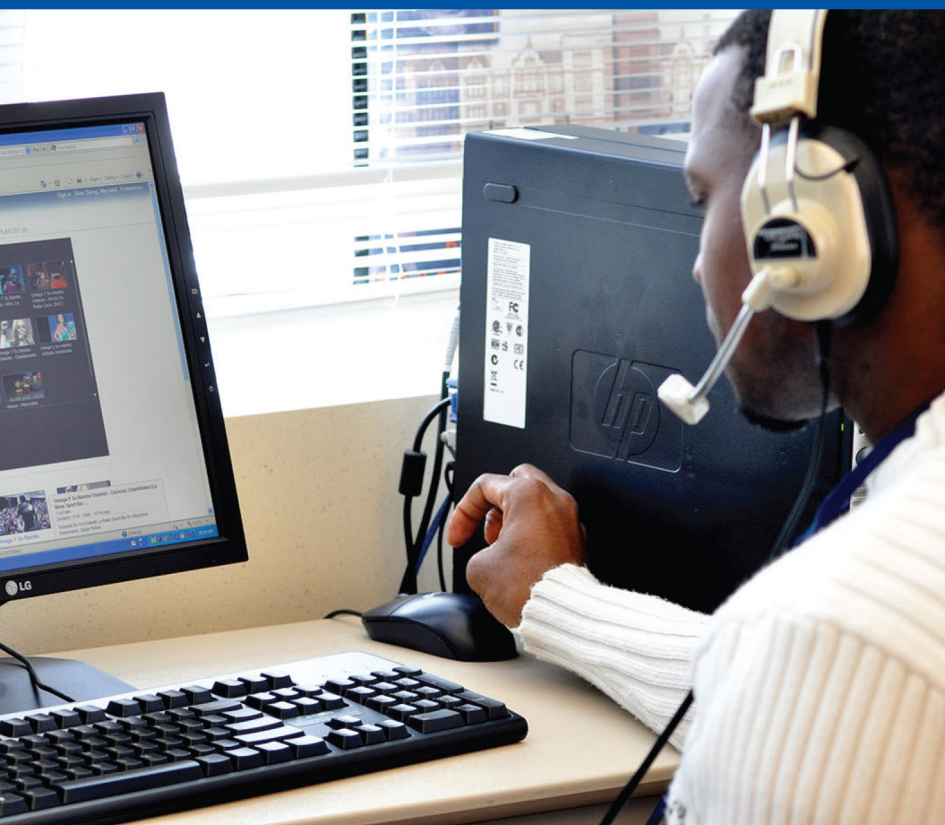




Adult Education and Family Literacy Act of 1998

Annual Report to Congress Program Year 2011-12



Adult Education and Family Literacy Act of 1998

Annual Report to Congress, Program Year 2011–12

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

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*Formerly Office of Vocational and Adult Education. On Jan. 18, 2014, the name of the Office of Vocational and Adult Education (OVAE) was officially changed to the Office of Career, Technical, and Adult Education (OCTAE).

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ABBREVIATIONS

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

EXECUTIVE SUMMARY

The Adult Education—Basic Grants to States program authorized under the *Adult Education and Family Literacy Act of 1998 (AEFLA)*, enacted as *Title II of the Workforce Investment Act of 1998 (WIA)* (P.L. 105-220), is the major source of federal support for adult basic education and literacy education programs.¹ When *AEFLA* was authorized in 1998, Congress made accountability for student results a central focus of the new law, setting out new performance accountability requirements for state² and local programs that measure program effectiveness on the basis of student academic achievement and employment-related outcomes. The Office of Career, Technical, and Adult Education (OCTAE)³ in the U.S. Department of Education (Department) established the National Reporting System for Adult Education (NRS)⁴ in program year (PY) 2000–01 to implement the accountability requirements of *AEFLA* and act as a reservoir of data collected under these measures.

This report represents the 12th year⁵ of implementing the *AEFLA* requirements using the NRS. OCTAE, as part of its efforts to monitor data collection procedures and promote data quality improvement, developed data quality standards to clarify the policies, processes, and materials that state and local programs should have in place to collect valid and reliable data. OCTAE assisted states in meeting the congressionally enacted *AEFLA* standards by (1) providing technical assistance to improve data quality and (2) refining NRS requirements, including producing guidelines for conducting follow-up surveys used to obtain data on particular measures. OCTAE also has provided specially designed technical assistance to states on implementing the data collection and reporting requirements of *AEFLA* through the NRS.

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

² The term “State” means “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of *AEFLA*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the U.S., which also receive funding – the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

³ Formerly the Office of Vocational and Adult Education. On Jan. 18, 2014, the name of the Office of Vocational and Adult Education (OVAE) was officially changed to the Office of Career, Technical, and Adult Education (OCTAE).

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

⁵ The Adult Education–Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, program year (PY) 2011–12 refers to July 1, 2011 through June 30, 2012.

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

Highlights

The Adult Education—Basic Grants to States program enrolled 1,818,806⁶ learners during program year (PY) 2011–12, of whom 47 percent were enrolled in adult basic education (ABE), 13 percent were enrolled in adult secondary education (ASE), and 40 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, PY 2009–10 through PY 2011–12. Performance data for educational gains are collected on all participants in the adult education program. Performance data for the follow-up measures⁷ are collected only for participants who set a goal of achieving the performance measures for high school completion, entering postsecondary education or training, entering employment, and retaining employment.

In ABE/ASE,⁸ the percentage of adults demonstrating educational gain, from one educational functioning level to the next, increased slightly from 40 percent in PY 2009–10 to 43 percent in PY 2011–12. In EL, the percentage of adults demonstrating educational gain also showed minor growth, increasing from 44 percent in PY 2009–10 to 46 percent in PY 2011–12. However, the percentage of adults who set and achieved each of the four goals had mixed results: while the percentage of adults who completed high school increased moderately from 52 percent in PY 2009–10 to 61 percent in PY 2011–12, the percentage of adults who entered postsecondary education or training decreased slightly from 60 percent in 2009–10 to 58 percent in PY 2011–12; and while the percentage of adults entering employment decreased slightly from 49 percent in PY 2009–10 to 47 percent in PY 2011–12, the percentage of adults retaining employment, among those who set that goal, increased slightly from 64 percent in PY 2009–10 to 66 percent in PY 2011–12. It is important to note that unlike the educational gains data, the data on high school completion, entering

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

⁷ See Figure 2.

⁸ “ABE/ASE” means “adult basic education/adult secondary education.” ABE/ASE consists of six educational functioning levels, with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

postsecondary education or training, and entering or retaining employment are collected only for those participants setting a goal of achieving the performance measure.

Table ES-1. Adult Education National Performance: Percentage and Number of Students Completing Educational Functioning Levels and Core Outcome Measures, From Program Year 2009–10 to Program Year 2011–12				
	Percentage Achieving Educational Functioning Levels and Core Outcome Measures (National Averages)			Number Achieving Educational Functioning Levels and Core Outcome Measures
	PY 2009–10	PY 2010–11	PY 2011–12	PY 2009–10 to PY 2011–12 (Three-Year Total)
Educational Gain ABE/ASE ^a	40%	42%	43%	1,326,797
Educational Gain EL ^a	44%	44%	46%	1,110,204
High School Completion ^b	52%	61%	61%	468,894
Entered Postsecondary Education or Training ^b	60%	56%	58%	144,867
Entered Employment ^b	49%	48%	47%	231,395
Retained Employment ^b	64%	62%	66%	247,466

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

^b Percentage of adults who set the stated outcome as a goal and who achieved their goals.

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

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).

INTRODUCTION

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

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

Sec. 203(1) of *AEFLA* defines “adult education” as “services or instruction below the postsecondary level for individuals (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.” The state-administered¹⁰ *AEFLA* grants are allocated by formula based upon each state’s count of “qualifying adults.”¹¹ Data on the number of qualifying adults are drawn from the U.S. Census of Population and Housing.

The federal allocation for *AEFLA* grants to states for PY 2011–12 was \$585,597,759.¹² As required by *AEFLA*, states distributed 82.5 percent of the federal funds competitively to local adult education providers using the 12 considerations identified in Sec. 231(e) of *AEFLA*.¹³

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

¹⁰ 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.

¹¹ 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.

¹² The \$585,597,759 federal allocation for *AEFLA* grants to states and outlying areas for PY 2011–12 includes \$74,850,000 for English literacy/civics, a formula program based on the latest legal permanent resident data from the U.S. Citizenship and Immigration Services.

¹³ See appendix B of this report.

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

Courses of instruction offered by local providers include:

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

Adult Education Enrollment and Participant Status

In program year (PY) 2011–12, the *AEFLA* program enrolled 1,818,806 learners, with 47 percent of learners enrolled in ABE, 13 percent enrolled in ASE, and 40 percent enrolled in EL programs, as indicated in Table 1.

Table 1. Number and Percentage of Students Enrolled in Adult Education, by Program Type, Program Year 2011–12		
Program Type	Enrollment Numbers	Enrollment Percentages
Adult Basic Education	853,213	47%
Adult Secondary Education	231,969	13%
English Literacy	733,624	40%
Total Enrollment	1,818,806	100%

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 2011–12 (OMB Number 1830-0027).

Adult education serves a variety of populations. Table 2 shows the number and percentage of students, by program type and age, who were enrolled during PY 2011–12. Overall, 34 percent of students were under age 25, and 80 percent were under age 45. Only 4 percent were aged 60 or older. Age distribution, however, varied by program type. ASE students, with 57 percent under age 25, tended to be younger than both ABE and EL students, with 44 percent and 15 percent,

respectively, under age 25. EL students, with 30 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 41 percent of ABE and 34 percent of ASE students in this age range.

Table 2.
Number and Percentage of Students Enrolled in Adult Education, by Program Type and Age, Program Year 2011–12

Program Type	16–18-year-olds		19–24-year-olds		25–44-year-olds		45–59-year-olds		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult Basic Education (ABE)	117,085	14%	259,824	30%	346,874	41%	111,547	13%	17,883	2%	853,213	100%
Adult Secondary Education (ASE)	54,844	24%	77,656	33%	79,329	34%	17,719	8%	2,421	1%	231,969	100%
English Literacy (EL)	12,156	2%	96,296	13%	408,282	56%	166,320	23%	50,570	7%	733,624	100%
Total	184,085	10%	433,776	24%	834,485	46%	295,586	16%	70,874	4%	1,818,806	100%

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

Source: U.S. Department of Education, Office of 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 2011–12 (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. Table 2 indicates that 10 percent of adult education participants were between the ages of 16 and 18 in PY 2011–12, with little change in this percentage since PY 2009–10. Of the 184,085 students in adult education programs in PY 2011–12 who were 16–18 years old, most were in ABE: 64 percent (117,085 adults) compared to 30 percent (54,844 adults) in ASE and 7 percent (12,156 adults) in EL. Therefore, a majority of 16- to 18-year-olds entered into adult education programs at a level that suggests they lacked the literacy skills expected at the high school level.

Table 3 provides disaggregated information regarding adult learners categorized by race/ethnicity and age. Hispanics or Latinos represented the largest group enrolled in adult education in PY 2011–12, accounting for 39 percent of the total enrollment, followed by whites at 26 percent and blacks or African-Americans at 22 percent. Whites represented the largest proportion of 16- to 18-year-olds (43 percent). Hispanic or Latino students represented the largest proportion of adult learners in the remaining age categories: 32 percent of 19- to 24-year-olds, 44 percent of 25- to 44-year-olds, 42 percent of 45- to 59-year-olds, and 36 percent of those 60 years and older.

**Table 3.
Number and Percentage of Students Enrolled in Adult Education, by Age and
Race/Ethnicity, Program Year 2011–12**

Race/Ethnicity	16–18-year-olds		19–24-year-olds		25–44-year-olds		45–59-year-olds		60-year-olds and older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaska Native	3,291	2%	8,531	2%	11,699	1%	3,156	1%	506	1%	27,183	1%
Asian	3,641	2%	21,612	5%	71,101	9%	36,571	12%	16,043	23%	148,968	8%
Black or African American	37,585	20%	117,360	27%	179,679	22%	61,604	21%	11,155	16%	407,383	22%
Hispanic or Latino	53,846	29%	138,642	32%	368,679	44%	122,678	42%	25,368	36%	709,213	39%
Native Hawaiian or Other Pacific Islander	1,835	1%	3,402	1%	3,843	0%	1,301	0%	313	0%	10,694	1%
White	78,291	43%	134,057	31%	186,145	22%	65,896	22%	16,400	23%	480,789	26%
Two or More Races	5,596	3%	10,172	2%	13,339	2%	4,380	1%	1,089	2%	34,576	2%
Total	184,085	100%	433,776	100%	834,485	100%	295,586	100%	70,874	100%	1,818,806	100%

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

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).

The extent to which 16- to 18-year-olds participated in adult education programs varied widely among states. One reason for this variance may be linked to the difference in each state’s age requirement for compulsory school attendance.¹⁴ 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 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 18.¹⁵

¹⁴ At the time of the allocations for PY 2011–12, for the states referenced in Table 4, the age requirements for compulsory school attendance are as follows: Florida—16; California—18; Puerto Rico—18; Georgia—16; North Carolina—16; Vermont—16; Montana—16; North Dakota—16; Wyoming—16.

¹⁵ Data from the outlying areas are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their state-level data are not presented in order to protect student identity.

Table 4.
Five States With the Highest Number and Five With the Highest Percentage of Adult Education Students Aged 16–18, Program Year 2011–12

State ^a	Number 16–18-year-olds	State	Percentage 16–18-year-olds
Florida	25,863	Puerto Rico	48%
California	21,890	Vermont	31%
Puerto Rico ^b	11,821	Montana	25%
Georgia	9,939	North Dakota	23%
North Carolina	8,884	Wyoming	23%

^a The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of 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 2011–12 (OMB Number 1830-0027).

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2011–12, 579,815 students self-reported entering the program while employed; 734,233 students self-reported entering the program while unemployed; 309,554 students self-reported entering the program while on public assistance; 187,934 students self-reported entering the program while in correctional facilities; and 7,404 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 2011–12

Status	Number
Employed	579,815
Unemployed	734,233
On Public Assistance	309,554
Correctional Setting	187,934
Other Institutionalized	7,404

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 2011–12 (OMB Number 1830-0027).

ACCOUNTABILITY SYSTEM—THE NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION

Since PY 2000–01, the National Reporting System for Adult Education (NRS)¹⁶ has been the national accountability and data reporting system on student outcomes for federal adult education programs. The U.S. Department of Education (Department) published *NRS Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education*, which identifies defined measures for national reporting, establishes methodologies for data collection, and maintains standards for reporting. Each state has established a performance accountability system that meets NRS requirements. The NRS data are the basis for assessing the effectiveness of states in achieving continuous improvement of adult education and literacy activities to optimize the return on investment of federal funds. The NRS includes the following three core indicators of performance, identified in Sec. 212(b)(2)(A) of *AEFLA*, that are used to assess state performance:

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

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

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

To demonstrate improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, the Department established a hierarchy of six educational functioning levels¹⁷ to measure basic literacy from beginning literacy through high school completion, and six levels to measure English literacy, from beginning literacy to the advanced level. The levels are

¹⁶ Information regarding the National Reporting System for Adult Education (NRS) may be accessed on the NRS website at <http://www.nrsweb.org/>.

¹⁷ The educational functioning levels are listed in Figure 1.

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

- **High School Completion**—The percentage of adult learners with a high school completion goal who earned a high school diploma or a recognized equivalent.
- **Entered Postsecondary Education or Training**—The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after exiting the adult education program.
- **Entered Employment**—The percentage of unemployed adult learners (in the labor force) with an employment goal who were employed within one quarter¹⁸ 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.

¹⁸ “One quarter” refers to the calendar year quarter after program exit.

Incentive Grants

States that exceeded their target performance levels in *WIA Title I*¹⁹ and *Title II*²⁰ were eligible for state incentive grants²¹ in PY 2011–12. Table 6 shows the number of states that were eligible for an incentive grant by exceeding both their *WIA Title I* and *Title II* target performance levels from PY 2009–10 to PY 2011–12.

The target performance levels for *Title II* are negotiated between the state and the Department. This negotiated target is called the “adjusted level of performance,”²² and that level is set for each of the four outcome measures. The determination of whether a state has exceeded its overall adjusted level of performance is based on the state’s average performance across all measures. This is derived by calculating the percentage of the state-adjusted level of performance achieved for each measure, and then averaging the percentages achieved across all measures. When this cumulative average exceeds 100 percent, the state is deemed to have exceeded its adjusted levels of performance. In PY 2011–12, the 15 states that were eligible to receive incentive awards were Arizona, Arkansas, Georgia, Idaho, Kentucky, Louisiana, Minnesota, Mississippi, New Hampshire, New York, Ohio, Pennsylvania, Rhode Island, Tennessee, and West Virginia.

Table 6.
Number of States Exceeding Performance Standards and
Amount of Incentive Grant Funds Available,
From Program Year 2009–10 to Program Year 2011–12

Program Year	Exceeded <i>Title II</i> of <i>WIA</i>	Exceeded <i>Titles I</i> and <i>II</i> of <i>WIA</i>	Amount of Award Funds Available
2011–12	22	15	\$10.4 million
2010–11	19	8	\$10.4 million
2009–10	19	4	\$10.2 million

Notes: Sec. 503 of the *Workforce Investment Act (WIA)* does not include outlying areas as eligible entities to receive an incentive grant. For the purposes of this section of the report, the term “state” will only refer to “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. *WIA* means the *Workforce Investment Act of 1998*. *Title I* of *WIA* is the Workforce Investment Systems program. *Title II* of *WIA* is the Adult Education and Literacy program.

Source: U.S. Department of Labor, Employment Training Administration, *Federal Register* notice of incentive funding availability for program years 2009–10, and 2010–11, and 2011–12 performance, available at http://www.doleta.gov/performance/results/incentives_sanctions.cfm.

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

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

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

²² See Sec. 212(b)(3)(A) of *AEFLA*.

Sec. 503 of *WIA* indicates that state incentive grants are to be issued in an amount not less than \$750,000 and not more than \$3,000,000, to the extent that funds are available; otherwise, prorated amounts are to be awarded. Funds²³ for the incentive grants set-aside under *AEFLA* totaled \$10,428,273 for state performance in PY 2011–12. No funds for the incentive grants were set aside under *Title I* of *WIA*.

Measuring Educational Gain

For NRS reporting, each state must establish standardized assessment procedures that local programs must follow to measure the educational gains of their adult learners. Although these procedures vary from state to state, they all incorporate a pre- and post-test approach under which local programs must assess an adult learner’s educational functioning level at the time of enrollment and after a period of instruction. Although states must use standardized pre- and post-assessments, they are free to use the assessments that best address the needs of their students and delivery system. The most frequently used assessments are the Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), and the Basic English Skills Test (BEST Literacy or BEST Plus).²⁴ All assessments used in the adult education program are reviewed by the Department and determined to be suitable for use in the NRS.²⁵

ABE/ASE²⁶ and EL programs each have six educational functioning levels: four levels in ABE, two levels in ASE, and six levels in EL, as indicated in Figure 1. Figure 1 presents PY 2011–12 adult education enrollment figures by educational functioning level as determined by a standardized pretest administered to each student upon program entrance.

As Figure 1 indicates, most students were enrolled in the ABE and ASE programs compared to the EL programs. The largest percentage of student enrollment (32 percent) was in the ABE high intermediate level, and the smallest percentage of student enrollment (5 percent) was in the ABE

²³ The fiscal year (FY) 2012 funds support the PY 2011–12 incentive grant awards, pursuant to Sec. 211(a)(3) of *AEFLA*, which makes 1.72 percent available to qualifying states that exceed the *WIA Title I* and *Title II* adjusted levels of performance for incentive grants.

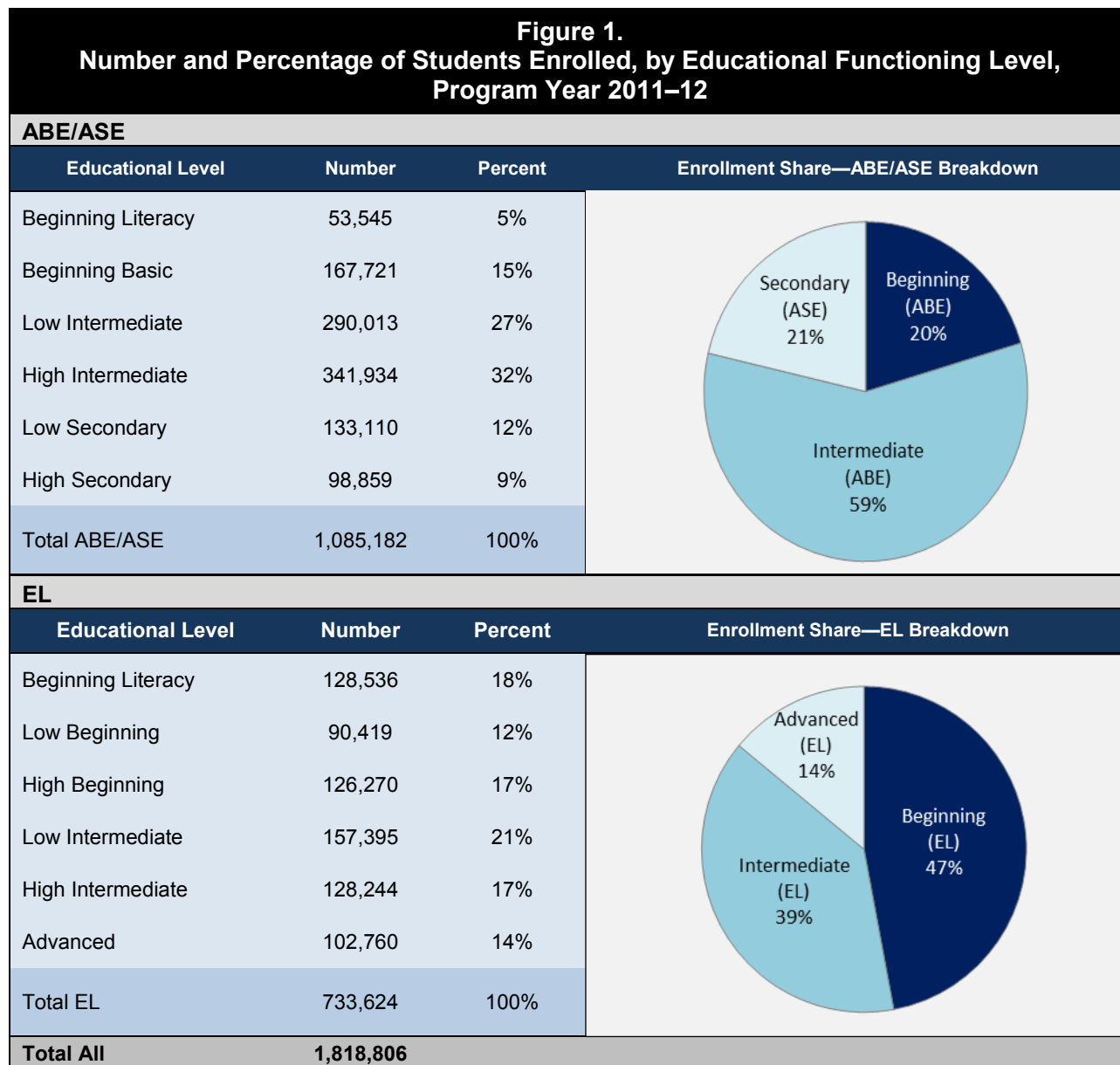
²⁴ The BEST Literacy and BEST Plus are used exclusively with English language learners.

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

²⁶ “ABE/ASE” means “adult basic education/adult secondary education.” ABE/ASE consists of six educational functioning levels, with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

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

In EL, the largest percentage of student enrollment (21 percent) was in the EL low intermediate level, and the smallest percentage (12 percent) was in the ESL low beginning level. The plurality of EL students (47 percent) was enrolled in the combined beginning levels.



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

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).

Measuring Other Outcomes

Setting and measuring goals for the four “follow-up” outcome measures,²⁷ as discussed in the NRS section of this report, allows adult education students to specify what they want to accomplish through an adult education program. This goal-setting provides a benchmark for both individual goals and program performance measures. There is no requirement in the NRS for students to set any goal related to the follow-up performance measures, but, once set, adult education programs are held accountable for determining whether students who chose a goal attained it. States may collect data on these measures by consulting administrative records (called “data matching”) or through follow-up surveys with former students. The use of administrative records, when available, is the more accurate and cost-effective collection method.

Figure 2 identifies the methods by which states currently collect data for the four follow-up measures, which require programs to follow up with students who have left an adult education program. In PY 2011–12, 38 states used administrative records to determine student outcomes for the high school completion measure. Ten states used surveys and eight states used a combination of administrative records and surveys for tracking this measure.

For measuring students’ entrance into postsecondary education, 25 states used administrative records, 17 states used individual student surveys, and 14 used both in PY 2011–12. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program²⁸ was designed to aid state education agencies in the development and implementation of SLDSs through a competitive discretionary grant process. The data systems funded through this grant program securely follow students from early education through the workforce, and facilitate the disaggregation, reporting, and analyses of longitudinal data.

Consulting state unemployment insurance (UI) wage records (an example of an administrative record used) is the most efficient, accurate, and cost-effective approach to determining the post-program employment outcomes. However, not all states have the capability to use their UI system due to state privacy laws or technical issues. In PY 2011–12, 32 states used their

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

²⁸ The SLDS Grant Program is administered by the Institute of Education Sciences (IES)’s National Center for Education Statistics (NCES) in the U.S. Department of Education.

UI system to report on the “entered employment” outcome measure, 12 used surveys, and 12 used a combination of both. For reporting on the “retained employment” outcome measure, 33 states used their UI system, 12 used surveys, and another 11 used a combination of their UI system and surveys.

**Figure 2.
Number and Percentage of States Using Data Collection Methods for the Follow-up
Measures, Program Year 2011–12**

Follow-up Measures	Data Collection Method			Percent of States Using Each Collection Method
	Number of States Using Data Match	Number of States Using Survey	Number of States Using Both Methods	
High school or recognized equivalent completion	38	10	8	
Entered postsecondary education or training	25	17	14	
Entered employment	32	12	12	
Retained employment	33	12	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.

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

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).

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

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

Federal Implementation Assistance in PY 2011–12

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

This training provided the venue for ABE to enter back into the SLDS discussion.

— Going Longitudinal: Building an Adult Education Longitudinal Data System training participant

of data quality. In PY 2011–12, OCTAE built on earlier data quality development activities and assisted state and local programs in using the data for their own reporting, program management, and program improvement. In the summer of 2012, OCTAE sponsored three regional training sessions for state adult education leaders entitled “Going Longitudinal: Building an Adult Education Longitudinal Data System.” A total of 83 attendees from 40 states participated. The two-day training was designed to demonstrate the value of an SLDS to adult education; to connect the attendees to this statewide collaborative effort by helping them understand the federal requirements, resources, guidelines, and restrictions for an SLDS and how they apply to adult education; to inform them about the progress some states have made in creating an SLDS; and to define objectives and data elements for an adult education SLDS. Teams of state staff worked together throughout the two days to produce a state plan for creating an adult education SLDS.

In addition to the three regional training sessions, during PY 2011–12 OCTAE conducted a workshop at the Adult Education State Directors’ Meeting and provided technical assistance to states participating in Evaluation Learning Community (ELC) research projects. The workshop addressed changes in the NRS reporting requirements regarding the follow-up measures, new data elements, and sampling for the survey data collection method. The ELC-targeted training involved a group of nine states that committed to conducting research using NRS data. These state teams

began by learning the basics of conducting research and refining research questions. Over the next few months, they implemented their research plans, collected data, and conducted data analyses. States shared their progress, challenges, and initial findings through conference calls with the other states and NRS project staff, who provided ongoing technical assistance.

OCTAE supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the NRSWeb (<http://www.nrsweb.org>). This site is the adult education practitioner's 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. In PY 2011–12, NRSWeb offered six self-guided online training opportunities that included 31 courses. Each course was designed specifically for adult education program administrators. These courses cover NRS basics, data quality, and data use. In PY 2011–12, users of NRSWeb completed over 1,700 courses.

OCTAE sponsored one facilitated online course in PY 2011–12, Developing an NRS Report Card. It was designed to introduce state and program staff to the concept of using report cards for purposes of informing, evaluating, or promoting state and local programs.

NRS Implementation by States

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

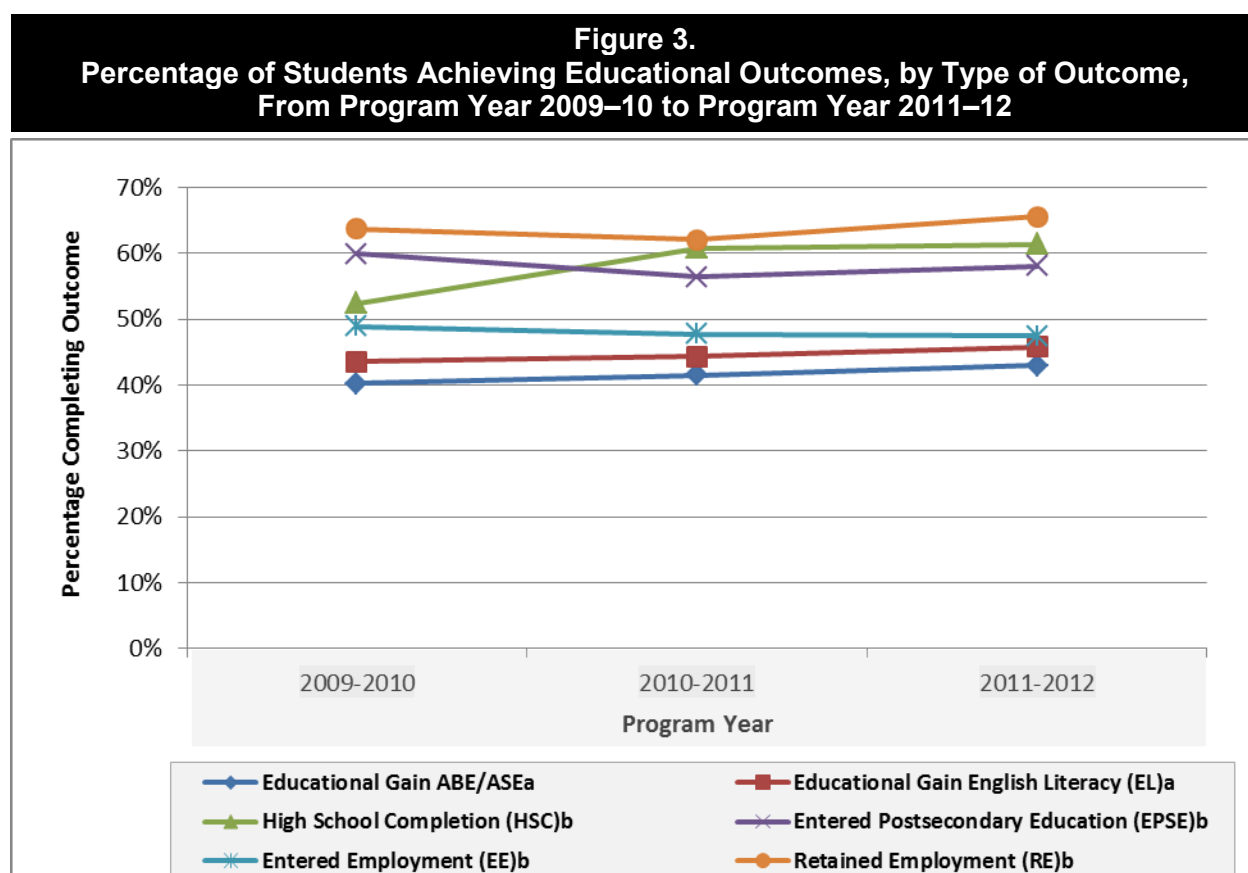
OCTAE-supported training has prepared local staff in many states to access and use their data on a regular basis. The training demonstrates how programs can use their performance data to identify effective practices for classroom instruction, professional development, and goal setting, and to determine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

States also are using their data to address larger programmatic questions and to identify trends. For example, some are examining whether managed or open enrollment²⁹ is better for students. In addition, states are developing ways to account for program efficiencies and outcomes in per-unit costs. States are also using longitudinal data to track the progress of their adult education students toward college- and career-readiness.

