	0%	237	62	544	-84%
White	51,811	22%	34,051	11,111	6,649	-14%
Two or More Races	6,135	3%	3,392	925	1,818	
Total	239,653	100%	105,307	25,475	108,871	-8%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Florida

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	37	41	41	49,187	150,274
Sub-Measure 2: English Literacy^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	32	35	37,626	108,173
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	52	18	28	9,560	32,928
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.	46	49	21	990	5,715
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	43	38	42	5,858	10,654
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	55	48	688	2,654

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

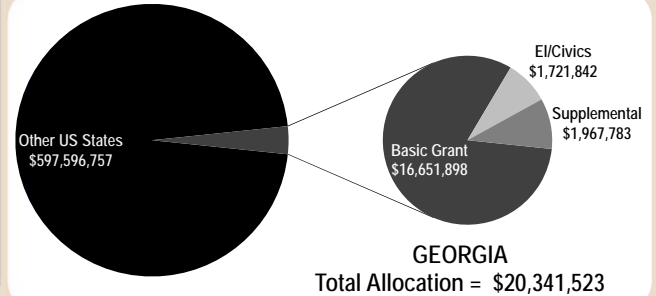
Selected Adult Education Program & Student Information Georgia

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	29,226	23,647	19,350
Unemployed	36,977	38,314	34,991
Correctional Setting	5,078	4,275	4,252
On Public Assistance	11,333	15,877	17,525
Other Institutionalized	111	257	254

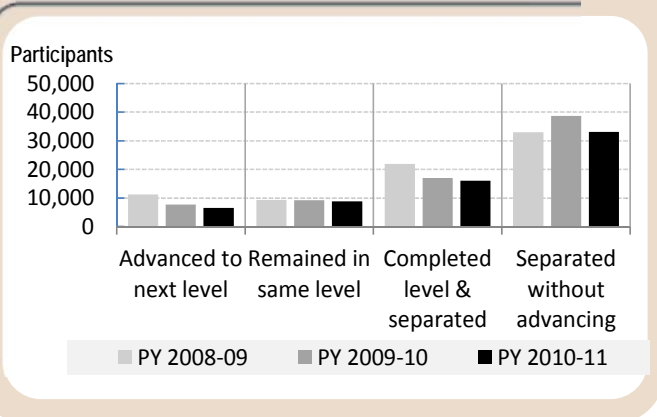
FY 2010 Federal Allocation to State in thousands of dollars



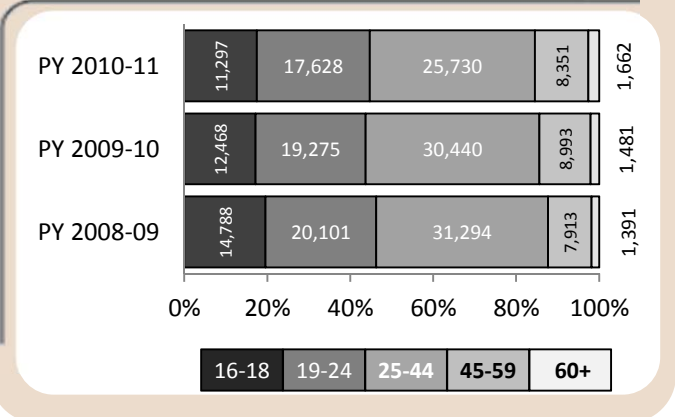
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	361	1%	278	31	52	-22%
Asian	4,755	7%	717	87	3,951	-3%
Black or African American	29,730	46%	26,011	1,932	1,787	4%
Hispanic or Latino	9,074	14%	2,865	347	5,862	-51%
Native Hawaiian or Other Pacific Islander	154	0%	119	19	16	-18%
White	20,164	31%	15,830	3,464	870	-10%
Two or More Races	430	1%	329	69	32	
Total	64,668	100%	46,149	5,949	12,570	-14%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Georgia

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	44	33	34	16,861	57,098
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	33	35	4,445	19,055
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	70	67	66	7,196	21,362
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	57	47	49	1,579	5,017
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	68	50	44	2,489	5,617
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	68	54	65	3,200	6,788

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

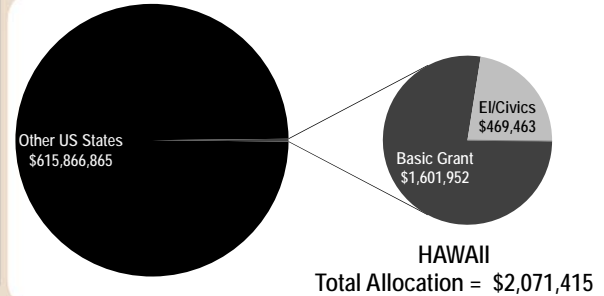
Selected Adult Education Program & Student Information Hawaii

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	3,242	3,165	3,046
Unemployed	2,872	3,127	3,093
Correctional Setting	402	362	349
On Public Assistance	457	403	273
Other Institutionalized	79	77	13

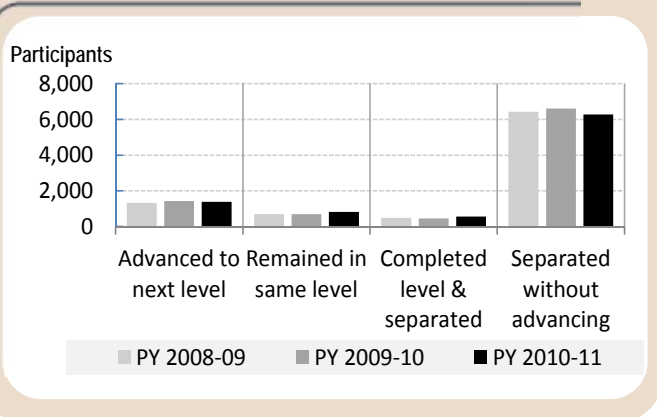
FY 2010 Federal Allocation to State in thousands of dollars



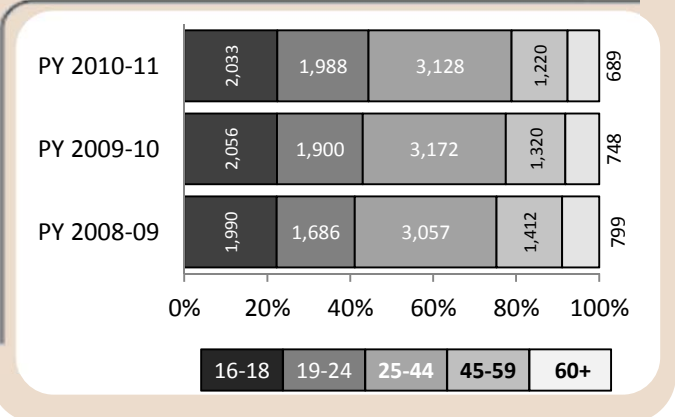
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	55	1%	37	18	0	-2%
Asian	4,004	44%	956	573	2,475	-8%
Black or African American	404	4%	282	116	6	44%
Hispanic or Latino	866	10%	372	259	235	9%
Native Hawaiian or Other Pacific Islander	2,420	27%	1,526	573	321	-1%
White	916	10%	437	419	60	-9%
Two or More Races	393	4%	239	141	13	
Total	9,058	100%	3,849	2,099	3,110	1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Hawaii

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	18	17	20	1,032	2,885
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	21	22	21	651	1,997
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	86*	79*	82*	1,218	3,428
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	76*	89*	67*	29	85
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	36*	58*	47*	272	594
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	65*	58	32*	257	488

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

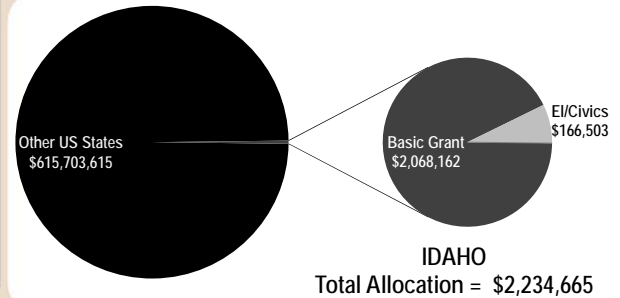
Selected Adult Education Program & Student Information Idaho

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	3,160	2,711	2,471
Unemployed	2,423	2,107	1,927
Correctional Setting	836	1,008	858
On Public Assistance	466	675	714
Other Institutionalized	17	3	0

FY 2010 Federal Allocation to State in thousands of dollars

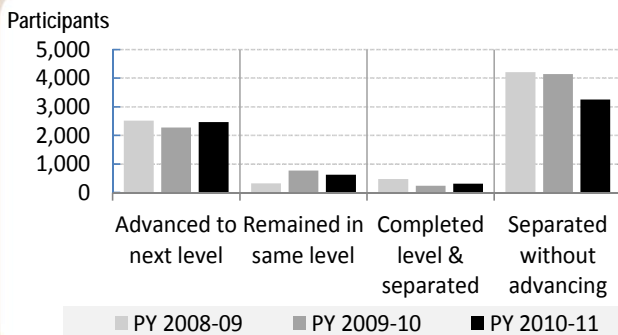


Enrollment by Race/Ethnicity

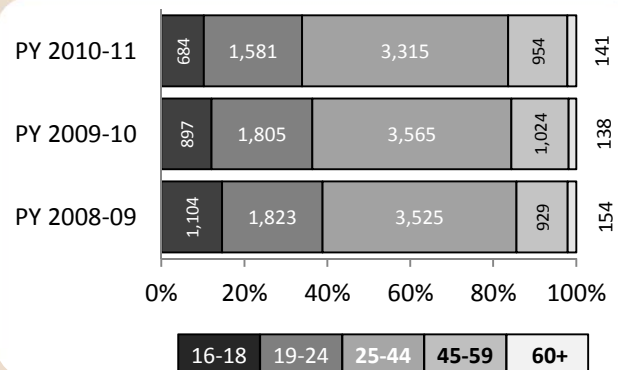
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	133	2%	120	13	0	-34%
Asian	451	7%	139	8	304	9%
Black or African American	263	4%	96	2	165	-9%
Hispanic or Latino	2,505	38%	1,004	70	1,431	-20%
Native Hawaiian or Other Pacific Islander	34	1%	27	0	7	42%
White	3,118	47%	2,532	374	212	-11%
Two or More Races	171	3%	148	17	6	-11%
Total	6,675	100%	4,066	484	2,125	-11%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Idaho

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	40	34	40	1,762	5,257
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	35	44	937	2,839
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	67	66	81	844	2,758
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	41	51	51	147	473
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	36	34	62	1,079	2,141
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	51	44	51	1,302	3,136

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

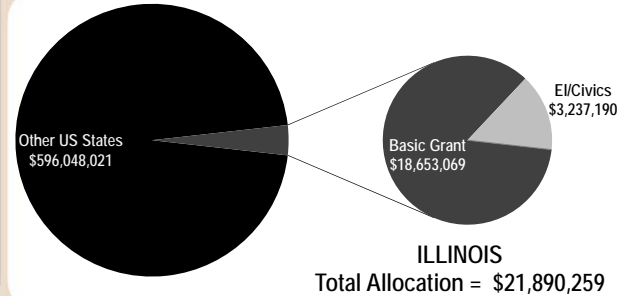
Selected Adult Education Program & Student Information Illinois

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	50,206	44,081	40,165
Unemployed	44,578	50,434	43,056
Correctional Setting	3,719	3,681	2,897
On Public Assistance	17,425	19,251	18,220
Other Institutionalized	713	602	393

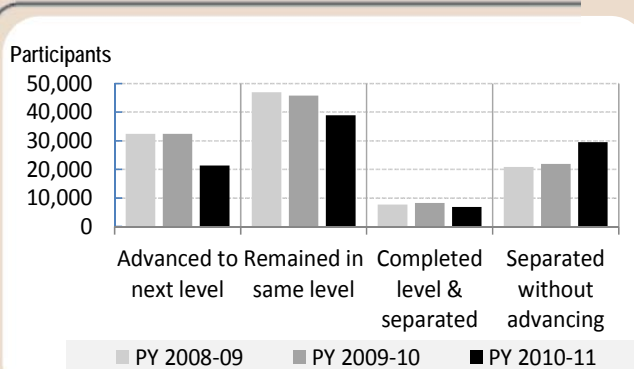
FY 2010 Federal Allocation to State in thousands of dollars



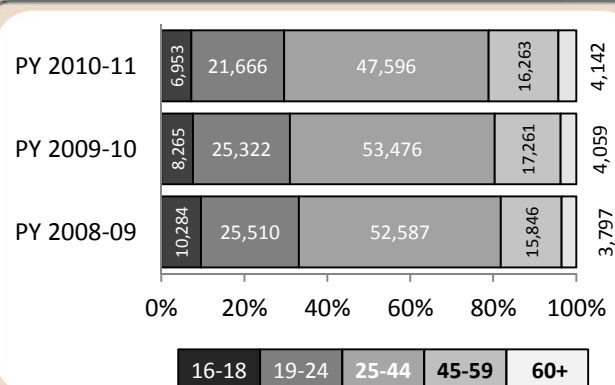
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	232	0%	113	74	45	-36%
Asian	8,137	8%	734	111	7,292	0%
Black or African American	18,584	19%	12,094	4,489	2,001	-4%
Hispanic or Latino	47,244	49%	6,142	3,000	38,102	-16%
Native Hawaiian or Other Pacific Islander	87	0%	33	15	39	10%
White	21,755	23%	6,797	6,160	8,798	-8%
Two or More Races	581	1%	262	237	82	
Total	96,620	100%	26,175	14,086	56,359	-11%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Illinois

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	38	38	32	10,884	39,452
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	37	38	27	15,378	63,056
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	35	34	35	2,574	8,490
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.	22	26	26	1,616	4,375
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	46	40	41	9,030	28,692
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	79	79	81	7,333	22,860

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

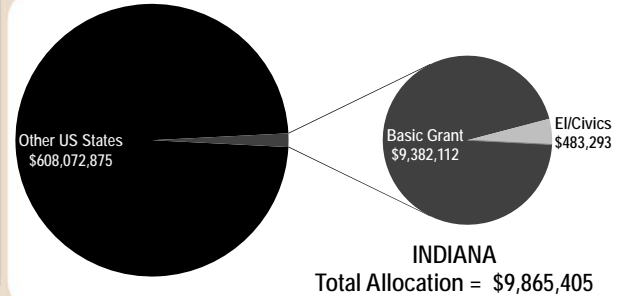
Selected Adult Education Program & Student Information Indiana

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	11,357	8,931	7,113
Unemployed	12,911	12,809	9,864
Correctional Setting	9,708	8,824	5,685
On Public Assistance	5,097	5,657	5,439
Other Institutionalized	146	19	67

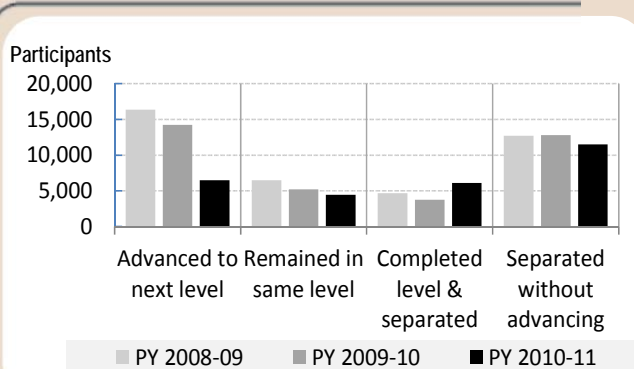
FY 2010 Federal Allocation to State in thousands of dollars



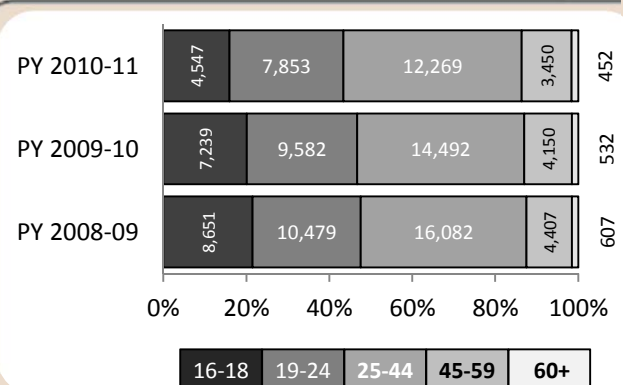
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	401	1%	243	54	104	58%
Asian	1,224	4%	301	90	833	-23%
Black or African American	6,386	22%	5,340	729	317	-37%
Hispanic or Latino	3,534	12%	1,241	164	2,129	-55%
Native Hawaiian or Other Pacific Islander	21	0%	20	0	1	-42%
White	14,785	52%	11,572	2,745	468	-27%
Two or More Races	2,220	8%	1,098	163	959	
Total	28,571	100%	19,815	3,945	4,811	-29%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Indiana

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	51	49	43	9,555	36,952
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	57	54	41	1,993	9,434
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	93	88	78	4,848	16,519
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	92	95	70	1,387	4,972
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	85	83	65	2,414	7,371
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	100	67	25	361	2,970

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

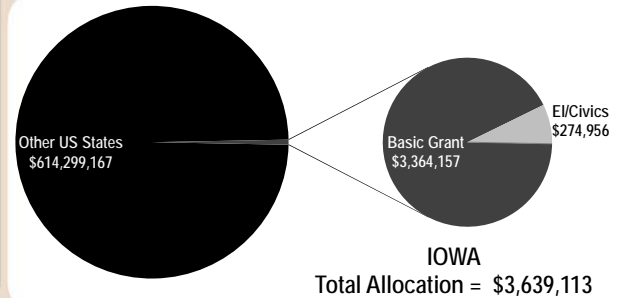
Selected Adult Education Program & Student Information Iowa