²⁹ A managed enrollment policy allows a student to enter an instructional program only during specific enrollment periods. An open enrollment policy allows a student to enter a program at any time (National Center for the Study of Adult Learning and Literacy, *Adult Student Persistence*, May 2006).

SUMMARY OF NATIONAL PERFORMANCE RESULTS

PY 2011–12 marked the 12th 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 2009–10 to PY 2011–12. The percentage of adults achieving educational gains in ABE/ASE and EL showed a slight increase over the three years. The rate of high school completion increased by 9 percent, and the percentage of adults retaining employment increased slightly by 2 percent. However, the percentage of adults entering postsecondary education or training, and the percentage of adults entering employment both decreased by 2 percent over the three years. More information on student performance as indicated by each of these measures is in figures 4 through 9.



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

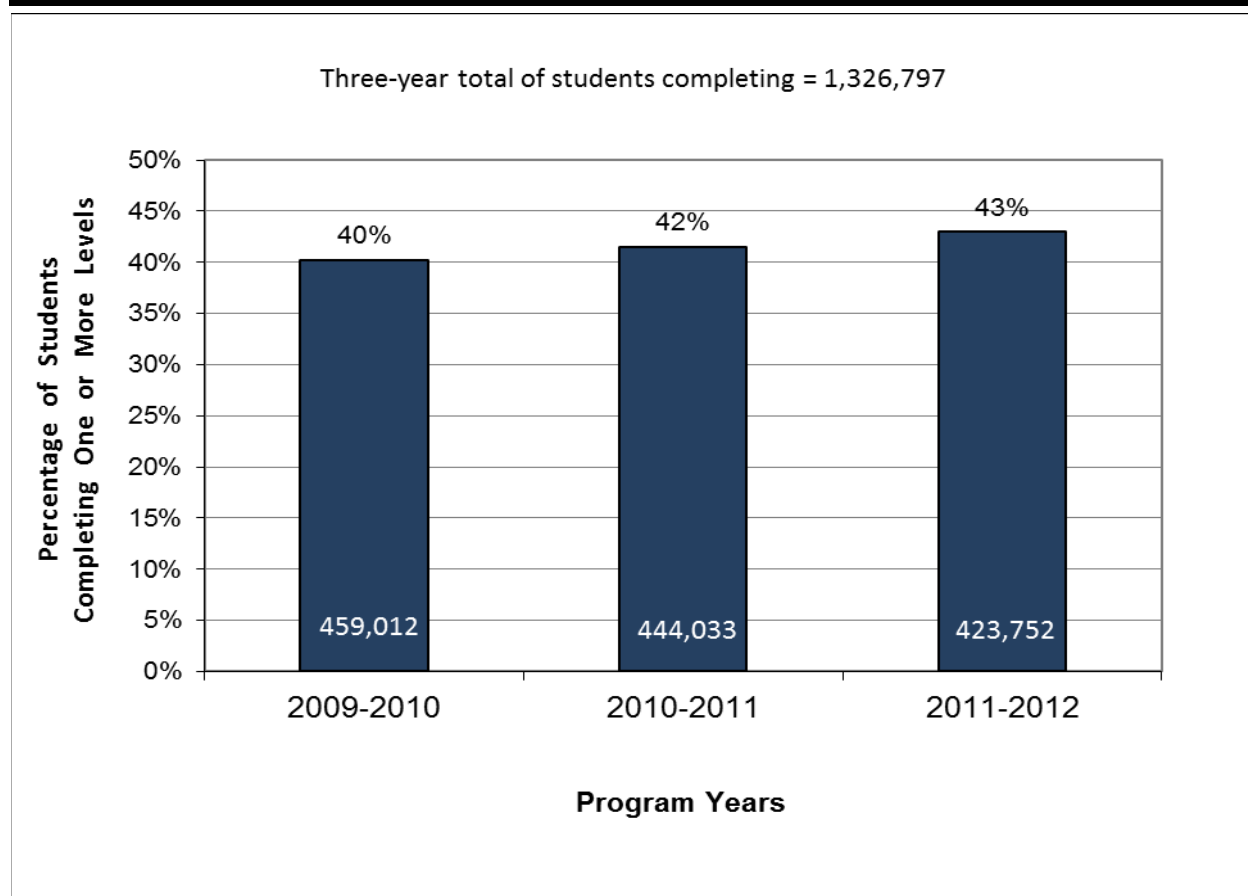
^b Percentage of adults enrolled who achieved this outcome.

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 2011–12 (OMB Number 1830-0027).

Figure 4 shows the percentage and number of enrolled adults who acquired the basic literacy skills needed to complete at least one ABE/ASE educational functioning level.³⁰ The percentage of students advancing one or more educational functioning levels increased slightly from 40 percent to 43 percent between PY 2009–10 and PY 2011–12, while the number of these students slightly decreased over this same time period. A total of 1,326,797 adults advanced at least one educational functioning 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 2009–10 to Program Year 2011–12



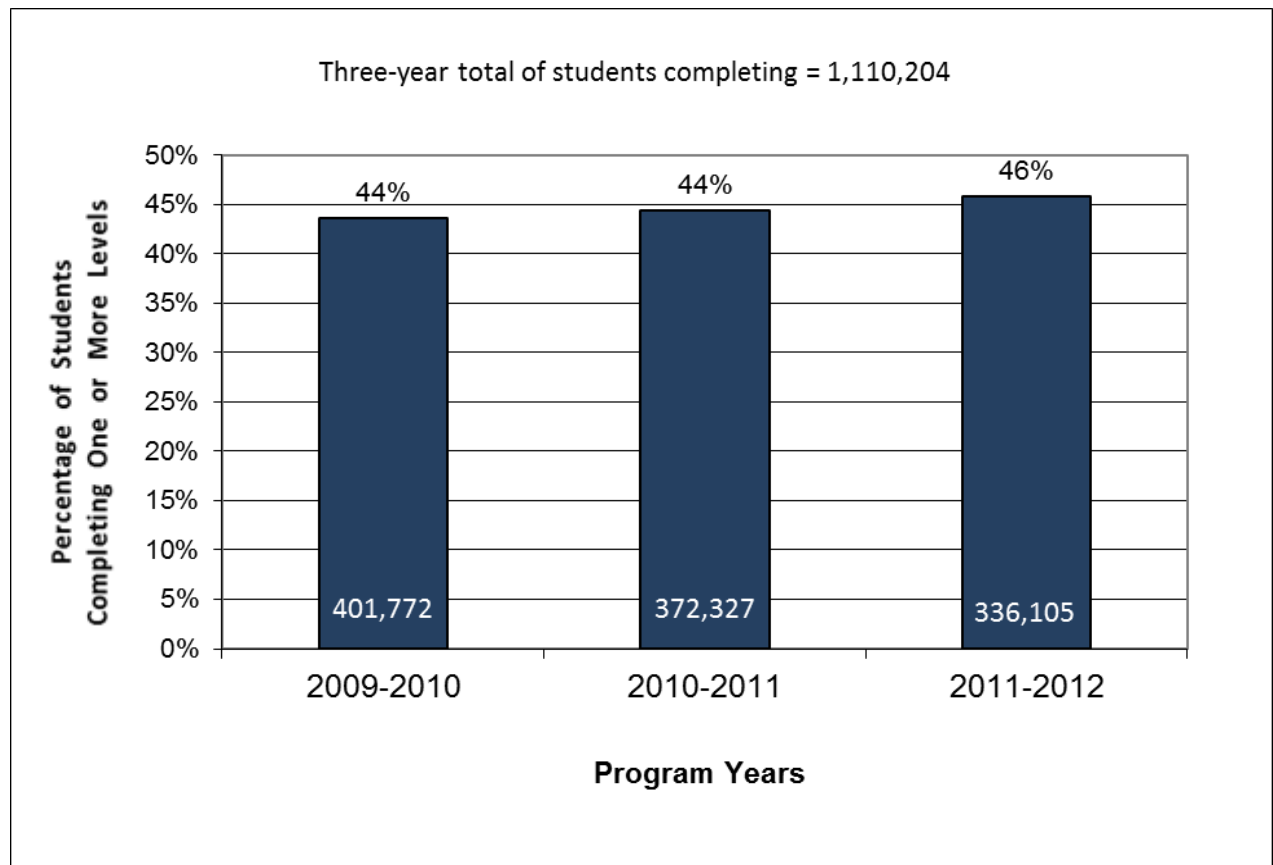
Notes: Percentage totals reflect rounded figures. Numbers and percentages do not include students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level,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

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).

³⁰ See subsection “Measuring Educational Gain” on p. 10 and Figure 1 on p. 11 in this report for the meaning of “educational functioning level.”

Figure 5 shows the percentage and number of enrolled adults who acquired the basic English literacy skills needed to complete at least one educational functioning level. The percentage of students who acquired English literacy skills increased from PY 2009–10 to PY 2011–12, while the number of students decreased. The total number of students who advanced one or more levels over the three years was 1,110,204.

Figure 5.
Percentage and Number of Students Completing One or More Educational Functioning Levels in English Literacy, From Program Year 2009–10 to Program Year 2011–12

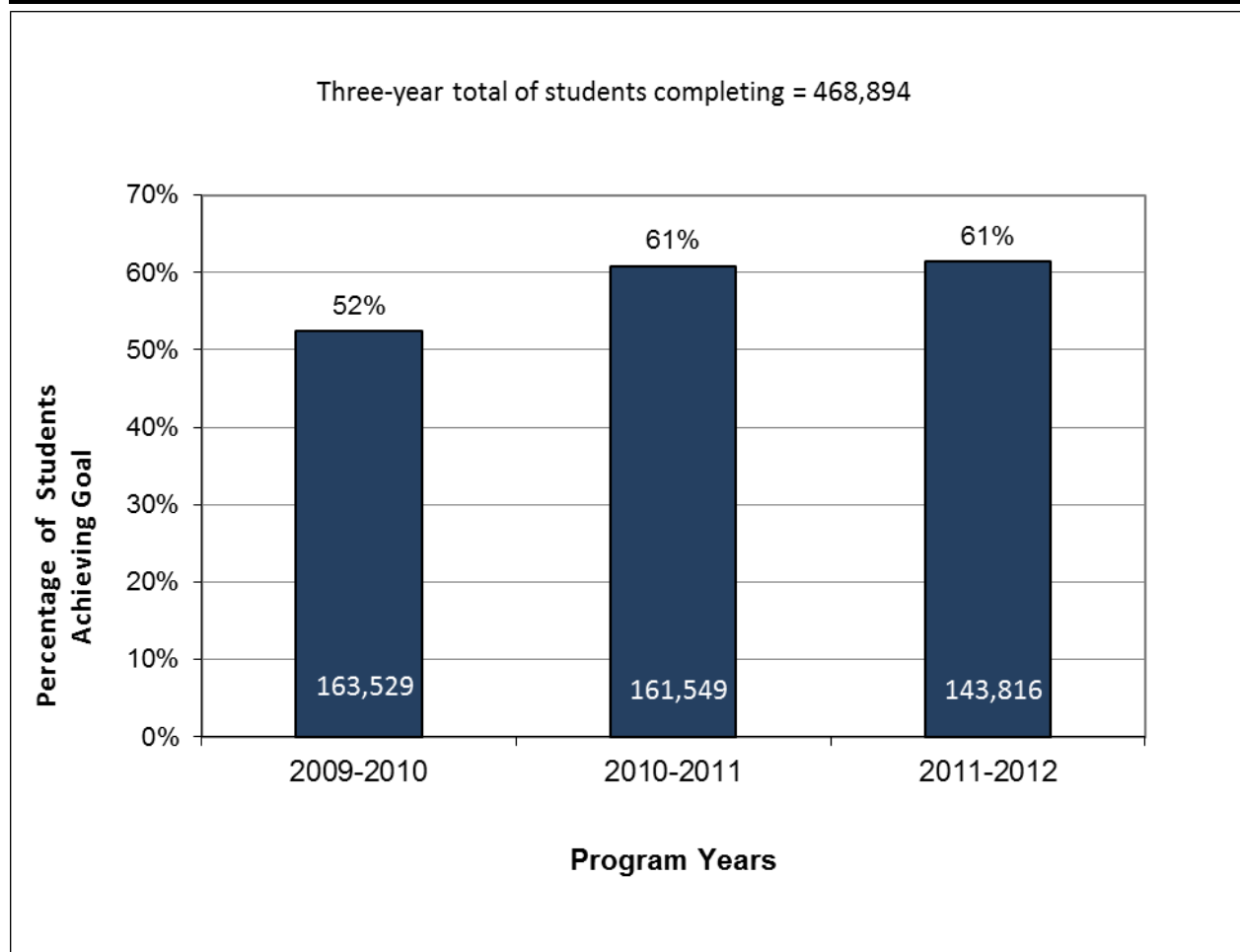


Notes: Percentage totals reflect rounded figures. The educational functioning levels for English literacy are beginning literacy, low beginning, high beginning, low intermediate, high intermediate, and advanced. The decrease in the total number of students completing one or more educational functioning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

Source: U.S. Department of Education, Office of 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 2011–12 (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 of students achieving this goal decreased slightly, while the percentage of students achieving this goal increased between PY 2009–10 and PY 2010–11, but remained the same from PY 2010–11 to PY 2011–12. The total number of students achieving this goal over the three years was 468,894.

Figure 6.
Percentage and Number of Students Who Set and Achieved the Goal of High School Completion or Recognized Equivalent, From Program Year 2009–10 to Program Year 2011–12

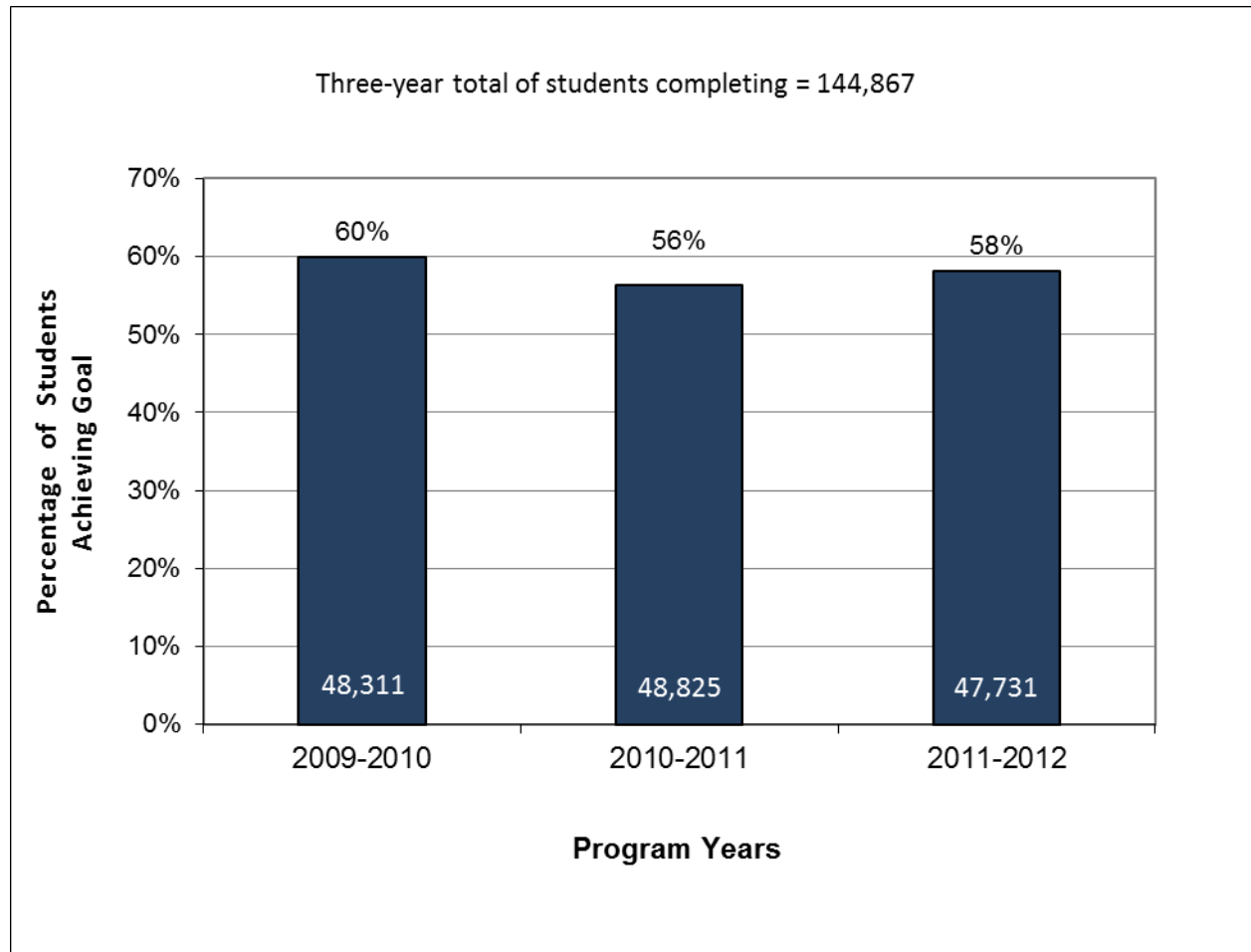


Note: Percentage totals reflect rounded figures.

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 2011–12 (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 number and percentage of students who set and achieved this goal decreased slightly from PY 2009–10 to PY 2011–12. The total number of students achieving this goal was 144,867 over the three-year period.

**Figure 7.
Percentage and Number of Students Who Set and Achieved the Goal of Entering Postsecondary Education or Training Goal, From Program Year 2009–10 to Program Year 2011–12**

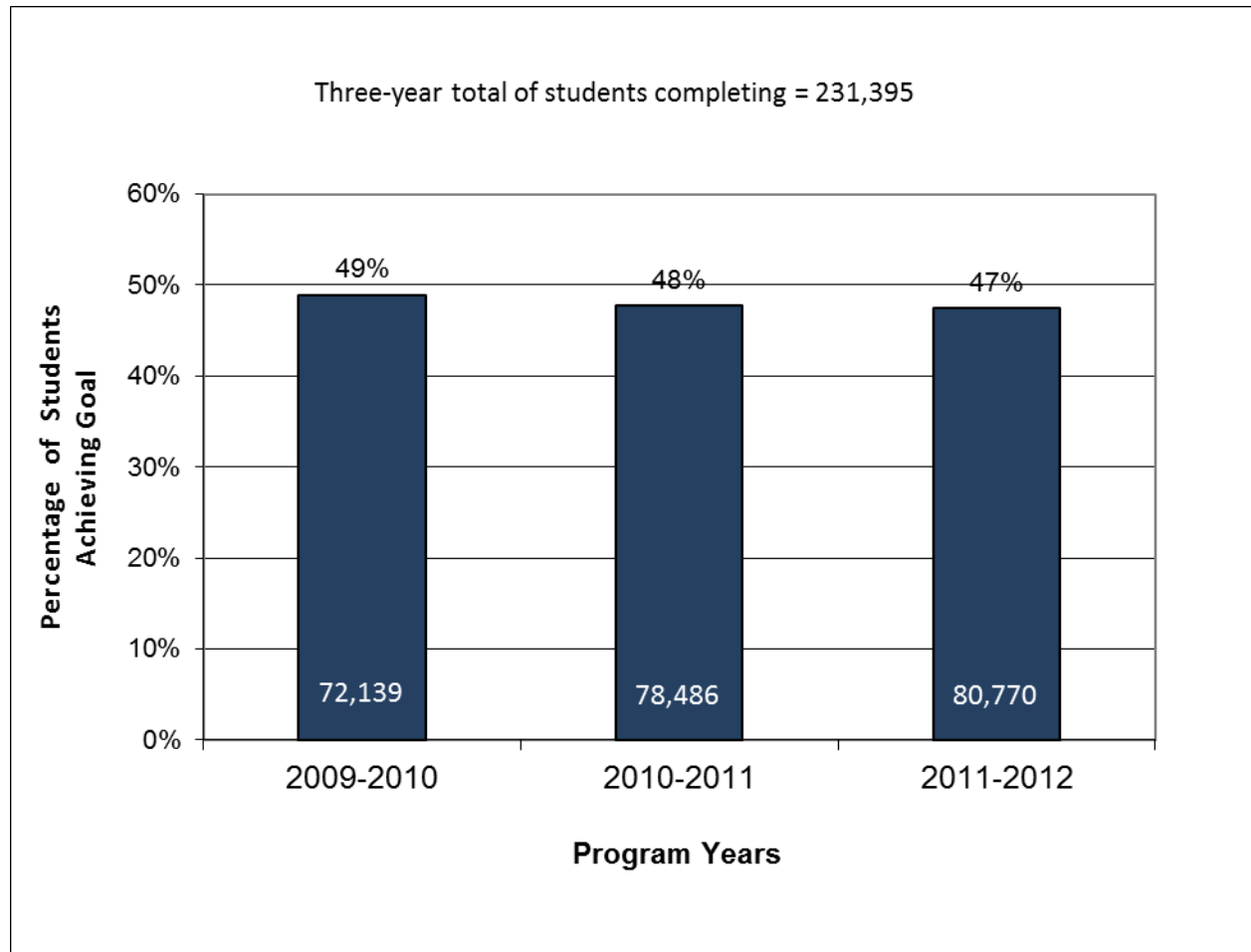


Note: Percentage totals reflect rounded figures.

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 2011–12 (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 2009–10 to PY 2011–12, the percentage of students achieving this goal decreased slightly, accompanied by an increase in the number of students setting and achieving the goal. The three-year total of students achieving this goal was 231,395.

Figure 8.
Percentage and Number of Unemployed Students Who Set and Achieved the Goal of Entering Employment One Quarter After Exiting Postsecondary Education or Training, From Program Year 2009–10 to Program Year 2011–12

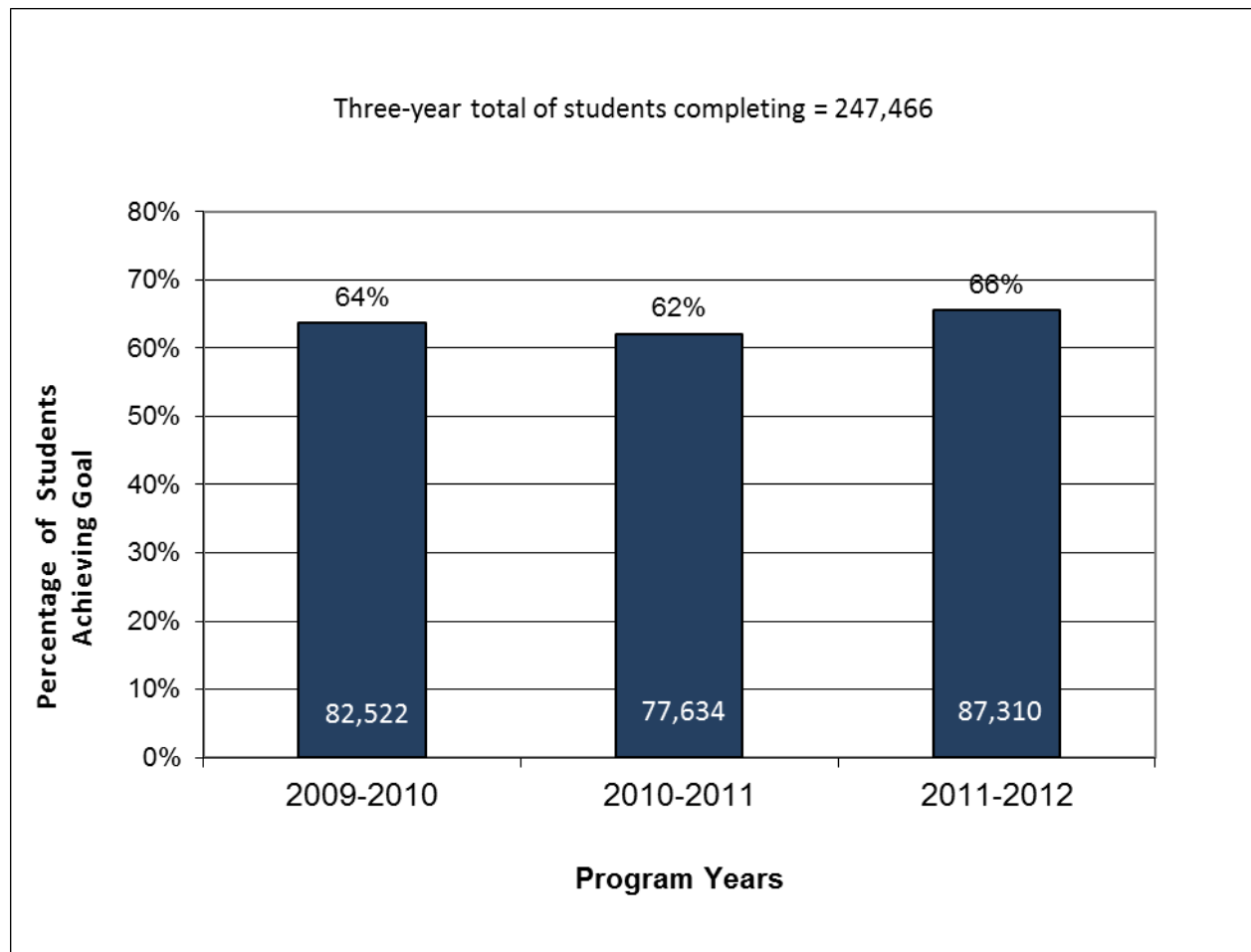


Note: Percentage totals reflect rounded figures. “One quarter” means “one-quarter of a year.”

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 2011–12 (OMB Number 1830-0027).

Figure 9 shows the percentage and number of students who set a goal to retain employment and ultimately retained employment. From PY 2009–10 to PY 2011–12 both the percentage and number of students achieving this goal increased. This increase should be interpreted carefully because setting and achieving this goal is partially dependent on fluctuations in the general employment rate. A total of 247,466 students achieved the goal over the three years.

Figure 9.
Percentage and Number of Students Who Set and Achieved the Goal of Retaining Employment, From Program Year 2009–10 to Program Year 2011–12



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

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).

APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION FROM PROGRAM YEAR 2009–10 TO PROGRAM YEAR 2011–12

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 Rico³¹ for program years (PY) 2009–10, PY 2010–11, and PY 2011–12, 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 2009–10, PY 2010–11, and PY 2011–12. The fiscal year (FY) 2011 Federal Allocations to States funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2011, and, in each of the state profiles, this is shown relative to each state’s basic grant and English literacy/Civics (EL/Civics)³² allocations. The Enrollment by Race/Ethnicity figure displays PY 2011–12 adult basic education (ABE), adult secondary education (ASE), and EL enrollment numbers and percentages categorized by race/ethnicity enrollment, and also includes the percentage change from PY 2009–10. The Retention and Completion figure shows, for PY 2009–10, PY 2010–11, and PY 2011–12, a side-by-side graph of the number of participants who advanced to the next educational functioning level, remained at the same level, completed a level and separated from the program, or separated from the program without advancing a level. Finally, the Enrollment by Age figure shows participant enrollment by age for each of the three program years.

The second page of the national profile, as well as each of the state profiles, details participant performance for each of the five performance measures³³ in PY 2009–10, PY 2010–11, and PY 2011–12, including a three-year total for each performance measure. The performance measures are: Demonstrated Improvement in Literacy Skills, High School Completion, Entered Postsecondary Education or Training, Entered Employment, and Retained Employment. In addition to showing percentages for PY 2009–10, PY 2010–11, and PY 2011–12, the tables show the total number of participants completing at least one level or achieving the outcome for each performance measure.

³¹ The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. Data from the outlying areas, which include the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau, are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their data are not presented in the individual State Profiles in order to protect student identity.

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

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

Selected Adult Education Program and Student Information Alabama

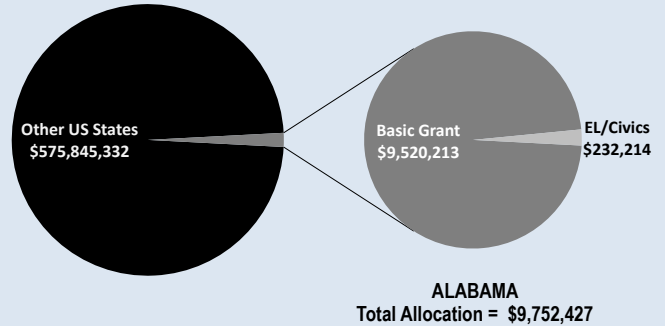
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	6,830	6,291	5,998
Unemployed	15,522	15,256	14,371
Correctional Setting	2,260	2,832	3,243
On Public Assistance	3,094	3,367	3,508
Other Institutionalized	250	198	320

Federal Allocation to State

FY 2011

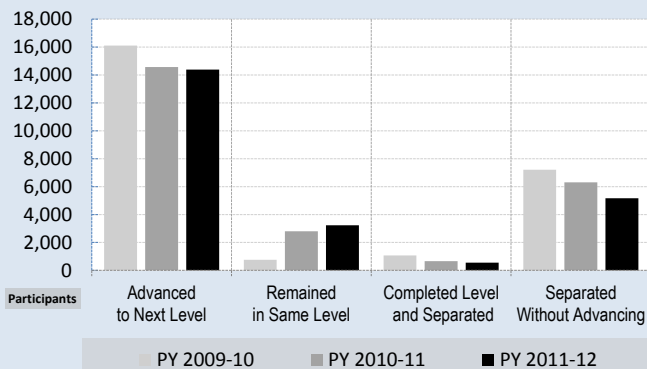


Enrollment by Race/Ethnicity

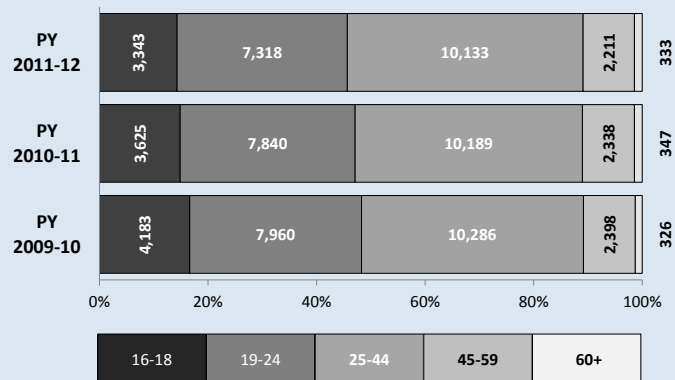
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	166	1%	128	37	1	-20%
Asian	400	2%	133	31	236	-2%
Black or African American	10,342	44%	9,044	1,244	54	-2%
Hispanic or Latino	1,828	8%	542	113	1,173	-26%
Native Hawaiian or Other Pacific Islander	26	0%	21	2	3	-32%
White	10,335	44%	7,593	2,703	39	-10%
Two or More Races	241	1%	167	69	5	N/A
Total	23,338	100%	17,628	4,199	1,511	-7%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Alabama

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	69	63	64	13,319	41,514
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	71	66	71	1,080	4,010
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	79	76	4,020	12,615
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	62	51	1,018	4,787
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	85	76	1,802	4,869
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	83	89	2,607	7,587

^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 and Student Information Alaska

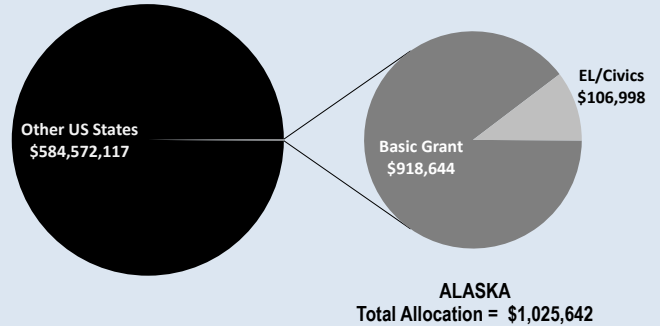
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	863	844	796
Unemployed	2,115	1,988	1,831
Correctional Setting	453	489	501
On Public Assistance	225	258	301
Other Institutionalized	39	29	23

Federal Allocation to State

FY 2011

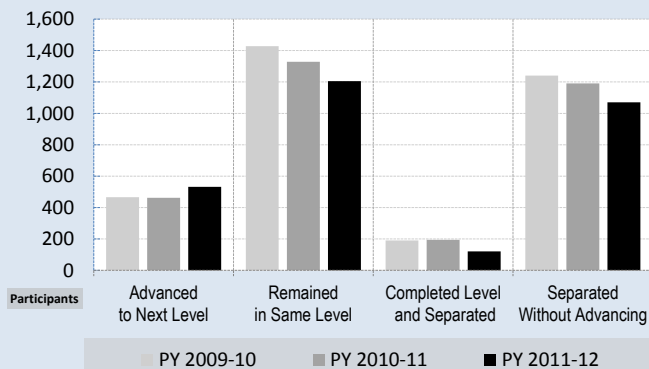


Enrollment by Race/Ethnicity

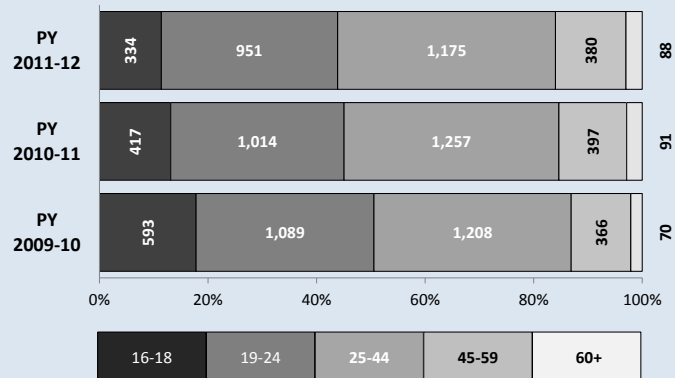
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	929	32%	828	100	1	-19%
Asian	390	13%	78	9	303	-14%
Black or African American	250	9%	122	11	117	-14%
Hispanic or Latino	443	15%	181	14	248	10%
Native Hawaiian or Other Pacific Islander	97	3%	61	3	33	9%
White	700	24%	504	125	71	-26%
Two or More Races	119	4%	101	16	2	N/A
Total	2,928	100%	1,875	278	775	-12%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Alaska

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	16	19	21	434	1,256
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.	20	17	18	140	417
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	69	61	470	1,524
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	29	28	60	34	114
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	32	35	173	574
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.	91	75	52	34	139

^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 and Student Information Arizona

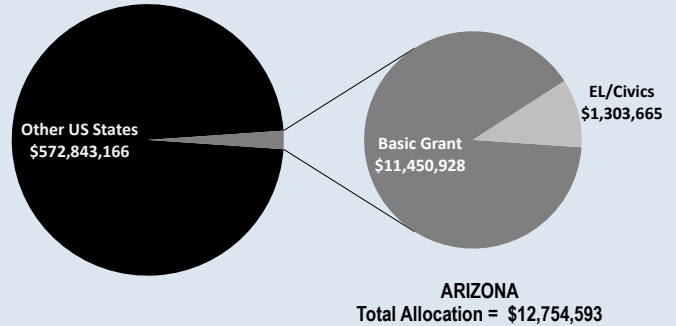
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	7,660	7,399	6,938
Unemployed	8,409	7,529	7,027
Correctional Setting	737	626	611
On Public Assistance	2,279	2,489	2,628
Other Institutionalized	55	126	176

Federal Allocation to State

FY 2011

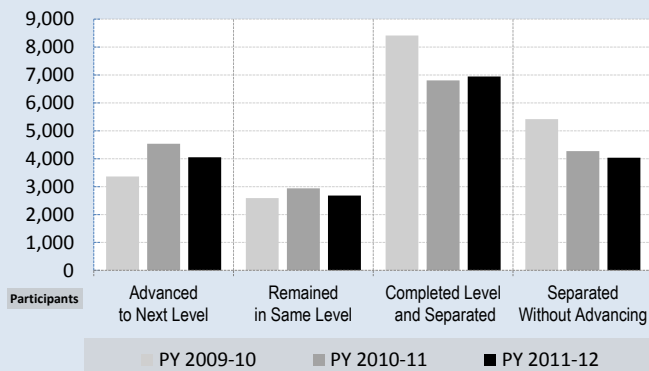


Enrollment by Race/Ethnicity

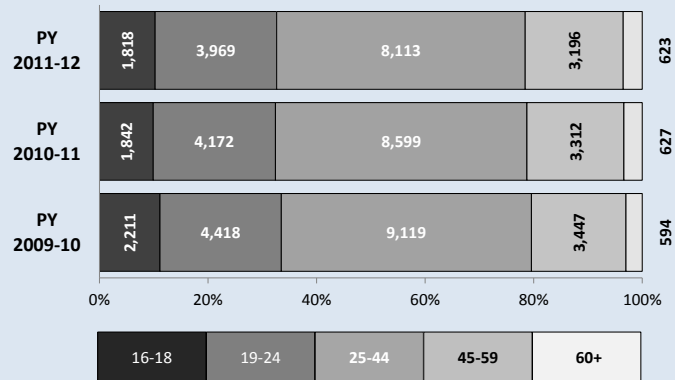
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	1,109	6%	1,007	98	4	-14%
Asian	915	5%	224	15	676	-6%
Black or African American	1,284	7%	899	50	335	-20%
Hispanic or Latino	10,600	60%	5,537	477	4,586	20%
Native Hawaiian or Other Pacific Islander	62	0%	50	7	5	-46%
White	3,626	20%	2,718	591	317	-48%
Two or More Races	123	1%	105	13	5	N/A
Total	17,719	100%	10,540	1,251	5,928	-10%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Arizona

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	57	58	59	6,565	20,644
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	63	65	67	3,943	11,861
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	77	76	79	2,200	6,976
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.	79	81	80	862	2,978
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	82	69	84	987	3,732
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	88	84	82	2,508	8,170

^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 and Student Information Arkansas

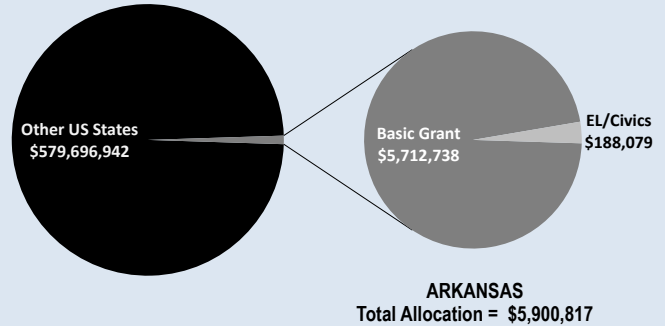
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	8,382	7,371	7,307
Unemployed	17,124	14,016	12,749
Correctional Setting	4,968	3,973	3,466
On Public Assistance	3,349	3,125	5,212
Other Institutionalized	832	841	905

Federal Allocation to State

FY 2011

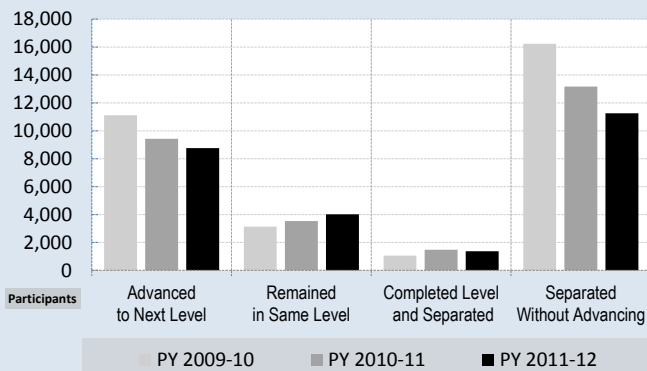


Enrollment by Race/Ethnicity

PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	262	1%	201	60	1	-39%
Asian	715	3%	250	34	431	0%
Black or African American	6,256	25%	5,475	753	28	-26%
Hispanic or Latino	5,102	20%	1,217	207	3,678	-12%
Native Hawaiian or Other Pacific Islander	72	0%	32	10	30	-34%
White	12,477	49%	8,545	3,839	93	-22%
Two or More Races	522	2%	384	125	13	N/A
Total	25,406	100%	16,104	5,028	4,274	-19%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Arkansas

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	41	41	7,617	25,736
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	34	35	1,481	4,621
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	80	85	84	4,806	14,593
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	38	44	32	828	3,107
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	44	46	1,648	5,301
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	62	67	75	1,580	6,787

^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 and Student Information California

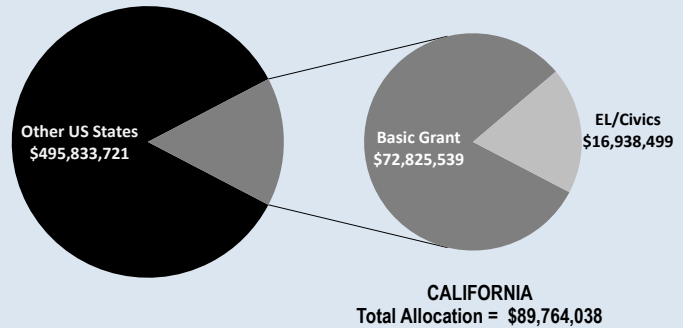
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	125,727	109,891	107,141
Unemployed	179,031	158,974	165,475
Correctional Setting	40,460	37,858	38,768
On Public Assistance	27,680	28,070	23,793
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

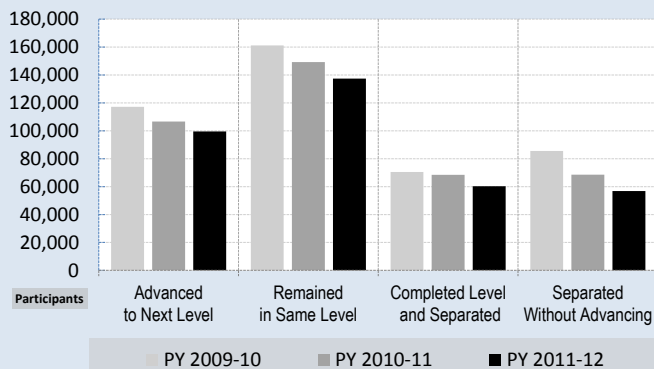


Enrollment by Race/Ethnicity

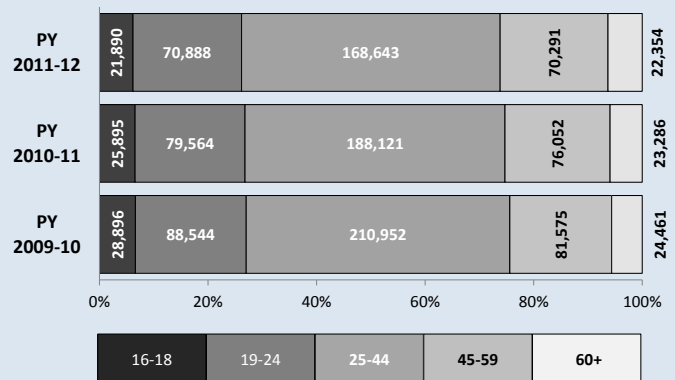
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	6,229	2%	1,829	653	3,747	-9%
Asian	50,128	14%	3,739	1,248	45,141	-18%
Black or African American	23,240	7%	17,191	3,540	2,509	-10%
Hispanic or Latino	230,808	65%	55,046	18,681	157,081	-21%
Native Hawaiian or Other Pacific Islander	3,621	1%	2,029	721	871	-24%
White	37,243	11%	14,802	6,925	15,516	-17%
Two or More Races	2,797	1%	1,255	498	1,044	N/A
Total	354,066	100%	95,891	32,266	225,909	-18%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information California

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	35	39	40	47,260	136,783
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	48	109,146	375,899
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	41	42	9,008	26,794
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*	47*	41*	758	2,325
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	44*	45*	47*	1,407	3,436
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.	91*	93*	94*	1,305	3,325

^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 and Student Information Colorado

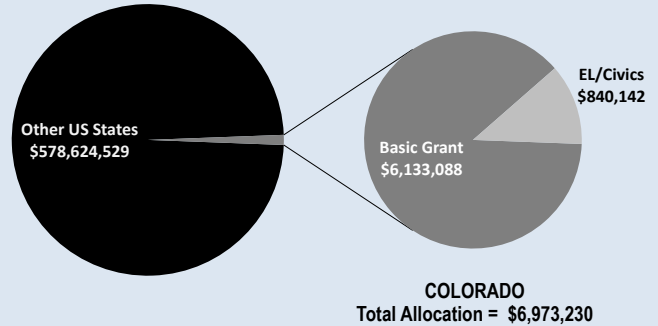
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	6,520	5,671	4,603
Unemployed	5,534	4,821	4,062
Correctional Setting	566	561	470
On Public Assistance	1,756	1,538	1,471
Other Institutionalized	0	12	3

Federal Allocation to State

FY 2011

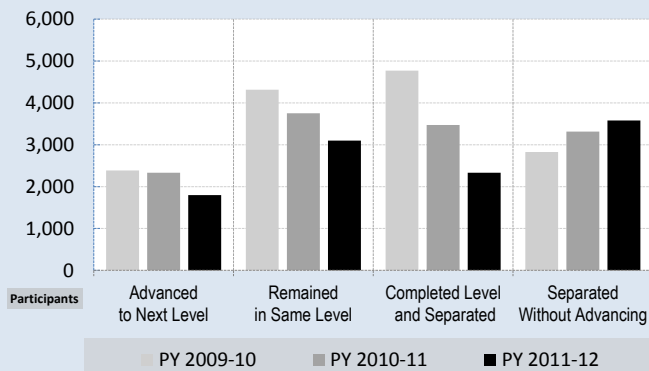


Enrollment by Race/Ethnicity

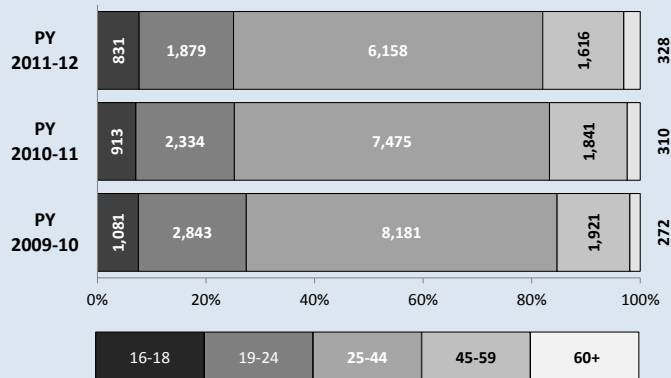
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	873	8%	339	67	467	200%
Asian	845	8%	191	24	630	-9%
Black or African American	865	8%	342	41	482	-27%
Hispanic or Latino	4,213	39%	1,061	176	2,976	-56%
Native Hawaiian or Other Pacific Islander	21	0%	14	3	4	-16%
White	3,893	36%	1,667	756	1,470	71%
Two or More Races	102	1%	47	20	35	N/A
Total	10,812	100%	3,661	1,087	6,064	-24%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Colorado

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	41	36	1,494	5,529
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	51	47	39	2,367	10,639
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	46	67	724	2,523
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	44	39	50	193	552
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	51	53	334	793
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	49	30	26	119	498

^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 and Student Information Connecticut

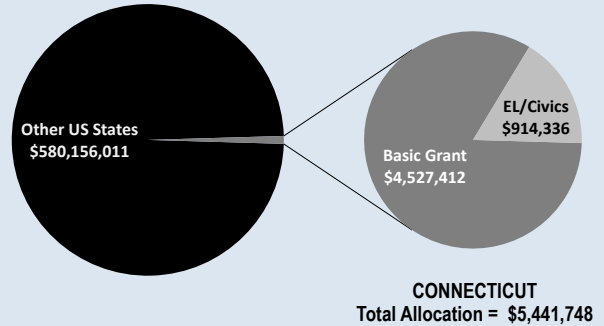
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	10,895	9,718	9,009
Unemployed	11,270	10,740	9,733
Correctional Setting	2,086	2,102	1,892
On Public Assistance	1,491	1,899	1,956
Other Institutionalized	49	28	27

Federal Allocation to State

FY 2011

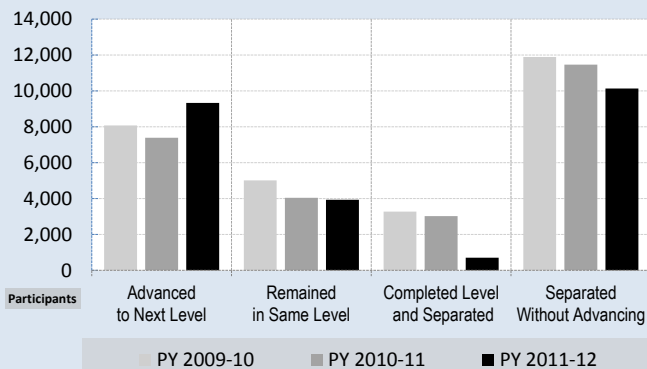


Enrollment by Race/Ethnicity

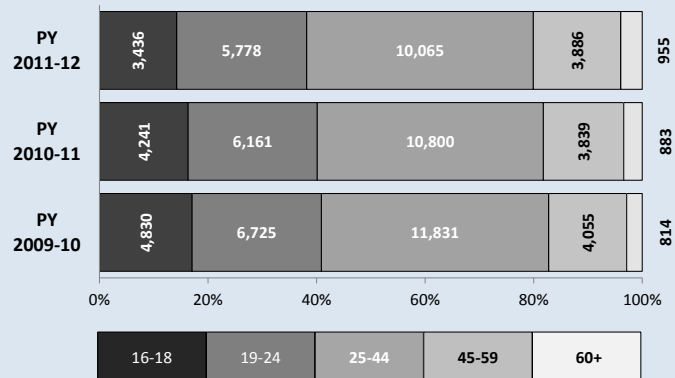
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	70	0%	35	27	8	-38%
Asian	1,655	7%	126	97	1,432	-13%
Black or African American	5,446	23%	2,760	1,421	1,265	-10%
Hispanic or Latino	11,422	47%	2,517	2,123	6,782	-15%
Native Hawaiian or Other Pacific Islander	44	0%	19	16	9	13%
White	5,227	22%	1,480	2,022	1,725	-23%
Two or More Races	256	1%	93	130	33	N/A
Total	24,120	100%	7,030	5,836	11,254	-15%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
Connecticut
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	36	38	2,924	9,023
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	45	46	5,135	16,505
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	54	58	61	2,139	6,645
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	48	59	134	387
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	34	32	34	843	2,305
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	69	70	2,064	6,441

^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 and Student Information Delaware

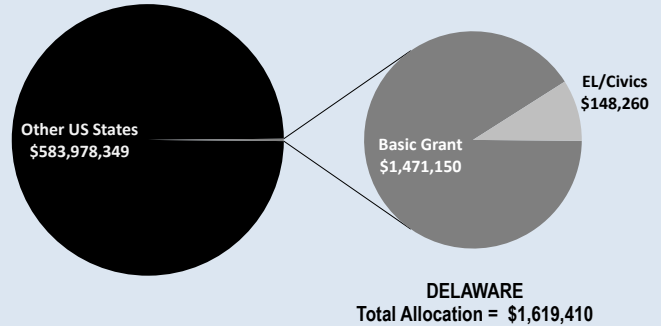
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1,786	1,848	1,726
Unemployed	2,526	977	900
Correctional Setting	1,000	854	984
On Public Assistance	451	1,192	1,106
Other Institutionalized	9	7	0

Federal Allocation to State

FY 2011

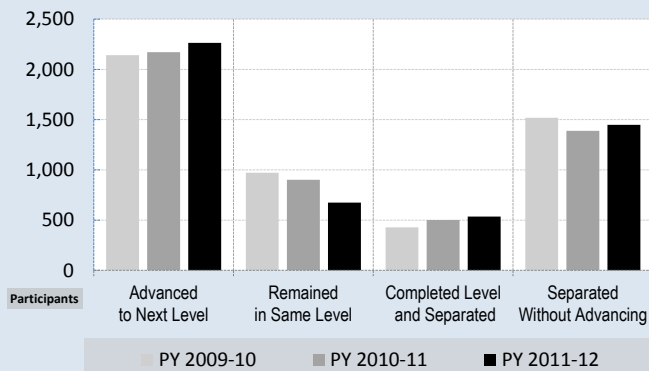


Enrollment by Race/Ethnicity

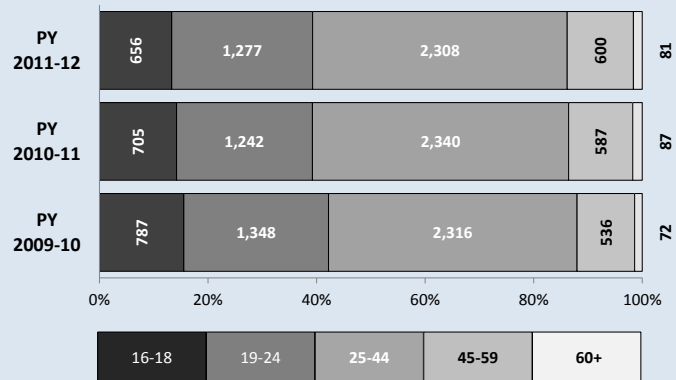
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	19	0%	15	2	2	-37%
Asian	144	3%	30	7	107	13%
Black or African American	2,037	41%	1,595	258	184	-2%
Hispanic or Latino	1,365	28%	375	63	927	-8%
Native Hawaiian or Other Pacific Islander	6	0%	5	0	1	-57%
White	1,287	26%	995	251	41	-2%
Two or More Races	64	1%	53	11	0	N/A
Total	4,922	100%	3,068	592	1,262	-3%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Delaware

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	53	54	55	1,897	5,648
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	53	60	754	2,066
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	83	85	75	493	1,308
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	88	90	91	169	408
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	41	35	229	941
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.	85	61	64	1,214	3,027

^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.

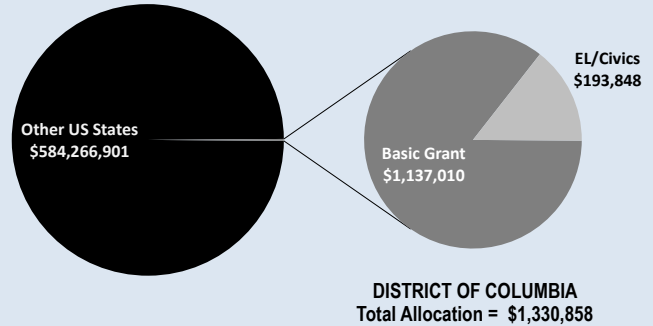
Selected Adult Education Program and Student Information District of Columbia Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1,440	1,335	1,089
Unemployed	2,597	2,094	1,646
Correctional Setting	497	433	164
On Public Assistance	263	295	265
Other Institutionalized	0	0	1

Federal Allocation to State

FY 2011

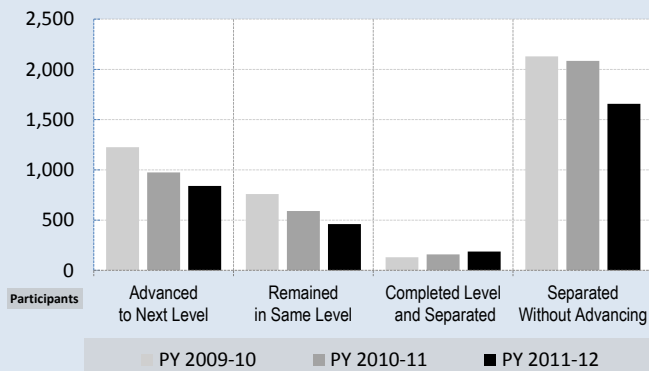


Enrollment by Race/Ethnicity

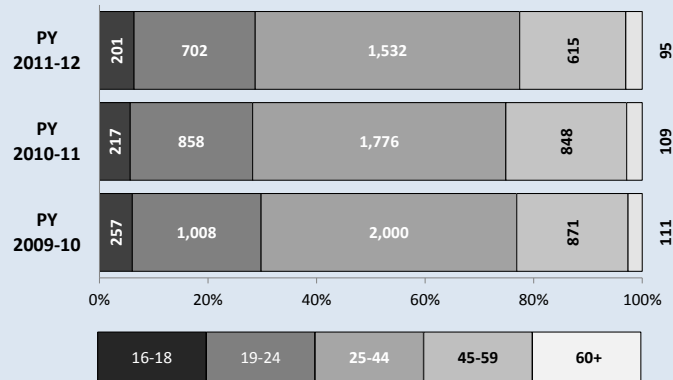
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	3	0%	1	0	2	-25%
Asian	71	2%	3	2	66	-42%
Black or African American	1,857	59%	1,467	153	237	-31%
Hispanic or Latino	1,130	36%	59	11	1,060	-14%
Native Hawaiian or Other Pacific Islander	2	0%	1	1	0	N/A
White	72	2%	7	3	62	-31%
Two or More Races	10	0%	8	1	1	N/A
Total	3,145	100%	1,546	171	1,428	-26%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
District of Columbia
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	24	21	30	502	1,582
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	42	36	519	1,922
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.	50	83*	91	92	252
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	73	80	31	169
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	54	68	88	496	1,429
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	33	41*	96	116	300

^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 and Student Information Florida

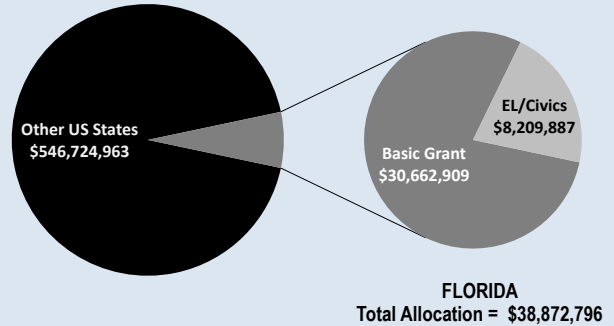
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	72,038	68,500	48,961
Unemployed	112,112	101,006	68,100
Correctional Setting	27,479	25,936	15,034
On Public Assistance	59,184	60,604	40,657
Other Institutionalized	14,473	12,859	1,118

Federal Allocation to State

FY 2011

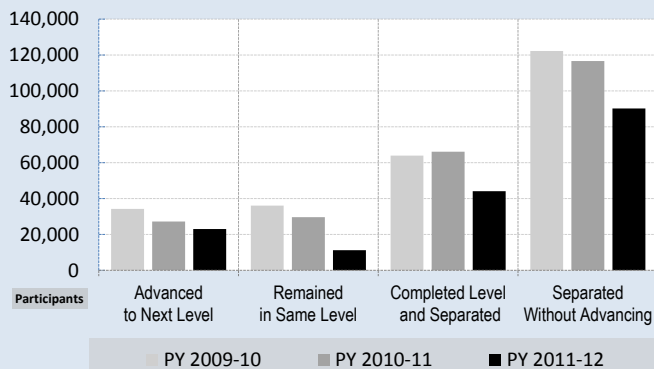


Enrollment by Race/Ethnicity

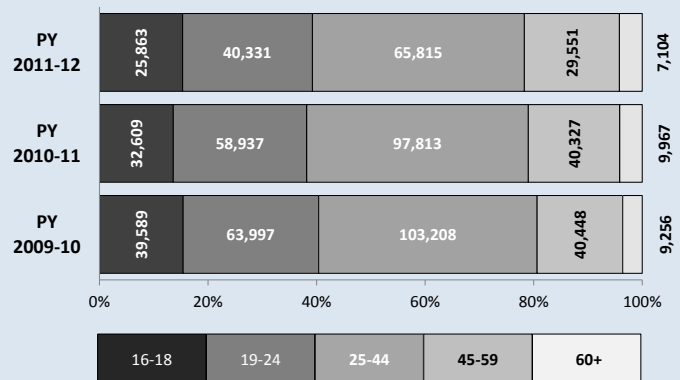
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	721	0%	374	85	262	-26%
Asian	3,988	2%	899	241	2,848	-41%
Black or African American	52,066	31%	30,950	5,803	15,313	-33%
Hispanic or Latino	69,562	41%	15,989	6,000	47,573	-35%
Native Hawaiian or Other Pacific Islander	416	0%	146	32	238	-92%
White	37,541	22%	23,992	8,461	5,088	-37%
Two or More Races	4,370	3%	2,274	778	1,318	N/A
Total	168,664	100%	74,624	21,400	72,640	-34%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Florida