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	3,908	3,392	3,373
Unemployed	4,617	5,740	6,192
Correctional Setting	600	955	892
On Public Assistance	673	890	916
Other Institutionalized	0	4	0

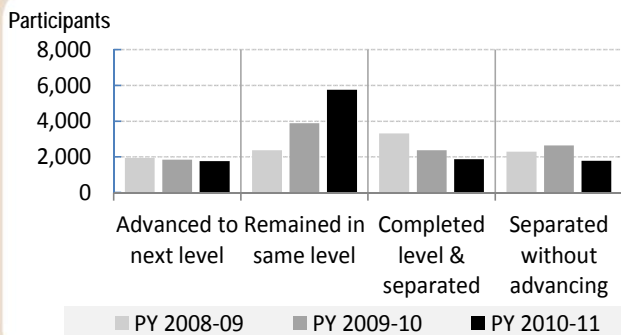
FY 2010 Federal Allocation to State in thousands of dollars



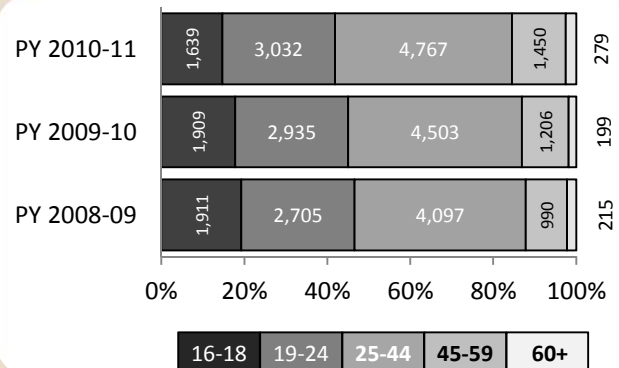
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	108	1%	80	18	10	-35%
Asian	1,092	10%	119	16	957	32%
Black or African American	1,867	17%	1,206	142	519	42%
Hispanic or Latino	3,015	27%	669	174	2,172	2%
Native Hawaiian or Other Pacific Islander	55	0%	32	8	15	22%
White	4,756	43%	2,971	1,521	264	3%
Two or More Races	274	2%	177	52	45	
Total	11,167	100%	5,254	1,931	3,982	13%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Iowa

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	52	33	23	1,409	6,297
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	49	42	36	1,437	4,751
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	94	86	88	1,403	5,685
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.	54	49	70	238	818
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.	80	85	70	566	1,165
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	81	87	86	409	1,719

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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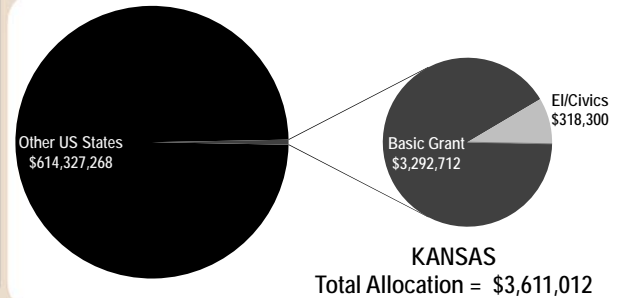
Selected Adult Education Program & Student Information Kansas

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	4,257	4,090	3,654
Unemployed	3,007	3,505	2,985
Correctional Setting	532	395	280
On Public Assistance	953	1,185	1,156
Other Institutionalized	33	48	21

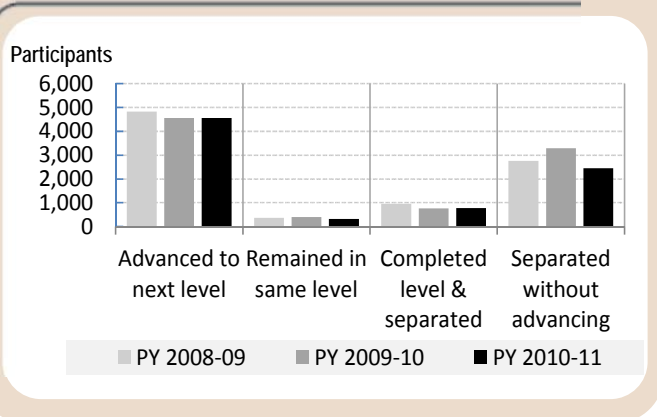
FY 2010 Federal Allocation to State in thousands of dollars



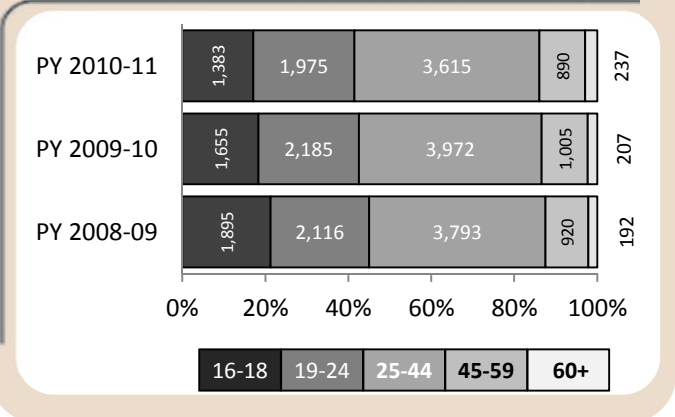
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	124	2%	98	24	2	-36%
Asian	835	10%	110	26	699	1%
Black or African American	832	10%	559	57	216	-17%
Hispanic or Latino	3,231	40%	750	138	2,343	-11%
Native Hawaiian or Other Pacific Islander	9	0%	9	0	0	-31%
White	2,901	36%	2,206	592	103	-11%
Two or More Races	168	2%	141	26	1	
Total	8,100	100%	3,873	863	3,364	-9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Kansas

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	62	55	65	2,789	8,349
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	65	61	63	2,128	6,733
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	83	77	85	1,426	4,348
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.	77	74	90	775	2,245
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	47	45	45	474	1,430
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	58	79	59	1,658	4,161

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

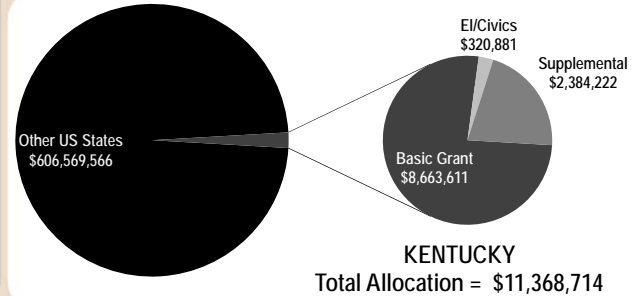
Selected Adult Education Program & Student Information Kentucky

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	12,052	9,172	9,668
Unemployed	25,387	21,751	20,952
Correctional Setting	5,102	5,476	5,104
On Public Assistance	2,174	3,669	11,103
Other Institutionalized	18	18	0

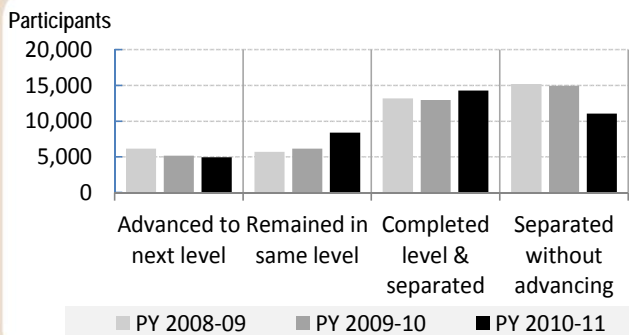
FY 2010 Federal Allocation to State in thousands of dollars



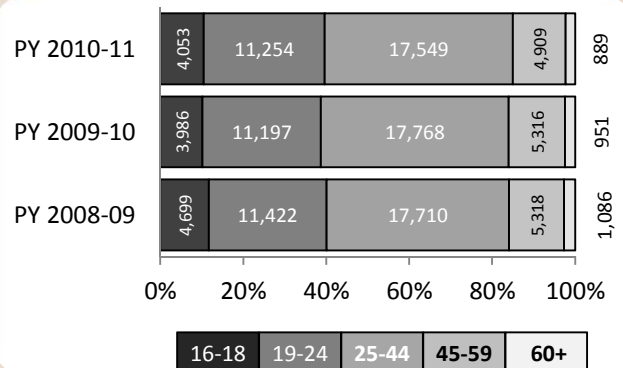
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	253	1%	187	43	23	-12%
Asian	1,241	3%	215	37	989	8%
Black or African American	6,178	16%	4,933	616	629	-3%
Hispanic or Latino	2,538	7%	684	143	1,711	-16%
Native Hawaiian or Other Pacific Islander	58	0%	43	8	7	-42%
White	28,036	73%	20,092	7,566	378	-4%
Two or More Races	350	1%	256	55	39	
Total	38,654	100%	26,410	8,468	3,776	-4%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Kentucky

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	53	51	55	17,080	50,637
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	49	47	56	2,112	5,995
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	84	83	86	6,615	17,577
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	71	71	63	1,818	5,237
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	61	55	65	1,315	2,948
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	65	64	63	651	1,529

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

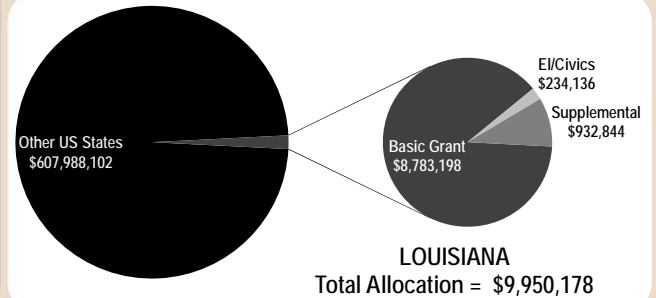
Selected Adult Education Program & Student Information Louisiana

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	7,675	8,050	6,809
Unemployed	11,768	14,643	12,249
Correctional Setting	6,727	7,143	6,706
On Public Assistance	1,994	2,611	2,439
Other Institutionalized	516	391	286

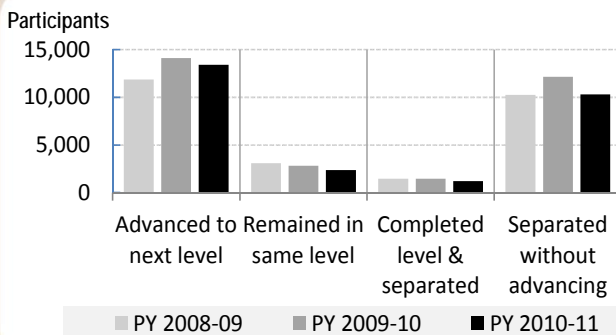
FY 2010 Federal Allocation to State in thousands of dollars



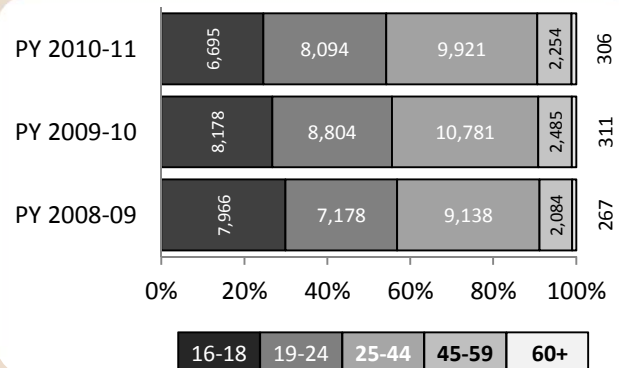
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	280	1%	231	30	19	18%
Asian	399	1%	178	21	200	-1%
Black or African American	15,223	56%	14,133	1,039	51	7%
Hispanic or Latino	2,288	8%	761	116	1,411	3%
Native Hawaiian or Other Pacific Islander	37	0%	29	5	3	-16%
White	8,900	33%	6,909	1,902	89	-7%
Two or More Races	143	1%	99	29	15	
Total	27,270	100%	22,340	3,142	1,788	2%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Louisiana

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	50	51	54	12,987	38,114
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	44	45	810	2,566
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	70	69	72	4,058	12,307
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	23	36	33	745	1,910
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	66	58	54	2,186	6,321
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	41	56	41	1,454	3,312

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

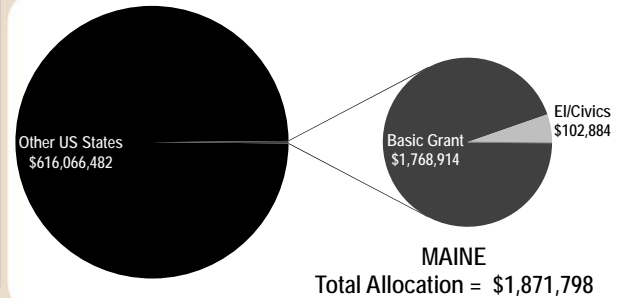
Selected Adult Education Program & Student Information Maine

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	2,547	2,101	1,683
Unemployed	4,564	4,736	3,390
Correctional Setting	1,047	776	465
On Public Assistance	2,398	2,294	2,673
Other Institutionalized	15	60	20

FY 2010 Federal Allocation to State in thousands of dollars

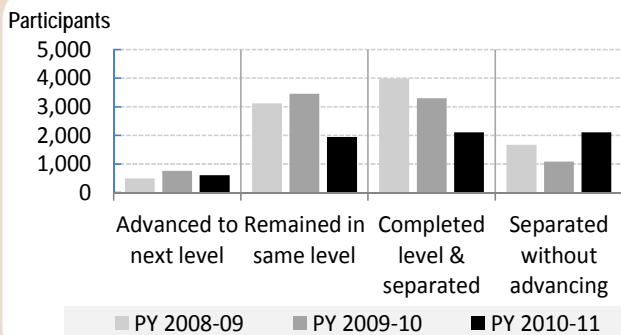


Enrollment by Race/Ethnicity

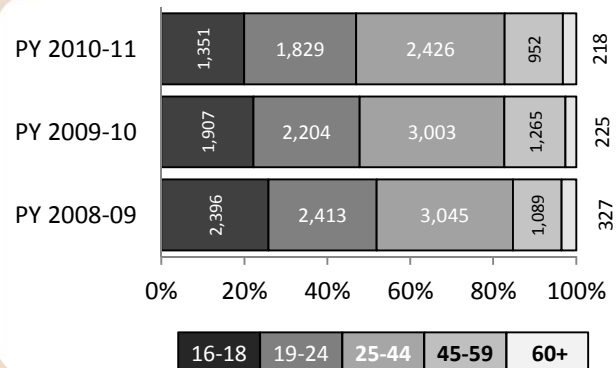
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	75	1%	56	19	0	-50%
Asian	318	5%	66	23	229	-10%
Black or African American	1,187	18%	291	54	842	-3%
Hispanic or Latino	319	5%	159	37	123	-19%
Native Hawaiian or Other Pacific Islander	0	0%	0	0	0	-100%
White	4,842	71%	3,207	1,464	171	-32%
Two or More Races	35	1%	21	14	0	
Total	6,776	100%	3,800	1,611	1,365	-27%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Maine

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	49	50	41	2,069	8,297
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	40	31	418	1,721
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	91	88	91	1,578	6,058
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	60	25	118	922
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	70	60	51	153	794
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	56	75	70	97	338

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

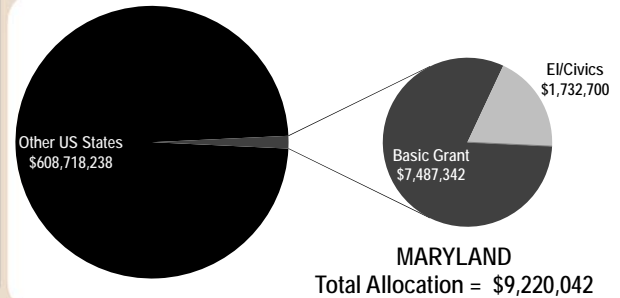
Selected Adult Education Program & Student Information Maryland

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	15,270	13,924	13,265
Unemployed	10,275	11,332	13,730
Correctional Setting	5,528	4,157	5,948
On Public Assistance	1,559	1,680	2,049
Other Institutionalized	95	48	50

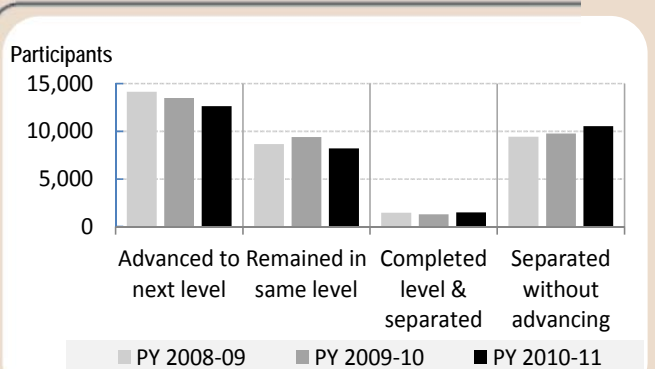
FY 2010 Federal Allocation to State in thousands of dollars