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	41	45	38,931	141,499
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	35	36	25,903	99,708
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.	18	28	23	7,220	31,725
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	49	21	29	1,984	5,218
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	42	43	6,084	13,775
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.	55	48	52	1,285	2,413

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

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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 and Student Information Georgia

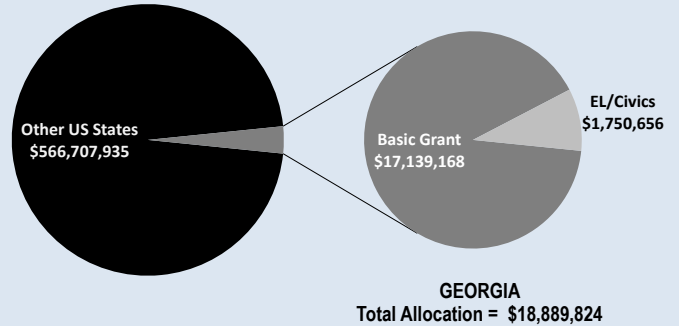
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	23,647	19,350	18,930
Unemployed	38,314	34,991	30,979
Correctional Setting	4,275	4,252	4,083
On Public Assistance	15,877	17,525	17,534
Other Institutionalized	257	254	192

Federal Allocation to State

FY 2011

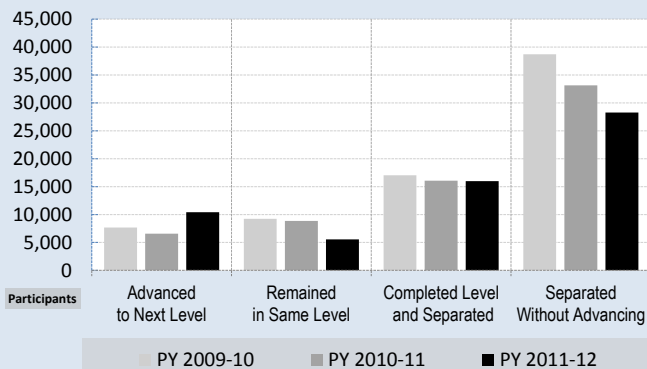


Enrollment by Race/Ethnicity

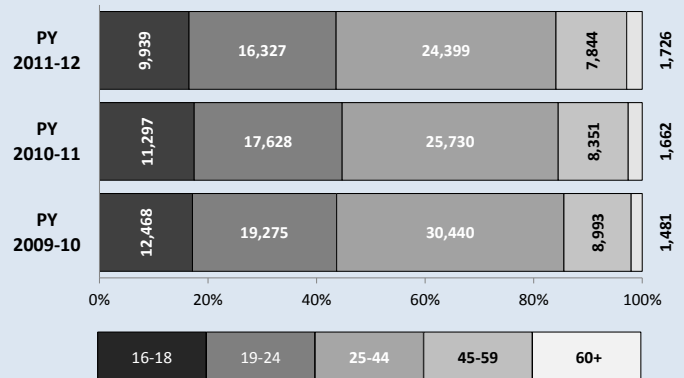
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	340	1%	252	20	68	-28%
Asian	4,599	8%	723	70	3,806	-4%
Black or African American	26,575	44%	23,292	1,638	1,645	-13%
Hispanic or Latino	9,915	16%	2,937	328	6,650	-35%
Native Hawaiian or Other Pacific Islander	142	0%	103	16	23	-15%
White	18,182	30%	14,202	3,129	851	-16%
Two or More Races	482	1%	369	66	47	N/A
Total	60,235	100%	41,878	5,267	13,090	-17%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Georgia

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	34	44	19,871	54,162
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	35	41	5,385	15,692
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	67	66	76	6,189	20,208
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.	47	49	50	1,313	4,554
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	44	42	2,890	7,298
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	65	66	4,264	9,362

^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 and Student Information Hawaii

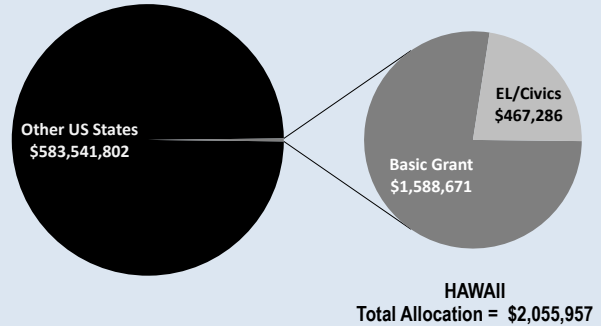
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	3,165	3,046	3,216
Unemployed	3,127	3,093	2,802
Correctional Setting	362	349	310
On Public Assistance	403	273	227
Other Institutionalized	77	13	1

Federal Allocation to State

FY 2011

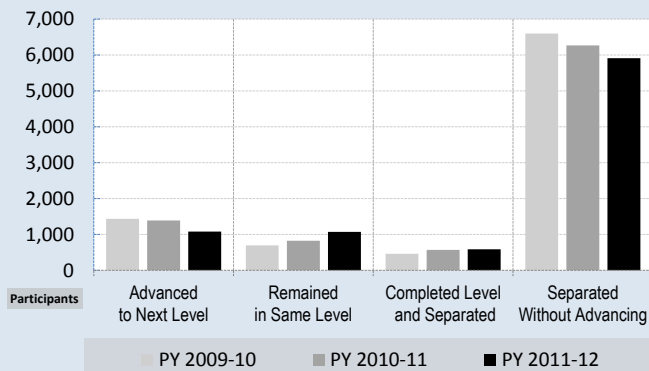


Enrollment by Race/Ethnicity

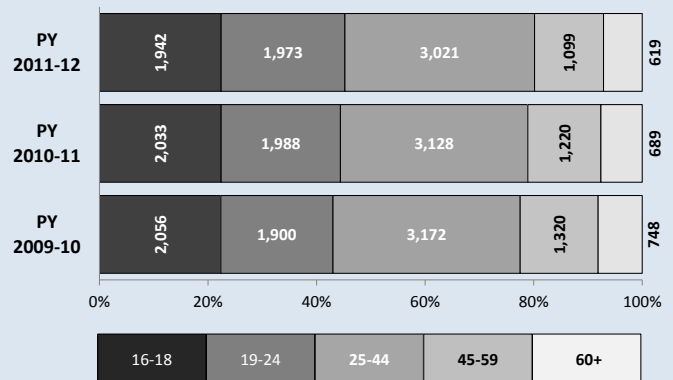
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	53	1%	32	21	0	-15%
Asian	3,585	41%	852	529	2,204	-17%
Black or African American	425	5%	284	135	6	28%
Hispanic or Latino	937	11%	462	308	167	21%
Native Hawaiian or Other Pacific Islander	1,954	23%	1,307	493	154	-28%
White	1,021	12%	423	515	83	4%
Two or More Races	679	8%	386	282	11	N/A
Total	8,654	100%	3,746	2,283	2,625	-6%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Hawaii

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	17	20	18	923	2,877
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	21	17	446	1,792
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	79*	82*	90*	1,213	3,602
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	89*	67*	80*	63	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.	58*	47*	67*	301	755
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	32*	91*	628	1,047

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

Selected Adult Education Program and Student Information Idaho

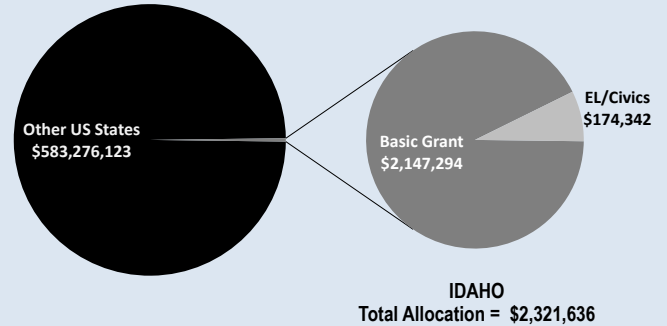
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	2,711	2,471	2,093
Unemployed	2,107	1,927	1,986
Correctional Setting	1,008	858	1,436
On Public Assistance	675	714	571
Other Institutionalized	3	0	1

Federal Allocation to State

FY 2011

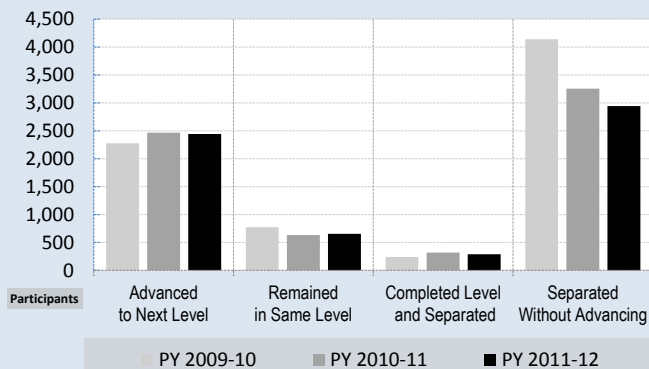


Enrollment by Race/Ethnicity

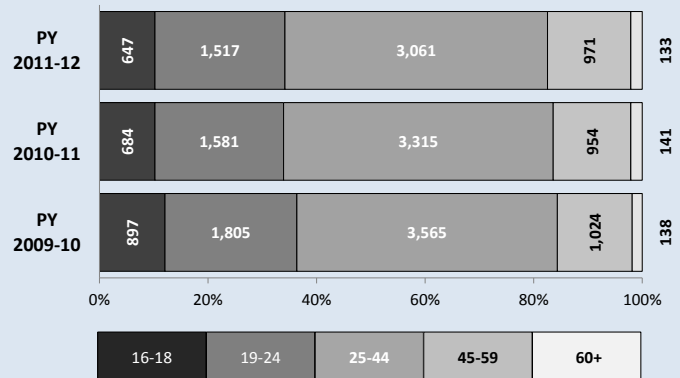
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	127	2%	115	12	0	-43%
Asian	503	8%	121	16	366	18%
Black or African American	257	4%	100	2	155	-8%
Hispanic or Latino	2,319	37%	1,046	53	1,220	-18%
Native Hawaiian or Other Pacific Islander	24	0%	14	3	7	-33%
White	2,931	46%	2,359	388	184	-19%
Two or More Races	168	3%	142	15	11	N/A
Total	6,329	100%	3,897	489	1,943	-15%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Idaho

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	34	40	42	1,780	5,212
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.	35	44	45	874	2,628
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	81	750	2,521
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	51	64	223	540
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	34	62	36	459	2,182
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	44	51	49	980	3,240

^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 and Student Information Illinois

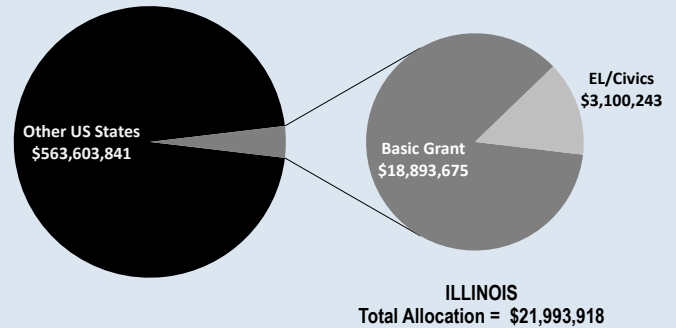
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	44,081	40,165	37,183
Unemployed	50,434	43,056	41,483
Correctional Setting	3,681	2,897	2,869
On Public Assistance	19,251	18,220	16,262
Other Institutionalized	602	393	96

Federal Allocation to State

FY 2011

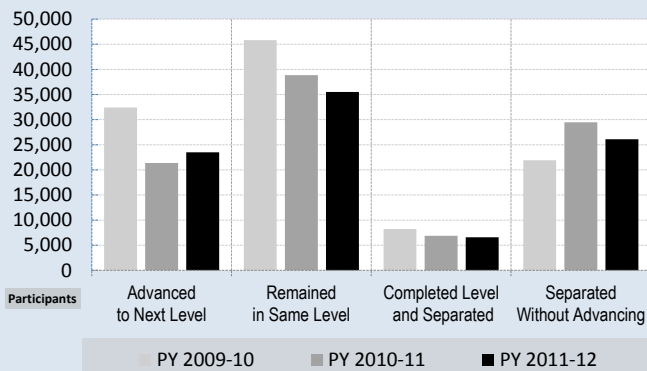


Enrollment by Race/Ethnicity

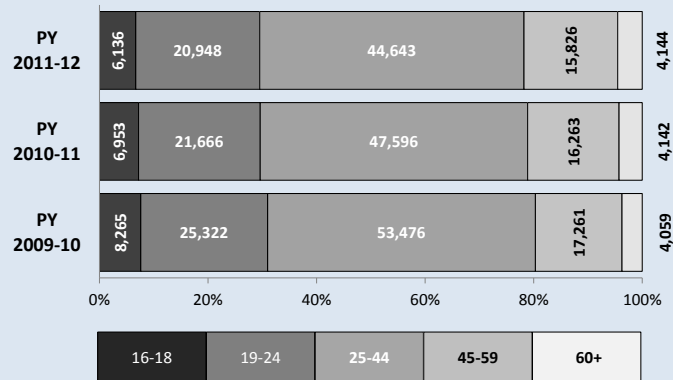
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	225	0%	110	86	29	-23%
Asian	8,578	9%	802	154	7,622	5%
Black or African American	19,225	21%	12,647	4,396	2,182	-9%
Hispanic or Latino	43,188	47%	6,286	3,021	33,881	-22%
Native Hawaiian or Other Pacific Islander	89	0%	38	14	37	-42%
White	19,837	22%	6,294	5,822	7,721	-15%
Two or More Races	555	1%	279	222	54	N/A
Total	91,697	100%	26,456	13,715	51,526	-15%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Illinois

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	38	32	35	11,730	37,246
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	38	27	32	16,442	55,706
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	34	35	35	2,437	7,941
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	26	26	25	1,317	4,492
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	41	41	6,752	24,647
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	81	78	6,118	20,453

^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 and Student Information Indiana

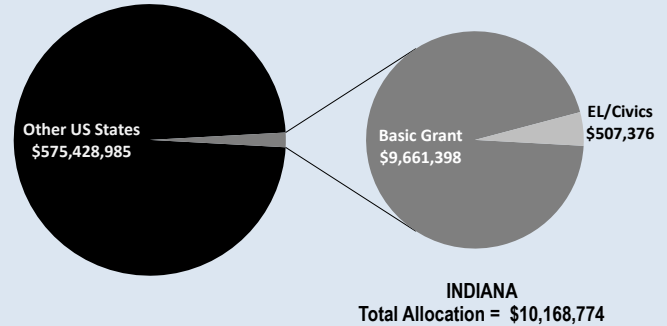
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	8,931	7,113	7,479
Unemployed	12,809	9,864	10,213
Correctional Setting	8,824	5,685	4,062
On Public Assistance	5,657	5,439	5,776
Other Institutionalized	19	67	86

Federal Allocation to State

FY 2011

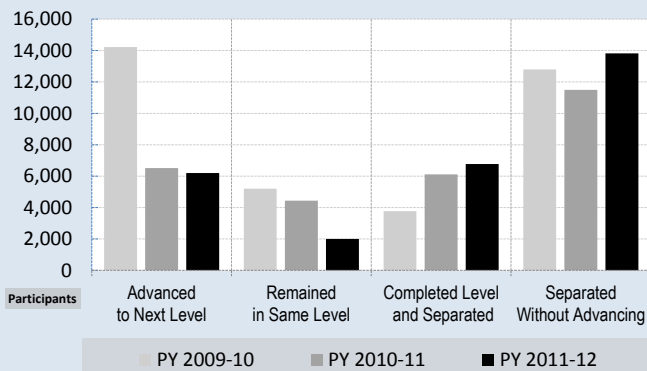


Enrollment by Race/Ethnicity

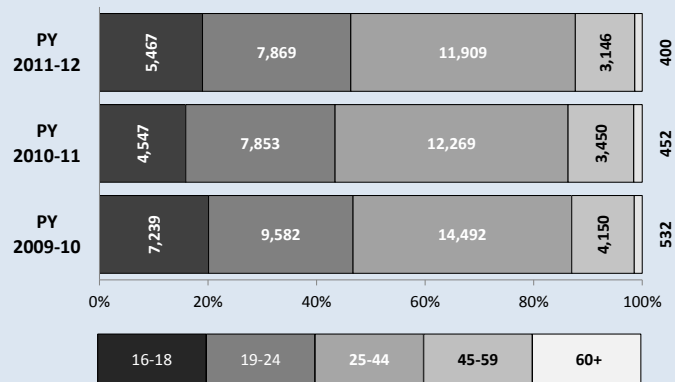
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	186	1%	144	26	16	-52%
Asian	1,195	4%	213	34	948	-16%
Black or African American	6,215	22%	5,198	716	301	-27%
Hispanic or Latino	2,524	9%	1,009	158	1,357	-64%
Native Hawaiian or Other Pacific Islander	40	0%	33	2	5	8%
White	15,447	54%	11,670	3,448	329	-17%
Two or More Races	3,184	11%	1,420	263	1,501	N/A
Total	28,791	100%	19,687	4,647	4,457	-20%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Indiana

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	49	43	43	9,695	32,026
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	41	48	2,139	7,512
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	78	66	5,255	15,514
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	95	70	42	469	3,705
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	83	65	56	1,483	6,384
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	25	37	804	2,140

^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 and Student Information Iowa

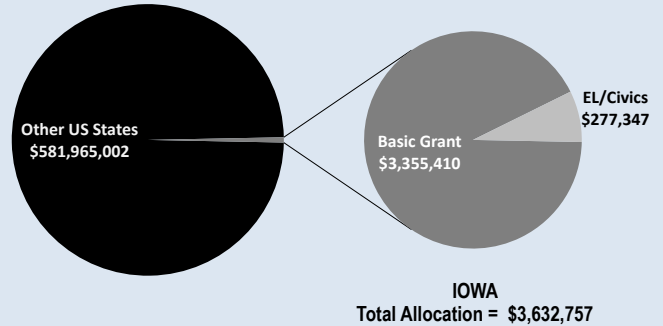
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	3,392	3,373	3,705
Unemployed	5,740	6,192	6,457
Correctional Setting	955	892	1,013
On Public Assistance	890	916	635
Other Institutionalized	4	0	0

Federal Allocation to State

FY 2011

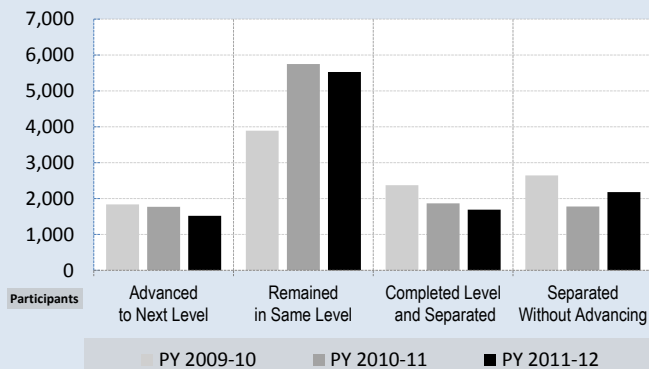


Enrollment by Race/Ethnicity

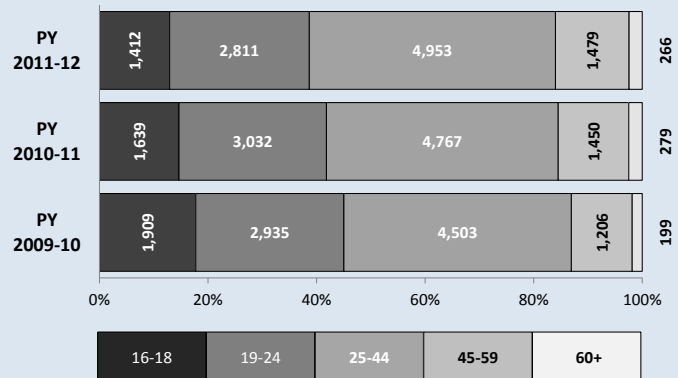
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	122	1%	86	25	11	-37%
Asian	1,215	11%	104	24	1,087	40%
Black or African American	2,013	18%	1,210	157	646	18%
Hispanic or Latino	2,811	26%	655	205	1,951	-3%
Native Hawaiian or Other Pacific Islander	45	0%	23	3	19	-20%
White	4,389	40%	2,690	1,451	248	-13%
Two or More Races	326	3%	180	61	85	N/A
Total	10,921	100%	4,948	1,926	4,047	2%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Iowa

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	23	19	1,127	4,633
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	33	1,341	4,293
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	88	87	1,259	4,568
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	49	70	51	75	624
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	70	29	469	1,348
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.	87	86	80	998	2,151

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

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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 and Student Information Kansas

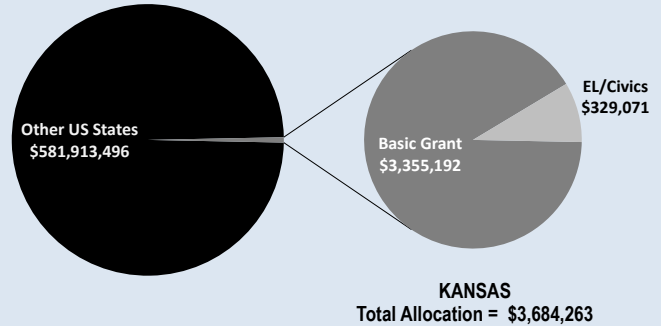
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	4,090	3,654	3,360
Unemployed	3,505	2,985	2,552
Correctional Setting	395	280	309
On Public Assistance	1,185	1,156	1,080
Other Institutionalized	48	21	40

Federal Allocation to State

FY 2011

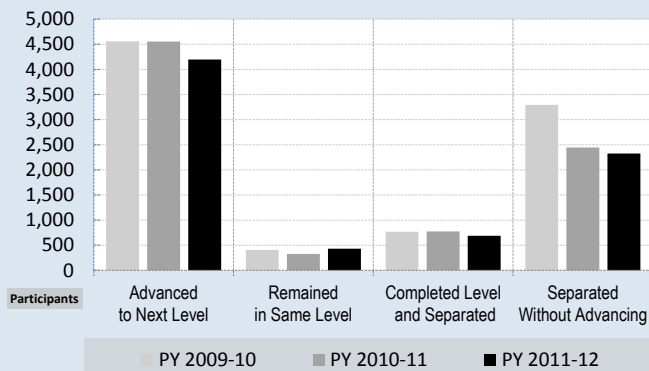


Enrollment by Race/Ethnicity

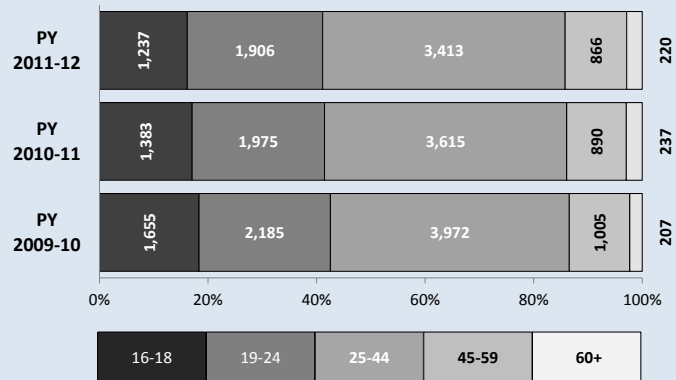
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	129	2%	107	18	4	-32%
Asian	734	10%	92	23	619	-19%
Black or African American	869	11%	591	59	219	-17%
Hispanic or Latino	2,783	36%	757	131	1,895	-24%
Native Hawaiian or Other Pacific Islander	16	0%	13	2	1	7%
White	2,924	38%	2,158	633	133	-8%
Two or More Races	187	2%	146	32	9	N/A
Total	7,642	100%	3,864	898	2,880	-15%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Kansas

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	55	65	59	2,569	7,991
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	63	67	1,936	6,330
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	85	83	1,297	4,034
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	74	90	87	748	2,290
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	76	481	1,427
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	59	93	1,676	5,263

^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 and Student Information Kentucky

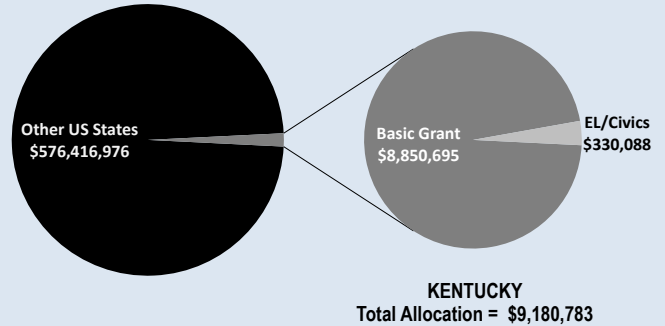
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	9,172	9,668	10,221
Unemployed	21,751	20,952	16,070
Correctional Setting	5,476	5,104	5,883
On Public Assistance	3,669	11,103	9,914
Other Institutionalized	18	0	0

Federal Allocation to State

FY 2011

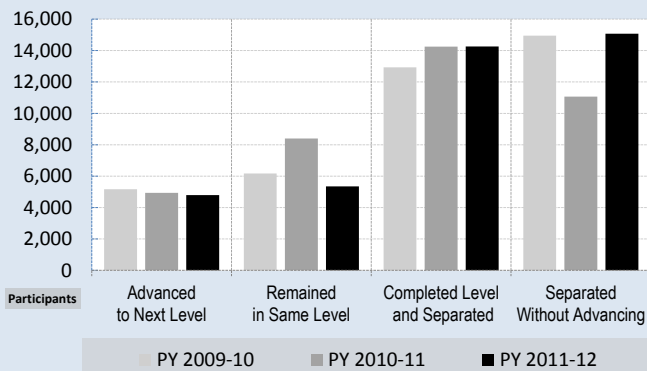


Enrollment by Race/Ethnicity

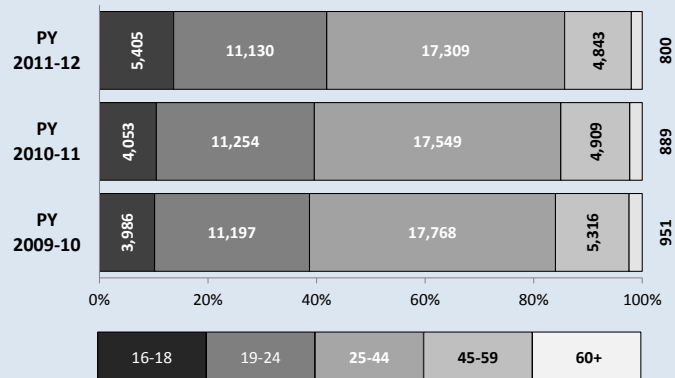
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	245	1%	202	38	5	-5%
Asian	1,282	3%	238	53	991	1%
Black or African American	6,416	16%	5,127	656	633	2%
Hispanic or Latino	2,596	7%	761	162	1,673	-7%
Native Hawaiian or Other Pacific Islander	56	0%	42	11	3	-38%
White	28,452	72%	19,956	8,059	437	0%
Two or More Races	440	1%	314	91	35	N/A
Total	39,487	100%	26,640	9,070	3,777	1%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Kentucky

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	51	55	54	16,973	50,234
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	56	55	2,089	6,118
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	86	89	6,416	18,581
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.	71	63	75	2,255	6,251
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	65	63	1,414	3,622
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	64	63	64	711	1,765

^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 and Student Information Louisiana

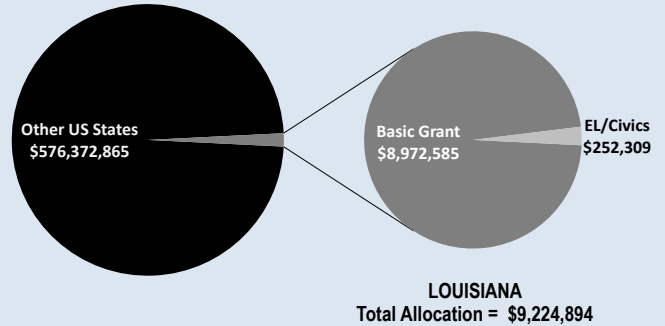
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	8,050	6,809	6,985
Unemployed	14,643	12,249	9,470
Correctional Setting	7,143	6,706	6,572
On Public Assistance	2,611	2,439	2,359
Other Institutionalized	391	286	9

Federal Allocation to State

FY 2011

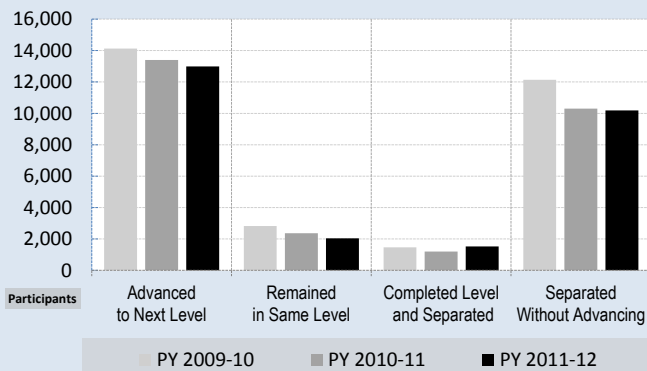


Enrollment by Race/Ethnicity

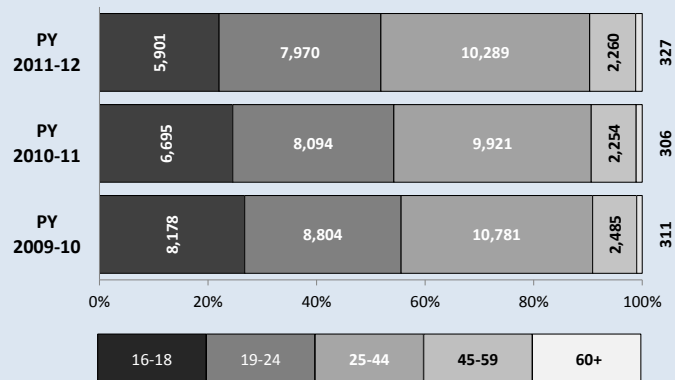
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	249	1%	205	34	10	-13%
Asian	403	2%	154	21	228	-24%
Black or African American	15,195	57%	14,003	1,127	65	-8%
Hispanic or Latino	2,254	8%	774	106	1,374	-15%
Native Hawaiian or Other Pacific Islander	27	0%	25	2	0	-57%
White	8,357	31%	6,351	1,956	50	-20%
Two or More Races	262	1%	218	33	11	N/A
Total	26,747	100%	21,730	3,279	1,738	-12%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
Louisiana
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	51	54	54	12,738	39,291
Sub-Measure 2: English Literacy^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	45	45	784	2,584
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.	69	72	72	4,483	13,001
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	33	59	2,153	3,560
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	58	54	53	2,479	6,441
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	56	41	41	1,429	4,160

^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 and Student Information Maine

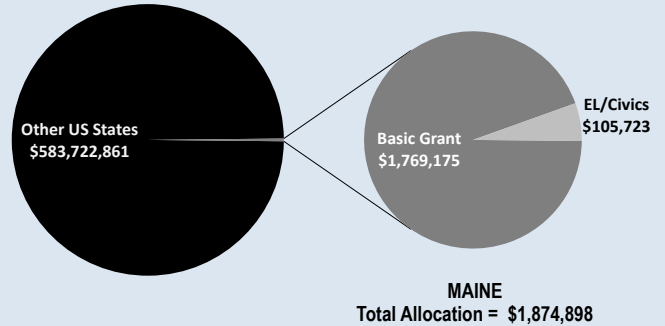
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	2,101	1,683	1,749
Unemployed	4,736	3,390	2,858
Correctional Setting	776	465	416
On Public Assistance	2,294	2,673	2,942
Other Institutionalized	60	20	35

Federal Allocation to State

FY 2011

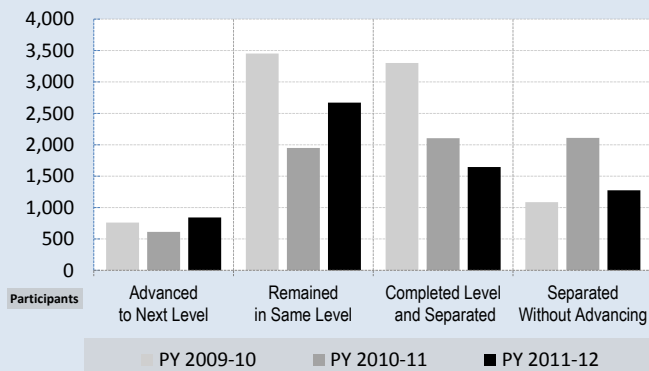


Enrollment by Race/Ethnicity

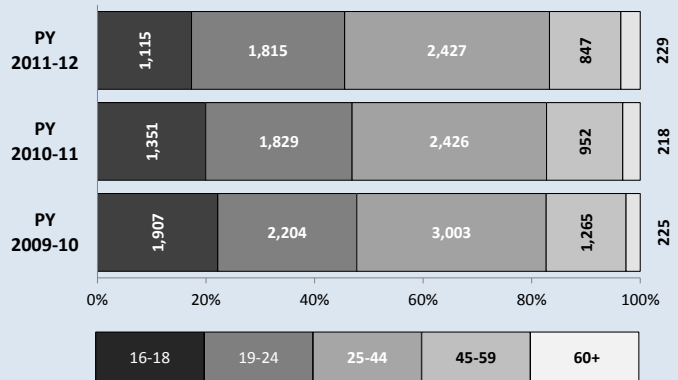
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	101	2%	71	30	0	-26%
Asian	270	4%	56	30	184	-30%
Black or African American	1,158	18%	315	44	799	-13%
Hispanic or Latino	304	5%	146	39	119	-13%
Native Hawaiian or Other Pacific Islander	7	0%	5	1	1	-42%
White	4,546	71%	3,059	1,322	165	-29%
Two or More Races	47	1%	30	15	2	N/A
Total	6,433	100%	3,682	1,481	1,270	-25%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Maine

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	50	41	39	1,909	6,945
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	31	30	377	1,497
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	88	91	0*	-	3,404
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	25	0*	-	401
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	60	51	0*	-	445
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	70	0*	-	184

^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 and Student Information Maryland

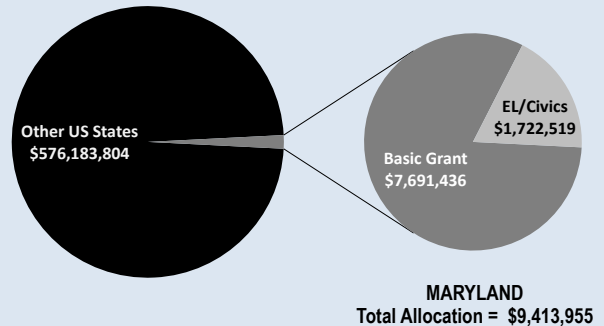
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	13,924	13,265	12,531
Unemployed	11,332	13,730	14,169
Correctional Setting	4,157	5,948	5,553
On Public Assistance	1,680	2,049	2,131
Other Institutionalized	48	50	95

Federal Allocation to State

FY 2011

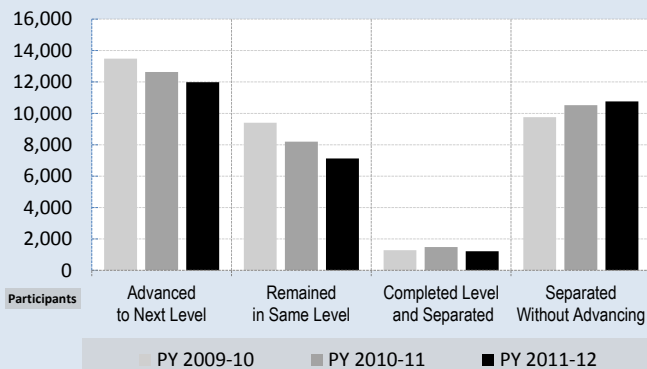


Enrollment by Race/Ethnicity

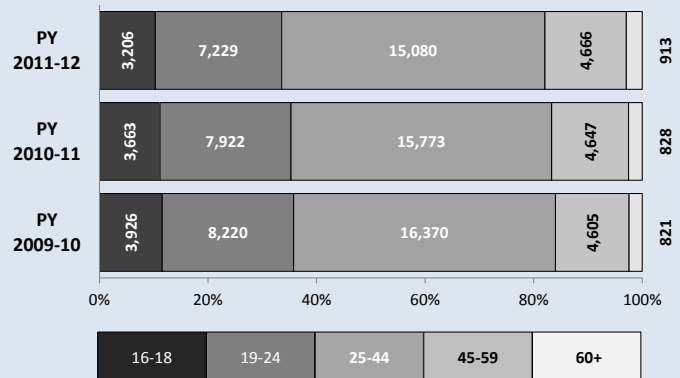
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	154	0%	106	39	9	-41%
Asian	2,588	8%	226	52	2,310	6%
Black or African American	12,615	41%	8,840	2,090	1,685	-8%
Hispanic or Latino	9,742	31%	1,222	217	8,303	-14%
Native Hawaiian or Other Pacific Islander	57	0%	36	6	15	8%
White	5,644	18%	3,453	1,436	755	-7%
Two or More Races	294	1%	219	59	16	N/A
Total	31,094	100%	14,102	3,899	13,093	-8%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Maryland

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	41	39	6,605	21,506
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	47	47	48	6,259	19,567
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	71	69	74	2,417	7,757
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	31	21	41	375	854
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	34	29	27	1,019	2,426
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	72	61	63	2,401	6,234

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 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 and Student Information Massachusetts

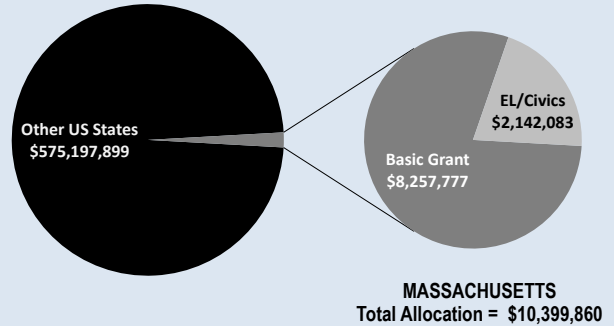
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	9,337	9,296	9,638
Unemployed	5,583	5,549	6,095
Correctional Setting	1,427	1,532	1,437
On Public Assistance	6,216	6,641	4,444
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

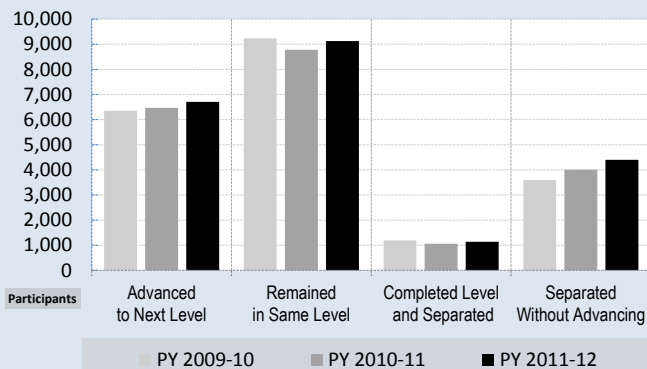


Enrollment by Race/Ethnicity

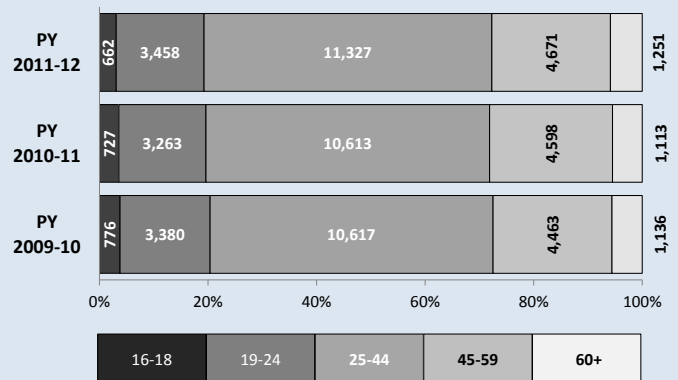
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	65	0%	27	13	25	-77%
Asian	2,417	11%	194	168	2,055	-7%
Black or African American	4,747	22%	1,637	846	2,264	9%
Hispanic or Latino	6,490	30%	1,173	680	4,637	15%
Native Hawaiian or Other Pacific Islander	51	0%	17	12	22	-30%
White	5,136	24%	1,298	1,694	2,144	-31%
Two or More Races	2,463	12%	454	255	1,754	N/A
Total	21,369	100%	4,800	3,668	12,901	5%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
Massachusetts
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	25	25	23	1,660	5,242
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	5,752	16,379
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	72	69	1,197	3,739
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	57	84	404	766
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	19	33	31	560	1,493
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	47	72	61	1,039	1,562

^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 and Student Information Michigan

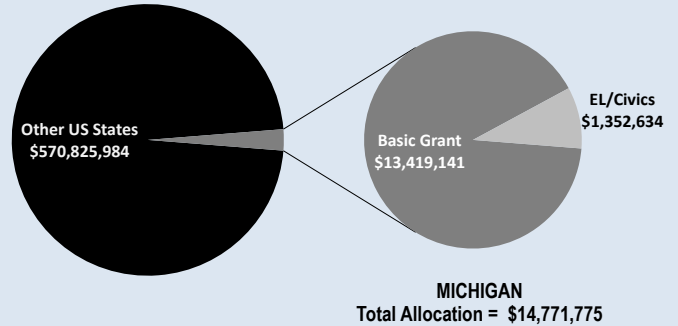
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	7,452	6,675	6,209
Unemployed	14,060	10,794	8,495
Correctional Setting	4,139	1,314	5,881
On Public Assistance	6,945	6,931	6,173
Other Institutionalized	1,154	965	523

Federal Allocation to State

FY 2011

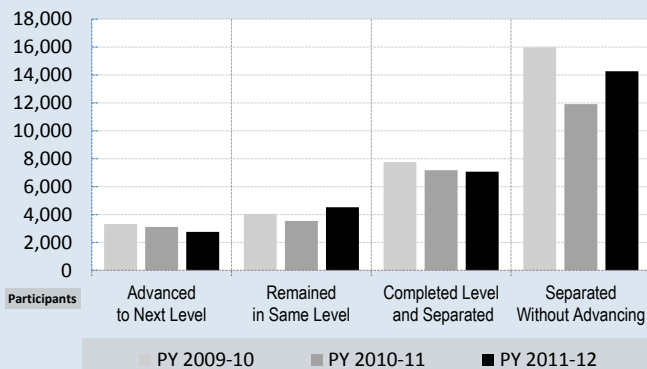


Enrollment by Race/Ethnicity

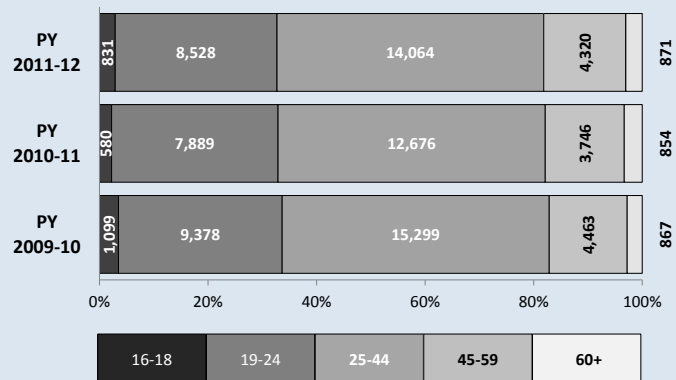
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	264	1%	226	23	15	-32%
Asian	2,175	8%	187	21	1,967	-5%
Black or African American	9,862	34%	8,652	820	390	-3%
Hispanic or Latino	4,156	15%	1,195	197	2,764	0%
Native Hawaiian or Other Pacific Islander	37	0%	27	6	4	-43%
White	11,833	41%	6,825	1,588	3,420	-16%
Two or More Races	287	1%	223	42	22	N/A
Total	28,614	100%	17,335	2,697	8,582	-8%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Michigan

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	34	29	5,505	17,138
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	56	56	50	4,318	14,050
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	51*	53	75	1,913	7,759
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*	39*	48*	288	836
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	16*	19*	20*	647	1,951
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	63*	71*	76*	310	1,201

^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 and Student Information Minnesota

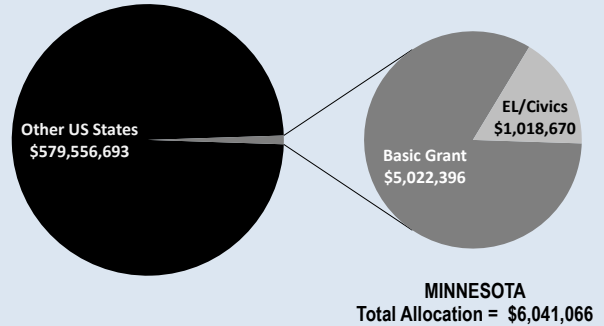
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	14,704	13,524	12,850
Unemployed	18,990	18,446	16,510
Correctional Setting	7,391	7,455	7,512
On Public Assistance	8,327	8,602	8,951
Other Institutionalized	382	343	377

Federal Allocation to State

FY 2011

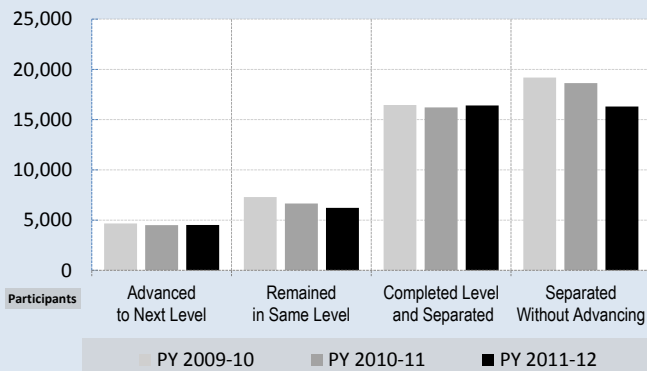


Enrollment by Race/Ethnicity

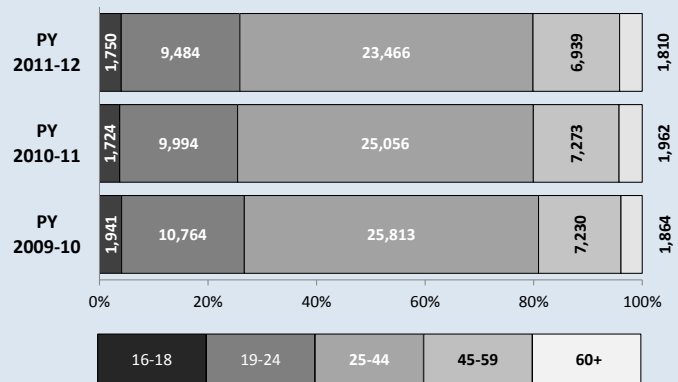
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	1,503	3%	1,197	291	15	3%
Asian	7,018	16%	1,393	325	5,300	-5%
Black or African American	15,247	35%	6,773	1,089	7,385	-7%
Hispanic or Latino	9,033	21%	2,517	660	5,856	-21%
Native Hawaiian or Other Pacific Islander	86	0%	49	20	17	-23%
White	10,025	23%	5,794	3,254	977	-8%
Two or More Races	537	1%	329	167	41	N/A
Total	43,449	100%	18,052	5,806	19,591	-9%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Minnesota

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	45	46	49	10,250	29,192
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	48	53	10,321	32,541
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	68	71	71	2,110	6,990
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	68	63	870	2,734
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	42	60	58	775	2,438
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	70	75	811	3,139

^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 and Student Information Mississippi

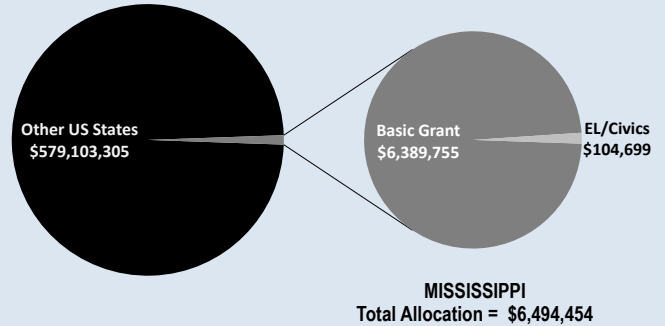
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	3,786	3,624	3,564
Unemployed	10,626	9,830	8,007
Correctional Setting	1,366	1,614	1,576
On Public Assistance	1,694	1,692	1,794
Other Institutionalized	5	28	30

Federal Allocation to State

FY 2011

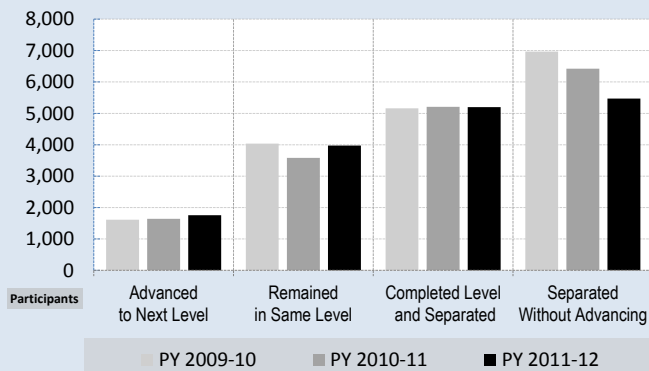


Enrollment by Race/Ethnicity

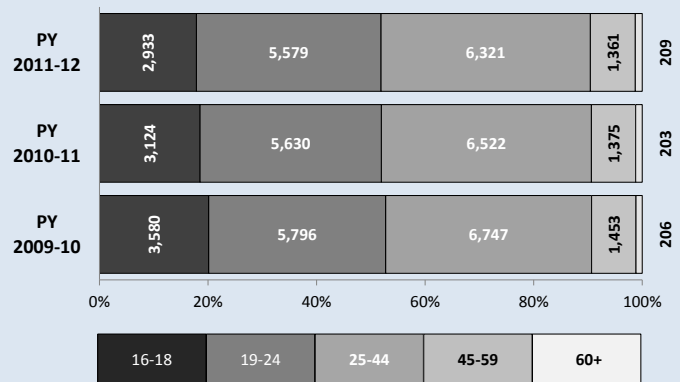
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	72	0%	60	12	0	-10%
Asian	107	1%	55	13	39	-19%
Black or African American	9,112	56%	8,552	555	5	-8%
Hispanic or Latino	503	3%	272	42	189	4%
Native Hawaiian or Other Pacific Islander	14	0%	14	0	0	17%
White	6,397	39%	4,784	1,597	16	-11%
Two or More Races	198	1%	163	33	2	N/A
Total	16,403	100%	13,900	2,252	251	-8%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Mississippi

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	35	39	5,746	15,818
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	34	38	38	96	287
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	87	97	3,604	11,270
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.	82	75	83	689	2,107
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	81	84	431	1,053
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	88	81	94	327	722

^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 and Student Information Missouri

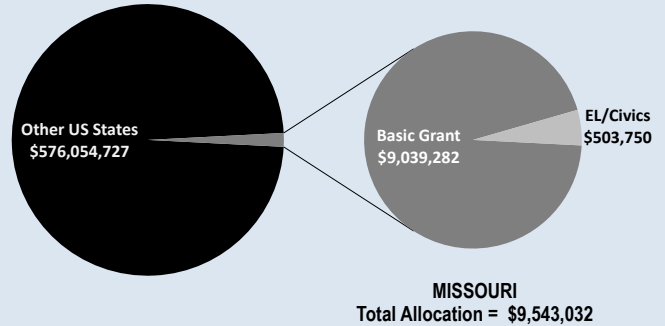
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	9,209	8,035	7,504
Unemployed	18,006	15,217	11,721
Correctional Setting	6,993	7,124	5,919
On Public Assistance	1,679	1,413	1,580
Other Institutionalized	152	60	46

Federal Allocation to State

FY 2011

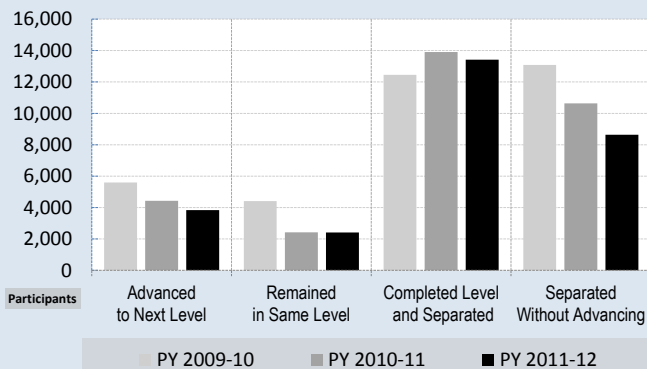


Enrollment by Race/Ethnicity

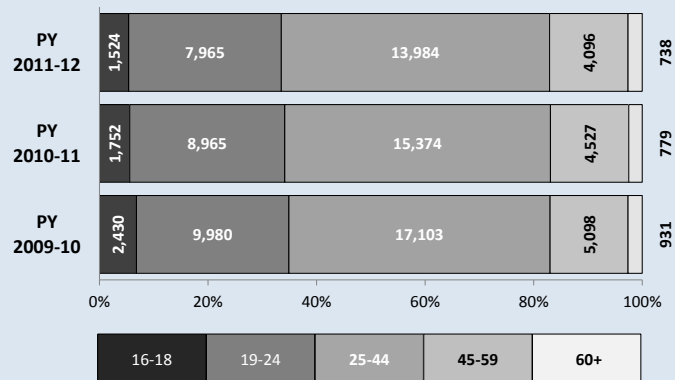
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	321	1%	269	35	17	-1%
Asian	2,030	7%	186	29	1,815	-12%
Black or African American	8,381	30%	7,074	403	904	-20%
Hispanic or Latino	3,062	11%	827	125	2,110	-25%
Native Hawaiian or Other Pacific Islander	57	0%	43	6	8	-57%
White	14,095	50%	10,618	2,594	883	-23%
Two or More Races	361	1%	272	69	20	N/A
Total	28,307	100%	19,289	3,261	5,757	-20%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Missouri

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	58	61	13,087	41,273
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	59	62	3,554	10,289
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.	66	70	76	3,421	10,878
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	46	45	49	1,363	4,409
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	54	47	45	2,522	9,685
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	65	66	3,370	9,699

^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 and Student Information Montana

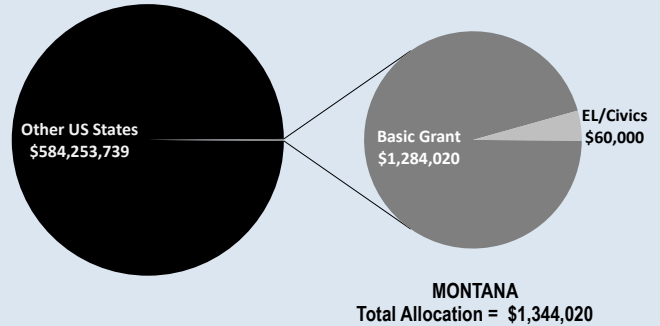
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1,085	951	1,014
Unemployed	1,599	1,516	1,257
Correctional Setting	402	396	399
On Public Assistance	675	841	915
Other Institutionalized	51	55	69

Federal Allocation to State

FY 2011

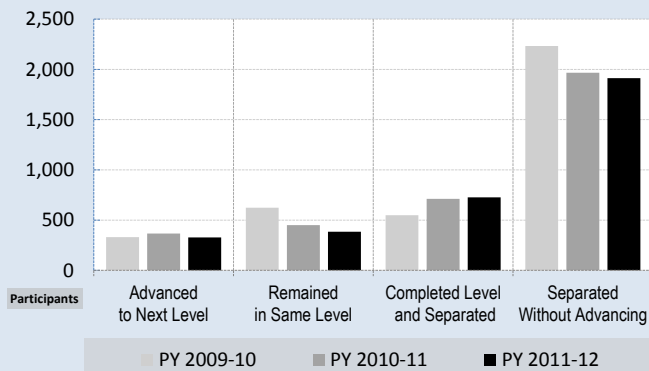


Enrollment by Race/Ethnicity

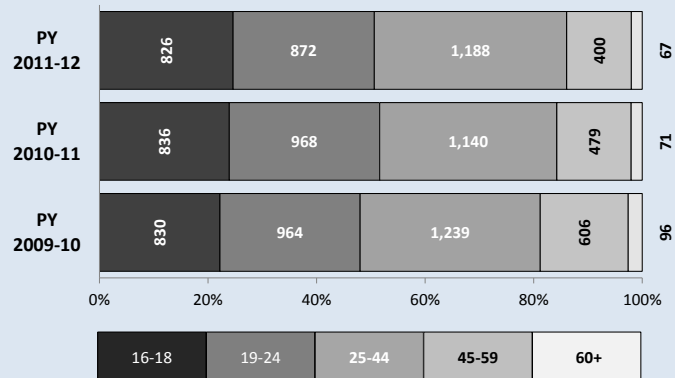
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	597	18%	523	73	1	-15%
Asian	130	4%	47	11	72	-16%
Black or African American	45	1%	37	7	1	-31%
Hispanic or Latino	346	10%	227	43	76	17%
Native Hawaiian or Other Pacific Islander	13	0%	12	1	0	-38%
White	2,219	66%	1,594	598	27	-11%
Two or More Races	3	0%	2	1	0	N/A
Total	3,353	100%	2,442	734	177	-10%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Montana

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	22	28	28	806	2,326
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	38	51	50	89	267
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	73	80	917	2,587
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	61	64	64	318	1,108
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	45	46	510	1,100
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	79	80	834	1,942

^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 and Student Information Nebraska

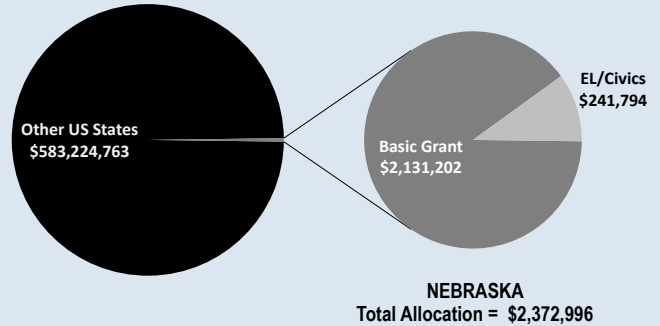
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	2,792	2,682	2,739
Unemployed	2,492	2,336	2,154
Correctional Setting	1,493	1,480	1,478
On Public Assistance	569	441	497
Other Institutionalized	23	19	17

Federal Allocation to State

FY 2011

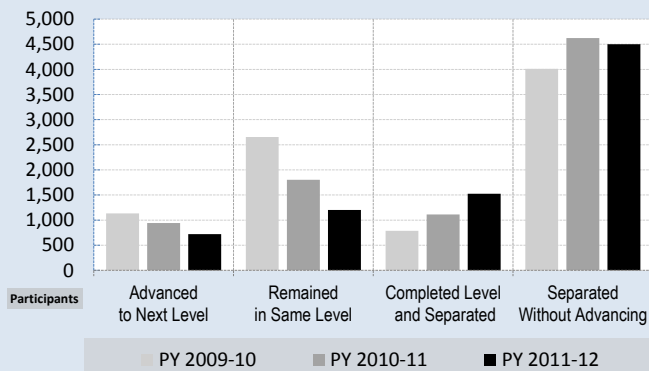


Enrollment by Race/Ethnicity

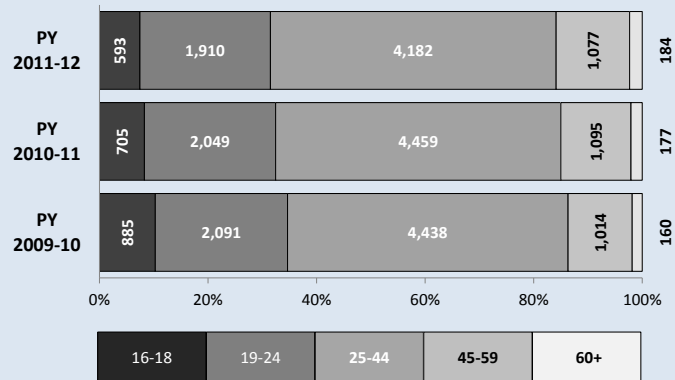
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	237	3%	208	25	4	-24%
Asian	599	8%	95	10	494	12%
Black or African American	1,550	20%	1,028	83	439	-6%
Hispanic or Latino	3,186	40%	1,022	134	2,030	-11%
Native Hawaiian or Other Pacific Islander	12	0%	9	1	2	-40%
White	2,204	28%	1,532	509	163	-12%
Two or More Races	158	2%	123	26	9	N/A
Total	7,946	100%	4,017	788	3,141	-7%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Nebraska