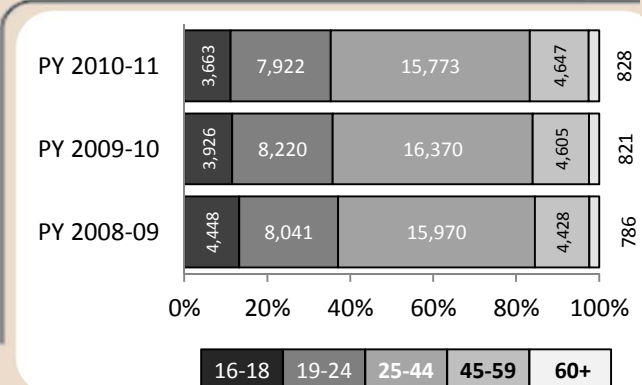
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	185	1%	123	32	30	-34%
Asian	2,448	7%	215	53	2,180	-4%
Black or African American	13,575	41%	9,755	2,155	1,665	3%
Hispanic or Latino	10,439	32%	1,226	219	8,994	-8%
Native Hawaiian or Other Pacific Islander	49	0%	35	7	7	-20%
White	5,841	18%	3,599	1,423	819	-6%
Two or More Races	296	1%	221	64	11	
Total	32,833	100%	15,174	3,953	13,706	-2%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Maryland

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	44	41	41	7,302	23,091
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	47	47	6,496	20,182
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	74	71	69	2,648	8,149
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	36	31	21	214	737
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	38	34	29	803	1,834
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	60	72	61	2,141	5,101

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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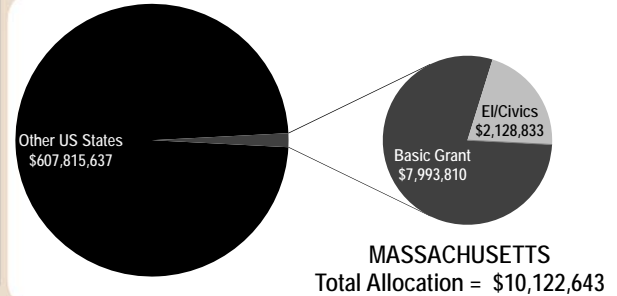
Selected Adult Education Program & Student Information Massachusetts

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	10,634	9,337	9,296
Unemployed	5,331	5,583	5,549
Correctional Setting	1,314	1,427	1,532
On Public Assistance	2,921	6,216	6,641
Other Institutionalized	0	0	0

FY 2010 Federal Allocation to State in thousands of dollars

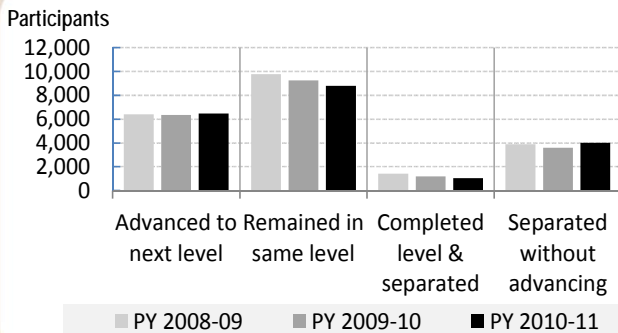


Enrollment by Race/Ethnicity

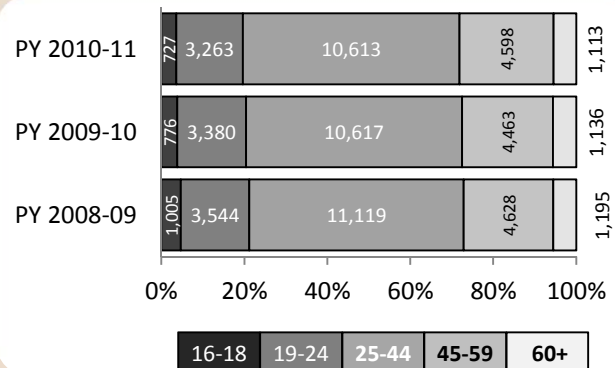
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	44	0%	22	13	9	-47%
Asian	2,382	12%	205	164	2,013	-14%
Black or African American	4,368	22%	1,678	764	1,926	-7%
Hispanic or Latino	4,476	22%	751	413	3,312	-43%
Native Hawaiian or Other Pacific Islander	41	0%	20	7	14	14%
White	5,113	25%	1,413	1,664	2,036	-16%
Two or More Races	3,890	19%	799	448	2,643	
Total	20,314	100%	4,888	3,473	11,953	-5%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Massachusetts

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	23	25	25	1,827	5,255
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	42	44	44	5,271	16,129
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	68	74	72	1,267	3,688
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.	54	58	57	181	544
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	25	19	33	590	1,324
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	65	47	72	384	748

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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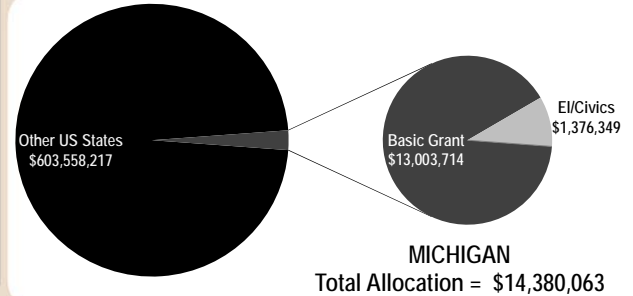
Selected Adult Education Program & Student Information Michigan

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	8,507	7,452	6,675
Unemployed	13,407	14,060	10,794
Correctional Setting	1,416	4,139	1,314
On Public Assistance	5,706	6,945	6,931
Other Institutionalized	1,253	1,154	965

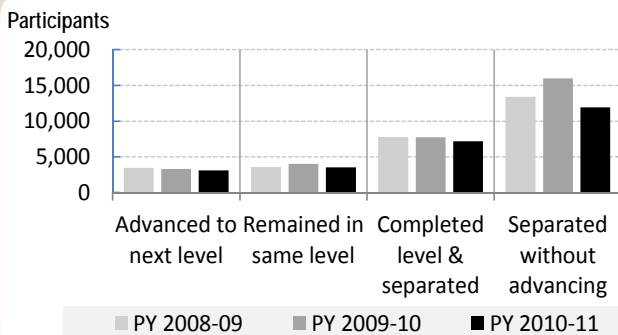
FY 2010 Federal Allocation to State in thousands of dollars



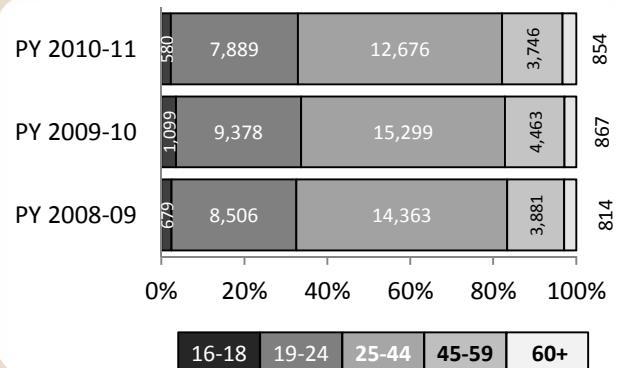
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	282	1%	205	57	20	-22%
Asian	2,104	8%	196	17	1,891	-7%
Black or African American	7,745	30%	6,413	958	374	-6%
Hispanic or Latino	3,830	15%	960	194	2,676	-13%
Native Hawaiian or Other Pacific Islander	44	0%	32	7	5	-25%
White	11,655	45%	6,488	1,751	3,416	-10%
Two or More Races	85	0%	65	10	10	
Total	25,745	100%	14,359	2,994	8,392	-9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Michigan

Program Year 2008–09 to Program Year 2010–11

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				Total Three Years
	PY 2008-09	PY 2009-10	PY 2010-11		
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	34	29	34	5,559	17,652
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	57	56	56	4,730	14,978
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	47	51*	53	2,715	8,975
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	60*	41*	39*	363	799
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.	10	16*	19*	720	1,662
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	54*	63*	71*	553	1,076

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

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

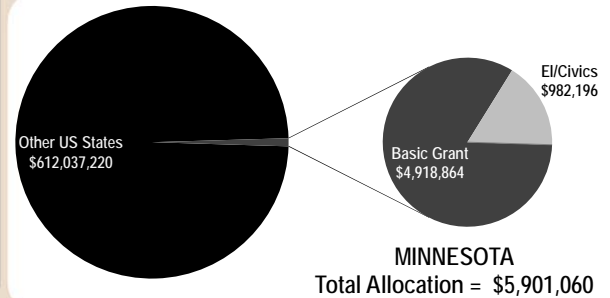
Selected Adult Education Program & Student Information Minnesota

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	15,638	14,704	13,524
Unemployed	15,418	18,990	18,446
Correctional Setting	7,599	7,391	7,455
On Public Assistance	7,928	8,327	8,602
Other Institutionalized	386	382	343

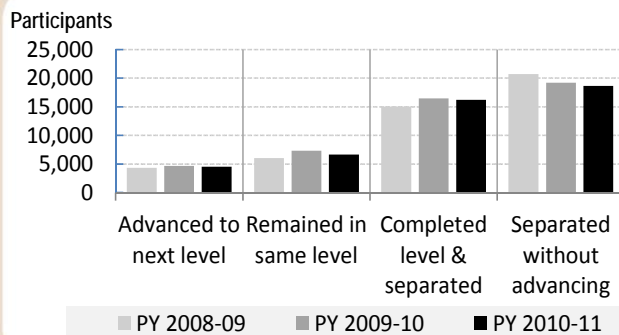
FY 2010 Federal Allocation to State in thousands of dollars



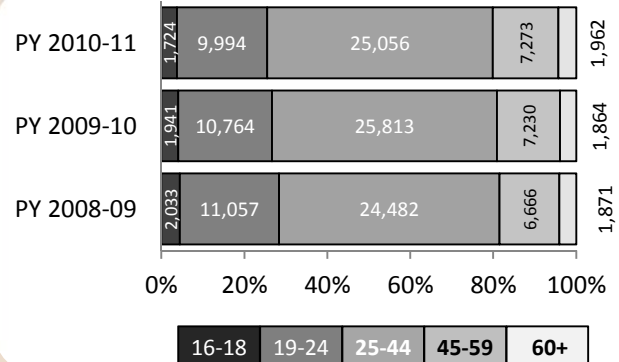
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	1,366	3%	1,066	284	16	-7%
Asian	7,500	16%	1,374	344	5,782	7%
Black or African American	16,490	36%	6,895	1,128	8,467	3%
Hispanic or Latino	9,887	21%	2,408	617	6,862	-15%
Native Hawaiian or Other Pacific Islander	84	0%	43	24	17	-26%
White	10,333	22%	5,975	3,205	1,153	4%
Two or More Races	349	1%	187	118	44	
Total	46,009	100%	17,948	5,720	22,341	0%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Minnesota

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	41	45	46	9,683	27,037
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	45	48	48	10,699	33,247
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	61	68	71	2,332	7,157
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.	65	65	68	947	2,573
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	57	42	60	901	2,803
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	71	68	70	1,059	4,015

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

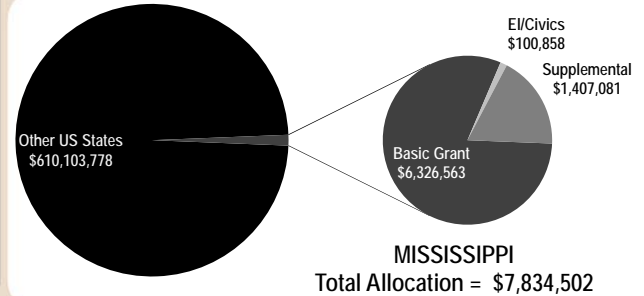
Selected Adult Education Program & Student Information Mississippi

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	5,182	3,786	3,624
Unemployed	11,362	10,626	9,830
Correctional Setting	1,022	1,366	1,614
On Public Assistance	1,721	1,694	1,692
Other Institutionalized	1	5	28

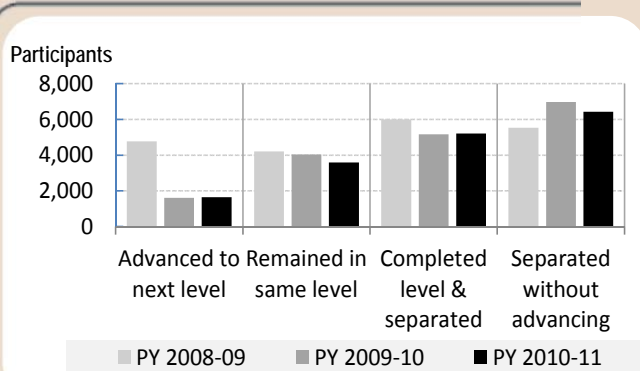
FY 2010 Federal Allocation to State in thousands of dollars



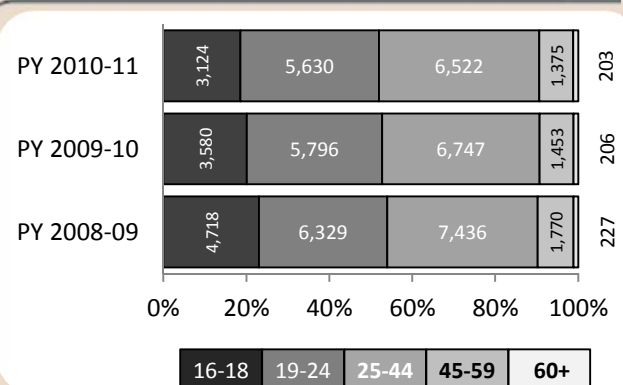
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	59	0%	48	11	0	-47%
Asian	84	0%	42	13	29	-36%
Black or African American	9,464	56%	8,821	643	0	-13%
Hispanic or Latino	526	3%	286	57	183	-8%
Native Hawaiian or Other Pacific Islander	14	0%	12	1	1	-52%
White	6,538	39%	4,542	1,986	10	-25%
Two or More Races	169	1%	126	39	4	
Total	16,854	100%	13,877	2,750	227	-18%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Mississippi

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	51	33	35	5,075	19,785
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	34	38	86	355
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	85	83	87	3,858	12,333
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	80	82	75	644	2,464
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	65	86	81	329	943
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	73	88	81	219	668

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

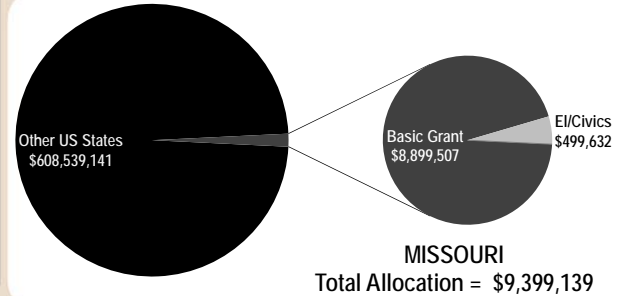
Selected Adult Education Program & Student Information Missouri

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	9,866	9,209	8,035
Unemployed	17,506	18,006	15,217
Correctional Setting	8,253	6,993	7,124
On Public Assistance	1,617	1,679	1,413
Other Institutionalized	171	152	60

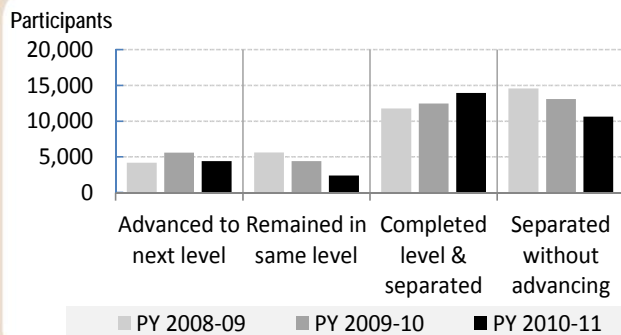
FY 2010 Federal Allocation to State in thousands of dollars



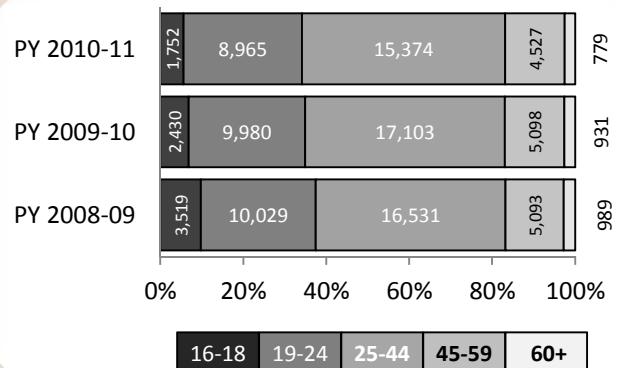
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	379	1%	320	41	18	8%
Asian	2,060	7%	173	27	1,860	-4%
Black or African American	9,456	30%	8,018	454	984	-13%
Hispanic or Latino	3,268	10%	888	105	2,275	-20%
Native Hawaiian or Other Pacific Islander	91	0%	58	12	21	-54%
White	15,801	50%	11,889	2,954	958	-15%
Two or More Races	342	1%	266	62	14	
Total	31,397	100%	21,612	3,655	6,130	-13%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Missouri

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	44	52	58	14,019	40,391
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	44	59	3,626	9,719
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	49	66	70	3,696	11,029
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	37	46	45	1,395	4,647
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	57	54	47	3,303	10,494
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) and 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	63	65	2,592	9,110

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

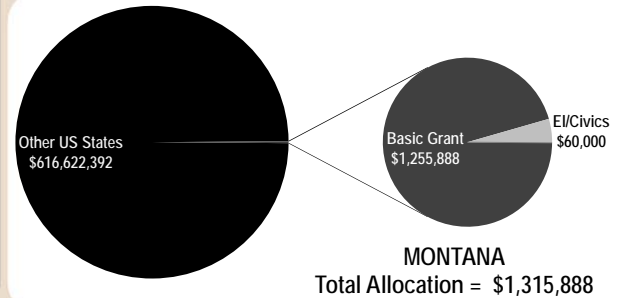
Selected Adult Education Program & Student Information Montana

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	1,116	1,085	951
Unemployed	1,471	1,599	1,516
Correctional Setting	343	402	396
On Public Assistance	435	675	841
Other Institutionalized	51	51	55

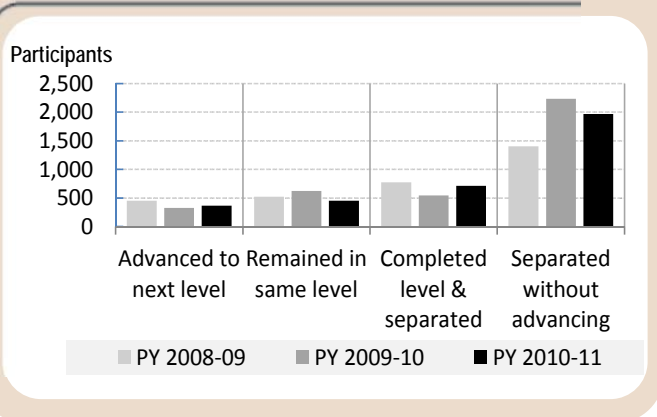
FY 2010 Federal Allocation to State in thousands of dollars



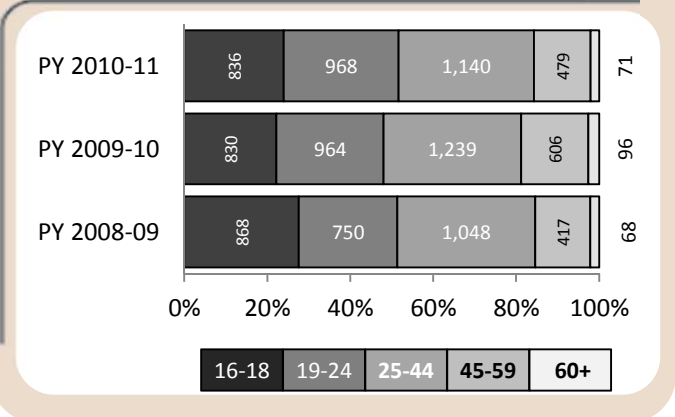
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	677	19%	590	87	0	17%
Asian	152	4%	51	9	92	18%
Black or African American	48	1%	40	6	2	-21%
Hispanic or Latino	315	9%	211	32	72	18%
Native Hawaiian or Other Pacific Islander	26	1%	20	5	1	8%
White	2,276	65%	1,669	581	26	9%
Two or More Races	0	0%	0	0	0	
Total	3,494	100%	2,581	720	193	11%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Montana

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	38	22	28	824	2,537
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	38	51	98	289
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	62	60	73	881	2,347
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	57	61	64	366	1,062
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	37	46	45	337	688
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	65	79	737	1,264

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

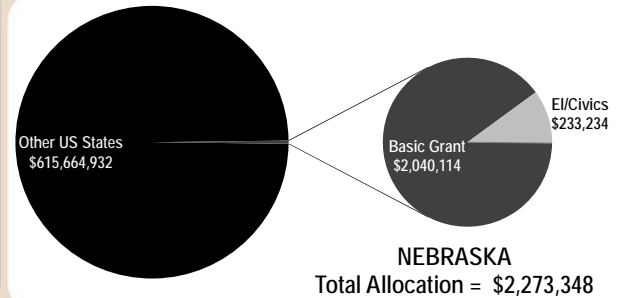
Selected Adult Education Program & Student Information Nebraska

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	2,843	2,792	2,682
Unemployed	2,128	2,492	2,336
Correctional Setting	1,569	1,493	1,480
On Public Assistance	522	569	441
Other Institutionalized	17	23	19

FY 2010 Federal Allocation to State in thousands of dollars

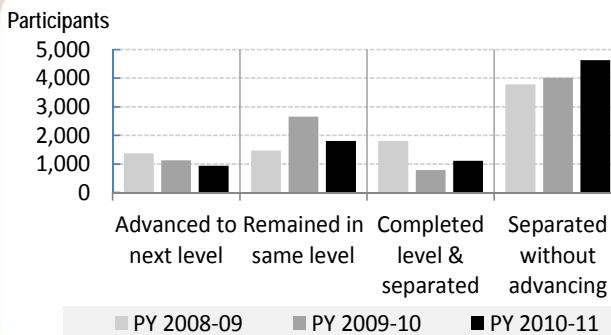


Enrollment by Race/Ethnicity

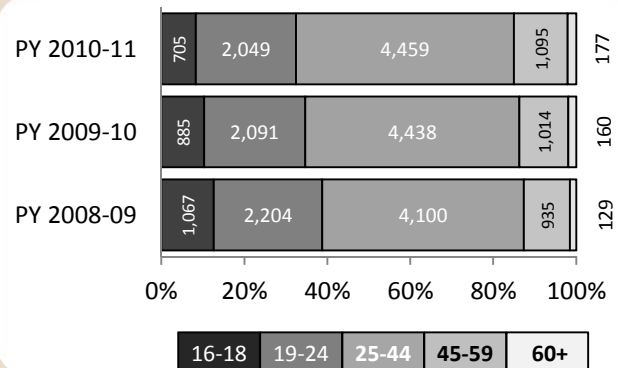
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	252	3%	212	35	5	-29%
Asian	614	7%	94	11	509	60%
Black or African American	1,589	19%	1,055	85	449	3%
Hispanic or Latino	3,493	41%	1,036	152	2,305	-1%
Native Hawaiian or Other Pacific Islander	13	0%	9	0	4	8%
White	2,411	28%	1,618	591	202	-8%
Two or More Races	113	1%	84	19	10	
Total	8,485	100%	4,108	893	3,484	1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Nebraska

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	34	22	24	1,114	3,760
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	46	25	27	942	3,393
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	57	50	59	1,225	2,972
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	40	40	33	50	192
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	45	40	278	609
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	48	65	47	408	1,075

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

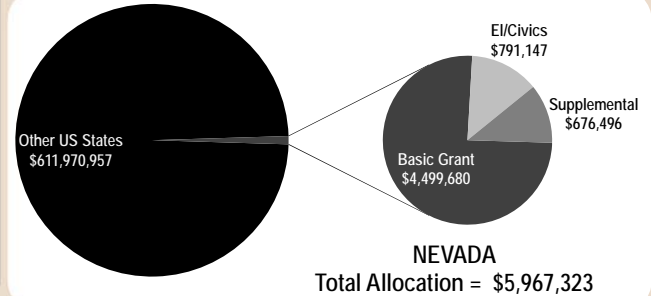
Selected Adult Education Program & Student Information Nevada

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	4,330	3,591	3,278
Unemployed	3,495	4,620	4,142
Correctional Setting	165	120	91
On Public Assistance	41	50	85
Other Institutionalized	0	0	0

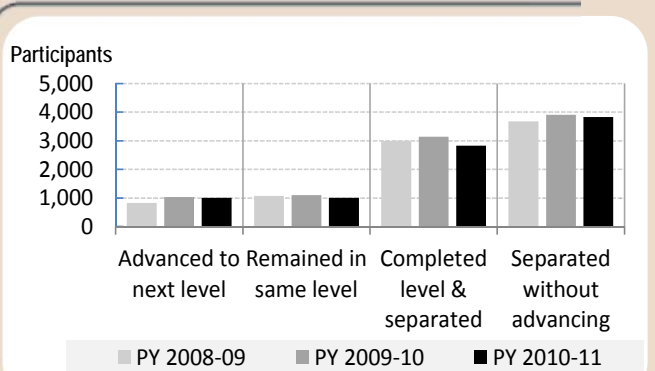
FY 2010 Federal Allocation to State in thousands of dollars



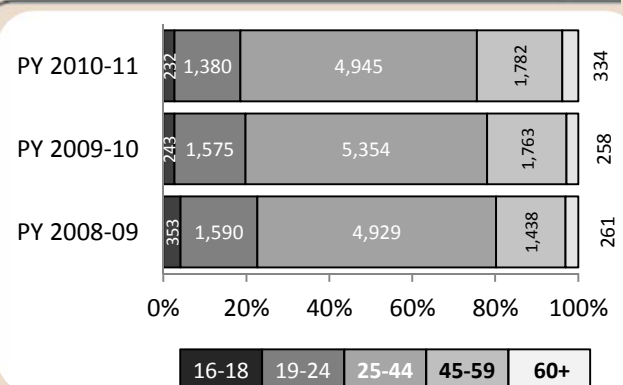
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	55	1%	42	13	0	10%
Asian	789	9%	59	16	714	17%
Black or African American	597	7%	269	23	305	45%
Hispanic or Latino	6,314	73%	695	199	5,420	-5%
Native Hawaiian or Other Pacific Islander	96	1%	48	11	37	75%
White	789	9%	389	175	225	5%
Two or More Races	33	0%	6	10	17	
Total	8,673	100%	1,508	447	6,718	1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Nevada

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	33	33	34	619	1,575
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	47	48	47	3,144	10,025
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	45	53	63	362	1,012
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	30	18	17	53	142
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	68	54	49	492	1,321
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	77	83	72	590	1,801

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

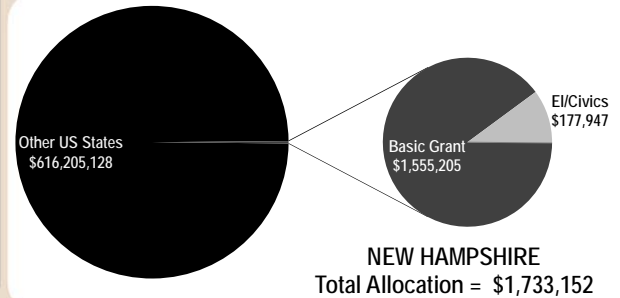
Selected Adult Education Program & Student Information New Hampshire

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	2,614	2,267	2,396
Unemployed	2,669	2,748	2,626
Correctional Setting	261	241	255
On Public Assistance	0	0	0
Other Institutionalized	7	0	2

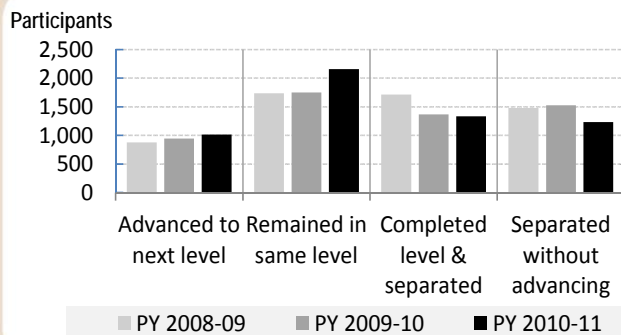
FY 2010 Federal Allocation to State in thousands of dollars



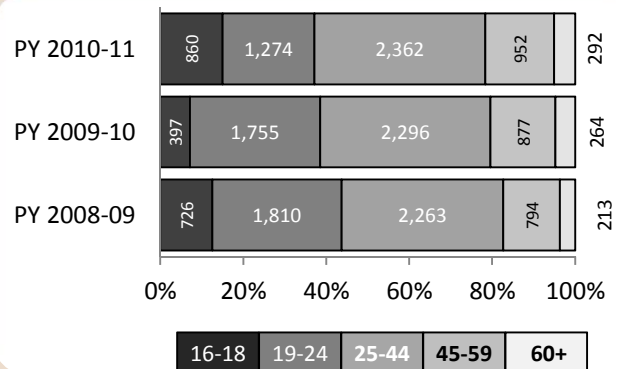
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	22	0%	14	8	0	-35%
Asian	1,077	19%	85	26	966	35%
Black or African American	410	7%	107	33	270	22%
Hispanic or Latino	1,017	18%	206	78	733	-3%
Native Hawaiian or Other Pacific Islander	8	0%	3	2	3	-33%
White	3,167	55%	1,244	1,573	350	-11%
Two or More Races	39	1%	17	17	5	
Total	5,740	100%	1,676	1,737	2,327	-1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New Hampshire

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	42	38	44	1,137	3,389
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	32	33	35	809	2,157
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	85	84	91	1,102	3,402
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	94	94	207	596
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	49	56	78	211	489
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	59	75	93	138	246

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

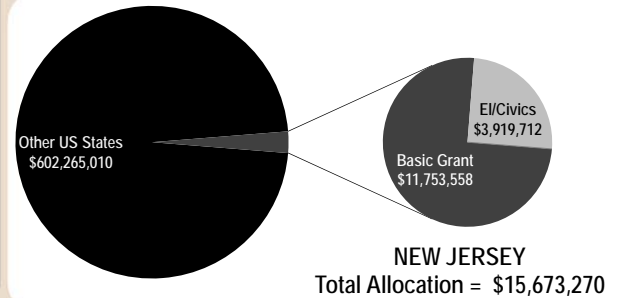
Selected Adult Education Program & Student Information New Jersey

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	14,665	13,664	11,375
Unemployed	12,819	15,133	14,969
Correctional Setting	2,763	2,986	2,690
On Public Assistance	1,668	1,971	2,296
Other Institutionalized	3	0	0

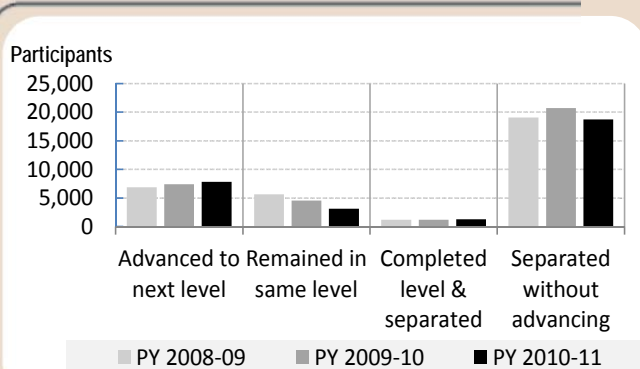
FY 2010 Federal Allocation to State in thousands of dollars



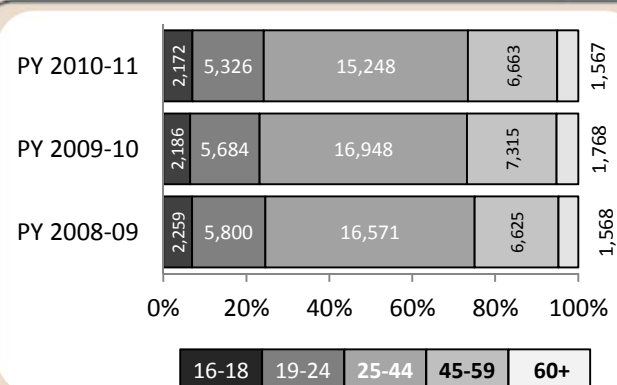
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	99	0%	62	10	27	71%
Asian	2,040	7%	360	23	1,657	-7%
Black or African American	7,837	25%	5,810	482	1,545	-6%
Hispanic or Latino	16,449	53%	3,618	323	12,508	-9%
Native Hawaiian or Other Pacific Islander	40	0%	25	3	12	-29%
White	4,437	14%	2,235	473	1,729	7%
Two or More Races	74	0%	42	11	21	
Total	30,976	100%	12,152	1,325	17,499	-6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New Jersey

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	20	23	22	2,904	8,334
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	28	27	35	6,091	17,127
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	60	79*	79*	1,461	3,674
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	30	84*	80*	625	1,339
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.	91*	74*	27	349	1,233
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	50*	40*	11	105	246

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

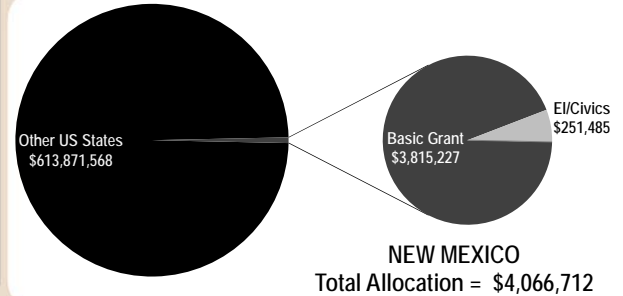
Selected Adult Education Program & Student Information New Mexico

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	7,889	7,324	6,213
Unemployed	8,231	9,195	7,505
Correctional Setting	2,988	2,547	2,750
On Public Assistance	4,796	6,257	5,959
Other Institutionalized	12	15	33

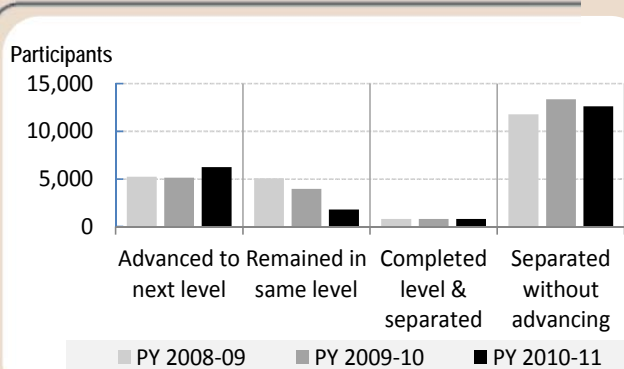
FY 2010 Federal Allocation to State in thousands of dollars