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	22	24	29	1,310	3,462
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	25	27	30	935	2,760
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	50	59	49	875	2,812
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	33	36	40	139
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	40	45	468	977
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	65	814	1,763

^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 and Student Information Nevada

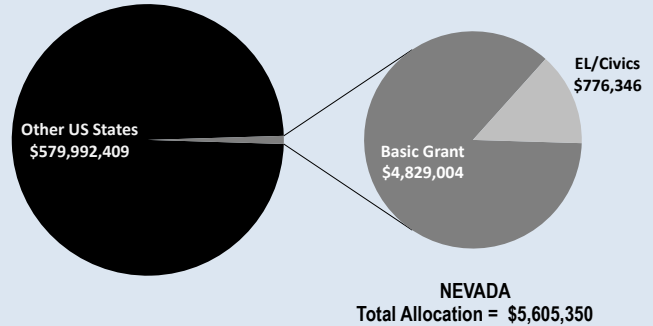
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	3,591	3,278	2,637
Unemployed	4,620	4,142	3,606
Correctional Setting	120	91	55
On Public Assistance	50	85	5
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

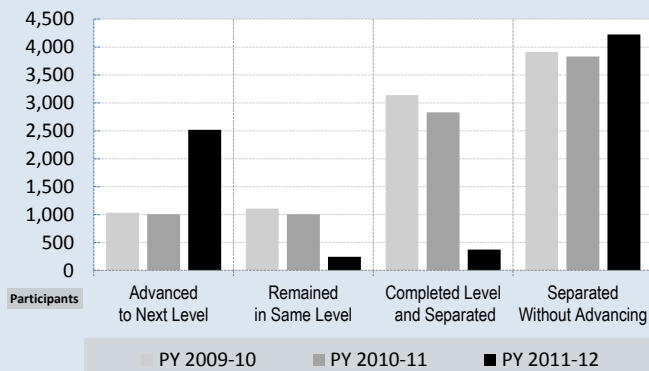


Enrollment by Race/Ethnicity

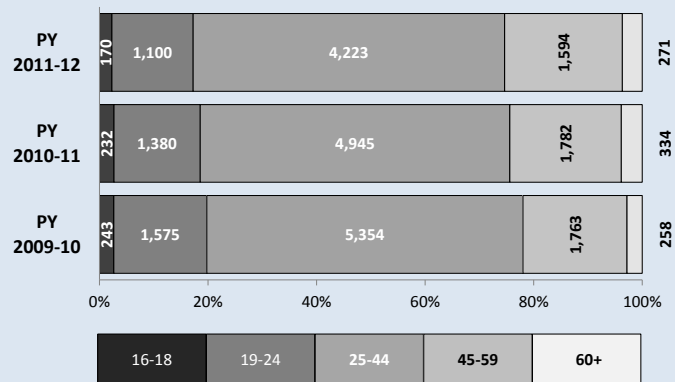
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	40	1%	28	10	2	-9%
Asian	706	10%	48	16	642	-3%
Black or African American	434	6%	165	17	252	-23%
Hispanic or Latino	5,405	73%	562	160	4,683	-22%
Native Hawaiian or Other Pacific Islander	50	1%	29	6	15	-32%
White	721	10%	330	107	284	-11%
Two or More Races	2	0%	1	0	1	N/A
Total	7,358	100%	1,163	316	5,879	-20%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Nevada

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	34	25	345	1,473
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	43	2,512	9,250
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	63	45	243	932
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	18	17	9	26	125
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	54	49	53	560	1,463
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	83	72	76	532	1,747

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 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 and Student Information New Hampshire

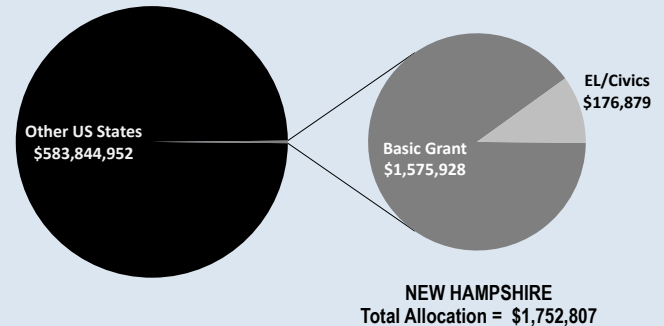
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	2,267	2,396	2,162
Unemployed	2,748	2,626	2,133
Correctional Setting	241	255	252
On Public Assistance	0	0	521
Other Institutionalized	0	2	1

Federal Allocation to State

FY 2011

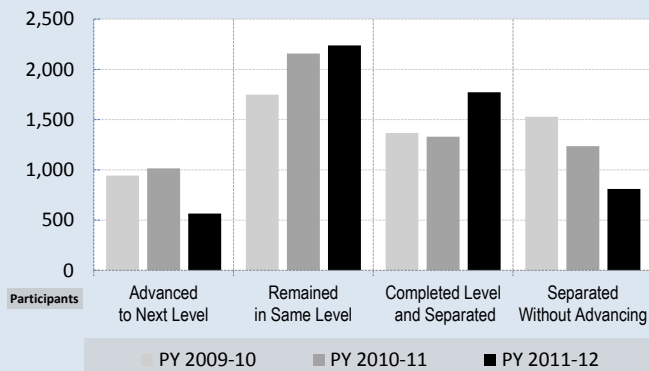


Enrollment by Race/Ethnicity

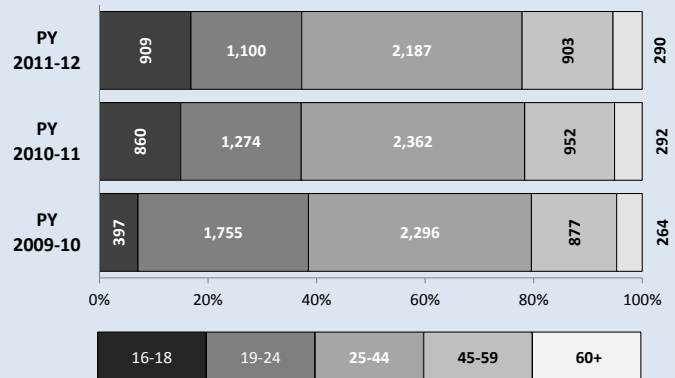
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	19	0%	9	8	2	-32%
Asian	1,009	19%	104	25	880	-1%
Black or African American	380	7%	102	36	242	-1%
Hispanic or Latino	1,037	19%	229	87	721	5%
Native Hawaiian or Other Pacific Islander	6	0%	2	2	2	-40%
White	2,882	53%	1,087	1,436	359	-9%
Two or More Races	56	1%	27	20	9	N/A
Total	5,389	100%	1,560	1,614	2,215	-4%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
New Hampshire
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	38	44	46	1,122	3,275
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	35	38	845	2,365
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	91	89	1,011	3,135
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	94	94	86	156	560
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	78	66	137	511
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	93	95	297	491

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 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 and Student Information New Jersey

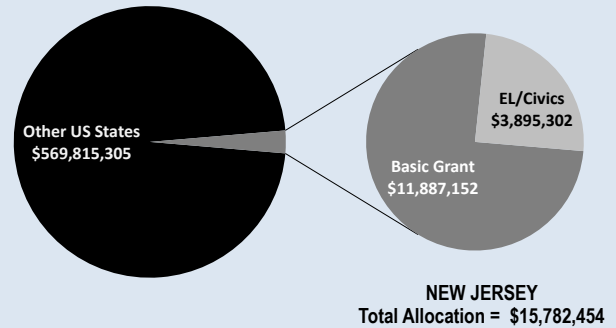
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	13,664	11,375	10,664
Unemployed	15,133	14,969	11,337
Correctional Setting	2,986	2,690	2,661
On Public Assistance	1,971	2,296	1,964
Other Institutionalized	0	0	1

Federal Allocation to State

FY 2011

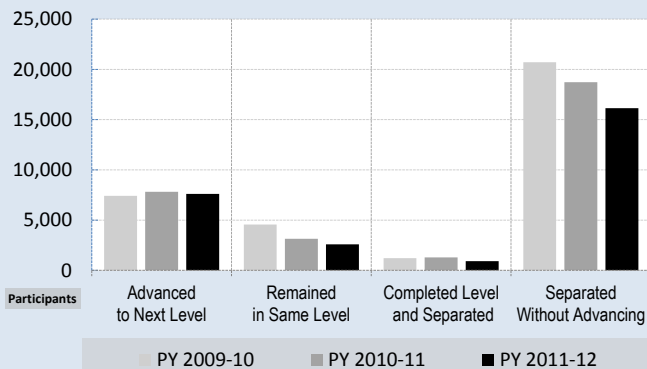


Enrollment by Race/Ethnicity

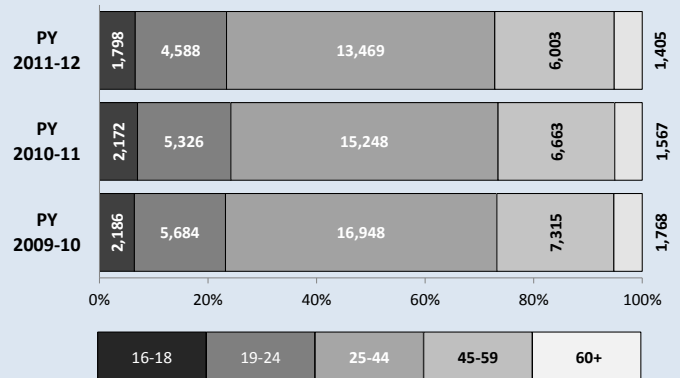
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	82	0%	56	6	20	17%
Asian	1,897	7%	225	17	1,655	-17%
Black or African American	6,405	23%	4,737	366	1,302	-20%
Hispanic or Latino	15,217	56%	3,037	281	11,899	-21%
Native Hawaiian or Other Pacific Islander	52	0%	28	0	24	8%
White	3,517	13%	1,674	338	1,505	-19%
Two or More Races	93	0%	62	7	24	N/A
Total	27,263	100%	9,819	1,015	16,429	-20%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
New Jersey
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	23	22	26	2,741	8,493
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	35	35	5,679	17,462
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	79*	79*	37	1,216	3,748
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	84*	80*	96*	407	1,444
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	74*	27	30	953	2,057
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	40*	11	63	878	1,123

^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 and Student Information New Mexico

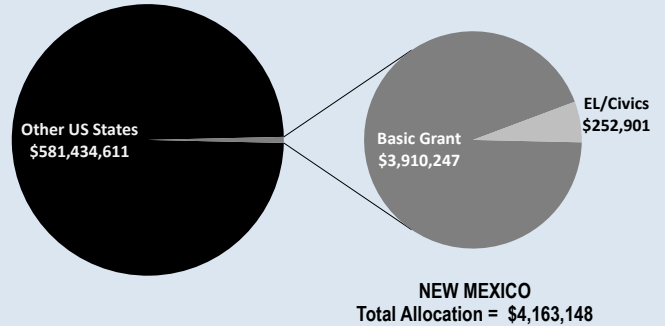
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	7,324	6,213	5,698
Unemployed	9,195	7,505	6,276
Correctional Setting	2,547	2,750	1,945
On Public Assistance	6,257	5,959	5,653
Other Institutionalized	15	33	21

Federal Allocation to State

FY 2011

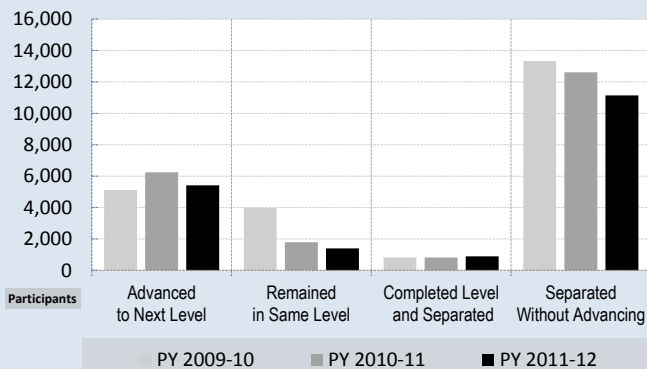


Enrollment by Race/Ethnicity

PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	2,275	12%	2,087	182	6	-18%
Asian	509	3%	84	19	406	-25%
Black or African American	425	2%	317	59	49	-26%
Hispanic or Latino	13,172	70%	6,244	808	6,120	-19%
Native Hawaiian or Other Pacific Islander	32	0%	25	3	4	39%
White	2,304	12%	1,614	496	194	-24%
Two or More Races	137	1%	95	21	21	N/A
Total	18,854	100%	10,466	1,588	6,800	-19%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information New Mexico

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	23	32	33	3,734	11,269
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	34	34	2,317	7,330
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	45	52	1,570	4,691
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	61	44	41	681	2,487
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	54*	37	22	648	3,135
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	36	37	44	1,015	3,292

^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 and Student Information New York

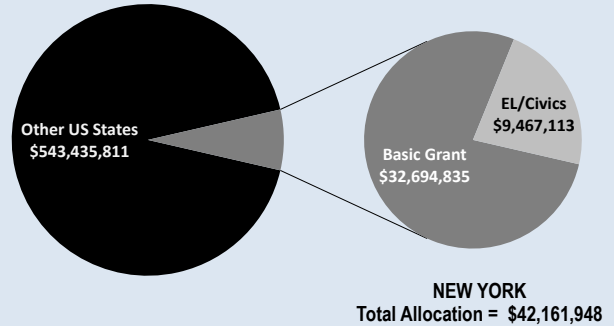
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	57,154	52,140	48,298
Unemployed	22,764	21,628	20,525
Correctional Setting	6,064	5,133	4,767
On Public Assistance	45,223	45,223	45,223
Other Institutionalized	2,395	2,032	1,935

Federal Allocation to State

FY 2011

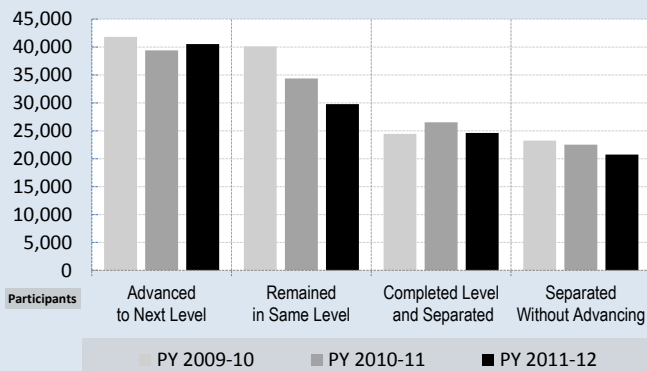


Enrollment by Race/Ethnicity

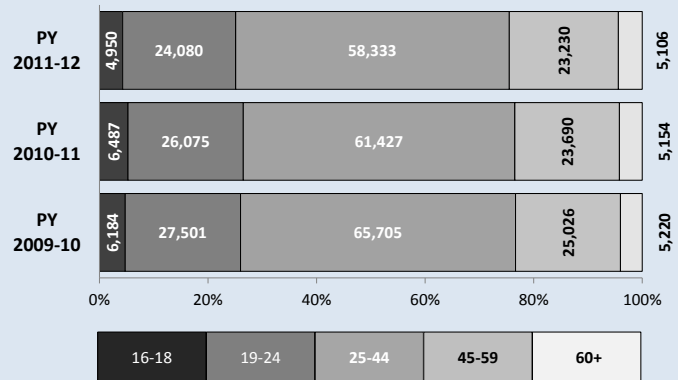
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	535	0%	448	71	16	-48%
Asian	13,089	11%	1,944	332	10,813	-13%
Black or African American	30,611	26%	19,939	1,995	8,677	-5%
Hispanic or Latino	49,605	43%	10,118	1,383	38,104	-13%
Native Hawaiian or Other Pacific Islander	269	0%	180	25	64	-5%
White	20,400	18%	11,470	3,086	5,844	-16%
Two or More Races	1,190	1%	839	119	232	N/A
Total	115,699	100%	44,938	7,011	63,750	-11%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information New York

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	52	54	26,949	80,934
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	53	55	58	36,938	112,055
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.	97	96	95	5,492	18,055
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	97	98	98	8,396	25,378
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	90	92	92	7,179	20,812
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	88	84	84	3,127	8,595

^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 and Student Information North Carolina

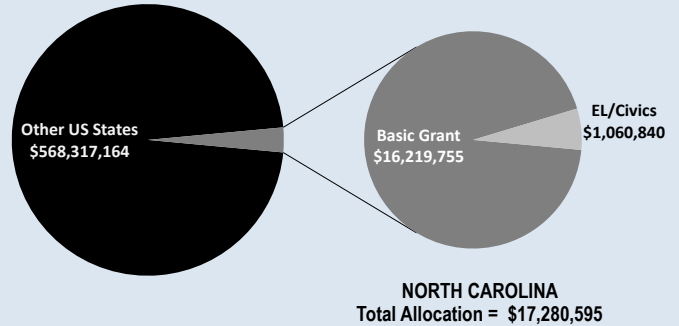
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	38,018	35,334	32,783
Unemployed	46,914	41,882	37,968
Correctional Setting	16,829	14,621	10,733
On Public Assistance	5,726	5,219	4,272
Other Institutionalized	2	5	616

Federal Allocation to State

FY 2011

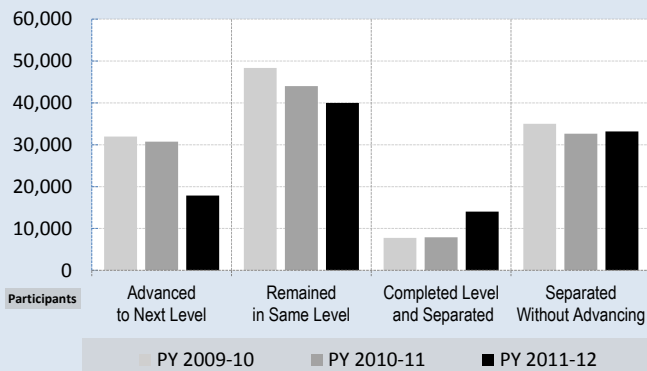


Enrollment by Race/Ethnicity

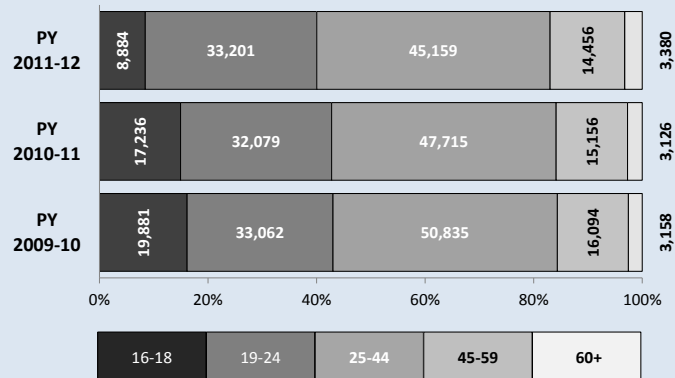
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	1,854	2%	1,383	440	31	-22%
Asian	3,720	4%	564	245	2,911	-23%
Black or African American	35,516	34%	28,576	5,690	1,250	-20%
Hispanic or Latino	21,566	21%	4,651	1,698	15,217	-23%
Native Hawaiian or Other Pacific Islander	182	0%	115	41	26	3540%
White	33,573	32%	21,890	10,429	1,254	-23%
Two or More Races	8,669	8%	4,732	1,226	2,711	N/A
Total	105,080	100%	61,911	19,769	23,400	-15%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
North Carolina
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	34	30	21,924	77,236
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	30	29	6,768	22,789
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	86	86	11,046	35,188
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	50	65	2,241	4,991
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	30	38	33	210	1,385
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	38	48	32	547	4,464

^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 and Student Information North Dakota

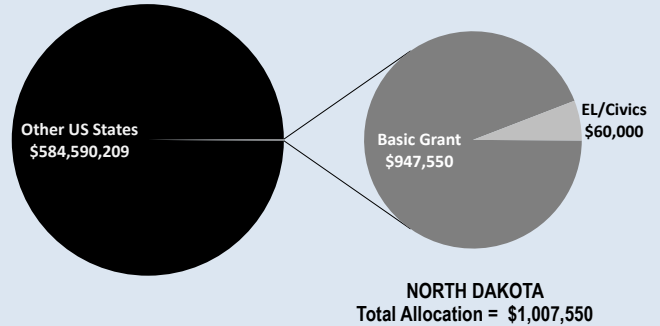
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	536	445	485
Unemployed	1,030	974	783
Correctional Setting	280	323	241
On Public Assistance	587	462	140
Other Institutionalized	13	0	0

Federal Allocation to State

FY 2011

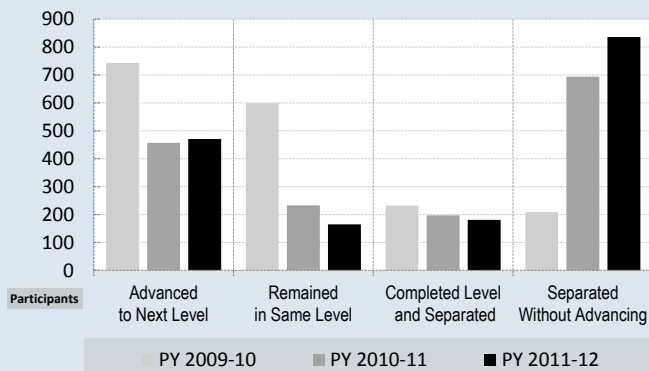


Enrollment by Race/Ethnicity

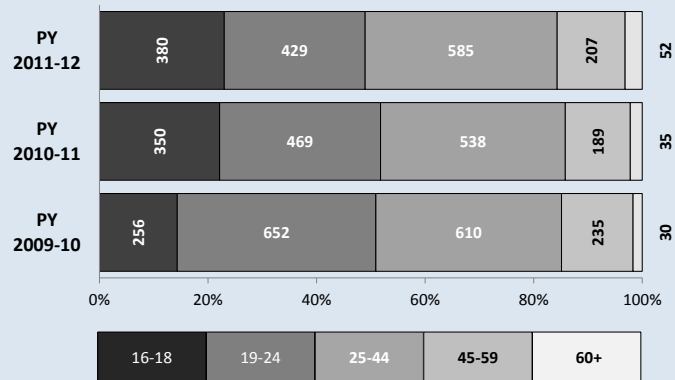
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	278	17%	218	58	2	-28%
Asian	241	15%	20	2	219	5%
Black or African American	236	14%	61	7	168	1%
Hispanic or Latino	120	7%	82	17	21	24%
Native Hawaiian or Other Pacific Islander	8	0%	5	2	1	0%
White	742	45%	427	274	41	-10%
Two or More Races	28	2%	19	9	0	N/A
Total	1,653	100%	832	369	452	-7%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
North Dakota
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	56	32	31	319	1,295
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.	71	44	42	191	650
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	88	89	542	1,921
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	70	68	86	79	354
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	65	95	227	896
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	81	88	114	451

^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 and Student Information Ohio

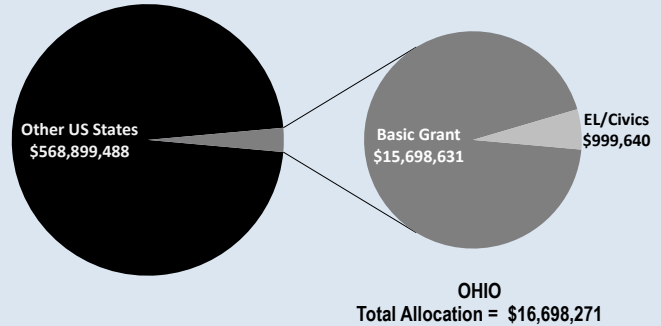
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	12,833	12,027	12,174
Unemployed	25,513	22,280	20,429
Correctional Setting	3,147	2,825	3,461
On Public Assistance	15,301	17,482	15,361
Other Institutionalized	12	13	9

Federal Allocation to State

FY 2011

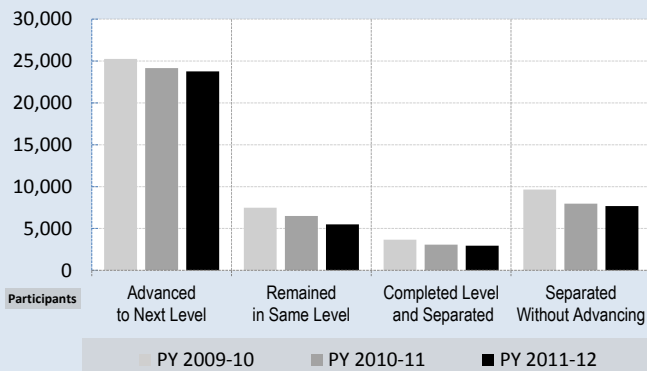


Enrollment by Race/Ethnicity

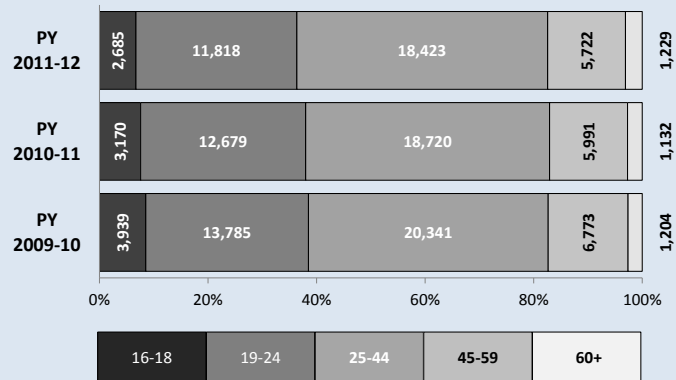
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	313	1%	272	36	5	-20%
Asian	1,937	5%	299	67	1,571	-4%
Black or African American	12,974	33%	10,791	781	1,402	-4%
Hispanic or Latino	3,369	8%	1,342	163	1,864	-15%
Native Hawaiian or Other Pacific Islander	64	0%	50	6	8	-21%
White	20,317	51%	15,120	3,741	1,456	-22%
Two or More Races	903	2%	750	141	12	N/A
Total	39,877	100%	28,624	4,935	6,318	-13%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Ohio

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	61	64	66	20,554	63,572
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	66	68	4,323	12,840
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	90	94	91	5,812	19,326
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	98	99	3,538	9,909
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	90	93	6,920	22,517
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	68	62	5,360	18,547

^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 and Student Information Oklahoma

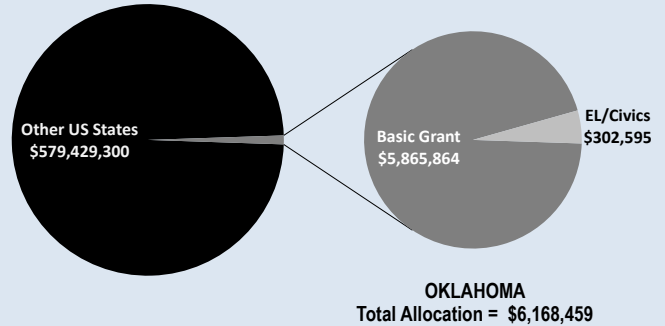
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	4,995	4,371	3,983
Unemployed	7,798	6,121	4,769
Correctional Setting	4,742	4,442	4,222
On Public Assistance	2,057	2,328	1,925
Other Institutionalized	87	72	12

Federal Allocation to State

FY 2011

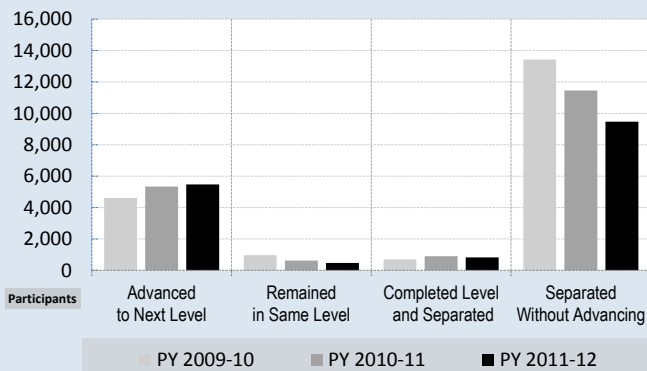


Enrollment by Race/Ethnicity

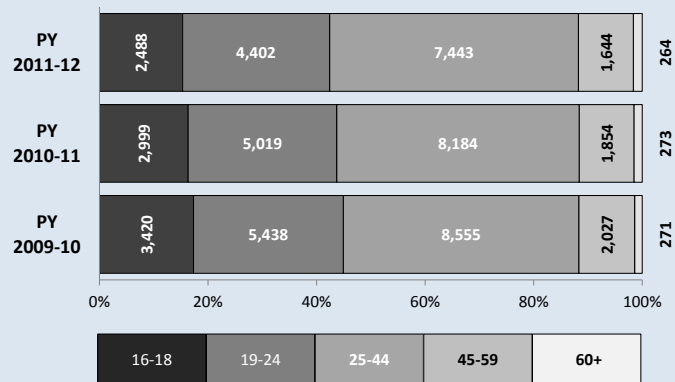
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	1,530	9%	1,308	203	19	-30%
Asian	714	4%	101	19	594	-19%
Black or African American	2,515	15%	2,297	174	44	-26%
Hispanic or Latino	4,363	27%	1,584	186	2,593	-9%
Native Hawaiian or Other Pacific Islander	59	0%	44	3	12	-34%
White	6,543	40%	5,261	1,074	208	-22%
Two or More Races	517	3%	429	78	10	N/A
Total	16,241	100%	11,024	1,737	3,480	-18%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Oklahoma

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	26	34	39	4,808	13,465
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	31	36	1,245	3,562
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	53	65	64	3,171	9,494
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	13	45	43	529	1,312
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	50	77	3,345	6,842
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.	76	63	82	3,507	6,464

^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 and Student Information Oregon

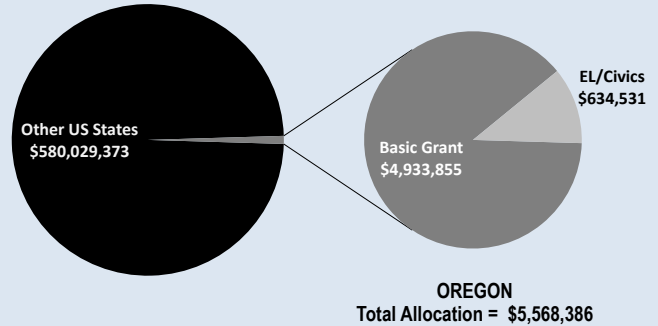
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	6,430	5,727	5,055
Unemployed	10,692	9,876	8,973
Correctional Setting	4,249	4,047	3,647
On Public Assistance	1,426	1,633	1,415
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