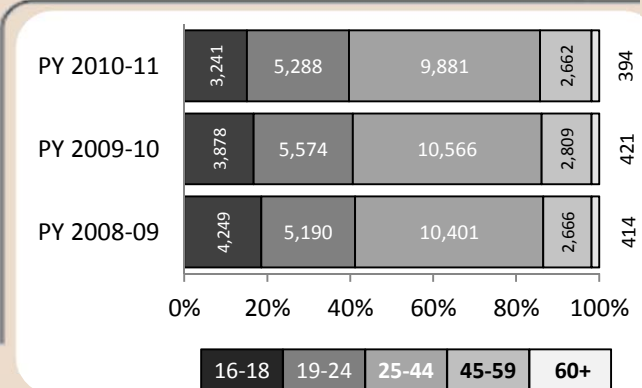
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	2,711	13%	2,500	204	7	-2%
Asian	578	3%	84	23	471	-16%
Black or African American	508	2%	386	49	73	-17%
Hispanic or Latino	14,892	69%	7,218	878	6,796	-5%
Native Hawaiian or Other Pacific Islander	33	0%	32	1	0	0%
White	2,642	12%	1,871	560	211	-16%
Two or More Races	102	0%	63	10	29	
Total	21,466	100%	12,154	1,725	7,587	-6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New Mexico

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09		PY 2009-10		PY 2010-11		Total
	Percent	Percent	Percent	Number	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills							
Sub-Measure 1: Adult Basic and Secondary Education ^c							
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	25	23	32	4,255			10,996
Sub-Measure 2: English Literacy ^d							
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	29	34	2,583			7,399
Performance Measure II: High School Completion							
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	51	58	45	1,727			4,752
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	61	44	1,056			2,889
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.	55	54*	37	1,209			3,839
Performance Measure V: Retained Employment							
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	32	36	37	1,248			2,831

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

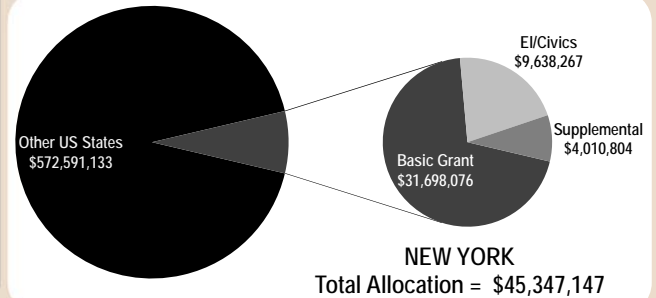
Selected Adult Education Program & Student Information New York

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	61,972	57,154	52,140
Unemployed	25,673	22,764	21,628
Correctional Setting	6,532	6,064	5,133
On Public Assistance	24,148	45,223	45,223
Other Institutionalized	2,620	2,395	2,032

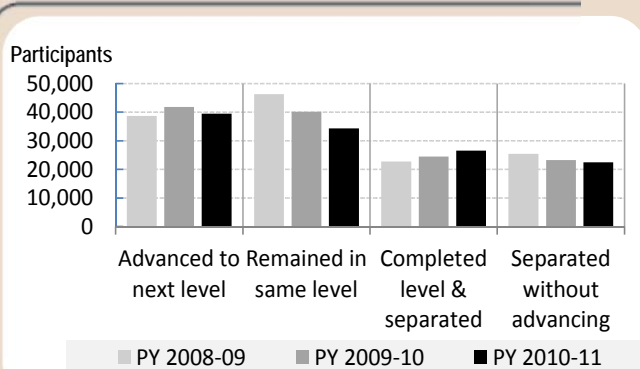
FY 2010 Federal Allocation to State in thousands of dollars



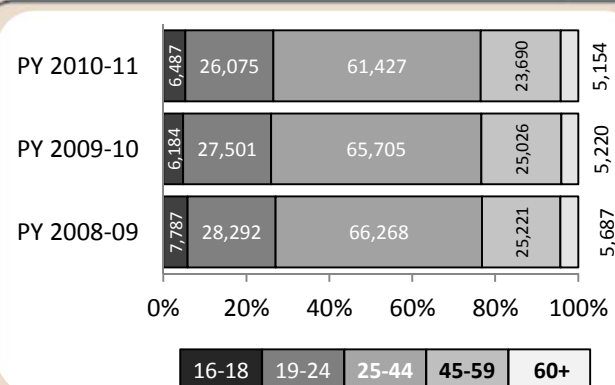
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	620	1%	511	87	22	-40%
Asian	13,869	11%	2,095	307	11,467	-7%
Black or African American	31,963	26%	21,600	1,982	8,381	-3%
Hispanic or Latino	52,434	43%	10,371	1,398	40,665	-11%
Native Hawaiian or Other Pacific Islander	269	0%	198	21	50	-3%
White	22,532	18%	12,597	3,621	6,314	-11%
Two or More Races	1,146	1%	746	128	272	-8%
Total	122,833	100%	48,118	7,544	67,171	-8%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New York

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	44	48	52	27,252	79,164
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	53	55	37,049	109,791
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	97	97	96	6,305	18,348
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.	97	97	98	8,853	25,116
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	87	90	92	6,666	19,857
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	93	88	84	3,289	8,541

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

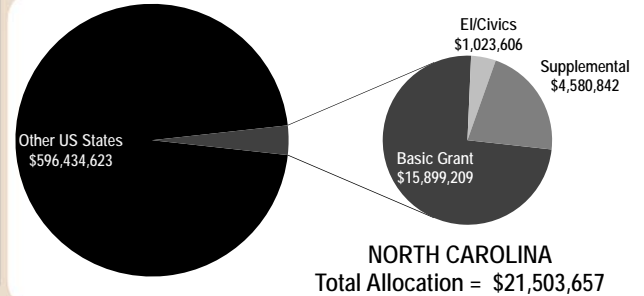
Selected Adult Education Program & Student Information North Carolina

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	45,588	38,018	35,334
Unemployed	40,267	46,914	41,882
Correctional Setting	15,843	16,829	14,621
On Public Assistance	5,360	5,726	5,219
Other Institutionalized	9	2	5

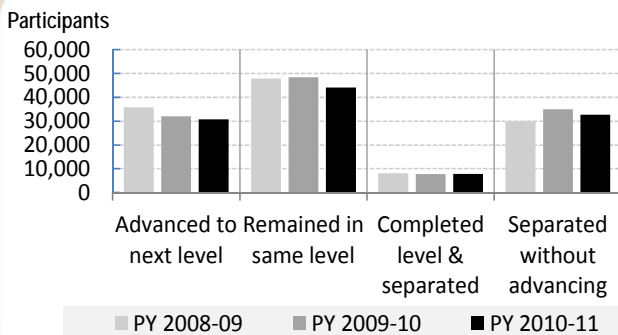
FY 2010 Federal Allocation to State in thousands of dollars



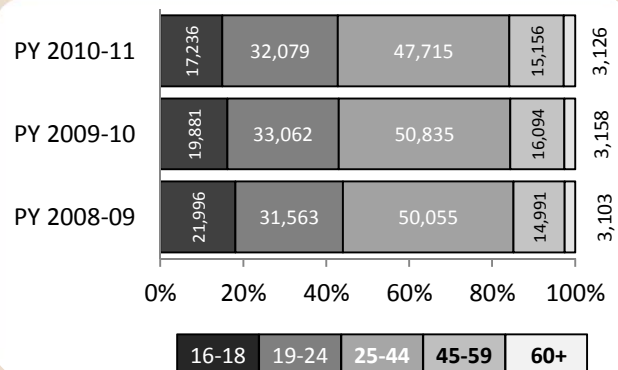
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	2,127	2%	1,579	521	27	-2%
Asian	3,590	3%	563	190	2,837	-30%
Black or African American	38,407	33%	29,817	7,328	1,262	-5%
Hispanic or Latino	24,221	21%	4,998	1,630	17,593	-21%
Native Hawaiian or Other Pacific Islander	178	0%	114	39	25	3460%
White	37,730	33%	24,325	12,048	1,357	-13%
Two or More Races	9,059	8%	4,981	1,538	2,540	
Total	115,312	100%	66,377	23,294	25,641	-5%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information North Carolina

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	37	33	34	27,683	85,307
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	32	29	30	7,631	26,182
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	73	82	86	14,557	32,758
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	42	43	50	1,550	4,039
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	31	30	38	692	1,657
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) and 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.	10	38	48	2,358	4,332

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

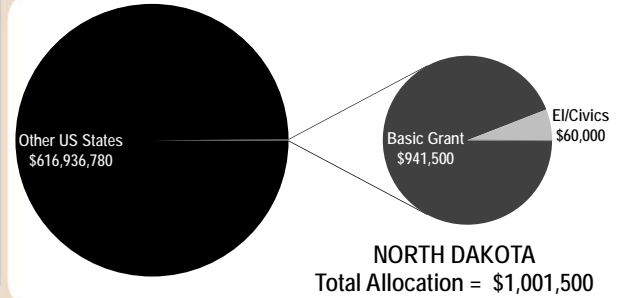
Selected Adult Education Program & Student Information North Dakota

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	551	536	445
Unemployed	923	1,030	974
Correctional Setting	286	280	323
On Public Assistance	552	587	462
Other Institutionalized	9	13	0

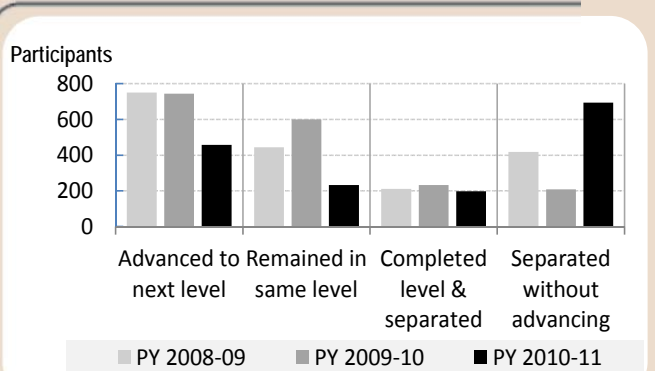
FY 2010 Federal Allocation to State in thousands of dollars



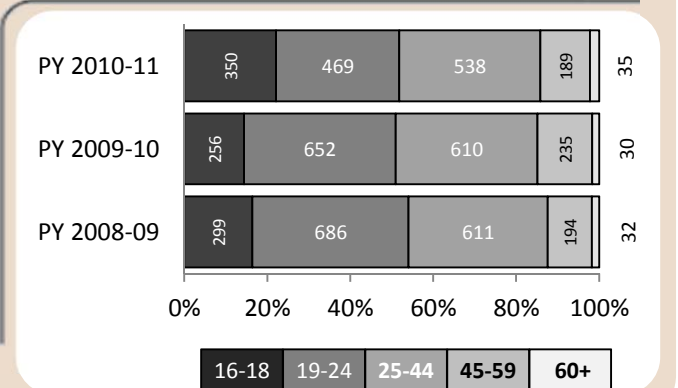
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	262	17%	195	67	0	-33%
Asian	228	14%	21	4	203	10%
Black or African American	198	13%	66	12	120	-17%
Hispanic or Latino	92	6%	62	17	13	-5%
Native Hawaiian or Other Pacific Islander	6	0%	4	2	0	-25%
White	780	49%	418	305	57	-11%
Two or More Races	15	1%	7	8	0	
Total	1,581	100%	773	415	393	-13%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information North Dakota

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	54	56	32	318	1,622
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	70	71	44	173	741
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	63	72	88	582	2,097
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	66	70	68	77	385
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.	84	65	65	194	1,046
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	82	72	81	95	500

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

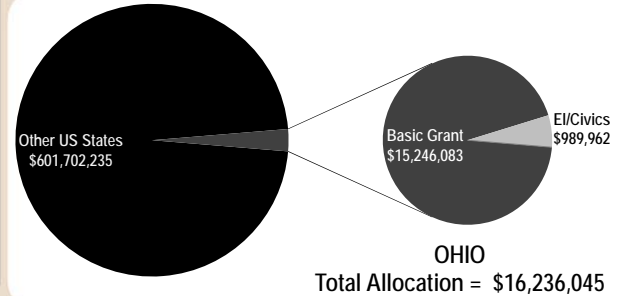
Selected Adult Education Program & Student Information Ohio

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	16,411	12,833	12,027
Unemployed	25,685	25,513	22,280
Correctional Setting	4,013	3,147	2,825
On Public Assistance	14,248	15,301	17,482
Other Institutionalized	64	12	13

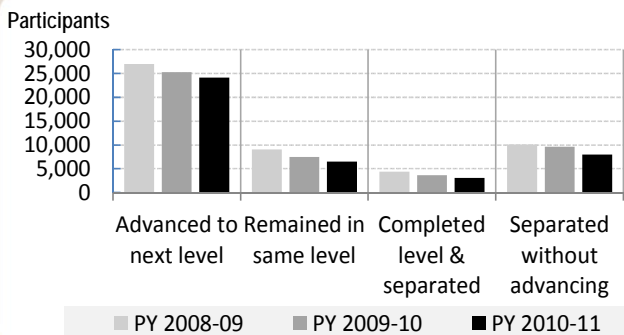
FY 2010 Federal Allocation to State in thousands of dollars



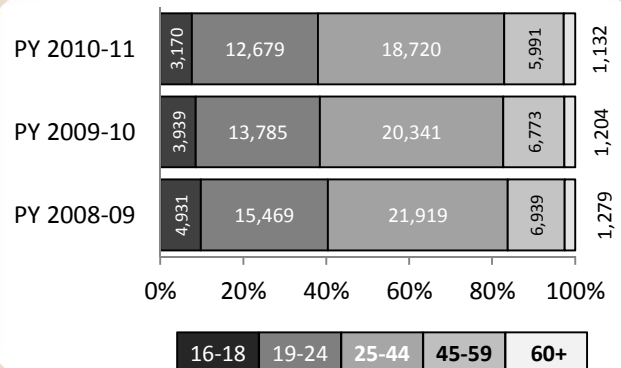
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	314	1%	272	35	7	-27%
Asian	1,795	4%	263	47	1,485	-22%
Black or African American	12,642	30%	10,557	755	1,330	-13%
Hispanic or Latino	3,479	8%	1,399	232	1,848	-16%
Native Hawaiian or Other Pacific Islander	90	0%	69	11	10	18%
White	22,557	54%	16,880	4,113	1,564	-22%
Two or More Races	815	2%	653	148	14	
Total	41,692	100%	30,093	5,341	6,258	-18%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Ohio

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	60	61	64	21,119	66,536
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	61	65	66	4,131	12,977
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	88	90	94	6,408	23,461
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	92	97	98	3,046	9,889
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.	93	93	90	7,483	24,958
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	63	54	68	6,336	21,214

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

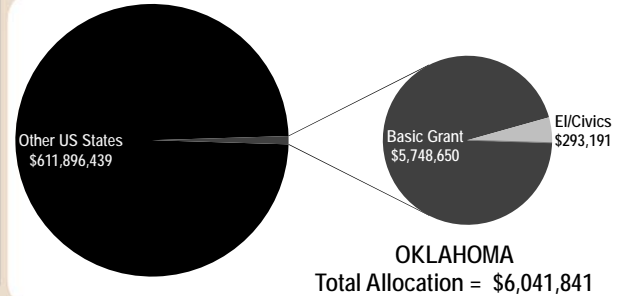
Selected Adult Education Program & Student Information Oklahoma

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	5,028	4,995	4,371
Unemployed	6,936	7,798	6,121
Correctional Setting	5,485	4,742	4,442
On Public Assistance	1,840	2,057	2,328
Other Institutionalized	192	87	72

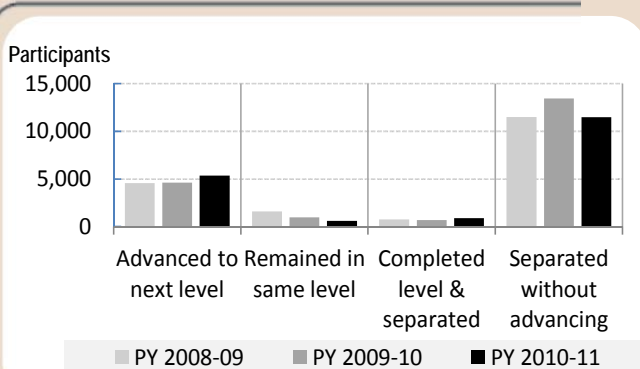
FY 2010 Federal Allocation to State in thousands of dollars



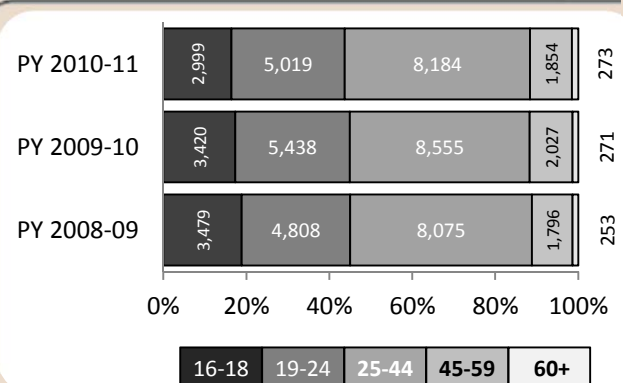
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	1,867	10%	1,644	215	8	-8%
Asian	808	4%	103	17	688	10%
Black or African American	2,851	16%	2,609	181	61	-15%
Hispanic or Latino	4,894	27%	1,727	193	2,974	13%
Native Hawaiian or Other Pacific Islander	46	0%	34	3	9	-43%
White	7,479	41%	6,091	1,154	234	-5%
Two or More Races	384	2%	331	46	7	
Total	18,329	100%	12,539	1,809	3,981	0%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Oklahoma