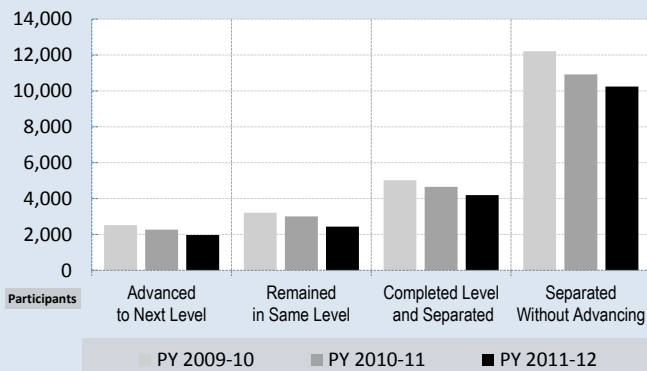


Enrollment by Race/Ethnicity

PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	455	2%	363	73	19	-39%
Asian	1,800	10%	228	51	1,521	-3%
Black or African American	1,194	6%	727	93	374	-8%
Hispanic or Latino	7,257	39%	2,015	362	4,880	-24%
Native Hawaiian or Other Pacific Islander	169	1%	119	11	39	-24%
White	7,669	41%	5,333	1,567	769	-17%
Two or More Races	304	2%	233	61	10	N/A
Total	18,848	100%	9,018	2,218	7,612	-18%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Oregon

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	29	30	3,119	10,070
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	36	35	2,702	9,245
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	41	35	1,657	6,725
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	44	43	959	3,369
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	29	29	32	876	2,528
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	37	31	33	1,478	4,682

^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 and Student Information Pennsylvania

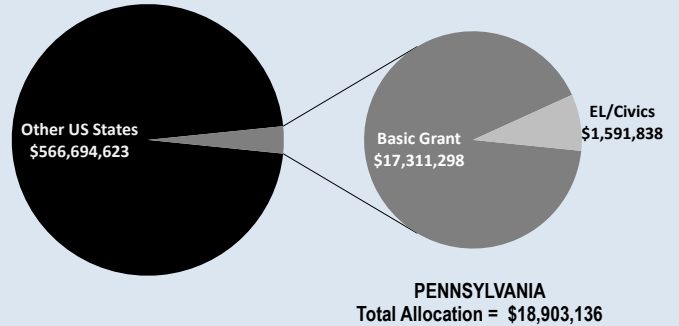
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	8,920	8,182	7,273
Unemployed	20,163	17,285	13,121
Correctional Setting	3,468	2,787	1,347
On Public Assistance	11,023	10,398	8,045
Other Institutionalized	277	191	29

Federal Allocation to State

FY 2011

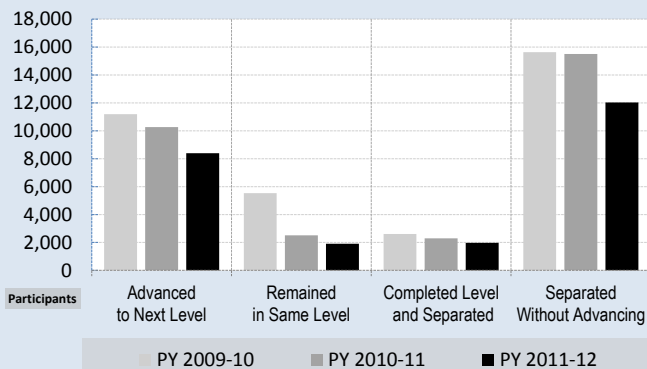


Enrollment by Race/Ethnicity

PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	140	1%	102	16	22	20%
Asian	2,588	11%	374	101	2,113	-14%
Black or African American	6,373	26%	5,149	486	738	-40%
Hispanic or Latino	4,889	20%	1,960	196	2,733	-29%
Native Hawaiian or Other Pacific Islander	44	0%	30	5	9	-33%
White	10,070	41%	6,535	2,198	1,337	-30%
Two or More Races	206	1%	144	48	14	N/A
Total	24,310	100%	14,294	3,050	6,966	-30%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Pennsylvania

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	41	42	6,763	24,900
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	41	45	3,129	10,042
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	59	62	2,852	9,417
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	45	52	854	2,739
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	42	40	2,559	8,079
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	69	69	71	5,196	17,548

^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 and Student Information Puerto Rico

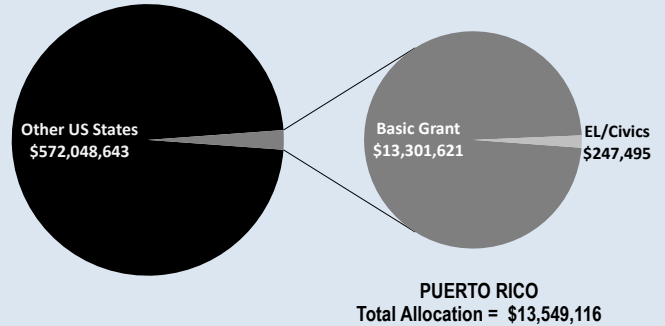
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1,099	1,996	2,889
Unemployed	6,786	9,198	11,057
Correctional Setting	1,459	1,615	3,271
On Public Assistance	19,318	8,827	8,922
Other Institutionalized	2	4	12

Federal Allocation to State

FY 2011

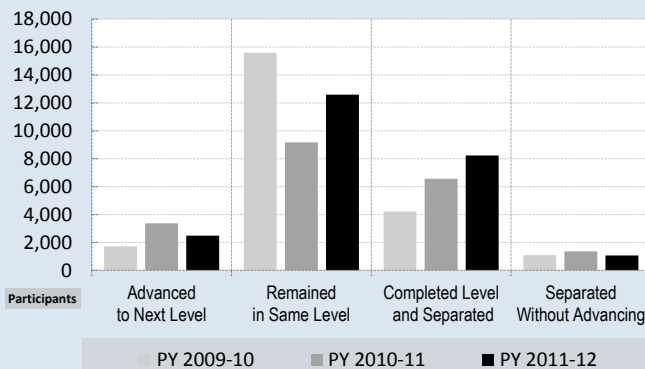


Enrollment by Race/Ethnicity

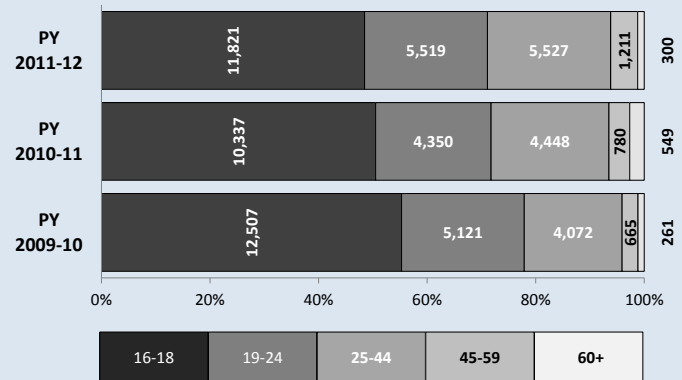
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	2	0%	0	2	0	N/A
Asian	6	0%	0	5	1	N/A
Black or African American	5	0%	0	5	0	67%
Hispanic or Latino	24,329	100%	4,254	19,058	1,017	8%
Native Hawaiian or Other Pacific Islander	9	0%	2	7	0	N/A
White	25	0%	5	19	1	127%
Two or More Races	2	0%	0	2	0	N/A
Total	24,378	100%	4,261	19,098	1,019	8%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
Puerto Rico
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	30	49	43	5,608	14,281
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	51	73	739	1,075
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	99	83	1,790	5,496
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	70	75	73	560	1,786
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	69	50	53	341	927
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*	52	82	458	793

^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 and Student Information Rhode Island

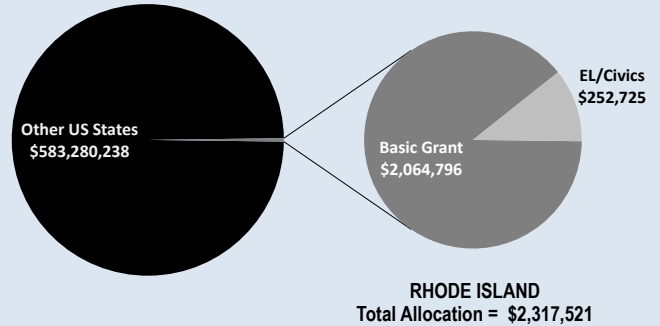
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	2,392	2,129	2,157
Unemployed	2,718	2,477	2,726
Correctional Setting	813	757	612
On Public Assistance	1,546	1,593	1,699
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

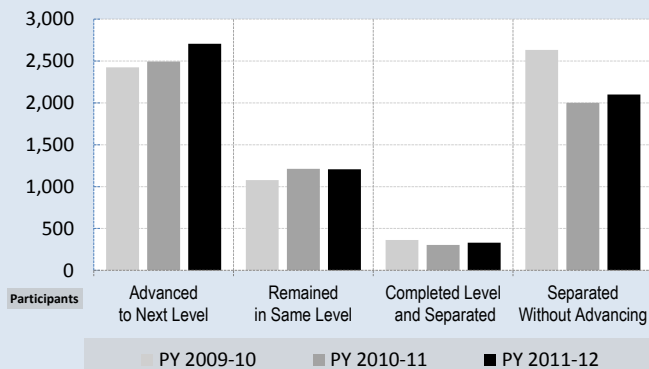


Enrollment by Race/Ethnicity

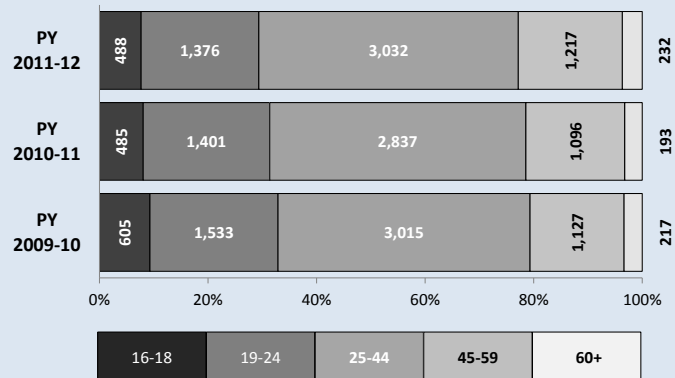
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	88	1%	81	4	3	16%
Asian	405	6%	85	27	293	-3%
Black or African American	1,057	17%	633	57	367	-13%
Hispanic or Latino	3,417	54%	948	132	2,337	8%
Native Hawaiian or Other Pacific Islander	16	0%	12	0	4	-20%
White	1,272	20%	890	217	165	-21%
Two or More Races	90	1%	66	10	14	N/A
Total	6,345	100%	2,715	447	3,183	-2%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
Rhode Island
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	46	48	1,460	4,096
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	47	48	1,527	4,342
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.	75	76	66	599	1,833
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.	35	61	53	179	570
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	58	39	218	1,121
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	35	41*	62	247	916

^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 and Student Information South Carolina

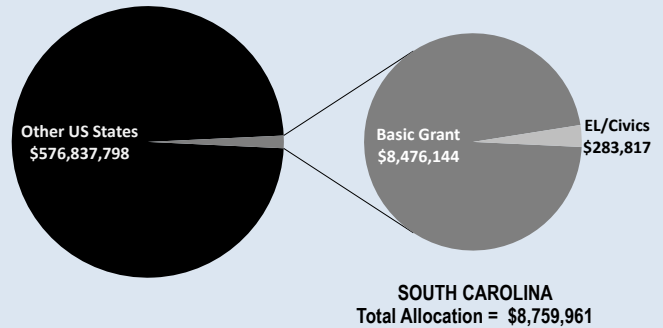
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	13,879	12,837	12,240
Unemployed	28,684	23,903	21,735
Correctional Setting	7,588	7,449	7,676
On Public Assistance	3,719	7,171	7,707
Other Institutionalized	232	70	1

Federal Allocation to State

FY 2011

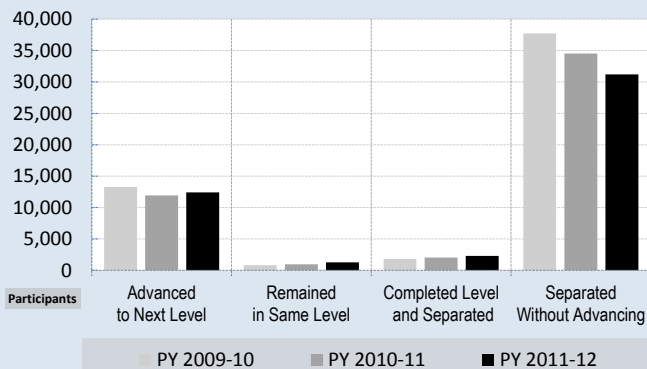


Enrollment by Race/Ethnicity

PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	312	1%	243	61	8	0%
Asian	753	2%	274	45	434	-15%
Black or African American	25,195	53%	22,460	2,656	79	-12%
Hispanic or Latino	5,425	11%	1,504	238	3,683	-11%
Native Hawaiian or Other Pacific Islander	65	0%	47	13	5	-38%
White	15,192	32%	10,972	3,902	318	-14%
Two or More Races	295	1%	216	67	12	N/A
Total	47,237	100%	35,716	6,982	4,539	-12%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
South Carolina
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	28	28	31	12,071	35,937
Sub-Measure 2: English Literacy^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	31	33	36	1,614	4,843
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	53	58	4,566	13,754
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	17	24	246	711
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	32	34	4,904	9,662
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	73	53	61	5,896	13,674

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

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

^c Adult Basic 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 and Student Information South Dakota

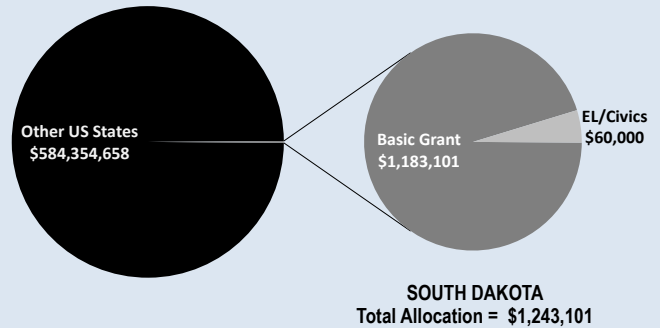
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	974	872	851
Unemployed	652	561	575
Correctional Setting	470	499	519
On Public Assistance	527	510	562
Other Institutionalized	1	0	0

Federal Allocation to State

FY 2011

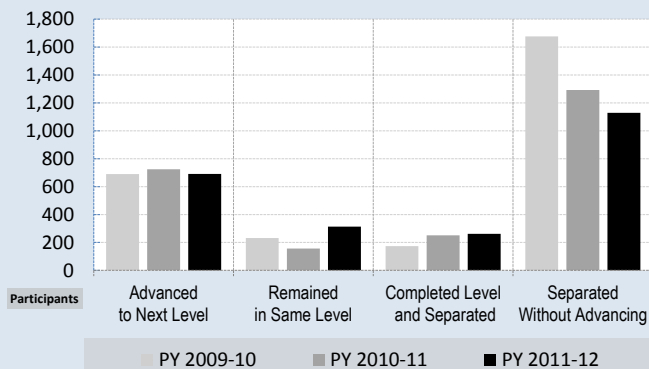


Enrollment by Race/Ethnicity

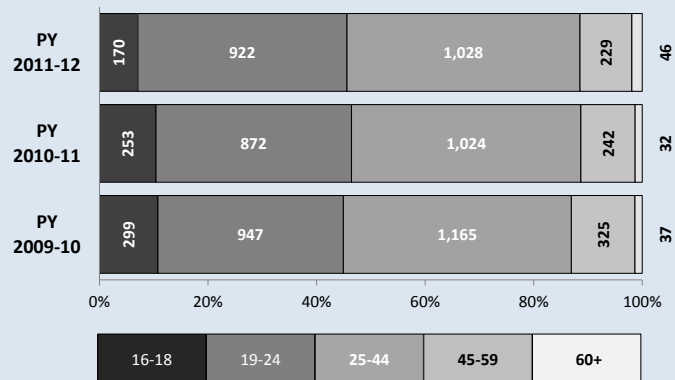
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	505	21%	436	69	0	-32%
Asian	225	9%	32	3	190	56%
Black or African American	359	15%	117	8	234	-12%
Hispanic or Latino	241	10%	114	30	97	12%
Native Hawaiian or Other Pacific Islander	5	0%	5	0	0	-38%
White	1,035	43%	648	358	29	-18%
Two or More Races	25	1%	22	3	0	N/A
Total	2,395	100%	1,374	471	550	-14%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
South Dakota
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	41	39	662	1,985
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	31	29	29	159	442
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	93	85	84	472	1,173
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.	79	84	88	45	175
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	63*	59	198	512
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	53*	88	126	278

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

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

^c Adult Basic 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 and Student Information Tennessee

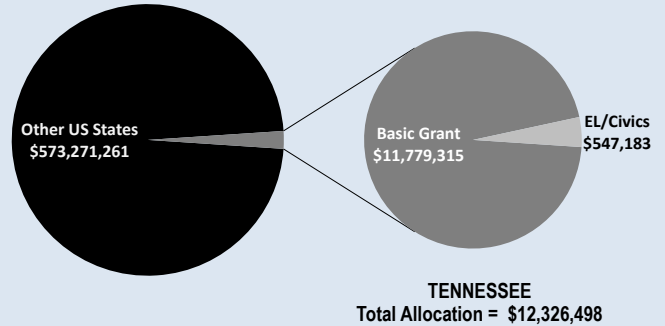
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	9,160	8,086	8,181
Unemployed	15,470	13,556	12,789
Correctional Setting	1,595	1,933	2,057
On Public Assistance	10,677	9,969	9,484
Other Institutionalized	202	82	92

Federal Allocation to State

FY 2011

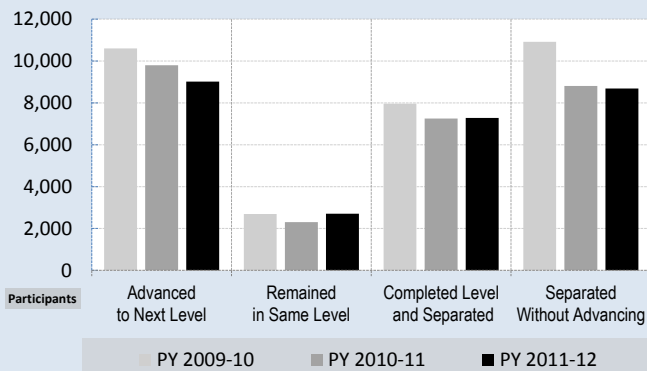


Enrollment by Race/Ethnicity

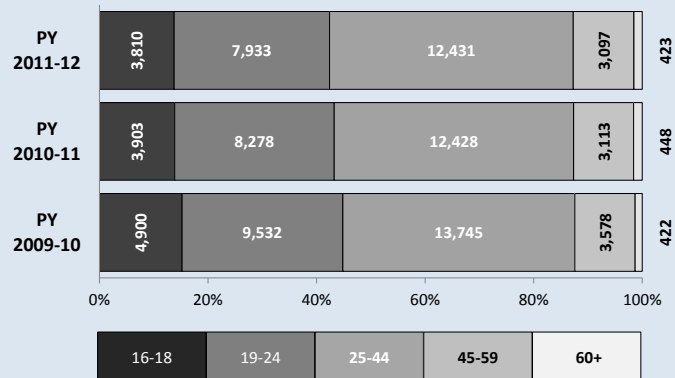
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	138	0%	120	16	2	-40%
Asian	770	3%	229	26	515	-5%
Black or African American	7,521	27%	6,925	306	290	-9%
Hispanic or Latino	3,197	12%	1,001	111	2,085	-19%
Native Hawaiian or Other Pacific Islander	23	0%	18	4	1	-52%
White	15,693	57%	12,666	2,661	366	-17%
Two or More Races	352	1%	283	63	6	N/A
Total	27,694	100%	21,242	3,187	3,265	-14%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Tennessee

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	58	61	59	13,723	43,462
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	51	55	57	1,868	5,899
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	62	63	7,022	23,269
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	76	75	764	2,780
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	42	44	4,851	15,506
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	56	5,445	20,615

^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 and Student Information Texas

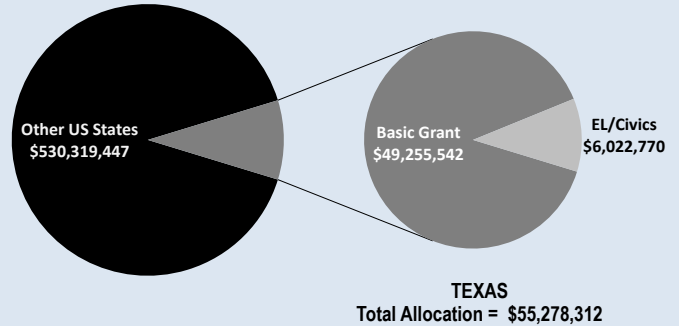
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	32,064	35,493	33,548
Unemployed	18,199	22,941	21,479
Correctional Setting	4,432	3,650	3,608
On Public Assistance	7,891	8,264	7,196
Other Institutionalized	0	332	300

Federal Allocation to State

FY 2011

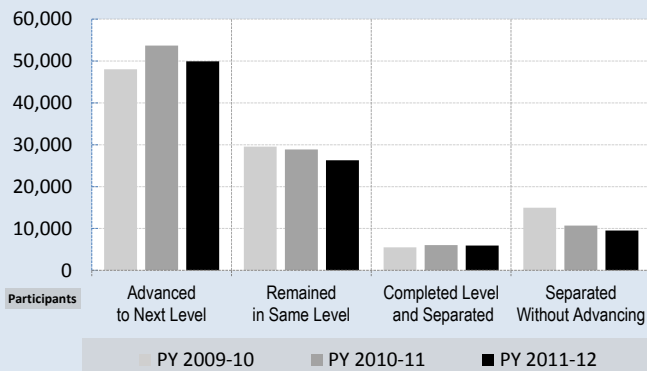


Enrollment by Race/Ethnicity

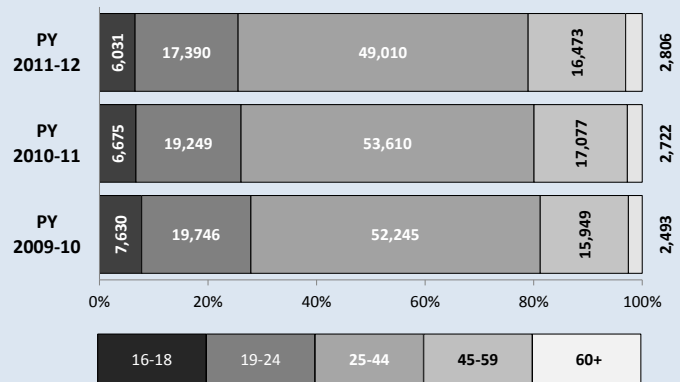
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	304	0%	227	16	61	6%
Asian	3,802	4%	778	62	2,962	6%
Black or African American	11,447	12%	10,456	408	583	-11%
Hispanic or Latino	65,823	72%	22,057	1,460	42,306	-5%
Native Hawaiian or Other Pacific Islander	61	0%	45	4	12	-50%
White	9,958	11%	7,838	1,234	886	-14%
Two or More Races	315	0%	223	27	65	N/A
Total	91,710	100%	41,624	3,211	46,875	-6%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Texas

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	56	58	25,210	77,443
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	64	64	29,956	89,305
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.	78	48	64	4,453	14,299
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.	38	26	21	506	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.	60	45	47	2,169	4,115
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	66	67	68	5,942	12,775

^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 and Student Information Utah

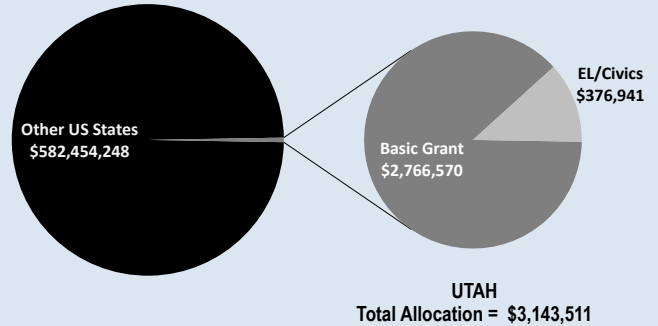
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	9,399	7,888	6,502
Unemployed	10,292	10,099	8,333
Correctional Setting	4,773	4,617	3,979
On Public Assistance	2,770	2,879	2,534
Other Institutionalized	47	16	10

Federal Allocation to State

FY 2011

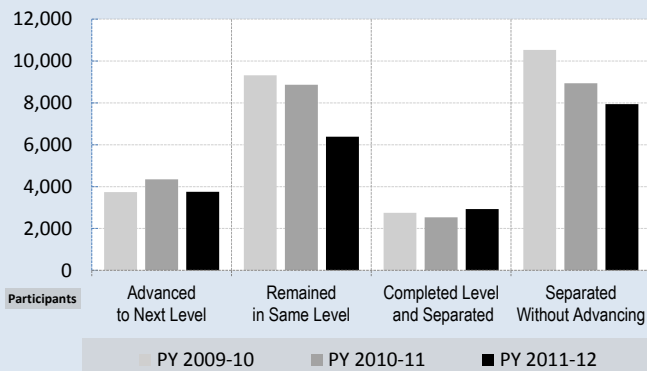


Enrollment by Race/Ethnicity

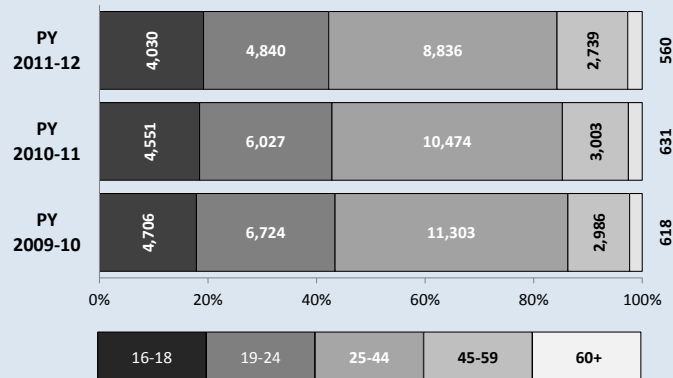
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	687	3%	624	59	4	-17%
Asian	1,623	8%	478	27	1,118	-10%
Black or African American	1,045	5%	547	26	472	-24%
Hispanic or Latino	8,903	42%	4,856	367	3,680	-21%
Native Hawaiian or Other Pacific Islander	296	1%	228	33	35	-26%
White	8,225	39%	6,218	1,658	349	-23%
Two or More Races	226	1%	170	32	24	N/A
Total	21,005	100%	13,121	2,202	5,682	-20%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Utah

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	21	24	29	4,236	11,659
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	35	35	1,972	6,804
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.	46	44	45	1,366	7,246
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	11	21	9	79	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.	54	48	52	359	941
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*	77	82	645	1,694

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

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

^c Adult Basic 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 and Student Information Vermont

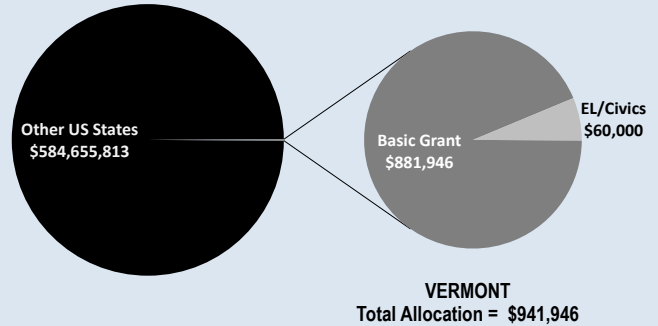
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	768	442	626
Unemployed	1,550	1,030	1,364
Correctional Setting	66	43	50
On Public Assistance	679	448	583
Other Institutionalized	9	8	8

Federal Allocation to State

FY 2011

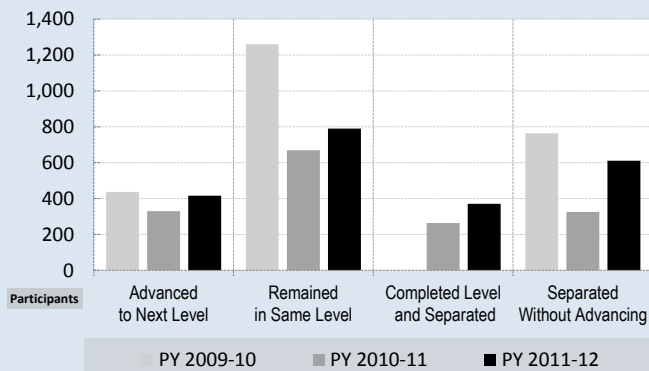


Enrollment by Race/Ethnicity

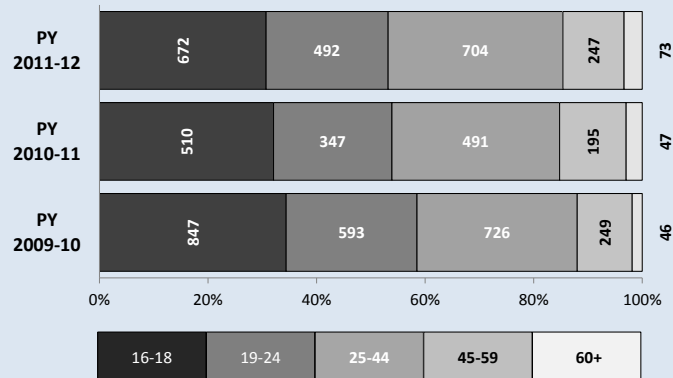
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	29	1%	24	4	1	4%
Asian	180	8%	31	8	141	18%
Black or African American	242	11%	82	19	141	3%
Hispanic or Latino	90	4%	41	9	40	-18%
Native Hawaiian or Other Pacific Islander	4	0%	3	0	1	-20%
White	1,643	75%	1,225	364	54	-15%
Two or More Races	0	0%	0	0	0	N/A
Total	2,188	100%	1,406	404	378	-11%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Vermont

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	19	41	39	641	1,522
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.	18	15	13	51	138
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*	74*	41*	230	574
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	63*	68*	66*	67	111
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	72	68	225	623
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	87	88	85	170	493