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	28	26	34	4,733	12,684
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	27	27	31	1,247	3,257
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	57	53	65	3,592	8,753
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	15	13	45	652	867
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	79	67	50	2,202	4,965
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	74	76	63	2,238	4,031

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

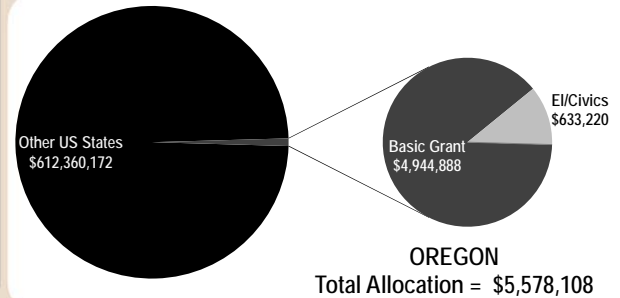
Selected Adult Education Program & Student Information Oregon

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	7,859	6,430	5,727
Unemployed	10,011	10,692	9,876
Correctional Setting	4,606	4,249	4,047
On Public Assistance	1,428	1,426	1,633
Other Institutionalized	0	0	0

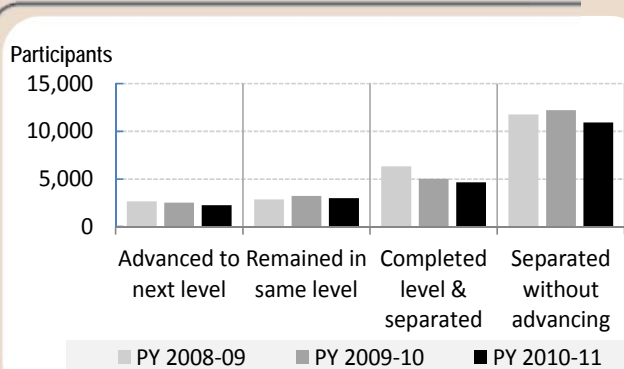
FY 2010 Federal Allocation to State in thousands of dollars



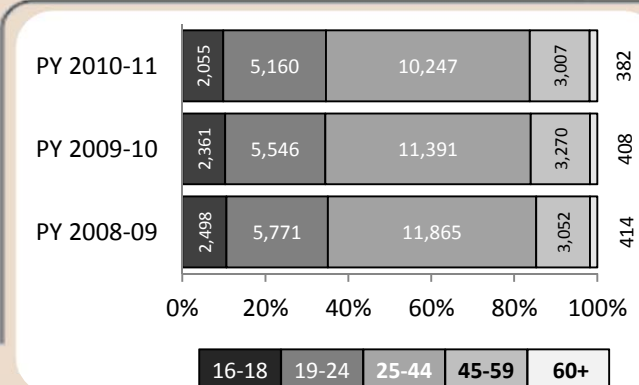
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	500	2%	414	81	5	-38%
Asian	1,851	9%	254	64	1,533	-1%
Black or African American	1,307	6%	849	101	357	-1%
Hispanic or Latino	8,070	39%	2,129	374	5,567	-21%
Native Hawaiian or Other Pacific Islander	171	1%	111	20	40	-25%
White	8,682	42%	5,960	1,897	825	-6%
Two or More Races	270	1%	197	55	18	
Total	20,851	100%	9,914	2,592	8,345	-12%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Oregon

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	33	29	29	3,443	11,057
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	42	36	36	3,043	11,050
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	44	44	41	2,405	7,492
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	46	44	1,158	3,434
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	38	29	29	881	2,410
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	42	37	31	1,808	4,513

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

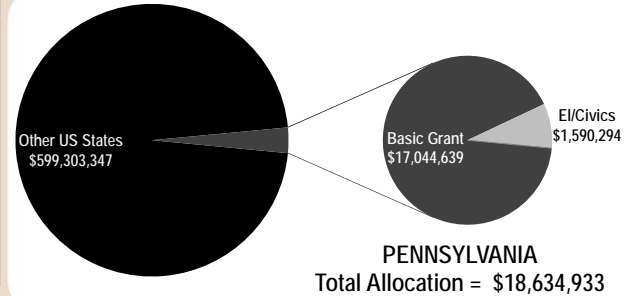
Selected Adult Education Program & Student Information Pennsylvania

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	15,778	8,920	8,182
Unemployed	27,026	20,163	17,285
Correctional Setting	5,581	3,468	2,787
On Public Assistance	13,851	11,023	10,398
Other Institutionalized	664	277	191

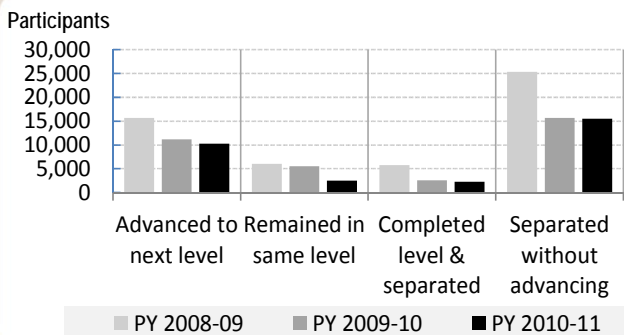
FY 2010 Federal Allocation to State in thousands of dollars



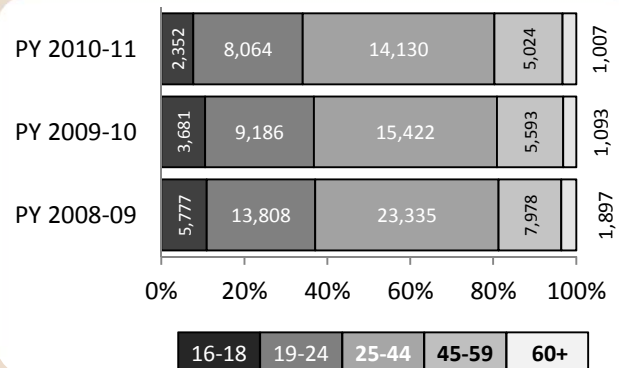
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	165	1%	123	23	19	10%
Asian	3,020	10%	378	112	2,530	-36%
Black or African American	8,490	28%	6,576	872	1,042	-42%
Hispanic or Latino	6,087	20%	2,477	301	3,309	-46%
Native Hawaiian or Other Pacific Islander	83	0%	56	8	19	73%
White	12,516	41%	8,199	2,674	1,643	-43%
Two or More Races	216	1%	148	47	21	
Total	30,577	100%	17,957	4,037	8,583	-42%

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 & Student Information Pennsylvania

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	41	40	41	8,436	31,579
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	37	41	41	3,537	12,201
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	86	62	59	3,328	11,525
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	36	43	45	986	2,754
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	24	41	42	2,602	6,877
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.	64	69	69	5,430	17,422

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

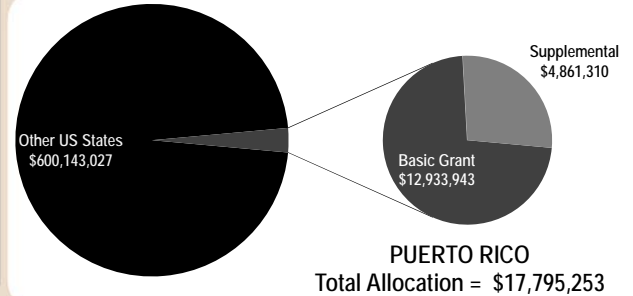
Selected Adult Education Program & Student Information Puerto Rico

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	4,781	1,099	1,996
Unemployed	18,344	6,786	9,198
Correctional Setting	1,337	1,459	1,615
On Public Assistance	11,844	19,318	8,827
Other Institutionalized	8	2	4

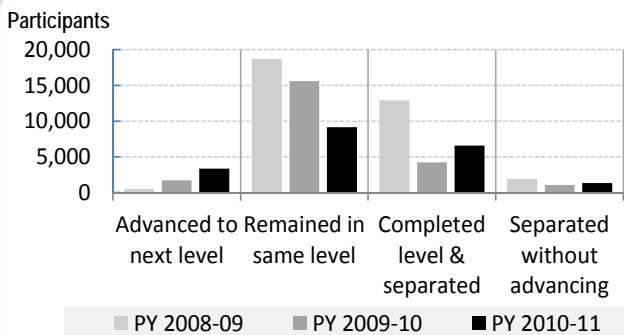
FY 2010 Federal Allocation to State in thousands of dollars



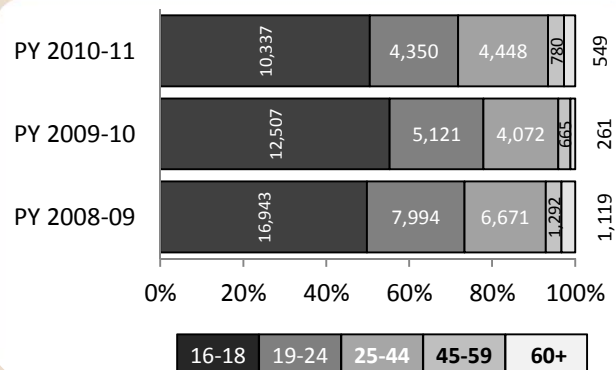
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	0	0%	0	0	0	-100%
Asian	0	0%	0	0	0	-100%
Black or African American	8	0%	0	8	0	60%
Hispanic or Latino	20,447	100%	3,872	16,156	419	-40%
Native Hawaiian or Other Pacific Islander	0	0%	0	0	0	n/a
White	9	0%	1	8	0	-36%
Two or More Races	0	0%	0	0	0	
Total	20,464	100%	3,873	16,172	419	-40%

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 & Student Information Puerto Rico

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09		PY 2009-10		PY 2010-11		Total
	Percent	Percent	Percent	Number	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills							
Sub-Measure 1: Adult Basic and Secondary Education ^c							
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	35	30	49	5,348			14,212
Sub-Measure 2: English Literacy ^d							
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	24	33	51	215			393
Performance Measure II: High School Completion							
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	66	81	99	1,942			6,882
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	70	75	790			1,657
Performance Measure IV: Entered Employment							
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	56	69	50	296			938
Performance Measure V: Retained Employment							
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	61	81*	52	203			553

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

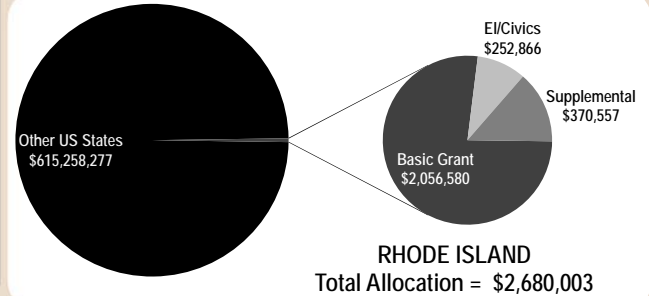
Selected Adult Education Program & Student Information Rhode Island

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	2,513	2,392	2,129
Unemployed	2,554	2,718	2,477
Correctional Setting	753	813	757
On Public Assistance	1,676	1,546	1,593
Other Institutionalized	0	0	0

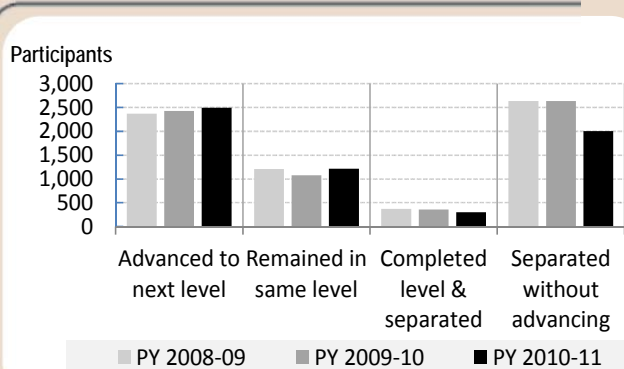
FY 2010 Federal Allocation to State in thousands of dollars



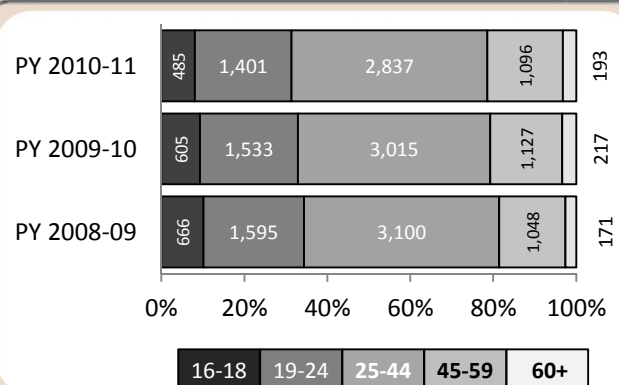
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	65	1%	53	7	5	-27%
Asian	411	7%	85	30	296	11%
Black or African American	1,080	18%	659	73	348	-14%
Hispanic or Latino	3,007	50%	754	118	2,135	1%
Native Hawaiian or Other Pacific Islander	21	0%	15	1	5	-19%
White	1,347	22%	861	321	165	-27%
Two or More Races	81	1%	57	11	13	
Total	6,012	100%	2,484	561	2,967	-9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Rhode Island

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	38	40	46	1,342	4,014
Sub-Measure 2: English Literacy^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	47	46	47	1,395	4,127
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	53	75	76	544	1,886
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	36	35	61	210	642
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	71*	40	58	511	1,295
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	72*	35	41*	335	1,105

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

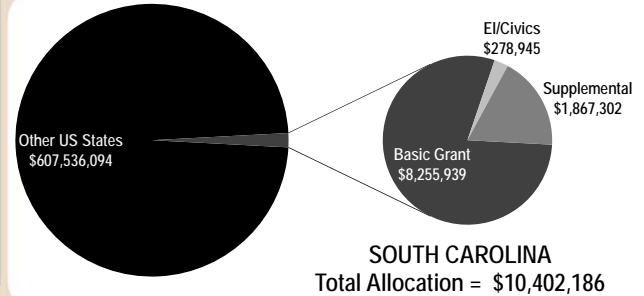
Selected Adult Education Program & Student Information South Carolina

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	17,086	13,879	12,837
Unemployed	25,743	28,684	23,903
Correctional Setting	7,699	7,588	7,449
On Public Assistance	2,813	3,719	7,171
Other Institutionalized	222	232	70

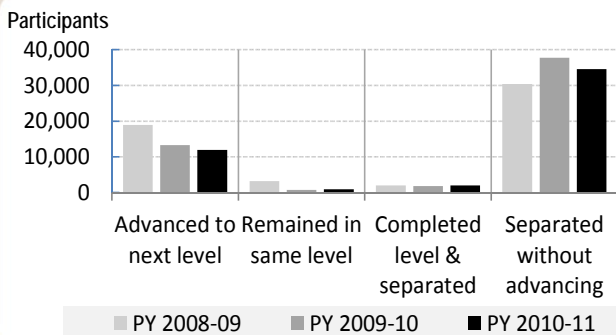
FY 2010 Federal Allocation to State in thousands of dollars



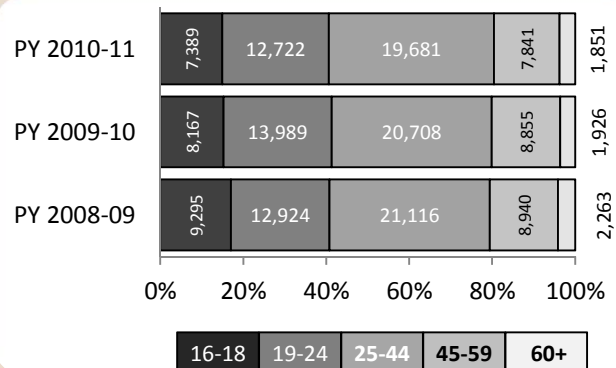
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	373	1%	292	73	8	42%
Asian	787	2%	308	54	425	-16%
Black or African American	26,299	53%	23,303	2,930	66	-5%
Hispanic or Latino	5,480	11%	1,333	232	3,915	-20%
Native Hawaiian or Other Pacific Islander	82	0%	62	13	7	-13%
White	16,282	33%	11,771	4,155	356	-13%
Two or More Races	181	0%	136	43	2	
Total	49,484	100%	37,205	7,500	4,779	-9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information South Carolina

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	39	28	28	11,403	41,224
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	43	31	33	1,575	5,862
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	66	58	53	4,923	13,307
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	34	25	17	245	776
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	39	31	32	2,124	7,810
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) and 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.	55	73	53	2,595	17,004

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

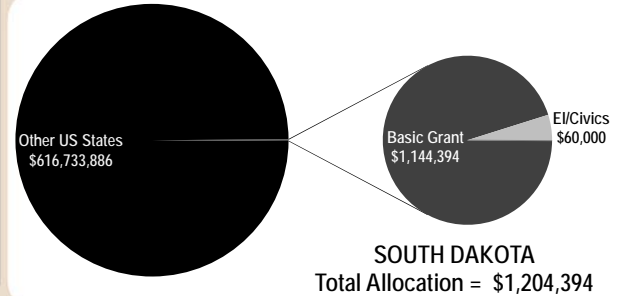
Selected Adult Education Program & Student Information South Dakota

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	1,103	974	872
Unemployed	612	652	561
Correctional Setting	562	470	499
On Public Assistance	473	527	510
Other Institutionalized	0	1	0

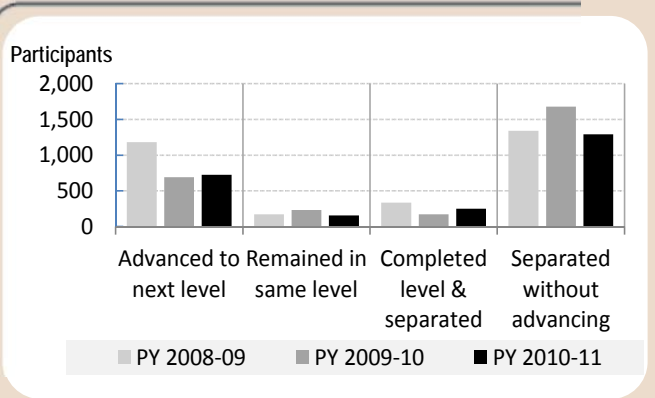
FY 2010 Federal Allocation to State in thousands of dollars



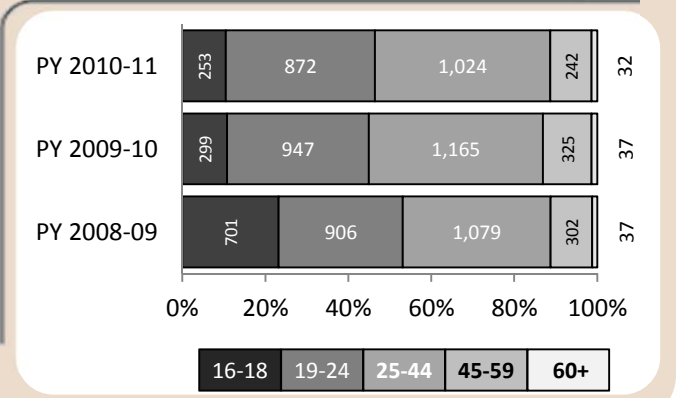
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	532	22%	436	96	0	-27%
Asian	194	8%	33	4	157	35%
Black or African American	302	12%	105	12	185	-15%
Hispanic or Latino	217	9%	94	32	91	-6%
Native Hawaiian or Other Pacific Islander	5	0%	1	2	2	-44%
White	1,164	48%	721	411	32	-25%
Two or More Races	9	0%	8	1	0	
Total	2,423	100%	1,398	558	467	-20%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information South Dakota

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	48	29	41	715	2,435
Sub-Measure 2: English Literacy^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	31	29	135	445
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	93	93	85	390	1,581
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.	83	79	84	58	208
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	56	63*	159	543
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	59	58	53*	52	245

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

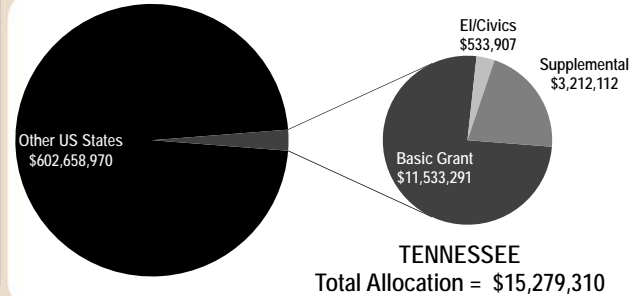
Selected Adult Education Program & Student Information Tennessee

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	12,024	9,160	8,086
Unemployed	15,663	15,470	13,556
Correctional Setting	2,183	1,595	1,933
On Public Assistance	9,330	10,677	9,969
Other Institutionalized	119	202	82

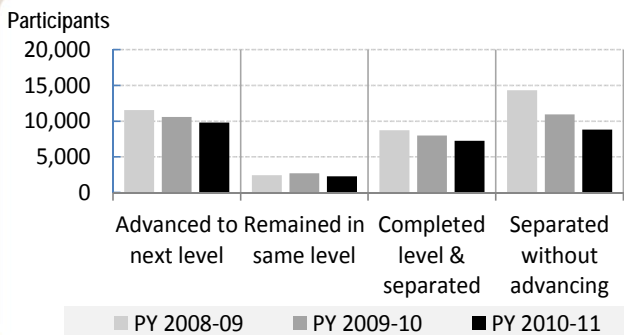
FY 2010 Federal Allocation to State in thousands of dollars



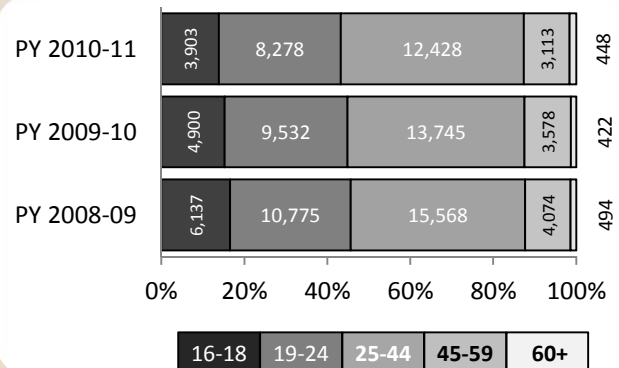
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	153	1%	126	16	11	-36%
Asian	775	3%	219	33	523	-18%
Black or African American	7,311	26%	6,708	324	279	-25%
Hispanic or Latino	3,440	12%	1,027	125	2,288	-25%
Native Hawaiian or Other Pacific Islander	37	0%	24	7	6	-34%
White	16,163	57%	12,926	2,844	393	-24%
Two or More Races	291	1%	224	60	7	-24%
Total	28,170	100%	21,254	3,409	3,507	-24%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Tennessee

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	55	58	61	14,290	46,518
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	51	55	1,925	6,406
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	59	63	62	7,756	25,538
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	92	80	76	977	3,462
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	52	38	42	5,425	17,500
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	70	65	58	5,946	26,678

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

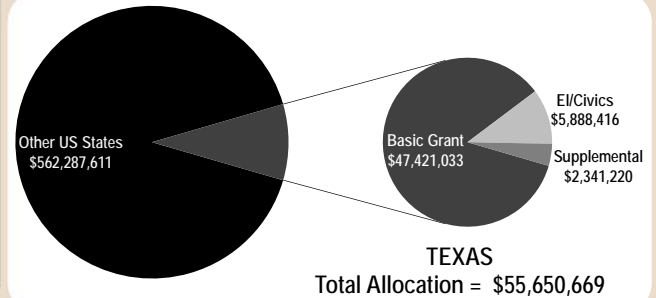
Selected Adult Education Program & Student Information Texas

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	30,845	32,064	35,493
Unemployed	14,236	18,199	22,941
Correctional Setting	4,678	4,432	3,650
On Public Assistance	6,541	7,891	8,264
Other Institutionalized	518	0	332

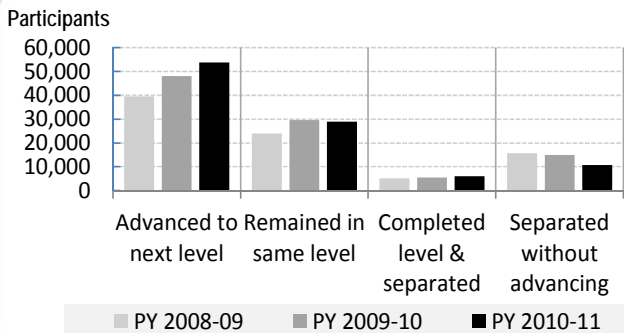
FY 2010 Federal Allocation to State in thousands of dollars



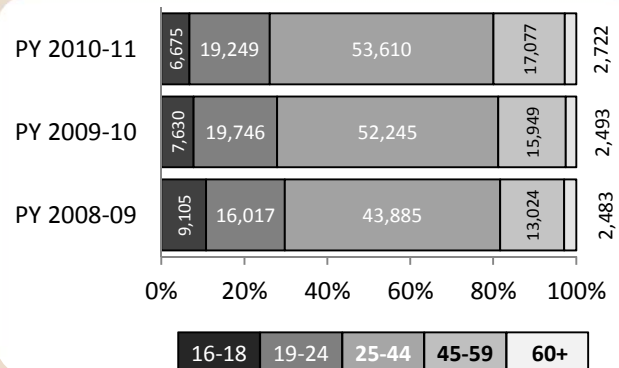
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	356	0%	252	23	81	20%
Asian	3,771	4%	635	53	3,083	6%
Black or African American	12,777	13%	11,705	399	673	79%
Hispanic or Latino	70,694	71%	23,849	1,560	45,285	10%
Native Hawaiian or Other Pacific Islander	54	0%	37	5	12	-64%
White	11,315	11%	8,904	1,480	931	24%
Two or More Races	366	0%	256	33	77	
Total	99,333	100%	45,638	3,553	50,142	18%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Texas

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	49	52	56	26,794	69,339
Sub-Measure 2: English Literacy^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	56	57	64	32,116	86,147
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	89	78	48	4,602	14,977
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	45	38	26	635	1,167
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.	67	60	45	1,147	2,859
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	68	66	67	3,473	10,255

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

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^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

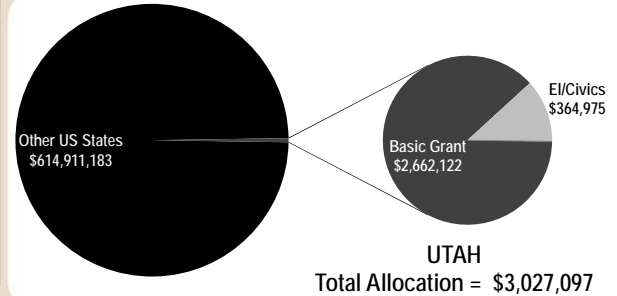
Selected Adult Education Program & Student Information Utah

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	10,823	9,399	7,888
Unemployed	8,344	10,292	10,099
Correctional Setting	5,099	4,773	4,617
On Public Assistance	1,850	2,770	2,879
Other Institutionalized	50	47	16

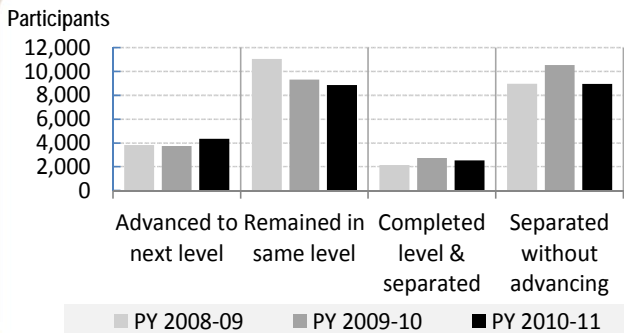
FY 2010 Federal Allocation to State in thousands of dollars



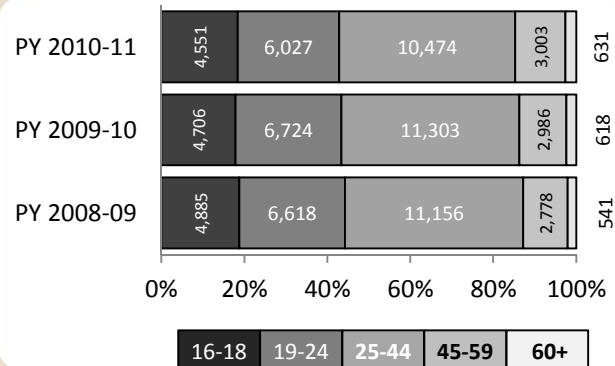
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	936	4%	855	74	7	36%
Asian	1,734	7%	458	27	1,249	6%
Black or African American	1,135	5%	573	38	524	-11%
Hispanic or Latino	10,392	42%	5,205	470	4,717	-7%
Native Hawaiian or Other Pacific Islander	343	1%	263	52	28	-17%
White	9,891	40%	7,508	1,956	427	-9%
Two or More Races	255	1%	186	42	27	-5%
Total	24,686	100%	15,048	2,659	6,979	-5%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Utah

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b					
NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	18	21	24	3,937	10,311
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	27	29	35	2,440	7,205
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	89*	46	44	2,696	6,748
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	9	11	21	166	334
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	50	54	48	318	739
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.	78*	74*	77	560	1,273

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

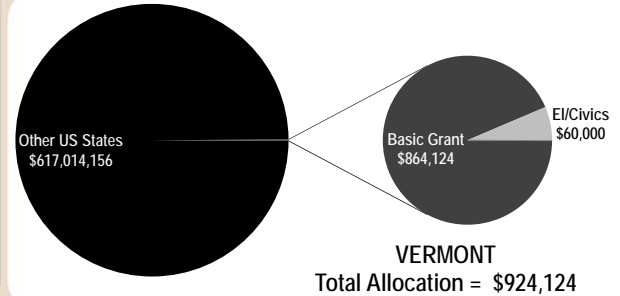
Selected Adult Education Program & Student Information Vermont

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	936	768	442
Unemployed	1,202	1,550	1,030
Correctional Setting	73	66	43
On Public Assistance	713	679	448
Other Institutionalized	7	9	8

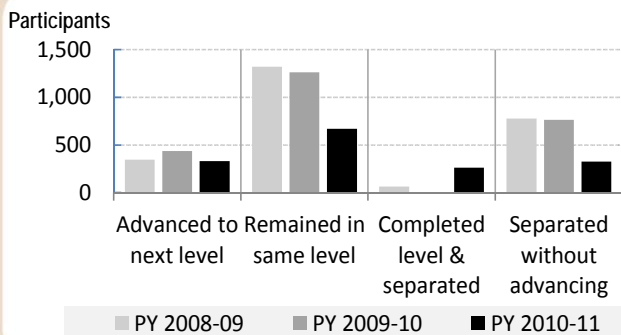
FY 2010 Federal Allocation to State in thousands of dollars



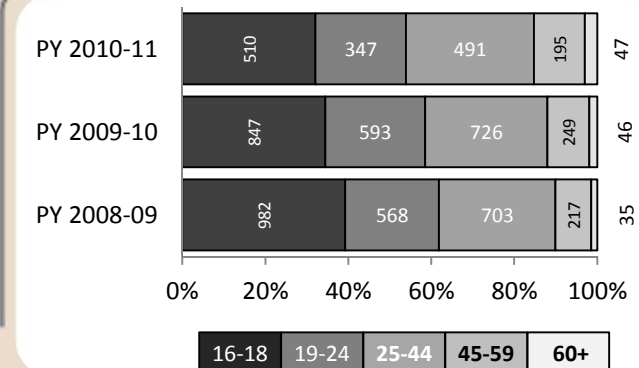
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	27	2%	22	4	1	-10%
Asian	110	7%	16	2	92	-30%
Black or African American	183	12%	52	8	123	-19%
Hispanic or Latino	67	4%	23	7	37	-36%
Native Hawaiian or Other Pacific Islander	5	0%	1	2	2	0%
White	1,198	75%	905	254	39	-40%
Two or More Races	0	0%	0	0	0	
Total	1,590	100%	1,019	277	294	-37%

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 & Student Information Vermont

Program Year 2008–09 to Program Year 2010–11

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	14	19	41	487	1,186
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	22	18	15	44	126
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	82*	66*	74*	157	557
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	45*	63*	68*	25	63
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.	64	64	72	191	468
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.	78	87	88	129	380

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

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

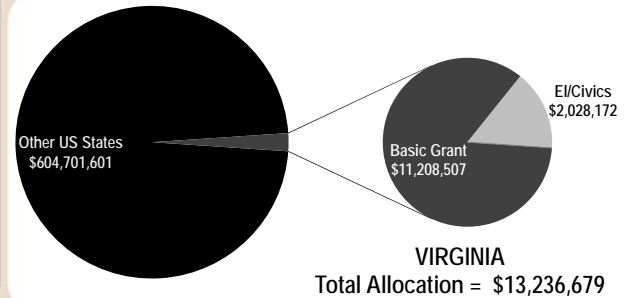
Selected Adult Education Program & Student Information Virginia

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	15,411	13,159	12,409
Unemployed	6,778	7,235	6,624
Correctional Setting	2,677	2,341	2,240
On Public Assistance	1,428	1,912	1,903
Other Institutionalized	74	43	17

FY 2010 Federal Allocation to State in thousands of dollars

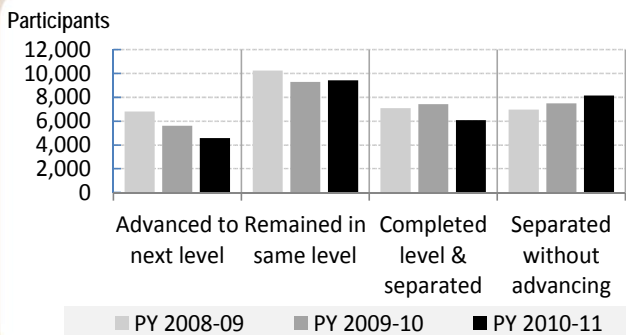


Enrollment by Race/Ethnicity

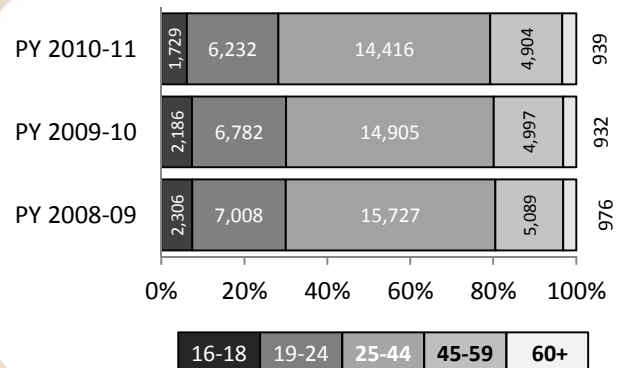
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	114	0%	72	25	17	-16%
Asian	3,025	11%	352	73	2,600	-1%
Black or African American	8,446	30%	6,085	1,294	1,067	-3%
Hispanic or Latino	8,767	31%	1,301	330	7,136	-15%
Native Hawaiian or Other Pacific Islander	82	0%	39	18	25	61%
White	127	0%	63	44	20	-99%
Two or More Races	7,659	27%	3,569	2,552	1,538	-9%
Total	28,220	100%	11,481	4,336	12,403	