^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 and Student Information Virgin Islands

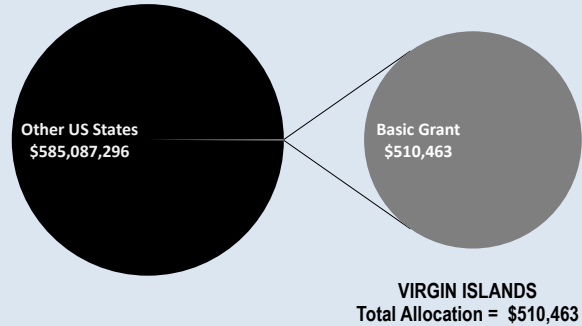
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1	35	132
Unemployed	13	117	232
Correctional Setting	0	0	0
On Public Assistance	0	30	62
Other Institutionalized	0	0	2

Federal Allocation to State

FY 2011

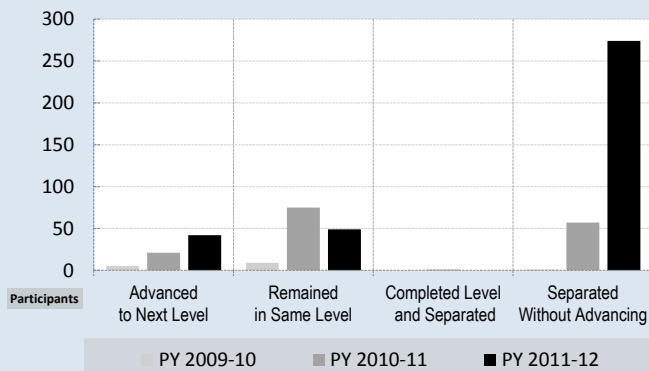


Enrollment by Race/Ethnicity

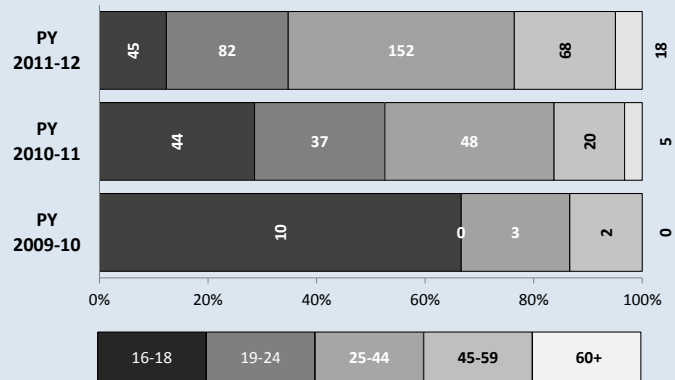
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	0	0%	0	0	0	N/A
Asian	0	0%	0	0	0	N/A
Black or African American	284	78%	274	7	3	2267%
Hispanic or Latino	80	22%	79	1	0	7900%
Native Hawaiian or Other Pacific Islander	1	0%	1	0	0	N/A
White	0	0%	0	0	0	-100%
Two or More Races	0	0%	0	0	0	N/A
Total	365	100%	354	8	3	2333%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Virgin Islands

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	14	12	42	68
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.	-	-	0	-	-
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	27	24	32	7	16
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	0*	0	0*	-	-
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	0*	0*	0	-	-
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*	0*	0*	-	-

^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 and Student Information Virginia

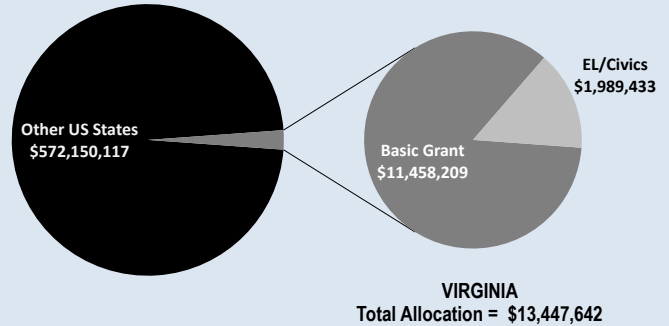
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	13,159	12,409	10,744
Unemployed	7,235	6,624	5,887
Correctional Setting	2,341	2,240	1,924
On Public Assistance	1,912	1,903	1,811
Other Institutionalized	43	17	12

Federal Allocation to State

FY 2011

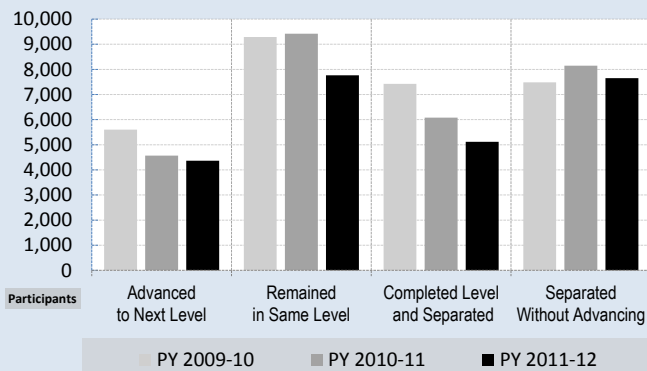


Enrollment by Race/Ethnicity

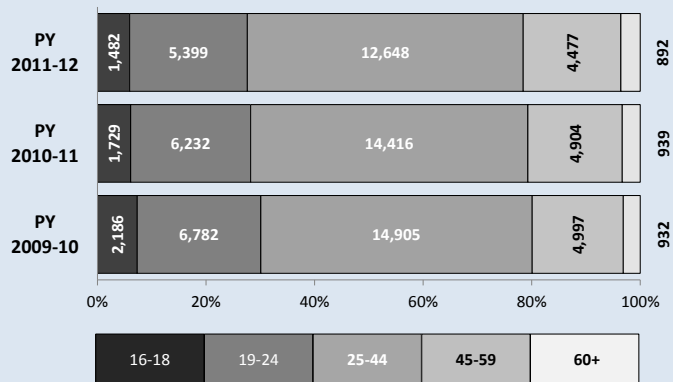
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	99	0%	67	20	12	-26%
Asian	2,841	11%	304	72	2,465	-5%
Black or African American	7,396	30%	5,535	1,014	847	-18%
Hispanic or Latino	7,414	30%	1,244	305	5,865	-19%
Native Hawaiian or Other Pacific Islander	57	0%	27	11	19	14%
White	6,830	27%	3,188	2,212	1,430	-19%
Two or More Races	261	1%	142	87	32	N/A
Total	24,898	100%	10,507	3,721	10,670	-16%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Virginia

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	36	38	4,628	15,525
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	33	39	4,189	13,706
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	92	94	90	3,191	10,712
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	39	44	35	325	852
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	56	46	618	1,371
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.	73	73	64	1,188	3,857

^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 and Student Information Washington

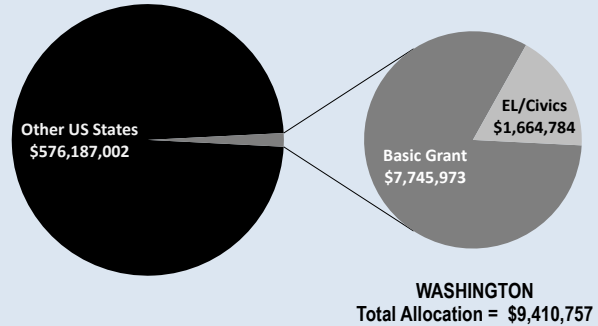
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	19,443	17,832	16,024
Unemployed	30,810	29,867	25,476
Correctional Setting	6,092	4,665	4,573
On Public Assistance	13,179	13,945	13,368
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

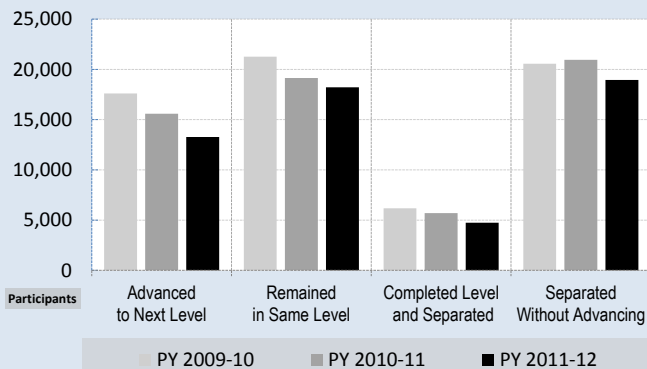


Enrollment by Race/Ethnicity

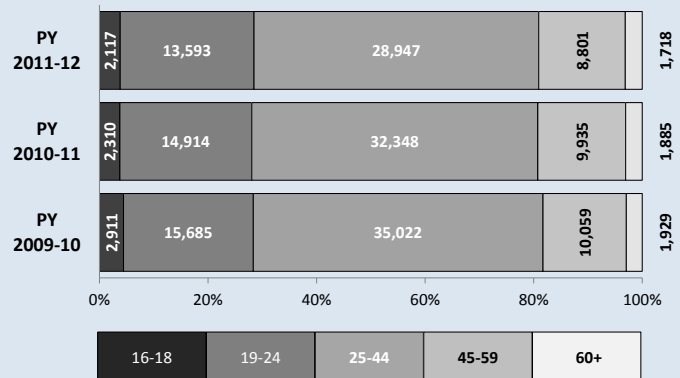
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	1,451	3%	1,271	147	33	-18%
Asian	9,286	17%	1,272	224	7,790	-9%
Black or African American	7,962	14%	4,183	323	3,456	-22%
Hispanic or Latino	16,158	29%	4,638	485	11,035	-25%
Native Hawaiian or Other Pacific Islander	796	1%	503	62	231	12%
White	18,293	33%	11,840	2,652	3,801	-13%
Two or More Races	1,230	2%	878	148	204	N/A
Total	55,176	100%	24,585	4,041	26,550	-16%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Washington

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	28	26	24	6,723	22,968
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	45	44	42	11,222	39,869
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.	41	44	52	4,209	11,908
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	71	75	5,970	16,216
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	35	36	4,154	10,360
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	66	69	70	2,964	6,747

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 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 and Student Information West Virginia

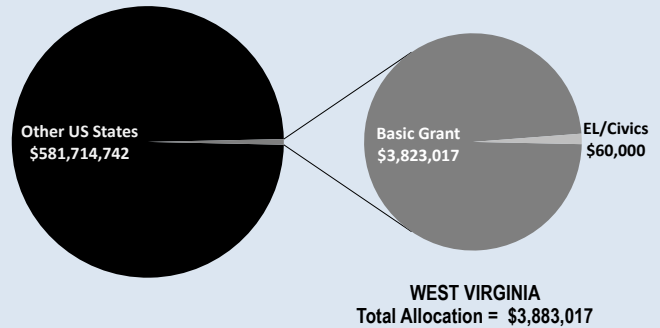
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1,261	1,215	1,203
Unemployed	4,029	3,987	3,035
Correctional Setting	2,180	1,980	1,907
On Public Assistance	3,105	3,659	3,272
Other Institutionalized	0	0	0

Federal Allocation to State

FY 2011

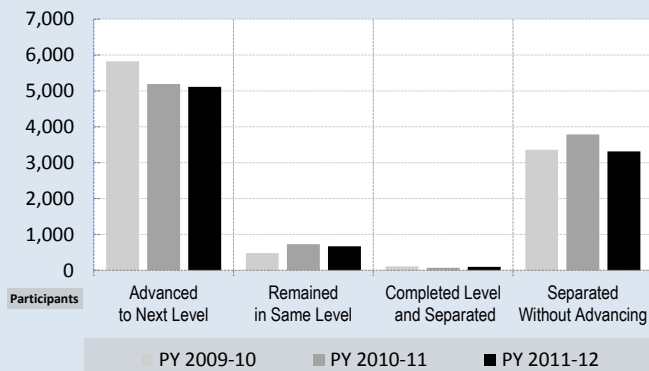


Enrollment by Race/Ethnicity

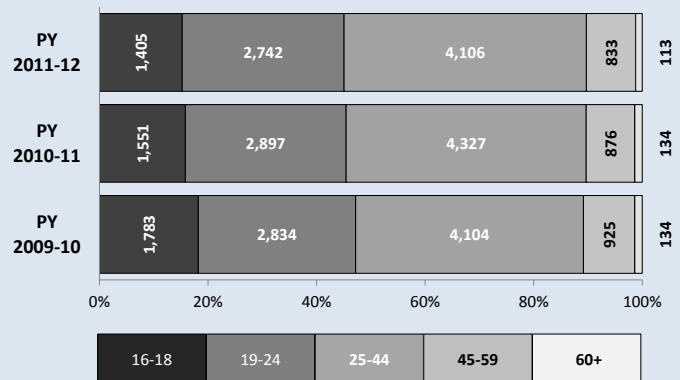
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	31	0%	25	6	0	-49%
Asian	126	1%	18	11	97	-11%
Black or African American	969	11%	781	137	51	0%
Hispanic or Latino	276	3%	139	33	104	30%
Native Hawaiian or Other Pacific Islander	9	0%	9	0	0	-31%
White	7,630	83%	5,999	1,578	53	-9%
Two or More Races	158	2%	120	37	1	N/A
Total	9,199	100%	7,091	1,802	306	-6%

Retention and Completion



Enrollment By Age



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

**Selected Adult Education Program and Student Information
West Virginia
Program Year 2009-10 to Program Year 2011-12**

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	67	59	63	5,033	15,937
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	59	61	58	179	474
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	79	77	82	1,462	4,689
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	59	64	445	1,320
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	31	59	476	1,070
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.	39	49	66	314	704

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

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

^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 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 and Student Information Wisconsin

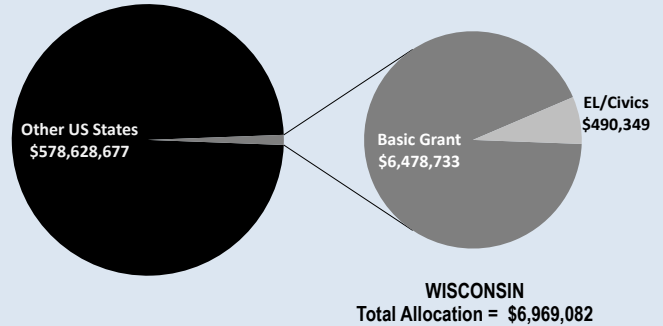
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	9,132	9,033	7,692
Unemployed	10,169	9,382	8,239
Correctional Setting	2,063	2,278	2,388
On Public Assistance	1,867	1,990	2,071
Other Institutionalized	10	284	149

Federal Allocation to State

FY 2011

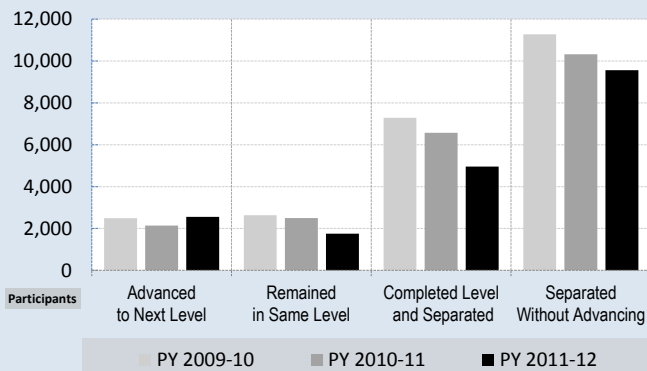


Enrollment by Race/Ethnicity

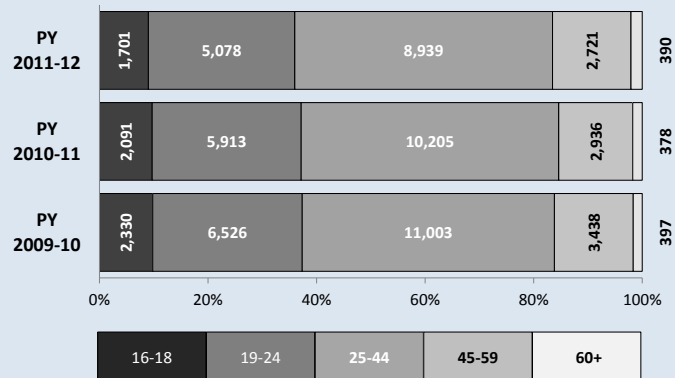
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	420	2%	309	108	3	-23%
Asian	1,765	9%	594	113	1,058	-14%
Black or African American	3,241	17%	2,691	283	267	-10%
Hispanic or Latino	4,460	24%	1,302	231	2,927	-20%
Native Hawaiian or Other Pacific Islander	29	0%	18	5	6	-19%
White	8,721	46%	5,765	2,606	350	-27%
Two or More Races	193	1%	136	50	7	N/A
Total	18,829	100%	10,815	3,396	4,618	-21%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Wisconsin

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	40	39	5,006	17,422
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	45	2,061	6,916
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	67	65	1,875	6,066
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	66	61	1,424	5,432
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	19	38	40	573	1,477
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	4	71	70	1,199	2,346

^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 and Student Information Wyoming

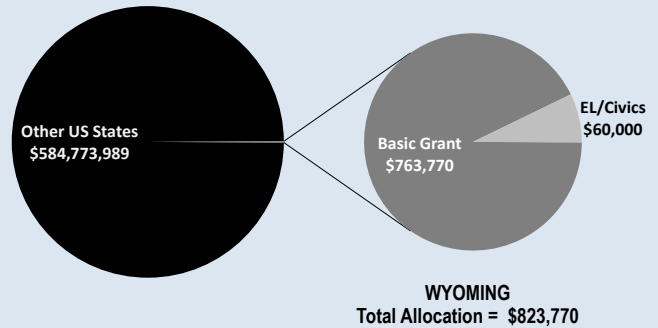
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	1,066	1,026	1,020
Unemployed	1,940	1,296	984
Correctional Setting	246	189	138
On Public Assistance	541	518	475
Other Institutionalized	13	19	4

Federal Allocation to State

FY 2011

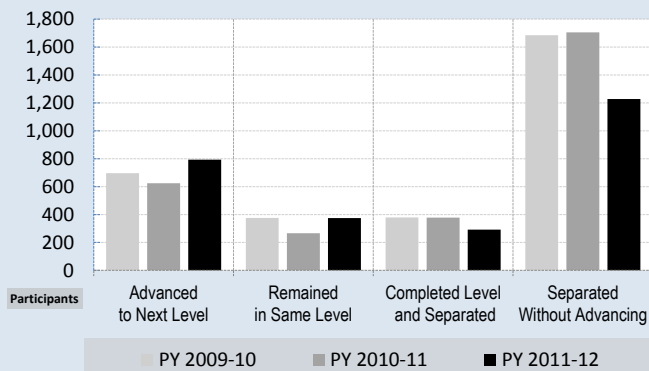


Enrollment by Race/Ethnicity

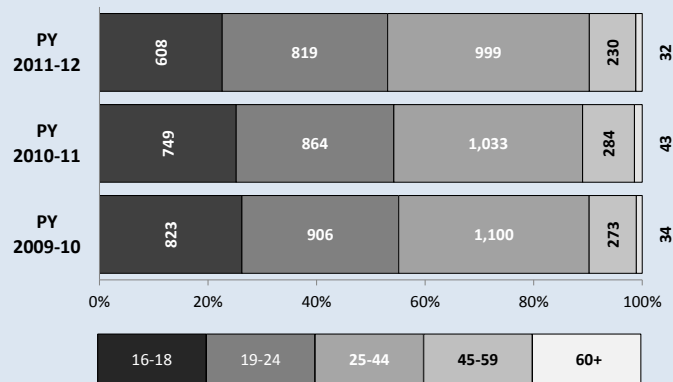
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	225	8%	195	30	0	0%
Asian	101	4%	18	3	80	25%
Black or African American	46	2%	34	6	6	-35%
Hispanic or Latino	777	29%	302	71	404	-22%
Native Hawaiian or Other Pacific Islander	6	0%	5	1	0	100%
White	1,479	55%	925	507	47	-16%
Two or More Races	54	2%	36	18	0	N/A
Total	2,688	100%	1,515	636	537	-14%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information Wyoming

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	28	27	38	692	1,809
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	28	31	166	502
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	78	77	99	793	2,605
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	79	92	70	193	787
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	76	46	348	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	43	98	69	240	287

^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 and Student Information United States

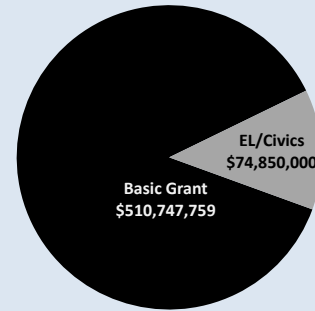
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	683,537	627,347	579,815
Unemployed	902,189	818,580	734,233
Correctional Setting	219,584	201,940	187,934
On Public Assistance	337,511	345,020	309,554
Other Institutionalized	22,361	19,854	7,404

Federal Allocation to State

FY 2011



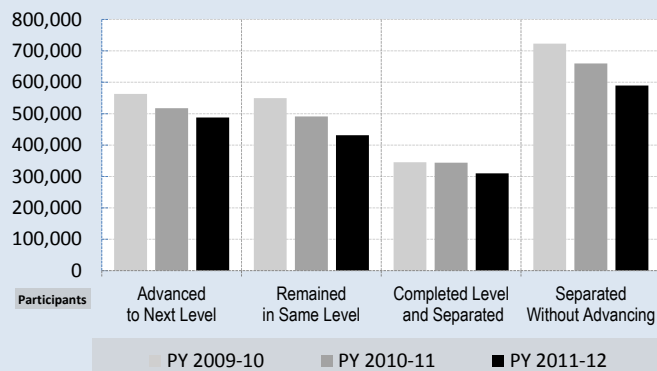
United States
Total Allocation = \$585,597,759

Enrollment by Race/Ethnicity

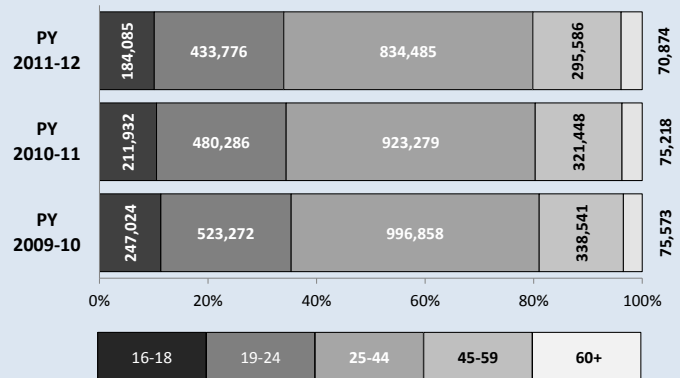
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	27,183	1%	18,593	3,595	4,995	-18%
Asian	148,968	8%	19,542	4,851	124,575	-13%
Black or African American	407,383	22%	302,785	43,056	61,542	-15%
Hispanic or Latino	709,213	39%	180,115	62,346	466,752	-20%
Native Hawaiian or Other Pacific Islander	10,694	1%	6,482	2,063	2,149	-40%
White	480,789	26%	306,291	110,387	64,111	-19%
Two or More Races	34,576	2%	19,405	5,671	9,500	N/A
Total	1,818,806	100%	853,213	231,969	733,624	-17%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information United States

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	42	43	423,752	1,326,797
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	21	24	29	4,236	11,659
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	54	48	52	359	941
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	29	35	35	1,972	6,804
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	44	44	46	336,105	1,110,204
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	46	44	45	1,366	7,246

^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 and Student Information ALL STATES

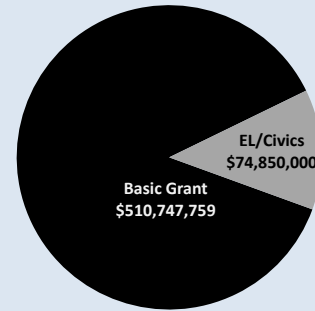
Program Year 2009-10 to Program Year 2011-12

Participant Status

Status	PY 2009-10	PY 2010-11	PY 2011-12
Employed	683,537	627,347	579,815
Unemployed	902,189	818,580	734,233
Correctional Setting	219,584	201,940	187,934
On Public Assistance	337,511	345,020	309,554
Other Institutionalized	22,361	19,854	7,404

Federal Allocation to State

FY 2011



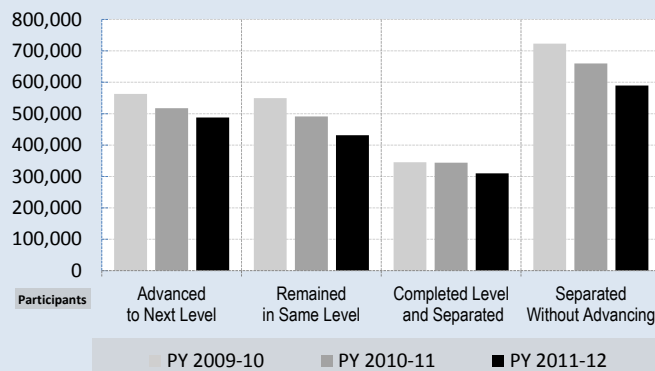
United States
Total Allocation = \$585,597,759

Enrollment by Race/Ethnicity

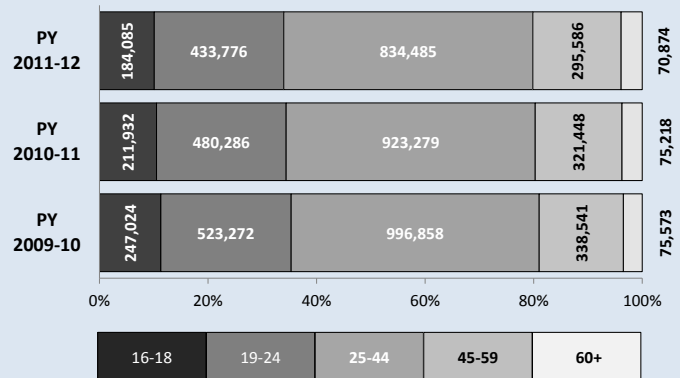
PY 2011-12

Race/Ethnicity	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2009-10
American Indian or Alaska Native	27,183	1%	18,593	3,595	4,995	-18%
Asian	148,968	8%	19,542	4,851	124,575	-13%
Black or African American	407,383	22%	302,785	43,056	61,542	-15%
Hispanic or Latino	709,213	39%	180,115	62,346	466,752	-20%
Native Hawaiian or Other Pacific Islander	10,694	1%	6,482	2,063	2,149	-40%
White	480,789	26%	306,291	110,387	64,111	-19%
Two or More Races	34,576	2%	19,405	5,671	9,500	N/A
Total	1,818,806	100%	853,213	231,969	733,624	-17%

Retention and Completion



Enrollment By Age



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

Selected Adult Education Program and Student Information ALL STATES

Program Year 2009-10 to Program Year 2011-12

Performance Measures

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2009-10	PY 2010-11	PY 2011-12		Total Three Years
	Percent	Percent	Percent	Number	
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	42	43	423,752	1,326,797
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	21	24	29	4,236	11,659
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	54	48	52	359	941
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	29	35	35	1,972	6,804
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	44	44	46	336,105	1,110,204
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	46	44	45	1,366	7,246

^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.

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

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

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under 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 2009–10 to Program Year 2011–12**

State or Outlying Area	PY 2009–2010		PY 2010–2011		PY 2011–2012	
	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	4,183	17	3,625	15	3,343	14
Alaska	593	18	417	13	334	11
American Samoa	11	7	7	3	4	3
Arizona	2,211	11	1,842	10	1,818	10
Arkansas	4,274	14	3,794	14	3,563	14
California	28,896	7	25,895	7	21,890	6
Colorado	1,081	8	913	7	831	8
Connecticut	4,830	17	4,241	16	3,436	14
Delaware	787	16	705	14	656	13
District of Columbia	257	6	217	6	201	6
Florida	39,589	15	32,609	14	25,863	15
Georgia	12,468	17	11,297	17	9,939	17
Guam	102	16	95	18	182	21
Hawaii	2,056	22	2,033	22	1,942	22
Idaho	897	12	684	10	647	10
Illinois	8,265	8	6,953	7	6,136	7
Indiana	7,239	20	4,547	16	5,467	19
Iowa	1,909	18	1,639	15	1,412	13
Kansas	1,655	18	1,383	17	1,237	16
Kentucky	3,986	10	4,053	10	5,405	14
Louisiana	8,178	27	6,695	25	5,901	22
Maine	1,907	22	1,351	20	1,115	17
Maryland	3,926	12	3,663	11	3,206	10
Massachusetts	776	4	727	4	662	3
Michigan	1,099	4	580	2	831	3
Minnesota	1,941	4	1,724	4	1,750	4
Mississippi	3,580	20	3,124	19	2,933	18
Missouri	2,430	7	1,752	6	1,524	5
Montana	830	22	836	24	826	25
Nebraska	885	10	705	8	593	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 2009–10 to Program Year 2011–12 (continued)**

State or Outlying Area	PY 2009–2010		PY 2010–2011		PY 2011–2012	
	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants
Nevada	243	3	232	3	170	2
New Hampshire	397	7	860	15	909	17
New Jersey	2,186	6	2,172	7	1,798	7
New Mexico	3,878	17	3,241	15	2,841	15
New York	6,184	5	6,487	5	4,950	4
North Carolina	19,881	16	17,236	15	8,884	8
North Dakota	256	14	350	22	380	23
Northern Mariana Islands	40	7	87	14	70	15
Ohio	3,939	9	3,170	8	2,685	7
Oklahoma	3,420	17	2,999	16	2,488	15
Oregon	2,361	10	2,055	10	1,909	10
Palau	13	21	8	14	1	1
Pennsylvania	3,681	11	2,352	8	2,032	8
Puerto Rico	12,507	55	10,337	51	11,821	48
Rhode Island	605	9	485	8	488	8
South Carolina	8,167	15	7,389	15	6,941	15
South Dakota	299	11	253	10	170	7
Tennessee	4,900	15	3,903	14	3,810	14
Texas	7,630	8	6,675	7	6,031	7
Utah	4,706	18	4,551	18	4,030	19
Vermont	847	34	510	32	672	31
Virgin Islands	10	67	44	29	45	12
Virginia	2,186	7	1,729	6	1,482	6
Washington	2,911	4	2,310	4	2,117	4
West Virginia	1,783	18	1,551	16	1,405	15
Wisconsin	2,330	10	2,091	10	1,701	9
Wyoming	823	26	749	25	608	23
Totals for the U.S.	247,024	11	211,932	11	184,085	10

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

Note: PY means program year.

Source: U.S. Department of Education, Office of 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 2011–12 (OMB Number 1830-0027).



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