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 & Student Information Virginia

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	43	41	36	4,881	17,219
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	42	42	33	4,147	15,438
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	97	92	94	3,592	11,502
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	45	39	44	303	774
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.	64	56	56	294	1,276
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	75	73	73	1,101	3,676

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

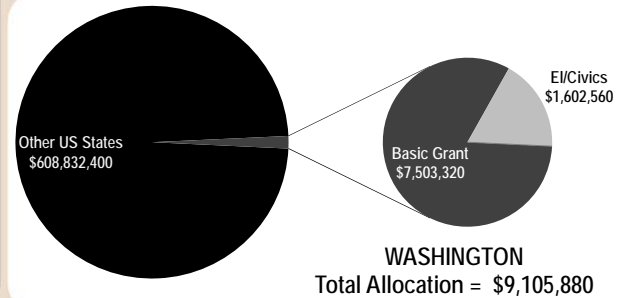
Selected Adult Education Program & Student Information Washington

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	22,119	19,443	17,832
Unemployed	27,579	30,810	29,867
Correctional Setting	6,554	6,092	4,665
On Public Assistance	12,257	13,179	13,945
Other Institutionalized	0	0	0

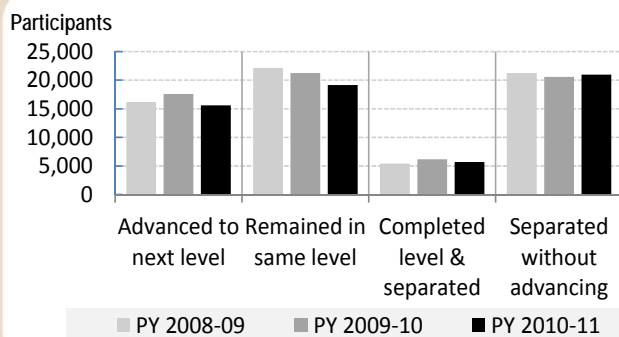
FY 2010 Federal Allocation to State in thousands of dollars



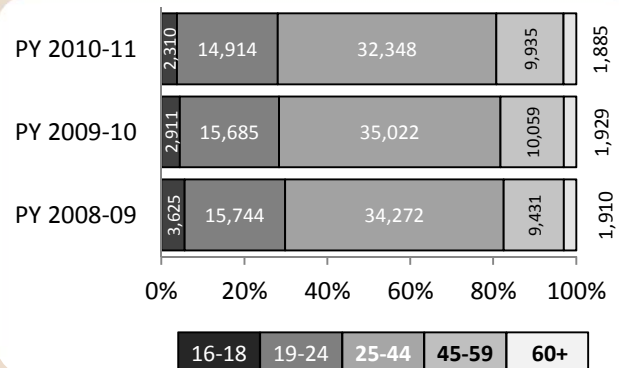
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	1,653	3%	1,442	179	32	-10%
Asian	10,097	16%	1,346	239	8,512	4%
Black or African American	9,422	15%	4,402	389	4,631	8%
Hispanic or Latino	19,081	31%	5,537	550	12,994	-17%
Native Hawaiian or Other Pacific Islander	789	1%	513	34	242	31%
White	19,720	32%	12,643	2,795	4,282	-7%
Two or More Races	630	1%	441	78	111	
Total	61,392	100%	26,324	4,264	30,804	-6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Washington

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	25	28	26	7,677	23,799
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	45	44	13,529	42,676
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	42	41	44	3,854	10,910
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	90	76	71	5,494	16,646
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	46	36	35	3,410	8,483
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	68	66	69	2,082	5,183

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

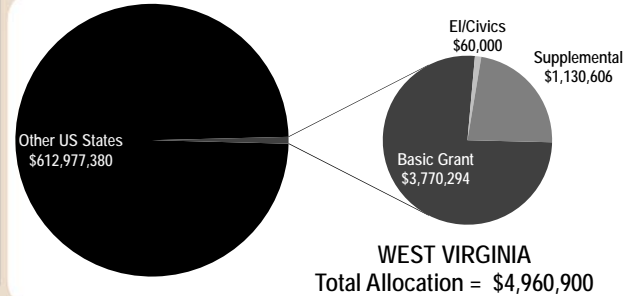
Selected Adult Education Program & Student Information West Virginia

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	1,402	1,261	1,215
Unemployed	3,819	4,029	3,987
Correctional Setting	2,391	2,180	1,980
On Public Assistance	2,752	3,105	3,659
Other Institutionalized	0	0	0

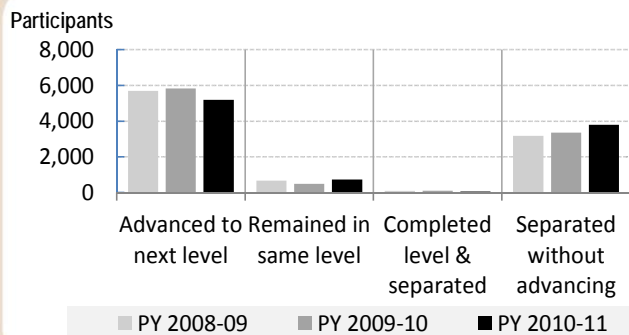
FY 2010 Federal Allocation to State in thousands of dollars



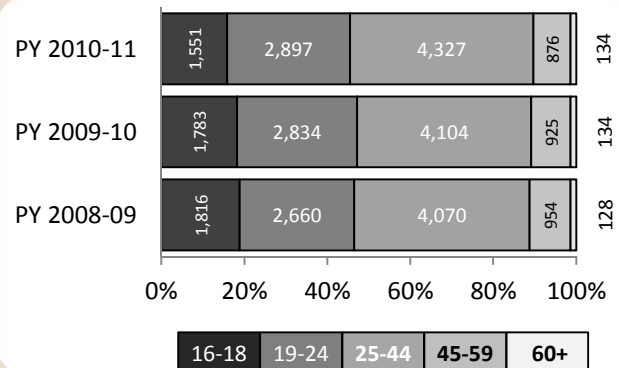
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2010–11					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	47	0%	37	9	1	12%
Asian	123	1%	40	15	68	17%
Black or African American	1,031	11%	874	136	21	7%
Hispanic or Latino	242	2%	132	24	86	25%
Native Hawaiian or Other Pacific Islander	13	0%	13	0	0	8%
White	8,141	83%	6,430	1,652	59	-2%
Two or More Races	188	2%	153	35	0	
Total	9,785	100%	7,679	1,871	235	2%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information West Virginia

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	66	67	59	5,123	16,534
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	70	59	61	143	450
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	77	79	77	1,541	4,706
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	64	59	59	440	1,393
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	57	57	31	213	990
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	45	39	49	195	626

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

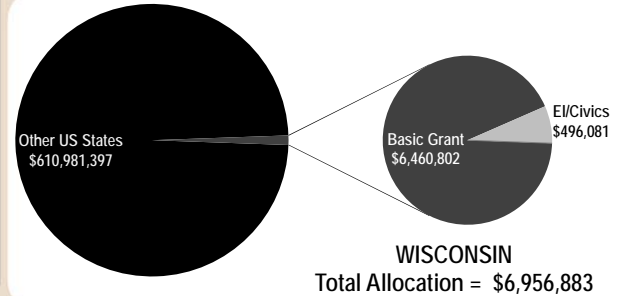
Selected Adult Education Program & Student Information Wisconsin

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	10,674	9,132	9,033
Unemployed	8,651	10,169	9,382
Correctional Setting	2,221	2,063	2,278
On Public Assistance	1,610	1,867	1,990
Other Institutionalized	9	10	284

FY 2010 Federal Allocation to State in thousands of dollars



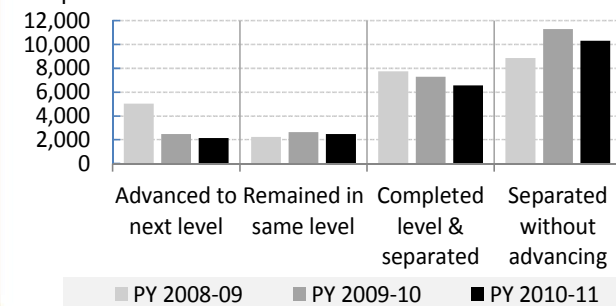
Enrollment by Race/Ethnicity

PY 2010–11

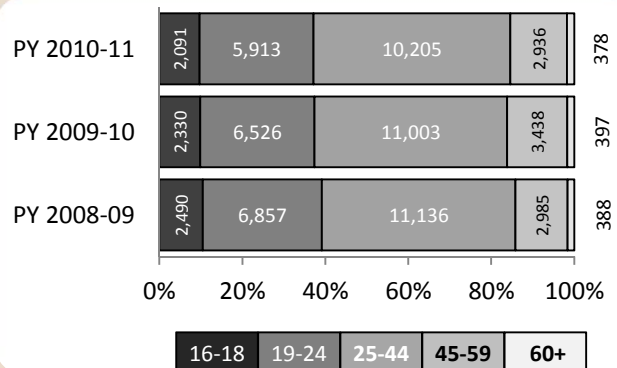
Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	540	3%	407	133	0	-8%
Asian	1,928	9%	677	125	1,126	-10%
Black or African American	3,346	16%	2,669	389	288	-19%
Hispanic or Latino	5,151	24%	1,414	262	3,475	-14%
Native Hawaiian or Other Pacific Islander	40	0%	25	10	5	14%
White	10,348	48%	6,649	3,374	325	-6%
Two or More Races	170	1%	123	41	6	
Total	21,523	100%	11,964	4,334	5,225	-10%

Retention and Completion

Participants



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 & Student Information Wisconsin

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	51	41	40	5,729	19,832
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	58	45	45	2,359	8,407
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	58	60	67	2,185	6,127
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	65	65	66	1,965	5,878
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	62	19	38	575	1,753
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	86	4	71	1,082	2,197

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

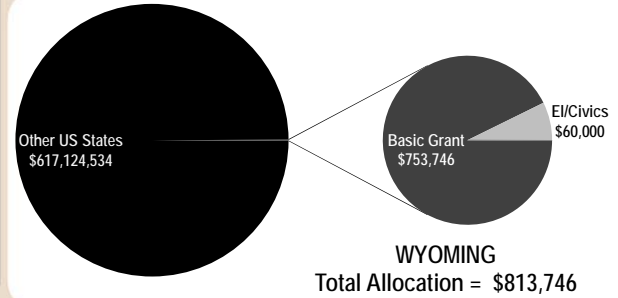
Selected Adult Education Program & Student Information Wyoming

Program Year 2008–09 to Program Year 2010–11

Participant Status

Status	PY 2008-09	PY 2009-10	PY 2010-11
Employed	1,087	1,066	1,026
Unemployed	1,659	1,940	1,296
Correctional Setting	277	246	189
On Public Assistance	464	541	518
Other Institutionalized	25	13	19

FY 2010 Federal Allocation to State in thousands of dollars

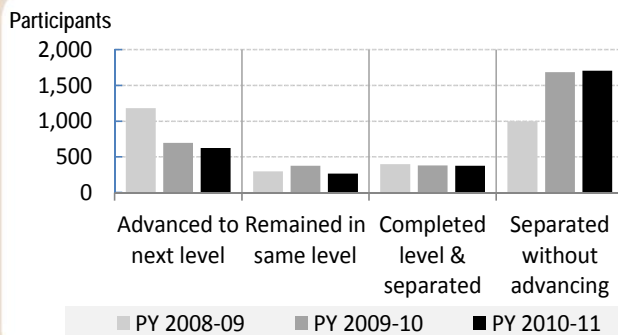


Enrollment by Race/Ethnicity

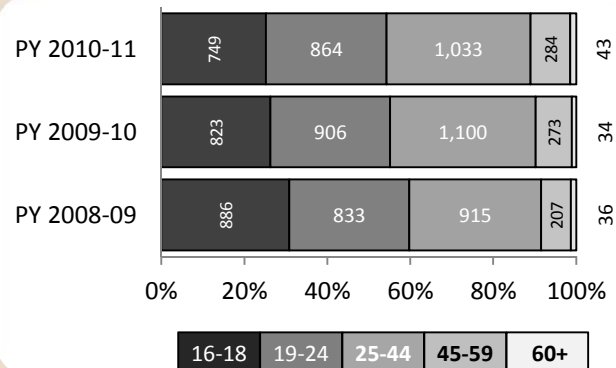
PY 2010–11

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2008-09
American Indian or Alaskan Native	281	9%	240	41	0	17%
Asian	88	3%	15	8	65	-15%
Black or African American	70	2%	58	9	3	6%
Hispanic or Latino	848	29%	343	88	417	-5%
Native Hawaiian or Other Pacific Islander	4	0%	3	1	0	-43%
White	1,641	55%	976	613	52	5%
Two or More Races	41	1%	26	15	0	
Total	2,973	100%	1,661	775	537	3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Wyoming

Program Year 2008–09 to Program Year 2010–11

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2008-09	PY 2009-10	PY 2010-11		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in	55	28	27	555	2,127
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	28	28	149	590
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	81	78	77	892	2,749
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.	91	79	92	338	831
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	60	65	76	115	168
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	0	43	98	44	47

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.

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

APPENDIX B: THE 12 CONSIDERATIONS IN AWARDING GRANTS UNDER SEC. 231(C) 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 1-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 this [subtitle] in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the program—(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) whether the activities are built on a strong foundation of research and effective educational practice;
- (6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and

(12) whether the local communities have a demonstrated need for additional English literacy programs.

APPENDIX C

Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State,* From Program Year 2008–09 to Program Year 2010–11

State	PY 2008–09		PY 2009–10		PY 2010–11	
	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	5,538	23	4,183	17	3,625	15
Alaska	635	20	593	18	417	13
American Samoa	59	22	11	7	7	3
Arizona	2,954	14	2,211	11	1,842	10
Arkansas	4,569	14	4,274	14	3,794	14
California	49,447	8	28,896	7	25,895	7
Colorado	1,299	9	1,081	8	913	7
Connecticut	5,401	19	4,830	17	4,241	16
Delaware	770	15	787	16	705	14
District of Columbia	370	9	257	6	217	6
Florida	45,284	17	39,589	15	32,609	14
Georgia	14,788	20	12,468	17	11,297	17
Guam	225	19	102	16	95	18
Hawaii	1,990	22	2,056	22	2,033	22
Idaho	1,104	15	897	12	684	10
Illinois	10,284	10	8,265	8	6,953	7
Indiana	8,651	22	7,239	20	4,547	16
Iowa	1,911	19	1,909	18	1,639	15
Kansas	1,895	21	1,655	18	1,383	17
Kentucky	4,699	12	3,986	10	4,053	10
Louisiana	7,966	30	8,178	27	6,695	25
Maine	2,396	26	1,907	22	1,351	20
Maryland	4,448	13	3,926	12	3,663	11
Massachusetts	1,005	5	776	4	727	4
Michigan	679	2	1,099	4	580	2
Minnesota	2,033	4	1,941	4	1,724	4
Mississippi	4,718	23	3,580	20	3,124	19
Missouri	3,519	10	2,430	7	1,752	6
Montana	868	28	830	22	836	24
Nebraska	1,067	13	885	10	705	8
Nevada	353	4	243	3	232	3
New Hampshire	726	13	397	7	860	15
New Jersey	2,259	7	2,186	6	2,172	7

Continued on next page.

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State,*
From Program Year 2008–09 to Program Year 2010–11 (continued)**

State	PY 2008–09		PY 2009–10		PY 2010–11	
	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
New Mexico	4,249	19	3,878	17	3,241	15
New York	7,787	6	6,184	5	6,487	5
North Carolina	21,996	18	19,881	16	17,236	15
North Dakota	299	16	256	14	350	22
Northern Mariana Islands	92	16	40	7	87	14
Ohio	4,931	10	3,939	9	3,170	8
Oklahoma	3,479	19	3,420	17	2,999	16
Oregon	2,498	11	2,361	10	2,055	10
Palau	6	12	13	21	8	14
Pennsylvania	5,777	11	3,681	11	2,352	8
Puerto Rico	16,943	50	12,507	55	10,337	51
Rhode Island	666	10	605	9	485	8
South Carolina	9,295	17	8,167	15	7,389	15
South Dakota	701	23	299	11	253	10
Tennessee	6,137	17	4,900	15	3,903	14
Texas	9,105	11	7,630	8	6,675	7
Utah	4,885	19	4,706	18	4,551	18
Vermont	982	39	847	34	510	32
Virgin Islands	53	42	10	67	44	29
Virginia	2,306	7	2,186	7	1,729	6
Washington	3,625	6	2,911	4	2,310	4
West Virginia	1,816	19	1,783	18	1,551	16
Wisconsin	2,490	10	2,330	10	2,091	10
Wyoming	886	31	823	26	749	25
Totals for the U.S.	304,914	13	247,024	11	211,932	11

* The term "State" means "each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico," as defined in Sec. 203(17) of the Adult Education and Family Literacy Act of 1998. 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 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 of 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.

Source: U.S. Department of Education, Office of Vocational 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 2010–11 (OMB Number 1830-0027).



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